Each spring, the Conference on English Education elects its Executive Committee and Nominating Committee. The following nominations were made by the 2016-2017 Nominating Committee. The CEE Nominating Committee consists of Amy Vetser, University of North Carolina at Greensboro, chair; Nadi Baharzadeh, Georgia State University, Atlanta; Victor Malo-Juvera, University of North Carolina at Wilmington; Allison Wynhoff Olson, Montana State University, Bozeman; and Michelle Zoss, Georgia State University, Atlanta. Names on the ballot are presented in random order. The biographical information concerning the nominee’s experience and service to NCTE and CEE was supplied by the individual nominee. The committee’s nominations were printed in the April issue of English Education 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, 2018. Please use the enclosed return envelope.

(Carol three of six.)

CARL YOUNG
Associate professor, North Carolina State University. Formerly: CEE Nominating Committee; CEE Commission on Technology and Teacher Education Chair; CITE Journal/Editor, middle and high school ELA teacher. Membership(s): NCTE, CEE, ALAN, LRA, AERA. Award(s): NCSU Award for Teaching Excellence, NCSU Academy of Outstanding Teachers. Publication(s): Research on Technology in English Education; articles in English Education, English Journal, Journal of Literacy Research; chapters in Best Practices in Teaching Digital Literacies, Engaging American Novels, Framing Research on Technology and Student Learning. Program Contribution(s): NCTE, CEE, LRA, AERA.

Position Statement: MLK, Jr.’s description of education’s purpose—“to teach one to think intensively and to think critically”—is vital in the current age of “fake news” and public education under siege. CEE serves as a source of hope and agency for our field, and we must build upon our efforts to strengthen social justice, critical literacy, cultural and linguistic diversity, and student and teacher empowerment.

ANTERO GARCIA
Assistant professor, Stanford University; Standing Committee on Research. Formerly: Studies in Literacies and Multimedia Co-Founder and President, NCTE Research Committee; CEE Nominating Committee. Membership(s): CEE, LRA, AERA, Award(s): NCTE Cultivating New Voices of Scholars of Color Fellowship (2012-14); Divergent Award for Excellence in 21st Century Literacies (2017); NAESP Spencer Postdoctoral Fellowship (2015). Publication(s): Articles in English Journal, Journal of Adolescent & Adult Literacy, Harvard Educational Review. Program Contribution(s): NCTE, LRA, NWP.

Position Statement: This past year has highlighted the need for heightened support regarding the diverse needs of teachers and students. I look forward to working on behalf of CEE for all teachers and students; in particular, we must consider teachers and youth of color; those whose legal status in the U.S. may be threatened, and the transgender and gender nonconforming individuals that all remain unjustly at the center of political debate in the U.S. I remain committed to furthering CEE’s work toward making ours a more humane profession.

NICOLE SIEBEN
Assistant professor, English education; coordinator, graduate programs in English education, SUNY at Old Westbury; CEE Commissions on Writing Teacher Education and Social Justice in Teacher Education. Formerly: NCTE GSEA Chair; CEE Nominating Committee; high school English teacher. Membership(s): NCTE, CEE, CIE, CCC, NYSSEC, AERA. Award(s): Edwin M. Hopkins Award; Article of the Year Award in The English Record (2017); English Leadership Quarterly Best Article Honororable Mention (2016). CEE Research Initiative Grant. Publication(s): Articles in English Education, English Journal, English Leadership Quarterly, The English Record, and Teacher Education Quarterly; book: Writing Hope Strategies for Writing Success in Secondary Schools (2018). Program Contribution(s): NCTE, CEE, CIE, NYSSEC, CEEAR, AERA.

Position Statement: CEE has been a critical academic home for me, and as a member of the CEE Executive Committee, I would look forward to collaborating on initiatives that put social justice, equity, and hope at the center of the work and build bridges that empower our community, amplifying intersectional and transactional voices, narratives, research, and programing.

LATRISE P. JOHNSON
Assistant professor, secondary English language arts and literacy, University of Alabama. Formerly: Middle, high school, and college-level literacy teaching (17 years-combined); professor in residence, West High School; CEE Nominating Committee (2014), NCTE CNV Fellow (2010-12). Membership(s): AERA, CEE, LRA, NCTE. Publication(s): Articles in Research in the Teaching of English, Urban Education, Voices from the Middle, Teaching/Writing: The Journal of Teaching Writing Education, several book chapters. Program Contributions: AERA, NCTE, CEEAR, ICUE.

Position Statement: Stakeholders concerned with advocating for relevant/sustaining, critical, transformative, restorative, and equitable English education, must be a part of the ongoing conversation as we work toward a common vision where young people use their literacy practice and participation to create a more just world. As a member of the CEE Executive Committee, I will advocate for the evolving vision and collaborate with others to ensure that students remain at center of literacy teaching, scholarship, and service.

