

PROMOTION RECOMMENDATION  
The University of Michigan  
School of Education

Donald Freeman, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees:

Ed.D.	1991	Harvard Graduate School of Education
M.A.T.	1977	School for International Training, Brattleboro, VT
B.S.	1973	Yale University

Professional Record:

2007–present	Associate Professor, Educational Studies, University of Michigan
2007-2010	Director of Teacher Education, Educational Studies
2001-2007	Dean, Graduate and Professional Studies in Language Teacher Education, Graduate School for International Training/ World Learning, Brattleboro, Vermont, USA
1995 - 2007	Director, Center for Teacher Education, Training, and Research
1993- 2007	Professor of Second Language Education, Graduate School for International Training/ World Learning, Brattleboro, VT
1991- 1995	Co-founder and Senior Advisor, The Windham Partnership for Teacher Education, Windham Supervisory Union [school district], VT
1982-1993	Assistant/Associate Professor, Graduate School for International Training/ World Learning, Brattleboro, VT
1980-1982	English Instructor and Intercultural Trainer, Procter and Gamble Sunhome, Co. Ltd. Osaka, Japan

Summary of Evaluation:

Teaching: Professor Freeman teaches several required courses for the Educational Studies program. His most frequently-taught course (four times) is EDUC 695, a research methods course that is scheduled during the more compacted spring term, the last term of the year-long intensive Elementary Masters of Certification (ELMAC) program. Professor Freeman reports that the course's placement in the spring term presents particular challenges as interns are finishing their student teaching, beginning job searches, and wrapping up their program. To respond to these constraints, Professor Freeman has modified the course to focus on an instructional problem work interns anticipate doing in the fall as beginning teachers as well as drawing on data from their current placements.

Professor Freeman also teaches a required course on the conceptual foundations of research on teacher education for the doctoral program in Teaching and Teacher Education (EDUC 775). In addition, Professor Freeman has taught courses on research methods: EDUC 792, Qualitative Methods, and EDUC 737, Design-based Research.

As a mentor, Professor Freeman has served as chair of four completed doctoral dissertations at UM and two in progress. He has served on 11 other dissertation committees; four as a cognate member. He sees his role as challenging students' thinking and helping them learn to make persuasive arguments about their work. Many students who have been mentored by Professor Freeman have high praise for his thoughtful comments, helpful feedback on their writing, and support for their work.

Research: Professor Freeman scholarship has two main threads: supporting language teacher learning in educational systems across diverse contexts, and creating equitable and accessible opportunities for professional learning for English language teachers in public sector education. He accomplishes this work through the design of teacher education curricula and through a program of research and documentation of teacher learning. He is a leader in his field in focusing both on the language and the professional skills aspects of language teacher education, problematizing notions of language proficiency, and showing how research from other areas of teacher education can inform the professional development of language teachers around the world. He is one of few researchers who are thereby bringing research from applied linguistics into dialogue with research in education more generally. He works internationally in a wide range of contexts of English language teaching.

Since coming to UM as an associate professor in 2007, Professor Freeman has expanded his research beyond second language teacher education contexts to connect it to teacher education more broadly. One of his contributions to practice-oriented scholarship has been the development of the Ann Arbor Languages Partnership (A2LP), a program of collaboration with Ann Arbor Public Schools through which UM undergraduates teach language in elementary schools. He sees this project as a contribution to his inquiry into the ways language as subject matter is different from other kinds of teaching; what he calls "an instantiation of the idea of the 'same things done differently'" that is elaborated in his 2016 book. This program has a unique design for alternative teacher preparation and research.

In his time at Michigan, Professor Freeman has published a sole-authored book, a sole-authored commentary on a special journal issue, eleven co-authored book chapters (five as sole author, three as first author), two invited contributions to a first-authored article in a peer-reviewed teacher-oriented journal, an encyclopedia entry, and a co-authored article in a top applied linguistics journal. He has written and obtained grants worth more than \$879,000.

