

RUTH M. HARMAN
Department of Language and Literacy Education

College of Education
University of Georgia
Email: rharman@uga.edu

August 2019

Truncated to meet section-length limitations for University of Georgia promotion dossiers

1. ACADEMIC HISTORY

Current Academic Rank: Professor

Current Proportion Time Assignment: 40% instruction, 40% research, 20% service

Tenure Status: Tenured

Administrative Title: Program Chair

Graduate Faculty Status: Graduate Faculty (2008-present)

Highest Degrees

2008 Ed.D., Language, Literacy and Culture, University of Massachusetts

1992 M.A., French Literature, New York University

3. SCHOLARLY ACTIVITY

A. Publications

Books

Harman, R., & Burke, K. (2020). *Culturally sustaining systemic functional linguistics: Embodied inquiry with multilingual youth*. New York, NY: Routledge.

Harman, R. (Ed.). (2018). *Bilingual learners and social equity: Critical approaches to systemic functional linguistics*. London, UK: Springer.

Book Chapters (#doctoral advisee as co-author; **invited chapter. Dr. Harman's percentage contribution to multi-authored works is estimated.)

**Harman, R., #Batson, K., & #Forker, D. (2020). Reflections on art-based participatory research with middle school bilingual youth. In L. Altariste (Ed.), *Language research in multilingual settings: Doing knowledge dissemination at sites of practice*. London: Palgrave. (80% contribution)

**Harman, R., #Siffrinn, N., #Mizell, J., & #Bui, K. (in press). Promoting reflection literacy in pre-service language teacher education: Critical SFL praxis with multilingual youth. In L. Altariste & C. Crosby (Eds.), *Second language writing across PK16 contexts: Intersections of teaching, learning, and development*. Ann Arbor, MI: University of Michigan Press. (60%)

#Bui, K., & Harman, R. (2019). Teaching mathematics to English learners: The interplay between gestures and discourse in explaining mathematical concepts. In J. Keengwe & G. Onchwari (Eds.), *Handbook of research on assessment practices and pedagogical models for immigrant students* (pp. 18-40). Hershey, PA: IGI Global. (30%)

- #Cardozo-Gaibisso, L., & Harman, R. (2019). Preparing in-service teachers to work with linguistically and culturally diverse youth: Lessons learned and challenges ahead. In J. Keengwe & G. Onchwari (Eds.), *Handbook of research on engaging immigrant families and promoting academic success for English language learners* (pp.361-377). Hershey, PA: IGI Global. (30%)
- Harman, R.** & Shin, D. (2018). Multimodal and community-based literacies: Agentive bilingual learners in elementary school. In G. Onchwari & J. Keengwe (Eds.), *Handbook of research on pedagogies and cultural considerations for young English language learners* (pp. 217-238). Hershey, PA: IGI Global. (70%)
- 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 systemic functional linguistics* (pp. 243-254). London, UK: Springer.
- Harman, R. (2018). Transforming normative discourses of schooling: Critical perspectives on systemic functional linguistics. In R. Harman (Ed.), *Bilingual learners and social equity: Critical approaches to systemic functional linguistics* (pp. 1-20). London, UK: Springer.
- **Willett, J., **Harman, R.**, Hogan, A., Lozano, M.E., & Rubeck, J. (2017). Transforming standard practices to serve the social and academic learning of English language learners. In L. Verplaetse & N. Migliacci (Eds.), *Inclusive pedagogy for English language learners: Research informed practices* (pp. 33-53). REPRINT. New York, NY: Lawrence Erlbaum Associates. (50%)
- ****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.), *Youth voices, literacies, and civic engagement* (pp. 210-234). London, UK: Routledge. (60%)
- Harman, R.**, & #McClure, G. (2014). All the school's a stage: Critical performative pedagogy in urban teacher education. In L. Bell & D. Desai (Eds.), *Social justice and the arts* (pp. 92-115). London, UK: Routledge. (Reprinted from *Equity and Excellence in Education*, pp. 379-402, by R. Harman & G. McClure, 2011). (60%)
- 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* (pp. 179-194). New York, NY: 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. In L.C. De Oliveira & J.G. Iddings (Eds.), *Genre studies and language in education* (pp. 75-91). Sheffield, UK: Equinox Publishing. (50%)
- 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 & C. Faltis (Eds.), *The arts and English language learners: Building culturally responsive, critical and creative programs in school and community contexts* (pp. 133-142). New York, NY: Routledge. (80%)
- Harman, R. (2013). Qualitative literacy research. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 4768-4773). Oxford, UK: Wiley-Blackwell.
- Harman, R.**, & Harklau, L. (2012). Ethnographic research. In P. Robinson (Ed.), *Routledge encyclopedia of applied linguistics* (pp. 215-221). New York, NY: 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. Pruyt and R. Chavez (Eds.), *Social justice in these times* (pp. 97-116). Greenwich, CT: New Information Press.

