



**Andrea Paganelli**

**October 1, 2023**

## **Persuasive Narrative for Promotion to Full Professor**

Current Position: Associate Professor

Area(s) of Expertise: Educational Technology, Library Media Education and Instructional Design

Supported Program(s):

- Libraries, Informatics & Technology in Education
- Instructional Design
- Advanced Teacher Education, MAE in Education with an emphasis in Athletic Administration & Coaching
- Advanced Teacher Education, MAE in Education with an emphasis in Instructional Design
- Advanced Teacher Education, MAE in Education with an emphasis in Instructional Computer Technology
- Certification Only Instructional Computer Technology
- Certification Only Library Media Education

Department: School of Teacher Education, College of Education and Behavioral Sciences

### **Introduction**

I submit this narrative in support of my promotion to Full Professor. My body of work to date, as summarized throughout, embodies the spirit and intent of my efforts to be worthy of the honor of full professorship. The portfolio contains: the Promotion and Tenure Standards Document; overall Narrative; Curriculum Vita; Letters of Support; Teaching narrative and descriptions & artifacts; Research narrative, descriptions & artifacts and research credential

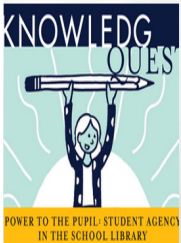
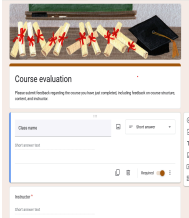
table; Service narrative and descriptions & artifacts; Organizational Citizenship narrative and descriptions & artifacts; and SITE Evaluation documents and charts. Each of these sections focus on my collegial striving for excellence in teaching, research and service.

These sections are designed to display personal professional development and building experience shared during my time as an Associate Professor at Western Kentucky University, in the College of Education and Behavioral Science, School of Teacher Education, working with the *Libraries, Informatics and Technology in Education Program, Instructional Design, Advanced Teacher Education Master of Arts in Education* and the *Certification Only Programs*. As a passionate Educational Technologist, Library Media Specialist and Instructional Designer, I have had the pleasure of teaching, researching, serving, leading, creating, and collaborating in these strongly allied fields at the undergraduate and graduate levels in online, blended and face-to-face environments. This variety is both challenging and rewarding, requiring consistent calibration of my personal mission, vision and goals to those of the School of Teacher Education, College of Education and Behavioral Sciences and Western Kentucky University. The following sections focus on Teaching, Research, Service, and Organizational Citizenship. To address these areas, I have endeavored to share my overall accomplishments and explore more deeply within the category specific narratives (teaching, research and service).

## **Teaching**

As a first generation college graduate, it has been my goal to strongly support student success through my teaching. My experiences as a Library Media Specialist at a rural K-12 school for eleven years and as an Assistant/Associate Professor for over 10 years has required an increasing amount of andragogical and pedagogical expertise. During this 20 year journey, in an effort to meet the needs of my evolving academic path, I have continually sought professional

development and opportunities to engage in experiences that have challenged and refined my skills as an educator. This has allowed me to continually provide andragogical and pedagogical leadership support to the programs I serve in the School of Teacher Education and College of Education and Behavioral Sciences. The ability to provide a growing number of pedagogical supports while increasing my own knowledge through practice has allowed me to build a mutually beneficial relationship between academic theory and best practice. This relationship between theory and best practice continually sparks my interest in strongly supporting student success. This is accomplished through the use of high touch encounters using the within 24 pledge, weekly emails and announcements, that detail due dates and upcoming course events, consults (phone, digitally or in person), discussion boards, assignment feedback, prompt response and class meetings. The chart below is an overview of my experience and achievements in teaching. It shows the total numbers of teaching achievements and allows focus on those since my promotion to associate professor.

