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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: 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  
Service: Program Coordinator (May 2013-May 2017)  
Highest Degrees: *E.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. SCHOLARLY ACTIVITIES

### a. Publications

#### Books

Harman, R. & Burke, K. (proposal accepted). *Culturally Sustaining Systemic Functional Linguistics: Embodied Inquiry with Multilingual Youth*. New York: Routledge

Harman, R. (Ed.), (2018). *Bilingual Learners and Social Equity: Critical take(s) on systemic functional linguistics*. London: Springer

#### Special Issue of Peer Reviewed Journal

Troyan, F., Harman, R., & Zhang, X. (Eds). (2020). SFL approaches in Teacher Education: A Retrospective and prospective exploration. *Theory into Practice*.

Allexsaht-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

Cardozo-Gaibisso, L. & Harman, R. (2019). Preparing In-Service Teachers to Work with Linguistically and Culturally Diverse Youth: Lessons Learned and Challenges Ahead. In *Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners*. New York: IGI Global

Harman, R. & Shin, D. (2018). Multimodal and Community-Based Literacies: Agentive Bilingual Learners in Elementary School. *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners*, Publisher: IGI Global

Harman, R. (2018). Bringing It All Together: Critical Take(s) on Systemic Functional Linguistics. In R. Harman(Ed). *Bilingual learners and social equity: Critical approaches to SFL*. Springer

Harman, R. (2018). Transforming Normative Discourses: Critical SFL. In R. Harman. (Ed.), *Critical take(s) on systemic functional linguistics: Academic Literacy Development, Multilingualism and Social Equity*. London: Springer

Harman, R., Johnson, L. & Chagoya, E. (2016) Bilingual Youth Voices in Middle School: Performance, Storytelling and Photography. In S. Greene, K. Burke & M. McKenna (Eds.), *Community Reframing Public Spaces: Youth Voices, Literacies, and Civic Engagement*. London: Routledge

Harman, R. & McClure, G. (2014). All the school's a stage: Critical performative pedagogy in urban teacher education. L. Bell & D. Desai (Eds.) *Social Justice and the arts* (REPRINT from *Equity and Education*). London: Routledge Press

- Harman, R. (2014). Talking the walk: Fostering dynamic interactions with elementary school Latina/o English Learners. In P. Portes, S. Salas & P. Mellom (Eds.), 179-194 *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 (pp. 75-91). 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. Pruyin and R. Chavez Chavez (Eds.), *Social justice in these times*, pp. 97-116. Greenwich, CT: New Information Press.

### Peer Reviewed Journals

- Harman, R., Burke, K., Hadley, H., & Mizell, J. (in review). Community versus Institutional Spaces: Arts-based Youth Participatory Action Research. *Equity and Excellence in Education*.
- Harman, R., Buxton, C., Cardozo-Gaibisso, L., Bui, K. & Jiang, L. (2019). Embodied Multilingual Practices in Science Classrooms: What's the Discourse? To be included in *Theory & Practice* Special Issue
- Burke, K., Harman, R., Hadley, H., & Mizell, J. (2018). I almost feel like I didn't get the chance to really begin?: Challenges and opportunities in a critical, project-based clinical experience. *New Educator*
- Harman, R. & Khote, N. (2017). Critical SFL Praxis *with* Immigrant Youth: Multilingual Meaning Making Practices. *Critical Inquiry in Language Studies*, 15(1), 63-83.  
<http://dx.doi.org/10.1080/15427587.2017.1318663>

- Harman, R., Ahn, S., & Bogue, B. (2016). Reflective Language Teacher Education: Fostering Discourse Awareness through a Critical Performance Process. *Teacher and Teaching Education*, 59, 228-238. <http://dx.doi.org/10.1016/j.tate.2016.06.006>
- Harman, R. & Zhang, X. (2015). Performance, performativity and second language identities. *Linguistics and Education*, 32(A), 68-81. DOI:10.1016/j.linged.2015.03.008
- Harman, R. & Smagorinsky, P. (2014). A Critical Performative Process: Supporting the Second Language Literacies and Voices of Emergent Bilingual Learners *Youth Theater Journal* 28:2, 147-164, DOI: 10.1080/08929092.2014.956956
- Allestaht-Snyder, 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 .
- Allestaht-Snyder, 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

- Siffrin, N. & Harman, R (2014). [Review of the book: Podseva, R. J. & Sharma, D. (Eds.) (2013). *Research methods in linguistics*. New York, NY: Cambridge University Press.

