Under the constitution of NCTE, every spring each Section (Elementary, Middle Level, Secondary, College) elects members of its own Section Steering Committee and members of the Section Nominating Committee. The following nominations were made by a nominating committee elected by the section membership in spring 2014. The College Section Nominating Committee this year consists of Troy Hicks, Central Michigan University, Mt. Pleasant, chair; Stephanie Kirschbaum, University of Delaware, Newark; and Renee Moreno, California State University, Northridge. Names on the ballot are presented in random order. The biographical information concerning the nominee’s experience and service to NCTE was supplied by the individual nominee. The committee’s nominations were printed in the March issue of College English and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 3097, Champaign, IL 61826-3097, no later than June 1, 2015. Please use the enclosed return envelope.

Section Committee members elect a chair who represents section concerns on the NCTE Executive Committee. Through correspondence and meetings once or twice a year, the members identify and explore issues of section concern. Often the Section Committee will suggest new programs or revisions of present Council programs that may benefit section members. The Committee helps plan section conferences and portions of the NCTE Annual Convention that will be of interest to section members.

(Vote for two of four.)

JENNIFER CLIFTON
Assistant professor of English, University of Texas at El Paso. Formerly: Director, Missouri Writing Project; middle school teacher, high school coach. Memberships: NCTE, CCC, RSA, AERA. Publication(s): Editor, Dialogic Pedagogy; editor, Literacy Research Association Yearbook; articles in English Journal, Computers & Composition, Journal of Teaching Writing, Feminist Teacher. Program Contribution(s): NCTE, CCC, MLA, AERA, Feminist.

Position Statement: In an increasingly pluralistic and networked world, we need ways of supporting the dynamic possibilities of youth multi-literacies while ensuring youth access to traditional texts and codes of power. We need pedagogies that engage youth as multicultural beings in multicultural contexts, dialoguing across difference to make sense of the world around them, to live self-determined lives, and to shape a more just world. This hard and hopeful work needs leaders who cultivate a diverse community, gaty and visionary collaborations across institutions, and resources and relationships to support teachers, youth, and the communities they care about so deeply.

STEVEN ALVAREZ
Assistant professor of writing, rhetoric, and digital studies, University of Kentucky, Lexington; NCTE/CCCC Latina/o Caucus co-chair; NCTE Cultivating New Voices Among Scholars of Color Fellow. Formerly: The Graduate Center of CUNY Teaching Fellow, Queens College, board member, Mexican American Students Alliance After-school Mentorship Program, New York City, CCC, Scholars for the Dream Award Recipient. Memberships: NCTE, CCC, NCTE/CCCC Latina Caucus. Award(s): NCTE Cultivating New Voices Fellowship, The Graduate Center of the CUNY English Department Best Composition and Rhetoric Dissertation Award. Publication(s): Articles in Journal of Basic Writing, Readings in Language Studies, Language Arts. Program Contribution(s): NCTE, CCC.

Position Statement: My research, teaching, and learning are community-based, and I’m proud to represent NCTE’s commitment to connecting schools, teachers, students, and families. I represent immigrant communities in particular, as well as all emergent bilingual communities. I believe that NCTE can confront limitations and weaknesses of subtractive schooling as well as recognize strengths of school curricula and assessments relevant to local community contexts.

ROCHELLE (SHELLEY) RODRIGO
Assistant professor of English, Old Dominion University, Norfolk, Virginia; chair, CCC, Resolutions Committee. Formerly: Professor of English, Mesa Community College; CCC Executive Committee; chair, NCTE Resolutions Committee; co-chair, EDUCAUSE Committee on Evolving Technologies. Memberships: NCTE, CCC, CWPA, TYCA-SE. Publication(s): co-editor, Rhetorical Rethinking Usability; articles in Computers & Composition (Online), TETYC, Enculturation, JTRP. Program Contribution(s): NCTE, CCC, CWPA, TYCA-West, TYCA-Southeast, EDUCAUSE.

Position Statement: At a time when higher education is under more scrutiny from the media, government entities, and the general public, we also struggle with tightening budgets as well as increasingly diverse student populations and professional responsibilities. The NCTE College Section needs to provide constituents with theoretically sound and research-supported professional position statements and practical suggestions for engaging with internal (i.e., students, colleagues, and administrators) as well as external (i.e., local media and government officials) stakeholders.

BETH GODBEE

Position Statement: Through my teaching, research, and service, I strive toward equity and social justice, advocating pedagogies that support translingualism, students’ linguistic rights, community-based learning, undergraduate research, and teacher research. If elected, I will support candidates, programs, and policies that promote both teachers’ and students’ agency, sustain K.-university and campus-community relations, and underline the goals of equity and social justice.
Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

### AJAY MARTINEZ

Assistant professor of English, Binghamton University SUNY; member, NCTE/CCCC Latino/a Caucus. Membership(s): NCTE, CCC, RSA, MLA. Award(s): Binghamton University Seminar in London Faculty Director; Ford Dissertation Fellowship, Honorable Mention; University of Arizona Centennial Achievement Award. Publication(s): College English, Composition Studies. Program Contribution(s): CCC, RSA, FemHtk.

**Position Statement:** I am deeply committed to issues of access and representation for marginalized groups in academic institutions, and, through my work as a scholar-teacher-administrator, I work to contribute an awareness and appreciation to under-represented voices, experiences, and ways of knowing. Our nation’s educational institutions are changing and will continue to change due to the influx of minority students and eventual minority academic professionals, and accordingly, NCTE leadership should demonstrate a sense of preparedness to provide for individuals of difference.