Professor Freeman is an internationally renowned scholar who has made seminal contributions throughout his career to the field of Teaching English to Speakers of Other Languages (TESOL) and second language teaching more generally. Several reviewers characterize his research as insightful, coherent, and of high impact internationally.

Moreover, Professor Freeman is a scholar whose career includes both practice-oriented and scholarly work, with publications that include curriculum materials as well as many book chapters and papers that are published in regional and teacher-oriented venues around the world. This is evidence of an engaged scholar whose work is speaking and will continue to speak to diverse audiences about practice-based issues in language teaching and language teacher education.

### Recent and Significant Publications:

- Freeman, D. (2016). Educating second language teachers: The same things done differently. Oxford: Oxford University Press.
- Burns, A, D. Freeman, D., & E. Edwards. (2015). Theorizing and studying the language teaching mind: Mapping research on language teacher cognition. *Modern Language Journal*, 99 (3), 585-601.
- Freeman, D., Katz, A. Garcia Gomez, P. & Burns A. (2015). English-for-teaching: Rethinking teacher language proficiency for the classroom. *English Language Teaching Journal*, 69 (2). 129-139.
- Larsen-Freeman, D., and Freeman, D. (2008). Language moves: The place of “foreign” languages in classroom teaching and learning. In J. Greene, G. Kelly, and A. Luke (eds). *Review of Research in Education*, 32, 147-186.
- Freeman, D., and Johnson, K.E. (1998). Re-conceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32 (3), 397-417.
- Freeman, D. (1998). Doing teacher-research: From inquiry to understanding. Boston, MA: Cengage.
- Freeman, D., and Richards, J. C. (Eds.). (1996). Teacher Learning in Language Teaching. New York: Cambridge University Press.

Service: Professor Freeman provides service both at U-M and to the profession internationally and domestically. At U-M he served as Director of Teacher Education for three years, which also involved service on the SOE Executive Committee as ex officio member. He served on the committee that completed TEAC certification in 2010 and chaired a Clinical Faculty Task Force that reviewed and revised guidelines for the appointment of clinical faculty, providing an important policy document in light of the growing numbers of clinical faculty in our School. He has served as a member of the School of Education Promotion and Tenure Committee and as representative to the university’s Faculty Assembly. He has served multiple years as unit coordinator for the Teaching and Teacher Education doctoral program in Education Studies and co-chaired a faculty search committee. He now serves as unit coordinator for two MA strands.

Professor Freeman is an internationally recognized leader in his profession. This is evident in his award of lifetime honorary membership in TESOL and a Distinguished Service to the TESOL Profession award in 2000, as well as his recognition in 2016 by the TESOL organization for significant contributions to the profession. He currently serves on the editorial boards of two journals and is a regular reviewer for four others and for book publishers. He serves on advisory boards for multiple international and national organizations and projects. He also reports having served as external examiner for six PhD theses at institutions in Australia and South Africa. Professor Freeman is also a frequent invited speaker at conferences and events at universities around the world.

### External Reviewers:

Reviewer A: “He quite simply is considered to be one of the undisputed ‘go-to’ researchers and practitioners in that particular domain, a standing that he has had for well over two decades and one that he continues to enjoy, particularly with regard to the teaching of English as a second/foreign language.”

Reviewer B: “He examines the development and use of teacher knowledge, particularly in the interrelationship between teacher learning and systemic change and the influences of teacher education on student learning. Methodologically, he studies the place of language as data in these learning processes, and how it can be used to trace influences across the interrelated domains of teacher education, classroom practices, and student learning.”

Reviewer C: “It actually surprised me that Dr. Freeman had not already achieved promotion to Full Professor with tenure. As one of the most influential thinkers in the field of English teacher education, I cannot imagine that students in any graduate program in TESOL throughout the United States, Great Britain, and many other countries would not have read and studied his work from the past 20 years. Dr. Freeman is the kind of deep thinker that writes profusely about the field, in the tradition of many leading scholars in English language teacher education.”

