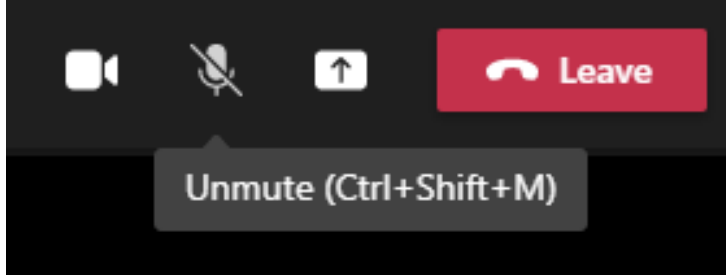


**I ▼ ONE-MINUTE
ELEVATOR PITCHES ▲ 2**

Your Research and Scholarship: One-Minute Elevator Pitches

- Brief introduction
- Remember to unmute



- **One minute!**

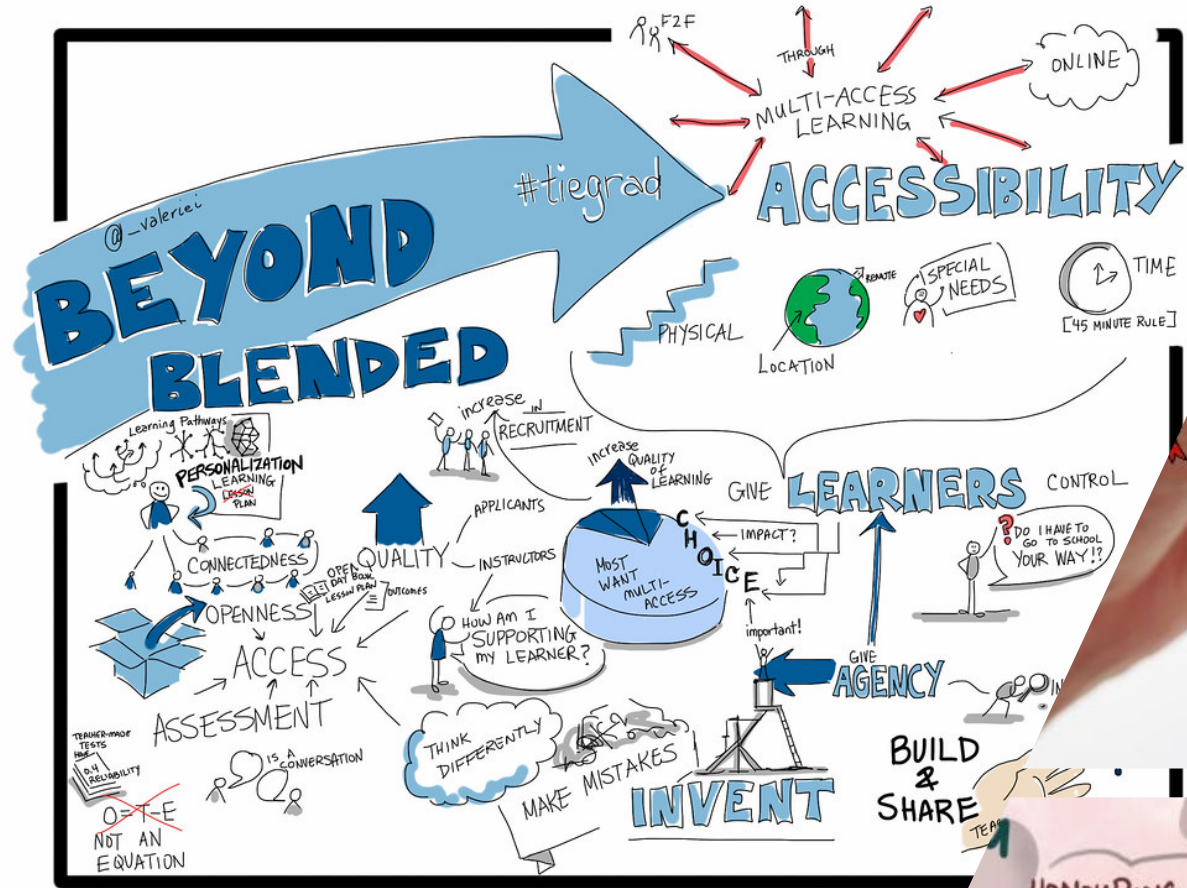


Geoffrey Callaghan

THE TENSION

- We are told we have a right to dissent.
- We are told that the legitimacy of a decision is connected to the way it was produced.
- Does this mean that our right to dissent is a procedural right?





Lorna (Lorie) Stolarchuk
 Office of Open Learning
 lorie@uwindSOR.ca



Background



Current Research



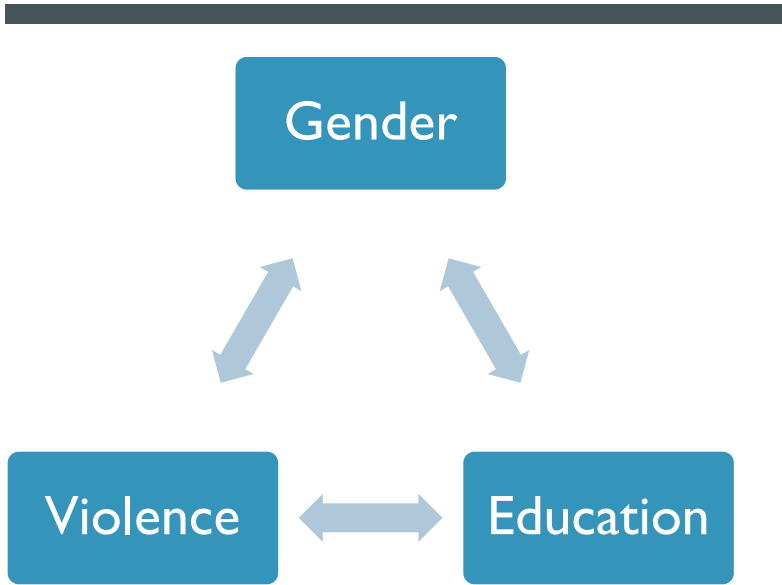
Research Interests



Naved Bakali

Future Directions





if a non-indigenous teacher wants to do spiritual things (prayers, songs, smudge) they should have someone indigenous there to help them or to support them.
 not just someone standing by their indigenous, someone who is well known
 Praying

Allie: I think overall this theme really did capture a lot that I think about when discussing power and privilege both inside and outside the classroom

Leigha: I think that the process of unlearning our privilege (both educators and students) is part of the piece we need to continue to develop. Educators tend to be people who succeeded in the typical classroom environment and part of our responsibility is to make space for other voices and others stories.

Logan: Not missed or overlooked, I just found that this was fundamental to other themes. Acknowledging and navigating power and privilege sets the foundation for managing respectful conversations.

