

TERRY A. OSBORN

EDUCATION

- Ph. D. Curriculum and Instruction (1998), University of Connecticut
M. A. German (1993), University of Tennessee—Knoxville
B. A. German and Psychology (1987), Berry College

PROFESSIONAL EXPERIENCE

Professor of Education
University of South Florida
(Sarasota). July 2010 to
present

Teach in educational research, curriculum, and leadership studies disciplines in the School of Education and College of Liberal Arts and Social Sciences.

The State of Florida ordered the consolidation of the University of South Florida System under a single accreditation. Therefore, at the conclusion of 12 years in higher education administration, 4 years as Chief Academic and Student Affairs Officer and one concurrent year as Interim Chief Executive Officer, I returned to the faculty in Fall, 2018, following a professional development leave.

**Interim Regional
Chancellor**, University of
South Florida
Sarasota-Manatee. March
2017 to January 2018 and
August 2014 to October 2014
(Concurrent with serving as
Vice Chancellor for Academic
and Student Affairs)

Reporting to the USF System President, responsibilities included overseeing all aspects of the institution and serving as the principal leader in community and system affairs. Supervision of vice chancellors and assistant vice presidents. In collaboration with administration, faculty, and staff, innovated in planning an on-campus extension for College of Hospitality and Tourism Leadership to address instructional facility need for the college and improve campus food service; developing the career success model including career advisors and internships; and working with African-American and Latino community leaders initiating efforts to improve campus culture in support of minority recruitment and retention in addition to increasing involvement of minority-owned businesses in the university.

**Vice Chancellor for
Academic and Student
Affairs**, University of South

Serving as the Chief Academic and Student Affairs Officer, I led in the following example innovations and efforts: founded the College of Science and Mathematics; merged the College of Education into

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Florida Sarasota-Manatee.
May 2014 to January 2018

College of Liberal Arts and Social Sciences; and created the first academic departments at USFSM. Added programs in dual enrollment, pathways to engineering, medicine, and law school; established the position of faculty coordinator of research and unit research administrator to increase faculty grant and scholarship success; integrated the units of Academic Affairs and Student Affairs to focus on key performance indicators, including enrollment management, student success, and student engagement; created the positions of core, career, specialty advisors and led the development of a case-management approach to student success advising; Hired first bilingual and diversity recruiters; achieved initial NCATE accreditation for the College of Education; transformed Academic and Student Affairs budget model; and increased semester student credit hours and out-of-state tuition revenue.

The Center for Partnerships for Arts-Integrated Teaching (PAInT), was written into state law as the Florida Center for Partnerships in Arts-Integrated Teaching serving institutions statewide; successful appropriation of \$450,000 in state funds for Center for Partnerships for Arts-Integrated Teaching (PAInT) and successful collaboration with Sarasota County Schools on USDOE \$1.2 million grant; adopted Quality Matters as a faculty-led standard for online education and required credentialing for all online instructors; and developed the ambitious “10 in 3” plan to increase online offerings in 3 years. We completed the plan ahead of schedule and were able to add 17 completely online programs.

Dean and Professor,
College of Education,
University of South Florida
Sarasota-Manatee. August
2010 to May 2014 (Tenure
awarded upon initial
appointment: 2010)

Achieved separate SACS regional accreditation, subsequently secured initial NCATE/CAEP accreditation. In addition, I innovated as follows: full approval on initial application and subsequent continued approval for all programs leading to state certification; development of unit assessment systems and preparation for national accreditation, including co-authoring the conceptual framework; designed and co-authored annual data report assessment loop; created Continuous Improvement Advisory Council with senior administrative representation of local stakeholders; doubled inventory of existing programs with no additional resources required; Appointed first Charter School Liaison for the college; developed joint program with College of Arts and Sciences in unique secondary/post-secondary teacher preparation program and new Charter School and Non-Profit Leadership emphases in response to community needs; participated in fundraising/donor cultivation activities, including new requests and stewardship of existing funds, for approximately \$1.331 million in scholarship awards;

Founded, secured state approval, funded and staffed the university Center of Partnerships for Arts-Integrated Teaching (PAInT). In 2013, the Center was recognized with the Innovation in Teacher Education Award presented by the Southeastern Regional Association of Teacher Educators; raised funds for this new university center of

approximately \$194,000; secured support of Grammy-nominated artist Louise Harrison (sister of the late Beatle George Harrison) as inaugural PAInT Fellow and center ambassador; developed, with the faculty leadership team, the 2020 Vision and strategic plan for the college, establishing key performance indicators, built models for projecting enrollments in new and existing programs, and led the faculty in creating hiring plan driven by graduation and retention metrics.

Acting Associate Dean
Graduate School of
Education, Fordham
University. August 2009 to
January 2010

Responsible for overseeing Assessment, Scheduling, and Enrollment Services for three academic divisions with graduate and doctoral programs. Fielded student complaints and addressed faculty and staff concerns. Assisted in the preparation cycle for \$21 million budget.

Chair and Professor,
Division of Curriculum and
Teaching, Fordham
University. August 2006 to
May 2010 (Tenure awarded
upon initial appointment:
2006)

Administered the largest division of GSE with more than 100 initial and advanced teacher education, master's, and doctoral level programs. Supervise and evaluate faculty, strategic planning, assessment, and budget preparation. I led in the following innovations: prepared for NCATE site visit; co-authored (with Associate Dean) the Institutional Report; startup of online education initiatives, including hybrid offerings and administration of completely online programs; refinement of admissions review systems to decrease decision time and prospect to student handoff protocols; created partnership with World Conservation Society / Bronx Zoo for Science Teacher Education; created the Office of Non-Traditional Teacher Education Programs to support diversified programmatic offerings; created junior faculty development program, including research and grant-writing support and mentoring; and co-chaired university-wide faculty development committee.

Associate Professor (as of
2004) and Assistant
Professor, Department of
Curriculum and Instruction,
University of Connecticut.
August 2001 to May 2006
(Tenure awarded with
promotion: 2004)

2004-2006, Coordinator of World Language Education and Educational Studies Programs and Associate Professor. Taught and advised for certification programs in Spanish, French, German, Latin, and Italian, master's and doctoral programs in World Language Education; responsible for master's and doctoral programs in social and cultural foundations, philosophy, and history of education.

**Director of Teacher
Education Programs,**
Stamford Campus,

Responsible for program startup and administration, including plan development, student recruitment and admissions process, faculty and support personnel hiring and supervision; served as liaison among constituencies including satellite and home campus administration and

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University of Connecticut.
2003-2004

local school district administration; oversaw the development of professional development sites for field placements; budgetary, strategic planning, and evaluation responsibilities. worked with corporate partners to create scholarships for transitional students; and supervised program assistant.

Assistant Professor,
Department of Secondary
Education and Youth
Services, Queens College,
City University of New York.
August 1998 to May 2001

Director of Graduate Programs in Foreign Language Education and Technology. Responsible for all programmatic and administrative functions of graduate teacher education program; taught both undergraduate and graduate courses; oversaw setup and operation of dedicated computer laboratory and technology-enhanced classroom.

Additional Employment

1998-2001, *Adjunct Lecturer*, Department of Teacher Education, Central Connecticut State University, summer sessions.

