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EDUCATION

Michigan State University, East Lansing, MI

Ph.D. in Second Language Studies

Dissertation: *The Multilingual/Bilingual Dichotomy: An Exploration of Individual Differences*

M.A. Teaching English to Speakers of Other Languages

Texas Christian University, Fort Worth, TX

B.A. in French; minors in Art and Deaf Habilitation, Magna Cum Laude, Honors Program

EXECUTIVE SUMMARY

Experienced, dynamic leader who values trust, communication, and transparency, possesses innovation in mind and spirit and the ability to help others advance ideas. Spearheads impactful projects to align the university mission with improving quality of life for those in the university as well as for those within the surrounding communities. A resourceful and creative thinker, with new ways of examining problems to make sound decisions to move the institution forward. Track record leading in complex environments and using information from different viewpoints and stakeholders in order to act. Adapts swiftly to evolving information and shifting contexts through active listening and strategic learning. Provides steady, composed leadership under pressure, ensuring clarity and consistency in uncertain environments.

CORE LEADERSHIP COMPETENCIES

- **Instills Trust:** Gains the confidence of others through honesty, integrity, authenticity, transparency, and consistency
- **Manages Complexity:** Makes sense of complex, high quantity, and sometimes contradictory information to effectively solve problems
- **Communicates Effectively:** Listens attentively and uses multiple strategies to connect with different audiences
- **Resourcefulness:** Secures and utilizes resources effectively and efficiently
- **Cultivates innovation:** Creates creative and unique ways for the institution to be successful
- **Situational adaptability:** Adapts personal, interpersonal, and leadership strategies in real time to match the shifting demands of different situations and contexts
- **Drives vision & purpose:** Creates organization-wide energy and optimism to portray relatable vision and strategy that motivates others to take action
- **Decision quality:** Makes sound and timely decisions that move institutional strategic priorities forward

LEADERSHIP DEVELOPMENT PROGRAMS

- Institute for Academic Leadership (IAL, 2025)
- Harvard Institute for Management and Leadership in Education (MLE, 2023)
- Council of Colleges of Arts & Sciences (CCAS) Empowering Deans to Lead (2022)
- MLA's ADE-ALD Summer Seminar and the MAPS Leadership Institute (2019, 2020, 2022, 2024)
- West Virginia University Women's Leadership Initiative (2018 – 2024)
- West Virginia University Change Agent workshop (July 2020 – 2021)
- University of South Florida System's Professional Development in Higher Education Leadership Program (2017 – 2018)

LEADERSHIP EXPERIENCE

Florida State University

Florida State University (FSU) is a research-intensive institution with approximately 45,000 students. In the 2025 US News & World Report Ranking, FSU ranked no. 23 in the national public universities ranking. In the Niche.com rankings, the Anne Spencer Daves College of Education, Health, and Human Sciences (CEHHS) is ranked 7 in the nation for colleges of education.

School of Teacher Education (STE), Director

Mack and Effie Campbell Distinguished Professor

(2024 – present)

Leads school initiatives that align with overall University mission and vision. Responsible for financial oversight, budgeting, and strategic fiscal planning, with state funds (~\$1.3 million FY operating budget), grant funding (~\$10 million in current external grants), grant indirect profits (~\$100,000/year), and millions in endowed and non-endowed foundation funds. Creates and maintains a unified vision of the STE structure. Supervise 130+ faculty, staff, instructors, and graduate student employees. Facilitates collaborations and dual hires with campus wide partner units. Oversees 20+ highly ranked undergraduate and graduate programs.

Select accomplishments

Shared governance and fiscal management

- Leads faculty in external grant applications to include ~\$10 million in active external grants
- Navigates existing external funding restrictions and potential for new funding applications
- Garners external donor and internal financial support for a variety of initiatives
- Manages infrastructure refurbishments/capital projects
- Streamlines processes and created Standard Operating Procedures for STE and staff positions

Curricular innovation and student success

- Oversees a number of undergraduate and graduate programs, some of which are in the 2025 U.S. News & World Report Best Graduate School Rankings (No. 10 in Special Education, No. 13 in Curriculum and Instruction, and No. 17 in Elementary and Secondary Teacher Education)

