TEACHING DOSSIER

of

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April 2026

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1. TEACHING INTERESTS

I am currently a Postdoctoral Fellow and Adjunct Professor at the University of Guelph, with interdisciplinary training in geography and environmental studies. I began teaching in higher education during my doctoral studies at Toronto Metropolitan University, where I worked as a teaching assistant and co-instructor in courses on sociology of food and food policy. I have since taught as a Contract Lecturer at Toronto Metropolitan University and as a Sessional Faculty member at the University of Toronto, independently designing and delivering undergraduate courses in environmental studies, geography, and food systems.

My teaching experience includes courses such as *Campus and Community Food Systems Praxis*, *Social and Cultural Dimensions of Food*, and *Geographies of Health*, where I have been responsible for course design, lecturing, assessment, and mentoring students. Across these roles, I have taught in interdisciplinary programs and worked with diverse student populations, incorporating applied, community-engaged, and research-based learning approaches into my courses.

My teaching interests include environmental governance, urban sustainability, resource management, and food systems, with particular attention to the social and policy dimensions of environmental decision-making. I am especially interested in contributing to and developing courses to expand my teaching experience in environmental impact assessment, community-based research methods, and urban environmental systems, as well as integrating experiential and field-based learning opportunities into both undergraduate and graduate teaching.

2. TEACHING STATEMENT: PHILOSOPHY & APPROACH

Teaching Statement
My teaching is grounded in the belief that students are active participants in shaping the communities and systems in which they live. I approach the classroom as a space where students critically engage with environmental and social challenges, examine structural inequalities, and develop skills for collaborative, community-based problem solving. Drawing from traditions in *critical pedagogy* (Wink, 2005; Boronski, 2022) and *community-engaged scholarships* with a focus on justice and critical theory (Gordon da Cruz, 2017), my teaching invites students to connect academic theory with lived experience and practice to understand their own role in shaping social and policy change.

Teaching Philosophy and Pedagogical Approach
My teaching is grounded in two commitments: (1) learning is relational, place-based, and experiential, and (2) students bring knowledge, lived experience, and cultural memory that are essential to collective learning. I facilitate learning environments where students work collaboratively, examine power relations, and reflect on how larger political and economic systems structure space, policy, health, and well-being. I encourage students to identify themselves as participants *in* these systems rather than as observers outside them. This perspective fosters a sense of social responsibility and political agency, as well as belonging, which I believe to be key components of civic engagement and leadership. My courses often include assignments that are immersive and action-oriented, encouraging students to build hands-on skills while critically engaging with course literature. For example, I include assignments that involve qualitative research methods (where REB approval is possible), such as photovoice or semi-structured interviews. I encourage students to engage in diverse forms of media, such as photography, film, illustration (zines), in addition to traditional essay writing, to explore their emerging ideas and to build connections with course content. I feel these pedagogical choices help students connect broader concepts (such as social determinants of health, justice and equity, neoliberalism or democracy) to the everyday realities of local governance and community action.

Examples of Teaching in Practice
In the course *ENV381H1Y: Campus and Community Food Systems Praxis* within the School of Environment at the University of Toronto (see Appendices), students engaged with readings on power, governance, and food system equity and learned about civic engagement through exposure to food system activism and advocacy taking place on campus. This course viewed the 'campus food system' as a microcosm of broader Canadian food and environmental systems. It engaged students in an action research project, which involved volunteering with a student-led initiative and identifying barriers to equitable food access on campus. Students engaged with student-led initiatives such as campus gardening projects and rooftop urban agriculture, as well as meal programs and food banks, through facilitated tours and presentations. In the course, I also led students in off-campus tours and walking lectures with leaders of community initiatives, showcasing how community agency challenges structural barriers in real-life spaces and activities. These engagements helped translate their knowledge of power, governance, and justice into a final assignment that could take the form of a zine, podcast episode, mini documentary*, or* traditional essay, if preferred. These assignments enabled students to explore how divergent media forms can influence broader society. Students described this experience as the first time they were able to draw connections between theory, civic action and the stresses they experience in their everyday lives.