1997-1998, *Adjunct Lecturer*, Department of Curriculum and Instruction, University of Connecticut, summer sessions.

1997-1998, *Administrative Liaison*, Center of Pedagogy, School of Education, University of Connecticut. Directed interdisciplinary unit subgrant program, developing and maintaining relationships among faculty at the university and local public schools.

1996-1997, *Graduate Teaching Assistant*, Department of Curriculum and Instruction, University of Connecticut.

1995-1996, Teacher of Secondary German and Reading, Hillsborough County Schools, Tampa, Florida.

1994-1995, Teacher of Secondary and Middle Grades German, Rome City Schools, Rome, Georgia.

1992-1994, *Assistant Director of First and Second Year German and Graduate Teaching Associate*, Department of Germanic and Slavic Languages, University of Tennessee.

1988-1992, Teacher of German, Floyd County Schools, Rome, Georgia.

1987-1988, Mental Health Specialist, Charter Peachford Hospital, Atlanta, Georgia.

RESEARCH

BOOKS

1. Osborn, T. A. (2000). *Critical reflection and the foreign language classroom*. In Henry A. Giroux, (Ed.), *Critical Studies in Education and Culture Series*. Westport, CT: Bergin & Garvey. [Winner of the American Educational Studies Association *Critics' Choice Award* 2001]
2. Davis, J. F. & Osborn, T. A. (2002). *The language teacher's portfolio: A guide for professional development*. Westport, CT: Praeger Publishing.
3. Osborn, T. A., (Ed.). (2002). *The future of foreign language education in the United States*. Westport, CT: Bergin & Garvey.
4. Reagan, T. & Osborn, T. A. (2002). *The foreign language educator in society: Toward a critical pedagogy*. Mahwah, NJ: Lawrence Erlbaum Associates.
5. Kaufman, D., Moss, D. M., & Osborn, T. A., (Eds.). (2003). *Beyond the boundaries: A transdisciplinary approach to learning and teaching*. Westport, CT: Praeger Publishing.
6. Osborn, T. A. (2005). *Critical reflection and the foreign language classroom*. Rev. ed. Greenwich, CT: Information Age Publishing.
7. Osborn, T. A., (Ed.). (2005). *Language and cultural diversity in U. S. schools: Democratic principles in action*. Westport, CT: Praeger Publishing.
8. Osborn, T. A. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. Mahwah, NJ: Lawrence Erlbaum Associates.
9. Osborn, T. A., (Ed.). (2007). *Language and cultural diversity in U. S. schools: Democratic principles in action*. Lanham, MD: Rowman & Littlefield Education [revised from Praeger version].
10. Smith, D. I., & Osborn, T. A., (Eds.). (2007). *Spirituality, social justice, and language education*. Charlotte, NC: Information Age Publishing.
11. Moss, D. M., Kaufman, D., & Osborn, T. A., (Eds.). (2008). *Interdisciplinary education in an age of assessment*. New York: Routledge/LEA.
12. Moss, D. M., & Osborn, T. A., (Eds.). (2010). *Critical essays on resistance in education*. In S. Steinberg, (Ed.), *Counterpoints: Studies in the Postmodern Theory of Education* series. New York: Peter Lang Publishing.
13. Reagan, T. & Osborn, T. A. (in press). *World language education as critical pedagogy: The promise of social justice*. New York: Routledge.
14. Osborn, T. A. (under contract). *World language education and critical awareness*. Charlotte, NC: Information Age Publishing.

BOOK CHAPTERS

1. Anderson, P. M. & Osborn, T. A. (2002). Responding to literature in the foreign language classroom: Aesthetic dimensions of fluency. In T. A. Osborn, (Ed.). *The future of foreign language education in the United States*, 63-76. Westport, CT: Bergin & Garvey.
2. Gerwin, D. & Osborn, T. A. (2002). Challenging the monovocal narrative: Interdisciplinary units in the foreign language classroom. In T. A. Osborn, (Ed.). *The future of foreign language education in the United States*, 77-91. Westport, CT: Praeger.

3. Osborn, T. A. (2002). Introduction. In T. A. Osborn, (Ed.). *The future of foreign language education in the United States*, xiii-xvi. Westport, CT: Bergin & Garvey.
4. Kaufman, D., Moss, D. & Osborn, T. A. (2003). Where do we go when we step beyond the boundaries? In D. Kaufman, D. M. Moss, & T. A. Osborn, (Eds.). *Beyond the boundaries: A transdisciplinary approach to learning and teaching*, 155-166. Westport, CT: Praeger.
5. Moss, D., Kaufman, D., & Osborn, T. A. (2003). Going beyond the boundaries. In D. Kaufman, D. M. Moss, & T. A. Osborn, (Eds.). *Beyond the boundaries: A transdisciplinary approach to learning and teaching*, 1-12. Westport, CT: Praeger.
6. Osborn, T. A. (2003). Corpus disciplinae? Toward a critical prognosis for contemporary language teacher preparation. In G. Bräuer & K. Sanders, (Eds.). *New visions in foreign and second language education*, 273-280. San Diego, CA: LARC Press.
7. Osborn, T. A. (2003). Not so foreign languages: The critical inquiry approach to moving beyond disciplines. In D. Kaufman, D. M. Moss, & T. A. Osborn, (Eds.). *Beyond the boundaries: A transdisciplinary approach to learning and teaching*, 33-46. Westport, CT: Bergin & Garvey.
8. Gerwin, D. & Osborn, T. A. (2005). What September 11th also teaches us. In T. A. Osborn, (Ed.). *Language and cultural diversity in U. S. schools*, 105-116. Westport, CT: Praeger.
9. Osborn, T. A. (2005). Foreign language education: It's not just for conjugation anymore. In T. A. Osborn, (Ed.). *Language and cultural diversity in U. S. schools*, 65-76. Westport, CT: Praeger.
10. Osborn, T. A. & Osborn, D. C. (2005). Participating in democracy means participating in schools. In T. A. Osborn, (Ed.). *Language and cultural diversity in U.S. schools*, 1-4. Westport, CT: Praeger.
11. Osborn, T. A. (2007). Confronting the Zeitgeist: Social justice, the spirit of the people, and language education. In D. Smith & T. A. Osborn, (Eds.). *Spirituality, social justice, and language education*, 3-11. Charlotte, NC: Information Age Publishing.
12. Kaufman, D., Moss, D. & Osborn, T. A. (2008). In praise of complexity: Moving interdisciplinary assessment in education from theory to practice. In D. M. Moss, T. A. Osborn, & D. Kaufman, (Eds.). *Interdisciplinary education in an age of assessment*, 179-190. New York: Routledge/LEA.
13. Moss, D., Osborn, T. A., & Kaufman, D. (2008). The promise of interdisciplinarity. In D. M. Moss, T. A. Osborn, & D. Kaufman, (Eds.). *Interdisciplinary education in an age of assessment*, 1-6. New York: Routledge/LEA.
14. Osborn, T. A. (2008). Language learning as an interdisciplinary endeavor. In D. M. Moss, T. A. Osborn, & D. Kaufman, (Eds.). *Interdisciplinary education in an age of assessment*, 107-118. New York: Routledge/LEA.
15. Osborn, T. A. (2009). Reconsidering *Roadside Assistance*: The problem with Christian approaches to teaching the English language. In M. S. Wong & S. Canagarajah, (Eds.). *Christian and critical English language educators in dialogue: Pedagogical and ethical dilemmas*, 215-218. New York: Routledge/Taylor & Francis.

