

ANN DUTTON EW BANK, Ph.D.
Curriculum Vitae

A. EDUCATION

<u>Institution</u>	<u>Location</u>	<u>Degree</u>	<u>Concentration</u>	<u>Conferred</u>
Arizona State University	Tempe, AZ	Ph.D.	Curriculum & Instruction	Dec. 2005
Univ. of Arizona	Tucson, AZ	M.A.	Library Science (ALA Accredited)	Dec. 2001
Northern Arizona Univ.	Flagstaff, AZ	B.S. Ed.	Social Studies, Secondary Ed.	Dec. 1996

B. PROFESSIONAL EXPERIENCE

1. Associate Professor, Director of Accreditation and Operations, and Director, School Library Media Certificate Program

MONTANA STATE UNIVERSITY, DEPARTMENT OF EDUCATION

Bozeman, MT– July 2014–present (30% administrative appointment August 2016–May 2020, tenured and promoted May 2017)

2. Clinical Associate Professor and Assistant Division Director

ARIZONA STATE UNIVERSITY, MARY LOU FULTON TEACHERS COLLEGE

Tempe, AZ – July 2011–June 2014

3. Adjunct Instructor, Library Science

UNIVERSITY OF ARIZONA, SCHOOL OF INFORMATION RESOURCES AND LIBRARY SCIENCE

Tucson, AZ – 2010–2011

4. Assistant/Associate Librarian, Education Subject Specialist

ARIZONA STATE UNIVERSITY LIBRARIES

Phoenix, AZ – 2006–2011 (continuing appointment and promoted May 2010)

5. K-12 Positions

- a. CHOLLA MIDDLE SCHOOL (Teacher and Librarian), Phoenix, AZ – 2000–2006
- b. CATALINA VENTURA ELEMENTARY SCHOOL (Teacher), Phoenix, AZ – 1999–2000
- c. YUMA HIGH SCHOOL (Teacher), Yuma, AZ – 1997–1999

C. PUBLICATIONS (*Peer Reviewed, +Authored with Graduate Student):

1. **Ewbank, A.** (April 2019). Political advocacy: Extending school librarian leadership. *School Library Connection*.
2. *Ellsworth, A. & **Ewbank, A.** (Spring 2019). How rural schools can learn from Finland. *Literacy Voices: The Journal of the Montana State Reading Council*.
3. **Ewbank, A.** (2019). *Political Advocacy for School Librarians: Leveraging Your Influence*. Santa Barbara, CA: ABC-CLIO.
4. + Johnson, S. & **Ewbank, A.** (2018). Heuristics: An approach to evaluating news obtained through social media. *Knowledge Quest*, 47(1), 8–14.
5. ***Ewbank, A.** (2016). Mentoring students in CPED-influenced doctoral programs. In J. A. Perry (Ed.) *The Ed.D. and the Scholarly Practitioner: The CPED Path*, 65–77. Charlotte, NC: Information Age Publishing.
6. **Ewbank, A.**, Masland, J.T., & Zabriskie, C. (2016). Library issues at the federal level: An introduction to ALA’s Washington Office and the Committee on Legislation. *Political Librarian*, 2(1), 11–16.
7. **Ewbank, A.** (2016). Student privacy in the age of Big Data. *Knowledge Quest*, 44(4), 6.
8. ***Ewbank, A.** (2015). Library Advocacy Through Twitter: A Social Media Analysis of #savelibraries and #getESEArigh. *School Libraries Worldwide*, 21(2), 26–38.
9. +***Ewbank, A.** & Kwon, J. (2015). School Library Advocacy Literature in the United States: An Exploratory Content Analysis. *Library and Information Science Research* 37(3), 236–243.
10. ***Ewbank, A.** (2015). Union-active teacher-librarians and school library advocacy: A modified case study of the British Columbia Teacher-Librarians’ Association and the British Columbia Teachers’ Federation. *School Library Research*, 18, 1–23.
11. +*Hollis, M., Aletheiani, D, Carlson, D, & **Ewbank, A.** (2014). “Keeping up the good fight”: The said and unsaid in Flores v. Arizona. *Policy Futures in Education*, 12(2), 242–261.
12. *Wetzel, K.A. & **Ewbank, A.D.** (2013). Conceptualizing the innovation: Factors influencing doctoral candidates’ interventions in the action research dissertation. *Educational Action Research*, 21(3), 392–411.
13. *Foulger, T. S., **Ewbank, A. D.**, Carter, H. L., Reicks, P., & Darby, S. (2013). License to drive: Safe social networking use in innovative schools. *LEARNing Landscapes*, 6(2), 97–107.
14. ***Ewbank, A.D.**, Foulger, T.S., & Wetzel, K.A. (2012). Novice Researchers Find their Power: Using Technology to Support the Development of Doctoral Students. *International Journal of Technology in Teaching and Learning*. 8(2), 118–134.
15. **Ewbank, A.**, Guy, M., Tharp, J., & Welty, E. (2011). Collaboration and connection: A university outreach program for high school librarians and teachers. *Library Media Connection*, 30(2), 28–30.
16. ***Ewbank, A.** (2011). Advocacy for the school library media profession: Results of a U.S. national survey. *School Libraries Worldwide* 37(2).
17. ***Ewbank, A.** (2011). Values-oriented factors leading to retention of school librarian positions: A school district case study. *School Library Media Research*, 14.
18. **Ewbank, A.** (2010). Surviving the Recession: Fostering environments that support school librarians. *School Library Monthly*, 27(3), 54–56. (Reprinted in *Synergy: The Journal of the School Library Association of Victoria (Australia)*, June 2011).
19. Shell, L., Duvernay, J., **Ewbank, A.**, Konomos, P., Leaming, A., & Sylvester, G. (2010). A comprehensive plan for library support of online and extended education. *Journal of Library Administration*. 50(7), 951–971.