Another example includes assignments from the course *FND401: Social and Cultural Dimensions of Food* within the School of Nutrition at Toronto Metropolitan University. In this course, I encouraged students to step outside their conventional clinical practice and consider how geography, urban

development, planning, gentrification, and immigrant settlement shape food access in urban environments. Through a photovoice assignment, students were to walk for 1 hour within a 1-2 km radius of their home, work, or school to observe and capture on film or video the "food environment" they are exposed to daily. Students were to critically assess *who* had access to food, the *types* of food that are available to the residents of those communities (considering population demographics), and to compare the *realities of food access* to the dietary recommendations often encouraged within their practice. They were also encouraged to observe areas of contention, resistance, or mutual aid represented in their communities. Through their observations and critical enquiry, students drew connections between the hegemonic influence of the industrialized food system, the inequities present and persistent on the community level, and the forms of civic engagement and mobilization in response to food system injustice. Another assignment involved conducting semi-structured interviews with newly immigrated community members (with REB approvals) about their lived experiences with immigration, food access, cultural connections to food, and food (in)security in Canada. Students shared that in their dietetics program, this was the first time they were encouraged to consider the realities they will face in their future practice and that food guidance alone is not enough to ensure population health.

Through community-based research and reflective analysis, students identified how civic participation shapes health outcomes and how local planning processes can reinforce or disrupt inequality. Across these courses, I encouraged students to bring their own histories and community knowledge into the classroom. Many of my students are first-generation scholars, international students, and students from immigrant or working-class families. For them, the everyday experience of navigating institutions is a form of expertise and insight, and I treat it as such. By validating the knowledge students bring, I foster classrooms grounded in belonging, recognition, and mutual respect.

Future Teaching

I am well prepared to contribute to a broad range of undergraduate and graduate teaching in the Department of Geography and Environmental Studies at Wilfrid Laurier University. At the undergraduate level, I am prepared to teach courses such as Introduction to Human Geography, Introduction to Sustainability, Environment, Sustainability and Society, Environmental Impact Assessment, Global Food Systems, and Foundations for Community Engagement and Service. At the graduate level, I am prepared to contribute to GG690: Geographic Thought and Methodology, GG700: Research Seminar, and GG620: Human Geography. Across these courses, I bring an approach that foregrounds the social, institutional, and spatial dimensions of environmental decision-making, supporting students in critically evaluating how policies and planning processes shape environmental and resource outcomes across diverse communities.

Looking ahead, I will continue to develop my teaching through experiential, community-engaged, and applied approaches that align closely with Laurier's strengths in interdisciplinary and community-focused education. Building on my experience developing and leading community-based food programs and research partnerships, I prioritize field-based and project-based learning that connects students with local organizations, municipal actors, and community groups. These collaborations create meaningful opportunities for students to engage directly with real-world environmental challenges while developing skills in research design, critical analysis, and knowledge mobilization.

My teaching is explicitly grounded in principles of equity, diversity, and inclusion. I design learning environments that recognize diverse forms of knowledge and lived experience as essential to understanding environmental issues. This includes incorporating flexible and multimodal assessments, scaffolded assignments, and community-based research opportunities that encourage students to engage critically with questions of power, positionality, and responsibility. I also emphasize ethical approaches to community engagement, particularly when working with equity-deserving communities, ensuring that students develop not only analytical competencies but also a strong sense of accountability in their work.

As demonstrated in the sample syllabus included in my application, my courses are structured to integrate theory and practice through scaffolded learning, applied assignments, and diverse forms of assessment. Through these approaches, I support students in developing both the conceptual and practical skills needed to navigate complex environmental and social systems. I am excited to contribute to a teaching environment that values interdisciplinary learning, experiential education, and equity-focused pedagogy, and to support students in developing the knowledge and skills needed to address contemporary environmental challenges.

References:

Boronski, T. (2022). *Critical pedagogy: An exploration of contemporary themes and issues*. Routledge.

Gordon da Cruz, C. (2017). Critical community-engaged scholarship: Communities and universities striving for racial justice. *Peabody Journal of Education, 92*(3), 363–384. https://doi.org/10.1080/0161956X.2017.1324661

Wink, J. (2005). *Critical pedagogy: Notes from the real world.* Pearson, Allyn & Bacon.