- Leads STE faculty in the review of undergraduate and graduate curriculum to ensure students' timely completion of degree programs, to create a reliable course rotation for faculty teaching assignments, and to provide a student-centered curriculum:
 - Fall and spring start date curriculum maps for the BS/MS programs
 - Updated program names
 - Transferred a STEM education program (FSU-Teach) from the College of Arts and Sciences
 - Created new certificate programs
 - Integrated new advising systems
 - Leads navigation of student recruitment, including international students
- Oversees the following programs:
 - One BS program (FSU-Teach, prepares STEM K-12 teachers)
 - Five combined BS-MS pathways (Elementary Education, English Education, Special Education, Social Science Education, Blindness and Low Vision Education)
 - Three graduate certificates (Autism Spectrum Disorder, Early Childhood Special Education, TESOL)
 - Four stand-alone master's degrees (Autism Spectrum Disorders, Early Childhood Special Education, TESOL, Blindness and Low Vision Studies)
 - An online curriculum and instruction master's program with several majors (Early Childhood Education, Elementary Education, English Education, Second Language Education, Mathematics Education, Science Education, Social Science Education)
 - A FtoF Ph.D. program (with master's and EdS options) with several majors (Early Childhood Education, Elementary Education, English Education, Second Language Education, Mathematics Education, Reading Education and Language Arts, Science Education, Social Science Education, Special Education)

Faculty/staff mentoring and hiring

- Oversees research productivity for faculty – in an academic analytics analysis in AY 24-25, STE was ranked #1 in both publications and citations, as compared to other similar units nationwide
- Leads and strengthens the recruitment, development, and retention of faculty and staff
- Oversees the annual review, cumulative progress evaluation, tenure and promotion process, post tenure review, internal and external awards, and curricular innovations of faculty, staff, and graduate students
- Facilitated a series of workshops on writing for the public
- Revised and updated STE bylaws and staff job descriptions

University-wide initiatives

- Collaborates with the Graduate School and the Center for Intensive English Studies
- Fosters connections between STE and other units, both within and external to FSU
- Collaborates with academic units across FSU as a member of the faculty senate graduate policy committee (starting Fall 2025)
- Participates in faculty leadership for Phi Beta Kappa at FSU

West Virginia University

West Virginia University (WVU) is a land-grant institution with approximately 25,000 main campus students offering 300+ undergraduate and graduate programs across 13 colleges and schools.

Chair, Department of World Languages, Literatures, and Linguistics (WLLL)	(2018 – 2024)
Director of International Relations and Strategic Planning and	
Woodburn Professor, Eberly College of Arts and Sciences	(2021 – 2024)
Co-Director, English Language Learning Institute	(2019 – 2024)

Responsible for budgeting and strategic fiscal planning, ~\$4 million FY budget, including salaries, teaching assistant stipends and waivers, annual operations, online teaching, auxiliary, grant, overhead, and foundation account management. Led ~80 faculty, staff, instructors, and graduate students. Collaborated with Eberly Associate Dean of Finance to make budgetary decisions. Led faculty in external grant applications. Oversaw the annual review, cumulative progress evaluation, tenure and promotion process, and internal and external awards involving faculty, staff, and graduate students. Led and strengthened the recruitment, development, and retention of faculty and staff. Led department initiatives and curricular innovations to align with University and College of Arts and Sciences goals for increasing student recruitment and retention, streamlining curriculum, and increasing operational efficiencies for five majors, 13 minors, two graduate programs, three graduate certificates, and instruction of around 3,000 students every semester; Led international initiatives for Eberly College and liaised with the Office of Global Affairs; Established and led the English Language Learning Institute (ELLI), which was housed in WLLL.

