



CHARMION RUSH

**Associate Professor of Inclusive and
Special Education and Director of Call
Me MiSTER**

**Western Carolina University
Cullowhee, NC**



**REMEMBER TO VOTE!
Oct. 11 -26, 2021**

Learn what inspired Charmion to apply for the Board of Directors.

[Watch the video.](#) [Read the transcript.](#)

Biographical Information:

Charmion B. Rush, Ph.D. is an associate professor of Inclusive and Special Education at Western Carolina University (WCU).

Dr. Rush has been an active member of the Council for Exceptional Children (CEC) for 20+ years. Elected by the members, Rush currently serves on CEC's Board of Directors. She also serves as a member of the Publications Panel and is a Conference Reviewer. Former leadership positions include serving on the Nominations Standing Committee and the Division for Culturally and Linguistically Diverse Exceptional Learners. She is a current member of the Division for Research and the Teacher Education Division.

At the state level, Rush held several positions on the North Carolina Council for Exceptional Children (NC-CEC) Executive Board, including her current role as Region 8 Representative. She's a member of the executive committee as interim treasurer and president-elect for the North Carolina Teacher Education Division. Dr. Rush is also the faculty advisor for the Student Council for Exceptional Children at Western Carolina University.

Dr. Rush earned her doctoral degree from the University of North Carolina at Greensboro in Special Education/Teacher Education and Development. Her master's was granted from Appalachian State University in Special Education/Cross Categorical; as well as an Ed.S. in Community College and University Leadership. Her undergraduate degrees from Winston-Salem State University are in Special Education/Learning Disabilities and Therapeutic Recreation.

Dr. Rush's teaching focuses on preparing educators to teach diverse populations. Her areas of research and scholarship includes presentations and publications on culturally relevant pedagogy, disproportionate representation, implicit bias, inclusion, and literacy practices.

As principal investigator of the North Carolina State Improvement Project (NCSIP), Dr. Rush is preparing educators how to teach students with persistent reading difficulties, including the specific learning disability of dyslexia. As program director for the Call Me Mister program at WCU, Dr. Rush is actively recruiting men of color to the teacher educator workforce.

Candidate Statements:

Describe how your leadership experiences, professional or volunteer, have had an impact on fostering change.

My active participation with CEC has prepared me to effectively serve as member on any team. My leadership experiences at national, state, and regional level align with my areas of interest, commitment, and passion to be a servant leader. My research, scholarship and service promotes inclusivity and diversity.

Currently, I serve at the national level on CEC's Board of Directors (BOD). In this position, I support the mission of CEC by making informed decisions for the greater good of the organization. During my tenure, my volunteer services extend beyond the stipulated commitments of the Board. As needed, I've served on several ad hoc groups that were intentional about fostering change. For example, I served on the President Elect Interview Panel, Mentoring Program Workgroup, Diversity Workgroup, Board Competencies Workgroup, and Executive Director Evaluation Workgroup. My proudest work involved drafting CEC's statement on Racism and Equity May 2020, in the midst of the unprecedented upheaval and disruption within the country. It was also amazing to moderate for Dr. Adam Saenz's during our first virtual conference.

As a long-standing member, my leadership extends beyond the BOD. I also bring the expertise of being an active member within several units and divisions. I've served as a conference reviewer at national and state levels; as well as a journal reviewer for CEC Publication Panel. I am the Regional 8 Representative for the state of NC. I also serve as the interim treasurer and president-elect for North Carolina Teacher Education Subdivision.

People who apply to a Board of Directors usually stress their communication and collaboration skills. Describe up to three additional skills you would bring to the board and how you believe they would be beneficial.

I would bring passion, commitment and initiative.

My passion to be part of a group of professionals also committed to bring about change is unwavering. Of all my service commitments, being a board member has been satisfying. When I encourage others to lead, my exemplar reflects on the effective work that has been done.

As a current member, I'm committed to give my time and talents to promote the organization. As I have done for the past three-years, I promise to participate in all future events and activities for the greater good.

Lastly, being a collaborator is always a plus for any team but I value the person who is willing to serve behind the scenes. I have respect for the person who supports the lead person and collectively work with other team members as they promote the overall welfare of the organization. I believe my self-initiative is what's necessary to advocate change.

Describe up to three major achievements and/or experiences that will help you be successful on the board and why. (Limit 150 words.)

If allowed to return to the board, I'm eager to participate in the continued growth of this organization. Although my three-year term was effective and rewarding, I believe I am even more qualified to serve.

My mentorship, under the leadership and guidance of three fabulous presidents (Boscardin, Lesh & Cavitt), has positioned me to continue to do “good work” and support the collaborative efforts of the group.

As a former public-school teacher for 12+ years at a Title I school, I’m very empathetic to the many duties and responsibilities of an educator. As I serve on the BOD, I will use this perspective to promote teachers’ needs and advance students’ well-being.

Lastly, as an Associate Professor, I’ve taken an active stance to prepare pre-service teachers in all realms. My charge for the promotion of future classroom teachers is to promote the idea of inclusion; especially through culturally responsive practices.

Professional Position and Education:

Primary Professional Position: Associate Professor of Inclusive and Special Education; Director of Call Me MISTER

Highest Degree: Ph.D. in Special Education/Teacher Education and Development, University of North Carolina at Greensboro, 2012

CEC Membership Information:

Years of CEC Membership: 20 years

Division Membership(s):

- Division for Research (CEC-DR),
- Teacher Education Division (TED)

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