

Curriculum Vitae

William Gregory Harman, Ed.D.

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Education

Ed.D. Hamline University, Saint Paul, MN, 2009

M.A.E.A. Dominican University, Chicago, IL
(Master of Arts in Educational Administration), 2016

M.Ed. North Carolina State University, Raleigh, NC, Curriculum & Instruction
(Social Studies Education certification), 1994

B.A. The Johns Hopkins University, Baltimore, MD, International Studies, 1989

Work Experience

Research Associate, Whitman College (2022 – present)

Adjunct Instructor: Lewis-Clark State College (2023 – present), Division of Teacher Education
Whitman College (September 2022 – present), Psychology Department
Missouri State University (2022), graduate teacher education

Associate Professor, Lewis-Clark State College (August 2017 – May 2022)
Accreditation Coordinator, 2021- 2022
Assistant Chair of Division, 2017-2021

Associate Professor, Dominican University (August, 2010 – August 2017).
Director, Middle/Secondary Teach for America Graduate Ed. program
Director, Middle/Secondary Social Studies Certification

Instructor (adjunct professor), Elmhurst College (August, 2008 - June, 2010).

Social Studies Teacher, Mounds View High School (August, 1996 - June, 2006).
Division Chair of Social Studies, 2006-2009

Instructional Paraprofessional, Mounds View High School (August, 1995 - June, 1997).
Designed and implemented in-school Learning Lab. Functioned as tutor for all academic subjects offered in the high school for any students needing assistance to keep up. Also taught study skills course after school.

Social Studies Teacher, The Red School House (August, 1994 - June, 1995).
(alternative Native American school) Taught 7-12 social studies curriculum, + K-12 substitute

Teaching

Whitman College

- Educational Psychology

Missouri State University

- Teaching and Learning II: Diversity, Curriculum and Research.

Lewis-Clark State College

- Educational Psychology
- Secondary Content Methods: Social Studies
- Clinical Internship 1, K-8 (co-taught course. My responsibilities to teach Classroom management & social studies methods)
- Clinical Internship 2 Seminar, K-8
- Clinical Practice Field Supervision (elementary & middle school candidates)
- Guest lecturer each semester in Principles of Education (teaching educational philosophy)

Dominican University

- Foundations: Introduction to Education, History & Philosophy of Education, School & Society (undergraduate & graduate, MAT & TFA)
- Methods of Teaching Social Studies – Secondary (undergraduate & graduate)
- Elementary & Middle Methods of Teaching Social Studies (graduate: Chicago Fellows program and Teach for America program)
- Methods of Teaching Physical Education, Elementary (undergraduate)
- Clinical Practice Seminar (secondary & K12 license candidates, undergraduate & graduate)
- Educational Psychology (undergraduate & graduate)
- Liberal Arts Seminar, Freshman level (for Rosary College of Arts & Sciences)
- Clinical Practice Field Supervision (middle & secondary social studies candidates, undergraduate & graduate)

Elmhurst College

- Cultural Foundations of American Education (undergraduate)
- U.S. History (undergraduate & continuing studies)
- Methods of Teaching History, Middle & Secondary (undergraduate)
- Enter the Martial Arts (Kinesiology Department, undergraduate),
- Life Skills & Healthy Living 1: Defend Yourself! (Elmhurst Life Skills Academy).

Mounds View High School

- AP Comparative Government (College Board qualified)
- AP U.S. Government (College Board qualified)
- U.S. History
- World Studies: Asia
- Civics (honors & regular)

Intellectual Contributions

Books

Brewer, J.T. & Harman, W.G. (ed.s) (2021). *The Commodification of American Education: Persistent Threats and Paths Forward*. Gorham, ME: Myers Education Press. | (Honorable Mention recipient, Society of Professors of Education, 2022)

Authored

Chapter 1: Introduction

Chapter 2: Education and school: How Defining our terms determines our approach (co-authored w. Hayden, M.T.)

Articles/Chapters

Hayden, M. T. & Harman, W.G. (2021). Schooling's relative nonautonomy: Technocratically subordinated schooling and desublimated education. *Educational Theory*, 71(1), 75-94.

Harman, W.G., (2019). Schooling as reform: Consolidation and commodification. *Social Justice Journal of Education (SoJo)*, 5(1), 29-42.

Harman, W. G., Boden, C., Karpenski, J., & Muchowicz, N. (2016). No Child Left Behind: A Postmortem for Illinois. *Education Policy Analysis Archives*, 24 (10).

Harman, W. G. (2012). A Pulling Lesson: Primary Sources and Engaging Discussion. *Teaching with Primary Sources: Research and Practice*, 3 (1).

