**Jamie Harrison, Ed.D.**

**5080 Haley Center**

**Auburn University**

**jlh0069@auburn.edu**

**EDUCATION**

University of West Georgia, Ed.D., School Improvement, December, 2010

University of Surrey, M.A., Applied Linguistics, December, 1999

Eastern Nazarene College, B.A., English and Secondary Education, May,1991

**PROFESSIONAL EXPERIENCE**

Auburn University, Associate Professor, Tenure Track, 2019 - present

Auburn University, Assistant Professor, Tenure Track, 2013 - 2019

University of West Georgia, Adjunct Fall and Spring, 2011-2012

University of West Georgia Co-instructor, Spring and Summer, 2010

Georgia Perimeter College ESL Instructor, 2007

ELS Language Centers, ESL Instructor, St. Petersburg, FL; Atlanta, GA, 1997-1999

Korea Nazarene University, ESL Instructor, 1996-1997

Language Clubs International, Taegu, South Korea, ESL Instructor, 1995-1996

**K-12 Schools**

***Regular Education Teacher***

6th Grade Language Arts/Reading/Gifted, Cass Middle School, 2007-2013

1st-5th Grades Gifted Elementary, Cloverleaf Elementary School, 2002-2003

7th Grade Language Arts, Cass Middle School, 2000-2002

***ESOL Teacher***

Cass Middle School, Cartersville, GA, 2004-2007

Bartow County Elementary Schools, Cartersville, GA, 2003-2004

Duluth High School, Duluth, GA 1999-2000

**TRAINING AND CERTIFICATES**

Biggio Center, Course (Re)Design, Facilitator, Auburn University, 2016, 2017, 2018, 2019, 2020

Biggio Center, Course (Re)Design, Cohort 1, Auburn University, 2015

New Faculty Scholars, Auburn University, 2014

Sheltered Instruction Observation Protocol Training, 2013

**LEADERSHIP EXPERIENCES**

Alabama State Department of Education English Learner Stakeholder Task Force, 2020 – 2021

Governance Committee Chair, Auburn University, Department of Curriculum and Teaching, 2021 – present

Faculty Senate Representative, Auburn University, Department of Curriculum & Teaching, 2019 – present

President, Alabama-Mississippi Teachers of English to Speakers of Other Languages Association, 2017 – 2018

Vice-president, Alabama-Mississippi Teachers of English to Speakers of Other Languages Association, 2016 – 2017

Program Coordinator, ESOL Education, Curriculum & Teaching Department, Auburn University, 2013 – 2016; current

**Publications:**

^ = refereed # = invited & = international + = national % = regional

\* = student collaboration @ = research

**Books**

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 6 Course Book*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 7 Course Book*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 6 Literature Reader*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 7 Literature Reader*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H.. (Dec 2018) *Weavers – Grade 6 Language Practice Book*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 7 Language Practice Book*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 6 Teachers Handbook*. Indiannica Learning, India.

#&**Harrison, J.** and Ramanathan, H. (Dec 2018) *Weavers – Grade 7 Teachers Handbook*. Indiannica Learning, India.

**Article-length publications**

**a. Book chapters**

**^+**Tuttle, M., Johnson, L., & **Harrison, J.** (2021).  English Language Learners.  In H. Hamlet.  *School Counseling Practicum and Internship: 30 Essential Lessons.*Cognella.

**^+Harrison, J.,** & Prado, J. (2019). Problematizing Advocacy: Definitions, Alignments & Contradictions. In *Advocacy in English Language Teaching and Learning*, Edited by Linville, H. and Whiting, J. New York: Routledge.

**^+Harrison, J.** (2019). Developing Advocacy Capacity in a Teacher Training Program. In *Advocacy in English Language Teaching and Learning*, Edited by Linville, H. and Whiting, J. New York: Routledge.

^&**Harrison, J.** (2019). Teaching Culturally and Linguistically Diverse Students in Higher Education: A Self Study of Teaching Practice. In *Culturally Responsive Teaching and Learning in Higher Education*, Edited by Tripp, L. O., & Collier, R. Pennsylvania: IGI Global.

