The biographical information concerning nominees’ past and present service to CCCC, NCTE, and other professional associations was supplied by the candidates and is printed for the convenience of members. At the request of the CCCC Officers, candidates for Assistant Chair submitted expanded biographical information and position statements.

The following nominations were made by a nominating committee elected by the membership in the summer of 2013. The CCCC Nominating Committee this year consists of Shirley K Rose, Arizona State University, Tempe, Chair; Will Banks, East Carolina University, Greenville, NC; Derek Mueller, Eastern Michigan University, Ypsilanti; Michelle Bachelor Robinson, University of Alabama, Tuscaloosa; and Cheri Lemieux Spiegel, North Virginia Community College, Sterling.

Please vote on the enclosed ballot and return it to the following address: CCCC Ballot, National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096; postmarked no later than August 1, 2014. Please use the enclosed return envelope.

ASSISTANT CHAIR (Vote for one.)
The Assistant Chair serves on the Executive Committee for four years, succeeding to the post of Associate Chair, Chair, and Past Chair.

LINDA ADLER-KASSNER, Professor of Writing Studies and Director, Writing Program, University of California, Santa Barbara. Professional Activities: Member, CCCC Engagement Committee; Stage 1 proposal reviewer, proposal coach; NCTE Research Foundation. Formerly: Professor, Director of First Year Writing, Eastern Michigan University; President, Council of Writing Program Administrators; CCCC Nominating Committee; Co-Chair, Conference on Basic Writing; CCCC Research Grants Committee. Editorial Boards: CCC, Composition Forum, Journal of Basic Writing, Studies in Writing and Rhetoric, WPA Journal. Member: CCCC, NCTE, CWPA. Awards: CCCC Writing Program Certificate of Excellence (UCSB and Eastern Michigan); CWPA Best Book Award. Publications: The Activist WPA; co-author, Reframing Writing Assessment; co-author, CCCC Principles on the Postsecondary Teaching of Writing: Framework for Success in Postsecondary Writing; NCTE-WPA Statement on Writing Assessment in Colleges and Universities; 35+ articles and book chapters. Program Participation: CCCC, NCTE, CWPA, MLA, AAC&U.

Position Statement: In the 65 years since CCCC was founded, CCCC members have collectively developed a foundation of knowledge and beliefs about writers and writing. From this foundation, we have created practices: curriculum for fostering writing abilities; approaches to studying writing in contexts; strategies for assessing writing. We have also developed important positions about many aspects of our work: labor practices, pedagogical preparation, assessment, and more.

These practices and positions, which reflect our knowledge and beliefs, reflect our commitment to innovative, dynamic teaching and research that fosters successful, flexible writers.

At the same time, others outside of our discipline are also invested in issues related to writing and writers. The intersections between their knowledge, beliefs, and practices and ours pose challenges and opportunities. The Common Core Standards will affect the writing lives of millions of K–12 students before they come to our courses and programs. Advocates of the “completion agenda” argue that “remedial” courses should be completed before students arrive at 2- or 4-year institutions. Foundations, politicians, and policy makers are formulating

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writing policy. Writing instructors continue to be hired as contingent faculty; writing instruction and assessment is outsourced.

As an organization, we must marshal our best resources—the knowledge and beliefs of CCCC members—to engage these interested others. This requires acting strategically from our knowledge and beliefs, and working tactically: listening, building alliances, and taking action.

As chair, I would work with existing CCCC members and committees and seek to engage new members and initiatives to help us communicate with the range of individuals and groups who share our interests in writing in the U.S. and, increasingly, in international contexts. No matter our status in the profession, we are CCCC. Together, we can shape issues that will fundamentally affect the lives of our students and our working conditions—from labor practices to curriculum design, intellectual property to internationalization, student preparation to students’ abilities. I am excited about this opportunity to draw on the commitments and resources that CCCC members bring to our work as literacy educators and, collaboratively, to develop strategies and positions that can shape discussions about writers and writing abilities for 21st century citizens.

value communicative practices of all cultures and see relations between language and language users as co-constitutive, recognizing that different language resources are always being merged and remixed in situated contexts for new forms and meanings.

Third, we must foster a yin-yang, rather than a one-sided understanding of the dynamics, animating, for example, the local and the global, the self and the other, the alphabetic and the digital, the able and the disable, and the linguistic and the embodied. Taking a global turn is not a mere shift away from imperialist perspectives of rhetorical performance or canonical and thus parochial terms of engagement. Instead, it is both navigating between and beyond these dynamics for critical reflection and cultivating different forms of interdependence-in-difference for transformative agency.