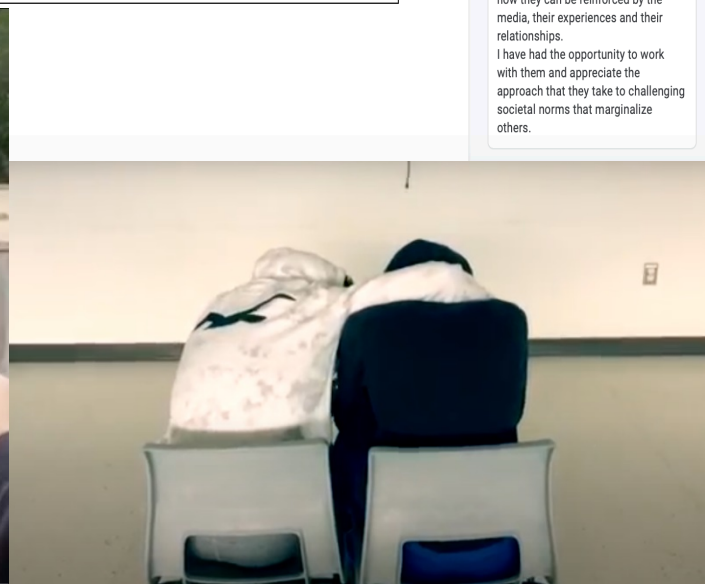
Ben: Not sure about overlooked, but to summarize: I think the Youtube-sphere out there looking to convince kids that privilege is a left-wing conspiracy is actually quite powerful these days; as someone else mentioned we're not teaching to "blank slates" as much as we may have been 10-15 years ago. The positionality of the teacher matters a lot. How we teach about these things to mixed groups is really important - one person noted doing a privilege walk recently, and someone told me once to be cautious about those...while they may be eye-opening for people who are more privileged, they can make other folks into props for those people's learning. I realized I hadn't considered that in my quest to open the eyes of the more privileged. I've also encountered some well-deserved (in my opinion) skepticism about the notion that the way to fight oppression is to educate the oppressors. Although in a sense that is what I continue to do so obviously it's complicated :)

Anonymous
Apr 6, 2020

Emerson: I don't know if it's "unlearning" our privilege that needs to happen. For me, I might just be caught up in the terminology, but unlearning implies that we need to forget it. Rather I think we (society/teachers/educators) need to learn about it more not less. Learning is recognizing it and it's impact on our lives. I don't know if there will ever be a time when privilege doesn't exist in some form or another.

Anonymous
Apr 8, 2020

I appreciate your comment. I am in part referencing a great company called unLearn that challenges everyone to develop an equity lens by thinking critically about their unconscious biases and examining how they can be reinforced by the media, their experiences and their relationships. I have had the opportunity to work with them and appreciate the approach that they take to challenging societal norms that marginalize others.



CATHERINE VANNER

Kemi Anazodo, PhD

Assistant Professor,
Organizational Behaviour
and Leadership
Odette School of Business,
Management Area

Research

“Giving voice to marginalized persons in employment”

- ▶ Justice-involved persons (i.e. formerly incarcerated, criminal record, arrest), employment experiences
 - ▶ Male and/or Female Institutions
 - ▶ Work-release Programs
 - ▶ Employer Perspectives
 - ▶ Social Networks
- ▶ Religious Refugees
- ▶ Sex workers - social and employment integration
- ▶ COVID-impacted persons
 - ▶ Essential Service Workers (justice system)
 - ▶ Dual-Career Professional Couples