16. Moss, D. & Osborn, T. A. (2010). Introduction: Considering resistance. In D. Moss & T. A. Osborn, (Eds.), *Critical essays on resistance in education*, 1-6. New York: Peter Lang Publishing.
17. Osborn, T. A. (2010). Planting the seeds of resistance: The times they have a-changed. In D. Moss & T. A. Osborn, (Eds.). *Critical essays on resistance in education*, 7-10. New York: Peter Lang Publishing.
18. Wagner, M. & Osborn, T. A. (2010). When worlds collide: Liberal arts and college of education faculty co-teaching the methods courses. In J. Davis, (Ed.). *World language teacher education: Transitions and challenges in the 21st century*, 3-16. Charlotte, NC: Information Age Publishing.
19. Cammarata, L., Tedick, D. J., & Osborn, T. (2016). Curricular reforms and content-based instruction: Issues and goals. In L. Cammarata, (Ed.). *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills*, 1-21. New York: Routledge/Taylor Francis.
20. Reagan, T. & Osborn, T. A. (2017). Reification of the English language and the hegemonic turn. In M. Djuraeva & V. Tochon, (Eds.). *Language policy or the politics of language: Reimagining the role of language in a neoliberal society*, 281-308. Blue Mounds, WI: Deep University Press.
21. Reagan, T. & Osborn, T. A. (2019). Time for a paradigm shift in U.S. foreign language education? Revisiting rationales, evidence and outcomes. In D. Macedo, (Ed.). *Decolonizing foreign language education*, 73-110. New York: Routledge.
22. Osborn, T. A. (Accepted for publication). "The World" language education: New frontiers for critical reflection. In Wassell, B. & Glynn, C., (Eds.). *Reimagining world languages education: Equity, access, and social justice*. Clevedon, UK: Multilingual Matters.
23. Osborn, T. A. & Reagan, T. (accepted for publication). *Critical Pedagogy and Social Justice in World Language Education: Beyond Conscientização*. International Society for Language Studies Reading Series Volume 8. Accepted for publication.

**JOURNAL
ARTICLES**

1. Osborn, T. A. (1998). Providing access: Foreign language learners and genre theory. *Foreign Language Annals*, 31(1), 40-47.
2. Osborn, T. A. & Reagan, T. (1998). Why Johnny can't *hablar, parler* or *sprechen*: Foreign language education and multicultural education. *Multicultural Education*, 6(2), 2-9.
3. Reagan, T. & Osborn, T. A. (1998). Power, authority, and domination in foreign language education: Toward an analysis of educational failure. *Educational Foundations*, 12(2), 45-62.
4. Osborn, T. A. (1999). Reflecting on *foreignness*: The challenges of a new millennium. *New York State Association of Foreign Language Teachers Annual Meeting Series*, 16, 21-24.
5. Osborn, T. A. (2000). Literature in the standards-based classroom. *New York State Association of Foreign Language Teachers Annual Meeting Series*, 17, 55-58.
6. Osborn, T. A. (2001). Making connections and comparisons: Integrating foreign language with other core curricula. *NECTFL Review*, 49, 28, 30-33. [Winner of

- the Northeast Conference on the Teaching of Foreign Languages *Stephen A. Freeman Award* 2003]
7. Osborn, T. A., Asher, R. & Gerwin, D. (2001). Migration stories: Beyond the single discipline. *New York State Association of Foreign Language Teachers Annual Meeting Series*, 18, 33-36.
 8. Asher, R., Gerwin, D. & Osborn, T. A. (2002, October). Telling community stories. *SchoolArts*, 102(2), 49-51.
 9. Osborn, T. A. (2003, Spring). Market ideology, critical educational studies, and the image of foreign language education. *NECTFL Review*, 52, 41-46.
 10. Osborn, T. A. (2004). When culture kills? Food allergies and the foreign language curriculum. *NECTFL Review* 54, 43-47.
 11. Reagan, T. & Osborn, T. A. (2004). Reflections on critical language studies and the genesis of a counter paradigm. *Critical Inquiry in Language Studies: An International Journal*, 1(4), 237-241.
 12. Osborn, T. A. (2007). Teaching world languages for social justice. *Journal of Christianity and Foreign Languages*, 8, 11-23.
 13. Ness, M. & Osborn, T. A. (2010). Would you like fries with that: The dangers of customer service in reading teacher education. *Critical Inquiry in Language Studies*, 7(4), 334-348.
 14. Wagner, M. & Osborn, T. A. (2010). Depositioning the "foreign": Considering the challenges and opportunities of a postmodern foreign language education. *NYSABE Journal*, 1(1), 34-44.
 15. Osborn, T. A., Reagan, T., & Freiberg, J. A. (2011). Textual Concept Critical Analysis: Toward a research approach for language studies. *Critical Inquiry in Language Studies*, 8(1), 1-26.
 16. Osborn, T. A. (2016, 28 June). Architects Wanted for Professional Remodeling: A Response to Ennsner-Kananen. *The Modern Language Journal*, 100(2), 568-570.
 17. Swanson, P., & Osborn, T. A. (2016). Building social capital alongside a strong sense of efficacy. *Foreign Language Annals* 49(2), 197-198.
 18. Osborn, T. A. (Under review). We're off to see the Wizard: Relics of imperial/colonial thought in language classrooms. *Critical Inquiry in Language Studies*, under review.

SELECTED EXTRACTS OF PRINTED REVIEWS OF MY RESEARCH

Stacey Margarita Johnson (Vanderbilt University) interviews Dr. Osborn about state of language education since the 2006 publication of his seminal book, *Teaching World Languages for Social Justice*. In this book, Osborn questioned the paradigm of established power structures in relation to bilingualism and brought attention to the fact that language teaching is a political act. *SCOLT Dimensions*, 2018.

Osborn presents the field of language education with a challenge—a challenge to think and act beyond the confines of prejudice, poverty, hegemony, privilege, and the status quo of our language classrooms, and a challenge to reach out and embrace the one aspect which makes us all equal and unique at the same time: the human spirit. *Language Problems and Language Planning*, 2008.

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Rather than a top-down approach to education, in which academic elites dictate educational goals, Osborn suggests a grass-roots education which springs from the values and needs of the people being educated. His call to “trust the people” is simultaneously inspiring and probably unsettling to many in academia. *Journal of Language and Literacy Education*, 2008.

The focus on practical implications and the theoretical foundations of said work are the book’s strength. Hopefully, these essays will lead to an even clearer understanding of the ways we teach language and the implications of these approaches for all learners, whether in the public or private sphere. *Journal of Christianity and Foreign Languages*, 2009.

[The work does] a commendable job of raising awareness of elements of FL education in our society, and of FLs themselves, that may be neglected in many teacher training programs. Everyone involved in language education, from pre-service teachers to teacher educators, will likely find issues in this book that resonate with our experiences and that help us to engage more deeply with questions of what we are doing, how, and why. *Linguistics and Education*, 2003.