A journey of a thousand li starts beneath one’s feet. As our own ways of writing, speaking, and knowing increasingly intersect with others’, I call on us to redouble our efforts as we work with one another to build a model of inclusion for a future that embodies and celebrates different voices, identities, and performances.
GROUP III (Vote for one.)

JENNIFER POOLER GRAY, Assistant Professor of English and Writing Center Director, College of Coastal Georgia, Brunswick, Georgia. Professional Activities: Editorial Board, Praxis: A Writing Center Journal; TC, National Writing Project; Reviewer, TESOL; Vice-Chair, IRB. Formerly: Writing Center Director/Assistant Professor, University of Texas at Tyler; Writing Center Director/Lecturer, University of North Carolina at Charlotte; Editorial Board: North Carolina English Teachers Association; 8th Grade Language Arts Teacher, South Carolina. Member: CCCC, SWCA, MLA. Awards: IWCA Scholarship Recipient: Writing Center Summer Institute, Moore-Hall Most-Wanted Teacher. Publications: Articles in Praxis: A Writing Center Journal, Southern Discourse, TESOL Connections, English Journal, Journal of Pedagogic Development. Program Participation: CCCC, MLA, IWCA.

Position Statement: In this era of accountability and assessment, CCCC needs leaders who strive to include teachers’ (tenured/TT-adjunct-TA) and students’ voices in the conversations about the teaching and learning of writing. Without full participation of all parties involved, decisions built at the administrative levels can be one-sided and not made with the best pedagogical/theoretical considerations.


Position Statement: CCCC has always been an organization that supports innovation, difference and inclusion. We need representatives who embrace this vision and feel it is their responsibility to continue the work of former leaders that have made this a priority. We also need leaders who seek to perpetuate this growth and seek to further this mission.
GROUP IV (Vote for one.)

LAURIE A. PINKERT, Assistant Professor of English and Director of Composition, Humboldt State University, California. **Professional Activities:** CCCC Stage II Reviewer 2015 Convention, CCCC Stage I Reviewer 2014 & 2013 Conventions, CWPA Intellectual Work Task Force, CWPA Graduate Organization Mentor, NCTE College Section Reviewer 2014 Convention. **Formerly:** CCCC Graduate Student SIG Co-Chair, Purdue OWL Content Developer. **Member:** NCTE, CCCC, CWPA, CPTSC, IWCA. **Awards:** American Association of Colleges and Universities Future Leaders Award. **Publications:** Toward More than Instruction, forthcoming in WAC Clearinghouse edited collection; “Developing Programmatic Support,” in Writing About Writing Newsletter; Composing Yourself, co-authored programmatic textbook.

**Position Statement:** CCCC must remain responsive to its current membership while also extending its influence in regional, national, and international conversations that impact literacy work. If elected, I will listen intently to the needs of our members, work toward innovative connections across our constituencies, and advocate publicly for theoretically-grounded, research-driven pedagogies and CCCC-supported practices.

RYAN SKINNELL, Assistant Professor of English, University of North Texas. **Professional Activities:** Core Faculty, UNT partnership with National University of Modern Languages (Islamabad, Pakistan); Member, Rhetoric Committee, Federation of North Texas Area Universities; Member, University Writing Committee, UNT. **Formerly:** Assistant Director of Writing Programs, Arizona State University; Member, Publications Committee, CWPA; Founding Member, Graduate Committee & Graduate Organization, CWPA. **Member:** CCCC, NCTE, RSA. **Awards:** Recognized Teacher, UNT’s “Thank a Teacher” Program, 2012 & 2014. **Publications:** Articles in Composition Studies, Enculturation, JAC, Rhetoric Review, WPA: Writing Program Administration; co-authored chapter in WPA Outcomes Statement: A Decade Later. **Program Participation:** CCCC, RSA, WPA.

**Position Statement:** CCCC has been my disciplinary home since 2006 and its members have been exceptionally supportive of me as a student and now as an assistant professor. It is important for me to contribute to CCCC and advance its goals so other people will feel supported in their responsibilities as students, teachers, researchers, and administrators.

GROUP V (Vote for one.)