20. **Ewbank, A.**, Foulger, T., & Carter, H. (2010). Red Bull, Starbucks and the changing face of teacher education. *Phi Delta Kappan*, 92 (2), 25-28.
21. *Jimenez-Castellanos, O., Barnett, J., & **Ewbank, A.** (2010). Arizona's reversal of fortune to no longer require educational spending to be tracked at the school level: A historical legislative analysis. *eJournal of Education Policy*.
22. **Ewbank, A.** (2010). Beginning a dialogue about how teacher-librarians advocate for the profession: Implications of a national survey. *Teacher Librarian*, 37(3), 87-89. (Reprinted in *Synergy: The Journal of the School Library Association of Victoria (Australia)*, December 2011).
23. **Ewbank, A.**, Foulger, T., Carter, H., & Kay, A. (2010). Conceptualizing codes of conduct in social networking communities. In H. Yang & S. Yuen (Eds.) *Collective Intelligence and E-Learning 2.0: Implications of Web-Based Communities and Networking*, 27-43. Hershey, PA: IGI Global.
24. ***Ewbank, A.** (2009). Education library 2.0: The establishment of a dynamic multi-site liaison program. *Education Libraries*, 32(2), 3-12.
25. *Foulger, T., **Ewbank, A.**, Kay, A. Osborn Popp, S., & Carter, H. (2009). Moral spaces in MySpace: Preservice teachers' perspectives about ethical issues in social networking. *Journal of Research in Technology Education*, 42(1), 1-28.
26. **Ewbank, A.** (2008). Elimination of teacher-librarians in Mesa, Arizona: A need of advocacy. *Teacher-Librarian*, 36(2), 8-9.
27. Leaming, A. **Ewbank, A.**, Liu, Q., & Gabbard, R. (2008). Sichuan, China, and Confucius in Arizona: Promoting global understanding through a library exhibition. *Journal of East Asian Libraries*, 146, 44-48.
28. Carter, H., Foulger, T., & **Ewbank, A.** (2008). Have you Googled your teacher lately? Teachers' use of social networking sites. *Phi Delta Kappan*, 89(9), 681-685.
29. **Ewbank, A.**, & Moreillon, J. (2007). Is there a teacher-librarian worldview? This we believe... *Knowledge Quest*, 36(1), 12-15.
30. **Ewbank, A.**, & Moreillon, J. (2006). The 65% Solution is no solution for schools or library media centers. *School Library Media Activities Monthly*. June, 22-24.

D. PRESENTATIONS

Over 80 professional presentations related to political library advocacy, organizational development and building influence, intellectual freedom, innovations in doctoral education, high school to college transition, information literacy, children's/young adult literature, and educational technology.

E. GRANTS RECEIVED

1. US Department of Education, 2019-2024, Teacher Quality Partnership Program, *Addressing Rural Recruitment and Retention in Montana*. \$3,118,072. (Principal Investigator),
2. Montana State University Research Expansion Funds, 2019-2020, *Building Capacity, Collaboration, and Innovation in Rural Education Research and Practice*, \$97,294. (Co-PI).
3. Montana State University, College of Education, Health and Human Development, Transformational Teaching Mini-Grant, 2018, \$2,322, *Transforming Study-Abroad: Bookmaking as a Reflection and Celebratory Experience*. Co-PI.
4. Montana State University, College of Education, Health and Human Development, Integrating Research, Teaching, and Community Engagement Mini-Grant, 2017, \$8,250, *Lessons Learned from Finland's Approach to K-12 and Teacher/School Librarian Education: An Integrative Project*, Co-PI.
5. Co-PI, Montana State University, College of Education, Health and Human Development, Transformational Teaching Mini-Grant, 2016, \$3,000, *Exploring Signature Pedagogies to Strengthen the EdD*.
6. Montana State University: Faculty Excellence Grant, 2015, \$5,000. *School Library Advocacy Stories of Montana*.
7. American Association of School Librarians: Capstone Research Grant, 2012, \$2,500. *The Role of Teacher Unions in School Library Advocacy: A Case Study of the British Columbia Teacher-Librarians' Association and the British Columbia Teacher's Federation*.
8. Arizona State Library, Archives and Public Records: Library Services and Technology Act, 2010, \$30,750. *Collaboration and Connection: High School and University Teachers and Librarians Supporting Students' Transitions*, Co-PI.
9. Arizona State Library, Archives and Public Records: Library Services and Technology Act, 2009, \$14,500, *Pathways to ICT Proficiency: Statewide Databases Training for International Baccalaureate Teachers and Students*, Co-PI.

ACADEMIC AWARDS/HONORS/FELLOWSHIPS

2018	Champion Award	Montana Library Association
2017	Outstanding Faculty in Outreach/Engagement	MSU, College of EHHD
2012	Rosenzweig Distinguished Contribution	Arizona Library Association
2009	Mover and Shaker	Library Journal
2006	Intellectual Freedom Award	Arizona Library Association
2005	Intellectual Freedom Award	American Association of School Librarians
2003	Follett School Librarian of the Year	Arizona Library Association
2002	Lamp of Learning Award	Washington School District
2001	Employee of the Month	Washington School District
1999	Recognition Pin Recipient	Yuma Union High School District