Select Accomplishments

Shared governance and fiscal management

- Led faculty in external grant applications from \$0 (FY 2019) to \$1.1 million dollars (total budgets, FY 2023)
- Generated approximately \$200,000 per FY in entrepreneurial revenue, excluding grant and ELLI revenue
- Created new structures and processes (streamlined and digitized paperwork, contracts, course transfers, developed a fee-based translation/interpretation service, created a new process for allocation of departmental research funds)
- Garnered external donor and internal financial support for a variety of initiatives
- Oversaw the design, financial planning, and execution of two major building renovation projects
- Restructured existing departmental committees, forming new committees for departmental oversight (executive), marketing, and anti-racism, equity, and social justice

Curricular innovation and student success

- Led WLLL faculty in the re-structuring of undergraduate and graduate curriculum to ensure students' timely completion of degree programs, to create a reliable course rotation for faculty teaching assignments, and to provide a student-centered curriculum
 - ~20 online courses for inclusivity and for the entrepreneurial funding model
 - Created the language resource (tutoring) center
 - Centralized the departmental advising structure
 - Collaborated with external funding agencies, such as Fulbright and ALLEX
 - Facilitated the most timely faculty and GTA workshops for the transition into online teaching among all units across campus during the early stages of COVID)

- Revised the 5-year assessment plan for WLLL to incorporate different types of data and a social justice focus into the plan
- Led several community-based curricular initiatives
 - Created *Language Bites*, a community language learning series
 - Incorporated into WLLL and then oversaw a Chinese community language program
 - Collected data and created an interactive GIS map of all K-12 languages taught in WV
 - Led the West Virginia Foreign Language Teachers Association (WVFLTA) in the role of higher education representative on the executive committee
 - Successfully advocated for representation of languages and cultures other than English for WVU and the state of WV
- Facilitated, in conjunction with the WV Department of Education, the “Seal of Biliteracy” designation on high school diplomas of qualified graduates

Faculty/staff mentoring and hiring

- Revised and updated WLLL departmental promotion and tenure/annual (FEC) review guidelines to increase transparency in the review process and to align with University-wide updates/standards
- Oversaw the annual review, cumulative progress evaluation, tenure and promotion process, position descriptions, internal and external awards, and curricular innovations of faculty, staff, and graduate students
- Created structures to foster success (individualized faculty and staff meetings for goal setting and increased productivity and faculty/graduate student mentoring programs).

English Language Learning Institute (ELLI)

ELLI was a self-funded institute that provided different English language programs and academic services for international students. The Intensive English Program (IEP) was re-incorporated into WLLL (Summer 2019), and the new institute was formed in Fall 2019. I was the inaugural Co-Director of Finance and Strategy for ELLI while concurrently serving as WLLL Department Chair and as the Director of International Relations and Strategic Planning of Eberly College of Arts and Sciences

- Created the English Language Learning Institute (ELLI) to house the IEP and all other university English language initiatives (re-structured the courses and curriculum and re-branded the program, transformed the program finances from operating at a \$600,000 yearly debt to a profitable endeavor within one year of the transition)
- Created new structures and budget models:
 - Led the creation of a dual-enrollment ESL/UG/Grad program, Accelerated Mountaineer program for ESL
 - Re-structured the English language speaking proficiency testing mechanism for incoming graduate student teaching assistants whose L1 is other than English
 - Reviewed and re-structured positions and contracts of the ESL faculty for inclusivity and consistency
 - Created a student advising position to support the matriculation process from the ESL program to degree-seeking status
- Partnered with international universities and embassies to strengthen existing relationships
- Led as PI a \$417,176 Institute of International Education Fulbright Pre-Academic Program Grant

University wide and community engagement leadership activities

- Led the WVU portion of a collaborative initiative in conjunction with the Asian University for Women (a grant-funded women's university in Bangladesh) and other universities nationwide to bring 150+ Afghan women to U.S. institutions after the rise of the Taliban in Fall 2021
- Proposed revisions to and successfully changed WVU's definition of "English-speaking countries" for admission and funding opportunities – the new policy led to an influx of international student applications from underserved countries within various academic units university wide
- Led Phi Beta Kappa WVU chapter as Vice President
- Initiated discussions with university leadership about an instructor promotional track – the potential for promotions started in Fall 2023
- Collaborated in revising the language used in NHR letters to faculty via the WVU eIRB system
- Collaborated with many other units on campus and performed key roles on a number of task forces/committees
 - Collaborated with admissions, advising, the Office of Graduate Studies, and the Office of Global Affairs on the WVU English Language Task Force
 - Served on the Royal University for Women (Bahrain) Task Force
 - Performed a key role on the International Student Admissions Task Force
 - Performed a key role on COVID Global Working Group for planning with international students and scholars
 - Involved in Women's Leadership Initiative (WLI)
 - Led the Singer Professorship evaluation committee
 - Led efforts in collaboration with the office of Global affairs to disseminate information and overcome hurdles associated with student and faculty visa applications, to improve application procedures for international students, and to enhance study abroad programs
- Fostered connections between WLL and other units, both within and external to WVU
 - Investigated new international university contacts for graduate student recruitment and faculty exchange
 - Collaborated with WVU extension and WV coalition against homelessness to support WV residents with limited English proficiency