In *Critical Reflection and the Foreign Language Classroom* Terry Osborn did a wonderful job introducing critical theories and critical pedagogical concepts in a highly accessible, teacher-friendly language, drawing on examples and contexts familiar to the foreign language educator. *Critical Inquiry in Language Studies*, 2004.

In his work [Teaching World Languages for Social Justice] Osborn refrains from offering simple answers to complex questions; rather, throughout the reading of this book, the reader is invited to construct his or her own definition of social justice as well as explore possible alternatives to conventional approaches to foreign language education, which, even though they have long been discredited for lacking effectiveness, are still resilient and dominate the field. In this way, Osborn’s work represents a wonderful addition to the library of any critical pedagogue-language educators and teacher educators alike convinced that the field of foreign language education has much more to offer to individual citizens of democratic states than what it currently does. *Critical Inquiry in Language Studies*, 2009.

Terry Osborn is indeed one of the first scholars and teacher educators to write about important issues in foreign language education from a perspective of critical pedagogies. He critically reflects on the perpetual obsession with foreignness in foreign language education which undermines the acknowledgement of multiculturalism and multilingualism that exist within the U.S. *Ryuko Kubota, Foreword, Revised Edition of Critical Reflection and the Foreign Language Classroom*, 2005.

SELECTED ADDITIONAL PUBLICATIONS, TECHNICAL REPORTS, AND BOOK PREFACES

- Osborn, T. A. (2005). Series foreword. In D. M. Moss, W. J. Glenn., & R. L. Schwab, (Eds.), *Portrait of a profession: Teaching and teachers in the 21st century*, xi-xii. Westport, CT & London: Praeger.
- Osborn, T. A. & Gerwin, D. (2007). Series foreword. In P. G. Harwood & V. Asal, *Educating the first digital generation*, ix-x. Charlotte, NC: Information Age Publishing.
- Osborn, T. A. (2007). Series introduction. In A. S. Marcus, *Celluloid blackboard: Teaching history with film*, ix. Charlotte, NC: Information Age Publishing.

- Osborn, T. A. (2007). Series preface. In M. Mantero, Ed., *Identity and second language learning: Culture, inquiry, and dialogic activity in educational contexts*, vii. Charlotte, NC: Information Age Publishing.
- Osborn, T.A. (2010). Series introduction. In J. F. Davis, *World language teacher education: Transitions and challenges in the twenty-first century*, ix. Charlotte, NC: Information Age Publishing.
- Osborn, T. A. (2012, July 16). College prepares teachers to spread gospel of arts integration. *Sarasota Herald Tribune*. Retrieved from www.heraldtribune.com.
- Osborn, T. A. (2017, April 13). How do we stop the brain drain? *Sarasota Herald Tribune*. Retrieved from www.heraldtribune.com.
- Osborn, T. A. (2017, May 11). Growing interest in USF Sarasota-Manatee from local students. *Sarasota Herald Tribune*. Retrieved from www.heraldtribune.com.
- Osborn, T. A. (2017, May 12). Commencement season a time for colleges to reflect, celebrate. *Bradenton Herald*. Retrieved from www.bradenton.com.
- Osborn, T. A. (2017, November 23). At USF Sarasota-Manatee, career advisers lay foundation for student success. *Sarasota Herald Tribune*. Retrieved from www.heraldtribune.com.
- Osborn, T. A. (2017, October 26). Community access and engagement key to USF Sarasota-Manatee mission. *Sarasota Herald Tribune*. Retrieved from www.heraldtribune.com.
- Osborn, T. A. (2017, September 28). More than simply a place to learn. *Sarasota Herald Tribune*. Retrieved from www.heraldtribune.com.
- Osborn, T. A. (2017, December 16). Alliance colleges commit to STEM program growth. *Bradenton Herald*. Retrieved from www.bradenton.com.
- Osborn, T. A. (2018). Foreword. In C. Glynn, P. Wesely, & B. Wassell, *Words and actions: Teaching languages through the lens of social justice*. Alexandria, VA: American Council on the Teaching of Foreign Languages.

**EDITORIAL AND
JOURNAL
REVIEWING
ACTIVITY**

- Editor, *ISLS News & Notes*, 2002-2003.
- Editorial Advisory Board, *Critical Inquiry in Language Studies: An International Journal*. 2007-present.
- Editorial Advisory Board, *Linguanet: Revista Eletrônica de Comunicação Científica em Língua Portuguesa*, 2001-2003.
- Editorial Advisory Board, *New York State Association for Bilingual Education Journal*, 2008-2010.
- Founding Co-Editor, *Critical Inquiry in Language Studies: An International Journal*. Taylor & Francis, 2002-2007.
- Reviewer, *Anthropology and Education Quarterly*.
- Reviewer, *Asia Pacific Education Review*.
- Reviewer, *Japanese Language and Literature*, special issue on critical approaches to teaching Japanese.
- Reviewer, *Journal of Christianity and Foreign Languages*.
- Reviewer, *Journal of Education and Christian Belief*.
- Reviewer, *Journal of Language and Literacy Education*.
- Reviewer, *Linguistics and Education*.
- Reviewer, *Modern Language Journal*.

Reviewer, *Review of Educational Research*.

Reviewer, *Teaching Education*, Australia.

Reviewer, *TESOL Journal*.

Reviewer, *TESOL Quarterly*, Special issue: Language Policies and TESOL: Perspectives from Practice.

**BOOK SERIES
NAMED
EDITORSHIPS**

Series Adviser. August 1999-July 2002. *Contemporary Language Education*. Bergin & Garvey.

Series Editor (Co-editor since 2006). December 2002- June 2010. *Educate US!* Praeger Publishers.

Series Editor (with Brianne L. Reck). 2014-2018. *Center for PAInT Series for Arts-Integrated Education*. Information Age Publishing.

Series Editor. August 2002-May 2003. *Contemporary Language Studies*. Praeger Publishers.

Series Editor. June 2003-present. *Contemporary Research in Education*. Information Age Publishing.

Series Editor. June 2003-present. *Contemporary Language Education*. Information Age Publishing.

**KEYNOTE
ADDRESSES,
UNIVERSITY
LECTURES,
INTERVIEWS AND
INVITED
PRESENTATIONS**

1. Osborn, T. (1994). Best of Tennessee: The *Kurzgeschichte* at the intermediate level. Presented at the annual meeting of the Southern Conference on Language Teaching in Atlanta, Georgia, February 25.
2. Osborn, T. & Osborn, D. C. (1999). Improving your teaching to youth and adults. Presented at the National CCNA Christian Education Conference, Brooklyn, NY, September 11.
3. Osborn, T. (2000). Where do I fit? Presented at the National CCNA Christian Education Conference, Brooklyn, NY, September 9.
4. Osborn, T. (2002). Meeting the demands: World language teacher preparation in the new century. Presented to Connecticut Organization of Foreign Language Instructional Coordinators (COFLIC). Wallingford, CT, January 23.
5. Osborn, T. (2003). Critical frontiers in language education. Presented to Connecticut Organization of Foreign Language Instructional Coordinators (COFLIC). Wallingford, CT, May 20.
6. Osborn, T. (2004). Keynote Poima Lectures at Lee University, Cleveland, TN, April 15.
7. Osborn, T. (2004). Keynote Lectures at Calvin College, Grand Rapids, MI, March 10.
8. Osborn, T. (2005). Keynote Speaker, LOTE Consortium, Queens College, CUNY, Flushing, NY, September 30.
9. Osborn, T. (2005). Keynote Speaker, Muhlenberg College, Allentown, PA, November 3.
10. Osborn, T. (2005). Keynote Speaker, TEXFLEC Annual Meeting, Austin, TX, March 4.
11. Osborn, T. (2006). Keynote Speaker, NACFLA Annual Meeting, Waco, TX, March 31.