<i>48 Acts of Teaching Achievement</i>			
<b>Total</b>	29 Classes Taught	<b>Since 8/2018</b>	27 Classes Taught
	10 Courses Developed		8 Courses Developed 1 Quality Matters Approved
	4 Blackboard Ultra Revisions		3 Blackboard Ultra Revisions
	3 Programs Revised		2 Programs Revised
	2 Programs Lead		2 Programs Lead

The transition from Assistant to Associate Professor was a time of intense productivity and gratitude for the teaching opportunities provided by Western Kentucky University. I have engaged in a myriad of learning and growth experiences. It has been a pleasure to serve the

following programs as an instructor; Libraries, Informatics and Technology in Education Program, Instructional Design, Advanced Teacher Education Master of Arts in Education, Master Educator Course for the US Army, and the Certification Only Program. This diversity of teaching experience has led to professional growth and satisfaction unimaginable as a beginning educator. In my teaching, I endeavor to focus on the student lifecycle. I want to give each of my students and candidates a foundational agency to support their academic journey at Western Kentucky University.

Experience as a K-12 school librarian and associate professor of educational technology and library media, has created a focus that supports interdisciplinary, innovative technology inclusion in the learning process. It has been a pleasure and privilege to engage in varied technology rich learning experiences with diverse learners of multiple age groups, across multiple subjects. As my professional emphasis on technology experiences continues to evolve, my instructional design has become increasingly varied and more focused on inclusivity. The variety of delivery and technology tools reflects the instructional opportunities offered. As an instructor, I have the privilege of working with learners at the undergraduate, masters and doctoral level in the following classes.

Library Media, Educational Technology and Instructional Design are allied fields to which I have shared commitment. It is my goal to maintain a research-based knowledge that allows me to be an effective instructor within these fields. This requires flexibility and a willingness to find connecting threads between the disciplines. As an Associate Professor at Western Kentucky University, I have had the privilege of working with our students at the undergraduate and graduate level as an instructor in the following classes.

- EDU 580 Advanced Special Topics (Blackboard Ultra Transitioned, QM Developed and Approved)

- TCHL 559 Action Research for Teacher Leaders
- ID 465 Master Educator Course (Army Collaboration)
- ID 470 Master Educator Practicum (Army Collaboration)
- ID 590 Practicum Instructional Design (Blackboard Ultra Transitioned)
- ID 595 Internship Instructional Design (Blackboard Ultra Transitioned)
- LME 318 Children's Literature
- LME 318 Children's Literature TopPrep Version
- LME 409 Selected Topics
- LME 448 Technology Applications in Education
- LITE 501 Program Organization and Administration (Blackboard Ultra Transitioned)
- LITE 506 Organization of Information (Blackboard Ultra Transitioned)
- LITE 508 Informatics in Education (Blackboard Ultra Transitioned)
- LITE 512 Issues in Library Media Education (Blackboard Ultra Transitioned)
- LITE 518 Advanced Children's Literature (Blackboard Ultra Transitioned)
- LITE 518 Advanced Children's Literature (Blackboard Ultra Transitioned and FCPS GYO)
- LITE 527 Advanced Young Adult Literature
- LITE 535 Survey of Educational Technology Practices
- LITE 537 Principles of ED TECH Applications
- LITE 545 Educational Technology Production
- LITE 547 Integration of Educational Technology
- LITE 550 Emerging Technology in Education
- LITE 737 Educational Technology Leadership
- LITE 589 Field Experience in LME (clinical)
- LITE 590 Practicum in LITE
- LITE 592 Internship in LME (clinical)

It is my goal to be an instructor that puts emphasis on rigor and quality in the graduate and undergraduate environment that allows for creativity while endeavoring to reflect clearly stated objectives, requirements and expectations along with varied instructional strategies in the courses delivered. Each course's delivery is customized to meet the needs of students, and based upon situational requirements. The courses were offered as face-to-face, hybrid, virtual, synchronous, and asynchronous depending on the educational need. The following chart depicts those areas of course delivery highlighting the variety and my ability to make strong instructional decisions in support of student success with flexibility. The “X” indicates the method of delivery that has been used with the course listed.