**b. Articles in refereed journals and invited articles**

^+Virtue, D., McIlwain, M., Cunningham, C., **Harrison, J.**, Sacco, K., Thomas, R., & Thomas, K. (2022). Adapting partnership work in times of uncertainty: A case from a rural school-university partnership during the Covid-19 pandemic. *School University Partnerships, 15*(1), pp. 91 – 105.

^+Tuttle, M., **Harrison, J**., Johnson, L., Macedonia-Mann, M. (2021). What’s in a word? School counselor and ESOL teacher perceptions and attitudes about collaboration. *Journal of School Counseling*, *19*(22). http:/www.jsc.montana.edu/articles/v19n22.pdf

^+Cunningham, C., McIlwain, M., **Harrison, J**., & Thomas, R. (2020). Charting the course for greater collaboration: Creating an online annotated directory and map for PDS networks. *School University Partnerships, 13*(2), 73 – 75.

^+Smith, R., McIlwain, M., & **Harrison, J**. (2020). The future is now: Meeting the needs of dual language learners in K12 schools. *[journal title, issue, page number]*.

^&@**Harrison, J.**& McIlwain, M. (2019). ESOL teachers’ perceptions of their role as advocate: Making the case for transitive advocacy. *TESOL Journal*.

^&@Durham, S., **Harrison, J.**, & Barry, N. (2019). “My greatest challenge happens to be my greatest success:” Overcoming barriers during an early pre-service teacher practicum with a high percentage of dual language learners. *Journal of Early Childhood Research*.

^+Johnson, L. V., Tuttle, M., **Harrison, J.**, & Shell, E. M. (2018). Response to intervention for English learners: A framework for school counselors. *Journal of School Counseling, 16*(17). Retrieved from http://www.jsc.montana.edu/articles/v16n17.pdf

**^&@Harrison, J.** & Lakin, J. (2018). Preservice teachers’ implicit and explicit beliefs about English language learners: An Implicit Association Test study. *Teaching and Teacher Education, 72,* pp. 54 - 63*.*

**^&@Harrison, J.** & Lakin, J. (2018). Mainstream teachers’ implicit beliefs about English Language Learners: An Implicit Association Test of teacher beliefs. *Journal of Language, Identity and Education*, pp. 1 - 18. Impact factor, 0.68, 2015; acceptance rate, 21 – 30%.

^&@Shi, H.**, Harrison, J.** & Henry, D. (2017) Non-native English Speakers’ Experiences with course access in Higher Education. *Journal of English for Academic Purposes, 28*, pp. 25 – 34.

^&@Wang, C.-H., **Harrison, J.**, Cardullo, V., & Lin, X. (2017) Exploring the relationship among international students’ English self-efficacy, using English to learn self-efficacy, and academic self-efficacy. *Journal of International Students*, acceptance rate, 35%. Retrieved from <https://jistudents.org/8-1/>

**^%Harrison, J.** (2017). Shedding light on misconceptions: An act of advocacy. *GATESOL in Action,*Fall 2016/Spring 2017. Retrieved from <http://georgiatesoljournal.org/ojs/index.php/GATESOL/article/download/54/47>.

^&@**Harrison, J**. & Shi, H. (2016). English language learners in higher education: An exploratory conversation. *Journal of International Students, 6*(2), pp. 415 – 430. Acceptance rate, 35%. <https://jistudents.files.wordpress.com/2016/03/jis2016_6_2_5_english-language-learners-in-higher-education.pdf>

**^%Harrison, J.** (2016). Developing advocates for English language learners. *TexTESOL IV, Summer online publication*. Retrieved from <http://textesoliv.org/developing-advocates-for-english-learners/>

**^+Harrison, J.** (2016) Too many white, female teachers: one teacher’s experience being the “other”. *Understanding and Dismantling Privilege Journal: A Journal of the White Privilege Conference, 6*(2), p. 32 – 43.

**^%Harrison, J.** (2014). Three things reading teachers can do to support Emergent Bilinguals. *Reading Paradigm, Fall 8(1)*, p. 65 – 66.