ALAN BROWN

Position Statement: I found my professional home at NCTE as a first-year English teacher in 2004 and later as a doctoral student at CEE in 2011. Since then my greatest ambition has been to re-create these experiences for newcomers, particularly undergraduates, pre-service teachers, and doctoral students. I hope to continue strengthening and supporting future generations of English teachers and teacher educators as a member of the CEE Executive Committee.

HEIDI HALLMAN
Associate professor, English education, University of Kansas. Formerly: High school English teacher; CEE Nominating Committee. Membership(s): CEE Commission on Methods Teaching and Learning Chair; NCTE; CEE, CEEAR, AERA. Award(s): CEE Research Initiative Grant; University of Kansas School of Education Faculty Teaching Award; University of Kansas School of Education Faculty Research Award. Publication(s): Secondary English Teacher Education in the United States; Millennial Teachers: Learning to Teach in Uncertain Times; Community Fieldwork in Teacher Education: Theory and Practice; articles in: English Education, English Journal, Journal of Adolescent and Adult Literacy, Multicultural Perspectives, Equity and Excellence in Education, Teaching Education. Program Contribution(s): NCTE, CEE, AERA, CEEAR.

Position Statement: In continuing to support the professionalization of teachers, CEE must respond to today’s challenges by preparing English teachers who are capable of advocating for the profession and creating equitable learning environments for all children. I am excited for the opportunity to become a leader within CEE; if elected, I will be a voice in promoting a just educational system for teachers and students.
PAULA GREATHOUSE
Assistant professor of English education, Tennessee Tech University, Cookeville; Global Association of English Studies Editorial Board; CEE Committee on Young Author, CEE Mentoring Chair; LGBTQ Advisory Committee; Genders and Sexualities Equity Alliance; Formerly: Secondary school English/reading teacher. Membership(s): NCTE, CEE, AERA, LRA, AMLE, ALAN. Awards(s): NCTE Excellence in Teaching, ALAN Foundation Grant. Publication(s): Articles in: English Journal, Research in Young Adult Literature, SRATE Journal, Educational Action Research; co-editor, Adolescent Literature as a Complement to the Content Area Series, Queer Adolescent Literature as a Complement to the ELA Curriculum, The Online Classroom: Resources for Effective Middle Level Virtual Education, Handbook of Resources on Middle Level Education of AERA. Program Contribution(s): NCTE, ALAN, LRA, IRA, NYAR, EDUlearn, SITE.
Position Statement: Given our current sociopolitical climate, it is imperative that we begin to increase the power, presence, and visibility of marginalized and underrepresented voices and fight for a place to be paramount. If elected, I would continue and extend CEE’s support of teachers and teacher educators in creating safe and inclusive spaces for all students.

JENNIFER VANDERHEIDE
Assistant professor of English education, Michigan State University; secretary, NCTE Assembly for Research. Formerly: High school English teacher, middle school literacy coach. Membership(s): NCTE, CEE, NCTEAR, LRA, AERA. Publication(s): Articles in: Reading Research Quarterly, Research in the Teaching of English, Written Communication, English Teaching: Practice and Critique, Linguistics in Education. Program Contribution(s): NCTE, NCTEAR, LRA, AERA, WRAB.
Position Statement: All teaching and teacher education are under continuous pressure, NCTE and the CEE are professional homes that sustain teachers and teacher educators within a difficult teaching climate. As a member of the CEE nominating committee, I would aim to nominate colleagues who will not only continue this great tradition of supporting English teachers but will also advocate for the voices, diversity, and humanity of English teachers and the students in their classrooms.

JEN SCOTT CURWOOD
Senior lecturer, University of Sydney, Australia; editorial boards, Journal of Adolescent and Adult Literacy, English in Australia. Formerly: Middle school language arts and high school English teacher, USA. Membership(s): NCTE, CEE, AERA, LRA. Awards(s): Australian Teacher Educator of the Year. Publications: Articles in: Journal of Literacy Research, Teaching Education, Literacy, English Journal, Journal of Adolescent and Adult Literacy, English in Australia, Australian Journal of Language and Literacy, Educational Psychology, Learning, Media, and Technology. Program Contribution(s): AERA, UKLA, NCTE, LRA, ICLS, CSCL.
Position Statement: NCTE and CEE play crucial roles in shaping English education locally and globally. Over the past two decades, I have worked as a secondary teacher, teacher educator, and literacy researcher in the United States, Europe, and Australia. I am passionate about issues related to equity and social justice, and I seek to promote innovative and inclusive research, teaching, and community engagement.