Courses	Face-to-Face	Hybrid	Virtual	Synchronous	Asynchronous
EDU 580			X	X	X
TCHL 559			X		X
ID 465	X		X	X	
ID 470		X	X		X
ID 590			X		X
ID 595			X		X
LME 318	X	X	X	X	X
LME 409	X				
LME 448	X	X	X	X	X
LITE 501			X	X	X
LITE 506			X	X	X
LITE 508			X	X	X
LITE 512			X	X	X
LITE 518			X	X	X
LITE 527			X	X	X
LITE 535			X	X	X
LITE 537			X	X	X
LITE 545			X	X	X
LITE 547			X	X	X
LITE 550			X	X	X
LITE 737			X	X	X
LME 589	X	X	X	X	X
LITE 590			X	X	X
LME 592	X	X	X	X	X

Whether online, hybrid or face-to-face the classroom environment should be challenging with academic rigor, quality and variety but should make students feel that their instructor is fair

and concerned about their success in the course and the future in general. As an instructor and advisor I feel a great deal of responsibility to student success. This feeling of responsibility is displayed in the online courses and hybrid/face-to-face courses meetings or contact opportunities provided to allow and encourage student interaction. The means used are weekly emails and announcements that detail due dates and upcoming course events, consults (phone, virtual or in person), discussion boards, assignment feedback, prompt response and class meetings.

## **Research**

My research agenda has a focus in emergent areas of instructional technology including, Breakouts, digital read-aloud, blockchain, design and delivery of multi-format learning experiences, gamification in the classroom, STEM/STEAM and makerspaces. My expertise spans interrelated disciplines, I have an earned Masters of Library and Information Science Degree and a Doctorate in Educational Leadership, Policy and Technology with an emphasis in Educational Technology. Within these advanced degrees 18 hours of Instructional Design coursework is present. As a result, I have an interest in publishing across varied disciplines.

As a practicing Library Media Specialist, I was in the schools daily while planning toward my dissertation process. This led to my finding inspiration for a dissertation topic from a preservice student teacher completing her internship at school. She came to visit me in the library and ask if she could check-out technology for use in her placement. She stated that what she needed was not present in the classroom. She then spoke of the related challenges, and a dissertation was born out of this conversation. Since that time, conversations and collaborations have been the beginning of multiple research projects. The overall diversity of research and presentation is represented in the chart below. It shows the total numbers of engagements and items completed since my promotion to associate professor.

<i>79 Total Research Engagements</i>			
<b>Total</b>	79 Research Engagements	<b>Since 8/2018</b>	35 Research Engagements
	23 Total Publications		12 Total Publications
	1 Book 3 Chapters 11 National/International 2 State/Regional 4 Printed in Proceedings		1 Book 3 Chapters 4 National/International 2 State/Regional 2 Printed in Proceedings
	56 Total Presentations		28 Total Presentations
	9 International 11 National 15 Regional 21 State		5 International 3 National 3 Regional 3 State

When conversations, collaborations and experience lead to research, strategic selection for equity between areas of focus becomes my goal. The choice of professional memberships, conference options and research topics is deliberate to build connections between fields of knowledge. This practice allows me to be of continuing service in programs that span areas of course work in multiple fields of study. The list of membership to professional organizations and list of conferences attended are an outward sign of my inward desire to continually learn and improve. I truly enjoy and feel rejuvenated by experiencing professional memberships and conference attendance.

To reflect the blended nature of my experience the professional organization memberships in which I participate represent this goal. The selection of an organization from each area to be a member or participate at a conference was strategic and in support of maintaining connection with each of the areas. They are charted below.

Library Media	Educational Technology	Interdisciplinary Instructional Design
American School Library Association	International Society for Technology in Education	Online Learning Consortium
Kentucky Association of School Librarians	Kentucky Society for Technology in Education	

The preparation for presentation and publication through research has informed my practice as an instructor. The connection between theory and practice is important to me and an invaluable link in the student candidate life cycle. I have presented at the listed conferences below during my time at Western Kentucky University.