12. Osborn, T. (2006). Visiting University Lecturer, University of Wisconsin, Madison, WI, February 10.
13. Osborn, T. (2009). Visiting Lecturer, Neag School of Education, University of Connecticut, Storrs, CT, December 1.
14. Osborn, T. (2009). Visiting University Lecturer, University of Georgia, Athens, GA, April 21-22.
15. Osborn, T. (2010). Keynote Speaker, CCSU Conference for Language Teachers, New Britain, CT, March 13.
16. Osborn, T. (2012). Keynote Speaker, C/SPA Community School partnership 4THEARTS, Sarasota, FL, April 26.
17. Osborn, T. (2012). Panelist, Tiger Bay Club. The Charter School Movement. Bradenton, FL, March 1.
18. Osborn, T. (2012). Florida Alliance for Arts Education. Arts-integrated Educator Preparation. Tampa, FL, June 16.
19. Osborn, T. (2013). Rowlett Magnet Elementary School. Rowlett Parent University. Bradenton, FL, August 17.
20. Osborn, T. (2016). Keynote Speaker, FLANC Annual Meeting, Raleigh, NC, October 7.
21. Osborn, T. (2017). Keynote Speaker, Global Conference on Education and Research, Sarasota, FL, May 23.
22. Johnson, S. M. (2018). An interview with Terry A. Osborn. *SCOLT Dimension*, 11-17.
23. Johnson, S. M. (2018). We Teach Languages Episode 44: A Preview of the 2018 Dimension Special Issue with Terry A. Osborn [audio podcast]. Retrieved from <https://weteachlang.com/2018/03/16/ep-44-osborn/>
24. Osborn, T. (2020). Visiting lecturer, University of Florida, Gainesville, FL, January 23.
25. Osborn, T. (2020). A journey of social justice. Webinar, American Council on the Teaching of Foreign Languages, May 26.

**SCHOLARLY
PRESENTATIONS**

1. Osborn, T. (1993). Teaching the *Kurzgeschichte* at the intermediate level. Presented at the annual meeting of the Tennessee Foreign Language Teaching Association, Nashville, Tennessee, November 5.
2. Osborn, T. (1997). Power interactions and cultural reproduction in United States foreign language education. Presented at the annual conference of the American Educational Studies Association, San Antonio, Texas, November 2.
3. Osborn, T. (1997). Second language classrooms: Forging new relationships in the twenty-first century. Presented at the annual conference of the New England Educational Research Organization, Portsmouth, New Hampshire, April 30.
4. Osborn, T. (1997). Teacher education as social mobility: Success and pathology in the case of Nazi Germany. Presented at the annual

- conference of the History of Education Society in Philadelphia, Pennsylvania, October 24.
5. Osborn, T. & Reagan T. (1998). Curricular nullification as critical pedagogy: Implications for teacher education. Presented at the annual conference of the American Educational Studies Association in Philadelphia, Pennsylvania, November 7.
 6. Osborn, T. (1998). "Unamerican" activities: Representations of non-native speakers of English in foreign language curricula. Presented at the annual conference of the American Educational Studies Association in Philadelphia, Pennsylvania, November 7.
 7. Osborn, T. (1999). A house divided: The foreignness agenda as mandate for a new vision of language education. Presented at the annual symposium of the Center for the Study of Multicultural Societies, Knoxville, TN, March 4.
 8. Osborn, T. (1999). Foreignness: A sociocultural agenda in U.S. foreign language education? Presented at the annual conference of the American Association of Applied Linguistics in Stamford, CT, March 8.
 9. Osborn, T. & Davis, J. (2000). Effective ownership: Toward inculcating professional renewal in teacher candidates. Presented at the annual conference of the New York State Association of Foreign Language Teachers in Ellenville, NY, October 14.
 10. Davis, J. & Osborn, T. (2001). The portfolio as a professional development tool. Presented at the annual conference of the New York State Association of Foreign Language Teachers in Ellenville, NY, October 13.
 11. Osborn, T. (2001). A critical historical overview of language requirements in graduate education: Where and why we went wrong. Presented at the annual conference of the Northeastern Educational Research Association, Kerhonkson, NY, October 25.
 12. Osborn, T. (2002). Critical approaches to teaching culture. Presented at the annual conference of the Northeast Conference on the Teaching of Foreign Languages, New York, NY, April 20.
 13. Abbate, J. & Osborn, T. A. (2003). Diversifying the diversity talk. Presented at the bi-annual meeting of the International Society for Language Studies, St. Thomas, USVI, May 1.
 14. Osborn, T. (2003). Critical pedagogy and national standards: Strange bedfellows? Presented at the bi-annual meeting of the International Society for Language Studies, St. Thomas, USVI, May 1.
 15. Osborn, T. A. (2003). Interdisciplinarity by degrees: Understanding connections in the foreign language curriculum. Presented at the annual conference of the Northeastern Educational Research Association, Kerhonkson, NY, October 23.
 16. Osborn, T. A. (2005). Losing one's way: Philosophy and foreign language education. Presented at the annual conference of the New England Philosophy of Education Society, Framingham, MA, October 8.
 17. Osborn, T. A. (2005). Foreign language teaching in the age of national security: A critical look at linguistic assimilation. Presented at the annual

- conference of the American Council on the Teaching of Foreign Languages, Baltimore, MD, November 20.
18. Reagan, T., Rojas, E., & Osborn, T. (2007). Understanding language: The linguistic knowledge base for educators. Presented at the annual New England Conference on Multicultural Education, Hartford, Connecticut, October 11.
 19. Osborn, T. A. (2009). An animatronic worldview: It's a small, tiki jamboree. Presented at the bi-annual conference of the International Society for Language Studies, Orlando, FL, June 13.
 20. Cammarata, L., Osborn, T. A., Tedick, D. L. (2010). Content-based instruction for developing 21st century skills. Presented at the annual conference of the American Council on the Teaching of Foreign Languages, Boston, MA, November 19.
 21. Byrd-Blake, M., Hunley, E., King, R., Kornick, J., Osborn, T. A. & Wilder, M. (2011). Student Success Act (SB 736). Presented at the annual conference of the Florida Association of Teacher Educators, St. Petersburg, FL, October 7.
 22. Osborn, T. A. (2016). Social justice activities in the L2 classroom. Presented at the annual conference of the Foreign Language Association of North Carolina, Raleigh, NC, October 7.
 23. Reagan, T., Osborn, T. A., & Ming Tso Chien. (2018). Critical pedagogy in the foreign language classroom: Striving for social justice. Presented at the World Education Research Association World Conference, Cape Town (Republic of South Africa), August 3-5.
 24. Osborn, T. A. (2019). We're off to see the wizard: Beginnings of foreign/world language study for students in the United States. Presented at the annual conference of the New England Philosophy of Education Society, Boston, MA, September 23.
 25. Osborn, T. A. & Reagan, T. (submitted). *A rose by any other name: World language educators still need a critical pedagogy*. To be presented at the annual conference of the International Society for Language Studies, Klaipeda, Lithuania, June 17-19.