Harman, W. G. (2011). Turn with Students: Making Conversation a Priority in Teacher Education. *Critical Questions in Education*, 2 (2).

Harman, W. G. (2010). An Hour in the Class: Pushing and Pulling Students Towards Ideas. *Teaching & Learning*, 25 (1), 3-14.

Presentations

Harman, W.G. (2018). Schooling as Dependency Training: Reform as Inevitable Consolidation of the Rationalized, Functional Order. Critical Questions in Education Conference, Portland, OR.

Harman, W.G. & McDonough, S. (2018). TFA Days: Lessons Learned from Facilitating Alternative Certification in Chicago. Critical Questions in Education Conference, Portland, OR.

Harman, W.G. (2017). Experience and Dialogue: Dewey,Sizer, and a Revised Future. Critical Questions in Education Conference, New Orleans, LA.

- Harman, W.G. (2015). School Reform as Commodification. Forum on the Future of Public Education Symposium, Spring 2015, University of IL, Champaign-Urbana, IL.
- Harman, W.G., Boden C., & Karpenski, J. (2014) No Child Left Behind: A Postmortem. Critical Questions in Education Conference, Louisville, KY.
- Harman, W. G. (2013). Turn With Students: The Value of Teaching Dialogue. *Caritas et Veritas* Symposium Dominican University, Chicago, IL.
- Harman, W. G. (2013). Here Comes EdTPA. Critical Questions in Education Conference, San Antonio, TX.
- Harman, W. G. (2012). No Child Left Behind: A Preliminary Postmortem. Critical Questions in Education Conference, Springfield, MO.
- Harman, W. G. (2011, October). The Interpersonal Re-makes the Personal: The Role of Teaching in Destroying and Re-creating the Self. Critical Questions in Education Conference, Kansas City, MO.
- Harman, W. G. (2010, November). Turn with Students: Making Conversation a Priority in Teacher Education. Critical Questions in Education Conference, Chicago, IL.

Book Manuscript in Process: *Schools for Education*

Editing & Review

- 2019-20 Social Justice Journal of Education (SoJo). Editor for special issue on commodification: Volume 5, No. 1.
- 2015 – present Reviewer for *Education Policy Analysis Archives*. Four articles reviewed to date

Grant Activities

- 2013 – 2014 Dominican University Scholarship Grant. Used grant to give three graduate students stipends to work on data for study on No Child Left Behind in IL. Included graduate students in research design and application, writing, presentation, and publication (*pending*).
- 2011 – 2016 Illinois Federation of Independent Colleges and Universities Teaching with Primary Sources Committee (funded by grant from U.S. Library of Congress). Development and application of primary source lessons and approaches for K-12 schools.

Service

Lewis-Clark State College

University Level

2017-present Division of Teacher Education representative to Faculty Senate

Division Level

2017-2022 Assistant Director of Teacher Education Division

- Coordination of CAEP & State of Idaho accreditation
- Management of accreditation systems
- Streamlining/improving division processes (to date: dispositions management, peer review process/protocol, two advising protocols)
- Coordination of annual mandatory reports: Federal Title II, CAEP, State, LCSC
- Co-Chair Division Faculty Meetings, Chair when Division chair away from campus
- Guest Instructor for Division Chair when he was away from campus

2017-2022 Director of Secondary Teacher Education Program

- Direct placement of secondary candidates in Clinical Internship
- Chair of secondary faculty group meetings/activities
- Coordinating & directing course and program changes
- Coordinating academic advising placements for secondary candidates
- Co-Directing Advisory Board (w. Director of Elementary Program)
- Head of search committee for hiring of 3 positions:
 - part-time program assistant (2019)
 - mathematics education professor (2017) &
 - English language learner professor (2017)

State Level

2021 State of Idaho DOE Committee to Revise Educator Preparation Standards, Phases I-III.

2020 Idaho Association of Colleges of Teacher Education Working Group. Goal to reform State accreditation review process

2019 Rewriting team - revising State of Idaho teacher standards for Social Studies License and specialty endorsements

2017 Rewriting team - revising State of Idaho teacher endorsement standards for Gifted & Talented

- 2017 Trained as State of Idaho accreditation review team member
 - 2017-2019 LCSC second representative to Idaho Association of Colleges of Teacher Education
- National level
- 2018-20 Council for the Accreditation of Educator Preparation – reviewer. 3 site visits to date.