- o Ethnographic Qualitative Research Conference
- o Mid-South Educational Research Association
- o American School Library Association
- o Computers in Libraries
- o Green River Regional Cooperative
- o Kentucky Association of School Librarians
- o Kentucky Library Association
- o International Association of School Librarians
- o International Society for Technology in Education
- o Library Orientation Exchange
- o Online Learning Consortium
- o Niche Webinars
- o Society for Information Technology and Teacher Education
- o Kentucky Society for Technology in Education.

In the future it is my desire to continue my cross disciplinary emphasis and find additional venues that allow for crossover and increased collaboration between these allied fields

of Library Media Education, Educational Technology and Instructional Design. I have participated, collaborated, presented, and chaired several conferences, committees and workshops on teacher clinical experience, technology planning, technology tools, technology professional development, library and research skills. The following individual and collaborative activity as presenter is reflective of the link between research and practice.

- Paganelli, A. & Paganelli A. (2022). *Blockchain and the ARCL Framework for Information Literacy*. Presented at LOEX, Ylipsy, Michigan.
- Paganelli, A. & Northern, S. (2022). School Library eBook Providers and Spanish Language Equity: A Replication Analysis of eBook Collections Available to School Libraries. To be presented at International Association of School Librarianship. Columbia, South Carolina.
- Paganelli, A. & Paganelli A. (2019). *Become an Entrepreneurial Education Librarian*. Presented at International Society for Technology in Education, Philadelphia, Pennsylvania.
- Paganelli, A. Paganelli, S., Noel, C., Wrenn, M. & Paganelli A. (2019). *Original Children's Literature as a Digital Story*. Presented at International Society for Technology in Education, Philadelphia, Pennsylvania.
- Paganelli, A. & Paganelli A. (2019). *Creating Online Learning and Collaborating Opportunities Through Entrepreneurial Librarianship*. Presented at Online Learning Consortium, Denver, Colorado.
- Paganelli, A. & Paganelli A. (2022). *Blockchain Technologies for Libraries*. Presented virtually at Computers in Libraries, Washington D.C.
- Paganelli, A. & Miller, S. (2022). *Building Reading Excitement through Technology*. Presented virtually at Computers in Libraries, Washington D.C.
- Niche Webinar, Virtual, "*Best Practices for Techno-storytime*", Paganelli, A., Invited Presentation. (Presented: June 17, 2020).
- GRREC, Green River Regional Educational Cooperative, Bowling Green, KY, "*Power-up your Read-alouds with Technology*", Paganelli, A., Regional, Invited. (Presented: September 19, 2018).
- Kentucky Society for Technology in Education, Louisville, KY, "*Power-Up Your Read Alouds with Technology*", Paganelli, A., Regional, peer-reviewed/refereed, Accepted. (Presented: March 10, 2022).
- KASL Summer Refresher, Virtual, "*Breaking Out the Immigrant and Refugee Experience*", Paganelli, A., Accepted Presentation. (Presented: July 1, 2021).
- KASL Summer Refresher, Virtual, "*Rolling NTI in the School Library Media Center*", Paganelli, A., Accepted Presentation. (Presented: July 14, 2020).

The process of engaging in research is challenging and rewarding. Through participating in activity as an individual and collaborative research team member I have been able to learn from others and contribute. The following are individual or collaborations as either author or

coauthor and are reflective of research opportunities across disciplines and interdisciplinary.


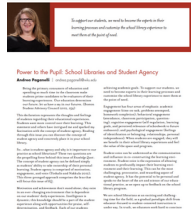
These are all represented in the research presentations in the section above.