Peer-Reviewed Journal Articles (#doctoral advisee as co-author; **invited; impact factors or acceptance rates for the journals are provided where available. Dr. Harman's percentage contribution to multi-authored works is estimated for articles published since her last promotion.)

** **Harman, R.**, Buxton, C., #Cardozo-Gaibisso, L., #Lei, J., & #Bui, K. (in press). Culturally sustaining praxis in science classrooms. *Language and Education*. (2017 Impact factor: 1.262; acceptance rate: 31%) (60% contribution)

Buxton, C., **Harman, R., #Cardozo-Gaibisso, L., #Lei, J., & #Bui, K., & Alleksaht-Snider, M. (2019). Understanding science and language connections: new approaches to assessment with bilingual learners. *Research in Science Education*, 49(4), 977-988. <https://doi.org/10.1007/s11165-019-9846-8> (2017 Impact factor: 1.568; acceptance rate: 26%) (50%)

**#Siffrinn, N., & Harman, R. (2019). Toward an embodied systemic functional linguistics. *TESOL Quarterly* (online ahead of print). <https://doi.org/10.1002/tesq.516>. (2017 Impact factor: 2.256; acceptance rate: 10%) (50%)

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*, 14(3), 212-230. (2018 RG Impact factor: 0.48; acceptance rate: 11-20%) (50%)

Harman, R. & #Khote, N. (2018). Critical SFL praxis with immigrant youth: Multilingual meaning making practices. *Critical Inquiry in Language Studies*, 15(1), 63-83. doi: <http://dx.doi.org/10.1080/15427587.2017.1318663> (2018 RG Impact factor: 0.59; acceptance rate: 11-20%) (50%)

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. doi: <http://dx.doi.org/10.1016/j.tate.2016.06.006> (2017 Impact factor: 2.473; acceptance rate: 30%) (70%)

****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 (2017 Impact factor 0.892; acceptance rate: 6.2%) (70%)

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. (2018 RG Impact factor: 0.1) (70%)

Alleksaht-Snider, M., Buxton, C., & **Harman, R. (2014). Research and praxis on challenging anti-immigration discourses in school and community contexts. *Norteamérica*, 8(Supplement), 191-217. (2018 Impact factor: 0.1) (40%)

**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. (2017 Impact factor: 3.324; acceptance rate: 7%)

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. (2018 RG Impact factor 0.6; acceptance rate: 13%) (80%)

Alleksaht-Snider, M., Buxton, C., & **Harman, R.** (2012). Challenging anti-immigration discourses in school and community contexts. *International Journal of Multicultural Education*, 14(2), 1-9. (2018 RG Impact factor 0.6; acceptance rate: 13%) (30%)

- 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. (2018 RG Impact factor: 0.97; acceptance rate: 11-20%)
- Harman, R.**, & French, K. (2011). Critical performative pedagogy and urban teacher education: Voices from the field? *Play and Culture Series*, 11, 84-104.
- 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. (2017 Impact factor: 3.324; acceptance rate: 7%)
- 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. (acceptance rate: 11-20%)
- Harman, R. (2007). Critical teacher education: Discursive dance of an urban middle school teacher. *Language and Education*, 21(1), 31-45. (2017 Impact factor: 1.262; acceptance rate: 31%)
- #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. (2018 Impact factor: 0.35)

Book Reviews

- #Siffrinn, N., & **Harman, R.** (2014). [Review of the book *Research methods in linguistics*, by R. J. Podseva & D. Sharma (Eds.)]. *Journal of Language and Literacy Education*, 10(2), 163-165. Retrieved from <http://jolle.coe.uga.edu/wp-content/uploads/2015/04/Review-of-Research-Methods-in-Linguistics.pdf>
- #Simmons, A., & **Harman, R.** (2012). [Review of the book *Knowing and writing school history: The language of students' expository writing and teachers' expectations*, by L. C. Oliveira]. *Pedagogies: International Issues*.