Reviewer D: “While I do not align myself with his conceptual orientation to teachers’ professional development given that my work is rooted in critical and post-structural perspectives of language, classroom literacy practices, and institutional discourses shaping the nature of teachers’ work and student learning in the context of late modernity, I have appreciated his attempt to address fundamental problems in the field of Teaching English to Speakers of Other Languages (TESOL) in ways that have made him one of the most influential scholars in the field.”

Reviewer E: “It surprises me he is not already a full professor. In my view, Prof. Freeman has, for a long time now, been the preeminent scholar in TESOL. TESOL—much like Composition and Foreign Language Teaching—is a field that is service and teaching oriented.”

Reviewer F: “The book that summarizes his long career is actually very engaging and interesting, and attests to Dr. Freeman’s passion for his field and his far-reaching intellectual curiosity. I learned a lot from reading it and believe it will be an important contribution to the field.”

Reviewer G: “I would say that Professor Freeman’s publication record is outstanding by any measure (certainly it would be considered as such at my own institution). Added to his impressive publication list are his very prestigious awards (including the James E. Alatis Award for Distinguished Service to the TESOL Profession), his extensive international speaking experience, the numerous boards and advisory committees he serves on, his successful grant programs, and his national and international consulting activities—all of which clearly demonstrates the tremendous impact that Professor Freeman’s work has had and the international reputation for scholarly excellence that he enjoys.”

Reviewer H: “Since joining University of Michigan, his publication profile has been consistent with approximately 3 publications a year in quality journals and/or books. From my reading of the publications supplied, and from that which I know of the field, I find the work to be of high quality. It illustrates a [rigor] and thoughtfulness that signifies to me an approach to scholarship that matters, equally represented also through the nature of the collaboration and the importance of the work to the fields of TESOL and Teacher Education.”

Reviewer I: “It is clear that Dr. Freeman’s work is unusual for its range and depth. He is clearly a leader in his field, nationally and internationally. And, especially satisfying to me as a reviewer, he is engaged in highly original, important work, which he is able to explain with clarity and elegance. His case is an impressive one.”

Reviewer J: “To sum up: there is no doubt that Dr. Freeman’s body of work would more than meet the requirements for someone being considered for promotion to Professor in Education at . ... That body of work has clearly been at the Professorial level for some time, and Dr. Freeman shows no signs of slowing down in his scholarly productivity. His future promise of scholarly productivity at the professorial level is excellent.”

Reviewer K: “I would consider Dr. Freeman as one of pioneers who moved the field forward by drawing on theoretical frameworks and research studies in general education and general teacher education to illuminate the work in SLTE. This can be seen in his journal papers published in the late eighties and nineties, for example, his papers in (1989) on teacher decision-making, (1991) on making teacher’s tacit knowledge explicit, (1993) on conceptions of teaching, and (1998) on the knowledge base of language teacher education. It can also be seen from his having been invited to contribute chapters on scope and the state of the art in second language teacher education in guide books and encyclopedias, for example, in the Cambridge Guide to TESOL in 2001 (‘Second language teacher education’), in the Cambridge Guide to SLTE in 2009 (‘The scope of second language teacher education’), and in the TESOL Encyclopedia in 2016 (‘Knowledge base for second language teaching’). Dr. Freeman has made a valuable contribution to the depth and breadth of the SLTE research agenda.”

Summary of Recommendation: Professor Freeman’s work is recognized as seminal in shaping the field of second language teacher education. Professor Freeman’s scholarship is worthy of recognition through promotion to professor. Professor Freeman teaches numerous courses central to the SOE’s mission and his teaching and mentoring are valued by his students. He provides service to his program and the University and to his profession that is commensurate with the level of Professor. It is with the support of the School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Donald Freeman for promotion to professor of education, with tenure, School of Education.



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Elizabeth Birr Moje  
George Herbert Mead Collegiate Professor,  
Arthur F. Thurnau Professor, and Interim Dean  
School of Education

May 2017