

LORELLI NOWELL - PHILOSOPHY OF EDUCATIONAL LEADERSHIP

Serving as a mentor and educational leader for my colleagues, students, and peers is the most satisfying and rewarding part of my academic work. During my years as a graduate student, postdoctoral scholar, and now as an assistant professor, I have appreciated working alongside my peers and mentors to grow, develop, and push the boundaries of teaching and learning practices.

My philosophy of educational leadership begins with a belief that teaching and learning is enhanced through the **creation of teaching and learning communities**. Through my educational leadership I aim to bring together people with diverse perspectives to engage in authentic, meaningful, and productive conversations, based on shared understanding, collaborative learning, and respect for one another. It is through these teaching and learning communities, and leveraging individuals' experiences, knowledge, and unique ideas about the world, that significant challenges related to teaching and learning in higher education can be tackled and overcome. My commitment to creating teaching and learning communities is demonstrated through the various ways I work with, mentor, and learn from cross-disciplinary students, teachers, practice partners, and educational leaders to foster more meaningful and enriching teaching and learning experiences. Whether I am leading teaching and learning research, facilitating teaching and learning workshops, supporting the development of institutional teaching and learning resources, or serving on faculty or institutional teaching and learning committees, my intention is to create and contribute to the development of meaningful and productive teaching and learning communities.

In my educational leadership practice, I look for and engage in opportunities to **address current and relevant issues in ways that result in actionable change** in teaching and learning practice. I thrive when I can identify real world teaching and learning problems and contribute to solutions that are evidence-based, student-focused, and user friendly. My dedication to addressing relevant issues in actionable ways is shown in how I have created professional learning and development opportunities based on identified needs, led and supported the development of open access teaching and learning resources, and contributed my expertise to support teaching and learning practices beyond my faculty and academic settings.

Not unlike teaching and learning, educational leadership is a process that requires **ongoing practice and feedback**. I believe it is imperative that educational leaders continue to grow and develop their leadership practices through meaningful self-reflection. I intentionally gather formative and summative feedback from colleagues, students, and leaders to continually improve my educational leadership practice. I critically reflect on and share my insights through meaningful conversations with educational leaders in my faculty, fellow Teaching Scholars, and teaching and learning leaders from other institutions to further my development as an educational leader.