**Presentations, International:**

#&**Harrison, J.**, Zamani, S. (2021). Faculty – GTA Collaboration: Chaos Theory in Action. International Perspectives on University Teaching and Learning, Orlando, FL, USA.

#&Gillespie, A., Lee, E., O’Brien, T. **Harrison, J.**, Margolis, Y., Miller, J. (2021). Daegu Gyeonbuk English Village Proposal Presentation. Yeungjun University, Daegu, South Korea.

^&Pittman, I. & **Harrison, J**. (2020). *Celebrating linguistic diversity: A community engagement project.* Inernational Conference on Language, Identity, and Education in Multilingual Contexts. The Hague University, The Netherlands.

^&Pittman, I.& **Harrison, J.** (2019).*The role of grammar in current ESL And German foreign language textbooks: A comparative analysis.* 3rd International Conference on Teaching Grammar, Barcelona, Spain.

**^#&@Harrison, J.** (2018). *ESOL Teacher Advocacy,* *invited panelist*. International TESOL Conference: Chicago, Illinois, USA.

**^&@Harrison, J.** (2017) *ESOL Teachers’ Experiences in their Role as Advocate: Initial Findings.* International TESOL Conference: Seattle, Washington, USA.

**^&@Harrison, J.**(2016) *Research conference:ESOL Teachers’ Experiences in their Role as Advocate:* International TESOL Conference, TESOL Mini Research Grant recipient, 2015: Baltimore, Maryland, USA.

**^&@Harrison, J.**(2015) *Mainstream teacher's implicit and explicit beliefs about English language learners.*International Teaching English to Speakers of Other Languages conference,Toronto, Canada.

**^&Harrison, J.**(2015) Developing Pre-service Teacher Capacity to Meet the Needs of Emergent Bilingual Students, *invited panelist*. International Teaching English to Speakers of Other Languages conference,Toronto, Canada.

**Presentations, National:**

^+**Harrison, J.** & Prado, J. (2019) *Laying the foundation for advocacy in P12 schools.* Presentation at World Class Instructional Design and Assessment (WIDA) conference, Providence, RI.

^+Cunningham, C., McIlwain, M.J., **Harrison, J**., and Thomas R.(April, 2019).  *Enhancing teacher preparation with authentic partnership and collaboration.*Presentation at the National Field Experience Conference at the University of Northern Colorado in Greeley, Colorado.

^+McIlwain, M. J., Cunningham, C., **Harrison, J**., & Thomas, R. (April, 2019).  *Impact of Aligning Embedded Outreach and Methods Courses with PK-12 School Priorities on Vision, Disposition and Knowledge.*  Presentation at the National Field Experience Conference, Greeley, Colorado.

**^+Harrison, J.** (2014) *Peace in a diverse classroom.* Presentation at National Association for Peace Education conference,Carrollton, GA.

**^+Harrison, J**., Cardullo, V. &McIlwain, M. J., (2014) *Collaborative efforts for co-designing and co-teaching university courses with the English language learner as the keystone of the design* National Council Teachers of English conference, Washington, D.C. 33%

**^+Harrison, J.**, Cardullo, V., & McIlwain, M. (2014) *Building pre-service teacher capacity in undergraduate courses*, World Class Instructional Design and Assessment (WIDA) conference, Atlanta, Georgia. 33%

**^+Harrison, J.** (2014). *Too many white, female teachers*.Journal of Language and Literacy Education conference, Athens, GA.

**Presentations, Regional:**

**Harrison, J. (2021).** *Invited panelist.* Advocacy: The pivotal role of change agents in language access. Professional Association of Mississippi Interpreters and Translators conference, virtual.

**^%Harrison, J.,** Tuttle, M., Johnson, L., & Mecadon-Mann, M. (2020). ESOL Teachers and School Counselors Perceptions and Attitudes about Collaboration, Alabama Mississippi TESOL Conference, Auburn, AL

^&**Harrison, J.** & Prado, J. (2020) *Laying the foundation for advocacy in P12 schools.* Presentation, Alabama Mississippi TESOL Conference, Auburn, AL.

