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**RUTH M. HARMAN**  
**LANGUAGE AND EDUCATION DEPARTMENT, COLLEGE OF EDUCATION**  
**THE UNIVERSITY OF GEORGIA**

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I. ACADEMIC HISTORY

**Rank:** 2013-Present Associate Professor, appointed August 2012  
**Proportion Time Assignments:** 9 month, .75 FTE (50% teaching; 50% research)  
**Tenure Status:** Tenured at this time  
**Graduate Faculty Status:** Appointed to the Graduate Faculty, fall 2008  
**Highest Degrees:** *Ed.D. Curriculum and Instruction*, University of Massachusetts Amherst, MA. (2008); *M.A. French Literature*, New York University, New York (1992)

**Academic Positions**

- 2008-2012 Assistant Professor, The University of Georgia, Athens  
TESOL and World Languages Program  
Department of Language and Literacy Education  
  
Faculty in Linguistics Program, the University of Georgia  
  
Affiliate Faculty in Interdisciplinary Qualitative Studies, the University of Georgia, Department of Lifelong Education, Administration, and Policy
- 2007-2008 Part-Time Lecturer, Language, Literacy and Culture  
University of Massachusetts Amherst, MA
- 2007-2008 Part-Time Lecturer, Education and Child Development  
Smith College, Northampton, MA
- 2002-2007 Research Fellowships: The University of Massachusetts Amherst  
Federally Funded Grants
- *The ACCELA Alliance for English Learners* with Drs. Jerri Willett and Meg Gebhard
  - Deborah Healey Grant for English Learners with Dr. Gebhard

**Selected Professional Employment**

- 1996-2002 Academic Director, Loyola Intensive English Program  
Loyola University New Orleans, LA
- 1993-1995 ESL Faculty, Loyola Intensive English Program  
Loyola University New Orleans, LA
- 1988-1991 Teaching Assistant in French  
French Department, New York University, NY

## II. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

## a. Teaching

- ELAN 7732 Classroom Discourse Analysis  
 Fall 2008 (N= 13)  
 Fall 2009 (N=19)  
 Fall 2010 (N=16)  
 Fall 2011 (N=18)  
 Fall 2012 (N=16)  
 Fall 2013 (N=14)
- ELAN 7603 Content-Based ESOL (P-12)  
 Spring 2009 (N= 5)  
 Spring 2011 (N=12)  
 Spring 2012 (N=13)  
 Spring 2013 (N=17)
- ELAN 7501 Educational Linguistics  
 Spring 2009 (N= 8)  
 Fall 2010 (N=13)
- LLED 7601 Non-native Literacy (P-8)  
 Fall 2009 (N=8)
- LLED 8030 Critical Discourse Analysis  
 Spring 2010 (N=17)  
 Spring 2011 (N=8)  
 Spring 2012 (N=9)
- LLED 7501 Immigration Theories and Policies  
 Fall 2012 (N=20)

## b. Advising (M.A/M.ED./PhD)

Degree	Major Advisor	Committee Member	Departments	Year
Masters (M.ED, MA)	10-12 per semester		• LLED, Linguistics	2008-present
Specialist (Ed.S)	1		• LLED	2009-2011
Ph.D.	7	9	• LLED, Linguistics	2009-present

## c. Course Development

*Educational Linguistics: The University of Georgia*

The course uses literary discourse to explore graphology, phonology, morphology and semantics. Based on a systemic functional linguistics perspective (SFL), students analyze language as a pliable set of resources for use in social and academic contexts. In addition, students explore how educational linguistics can be used in designing, implementing and reflecting on academic literacy development in K-20 contexts.

*Content-based ESOL: The University of Georgia*

This course supports researchers and teachers at UGA in exploring the language and content demands of subject areas such as Science, Literature and History. Through discussion, classroom observations, systemic functional linguistics analysis and case study interviews, students grapple with complex socio cultural theories and praxis related to language, learning and culture in content classrooms.

### III. SCHOLARLY ACTIVITIES

#### a. Publications

An asterisk (\*) identifies a publication that has gone through stringent editorial review. A double asterisk (\*\*) identifies a publication that was invited. .

#### Peer Reviewed Journals edited or co-edited

Allexaht-snider, M., Buxton, C. & Harman, R. (2012) (Eds.). Challenging anti-immigration discourses in school and community contexts. *International Journal of Multicultural Education*, 14(2).