BOOK REVIEWS

- Osborn, T. A. (1997). Review of *Education and power* (2nd ed.) *Educational Studies*, 28(1), 51-54.
- Osborn, T. A. (1999). Review of *English with an accent: Language ideology and discrimination in the United States*. *Language Problems and Language Planning*, 23(2), 209-210.
- Osborn, T. A. (1999). Review of *The sociolinguistics reader. Volume I: Multilingualism and variation* and *The sociolinguistics reader. Volume II: Gender and discourse*. *Language Problems and Language Planning*, 23(2), 195-197.
- Osborn, T. A. (2000). Review of *The politics of race and schooling: Public education in Georgia, 1900-1961*. *Educational Studies*, 32(1), 459-462.
- Osborn, T. A. (2001). Review of *Medium of instruction in Hong Kong: Policy and Practice*. *Language Problems and Language Planning* 25(3), 316-318.

- Osborn, T. A. (2001). Review of *Rights to language: Equity, power, and education. Celebrating the 60th birthday of Tove Skutnabb-Kangas. Educational Studies*, 32(4), 491-494.
- Osborn, T. A. (2001). Review of *What every great teacher knows. Educational Studies*, 32(1), 81-83.
- Osborn, T. A. (2002). Review of *Orchid of the bayou: A deaf woman faces blindness. Language Problems and Language Planning*, 26(2), 213-214.
- Osborn, T. A. (2002). Review of *Sociopolitical perspectives on language policy and planning in the USA. Language Problems and Language Planning* 26(1), 82-85.
- Osborn, T. A. (2002). Review of *The sociolinguistics of sign language. Language Problems and Language Planning*, 23(3), 331.
- Osborn, T. A. (2004). Review of *The language, ethnicity, and race reader. Language Problems and Language Planning*, 299-300.
- Osborn, T. A. (2005). Review of *Medium of instruction policies: Which agenda? Whose agenda? Language Problems and Language Planning*, 29(1), 94-95
- Osborn, T. A. (2008). Review of *Learning identity: The joint emergence of social identification and academic learning. Language Problems and Language Planning*, 32(1), 89-90.

TEACHING

TEACHING EXPERTISE

University-level courses that I have taught or could teach include:

Curriculum and Educational Foundations: Curriculum Theory; Critical Pedagogy; Curriculum Development; Curriculum Development Using Community Resources; Diversity Issues in Schools, Foundations of Curriculum; Foundations of Education; Multicultural Education; Socio-cultural Theories of Education, Topics in Curriculum and Instruction

Leadership: Ethics and Leadership

Professional Education: Principles and Practices of Education; Secondary Methods; Urban Education

Language: Introductory and Intermediate German

Language and Education: Curriculum Development in Language Education; Discourse and Textual Analysis in Education; Educational Linguistics; Foreign Language in the Elementary/Middle Schools; Language, Culture and Diversity in Education; Methods of Foreign/World Language Education; TESOL Methods; Second Language Acquisition; Teaching ESL; Teaching Linguistically and Culturally Diverse Students; Sociolinguistics in Education: Language and Reading Analysis

Research: Action Research; Advanced Methods in Qualitative Research; Discourse Analysis; Educational Ethnography; Introduction to Educational Research; Philosophy of Educational Research; Qualitative Methods of Educational Research

**DISSERTATION
COMMITTEES**

1. Ayala, V. (2002). English language learners with learning disabilities interacting in a science class within an inclusion setting. Dissertation, University of Connecticut. *Associate*.
2. French, J. J. (2005). Culturally responsive pre-service teacher development: A case study of the impact of community and school fieldwork. Dissertation, University of Connecticut. *Associate*.
3. Grant, L. A. (2002). The process of creating tradition with high-tech classrooms in a rural Jamaican school and community. Dissertation, University of Connecticut. *Associate*.
4. Ibekwe, J. O. (2005). Educational language policy in Nigeria: A critical analysis. Dissertation, University of Connecticut. *Associate*.
5. Keye, M. D. (2002). Conceptualizations of factors influencing career choices of Cuban youth during times of economic instability. Dissertation, University of Connecticut. *Associate*.
6. Love, K. (2008). Case studies of first year critical science teachers. Dissertation, University of Connecticut. *Associate*.
7. Mulcahy, C. M. (2005). An analysis of critical literacy in the workshop approach as described by Atwell, Calkins, and Rief. Dissertation, University of Connecticut. *Major Advisor*.
8. Pelletier, L. (2005). American Sign Language as a foreign language in elementary education: A critical perspective on curriculum and policy. Dissertation, University of Connecticut. *Associate*.
9. Ramírez, R. L. (2018). Critical pedagogy in the Spanish language classroom. Dissertation, Fordham University. *External Associate*.
10. Ryan, A. M. (2011). *Consiliō et Animīs*: Tracing a path to social justice through the classics. Dissertation, Central Connecticut State University. *External Associate*.
11. Sabbagh, T. M. (2003). An examination for life-changing event(s) in adult students' lives prior to readmission and graduation from a community college. Dissertation, University of Connecticut. *Associate*.
12. Smikle, H. (2003). A study of parental involvement practices of Jamaicans in an urban area in Connecticut. Dissertation, University of Connecticut. *Associate*.
13. Tavana, S. (2005). Attitudes and beliefs of international teaching assistants regarding teaching practice: A case study. Dissertation, University of Connecticut. *Associate*.
14. Torres, N. L. (2006). Administrative support for English Language Learners: How the SIOP Model empowers teachers, administrators, and English Language Learners. Dissertation, University of Connecticut. *Associate*.

In addition, I have been an external reviewer for doctoral theses from the University of Melbourne, Australia, the University of Western Sydney, Australia, Central Connecticut State University, New Britain, Connecticut, and as final reviewer for education dissertations at Fordham University.

**MASTER'S
THESIS AND
INQUIRY
PROJECT
COMMITTEES**

- Danzig, A., Page, A., Pederson, B., & Steigelfest, D. (2002). Interns' perceptions of sociocultural student diversity and the impact on instructional delivery in elementary early literacy intervention. M. A. Inquiry Project, University of Connecticut. *Directed.*
- Girasoli, A. (2006). Does the use of technology in a classroom lesson change students' attitudes toward learning? M. A. Thesis, University of Connecticut, *Associate.*
- Guedes, M. & Robustelli, A. (2002). A study of the development of a K-12 foreign language standards-based interdisciplinary curriculum through the use of web-based technologies. M. A. Inquiry Project, University of Connecticut. *Directed.*
- LePetit, E. (2001). Implications of career change experience for critical reflective practice in second language teaching. M.S. Ed. Thesis, Queens College, CUNY. *Directed.*
- Qerim, A., Raimondi, J. & Tripp, A. (2002). Differentiated learning in an elementary education classroom. M. A. Inquiry Project, University of Connecticut. *Directed.*

**PROFESSIONAL
CERTIFICATION
AND LICENSURE
(Past)**

- The State of Florida - Academic, Grades K-12, Subject: German.
- The State of Georgia - Clear Renewable, Grades 7-12. Subject: German.
- The State of Tennessee - Subjects: German and Psychology.