^%Smith, R., McIlwain, M., & **Harrison, J.** (2020). The future is now: Meeting the needs of dual language learners in K12 schools. SERVE conference, Atlanta, GA.

**#%Harrison, J.** (2017) *Understanding and Meeting the Needs of English Language Learners*. Cass Middle School, Bartow County, Georgia Professional Development. Invited.

**#%**McIlwain, M., Blanco, N., &**Harrison, J.** (2017) *Supporting Reading through Differentiated Instruction*, Loachapoka High School. Invited.

**#%Harrison, J.** (2017). *Scaffolding for ELL Content Area Success*. Louisiana TESOL, New Orleans, Louisiana, 2017. Invited.

**^%Harrison, J.**, & Blanco, N. (2017) *ESOL Teacher Advocacy Panel*. Southeast TESOL Conference: Birmingham, Alabama.

**^%Harrison, J.** (2017) *Scaffolding for Content Area Success.* Southeast TESOL Conference: Birmingham, Alabama.

**^%Harrison, J.**& Prado, J. (2017) *Problematizing Advocacy: Alignments and Contradiction*. Southeast TESOL Conference: Birmingham, Alabama.

**#%Harrison, J.** (2016) *Scaffolding to Beat the Odds for ELL Success*. Invited presenter. Southeast TESOL, Louisville, Kentucky.

**^%Harrison, J.** (2016) *ESOL Teachers’ Experiences in their Role as Advocate*. Southeast TESOL Conference: Louisville, Kentucky.

**^%Harrison, J**. & Hill, K. (2015).*Developing a culture of language learning.*Alabama Mississippi Teaching English to Speakers of Other Languages conference, Huntsville, AL.

^%McIlwain, M. J., Cardullo, V.&**Harrison, J.** (2014).*Strengthening an equitable core by bridging literacy and EL content and pedagogical knowledge in integrated literacy/EL education*. National Association on Multicultural Education conference, Birmingham, Alabama.

**^%Harrison, J**. (2014) *Mainstream teacher's implicit and explicit beliefs about English language learners.* Alabama Mississippi Teaching English to Speakers of Other Languages conference, Oxford, MS.

**^%Harrison, J**. &Shi, H. (2014), *The in-between world of mainstreamed ELLs in the university setting.*Alabama Mississippi Teaching English to Speakers of Other Languages conference, Oxford, MS.

**Presentations, Local:**

**#Harrison, J.** & Moore, V.(2021). *Supporting English learners: A Spanish Immersion Experience*. Loachapoka Elementary School.

**#Harrison, J.** (2021). *Supporting English learners: developing language objectives in content areas.* East Alabama Regional Inservice Center.

**#Harrison, J.** (2018). *Supporting English learners: developing language objectives in content areas.* Opelika High School.

**#Harrison, J.**& Wade, P. (2018). *Writing support for international students*. Invited presenter. Miller Writing Center, Auburn University.

**#Harrison, J.**& Lee, J. (2018) *Language immersion experience*. Loachapoka High School. Invited.

**#Harrison, J.**& Lee, J. (2017) *Language immersion experience*. Lee County Schools, 2017. Invited.

**#Harrison, J.** (2017) *Understanding and meeting the needs of English language learners*. Invited presenter. Opelika Middle School Professional Development. Invited.

**#Harrison, J.** (2017) *Workshop: Working with ELLs in science.* Opelika High School Science Department. Invited.

**#Harrison, J.** (2016) *Understanding and meeting the needs of English Language Learners*. Invited. Opelika High School Professional Development.

**#Harrison, J.** (2016, 2017) *Workshop: Working with ELLs in English language arts.* Opelika High School ELA Department. Invited.

**#Harrison, J.** (2016, 2015) *Writing support for NNESs*. Invited presenter. Miller Writing Center, Auburn University.

**#Harrison, J**. &Hill, K. (2015).*Scaffolding for EL success: Strategies that work for ELs and all students.* Lee County School Board of Education, Auburn, AL.

**#Harrison, J.**(2015).*Scaffolding for EL success: Strategies that work for ELs and all students*.Loachapoka Elementary School, Auburn, AL.