Note: Dr. Harman published four additional book reviews before her last promotion.

Works Submitted

**Harman, R., #Zhang, M., #Agar, S., & #Basel, M. (proposal accepted). Writing as multi-semiotic inquiry: Multilingual high school learners engage in immigration and globalization problem solving. In Y. Yoon & Shin, D. (Eds.), *Multimodal writing in teaching and learning contexts: Multilingual perspectives*. Routledge.

Harman, R., Zhang, X., & Troyan, F. (submitted). Australian perspectives on Critical SFL Praxis in Teacher Education. Special Issue, *Language and Education*.

Other publications

#Chagoya, E. E., & **Harman, R.** (2017, April). In lockdown: Where is the joy of our youth? *Journal of Language and Literacy Education*. Retrieved from: http://jolle.coe.uga.edu/wp-content/uploads/2017/04/chagoya_harman.pdf

Alexsaht-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*. Retrieved from: <http://ijme-journal.blogspot.com/>

A. Grants Funded and Development Activity

Grants

Hasko, V., Burke, K., & Harman, R. (2018) (Harman's role: Co-Investigator, 2018-2019). *Bridging the Capitals of the Russian North and the American South: The U.S.-Russia Expertise Exchange on Youth Development and Service-Learning*. US Department of State. (\$45,000)

Avalos, M., Oliveira, L., & Harman, R. (2018-2020). *Supporting Educators' Academic Literacies and Effective Discourse (SEALED)*. US Department of Education Grant. (Harman's roles: 2018-2019, Advisory Board Consultant; 2019, Consultant and Researcher). University of Miami (\$1,000 per year of grant)

Harman, R. (2013-2015). (Principal Investigator) *Genre-Based Literacy Professional Development and Research*. Funding received from partial amount of Striving Readers Grant allocated to Coile Middle School. (\$16,500 each year)

Harman, R. (2014). Principal Investigator, *Supporting Youth Voices at Coile Middle School through the Arts*. Athfest Educates! (\$750)

Harman, R. (2012-2013). Principal Investigator, *Performance and Discourse Analysis*. Willson Center for Arts and Humanities Grant. The University of Georgia. (\$4,700)

Note: Dr. Harman received two additional internal funded grants before her last promotion.

Development Activities

Civic and Artistic Leadership Program at Cedar Shoals High School (2019). Private External Sponsorship. (\$7,000 for first year, fund raising in place for subsequent years). Harman's role: Principal Investigator, with doctoral students M. Parker and M. Zhang as Co-investigators.

Aralee Strange Fund for Art and Poetry (2020). Endowment of \$100,000 housed in the Georgia Museum of Art. Terms of the endowment provide the program co-directors Kevin Burke, Ruth Harman and Museum Educators with yearly funding to develop art workshops for minoritized youth at the museum and to invite speakers for their Aralee Strange Speaker Series.

B. Recognitions and Outstanding Achievements

2019 Faculty Research Leave Semester, College of Education, UGA

- 2018 UGA Engaged Scholar Award, Office of Public Service and Outreach, UGA
- 2016-2018 *President*, North American Systemic Functional Linguistics Association
- 2013 Keith Osborn Award for Teaching Excellence, College of Education, UGA
- 2012 Sarah Moss Fellowship, Center for Teaching and Learning, UGA

Note: Dr. Harman received two additional awards before her last promotion.

C. Primary Research Areas

Second Language Literacy; Systemic Functional Linguistics; Critical Performative Pedagogy; Critical Discourse Analysis; Youth Participatory Action Research

D. Supervision of Student Research

Current Dissertation Committee Chair: Khanh Bui; David Forker; Shuang Fu; Dan Lim; Mariah Parker; Yunqiang Zhang

Current Dissertation Committee Member: Sahar Aghasafari; Kate Batson; Christina Cavallaro; Hee Sun Chang; Ayca Fackler; Katie Ford; Mary Hayes; Albina Khabibulina; Glenn Jackson; Katie Ford; Ceren Ocak; Jernita Randolph; Katherine Walters

Current MA Thesis Chair (Department of Linguistics): Trevor Talmadge

E. Dissertations Directed (Completed; all at the University of Georgia with Dr. Harman as Major Advisor and Committee Chair)