- 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.

#### Online publications

- Chayoya, Ed. & Harman, R. (2017). In lockdown: where is the joy of our youth? Scholars speak out Series, *Journal of Language and Literacy Education*.
- Alleksaht-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. (2008). *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)

#### Grants and Contracts:

- |           |   |
|-----------|---|
| 2018      | Principal Investigator., Civic and Artistic Leadership Program in East Athens, USD 7000 for first year  |
| 2018      | Consultant SEAL Grant, University of Miami College of Education, USD 1,000 per year of grant  |
| 2017      | Beijing Ministry of Education <i>Professional Teacher Development</i> USD 10,000  |
| 2017      | Co- Investigator, <i>STEM for the 21<sup>st</sup> Century, NSF Grant</i> , USD 2,921, 325 (Pending)   |
| 2017      | \$100,000 <i>Aralee Strange Fund for Art and Poetry</i> , Georgia Museum of Art (Endowed and annual amount of \$5,000)  |
| 2014-2015 | Principal Investigator. Awarded Striving Readers Grant for work at Coile Middle School. <i>Genre-Based Literacy Professional Development and Research</i> ), \$16, 500              |
| 2013-2014 | Principal Investigator. Awarded Striving Readers Grant for work at Coile middle School. <i>Genre-Based Literacy Professional Development and Research</i> , \$16, 500               |
| 2014      | Principal Investigator, <i>Supporting Youth Voices at Coile Middle School through the Arts</i> . Athfest Educates! \$750  |
| 2012      | Principal Investigator, <i>Performance and Discourse Analysis</i> , Willson 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 <i>International Journal of Multicultural Education</i> , |

- The University of Georgia, \$5,750.
- 2012 College of Education Summer Research, \$5,000
- 2011 Principal Investigator, *Multimodal Discourse Analysis*. Technology Grant, Center for Teaching and Learning, The University of Georgia, \$13,904.
- 2009 Principal Investigator *Using functional language instruction to support bilingual students in middle school sheltered instruction classrooms*. College of Education Early Career Grant, \$6,000
- 2008 Principal Investigator, *Collaboration among ESOL and Content-Area Teachers*, Spencer Foundation (not funded)

#### *Unfunded Proposals:*

- 2018 Co-Investigator, 2017 STEM for the 21<sup>st</sup> Century Community, NSF AISL  
Co-Investigator, *The Georgia ESOL for English Language Acquisition (GEELA)* Project. US Department of Education USD 2719,896
- 2017 UGA OVPR Global Research Collaboration Grant Program, Youth Participatory action: Crossing the Turbulent Seas.
- 2016 Principal Investigator. Submitted to Spencer Foundation: *Remixing Immigration Experiences: Combined After-School and Teacher Education Program*, \$50,000 (not funded)
- 2016 UGA OVPR Global Research Collaboration Grant Program “Bridging the Waters: Transatlantic Research on Youth Civic and Artistic Engagement.”
- 2015 Submitted initial proposal to Zeist Foundation to support development of Youth Participatory Action Research Collaborative at UGA
- 2015 Principal Investigator. Submitted to Spencer Foundation: *New Latino Diaspora Youth Perspectives on Significant Learning: Enacting Participatory Organizational Learning*
- 2015 Co Principal Investigator with Dr. Nogueron Liu. Submitted Voto Latino grant for *Development of Digital App to Support Latin@ Communities*. Nominated as Semifinalists.