JORDYNN JACK, Associate Professor of English and Comparative Literature, University of North Carolina, Chapel Hill. **Professional Activities:** Book review editor, Rhetoric Society Quarterly; Membership Officer, Rhetoric Society of America. **Formerly:** Member, CCCC Committee on the Status of Women. **Member:** CCCC, MLA, RSA, NCTE, ARST, CWSHR. **Awards:** CCCC Research Initiative Award; Kathleen Echel Welch Outstanding Article Award (Coalition of Women Scholars in the History of Rhetoric and Composition); CCCC James Berlin Memorial Dissertation Award. **Publications:** Articles in College English, CCC, Rhetoric Society Quarterly; Science on the Home Front (Illinois Press, 2009); Autism and Gender (U of Illinois Press, 2014), How Writing Works (Oxford UP, 2015). **Program Participation:** CCCC, RSA, NCA, MLA, Feminism(s) and Rhetoric(s), others.

**Position Statement:** CCCC should continue to promote literacy education and strengthen its public profile using social and digital media. To allow greater involvement and access for members amid ongoing economic constraints, CCCC should also promote webinars, virtual conferences, regional conferences, and/or student chapters of CCCC.

WENDY SHARER, Professor of English and Director of the Quality Enhancement Plan, East Carolina University. **Professional Activities:** Past President, Carolinas WPA; CCCC Research Committee; Assessment Coordinator, Consortium of Doctoral Programs; Advisory Board, Coalition of Women Scholars; Editorial Board, WPA and Peitho. **Formerly:** Director of Composition (ECU); CCCC Best Book Committee; Proposal Reviewer (CCCD). **Member:** NCTE, CCCC, WPA, RSA, CWSHR, CDPRC. **Awards:** ECU Centennial Spirit Award; ECU English Department Research Award; Randy Rice Service Award (NC Student Housing); Berlin Dissertation Award. **Publications:** Working in the Archives (SIUP, 2009); 1977: A Cultural Moment in Composition (Parlor, 2008); Vote and Voice: Women's Organizations and Political Literacy, 1915–1930 (SIUP, 2004). Numerous chapters and articles.

**Position Statement:** To help the field remain relevant within and beyond the academy, CCCC should take a stronger role in the promotion of collaborative, multimodal research through alternative publication venues and formats. Working in a state where the legislature consistently cuts education budgets, I also know that CCCC must continue to address the economic, intellectual, and ethical issues surrounding our labor practices.
GROUP VI (Vote for one.)

AMY J. LUECK, Graduate Candidate and Fellow, University of Louisville. Professional Activities: RA to Vice Provost for Graduate Affairs, University of Louisville—focused on graduate student professional development, mentorship and alt-ac careers. Formerly: Assistant Director, Thomas R. Watson Conference; Vice President, Graduate Student Council, University of Louisville; Fourth-grade teacher in Memphis, TN. Member: CCCC, MLA, RSA, CSWHRC. Awards: K. Patricia Cross Future Leaders Award, AAC&U. Publications: Articles in Kairos, JAC, Currents in Electronic Literacy, Technology in Student Affairs, and chapters forthcoming in collections on graduate education and economies of writing. Program Participation: CCCC, RSA, Writing Research Across Borders, MLA, and others.

Position Statement: Because the graduate student on the EC represents her peers’ interests and concerns, this representative should be actively engaged with research on graduate education, mentorship, and career development to understand the larger trends and data. I have experience working with graduate student professional development and a strong record of scholarship on current issues in graduate education.

BRENT SIMONEAUX, Graduate Student: Communication, Rhetoric, and Digital Media, North Carolina State University. Professional Activities: Elections Committee Representative, WPA-GO; Editor, I Don’t Do Boxes: Queer Stories from the South. Formerly: Co-Chair, Carolina Rhetoric Conference; Curriculum Development Specialist, US Peace Corps; Graduate Assistant Director, First-Year Writing Program. Member: CCCC Queer Caucus; Carolinas WPA, CCCC, CWPA, WPA-GO. Publications: Co-authored chapter in Laramie in Recension: Labor Practices, the Statement, and the Future of Work in Composition (forthcoming).

Position Statement: As a queer teacher-scholar from an interdisciplinary graduate program, I am uniquely positioned to advocate for emerging voices in our profession by helping young scholars commit to CCCC and consider it their home. We must continually work to increase the participation, visibility, and retention of historically-marginalized individuals within our organization, as well as advocate for equitable professional futures for all graduate students by, for example, addressing labor conditions in higher education.
NOMINATING COMMITTEE
One-year term (2014–2015)

GROUP I (Vote for one.)