- 2020 Jason Mizell - *Culturally Sustaining Systemic Functional Linguistics (Cs Sfl): A Critical Examination Of Languageing And Literacies For/With/By Youth*
- 2020 Kelly Dugan - *Antiracism And Restorative Justice In Classics Pedagogy: Race, Slavery, And The Function Of Language In Beginning Greek And Latin Textbooks*
- 2019 Melanie Marty - *Foucauldian Archaeological Analysis: The Production of Gifted And Talented Emergent Bilingual Learners In U.S. Public Law.*
- 2019 Nicole Siffrinn – *Fieldwork and Fabulation: Experimenting with Worlds to Come in Language and Literacy Education*
- 2018 Lourdes Cardozo-Gaibisso – *A Critical Systemic Functional Linguistics Approach to Science Education: Emergent Bilingual Learners as Agentive Meaning-Makers*
- 2018 Soojin Ahn – *Reflexive English Teacher Identity Development in South Korea*
- 2017 Melissa Perez - *Buscando La Forma: How Latinx Mothers Navigate Parental Support Gaps in New Latino Diaspora Schools*
- 2016 Heather Wall – *Changing Language, Changing Beliefs: Becoming Reflexive about Coaching Discourse*
- 2015 Xiaodong Zhang – *A Discourse Approach to Teachers’ Beliefs and Textbook Use: A Case Study of a Chinese College EFL Classroom*
- 2014 Nihal Khote – *Engaging Emergent Bilinguals in the Social Dialogue of Writing Persuasively in High School*
- 2014 Daniel Gilhooley – *Learning in Action: An Investigation into Karen Resettlement via Participant Observation and Participatory Action Research*

G. Editorship or Editorial Board Member

Editorial Board

- 2015-present Editorial Board: *International Journal of Multicultural Education (IJME)*
2014-present Editorial Board: *Journal of Second Language Writing (JSLW)*

Guest Editor for Special Issues of Journals

- Mora, R., Tian, Z., & Harman, R. (submitted). Multimodality and Translanguaging. *Pedagogies*.
Troyan, F., Harman, R., & Zhang, X. (Eds.). (forthcoming). SFL approaches in teacher education: A retrospective and prospective exploration [Special issue]. *Language and Education*.
Alleksaht-Snider, M., Buxton, C., & Harman, R. (Eds.). (2012). Challenging anti-immigration discourses in school and community contexts [Special issue]. *International Journal of Multicultural Education*, 14(2).

Ad Hoc Reviewer

- 2012-Present *Curriculum Inquiry; Linguistics and Education; Excellence and Equity; IJME; JSLW; Journal of Immersion and Content-based Language Education; Modern Language Journal; Multicultural Perspectives; Teaching and teacher education; TESOL Quarterly; International Journal of Research and Method in Education; RESLA; Research of Teaching of English; L1-Language and Literature; International Journal of Applied Linguistics*

H. Convention Presentations (invited; #student co-presenter)**

International Presentations

- ** Harman, R. (2020, July). *Social Semiotics and social equity: Embodied inquiry with multilingual youth*. Keynote speech to be presented at the European Systemic Functional Linguistics Conference, Sheffield, England
- **Harman, R. (2019, July). *Translanguaging in systemic functional linguistics*. Keynote speech presented at the *Various Guises of Translanguaging Symposium*, University of Ghent, Belgium.
- Breen, J., & Harman, R. (2019, July). *Multimodal media literacy: enlisting youth in hyper capitalist and religious movements*. Paper presented at the European Systemic Functional Linguistics Congress, Leiria, Portugal.
- Harman, R. (2017, July). *Whose voices are we hearing? Arts-based youth participatory action research*. Paper presented at the International Conference of Language, Culture and Identity, Soria, Spain.
- **Harman, R. (2016, March). *Culturally sustaining SFL framework with adolescent bilingual learners*. Paper presented at the meeting of Critical Discourse Analysis Network, Dublin Institute of Technology, Dublin, Ireland.
- Harman, R. (2015, July). *Culturally sustaining systemic functional linguistics praxis*. Paper presented at International Systemic Functional Linguistics Conference, Aachen, Germany.
- **Harman, R. (2014, March). *Systemic functional linguistics and performance*. Paper presented at the Dublin Institute of Technology (DIT) Discourse Lecture Series, Dublin, Ireland.
- **Harman, R. (2013, January). *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.

Note: Dr. Harman delivered two additional international papers before her last promotion.