#### **Honors and Achievements**

- 2016 Engaged Scholar Award, Office of Public Service and Outreach, UGA
- 2013 Keith Osborn Award for Teaching Excellence, College of Education, UGA
- 2012 Sarah Moss Fellowship, *Collaboration with Multimodal Experts at University of London*, 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

#### **Primary Research Areas**

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

#### **Editorial Responsibilities**

2015-Present	Editorial Board	<i>IJME</i>
2014-Present	Editorial Board	<i>Journal of Second Language Writing</i>
2017	Editorial reviewer	<i>Journal of Second Language Writing</i>
2017	Editorial Reviewer	<i>International Journal of Multicultural Education</i>
2017	Editorial Reviewer	<i>Teaching and teacher education</i>
2017	Editorial Reviewer	<i>Linguistics and Education</i>
2016	Editorial Reviewer	<i>Linguistics and Education</i>
2015	Editorial Reviewer	<i>Excellence and Equity</i>
2015	Editorial Reviewer	<i>Leisure Sciences</i>
2014	Editorial Reviewer	<i>TESOL Quarterly</i>
2014-Present	Editorial Reviewer	<i>Journal of Second Language Writing</i>
2014-2015	Editorial Reviewer	<i>Multicultural Perspectives</i>
2014-Present	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>
2012-2015	Editorial Reviewer	<i>Journal of Second Language Writing</i>
2012-2015	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

2017	Strand Coordinator	AAAL
2013-2017	Proposal Reviewer,	<i>American Applied Linguistics</i>
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

#### Other Reviews

2017	Review for Research Grant Proposals, University of Hong Kong
2017	Review of New Journal for Cambridge Press

#### Convention Papers

Invited Lectures, Colloquia and Workshops

- Harman, R. Pankova, M. & Schleppegrell, M. (2018). Pre conference workshop on Data Analysis in SFL research. International Systemic Functional Grammar Congress, Boston MA
- Harman, R., Mizell, J., & Chagoya, E. (March 2018). *Youth raising their voices: CS SFL Praxis*. Two day workshop for College of Education, University of Massachusetts Amherst
- Harman, R. (2017). Why I work as an engaged scholar in language and literacy education. Honors Society, UGA

- Harman, R. (2017). Connections between bilingual and participatory action approaches to middle school learning, Fanning Institute, UGA
- Harman, R. (October 2017). Key note paper on *Culturally Sustaining SFL Praxis*. Graduate National Systemic Functional Linguistics Association, Athens, Georgia
- Harman, R. (March 2016). *Culturally Sustaining SFL framework with Adolescent Bilingual Learners*. Paper presented, Critical Discourse Analysis Network, Dublin Institute of Technology, Dublin, Ireland
- Harman, R. (January 2016). *Strategies and Dynamic Assessment through Genre-based pedagogies*. Commerce Middle School (invited by Principal Bill Ruma)
- Harman, R. (November, 2015). *Supporting Disciplinary Knowledge Development of Bilingual Learners*. Pennsylvania State University (online lecture with Dr. Maria Haneda's Class)
- Harman, R. (March, 2014). *Systemic Functional Linguistics and Performance*, 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.