3. SELECT TEACHING EXPERIENCE

Course/Year/ Institution/Level	Enrol	Duties & Responsibilities	Course Description
COURSE INSTRUCTION & COURSE DEVELOPER			
ENV381H1Y: Campus and Community Food Systems Praxis (F2024-W2025); Geography & Environmental Studies, University of Toronto; Undergraduate, Year 3 & 4.	5*	Full responsibility of course development (novel course); Delivered in-person lectures and facilitated site visits with campus and community partners; Graded all assessments; facilitated regular office hours and flexible virtual check-ins with students; Managed Quercus course shell; Secured EDI and experiential learning funding to support BIPOC guest speakers and excursions. **This course was a novel experiential learning course that had been developed in preparation for a new program on sustainability at the University of Toronto. The enrollment was kept low intentionally by the department.*	The industrial food system is a key propellant of the unprecedented, interconnected socio-ecological crises we face today. Yet a rich diversity of food systems alternatives – from sustainable and regenerative through to community-based and de-commodified– demonstrate the power of food systems to contribute to more socio-ecologically just worlds. In this class, we'll aim to build on and contribute to these efforts through critical food systems praxis – or, the process of learning, action, and reflection. Students will have the opportunity to engage in an applied food systems research project with a campus or community partner while also gaining hands-on experience in food growing, preserving, and preparing. The projects available will range across the social and biophysical sciences; for example, experiments with agroecology and regenerative food systems or engagement with food sovereignty movements and local food policies. Students will also have opportunities to reflect on the role of experiential learning, interdisciplinary community-engaged research, and action in effecting positive social and ecological change.
FND 401: Social & Cultural Dimensions of Food (F2024); School of Nutrition, Toronto Metropolitan University; Undergraduate, Year 4.	112	Delivered in-person lectures; Developed syllabus; Graded all assessments; Facilitated regular in-person office hours and flexible virtual check-ins with students; Managed D2L course shell; Submitted REB for course integrated qualitative research methods; Coordinated the use of campus kitchens and food ordering.	Students will critically examine the socially constructed meanings of cuisine, culture, multiculturalism, race, and ethnicity. The cultural impact of Canadian immigration trends provides the backdrop for a major project that enables students to explore diversity through cuisine. Building upon an understanding of the multiple determinants of health, students will examine the impact of factors such as identity, social norms and economic, political and environmental circumstances on food selection. This course challenges students to critically explore and develop understandings of complex issues such as racism and stereotyping in food and nutrition practice and research, food and power relations, and the cultural construction of norms and ideals.

GEOG716: Geographies of Health (F2023); Undergraduate; Geography & Environmental Studies, Toronto Metropolitan University; Undergraduate, Year 3 & 4.	38	In-person lectures and hybrid tutorials; Developed existing syllabus framework; Graded all assessments; Facilitated regular in-person office hours and flexible virtual check-ins with students; Managed D2L course shell.	This Upper-Level Liberal Studies course investigates both the complexity of what we call health and disease, and the multiplicity of approaches with which health and disease are investigated and understood by geographers. Students learn to recognize the many ways in which individuals and groups alter and adapt to their multiple environments, thereby shaping their own health. Understanding how spatial data about disease and death is presented enables students to assess health information available on the web.
CO-INSTRUCTION			
SOC808: Sociology of Food and Eating; (F2021); Department of Sociology, Toronto Metropolitan University; Undergraduate, Year 2 & 3.	28	Supported lead instructor with rubric development; Graded assessments; Delivered select lectures; Managed D2L course shell; Led in-person cooking workshop.	This course provides insights on social, historical and economic processes that shape what and how we eat. Assigned sets of readings, podcasts, short videos, and a field-based experiential group outing is used to complement course material and provide an active learning environment. Assessments include a scaffolded literature review essay, an experiential learning reflection paper, and a scaffolded group project tracing the supply chain path of a food item. Student also were graded on attendance and participation in class.
TEACHING ASSISTANT			
GUEST LECTURES			
GEOG 6340: Human Environment Relations (W2026); Geography, Environment and Geomatics, University of Guelph; Graduate.	12	*Food system paradigms: 'Neo-Liberal' or 'Community-Driven' Human Food System Environments*: In this guest lecture, I discussed the influence of neoliberalism on shaping food systems and civic engagement, and the spectrum of food system paradigms and community-driven responses to food system and environmental crises within a neoliberal, globalized, and corporatized landscape. I drew on examples from my own experiences working in the social sector and through my community-engaged research practice.	
GEOG 3320: Food Systems: Security and Sustainability University of Guelph (F2025); Geography, Environment and Geomatics University of Guelph; Undergraduate, Year 3 & 4.	82	*Role of Community Based Organizations:* In this guest lecture, I discussed the influence of neoliberalism on shaping food systems and civic engagement, and the spectrum of food system paradigms and community-driven responses to food system and environmental crises within a neoliberal, globalized, and corporatized landscape. I highlighted to the role of community-based organizations in improving food access, highlighting examples from my own experiences working in the social sector and through my community-engaged research practice.	
EUS 850: Sustainability in Organizations (W2024); Geography & Environmental Studies, Toronto Metropolitan University; Undergraduate, Year 3 & 4.	64	*Community-Based Non-Profits, Roles & Challenges in Fostering Sustainable Communities:* In this lecture, I discussed the emerging role of community-based organizations in responding to issues of food access and food insecurity. I highlight the historic context for the increased reliance on the non-profit sector, discussing the implications of neoliberal policy. I also discuss the factors that impact organizational stability and instability and the shifting relationships among community,	

