

*Applicant Diversity Statement*  
*Full-Time Professor, School of Business*

It is my belief that all Post-Secondary Education institutions, their employees, support staff, students, and partners all have a responsibility to improving the quality of life for members of the communities in which they serve. Algonquin College in particular has become a leader in developing policies, such as HR 24 Equity, ensuring stakeholders understand the impact that commitment to diversity, inclusion, equity and social justice can have on the economic and personal growth outcomes of everyone the policy concerns. It is with pleasure that I submit this diversity statement for your review as part of my application process.

As a British born, white, educated, wealthy Canadian woman, I am just beginning to recognize and acknowledge my privilege and its related power to either engage others or cause further harm.

Teaching

My first project at Algonquin College was a partnership with Citizenship and Immigration Canada to create a bridging program for new Canadians seeking employment in Ottawa. Working closely with this cohort gave me immediate insight into the barriers faced when hiring managers used unnecessary screening benchmarks when assessing applicants with International education and work experience. I recognized that I used to be one of those managers, quickly dismissing applicants if they did not appear confident, or had unfamiliar workplaces listed on their resumes. I developed a workshop to help managers question and revise hiring practices such as:

- Value what problems the applicant has solved more than where
- Consider spelling inaccuracies in resumes in context of the applicants' first language and culture
- Recognize customers' need to feel culturally understood when dealing with high stress transactions

Most of my teaching is to prepare graduates for a career that has been mostly white male-dominated. My career in this industry prior to joining Algonquin taught me that people who demonstrate deep empathy, like helping others, and can translate complex ideas into engaging stories make wonderful candidates for this career. In an effort to help young women and men in my classes to select this career, I invite Professionals from a variety of backgrounds, ages, gender identity as guest and panel speakers. In

my stories and workplace examples, I use he, she, and they interchangeably to describe Managers, Leaders and Professionals in the field.

I attended a LGBTQ2S seminar and was very uncomfortable with many of the topics covered in the session, mostly due to my feelings of embarrassment and ignorance of the experiences of people who identified with these communities. I left feeling somewhat impotent, as I could not think of anything constructive that I could do. I recently reviewed a in-class assignment that I use to walk learners through a typical young family's experience in this profession. This summer, I re-wrote the assignment, changed the names and used non-gendered pronouns, replaced birth with adoption; allowing the reader to decide for themselves who the couple are. If the learner can connect and empathize with the couple, they are more motivated to make good choices with the service they offer.

### Research

As one of the Coordinators in a larger Program cluster, I have been collecting gender data for the past three years to understand what motivates learners to select one major study area and therefore career path over others. I have been looking at friend and family influence, role models in the career, and impact of Professors and subsequent content of the courses. In this work, I have started purposefully selecting images for banners, course brochures, and marketing material that better reflects diversity and includes a variety of persons.

Other research projects include ACIF funded research on the new Canadian experience at Algonquin College, studying the invisible barriers in the application, academic advising, PLAR, classroom, and career support offered to new Canadian and International students.

### Service Activity

I am currently a steering committee member of the Leadership Development for Women Community of Practice, the Inclusion and Diversity Circle, and provide ongoing coaching and support to faculty in my role with Learning and Teaching Services.

I developed and led an initiative to encourage young women to aim for executive level positions in a project that had Cheryl Janzen trade roles with the Student Association President, Sara.

I led a team of learners to collect hundreds of items of clothing for Dress for Success Ottawa, a project that highlighted the effect of low income on interview and career potential for women.

In my role as Program Coordinator, I have led workshops on using knowledge of economic circumstances to change future outcomes, specifically women taking control of their finances.

### Development for the Future

I recently completed an Intercultural Development Inventory with support from Sarah Gauen, Inclusion and Diversity Specialist with Algonquin College. While initially confused and troubled by my results, (if I'm comfortable, I'm not learning), I continue to work with the reflection assignments associated with the feedback provided in this activity. From examining my own cultural background to showing curiosity about the backgrounds of my close friends, I feel more wholehearted in my self and interactions.

I am very interested in the idea of Indigenization of my teaching and learning practices. I am motivated by my work with the I&D Circle to learn more about what this can look like in a classroom and in my meetings with peers.

This year, the I&D Circle plans to deliver a "powerful week in February to raise awareness of the impacts of anti-black and anti-Indigenous racism". I am uncomfortable with this area of experience, which I think is a great start.