

## **Elisabeth L. Chan**

Northern Virginia Community College  
Alexandria, Virginia, USA

### **Education**

- PhD candidate, Multilingual/Multicultural Education, George Mason University (defending early spring, 2022)
- MA, Second Language Studies, University of Hawaii at Manoa (2008)
- BS, Biology, University of Memphis (2006)

### **Professional Work Experience**

- Associate Professor, Assistant Professor, Northern Virginia Community College, Alexandria, VA, USA (2019–present; 2013-2019)
- Instructor, University of North Texas, Denton, TX, USA (2011-2013)
- Interim Director, Academic Coordinator, Instructor, Arkansas State University (2011; 2010-2011; 2008-2011)

### **Professional Affiliation**

- TESOL International Association, (2008-present); volunteer service:
  - TESOL Diversity PLN, chair, steering committee, member (2021; 2015-present)
  - Nominating Committee, past-chair, chair, member (2019-2020; 2018-2019; 2017-2018)
  - CPC Advisory Group to Conference Professional Council Working Group, member (2017)
  - Executive Director Task Force, member (2016-2017)
  - Interest Section Task Force, member (2015-2016)
  - Social Responsibility Interest Section, Area of Advocacy co-leader, past-chair, chair, chair-elect, steering committee, member (2021; 2016-2017; 2015-2016; 2014-2015; 2009-present)
  - Diversity & Inclusion Committee, member (2010-2014)
  - Proposal reviewer (2010-2019; 2021)
- American Association for Applied Linguistics (AAAL), member (2012-present)
- Washington, D.C. Area TESOL (WATESOL), member (2014-present)
- American Educational Research Association (AERA), member (2017-present)
- National Association for Multicultural Education (NAME), member (2021)
- Association of Asian American Studies (AAAS), member (2021)
- National Association for the Advancement of Colored People (NAACP), Arlington branch #7047, Community coordination committee, member (2021)

### **Relevant Presentations**

- Presenter/co-presenter of numerous presentations and workshops on topics of curriculum, sociolinguistics, diversity, equity, inclusion, social responsibility, and social justice
  - *TESOL International Association Convention & English Language Expo* (2010-2019; 2021)
  - *American Educational Research Association Annual Meeting*, Virtual: "Disruption, Interruption, Change...It's Not Enough. What We Need Is Sabotage": Critical Participatory Inquiry as Sabotage in/of the Academy (2021)
  - *Showa University*: Introduction to Social Justice virtual workshop for English language learners (2020)

- *TESOL International Association for Tennessee Board of Regents' ESL Institute: 6 Principles*© Workshop (2019)
- *The IAFOR International Conference on Education: Healing and honoring wounded identities to increase motivation and academic achievement* (2019)
- *National Women's Studies Association Annual Conference: Using feminist pedagogies to address deculturalization practices in postsecondary education* (2019)
- *4th International Colloquium on Languages, Cultures, and Identity in Schools and Society: Countering culture loss in U.S. education* (2018)
- Presenter/co-presenter of numerous presentations and trainings for advocacy against anti-Asian racism during the COVID-19 pandemic:
  - TESOL International Association: AAPI Webinar on Challenging AAPI Discrimination in Education (2021)
  - *Elk Grove Unified School District: Understanding the Roots of Anti-Asian Racism in the U.S. Workshop* (2021); *Standing up to Anti-Asian Racism in the U.S. Webinar* (2021)
  - *City of Alexandria & The Alexandria Human Rights Commission: AAPI Heritage Month Town Hall; Alexandria, VA, USA* (2021)
  - *Northern Virginia Community College: Institute of Public Service: Contextualizing Anti-Asian Violence in the Age of COVID* (2021)
  - *World of Wellesley: History of Anti-Chinese Racism in the U.S.* (2021); *Anti-Asian Racism during COVID* (2021)
  - *University of Jyväskylä Language Education for Social Justice Conference: Weaponized Language: Anti-Asian Racism during COVID* (2021)

## Research and Publications

- Co-author, *Courageous Conversations: Un-Silencing as healing in the context of arts-based YPAR*, High School Journal, (in press)
- Co-author, *Combating Hate via Coalition Building and Continuous Learning*, TESOL Connections, (2021)
- Author, *Letter to Younger Self*, AAAL Grads Newsletter (Theme: ambiguity, uncertainty, resilience), (2021)
- Co-author, *Counter-storytelling: Toward a critical race praxis for participatory action research*, International Journal of Qualitative Studies in Education, (2021)
- Co-author, *Critical Participatory Inquiry as Sabotage*, AERA Qualitative Conversations podcast, (2021)
- Co-author, *Moving TESOL Forward: Increasing Educators' Critical Consciousness through a Racial Lens*, TESOL Journal, (2020)
- Author, *Student Voices Inform Practice: Perceptions of Linguistic and Cultural Discrimination*, Social Justice in English Language Teaching, (2016)

## Candidate's Statement

What do you believe is a burning issue in TESOL today; what would you as a leader of the largest international association in the field plan to do about it?

As a member of the board, I would view my role as a steward- one who should guide and care for the association and its members. I draw upon my knowledge, experience, and skills of social justice work in TESOL and over a decade of TESOL leadership experience and service.

In the current global climate, we must acknowledge the sociopolitical forces affecting TESOL professionals and our students by working for diversity, equity, and inclusion. With many inequities

more highlighted by COVID, increased violence, and global protests, this is a burning issue today affecting our members. As a 2<sup>nd</sup>/4<sup>th</sup> generation Chinese-American from the U.S. mid-south who has moved over 14 times in my life, I know every context is different. Issues of diversity, equity, and inclusion are being addressed anew by educators and institutes, from policy and curriculum changes to reevaluating how policies are enacted. TESOL's diverse voices task force has done a great deal of work on this issue. I would ensure their recommendations are made more transparent and easily accessible by membership and then build on their valuable contributions in tangible ways that involve members. Our members are our greatest strength as an association. Because knowing our histories is vital to working together for social justice, I would also work to improve the documentation of and access to our histories as an association.

TESOL has released several statements in solidarity and support of measures to create more equitable environments for our communities. I would continue raising awareness of important issues and support TESOL's advocacy arm to make further strides toward our strategic plan outcome of voice and advocacy so that we can empower members to act locally in ways that are appropriate for their contexts. I would also support reviewing the association's policies and processes to demonstrate commitment to its values of respect, inclusion, and integrity at all levels. We must do the internal work necessary to foster and grow a culture of equity and inclusion in order to create positive change in the world for our members and their communities.