Library Media	Educational Technology	Interdisciplinary with Instructional Design
<p>Gunter, D. W. (Ed.). (2021). <i>Transforming scholarly publishing with blockchain technologies and AI</i>. IGI Global. <a href="http://doi:10.4018/978-1-7998-5589-7">http://doi:10.4018/978-1-7998-5589-7</a>. Chapter 12 Blockchain and the research libraries: Expanding interlibrary loan and protecting privacy (pages 232-250), Anthony L. Paganelli and Andrea Paganelli.</p> <p>Paganelli, A. &amp; Northern, S. (2023). School library eBook providers and spanish language equity: A replication analysis of eBook collections available to school libraries. <i>School Libraries Worldwide</i>.</p> <p>Paganelli, A. &amp; Paganelli A. (2019, Fall). Breaking out banned books with puzzle based learning. <i>Kentucky Library</i>. Vol. 83, Issue 4, p9-12.</p> <p>Paganelli, A. &amp; Northern, S. (2022). School library eBook providers and spanish language equity: A replication analysis of eBook collections available to school libraries. <i>School Libraries Worldwide</i>. Proceedings of the 50th Annual Conference of the International Association of School Librarianship and the 25th International Forum on Research on School Librarianship. Columbia, South Carolina.</p>	<p>Management Association, I. (Ed.). (2021). <i>Research anthology on blockchain technology in business, healthcare, education, and government (4 Volumes)</i>. IGI Global. <a href="https://doi.org/10.4018/978-1-7998-5351-0">https://doi.org/10.4018/978-1-7998-5351-0</a>. Chapter by Anthony L. Paganelli and Andrea Paganelli.</p> <p>Szymanski, T., Tassell, J. &amp; Paganelli A. (2022). 3D Printing in the mathematics classroom: Results of a pilot study with advanced middle school students and their teachers. <i>Journal of Educational Technology Systems</i>.</p> <p>Paganelli, A. &amp; Wrenn, M. (2019). Original children’s literature expressed as digital story within a clinical model. <i>SRATE Journal</i>, Volume 28(1) Winter 2019.</p> <p>Paganelli, A. (2019, October). What I learned from techno-parenting like a lizard. <i>Spark Epic</i>. Retrieved from <a href="https://www.getepic.com/learn/what-i-learned-from-techno-parenting-like-a-lizard/">https://www.getepic.com/learn/what-i-learned-from-techno-parenting-like-a-lizard/</a></p> <p>Paganelli, A. (2018, November). Instruction with techno-storytime. <i>School Library Connection</i>. Retrieved from <a href="http://schoollibraryconnection.com/Home/Display/2148461">http://schoollibraryconnection.com/Home/Display/2148461</a></p>	<p>Paganelli, A. L. (2019). <i>Power up your read-alouds: Building reading excitement through technology</i>. California: ABC-CLIO.</p> <p>Paganelli, A. &amp; Paganelli A. (2022). <i>Blockchain and the ARCL framework for information Literacy</i>. Presented in Proceedings, LOEX.</p> <p>Kroski, E. (2021). <i>Makerspaces in practice: successful models for implementation</i>. ALA Editions. Chapter: Funding the makerspace / Andrea Paganelli, Toni Szymanski, and Daniel Verbit.</p> <p>Management Association, I. (Ed.). (2021). <i>Research anthology on blockchain technology in business, healthcare, education, and government (4 Volumes)</i>. IGI Global. <a href="https://doi.org/10.4018/978-1-7998-5351-0">https://doi.org/10.4018/978-1-7998-5351-0</a>. Chapter by Anthony L. Paganelli and Andrea Paganelli.</p>

In the future it is my desire to continue innovative and interdisciplinary research, and find additional opportunities to partner with program participants at the doctoral level. I value the mentor relationship and would relish the opportunity to partner with established and beginning researchers as mentor and mentee. Seeking internal and external funding in support of innovative, interdisciplinary educational technology is a continued passion.

**Service**

I endeavor to participate as a faculty member through on-campus and off-campus means. My fellow faculty in the School of Teacher Education have been extremely supportive, always willing to answer questions and give direction. This has also been true of other members of faculty in the College of Education and Behavioral Sciences and beyond. To return the kindness shown, I have endeavored to collaborate with and support members of faculty, students, stakeholders and staff whenever possible. The following chart gives an overview of my service engagement.