Dominican University

University Level

- 2015- 2017 University Program Review Committee
Supervise department/college self-studies, program review by outside evaluators and accreditors, shepherd reports and responses to determine suggestions from the University and gather pattern data for entire University community action.
- 2015 – 2017 Graduate Student Experience Working Group
Exploring the needs and forms for coordinated structures, policies, and documentation between graduate programs in health, library/information sciences, education, social work, business, and continuing studies.
Reports to the Provost’s Cabinet.
- 2012 – 2014
2016 – 2017 Committee on the Shared Undergraduate Academic Experience
Articulates for a coherent, high quality shared academic experience for undergraduate students, advises Admissions Committee, reviews and evaluates undergraduate core curriculum, recommends shared academic regulations, and reviews academic regulations of the disciplines.
- 2013 – 2017 Liberal Arts Seminar Teaching Group
Includes teaching of Liberal Arts Seminar course each year, program review and design, and advising of 17-20 freshmen per year (keeping them as advisees until they declare major).
- 2013 – 2014: HLC Review Mission Task Force
Preparation of HLC report, University Mission section.
- 2012 – 2015: *Caritas et Veritas* Working Group
Organizing the annual *Caritas et Veritas* Symposium, an annual day-long conference highlighting academic and service work of faculty, students, board members, staff, administrators, and alumnae.
- 2012 – 2014 Core Working Group II & III- LAS Common Assignment Review

Reviews results of common assessment in LAS seminars, suggests revisions to program based on outcomes.

2011—2012 Global Citizenship Working Group (for Undergraduate Goals Statements)
Developing the definition and expression of Globally Positioned Students for the Undergraduate HLC Goals.

2011—2012 Dominican Ethos Working Group
Formulating definition and expression of the Dominican ethos for the Undergraduate Goals.

2011 – 2012 Primary Working Group - Undergraduate Goals
Re-imagine the 10 essential learning goals for undergraduates (developed in December 2007) to make them more meaningful to and operational for both faculty and students.

School of Education Level

2015 – 2017 Director of Secondary Programs
Maintenance of undergraduate admissions to secondary education, advising of adjunct faculty, management of secondary program redesign for the State.

2015 – 2017 Director of Secondary Alternative Licensure Program
Design and management of Alternative Licensure Program currently serving Teach for America candidates teaching at the high school level. Academic advising and field consultations for majority of high school Teach for America teachers in Chicago.

2014 – 2016 Faculty Advisory Committee
Four-member elected committee meets with the Dean advising on program and logistical matters.

2013 – 2017 Program Redesign Committees:
Alternative Licensure program
Secondary program
(+ *consultant, social studies & physical education for Elementary*)
Designing, presenting to ISBE, and implementing state-mandated redesign of programs to reflect new IL State Teacher Preparation Standards, NCATE and professional association expectations for improvement, and vision for Dominican educators.

2012 – 2014: Portfolio Task Force
Redesign of key assessment structure for School of Education.

2012 – 2013: Lesson Plan Task Force
Redesign of template for lesson plans taught to candidates in the School of Education.

2011 – 2017 Academic Advisor for undergraduate and graduate social studies candidates (approx. 10/yr.) and all Alternative Certification Program secondary teachers (approx. 50/yr.).

Elmhurst College

2008 – 2010 College Representative to City of Elmhurst Bicycle Task Force

Mounds View High School

2003 – 2005 Social Studies Department Chair

1998 – 2002 History Day Director

1997 – 2000 Education Minnesota (NEA/AFT for MN) Union Local Director of Community Service

1997 Teacher Representative to District Start Time Committee.

1996 – 2006 Faculty sponsor to student Martial Arts Club & Political Club

Red School House

1994 – 1995 Mentor Program Director
Designed & implemented mentoring program bringing college students to work with K-12 students (tied in to Chapter 1 needs)

Consulting Experience

2019 Self-Defense with Shorin-Ryu Karate
Hands-on seminar for staff retreat, Whitman College

2008 Adapted Self Defense
Presentation and hands-on work with self defense - attitudes, approaches, & techniques with special needs students in college program, Elmhurst College Life Skills Academy

Professional Development

2015 International Conference on Education
Chicago, IL

2011-2018 Critical Questions in Education Conference
Louisville, KY; San Antonio, TX, Springfield, MO; Kansas City, MO; Chicago, IL.

2013 Collegium Colloquy on Catholic Faith & Intellectual Life
Portland, Oregon.

Teaching Licenses/Qualifications

ID 6-12 Social Studies License, history endorsement

WA Principal/Administrator

IL Principal/Administrator (w. IL qualification to administer Danielson teacher evaluation)

IL 9-12 Social Studies

IL 9-12 Physical Education

3rd dan (3rd degree black belt – instructor rank), classical Okinawan Shorin-Ryu Karate, Yamashita-ha

Memberships

- Kappa-Delta Pi, 2018-2023
- National Council for the Social Studies, 1994-present
- Society of Health and Physical Education, member 2008-2022
- American Association of Colleges for Teacher Education, 2008-2021