### AKUA DUKU ANOKYE

Director, international initiatives, associate professor, Africana language, literature, culture, Arizona State University, Glendale. Formerly: Director, school of humanities, arts, cultural studies, ASU; chair, CCC; chair, College Board Advanced Placement Development Committee. Membership(s): NCTE, CCC. Award(s): Fulbright-Hays GPA Fellowship; “Honoring Our African Legacy,” Black Legacy Endowment Fund. Publication(s): “Hearing Voices: Listening to Women’s Works;” “Documenting a Disaster: Hurricane Katrina and The Saga of One Family;” “Teaching Writing Teachers to Teach Writing.” Program Contribution(s): AfricAvenir Research Center, Cameroon; CCC, CEA.

**Position Statement:** Issues of diversity and equality (particularly in assessment practices) must continue to hold places of priority in NCTE, and a spokesperson for this goal on the Nominating Committee ascents that we continue a diverse pool of candidates for leadership within the NCTE community. We want representatives who not only maintain our advocacy for second language writing and writers/scholars, but who also recognize the importance of reaching out to contingent labor and insisting on the ethical treatment of all members in our profession. I’d like to persist by adding my voice to these efforts by encouraging minorities to enter the profession and becoming leaders so that our membership reflects the American population and the demographic of those who populate our classrooms. I believe firmly that together we can formalize and institutionalize practices that support and facilitate the growth of first-rate education through research, collaboration, advocacy, accountability, and reliability.

### MICHELE MYERS

Clinical assistant professor, masters of arts in teaching coordinator, University of South Carolina. Formerly: Principal, Orangeburg, South Carolina. Membership(s): NCTE, ECEA. Award(s): Cultivating New Voices Among Scholars of Color Fellow; NCTEAR Diversity Scholarship Recipient, IRA Distinguished Teacher of Reading. Publication(s): Articles in Language Arts, Phi-Del-Kappa, Black Families and Schooling in Rural South Carolina: Families and Educators’ Disjunctive Interpretations of Parental Involvement, Understanding Family Involvement: Intersections of Race, Schooling and Family Life in a Rural Black Community. Program Contribution(s): NCTE, AERA, NCTE, SCIRA.

**Position Statement:** As a literacy educator, I am committed to equitable opportunities for all students and collaboration between K–16 educators. I will advocate for candidates who embrace linguistic and cultural diversity and are committed to social justice. I will also support candidates who demonstrate a desire to develop relationships between higher education and K–12 faculty.

### IRIS DEAN RUIZ

Lecturer, Writing in the Disciplines Committee co-chair, faculty coordinator for Undergraduate Research Journal, University of California, Merced. Formerly: Teaching associate, graduate student intern, UC San Diego; teaching assistant, CSU Fresno. Membership(s): NCTE, CCC, CCCC, Award(s): Chair’s Memorial Scholarship, Scholars for the Dream Award, USCD Social Justice Award. Publication(s): Book review in Reflections Journal, edited collection on “Decolonial Keywords,” manuscript, “A Case for Critical Historiography in Composition Studies”. Program Contribution(s): CCC.

**Position Statement:** I am interested in critical pedagogy at all levels of education. I have been very adamant about both inclusion and diversity in both curriculum and pedagogical practices. I have designed and advocated for a “Critical Historiography” writing curriculum in my dissertation as I believe it is a curricula that is universally beneficial for all English language arts educators and it also complements the wider social movements currently taking place in 21st century Civil Rights initiatives where the value of all lives regardless of race, color or class matter. If elected I will choose members who seem to be in tandem with this position. I am also well-versed in multidisciplinary writing initiatives.

### VALERIE SWEENEY PRINCE

Associate professor, English department, Allegheny College, Meadville, Pennsylvania. Formerly: Avalon professor of humanities, Hampton University; English instructor, Bowie State University. Membership(s): NCTE, College Language Association; SAMLA. Award(s): Avalon Professor of Humanities; Vanderbilt University’s Issues in Critical Investigation Manuscript Competition Finalist (2011); University Press Bestseller (April 2005). Booklist review of Cargo Billups Goes Looking for Lips. Publication(s): Burnin’ Down the House: Home in African American Literature; chapter in Bloom’s Critical Views: Ralph Ellison (second edition); Cargo Billups Goes Looking for Lips (a video book); Second Line (a documentary); various essays, bibliographies, and reviews. Program Contribution(s): NCTE, SAMLA, CLA, Furious Flowers, The Toni Morrison Society.

**Position Statement:** My experience with NCTE has reinforced the importance of strong advocates who appreciate literature and language as a means of exploring meaningful human connections, and those who respect tradition, even as they envision new ways to meet the needs a rapidly changing demographic.

### BETH BRUNK-CHAVEZ

Associate professor of rhetoric and writing studies, senior associate dean of extended university, WPA Outcomes Statement Revision Committee, University of Texas at El Paso. Formerly: Associate dean of the College of Liberal Arts; director of first-year composition; associate chair, NCTE College Section Steering Committee. Membership(s): NCTE, CCC, WPA. Award(s): UT System Regents Outstanding Teaching Award, UT System Academy of Distinguished Teachers, CCC Writing Program Certificate of Excellence. Publication(s): Written Communication, Composition Studies, WPA. Program Contribution(s): NCTE, CCC, WPA.

**Position Statement:** NCTE needs leaders committed to supporting and advocating for the important and innovative work of its members. This leadership is particularly important in the areas of digital writing environments, preparation of writing instructors, and the public perception of our students and our work. Also of increasing importance is role of our discipline and instruction in the lives of non-traditional and returning students.