#### Book Chapters

\*\*/\*Harman, R. (2014). Talking the walk: Fostering dynamic interactions with elementary school Latina/o English Learners. In P. Portes, S. Salas & P. Mellom (Eds.), *U.S. Latinos and education policy: Research-based directions for change*. New York: Taylor and Francis.

\*\*/\*Harman, R., & Simmons, A. (2014). Critical systemic functional linguistics and literary narratives in subject English: Promoting language awareness and social action among K-12 students. L.C. De Oliveira & J.G. Iddings (Eds). *Genre studies and language in education*. Equinox Publishing.

\*Harman, R., Varga, K., Bivins, K. & Forker, D. (2013). Critical performative literacy in an ESL middle school classroom: Latina girls speak out for undocumented workers. In S. Chapell and C. Faltis (Eds.), *The Arts and English Language Learners: Building Culturally Responsive, Critical and Creative Programs in School and Community Contexts*, 133-142. New York: Routledge.

\*\*/\*Harman, R. (2013). Qualitative literacy research. *The Encyclopedia of Applied Linguistics*, pp. 4768-4773. C. Chapelle (Ed.). Oxford, U.K: Wiley-Blackwell.

\*\*Harman, R. & Harklau, L. (2012). Ethnographic research. *Routledge Encyclopedia of Applied Linguistics*, pp. 215-221. P. Robinson (Ed.). New York: Taylor Francis.

Harman, R. (2008). Teaching with tenderness and compassion. In S. Nieto (Ed.), *Dear Paulo: Letters from those who dare teach*, pp. 133-135. New York: Paradigm.

\*\*Willett, J., **Harman, R.**, Lozano, M.E., Hogan, A., & Rubeck, J. (2007). Generative routines: Using the everyday to create dynamic learning communities for English language learners. In L. Verplaetse and N. Migliacci (Eds.), *Inclusive pedagogy for English Language Learners: Research informed practices*, pp. 33-53. Mahwah, NJ: Lawrence Erlbaum Assoc.

\***Harman, R.** & French, K. (2004). Critical performative pedagogy: A feasible praxis in teacher education? In J. O'Donnell, M. Pruyn and R. Chavez Chavez (Eds.), *Social justice in these times*, pp. 97-116. Greenwich, CT: New Information Press.

### Peer Reviewed Journals

\*\*Harman, R. & Smagorinsky, P. (in press). A Critical Performative Process: Supporting the Second Language Literacies and Voices of Emergent Bilingual Learners  
*Youth Theater Journal*

**Harman, R.** & Zhang, X. (in review). Performance, performativity and second language identities. *Linguistics and Education*.

Alleksaht-Snider, M., Buxton, C., & **Harman, R.** (2014) Research and praxis on challenging anti immigration discourses in school and community contexts. *Norteamerica*, Year 8, 191-217

\*\*/\*Harman, R. (2013). Intertextuality in genre-register pedagogies: Building the field in L2 fifth grade literary writing. *Journal of Second Language Writing*, 22(2), 125-140.

\***Harman, R.** & Dobai-Varga, K. (2012). Critical performative pedagogy: Emergent bilingual learners challenge local immigration issues. *International Journal of Multicultural Education*, 14(2), 1-17 .

\*Alleksaht-Snider, M., Buxton, C., & **Harman, R.** (2012) Challenging anti-immigration discourses in school and community contexts. *International Journal of Multicultural Education*, 14(2).

\*\* Harman, R. (2011). A multilayered approach to teaching writing: the agentive response of a bilingual learner in an urban school classroom. *Soonchunhyang Journal of the Humanities*, 30(1), 297-337.

\***Harman, R.**, & McClure, G. (2011). All the school's a stage: Critical performative pedagogy in urban teacher education. Special edition (L. Bell & D. Desai, Eds.) *Equity & Excellence in Education*. 44(3), 379-402

- \***Harman, R.**, with French, K. (2011). Critical performative pedagogy and urban teacher education: Voices from the field? *Play and Culture Series*, volume 11, pp. 84-104. Annual Journal from The Association of the Study of Play.
- \*\*/\*Gebhard, M. & **Harman, R.** (2011). Reconsidering genre theory in K-12 schools: A response to school reform in the United States. Special Edition of *Journal of Second Language Writing*, 20(1), 45-55.
- \*Gebhard, M., **Harman, R.** & Seger, W. (2007). Unpacking academic literacy for ELLs in the context of high-stakes school reform: The potential of systemic functional linguistics. *Language Arts* 84(5), 419-430.
- \*Harman, R. (2007). Critical teacher education: Discursive dance of an urban middle school teacher. *Language and Education* 21(1), 31-45.
- \*Yang, Q., Ramirez, J. & **Harman, R.** (2007). EFL Chinese students and high stakes expository writing: A Theme analysis. *Colombian Applied Linguistics Journal*, 9, 99-125.