National Presentations

- Harman, R., Buxton, C., #Cardozo-Gaibisso, L., #Bui, K., & #Jiang, L. (2019, March). *Culturally sustaining SFL practices in science classrooms*. Paper presented at the American Association for Applied Linguistics Conference, Atlanta, GA.
- #Jackson, A., Baker, N., & Harman, R. (2019, March). *Critical SFL in ELA middle school classrooms*. Paper presented at the American Association for Applied Linguistics Conference, Atlanta, GA.
- **Harman, R.**, Pankova, M., & Schleppegrell, M. (2018, July). *Data analysis in SFL research*. Three-day workshop presented at the International Systemic Functional Grammar Congress, Boston, MA.
- **Harman, R.** (2018, July). *Register and mode continuum in art-based youth work*. Invited colloquium at the International Systemic Functional Grammar Congress, Boston, MA.
- **Harman, R.**, #Mizell, J., & #Chagoya, E. (2018, March). *Youth raising their voices: CS SFL praxis*. Invited two-day workshop for the College of Education, University of Massachusetts, Amherst, MA.
- **Harman, R.**, #Mizell, J., #Bui, K., & #Zhang, Z. (2018, March). *Culturally sustaining SFL Praxis with multilingual learners*. Invited colloquium at the American Association for Applied Linguistics Conference, Chicago, IL.
- #Jackson, A.J., & **Harman, R.** (2018, March). *Maton's autonomy code in middle school English classrooms*. Paper presented at the American Association for Applied Linguistics Conference, Chicago, IL.
- *Harman, R.**, #Mizell, J., & #Cardozo-Gaibisso, L. (2018, April). *Culturally sustaining SFL practices in art and science*. Paper presented at the meeting of American Education Research Association, New York, NY.
- *Buxton, C., **Harman, R.**, & #Cardozo-Gaibisso, L. (2018, April). *Semantic waving in science classrooms*. Paper presented at the meeting of American Education Research Association, New York, NY.
- **Harman, R.** (2017, October). *Culturally sustaining SFL praxis*. Key note paper presented at the meeting of Graduate National Systemic Functional Linguistics Association, Athens, GA.
- *Harman, R. (2017, March). *Transforming normative school discourses*. Paper presented at the TESOL International Convention and Conference, Seattle, WA.
- *Harman, R.**, #Siffrinn, N., & #Williams, P. (2017, March). *Embodied SFL practices in social studies: Building the field in disciplinary discourse*. Paper presented at American Association for Applied Linguistics Conference, Portland, OR.
- #Cardozo-Gaibisso, L., & **Harman, R.** (2017, March). *Challenging raciolinguistic ideologies in American schools: An alternative model of "languaging" in the sciences*. Paper presented at American Association for Applied Linguistics Conference, Portland, OR.
- Harman, R.**, #Perez, M., #Jackson, A., & #Marty, M. (2016, December). *Alternative performative approaches to ethnographic research*. Paper presented at the Literacy Research Association Annual Conference, Nashville, TN.
- *Harman, R. (2016, April). *Critical take(s) on systemic functional linguistics: Academic literacies, multilingual learners and social equity*. Panel presented and chaired at American Association Applied for Linguistics Conference, Orlando, FL.
- Harman, R. (2016, April). *Narrative as a collaborative space: Validating student voices in YPAR*. Paper presented at American Association for Applied Linguistics Conference, Orlando, FL.
- #Siffrinn, N., **Harman, R.**, & Lee, J. (2016, April). *Genre-based strategies and assessment for disciplinary instruction: How do middle school teachers respond?* Paper presented at American Association for Applied Linguistics Conference, Orlando, FL.