University of South Florida

University of South Florida (USF) is a preeminent research university and AAU member with campuses across the Tampa Bay region with approximately 50,000 students offering more than 240 undergraduate majors and degree programs at the graduate, specialist, and doctoral levels in 14 colleges.

Associate Chair, Department of World Languages

(2014 – 2018)

Assisted the chair in leading 36 faculty members, approximately 50 TAs, and several adjuncts. Oversaw departmental curriculum innovation and change for nine undergraduate degree concentrations, three MA programs, and a Ph.D. program. Assisted faculty with submissions (grant, sabbatical, etc.). Supported recruiting efforts and other departmental events. Assisted in the assignment of TA positions. Attended administrative meetings (curriculum, budget) when requested and provided information to the Chair.

Select accomplishments

Curricular innovation and student success

Created and revised several academic programs: spearheaded initiative for the creation of the Ph.D. program in Linguistics and Applied Language Studies (LALS) from the pre-proposal stage to the

BOG approval; developed two dual MA programs – Applied Linguistics/Spanish and Applied Linguistics/French; active involvement in creation of unified BA degree, combining separate majors into a unified BA degree; connected the Applied Linguistics MA programs at USF and La Universidad del Norte in Barranquilla, Colombia for future faculty and student exchange; led departmental workshops on course submission processes and syllabus design.

Faculty/staff mentoring and hiring

Led faculty initiatives: mentored faculty on the topics of organization, productivity, and wellness; streamlined IRB review process for the department and reviewed departmental applications; chaired and was a member of many faculty search committees within and external to the department.

Programmatic administrative roles within World Languages at USF

- Inaugural program Director for the LALS Ph.D. program: Drafted all policies and procedures; Conceptualized the program assessment; Oversaw recruitment, marketing, and funding allocation; Led application reviews and acceptances; Communicated with all applicants
- Program director for the MA in Applied Linguistics Teaching ESL program: Mentored and advised approximately 30 students per year; Implemented curricular changes to the MA program; Created an Applied Linguistics certificate
- Section head for the Applied Linguistics Section for the Department of World Languages: Led all initiatives for the Applied Linguistics undergraduate and graduate programs; Created an Applied Linguistics degree concentration; Revitalized the minor

University wide and community engagement leadership activities

- University Graduate Council – This council was responsible for advising the Provost and the Dean of the Graduate School of curriculum, principles, policies, and procedures affecting graduate education. During my leadership, I spearheaded a number of curriculum and policy changes, reviewing 300+ graduate course syllabi for compliance and academic rigor. Position details: Chair of the full council; Vice-chair of the full council; Chair of the Curriculum Committee
- Member of the USF Tampa Strategic Planning Team
- Member of the Faculty Senate Executive Committee
- College of Arts and Sciences SHUM graduate committee
- The General Education Council (GEC)
- Director of Pedagogy at the Center for the Study of International Languages and Cultures (CSILC)
- Mentor, TEA fellows program: Interactive Teaching in a Globalizing World, The Teaching Excellence and Achievement Program - The International Research & Exchanges Board
- Member of other workgroups: Assessment Advisory Workgroup, System Banner Issue Resolution Committee (SBIRC)
- Community engagement leadership: Department of World Languages contact and internship coordinator for ReDefiners (<http://www.redefinerswl.org/>); USF contact for the Pasco County ELL Parent & Community Engagement liaison to help coordinate interpreters for ESL students' parents to engage them in school functions/meetings