HANNAH R. GERBER
Position Statement: As a former high school English teacher and current teacher educator, I recognize that today’s students are in need of educators who teach alongside them, rather than at them; educators who provide the opportunity to critically evaluate and engage with the world around them. However, today’s teachers are constantly bombarded with high-stakes testing threats. CEE’s work is incredibly important to ensuring that today’s English teachers overcome the barriers put in place by high-stakes testing in order to create classrooms where all students thrive. If elected, I will continue to extend CEE’s work toward helping teachers create equitable and engaging classrooms for all students.

TOM LIAM LYNCH
Assistant professor, school of education, Pace University, New York; co-leader of belief statement revisions working group for CEE Commission on Digital Literacies and Teacher Education; creator of Gradgrind’s education blog. Formerly: Editor of “Soft(ware)” column in English Journal; high school English teacher; innovation lead for New York City Central education offices. Membership(s): CEE, NCTE, AERA, Award(s): Paul & Kate Farmer Award Honorable Mention, NEH Summer Institute Fellow. Publication(s): Articles in: Research in the Teaching of English, English Journal, CITE Journal, Changing English, Journal of Adolescent and Adult Literacy, The Berkeley Review of Education. Program Contribution(s): NCTE, CEE, SXSW EDU.
Position Statement: The 21st century has placed a surprising demand at the doorstep of English educators: the need to critically and creatively understand computational languages as powerful literacies that are rapidly reshaping all aspects of society. You will find my purpose and passions anywhere human and computational languages mingle, wherever democratic education and digital exploration meet.

RYAN RISH
Assistant professor, University at Buffalo (SUNY); treasurer, NCCTE Assembly of Research. Formerly: Co-chair, CEE Commission for Digital Literacies and Teacher Education; assistant professor, Kennesaw State University; English teacher, Newark, Ohio. Membership(s): NCTE, CEE, NCTEAR, LRA, ILA, NCRLS, ISLS, AERA: Div G, Div K, MCL, SIG, W&L, Sig. Award(s): CEE Research Initiative Grant. Publication(s): Articles in: English Journal, Voices from the Middle, The ALAN Review. Program Contribution(s): NCTE, CEE, NCTEAR, NWP, AERA, LRA.
Position Statement: In these challenging times when the purpose and value of teacher education is being called into question, CEE is well positioned to guide and support ELA teacher education policy and practice with firm commitments to issues of justice, equity, and diversity. As a member of the CEE nominating committee, I will work with other elected committee members to identify and encourage candidates who align themselves with these commitments and who will help the organization realize the core values outlined in the recently revised CEE Position Statement that defines ELA teacher education.

FAHIMA L. IFE
Assistant professor of English education, Louisiana State University; NCCTE Standing Committee on Research; NCCTE’s Cultivating New Voices Among Scholars of Color Fellow. Formerly: Middle school humanities teacher, Atlanta Public Schools. Membership(s): CEE, NCTE, AERA. Award(s): CNV Fellowship (2016–18); Tasha F. Moergide Wisconsin Distinguished Graduate Fellowship (2015–16); LSU Regents Council on Research Summer Grant (2017). Publication(s): Articles in: English Journal, Bank Street occasional Papers Series, Theory Into Practice: Transformative Justice Education Special Issue (forthcoming). Program Contribution(s): NCTE, CEE, NWP.
Position Statement: As a lifelong evolutionary learner, former middle school Humanities teacher, and current teacher educator, I believe in ongoing processes of becoming, unlearning, and reworking. If elected to the CEE nominating committee, I will bring an unrelenting focus on equity, justice, transformation, and healing. I hope to assist in recruiting a dynamic group of leaders representing diverse modes of being, thought, and activism to greatly shape our ongoing work in English Education, Literacies, and more.

MICHELLE M. FALTER
Assistant professor, English education, North Carolina State University; CEE Commission on YAL; NCCTE Committee Against Racism and Bias in the Teaching of English. Formerly: Secondary English teacher (10 years); editor, Journal of Language and Literacy Education. Membership(s): NCTE, CEE, ALAN, NCTEAR, LRA, AERA. Award(s): The ALAN Review Nilsen-Donelson Award for Article of the Year. Publication(s): Articles in: Engaging Digital Practice in Primary, Secondary, and Tertiary Classrooms, Videogames in Libraries: Learning Beyond the Stacks, Conducting Qualitative Research of Learning in Online Spaces, Divergent Award for Excellence in 21st Century Literacies Research. Program Contribution(s): CEE, CITE Journal, Linguistics in Education. Position Statement: I am deeply committed to moving CEE forward as an organization to be strategic in thinking about recruitment, retention, and ongoing support of a diverse membership body, to find new forward-thinking leadership, fearless in facing the ever-challenging educational climate, and able to critique and build upon current practices and work toward justice and equity within our English Education field.