### Book Reviews

- \*\*Simmons, A. & **Harman, R.** (2012). [Review of the book: *Knowing and writing school history: The language of students' expository writing and teachers' expectations*]. *Pedagogies: International Issues*
- Harman, R. (2011). [Review of the book: *Reading in secondary content areas: A language-based pedagogy*]. *Pedagogies: International Issues*, 6(1).
- \*\*Harman, R. (2009). [Review of the book: *The discourse of politics in action: Politics as usual*]. *Language Policy*, DOI 10.1007/s10993-009-9143-x .
- Broussard, M. & **Harman, R.** (2002). [Review of the book: *Broadening the horizons of foreign language education*]. *NECTFL*, 50, 47-49. (50% contribution)
- \*\*Harman, R. (1999). [Review of the book : *Roddy Doyle's Paddy Ha Ha*]. *Ex libris*, 25/6.

### Monographs (None)

### Online publications

- \*Alexsant-Snider, M., Buxton, C., & **Harman, R.** (2014) Reflections on our work since editing the special issue Challenging anti-immigration discourses in school and community contexts. *International Journal of Multicultural Education Blog*, <http://ijme-journal.blogspot.com/>
- \*\*Harman, R. (2011). Working with discourse: Syllabus. Online: [http://cw.routledge.com/textbooks/9780415874298/data/Harman\\_Syllabus.pdf](http://cw.routledge.com/textbooks/9780415874298/data/Harman_Syllabus.pdf)
- \*\* Harman, R. M. (2009). *Systemic functional linguistics and the teaching of literature*. Online: Mick O' Donnell (Ed.), International Systemic Functional Linguistics Association. [www.isfla.org/Systemics/Print/index.html](http://www.isfla.org/Systemics/Print/index.html)

**b. Creative Contributions other than Formal Publications**

Harman, R. (2010). Howth chants. *Mandala Journal*, issue 8.  
[http://www.mandala.uga.edu/issues/8/howth\\_chants.php](http://www.mandala.uga.edu/issues/8/howth_chants.php)

**c. Grants Funded****External**

2013-2014 Striving Readers Grant (allocated to Coile Middle School and Awarded for Genre-Based Literacy Professional Development and Research) \$16, 500  
 2014 Supporting Youth Voices through the Arts. Athfest Educates! \$750  
 2008 Collaboration among ESOL and Content-Area Teachers, Spencer Foundation (not funded)

**Internal**

2013 College of Education Research Summer Grant, \$5,000  
 2012 Wilson Center for Arts and Humanities Grant, University of Georgia, \$4,700.  
 2012 College of Education Dean's Office Research Support, Assistance to support editing and publishing of special issue of the *International Journal of Multicultural Education*, The University of Georgia, \$5,750.  
 2012 College of Education Summer Research, \$5,000  
 2011 *Multimodal Discourse Analysis*. Technology Grant, Center for Teaching and Learning, The University of Georgia, \$13, 904.  
 2009 *Using functional language instruction to support ELL students in middle school sheltered instruction classrooms*. College of Education Early Career Grant, \$6,000

**d. Honors and Achievements**

2013 Keith Osborn Award for Teaching Excellence, \$1,000  
 2012 Sarah Moss Fellowship, University of Georgia, \$8, 900  
 2012 UGA President's Venture Travel Award, \$1,200  
 2009 Emerging Scholar Award, AERA SIG Division, Language and Social Process Special Interest Group, American Education Research Association, \$500  
 2007 Department Dissertation Award, University of Massachusetts Amherst  
 2003-2007 Graduate Student Travel Awards, University of Massachusetts Amherst  
 2003-2007 Research Fellowships in ACCELA (Access to Critical Content and English Language Acquisition), University of Massachusetts Amherst  
 2000-1 Scholarships to Faulkner Literary Festival for creative fiction writing

**e. Primary Research Areas**

Second Language Literacy; Systemic Functional Linguistics; Critical Performative Pedagogy; Critical Discourse Analysis; Participatory Action Research with English Learners and ESOL Teachers