<i>154 Total Service Engagements</i>			
<b>Total</b>	154 Service Engagements	<b>Since 8/2018</b>	82 Service Engagements
	86 Professional Developments		15 Professional Developments
	9 Awards and Grants		5 Awards and Grants
	56 Total Presentations		28 Total Presentations
	3 Professional Memberships		3 Professional Memberships
<p>Approximately <b>85 Advisees</b> in <b>4 programs</b> each semester.</p> <ul style="list-style-type: none"> <li>● Libraries, Informatics &amp; Technology in Education</li> <li>● Instructional Design</li> <li>● Advanced Teacher Education, MAE in Education with an emphasis in Athletic Administration &amp; Coaching, Instructional Design, Instructional Computer Technology</li> <li>● Certification Only Instructional Computer Technology or Library Media Education</li> </ul>			

Service has been an important part of my faculty life over the last ten years. I participate as a faculty member through on-campus and off-campus means collaborating with and supporting members of faculty, students, stakeholders and staff whenever possible. To accomplish this goal, I have worked to demonstrate a willingness to learn about and participate in curriculum development within our program and the School of Teacher Education. The following are ways in which I “get involved” and “go all in”:

- Graduate Council Member, 2022/2023 – to present.
- Graduate Council Executive Committee Member, 2022/2023 – to present.
- Graduate Council Curriculum Committee Member, 2022/2023 – to present.
- Graduate Council Curriculum Committee Chair, 2022/2023 – to present.
- Idea Festival Planning Committee Member, 2022/2023.
- Master Plan 1<sup>st</sup> Generation Welcome Dinner Attendance – to present.
- Honors College Thesis Defense Committee, Sarah Stevens.
- Comprehensive review for reappointment of Dean Corinne Murphy appointed service 2021-2022.
- Cherry Presidential Scholarship Interviewer 2021-2023.
- WKU Professional Development Day, Jan. 12, 2023.
- WKU Graduation Participation
- WKU Web Council, 2014 – present.
- University Strategic Planning Committee, 2018 – present.
- University Strategic Planning Committee Student Success sub-committee, 2018 – present.
- Faculty Compensation and Performance Committee 2019 – present.
- Advisory Compensation Committee 2021-2022
- Kentucky Library and Educational Technology Program Review Service for the EPSB.
- KEA Presentation on WKU STE Graduate Programs.
- WKU Graduate School, Grad Fair
- Academic Based Micro-credential Discussion Sessions, 2021.
- Kentucky Keepers Training 2021.
- 2018/2019, 2019/2020 WKU Honors College course enhancement in support of undergraduate students in LME 448.
- Environmental Educators Webinar, Virtual, "*Technology Best Practices*", Paganelli, A., Invited Presentation. (Presented: June 17, 2020).
- CEBS Student Success Committee, service 2014 - 2023.
- PEC Committee Member beginning 2018 - 2021.
- College, M.A.S.T.E.R. Plan at CEBS, Faculty Mentor, Volunteered. Worked with M.A.S.T.E.R. Plan to assist yearly.
- Master Educator Course, Invited Presentation on Educational Technology Readiness, May 6, 2023.
- Reach Week Committee service 2018 - 2022.