SERVICE

**TO THE
COMMUNITY**

- American Heart Association Heart Walk Chair, USF Sarasota-Manatee, 2013.
- Bradenton Area Economic Development Center Board of Directors, 2017-2018.
- Consortium of Colleges on the Creative Coast (C4), later Cross College Alliance, 2014 and 2017-2018.
- Economic Development Corporation of Sarasota County, Chairman's Advisor, 2017-2018.
- EdVantage Educator of the Year Selection Committee, Manatee County School District, 2011-2012.
- Executive Committee Member, *Any Given Child Initiative* of the John F. Kennedy Center for the Performing Arts, Sarasota, FL, 2012-2015.
- Greater Sarasota Chamber Board of Directors, 2017-2018.

Manatee Chamber of Commerce Board of Directors, 2017-2018.
Manatee County School District EdVantage Strategic Plan Core Team,
2010-2013.
Member, Board of Trustees, Perlman Music Program/Suncoast, 2013-2014.
Superintendent's Search Citizens Advisory Group, Manatee County,
2012-2013.
Together Manatee Board, 2017-2018.

***TO THE
PROFESSION***

ACTFL Finance Committee, 2016.
ACTFL Professional Learning Committee, 2016.
ACTFL World Language EdTPA Task Force, 2019.
AESA Annual Convention Program Committee, 2001.
Christian Life Academy School Board Member, Brookfield, CT,
2003-2006.
Conference Chair, International Society for Language Studies Bi-annual
Meeting, 2008-2009.
Connecticut Year of Languages Committee, 2004-2005.
Evaluator of scholarly portfolio for Dr. Carol Saunders Semonsky for
tenure/promotion, Georgia State University, 2005.
Evaluator of scholarly portfolio for Dr. Sheriden Wigginton for
tenure/promotion, University of Missouri–St. Louis, 2008.
Evaluator of scholarly portfolio for Dr. Kimberly Brown for promotion to
Professor, Portland State University, 2008.
Evaluator of scholarly portfolio for Dr. Paul Harwood for tenure/promotion,
University of North Florida, 2008.
Evaluator of scholarly portfolio for Dr. Elizabeth Miller for
tenure/promotion, University of North Carolina-Charlotte, 2011.
Evaluator of scholarly portfolio for Dr. Shifen Tu for promotion to
Professor, University of Maine, 2018.
Evaluator of scholarly portfolio for Dr. Sara Al Aleeli for tenure and
promotion, United Arab Emirates University, 2019.
Expert Witness, *Manatee County School Board v. Willis*, 2011.
ISLS 2003 Conference Planning Committee, 2002-2003.
Nominated and selected, Peer reviewer for Institutional Accreditation, New
York State Board of Regents, 2007.
Participant, Florida's Imagination Conversation: Education, initiative of the
Lincoln Center Institute, November 10, 2012.
Program Accreditation Reviewer, Modern Language Program of Central
Connecticut State University, Connecticut State Department of
Education, 2003.
Program Accreditation Reviewer, French and Spanish Foreign Language
Programs, Daemen College, Board of Regents of the State of New
York, 2003.
Reviewer, Allyn & Bacon, 2008-2010.
Reviewer, American Association of Applied Linguistics Language Planning
and Policy strand, 2009.
Reviewer, 2005-2006, AERA Annual Convention, Division L, Section 4.

Reviewer, 2002-2006, Lawrence Erlbaum Associates.
Reviewer, 1999-2010, Greenwood Publishing Group.
School In-Service Workshops (Approximately 20 workshops on anti-bullying programs).
State of Connecticut World Language Frameworks Revision Committee, Hartford, CT, 2002.

**CONSULTING,
GRANT ACTIVITY,
AND RELATED
EXPERIENCE**

2016-2018, Principal Investigator, Evaluation of Project Elevate Grant received from USDOE by Sarasota County Schools, \$1.2 million.
2014, Summer Arts-Integrated Literacy (SAIL) Initiative, United Way Suncoast, \$14,950.
2013-2016, Collaboration, Arts Integration, and the Common Core State Standards: A Collaboration of the Center of Partnerships for Arts-Integrated Teaching at the University of South Florida Sarasota-Manatee and the Manatee County School District, Weller Arts Education Program, Manatee Community Foundation, \$127,200.
2011, Curriculum Consultant, School of Language, Culture, & Society, Oregon State University.
2006-2010, External Grant Application Evaluator, Research Foundation of City University of New York.
2007, External Evaluator, Medaille College (NY), French Education Program, New York State Department of Education.
2006, External Evaluator, Gordon College (MA), Department of Foreign Languages and Linguistics.
2005-2006, Project Associate, Alliances for Graduate Education and the Professoriate. Funded by the National Science Foundation. University of Connecticut.
2002-2005, Consultant, *Operation Respect CT*, Wethersfield, Connecticut.
2003-2010, Teacher Education Program Evaluator, New York State Board of Regents.
2001-2002, Program Evaluator, Graduate Assistance in Areas of National Need Program. Funded by the U. S. Department of Education to train graduates in Environmental Biotechnology, University of Connecticut.
2001, Program Evaluator, American Sign Language Program, Wesleyan University, Middletown, Connecticut.
2000-2001, Project Associate, TIME 2000 Program. Funded by the National Science Foundation Department of Secondary Education and Youth Services, Queens College, CUNY.
1999, Reader of preliminary proposals for institutional grants offered in the National Security Education Program Institutional Grants Competition.
1998, Center of Pedagogy, University of Connecticut. Designed and administered "Mini-institute on Educational Renewal" for teachers of foreign language and English as a second language in urban school settings. Supervised the preparation of projects and funding related to the mini-institute.
1997-1998, Department of Languages and Reforms, Istanbul Technical University. Designed and developed curriculum and materials for

English as a Foreign Language program. Provided programmatic assistance.

***DEPARTMENT,
COLLEGE, AND
UNIVERSITY
SERVICE***

SELECTED COMMITTEE MEMBERSHIPS

University of South Florida

- Academic Council, 2010-2014.
- Continuous Improvement Advisory Council (2010-2014; COE).
- Dean of Students Search Committee, Chair, 2011-2012.
- EDLR 4204 consolidation task force, 2019.
- Education leadership consolidation task force, 2019.
- Executive Council, 2010-2014.
- Faculty Policy Committee (2020; COEDU).
- FPC ad hoc committee to contextualize T&P (2020; COEDU).
- LLEEP ad hoc committee to revise T&P (2020);
- PAInT Advisory Council (2012-2014; COE)
- Regional Chancellor's Advisory Committee on Mission Statement Revision, Chair, 2010-2011.
- Sarasota-Manatee Faculty Council, 2020-2021.
- Strategic Outreach Plan Task Force, Chair, 2011.
- Strategic Plan Committee: Local Impact, 2011.
- Tenure and Promotion Committee, (2018-2019; SOE).