**f. Supervision of Student Research**

The University of Georgia

Doctoral Committee Chair or Major Advisor

Past	Kelli Bivins, Ph.D., Language and Literacy Education: TESOL and World Languages Education (Changed to ED. S. Defended, November 2011)
Past	Nicole Siffrin, M.A., Linguistics Program (Defended April 2013)
Past	Daniel Gilhooley, Ph.D., Language and Literacy Education: TESOL and World Languages Education (Defended April 2014)
Current	David Forker, PhD., Language and Literacy Education: TESOL and World Languages Education, in progress
Current	Nihal Khote, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress
Current	Melanie Maxy, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress (Co-chair with Dr. Saint Pierre)
Current	Xiaodong Zhang, PH.D., Linguistics Program, in progress
Current	Melissa Perez, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress
Current	Nicole Siffrin, Ph.D., Language and Literacy Education: TESOL and World Languages Program, in progress
Current	Lourdes Cardozo Gabaisso, Language and Literacy Education: TESOL and World Languages Program, in progress

Doctoral Committee Member

<b>Defended</b>	Elizabeth Daigle	(English Education)
	George Boggs	(English Education)
	Eric Hasty	(English Language Education)
	Allen Lynn	(TESOL and World Languages)
	Jennifer McCreight	(Reading, Writing, Children's Literature, and Digital Literacies)
	Amber Simmons	(English Education)
	Stephanie Baker	(TESOL and World Languages)
	Lindy Johnson	(English Education)

Sharon Smith (Reading, Writing, Children's Literature, and Digital Literacies)

### Current

Tobie Bass (TESOL and World Languages)  
 Gabriela Haidee de Villar Juarez (TESOL and World Languages)  
 Monique Evans - Newsome (Reading, Writing, Children's Literature, and Digital Literacies)  
 Tomoe Nishio (Linguistics Program)  
 Darren Rhym (English Education)  
 Heather Wall (Reading, Writing, Children's Literature, and Digital Literacies)

### g. Editorial Responsibilities

2014	Editorial Reviewer	<i>Journal of Second Language Writing</i>
2014	Editorial Reviewer	<i>Multicultural Perspectives</i>
2014	Editorial Reviewer	<i>International Journal of Research and Method in Education</i>
2014	Editorial Reviewer	<i>Curriculum Inquiry</i>
2013	Editorial Reviewer	<i>Journal of Immersion and Content-Based Language Education</i>
2013	Editorial Reviewer	<i>Journal of Second Language Writing</i>
2012	Editorial Reviewer	<i>Journal of Second Language Writing</i>
2012	Editorial Reviewer	<i>International Journal of Multicultural Education</i>
2011-2012	Guest Editor, Special Issue on Immigration,	<i>International Journal of Multicultural Education</i>
2011	Editorial Reviewer	<i>International Journal of Applied Linguistics</i>
2010-2012	Editorial Reviewer,	<i>Research of Teaching of English</i>
2010-2012	Editorial Reviewer,	<i>Anthropology of Education</i>
2010	Editorial Reviewer	<i>English Teaching: Practice &amp; Critique</i>
2009	Editorial Reviewer	<i>L1-Language and Literature</i>

### Peer Reviewer for Convention Proposals

2010-2013	Editorial Reviewer, AERA Language and Social Processes SIG
2012-2013	Proposal Reviewer, <i>American Applied Linguistics</i>
2009-2010	Editorial Reviewer, AERA Second Language SIG Awards

### h. Convention Papers

(\* published counterpart \*\* invited address)

### Invited Lectures



- \*\* Harman, R. (March, 2014). *Systemic Functional Linguistics and Performance Analysis*, Dublin Institute of Technology (DIT)
- \*\*Harman, R. (December, 2013). *Performance, Performativity and Second Language Identities*. Invited speaker at the Literacy Research Association Conference, Dallas
- \*\*Harman, R. (2013). *Performance and Systemic Functional Linguistics as Resources to Foster Genre Awareness*. Invited plenary workshop at the Korean Association of Primary English Educations (KAPEE), Seoul, South Korea.
- \*\*Harman, R. (2013). *Educators' Perceptions of Immigration Policies and Practices in Georgia*. Invited panel speaker at Athens Literacy Council, Athens, GA.
- \*\*Harman, R. (2011, December). *Critical Discourse Analysis as Tool to Research and Challenge Social Inequity*. Invited symposium speaker at Dublin Institute of Technology, Dublin, Ireland.
- \*\*Harman, R. (2010, December). *Se hace el camino al andar: Qualitative research as tool to challenge social inequity in K-12 classrooms*. Key note address presented at Student Qualitative Research Conference, University of Georgia, GA.
- \*\* Espino, M., & **Harman, R.** (2009, October). *Critical discourse analysis and critical race theory*. Paper presented at Diversity Series, University of Georgia, GA.