#Kohlmeier, J., Kensler, L., **Harrison, J.**, Goertzen, H., Carney, J. (2014) Auburn University's Common Book Program, "*Nobodies* College of Education Panel," College of Education, Haley Center, Auburn, AL.

**Funded Grants and contracts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Years**  | **Project** | **Principal Investigators** | **Role** | **Amount/Source** |
| 2022  | School Counseling Integrated Program (SCIP): Increasing Mental Health Services in Rural Alabama Schools through Collaboration between School Counselors, School Nurses, and ESOL Teachers. | Tuttle, M.Yordy, M.**Harrison, J.** | Co-PI | $ 2,859,968.00/United States of America Department of Education: Mental Health Service Professional Demonstration (MHSP) Grant Program. |
| 2020 | Deagu Gyeonbuk English Village, A Collaboration with Yeungjin University, Daegu, South Korea | Andrew R. Gillespie (OIP)Seungheui “Ellie” Lee (OIP)Traci O’Brien (CLA)**Jamie Harrison (COE)**Youngsoo Margolis (DGEV)Jane Miller (DGEV) | Co-PI | $180,000/year/Deagu Gyeonbuk English Village, Yeungjin University |
| 2020 | Linguistic Sustainability Outreach Project | Harrison, J. | PI | $1,000 Breeden Grant, Office of the Provost |
| 2020 | Miller Writing Center – Multilingual Writers Curriculum for Tutor Training | Harrison, J. | Materials Writer | $6,000 – Miller Writing Center |
| 2019 | Supporting Teacher Quality for English Learners: Developing a Classroom Observation Protocol | Harrison, J. Lakin, J.Geortzen, H.  | Co-PI | $4850 - Auburn University, College of Education, Seed Grant |
| 2019 | Integrating Active Learning into a Distance Course through Omni Educational Practices | Harrison, J. | PI | $2000 – Auburn University, Office of the Provost, Breeden Grant |
| 2015 | Research: ESOL Teachers’ Perceptions of their Role as Advocate | Harrison, J.  | PI | $2450 – International TESOL Organization: Mini Research Grant |
| 2014 | Understanding Pre-service Teachers’ Implicit and Explicit Beliefs about ELLs | Harrison, J. | PI | $3000 – Auburn University, College of Education, Seed Grant |

**Unfunded Grants and contracts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Years**  | **Project** | **Principal Investigators** | **Role** | **Amount/ Source** |
| 2021 | Tata Institute of Social Sciences – US Embassy: Teacher Training Initiative | Sarangapani, P., Tata Institute of Social Sciences, Delhi, India; **Harrison, J.** | Co-PI | $25,000/U.S. Department of State Embassy New Delhi |
| 2021 | Project VLLA: A Virtual Language and Literacy Academy for EARIC region in-service and pre-service teachers | **Harrison, J.** McIlwain, M.  | PI | $2.5 million/Office of English Language Acquisition |
| 2021 | Immersive Learning Across the Curriculum: Transforming Auburn Students’ Learning Through Virtual Reality  | Hur, J., (EFLT)O’Brien,T. (CLA) **Harrison, J.**Lee, E. (OIP) |  | $26,270/Biggio Center |
| 2021 | A Domestic Undergraduate Flagship Program for Korean Language:An Interdisciplinary Collaboration for Instruction and Learning at Auburn University | Gillespie, A. (OIP)O’Brien, T. (CLA)**Harrison, J.** (COE)Lee, S. (OIP) | Co-PI | $1.1 million – Institute of International Education |
| 2018 | Project SEEDS: A collaboration with Loachapoka Schools to develop a PDS partnership | **Harrison, J.**McIlwain, M. | PI | $25,000 - Auburn University, Office of the Vice President for University Outreach |
| 2016 | Project Auburn Lee Opelika Helping ELs Achieve (ALOHA): a professional development grant | **Harrison, J.**Goertzen, H. (AIR partner)Henry, D. (co-PI) | PI | $2.5 million/Office of English Language Acquisition. |
| 2015 | Project Auburn Lee Opelika Helping ELs Achieve (ALOHA): a professional development grant | **Harrison, J.**Goertzen, H. (AIR partner)Henry, D. (co-PI)Lakin, J. (co-PI) | PI | $2.5 million/Office of English Language Acquisition. |
| 2015 | Summer Language Enrichment Program | Harrison, J. | PI | $25,000 – Auburn University, Office of the Vice President for University Outreach |