Teaching

- ▶ Organizational Behaviour, HR, Leadership
- ▶ Service Learning

One-Minute Elevator Pitch

Kristy Smith



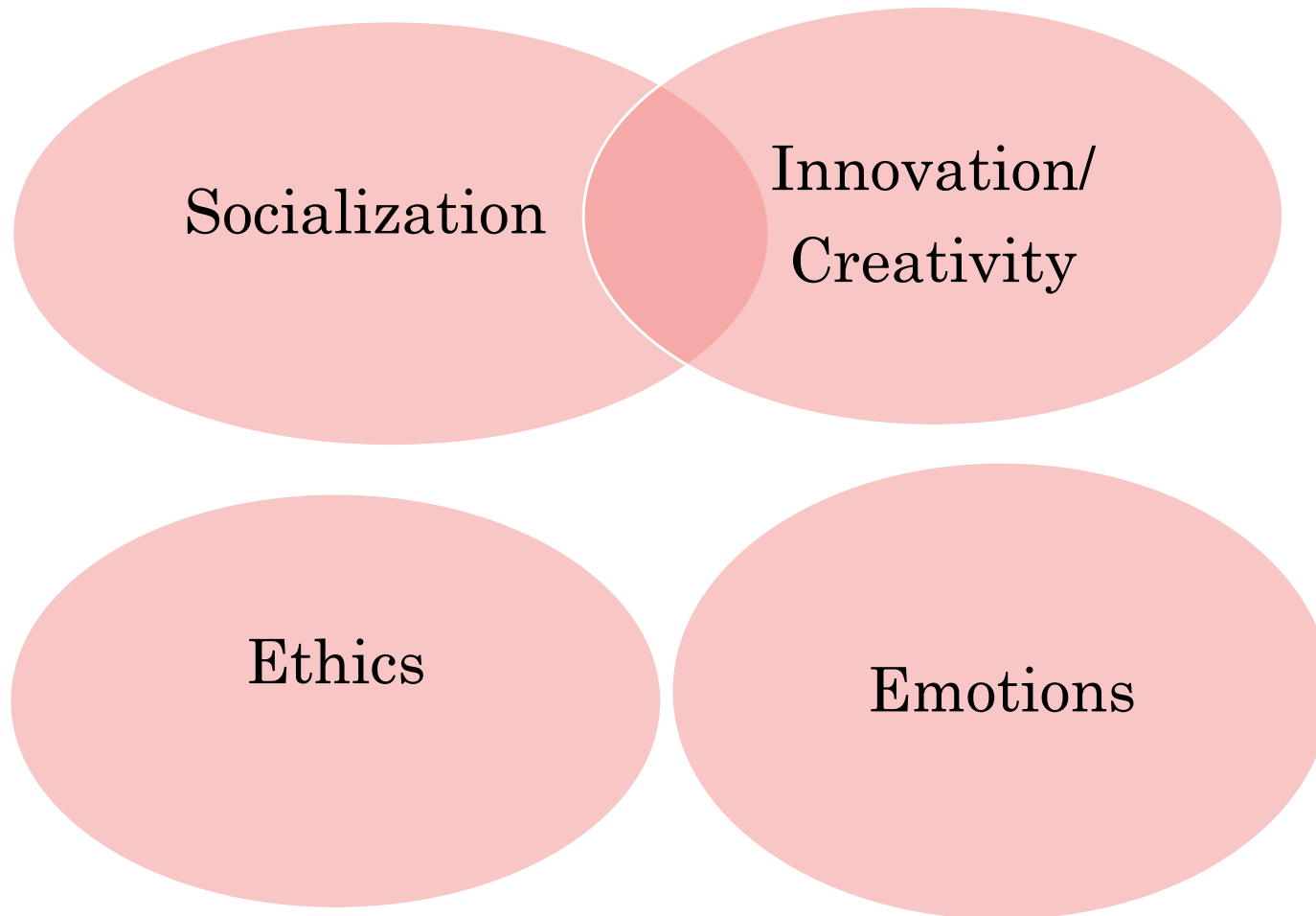
Summer 2021



Research Profile Presentation

Lucas Dufour

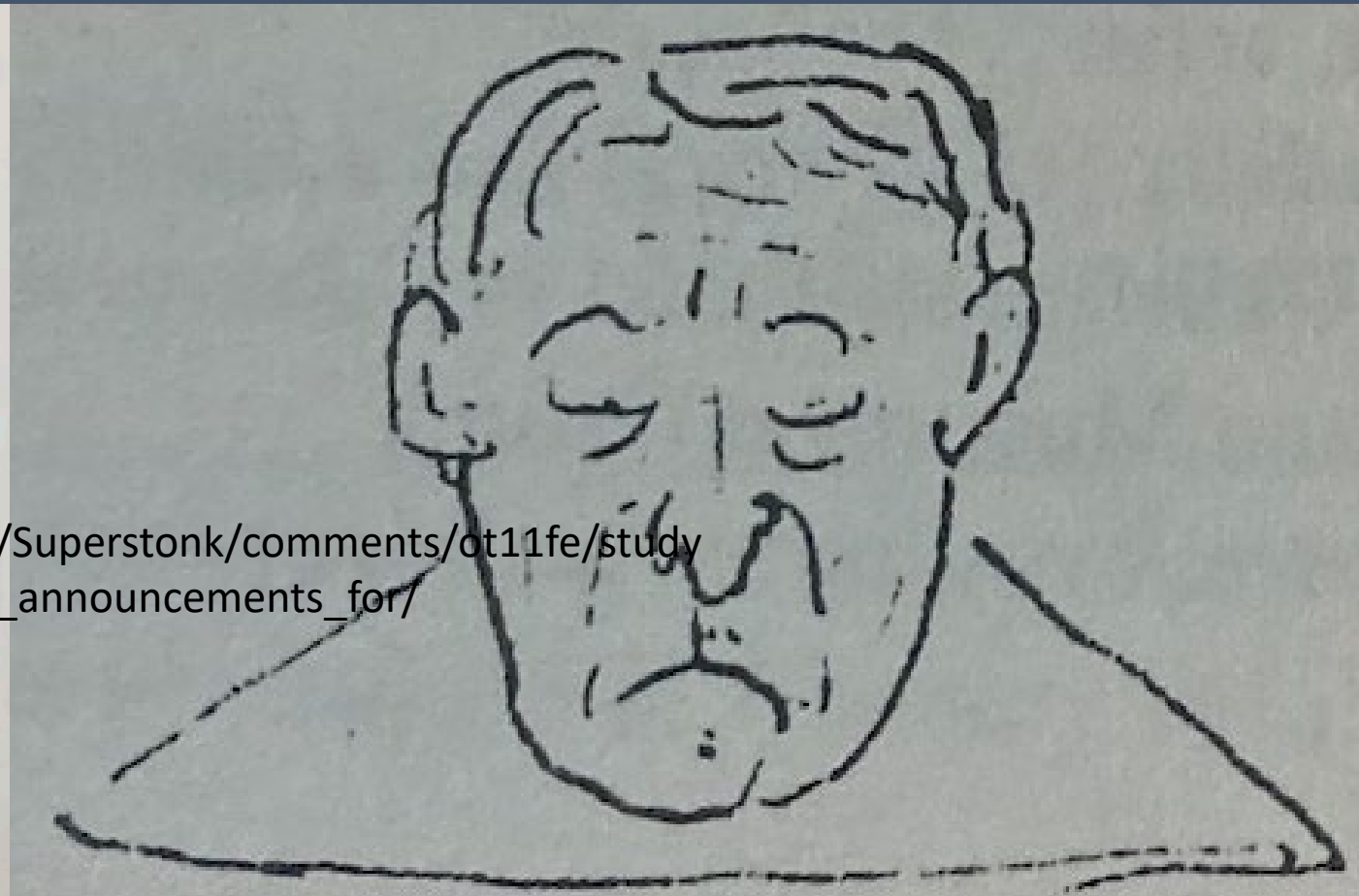
Research Streams



Siegfried Sassoon: Kinship and Commemoration 1914-1945



https://www.reddit.com/r/Superstonk/comments/ot11fe/study_from_texas_am_on_how_announcements_for/



S.S. cogitat

CHANTAL BOUCHER, Ph.D., C.Psych.



University
of Windsor

Assistant Professor, Certified Clinical Psychologist
Department of Psychology

Research Interests

Memory, emotion, self-reflection, and clinical applications

(Meta)cognitive mechanisms that promote adaptive self-reflection, emotion change, psychological closure, trauma resolution



Clinical Interests

Psychotherapy intervention and supervision

Anxiety, mood, trauma, and personality disorders

Person-centered, culturally-responsive, integrative approaches to suit individual needs, strengths, and values



Tomorrow....

Explain Yourself!

- Performance Evaluation:
Tenure and Permanence
Track
- Documenting Your Impact:
Teaching Dossiers
- Going Public Panel
- Closing Remarks