#### **Organized Colloquia (Chaired and Organized)**

Harman, R. (2013) *Fostering Critical Literacy through Systemic Functional Linguistics in K-12 contexts*. Panel presented and chaired at American Applied Linguistics Conference, Dallas.

- \*\* Alexsaht-snider, M. & **Harman, R.** (2011, April). *Challenging anti immigration discourse and education policies in the southeast: Collaboration among teachers, students, families, and university educators*. Panel presented and chaired at Division G, American Education Research Association, New Orleans, LA.

Maxim, H. & **Harman, R.** (2011, June). *Students' textual practices as a multifaceted weaving of semiotic systems*. International Colloquium presented and chaired at International Systemic Functional Linguistics Panel, Lisbon, Portugal.

#### **International Papers**

Harman, R. (2011, July). *Intermodality in genre-register based pedagogies: Building text and image relations in fifth-grade L2 literary composition*. Paper presented at International Systemic Functional Linguistics Conference, Lisbon, Portugal.

- \*Harman, R. (2010, July). *Explicit intertextuality in teaching literary writing: Case study of two bilingual students*. Paper presented at International Systemic Functional Linguistics Conference, Vancouver, British Columbia, Canada.

#### **National**

- Harman, R.**, Evans-Newsome, M., & Varga-Dobai, K. (2013). *Using performance to workshop immigration issues*. Workshop presented at JOLLE Activist Literacies Conference, University of Georgia
- Harman, R.** (2013). *The classroom's a stage: Performance as resource to foster critical discourse awareness*. Paper presented at AAAL, Dallas
- Alvermann, D., Bass, T., **Harman, R.**, Johnson, L., & Sheldon, S. (2012). *Critical discourse analysis as lens to explore literacy constructs*. Paper presented at Literacy Research Association, San Diego.
- Harman, R.**, Johnson, L., & Sharma, A. (2012) *Critical Discourse analysis as a research tool to challenge social inequity in and out of K-12 classrooms*. Workshop to be presented at Dialogical Self Conference, University of Georgia.
- Harman, R. (2012). *Performance and the carnivalesque in urban teacher education*. Paper presented at the Mini Dialogic Pedagogy Conference, Newark, DE.
- \*\*/\*Harman, R.**, Dobai-Varga, K., & Bivins, K. (2011, April). *Critical participatory practices in a middle school ESOL classroom*. Paper presented at Division G, American Education Research Association, New Orleans, LA.
- \*Harman, R.** & French, K. (2011, April). *Critical performative pedagogy in urban teacher education: a heteroglossia of voices?* Paper presented at Cultural Historical SIG, American Education Research Association, New Orleans, LA.
- Shin, D. & **Harman, R.** (2011, April). *Pedagogies of multiliteracies in urban elementary school ESOL classrooms*. Paper presented at Division K, American Education Research Association, New Orleans, LA.
- \*Harman, R.** (2010, April). *Language of literature and upper elementary writing: Language minority students as agentive text makers*. Paper presented at American Education Research Association Language and Social Processes SIG, Denver, CO.
- \*Harman, R.** (2010, April). *Critical performative pedagogy in teacher education*. Paper presented on panel, American Education Research Association, Division G, Denver, CO.
- \*Harman, R.** (2010, March). *Performance and dialogicality in teacher education?* Paper presented at American Applied Linguistics Conference, Atlanta, GA.
- Harman, R.** & Shin, D. (2009, November). *Multimodal to multimedia community-based literacies with English Language Learners*. Paper presented at National Council of Teachers of English Conference, Philadelphia, PA.
- \*Harman, R.**, Alvarez, M. & Rutherford, D. (2009, October). *Talking the walk: Discourse analysis and culturally responsive classrooms*, First Triennial Conference of Latino Education in the South, University of Georgia, GA.