**Pending Grants and contracts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Years**  | **Project** | **Principal Investigators** | **Role** | **Amount/ Source** |
| **None at this time** |  |  |  |  |

**Article-length manuscripts submitted for publication**

**Harrison, J.,** Tripp, L., & Love, A. (under review) Preservice teacher study abroad language immersion and implicit and explicit beliefs about dual language learners. (Status: Submitted to *Frontier Journal*, Fall 2021)

**Harrison, J., &** Williams, G. (under review). Preservice teacher perceptions of multilingual learner training. (Status: Submitted to *Currents in Teaching and Learning*,Fall 2021).

**Book chapters in development**

None at this time

**Article-length manuscripts in development**

Prado, J. & **Harrison, J.** ESOL teachers’ hidden work: Sharing stories of advocacy for multilingual learners (Status: data analysis)

**Harrison, J.** & Zamani, S. Faculty-GTA collaboration (Status: manuscript complete, ready to submit)

Love, A., **Harrison, J.**, Durham, S., & McIlwain, M. Preservice ECE teachers’ beliefs about ELLs: Do varying practicum experiences matter? (Status: manuscript in revision)

**University service**

**a. Auburn University**

Senate Rules Committee, 2021 – 2024

Curriculum & Teaching Senate Representative, 2018 – 2021

Common Core Curriculum Committee, 2018 – 2021

Common Core Curriculum Committee, sub committee for rubric development, 2019

Administrative Review Committee, Faculty Senate Representative, Computer Science Department Chair, 2020

Administrative Review Committee, C&T Department Chair, 2019

New Faculty Scholar Mentor, 2019 – 2020

Retention committee chair, 2018

Retention committee, 2016 – 2018

Biggio Center Assistant Director search committee, 2016

Office of International Affairs, volunteer, AKEEP program, 2014

**b. College of Education**

Governance Committee, 2022 – 2025

eLearning committee, 2016 – present

Common Book series invited panelist, 2014

**c. Department**

 Governance Committee Chair, 2020 - current

 Visiting Scholar Host, Joanna Wang, 2020

 Visiting Scholar Host, Wenting Peng, 2018

 Visiting Scholar Host, Junna Liu, 2017 – 2018

 Elementary Education prospective student interviewer, 2017, 2018

 Program Coordinator, 2013 – 2016

Global Perspectives Committee Member, 2013 - 2015

Sustaining Professional Learning Communities Committee Member, 2014 - 2015

ESOL Assistant Professor Search Committee Member, 2015

Ad-Hoc Ed. Prep. Council Reading/Support Course Curricula, 2013 - 2014

ESOL Assistant Clinical Professor Search Committee Member, 2013 - 2014

AU Excellence in Teaching Grant Application Committee Member, 2014

 **d. Local.** *Please see Outreach Above.*

 Lee County District EL Advisory Committee, 2017, 2018

**Professional service**

**a. National Level**

TESOL/CAEPReviewer, 2014 –current

**b. State level**

Alabama State Department of Education English Learner Task Force, 2020 – 2021

AMTESOL Board Member, advocacy chair, 2020, 2021

AMTESOL Board Member, past president, 2019

AMTESOL Board Member, president, 2018

AMTESOL Board Member, vice president, 2017

AMTESOL Board Member, Alabama member at large, 2014 – 2016

**c. Editing/ Reviewing**

*Learning and Instruction, 2021*

*TESOL Quarterly, 2021*

*TESOL Journal,* 2019

*Journal of English for Academic Purposes,* 2018

*Journal of International Students* Reviewer, 2015 - current

Routledge Publishing, Reviewer, 2015

*TESOL Journal* Reviewer, 2014

**d. Current Membership in Professional Organizations**

Alabama Mississippi Teaching English to Speakers of Other Languages, 2013 - current

Teaching English to Speakers of Other Languages, 2010 – current