- ***Harman, R.,** & #Khote, N. (2015, March). *Critical systemic functional linguistics and third space for Latino adolescents*. Paper presented at American Association for Applied Linguistics Conference, Toronto, Canada.
- ***Harman, R.,** #Ahn, S., & #Bogue, B. (2015, May). *Reflexive bilingual education: Performance and discourse analysis*. Paper presented at the International Symposium on Bilingualism, Rutgers, NJ.
- Harman, R. (2014, April). *Developing discourse awareness through performance*. Paper presented at meeting of American Educational Research Association, Philadelphia, PA.
- ***Harman, R.,** & #Zhang, X. (2014, March). *Performance, performativity and second language identities*. Paper at American Association for Applied Linguistics Conference, Portland, OR.
- *Harman, R. (2013, March). *The classroom's a stage: Performance as resource to foster critical discourse awareness*. Paper presented at American Association for Applied Linguistics Conference, Dallas, TX.
- Harman, R. (2013, March). *Fostering critical literacy through systemic functional linguistics in K-12 contexts*. Panel presented and chaired at American Association for Applied Linguistics Conference, Dallas, TX.
- Harman, R.,** #Evans-Newsome, M., & #Varga-Dobai, K. (2013, February). *Using performance to workshop immigration issues*. Workshop presented at Journal of Language and Literacy Education Conference, The University of Georgia.
- **Harman, R. (2013, December). *Performance, performativity and second language identities*. Invited speaker at the Literacy Research Association Annual Conference, Dallas, TX.
- **Harman, R. (2013, April). *Educators' perceptions of immigration policies and practices in Georgia*. Invited panel speaker at the Athens Literacy Council, Athens, GA.

Note: Dr. Harman presented 15 additional national papers, and chaired two additional national panels, before her last promotion.

4. PUBLIC SERVICE

A. Professional Service

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| 2019 | <i>Research and Planning Committee Member, Multilingualism Across International Contexts, Universities of Ghent/Lancaster Research Cluster</i> |
| 2018 | <i>Planning Committee Member, International Systemic Functional Congress, Boston, MA</i> |
| 2018 | <i>Strand Reviewer Coordinator, Written Discourse, AAAL</i> |
| 2018 | <i>Mentor to Junior Colleagues, AERA Second Language SIG</i> |
| 2018 | <i>Mentor to Junior Colleagues, AAAL Chicago</i> |
| 2015-2018 | <i>Promotion and Tenure Reviews: Louisiana State University; Michigan State; Barnard University; Arcadia University, PA; National Institute of Education, Singapore; Duquesne University, PA</i> |
| 2014-present | <i>External Doctoral Committee Member: Purdue University; Florida Atlantic University; University of New Zealand</i> |
| 2015-present | <i>Committee Member, Emergent Scholar Award, North American Systemic Functional Linguistics Association</i> |
| 2014-2016 | <i>Vice President, North American Systemic Functional Linguistics Association</i> |
| 2014-2016 | <i>Secretary, North American Systemic Functional Linguistics Association</i> |

B. Other Service

University Service

2019-2020 **Member, University Program Review and Assessment Committee**
 2017-present *Member, University Human Resources Committee*
 2016-2018 *Member, University Council*
 2014- 2016 *Advisor, Undocumented Student Alliance*
 2013-2015 *Member, Linguistics Program Advisory Committee*

College Service

2017-2020 **Member, Faculty Senate**
 2017-2018 *Member, Advisory Committee, Office of Diversity, Equity, and Inclusion*
 2015-2016 *Member, Diversity Mentoring Committee*
 2015-2017 *Member, Diversity College Committee*
 2012- 2014 *Member, College of Education Scholarship Committee*

Department Service

2019 **Member, Awards Committee**
 2018 *Member, TESOL Search Committee (fall only)*
 2018 *Member, Department Awards Committee*
 2015-2016 *Member, TESOL and World Languages (TWLE) Lecturer Search Committee*
 2014-2016 *Member, Department Awards Committee*
 2015-2017 *Faculty Mentor, Department of Language and Literacy Education*
 2014-2017 *Faculty Mentor, Department of Language and Literacy Education*
 2014-2015 *Member, TESOL and World Languages (TWLE) Faculty Search Committees*
 2014-2016 *Member, Annual Review Faculty Committee*
 2012-2017 *Program Chair, TESOL and World Languages Education (TWLE) Program*
 2013 *Member, English Education Lecturer Search Committee*
 2010-2011 *Member, TESOL and World Languages (TWLE) Lecturer Search Committee*

School Districts/Community Public Service

2019 ***Civic and Artistic Leadership Program Director, Cedar Shoals High School***
2017-present ***Co-Director, Parkview UGA Literacy Partnership***
 2012-2017 *Professor on Site (taught spring course), Coile Middle School, Athens, GA*

Recent and Current Professional Organization Membership

2011-2014 American Anthropology Association
 2008-present American Association for Applied Linguistics (AAAL)
 2008-present American Education Research Association (AERA)
 2009-2017 Teachers of English to Speakers of Other Languages (TESOL)