ACADEMIC APPOINTMENTS

- 2024-current. Mack and Effie Campbell Distinguished Professor and Director, School of Teacher Education, Anne Spencer Daves College of Education, Health, and Human Sciences, Florida State University.
- 2021-2024. Director of International Relations and Strategic Planning for Eberly College of Arts and Sciences, West Virginia University.
- 2019-2024. Co-Director of the English Language Learning Institute, Department of World Languages, Literatures, and Linguistics, Eberly College of Arts and Sciences, West Virginia University.
- 2018-2024. Woodburn Professor of Applied Linguistics and Department Chair, Department of World Languages, Literatures, and Linguistics, Eberly College of Arts and Sciences, West Virginia University.
- 2014-2018. Associate Department Chair, Department of World Languages, University of South Florida.
- 2014-2018. Associate Professor, Applied Linguistics, Department of World Languages, University of South Florida.
- 2009-2014. Assistant Professor, Applied Linguistics, Department of World Languages, University of South Florida

PROFESSIONAL ASSOCIATION AWARDS

- Modern Language Association (MLA), Association of Language Departments (ALD) Award for Distinguished Service to the Profession (Announced Fall 2024; Presented January 2025)
- West Virginia Foreign Language Teachers' Association (WVFLTA) – Teacher of the Year for Higher Education (October 2024)

OVERVIEW AND HIGHLIGHTS

Research

- 55+ peer reviewed publications and several community outreach publications
- Two books – one co-edited and one single-authored
- Editorial board member for journals (i.e. *The Modern Language Journal*)
- 30+ plenary lectures, invited lectures at academic institutions, and colloquia
- 65+ academic peer-reviewed presentations at professional meetings

Research statement: My research identity primarily revolves around Individual Differences in Language Learning (IDs in SLA) and the interaction of these IDs and multilingualism. I also work on issues involving language attitudes and leadership in higher education.

Teaching

- Designed and taught 20+ graduate and undergraduate courses in the areas of Applied Linguistics, research methods, and language pedagogy
- Designed, taught, and coordinated ESL courses and special programs
- Led several teacher development workshops
- Chaired 10+ dissertation committees, and served as member on additional committees, both internal and external

Teaching philosophy summary: My teaching philosophy revolves around the notion of critical inquiry, whether the class is a language class or a theoretical class about language acquisition and pedagogy. Within this model of critical inquiry, I use a style of communicative class activities coupled with teacher-centered activities that promote active learning on all levels.

Professional Service

- Executive board member for the International Association for the Psychology of Language Learning (IAPLL, treasurer and president-elect) and the West Virginia Foreign Language Teachers' Association (WVFLTA, higher education representative)
- Member of the MLA Committee on Academic Freedom and Professional Rights and Responsibilities (CAFPRR)
- Executive committee member MLA, Language Studies and Linguistics, Applied Linguistics forum.
- Editorial board member for the *Modern Language Journal* and the *Journal for the Psychology of Language Learning*
- Regular article reviewer for 20+ journals and abstracts for professional conferences
- Regular dossier reviewer for promotion and/or tenure within the U.S. and internationally
- External grant reviewer when requested (i.e. Council for the Humanities in the Netherlands, University of Macau, etc.)

Service statement: I strive to serve professionally in ways that elevate my specific academic field and enrich the landscape of higher education.

Languages

- **English – advanced:** L1 English speaker; All degrees from English-medium institutions
- **French – advanced:** B.A. in French; Honors thesis on French/English translation; One year of study abroad in Paris, France; One year of work in Bagnères de Bigorre, France
- **Spanish – advanced:** Six months in a Spanish immersion program in Costa Rica at Centro Lingüístico Conversa through a Rotary Scholarship; One month of intensive language courses at La Escuela de la Montaña near Quetzaltenango, Guatemala; M.A. classes in Spanish literature with an emphasis on literature and culture of Latin America, Saint Louis University, Madrid, Spain; Extensive travel in Spanish-speaking Latin America
- **Portuguese – intermediate:** Two semesters at Michigan State University through a FLAS grant; 6-week intensive Portuguese course in Fortaleza, Brazil at the Universidade Federal do Ceará through a FLAS grant; Three months of dissertation research in Fortaleza, Brazil
- **Turkish – beginning:** One semester at Michigan State University; Extensive travel in Türkiye
- **American Sign Language – beginning:** Minor in habilitation of the deaf at Texas Christian University

Comprehensive Curriculum Vita is available via amysthompson.com