- CEBS Curriculum Committee, service 2017/2018 - 2021.
- LITE Grow Your Own Fayette County Public Schools, 2022/2023 cohort development.
- Policy and Procedure Committee Chair/Member, 2022/2023.
- EDU 580 Expedited Course Review to adjust the hours and repeatability.
- Mentor Program Development, Policy and Procedure Committee Chair/Member, 2022/2023
- STE Instructor Search May, 2023.
- STE Awards Ceremony, representing the LITE program.
- STE Program Website, Policy and Procedure Committee Chair/Member, 2022/2023
- Developing the MAE 0500 assessment structure.
- Developing the EDU 580 course, transition to Blackboard Ultra and QM approval.
- Begin working with the Instructional Design program to address advising, scheduling, teaching and adjunct support.
- Blackboard Ultra course development pilot EDU 580 with CITL
- Graduate Program contact for all programs responding to potential and current candidates questions and concerns via email, phone, virtually and in person, 2021-2022.
- Graduate Program contact for all programs responding to faculty questions and concerns via email, phone, virtually and in person, 2021-2022.
- Supporting Faculty Meeting and Workday planning representing graduate programs 2021-2022.
- School of Teacher Education Assistant Director Search Committee Chair 2022.
- Coordinating 0500 CITL Course Development
- Student Scholarship Committee, 2021-2022.
- MEC 2021 course ID 465 developmental support.
- Gifted Director Search Committee 2021.
- Developing 0500 specialization Athletic Administration and Coaching with Athletics, 2021-2022.
- Developing 0500 specialization Middle Grades Math with Math, 2021-2022.
- Developing 0500 specialization Trauma Informed Care with Counseling and Student Affairs, 2021-2022.
- KEA faculty advisor 2014-2021.
- Gifted Director Hiring Committee 2021.
- Chair Graduate Curriculum Committee.
- Chair Graduate Transformation Committee.
- CAPE Transformation Documents Coordinator.
- Assurance of Student Learning Documents Coordinator.
- Program Review Documents Coordinator.
- STE Graduate Program Committee member spring 2019.
- WKU Chinese Teacher Program Portfolio grading and oral interview participation, 2019.
- Integrated Themes Technology Subcommittee 2018/2019 membership.
- LME 448 revised as a Colonnade Course for implementation Fall 2019.
- KEA Fall Conference, 2018.
- Adjunct support and collaboration for the ID program 2022 and ongoing.
- ID Anthology Assessment Work Fall 2022.

- Certification Only Library Media work inside the Certification Only (132) sent through curriculum to support student success.
- Adjunct support and collaboration for the LITE program ongoing.
- LITE Anthology Assessment Work 2022.
- Blackboard Ultra LITE 590 course development with CITL.
- Program document completion, PRD and ASL.
- LITE Search Committee Chair Service 2022.
- LITE and LME adjunct scheduling, organization, and support for seven adjuncts teaching over multiple terms.
- TES Evaluation Tracker Support.
- Attendance Kentucky Educators of School Librarians Meeting.
- Program, Faculty Liason to the ERC, Educational Resource Center Faculty Liason. (July 21, 2016 - 2021).
- Herstory organization and planning executed at the Kentucky Museum, 2023.
- Herstory organization and planning executed at the Kentucky library Feb. 8, 2020.
- Library Media Framework for Learners development committee member for Kentucky. Department of Education beginning 2019 to 2020.
- GRREC LMS Network meeting attendance.

It has been my pleasure to participate within multiple school programs in a volunteer capacity throughout the region completing programming, student instruction and teacher professional development. During my time here at WKU, it has been my pleasure to be a volunteer or invited to participate in the following programs ultimately supporting learning experiences for students.

- Saint Joseph School, Makerspace Center planning Jan. 10, 2020.
- Greenwood High School, volunteered as guest speaker for STE.
- Bowling Green City Schools 3D Printing Math Camp Research support participant, 2018.
- Saint Joseph Catholic School, volunteered to Coteach Coding with Kids on February 23, 2018.
- GRREC Library Media Network attendance of all meetings 2018/2019.
- St. Joseph School, Volunteered Coteach bookfair interaction March, 2019.
- Warren Central High School work with Future Teachers of America program development.
- Parker Bennett Curry makerspace development professional development with the Library Media Specialist.
- ALA's American Rescue Plan Grant Reviewer: Humanities Grants for Libraries, a grantmaking program to deliver relief to libraries recovering from the coronavirus pandemic.
- AASL SPA CAEP review completed July 2018 to present one each yearly cycle.
- ESLS AASL Meeting in support of program updates.

- Journal of Practitioner Research Article Review, Reviewer, Journal Article, K-12, Professional Society. (June, 2020).
- Knowledge Quest Editorial Board Member continued service.
- Southern Kentucky Association of School Librarian's Meeting School of Teacher Education Representation.
- Technology, Instruction, Cognition, and Learning (TICL) journal Article Review.