- Harman, R. (2009, April). *Teacher attitudes and beliefs about professional development, teacher knowledge, and practice*. Discussant for Panel, Division K, American Education Research Association, San Diego, CA.
- \*Harman, R. (2008, October). *Language-Based instruction in literature: case study of a struggling 5<sup>th</sup> grade writer*. XV Annual Gathering for Sociocultural Theory and Second Language Working Group, Amherst, MA.
- Harman, R. (2008, May). *Embodying critical multiculturalism in teacher education*. Paper presented on panel, Pedagogy and Theater of the Oppressed Conference, Omaha, NE.
- \***Harman, R.** & French, K. (2007, November). *Critical performative pedagogy and multicultural education*. Paper presented at National Association of Multicultural Education, Baltimore, MD.
- \*\*Gebhard, M., Habana-Hafner, A., **Harman R.**, Shin, D. & Willett, J (2007, May). *Critical literacy, systemic functional linguistics, and school reform*. 4<sup>th</sup> Teachers of a New Era English Language Development Conference, Boston College, Boston, MA.
- \*Gebhard, M., **Harman, R.**, & Seger, W. (2007, April). *Improving academic literacy instruction for linguistically diverse students: The potential of systemic functional linguistics*. Paper presented at Division K, American Education Research Association, Chicago, IL.
- \*\*Gebhard, M., Habana-Hafner, A., **Harman R.**, Shin, D. & Cummins, J. (2007, March). *Critical literacy, genre theory, and school reform*. Panel of papers presented at Annual meeting of Teachers of English to Speakers of Other Languages, Seattle, WA.
- Harman, R & Hogan, A. (2006). *Genre-based pedagogy and literary riffing*. Paper presented at National Council of Teachers, Nashville, TN.
- \*Gebhard, M., **Harman, R.** & Seger, W. (2005). *Dialogic literacy practices and teacher education: Making spaces for students' and teachers' voices in the context of high-stakes testing*. Paper presented at the annual meeting of Teachers of Speakers of Other Languages, San Antonio, TX.
- Habana Hafner, D., **Harman, R.**, Lozano, M. & Ramirez, A. (2005). *Boundary spanners in collaborative school university partnerships*. Paper presented at National Ethnographic and Qualitative Research in Education Conference (EQRE), University of Pennsylvania, PA.
- \*Harman, R. (2004). *A polyglossia of discourses in a teacher's self representation*. Paper presented at annual meeting of American Applied Linguistics Conference, Portland, OR.
- \*Harman, R. (2004). *A dialogic dance in an ELA middle school classroom*. Paper presented at EQRE Conference, Albany, NY.

\***Harman, R.** & French, K. (2003). *Critical performative pedagogy*. Paper presented at National Multicultural Education Conference (NAME), Seattle, WA.

**Harman, R** & French, K. (2003). *Investigating Rosa Parks and segregation*. Paper presented at Connecticut National Multicultural Education Conference, Hartford, CT.

**Regional/State**

\*Varga, K., **Harman, R.**, Bivins, K. & Coile Middle School Girls. (2010). *Critical performative literacy in an ESL middle school classroom: Latina girls speak out for undocumented workers*. Paper presented at Women & Girls Conference, UGA, Athens, GA.

IV. PUBLIC SERVICE

**Professional Service**

2014 – Present Vice President, *North American Systemic Functional Linguistics Association*  
 2012-2014 Secretary, *North American Systemic Functional Linguistics Association*  
 2010-2013 *Appointed Member, Emerging Scholar Award Committee*, Language and Social Processes SIG, American Education Research Association.

V. OTHER SERVICES

**University Service**

2014- Present Advisor, Undocumented Student Alliance  
 2013-2014 Linguistics Program Advisory Committee  
 2010-2012 Member, University Council

**College Service**

2012- Member, College of Education Scholarship Committee  
 2008-2012 *Member*, Graduate Qualitative Research Conference Committee  
 2011 *Member*, Fulbright Evaluation Committee  
 2009 *Judge*, Graduate Qualitative Research Conference Committee  
 2009-2010 *Member*, University Search Committee for English Program Director

**Department Service**

2014 – 2015 *Member*, TESOL and World Languages (TWLE) Lecturer Search Committee  
 2014 Member, Annual Review Faculty Committee  
 2013- Program Chair, TESOL and World Languages Education (TWLE)  
 2013 *Member*, English Education Lecturer Search Committee  
 2010-2011 *Member*, TESOL and World Languages (TWLE) Lecturer Search Committee  
 2009-2010 *Member*, TWLE Lecturer Search Committee  
 2008-present *Member*, Graduate Student TWLE Admissions Committee  
 2008-present *Reviewer*, TWLE M.Ed. Comprehensive Exam Reviewer

**School Districts/Public Service**

2008-present ESOL Teacher Mentoring, Coile Middle School, Athens-Clarke, GA.  
 Supported literacy instruction of English Learners

**Current Professional Organization Membership**

2011-present American Anthropology Association

2008-present American Association for Applied Linguistics (AAAL)

2008-present American Education Research Association (AERA)

2009-present Teachers of English to Speakers of Other Languages (TESOL)