JENNIFER RICHARDSON BURG, Associate Professor and Chair of Humanities, Southern Vermont College. Professional Activities: Chair for the Rhetoric, Composition and Popular Culture Area of the PCA/ACA. Member: Coalition of Women Scholars in the History of Rhetoric and Composition, RSA, PCA/ACA, CCCC, NCTE. Publications: Articles or chapters in *Atlantic Journal of Communication*, *Journal of Contemporary Rhetoric* (forthcoming), *Weber Studies*, *Encyclopedia of Social Media and Politics*, *Music in American Life*. Program Participation: MLA, CCCC, PCA/ACA, WSCC.

Position Statement: I have been involved with the CCCC in a variety of capacities since 2001, and I recognize the crucial role that the organization plays in the professional and pedagogical lives of writing, communication and rhetoric faculty at all levels. I have the committee and administrative experience necessary to fulfill the duties of this position promptly and carefully, and I welcome the opportunity to play a role in completing the roster of candidates who will make up the future leadership of the CCCC.

ELAINE M. JOLAYEMI, Ivy Tech College Liberal Arts Faculty, Indianapolis, IN. Professional Activities: Dev Ed Committee; AZ-TESOL Executive Board; TYCA; CCCC presenter 2011–2014. Formerly: Maricopa Colleges AZ; Teacher Ed, Bilingual GED; FYC, ESOL, Spanish Faculty; 15 years Bilingual ESL Educator (K–12). Member: NCTE, CCCC, TYCA. Awards: Master Teacher; CCCC PEP Award; Pearson-Classroom Technology; Rotary Exchange; Alpha Mu Gamma (Spanish Language); Kappa Delta Pi. Publications: *Instructional Design Plan for e-Learning: ENG 107 at Gateway College and Pro’s Ranch Market; Serving the Underprepared Student in the Community Colleges; Development of Assessment Tools in the Bilingual-ESL School*; contributor to *-DIY Mentoring: Developing Personal Learning Networks* (4/2014).

Position Statement: I am an educator and life-long learner interested in Web 2.0; civic engagement and critical thinking through PBL and social media integration.

GROUP II (Vote for one.)

CHERYL GLENN, Liberal Arts Research Professor of English, Director of the Program in Writing and Rhetoric, John Moore Teaching Mentor at Penn State University. Professional Activities: CCCC Past Chair; Executive, Book Award, and Braddock Award Committees; President Coalition of Women Scholars in the History of Rhetoric and Composition; NCTE Executive, Literary, and College Forum Committees; RSA Institute Steering Committee, Membership Officer; MLA Chair of Division on the History and Theory of Rhetoric and Composition, Committee on Professional Employment; NEH Panelist; Editorial Board of *Survive and Thrive, Peitho, RHETORICAfrica, Quarterly Journal of Speech, CCC*. Member: NCTE, CCCC, RSA, ISHR, IWCA, ASHR, Global Rhetoric Society. Awards: NEHs, Braddock Award, Rhetorician of the Year, six university teaching and mentoring awards. Publications: *Rhetoric Retold, Unspoken, Rhetorical Education in America, Silence and Listening as Rhetorical Arts, The St. Martin’s Guide to Teaching Writing, Landmark Essays on Rhetoric and Feminism*. Program Participation: NCTE, CCCC, RSA, ISHR.

Position Statement: CCCC flourishes when members representing all kinds of institutions, backgrounds, research and pedagogical expertise, and experience are in positions of leadership. Such diversity enriches our professional goals and programs as it stimulates membership growth.


Position Statement: CCCC members increasingly articulate and uphold diverging definitions of the discipline of rhetoric and composition/writing studies, whether through scholarly, institutional, or labor-based identifications. Our nominating committee must take care to select future leaders who represent those competing perspectives—including those that are generational in nature—while also maintaining geographical and institutional diversity.
GROUP III (Vote for one.)

CLANCY RATLIFF, Assistant professor and Director of First-Year Writing, University of Louisiana at Lafayette. Formerly: CCCC Intellectual Property Committee; Local Volunteer, WPA 2011. Member: NCTE, CCCC, Coalition of Women Scholars, LCTE. Publications: Women's Studies Quarterly; Composition and Copyright (2009); Computers and Composition Online. Program Participation: CCCC, FemRhet, Computers and Writing, MLA.