It is my goal to continue to engage in a strong commitment to service in my present manner while engaging in more service in support of local communities.

### ***Organizational Citizenship***

As a school librarian, we are there to assist students, staff and faculty in attaining the needed materials and services to reach educational objectives. I tried to be accessible by asking "how can I help?" when interacting with library patrons. This led to the incorporation of the phrase "The library loves to help!" being in all library newsletters. The process of collaboration and cooperation is an important component of faculty life that involves helping and supporting each other. I enjoy the teamwork aspect of professorship and being able to give and receive assistance when needed. To continue to capitalize on this instinct it is my goal to focus on supporting fellow faculty members through developing the School of Teacher Education Faculty Mentoring Handbook linked [here](#).

To be a good organizational citizen it is important to consider our impact upon others and how we interact with all individuals. Diversity is an important dimension of this process. I believe that diversity should be openly discussed, cultures should be explored for understanding and celebrated with appreciation. It is my goal to create an open, safe space in which my learners and colleagues feel free to express different ideas, opinions, and worldviews. This can only be accomplished with the highest level of respect for one another and recognition of our own positionality.

My positionality is firmly planted in the north Alabama red clay dirt. The area where I grew up was homogenous. This lack of diversity left me with a narrow understanding of the broader human experience but with interest in and an intense desire to learn about and from others. Fortunately, my personal, educational and professional experiences have provided opportunities to increase my knowledge of cultures and ways of being along my academic journey. This learning has influenced my teaching and research.

My experience as a K-12 school librarian and associate professor of educational technology and library media, has created a focus that supports interdisciplinary, innovative technology inclusion in the learning process filled with collegial collaboration. It has been a pleasure and privilege to engage in varied technology rich learning experiences with diverse groups of colleagues, across multiple subjects. As my professional emphasis on technology experiences continue to evolve, my instructional design has become increasingly more inclusive. The variety reflects the instructional opportunities offered. I have the privilege of working with student candidates at the undergraduate, masters and doctoral level. This diversity requires me as an organizational citizen to have flexibility and a willingness to innovatively use technology as a connecting thread between audience, discipline, and delivery method.

- The Instructional Design 465 Master Educator Course and ID 470 Master Educator Course Practicum are courses taught for Non-commissioned Army Officers taking positions in ROTC programs in higher education. The courses focus on instructional strategies and technology incorporation. These intensive courses have been taught face-to-face and online.
- I participated in the Hilltopper Preparatory Academy a clinical model of co-teaching that was based in the K-12 school environment. LME 318 Children's Literature was adjusted from online or hybrid to a face-to-face delivery method for LME 318 Children's Literature "TopPrep" version and paired with a special education course for combined delivery. The course was taught in local schools with embedded clinical experiences immediately following.
- Currently the Libraries, Informatics and Technology in Education program is in collaboration to initiate a Grow Your Own with a school district in need of endorsed Educational Technologists and certified School Library Media Specialists.

As an organizational citizen, my research focus areas are varied but have a central theme of supporting technology rich learning experiences that create opportunities for student voice, agency and advocacy among all our learners. My belief is that through discussion, understanding and respect our technology rich classrooms, service engagements, and research experiences can support all our student candidates. Meeting our diverse learners where they are through thoughtful instructional design can help us foster student success and supportive classroom culture.

The changing institutional culture of Western Kentucky University has encouraged me to think of my progress toward full professor as a member of the Educational Enterprise Professorate. Making strategic use of time and energy to have the greatest possible impact at our institution, region, Commonwealth and beyond. It will be my goal to proactively engage in creative solution seeking and collaboration anticipating programmatic, school, college and university needs. Seizing entrepreneurial opportunities to support the knowledge economy, seeking funding sources and positive community partnerships in the service of the greater good. Building a clear understanding of institutional language and goals to communicate and quantify the value of our programs, outreach, and service in an effort to maximize the impact of the School of Teacher Education, College of Education and Behavioral Sciences and Western Kentucky University within the region and beyond.