### Organized Colloquia (Chaired and Organized)

- Gebhard, M. & Harman R. (2018). Invited Colloquium on *Critical Perspectives of SFL*, American Association of Applied Linguistics, Chicago.
- Harman, R. (2016). *Critical take(s) on Systemic Functional Linguistics: Academic Literacies, Multilingual learners and Social Equity*. Panel presented and chaired at American Applied Linguistics Conference, Orlando.
- Harman, R. (2013) *Fostering Critical Literacy through Systemic Functional Linguistics in K-12 contexts*. Panel presented and chaired at American Applied Linguistics Conference, Dallas.
- Allexsaht-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. (2017). *Whose voices are we hearing? Arts-based Youth Participatory Action Research*, International Conference of Language, Culture and Identity. Soria, Spain**
- Harman, R. (2015, July). *Culturally Sustaining Systemic Functional Linguistics Praxis*. Paper presented at International Systemic Functional Linguistics Conference, Aachen Germany
- 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. (2017). Transforming Normative School Discourses. TESOL Conference, Seattle, WA.
- Harman, R., Siffrin, N. & Williams, P. (2017). Embodied SFL Practices in Social Studies: Building the Field in Disciplinary Discourse. Paper presented at AAAL, Portland, Ore.
- Cordozo-Gaibisso, L. & Harman, R. (2017). Challenging Raciolinguistic Ideologies in American Schools: An Alternative Model of “Languaging” in the Sciences. Paper presented at AAAL, Portland, Ore.**
- Harman, R. (2016). *Narrative as a Collaborative Space: Validating Student Voices in YPAR*. Paper presented at AAAL, Orlando.
- Siffrin, N., Harman, R., & Lee, J. (2016). *Genre-based strategies and assessment for disciplinary instruction: how do middle school teachers respond?* Paper to be presented at AAAL, Orlando.
- Harman, R. & Khote, N. (2015). *Critical Systemic Functional Linguistics and Third Space for Latino adolescents*. Paper presented at AAAL, Toronto, Canada
- Harman, R., Ahn, S., & Bogue, B. (2015). *Reflexive Bilingual Education: Performance and Discourse Analysis*. Paper presented at International Symposium on Bilingualism, Rutgers, New Jersey
- Harman, R. (2014). *Developing discourse awareness through performance*. Paper presented at AERA Conference, Philadelphia.
- Harman, R & Zhang, X. (2014) *Performance, Performativity and Second Language Identities*. Paper presented at AAAL Conference, Portland
- 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.

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.

### III. PUBLIC SERVICE

#### Professional Service

2018 Promotion and tenure review, Dr. Kim Skinner, Louisiana State University  
 2017 Promotion, Dr. Maria Coolican Michigan State  
 2017 Promotion, Dr. Maria Eugenia Lozano, Barnard University  
 2016 Promotion and Tenure Review, Dr. Foram Bhukhanwala, Arcadia University, PA  
 2015 Promotion and Tenure Review, Dr. Warren Liew, National Institute of Education, Singapore  
 2015 Promotion and Tenure Review, Dr. Mahalingappa, Duquesne University, PA  
 2016-2018 President, *North American Systemic Functional Linguistics Association*  
 2015 Committee Member, Emergent Scholar Award, *North American Systemic Functional Linguistics Association*  
 2012-2014 Secretary, *North American Systemic Functional Linguistics Association*  
 2010-2014 *Appointed Member, Emerging Scholar Award Committee*, Language and Social Processes SIG, American Education Research Association.

### IV. OTHER SERVICES

#### University Service

2017-Present Human Resources Committee  
 2016-Present University Council  
 2014- Present Advisor, Undocumented Student Alliance  
 2013-Present Linguistics Program Advisory Committee  
 2010-2012 Member, University Council

#### College Service

2017 Member, Faculty Senate  
 2017 Member, Advisory Committee, Office of DEI  
 2015-2016 Member, Diversity Mentoring Committee  
 2015-Present Member, Diversity College Committee  
 2012- 2014 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

2014-2016 *Member*, Department Awards Committee  
 2015-2016 *Member*, TESOL and World Languages (TWLE) Lecturer Search Committee  
 2015-present *Faculty Mentor* for promotion, Dr. Mary Guay, Literacy and Children's Literature  
 2014-present *Faculty Mentor* for promotion, Dr. Amy Heath, English Language Education  
 2014 – *Member*, TESOL and World Languages (TWLE) Faculty Search Committees  
 2014-2016 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

**2017-Present Co Director, Parkview Development Project**

- 2015-2017 Genre-Based Pedagogies in Content Areas, Commerce Middle School, Commerce GA (Emergent partnership with school)  
2012-Present Professor on site (Teaches spring course at Coile Middle School)  
2008-2016 ESOL Teacher Mentoring, Coile Middle School, Athens-Clarke, GA. Supported literacy instruction of English Learners

Current Professional Organization Membership

- 2011-2014 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)