Position Statement: I’m lucky to have been a part of several communities over the years: feminist rhetoricians, writing program administrators, and scholars of computers and writing, technical communication, and theories of authorship. As a member of the Nominating Committee, I would draw on my connections in these communities and others, as well as look for the hidden gems of CCCC, members who are hardworking and knowledgeable, but who haven’t yet had leadership opportunities. Leaders who help members engage with the organization in new and meaningful ways can inspire us all to advocacy at the local and national levels.

STEPHANIE VIE, Associate professor of Writing and Rhetoric, University of Central Florida, Orlando. Professional Activities: Executive board, CCCC Master’s Degree Consortium of Writing Studies Specialists; Editorial board, Young Scholars in Writing; Reviews co-editor, Kairos: A Journal of Rhetoric, Technology, and Pedagogy. Formerly: Writing center director, Fort Lewis College, Durango, Colorado; Assistant editor, Kairos. Member: NCTE, CCCC, ATTW. Awards: Chuck D. Dziuban Award for Excellence in Online Teaching (2014). Publications: Author, E-Dentity; articles in Computers and Composition; Computers and Composition Online; First Monday; E-Learning and Digital Media; chapters in Wild Writing: Collaborative Learning in the College Classroom; and Teaching Writing with Technology. Program Participation: CCCC, ATTW, Computers & Writing.

Position Statement: I will tap into the power of our field’s social networks to find passionate, capable leaders who advocate for change. In particular, I am committed to nominating candidates who thoughtfully support and engage with digital and emerging literacies appropriate for the twenty-first century.

GROUP IV (Vote for one.)


Position Statement: With the entire enterprise of higher education now at stake, CCCC must intensify its efforts to bring together—and bring to action—diverse groups of students, teachers, scholars, and administrators from mainstream and underrepresented institutions. A broad-based commitment to literacy education has never been more important.

TRIXIE G. SMITH, Director of The Writing Center at Michigan State University, member of the Rhetoric & Writing and Gender Center Faculties. Professional Activities: Representative, IWCA Board; treasurer, East Central WCA; leader with MiWPA and MiWCA; Co-editor Fountainhead Press X Series for Professional Development. Formerly: SWCA Board, co-director Middle Tennessee Writing Project, High School English Teacher for eight years. Publications: The Pop Culture Zone: Writing Critically about Popular Culture, Building Bridges Through Writing, articles in various edited collections. Program Participation: NCTE, CCCC, IWCA, IWAC, NWSA, others.

Position Statement: CCCC needs leaders who can push the organization to work thoughtfully at the intersections of composition, rhetoric, and complicated identities based in gender, sexuality, race, class, and ability. Only through such mindfulness will we be able to encompass all of the constituents in our field and in the larger communities where we work, make decisions, and effect changes in policy.
GROUP V (Vote for one.)

ASHLEY PATRIARCA, Assistant Professor of English, West Chester University of Pennsylvania. **Professional Activities:** Chair, Association for Business Communication Special Interest Group on Rhetoric. **Formerly:** Editorial Assistant, *The Minnesota Review*; Editor, *Public Knowledge Journal*. **Member:** NCTE, ABC, ATTW, STC. **Publications:** Articles in *Journal of Business and Technical Communication, Technical Communication, College Composition and Communication*. **Program Participation:** CCCC, ABC, ATTW, RSA, & others.

**Position Statement:** CCCC has made strong steps towards representing a variety of composition and communication instructors in recent years, including adjunct and contingent faculty. The role of the nominating committee is to continue to find strong leaders to represent all of the organization’s members.

JIM WEBBER, Assistant Professor of English, University of Nevada, Reno. **Professional Activities:** Conference Submissions Reviewer, NCTE; Higher Education Policy Analyst, NCTE Policy Alert Initiative. **Formerly:** High school teacher, English and ESL. **Member:** NCTE, CCCC, RSA. **Publications:** Articles in *Rhetoric Society Quarterly, JAC*, and *Kappan*. **Program Participation:** NCTE, CCCC, RSA, WPA.

**Position Statement:** With an increasing number of state and national reform initiatives affecting writing instruction at the college level, CCCC needs to help members identify where “reform” is happening locally and plan for how they might shape the process. The Nominating Committee can identify teachers and scholars whose work models the application of scholarship as well as professional resolutions/statements to local contexts.