Fordham University (School-wide unless otherwise noted)

- Administrative Council, 2006-2010.
- Budget Committee, 2008-2010.
- Chairs' Council, Chair, 2006-2010 (divisional).
- Executive Committee of the Faculty Senate (university).
- Faculty Development, 2008-2010, co-Chair (university).
- Faculty Research Grant Application, 2008 (university).
- Faculty Senator, 2008-2010 (university).
- Merit Committee, 2007-2008.
- Ombuds Committee, 2008-2010 (university).
- Personnel committee, 2006-2010.
- Program Review and Evaluation Committee, 2006-2010.
- Search committee, Clinical instructional staff, Chair, 2008-09.
- Search committee, Director of Teacher Education, Chair, 2008.
- Search committee, School Psychology, 2006
- Search committee, Special Education, 2006.
- Search committee, Science Education, Chair, 2006.

University of Connecticut (Departmental unless otherwise noted)

- Associate Dean's Ph.D. Program Review Committee, 2004-2005 (Neag School).
- Bilingual/Bicultural Field of Study Committee, 2001-2002.
- Curriculum Studies Field of Study Committee, Chair, 2005-2006.
- Dissertation Review Committee, 2001-2004. Chair, 2002-2003.
- EDCI Technology Committee, Neag School of Education, Co-chair, 2002-2003.
- Educational Studies Field of Study Committee, Chair, 2002-2005.

- Graduate Admissions Committee, 2001-2005.
- Introduction to Teacher Research Course Design Committee, Chair, 2004.
- Merit Committee, Chair, 2003-2006.
- Northeast Utilities Scholarship Awards sub-committee, Chair, 2003-2004 (Neag School).
- Ph.D. Program Review Committee, 2004-2005.
- Ph.D. Program Review Committee, Chair, 2005-2006.
- Promotion and Tenure Review Committee, Chair, 2004-2006.
- Research Awards Committee, Neag School of Education, 2001-2003.
- Search committee, Elementary Social Studies/Math Education, Chair, 2001-2002.
- Search committee, Math Education, Chair, 2004-2005.
- Search committee, Social Studies Education, 2001-2002.
- Search committee, Teacher Education/Policy, 2003-2004.
- TCPCG-Stamford Advisory Committee, Chair, Neag School of Education, 2003-2004.
- Teacher Certification Assessment Committee, Neag School of Education, 2002-2003.
- Teacher Education Admission Committee, Neag School of Education, 2003.
- Teacher Education Policy Board, 2003-2006 (Neag School).
- Teachers for a New Era Curriculum Design Committee, Co-Chair, 2004-2005 (University).
- Technology Advisory Board, Neag School of Education, 2002-2003.

Queens College, CUNY (Departmental unless otherwise noted)

- Arts, Humanities, and Social Sciences Advisory Group, Ph.D. in Urban Education, CUNY, 1999-2001.
- Co-advisor, Queens College Foreign Language Education Honor Society, 1998-2000.
- Committee for New York State Teacher Education Program Recertification, 1999-2000.
- Committee for the Ph.D. Program in Urban Education, CUNY, 1999-2000.
- Course Development Committee, Language Diversity and Culture in Education, Queens College, 1999-2000.
- Professional Development Seminar for Adjunct Faculty, Department of Hispanic Languages and Literatures, November 23, 1998.
- Steering Committee, Languages Other Than English Consortium, Queens College, 1999-2000.
- Undergraduate Curriculum Committee, Queens College, 1999-2001.
- Webmaster, 2000-2001.

***HONORS AND
OFFICES HELD***

- 1993, "Best of Tennessee" Award, Tennessee Foreign Language Teaching Association
- 1993, Delta Phi Alpha, Honor Society in German, University of Tennessee
- 1993, Maria Harris Award, University of Tennessee
- 1994, Gerti Wunderlich Award, University of Tennessee
- 1997, Pi Lambda Theta, International Honor Society and Professional Association in Education
- 1998, Nominated, Outstanding Dissertation Award, Phi Delta Kappa
- 2000, Nominated (Student-initiated), Honorary Membership, Golden Key National Honor Society, Queens College Chapter
- 2001, American Educational Studies Association Critics' Choice Award for *Critical reflection and the foreign language classroom*.
- 2002-2005, Executive Board Member, International Society for Language Studies
- 2003, Northeast Conference on the Teaching of Foreign Languages Stephen A. Freeman Award for Best Published Article on Foreign Language Teaching Techniques for Making connections and comparisons: Integrating foreign language with other core curricula.
- 2003-2006, Christian Life Academy School Board Member, Brookfield, CT.
- 2004, Dean's Commendation for Excellence in Teaching (Perfect rating by students)
- 2005, Dean's Commendation on Excellence in Teaching
- 2005, Program Selected as National Exemplary Program by New Visions in Action
- 2005-2007, Executive Committee Member, New England Philosophy of Education Society
- 2005-2010, Fulbright Senior Specialist Program Grantee Candidate
- 2006, Nominated, Outstanding Achievement Award, Berry College Alumni Association
- 2006-2008, Vice President, International Society for Language Studies
- 2006-2010, Appointed, by the President of the United States, Selective Service Local Board in the State of Connecticut
- 2008-2009, Conference Chair, International Society for Language Studies
- 2008-2010, Faculty Senate, Fordham University
- 2009-2010, Faculty Senate Executive Committee, Fordham University
- 2010-2012, President, International Society for Language Studies
- 2011-2014, President, Language Studies Foundation
- 2012, Nominated, Neag School of Education Alumni Society Outstanding Higher Education Professional Award
- 2012-2014, Immediate Past President, International Society for Language Studies

- 2013 International Society for Language Studies 10th Anniversary Service Award, recognizing service as co-founder of the society.
- 2013-Present, Executive Director of the Florida Association of Colleges for Teacher Education (FACTE), the state affiliate of the American Association of Colleges for Teacher Education (AACTE).
- 2015-2016, American Council on Education Institute for New Chief Academic Officers.

**SELECTED
MEMBERSHIP
ACTIVITY IN
PROFESSIONAL
ORGANIZATIONS
(Past and Present)**

American Association of Applied Linguistics
American Council on the Teaching of Foreign Languages
American Educational Studies Association
American Association of Colleges of Teacher Education
American Association of Teachers of German
Association of Teacher Educators
Florida Association of Colleges of Teacher Education
Florida Foreign Language Association
International Society for Language Studies
New England Philosophy of Education Society
Northeastern Educational Research Association
Philosophy of Education Society
Teacher Education Council of State Colleges and Universities
Teachers of English to Speakers of Other Languages
University Council for Educational Administration

**MILITARY
EXPERIENCE**

United States Naval Reserve, 1984-1988. SN, SK. Honorable Discharge. Served at RTC/NTC Orlando, Florida; Naval and Marine Corps Reserve Center, Georgia Institute of Technology, Atlanta, GA; and Naval Air Station Atlanta, Georgia.

REFERENCES

Upon request