		public realm and private realm in response to hardship during the COVID-19 pandemic.
GEOG 4306: Livable Cities, Healthy Communities (W2023); Department of Geography, University of Ottawa; Undergraduate, Year 3 & 4.	22	*Food environments and food (in)security: I*n this lecture I share preliminary insights from my PhD research on food security responses during the onset of the COVID-19 pandemic, drawing on professional and personal reflections as a program manager in the non-for-profit sector.

4. EVIDENCE OF TEACHING EFFECTIVENESS

I demonstrate teaching effectiveness through multiple forms of evidence, including student learning outcomes, applied project work, and ongoing student feedback. Across my courses, I design assignments that require students to connect theoretical concepts to real-world environmental and social challenges. Student outputs from these projects demonstrate their ability to critically analyze complex issues, apply interdisciplinary frameworks, and communicate findings to diverse audiences. To support these outcomes, I intentionally diversify assignment formats to include qualitative research, policy analysis, and creative and multimedia approaches such as photovoice projects and podcasts. These assignments encourage students to engage with course material in ways that are both analytically rigorous and personally meaningful.

Examples of student work from *FND 401: Social & Cultural Dimensions of Food* (Toronto Metropolitan University, fall 2024) illustrate these outcomes. Projects such as *From Eats to Streets: Navigating Little Italy's Food Environment*, *Coburg's Food Environment*, and *Ridgeway Mississauga: Canada's Trending Plaza* demonstrate students' ability to apply course concepts to lived environments while developing research, analytical, and communication skills.

Student Work & Learning Outcomes

1. From Eats to Streets: Navigating Little Italy's Food Environment
2. Coburg's Food Environment
3. Ridgeway Mississauga: Canada's Trending Plaza

STUDENT FEEDBACK

In addition to formal evaluations, I actively seek ongoing student feedback through anonymous forms and in-class check-ins. This feedback consistently highlights several strengths in my teaching. Students report that experiential and community-engaged assignments support deeper learning and help them connect course material to their lived experiences. They also emphasize my accessibility, responsiveness and willingness to incorporate student input into course design. For example, one student noted that assignments such as the photovoice project encouraged them to "explore and discover [their] surroundings" while integrating course concepts, while they also highlighted my openness to feedback and flexibility in adapting course components to student needs:

> "I enjoy the style of your assignments because I find them very integrative, such as the photo voice assignment. It wasn't just an essay, but it asks us to explore and discover our surroundings using the corresponding lesson and information we've learned, and to integrate them throughout our exploration, which is pretty cool. I like that you are open to hearing our feedback on mostly everything as well, which is nice, because our schedules are a mix of complicated courses with each of us having different timing & other aspects of our personal lives that tie in, so anywhere you allows us to have a part in deciding anything (for example; exam/midterm questions that we think should be on the final) is something I greatly appreciate. It lets me know that you are actually hearing our perspective and actually including things we have learned from your class, but in our own interpretation and our own words." (Undergraduate Student, School of Nutrition).

Students also frequently comment on my clear communication and supportive learning environment, noting that I am approachable, responsive, and attentive to their academic and personal challenges.

> "I find your communication skills to be very effective - thank you for being super approachable both during class time and by email. Your replies are always helpful in clarifying any doubts and questions

> I have had regarding any project, assignment, or lecture content! I find both the syllabus and course assignment outlines to be very clear. However, at times, I have found the rubric to be less helpful as it is usually the exact same information as the assignment guidelines. It would be helpful to have a rubric that mentions if there are any particular requirements." (Undergraduate Student, School of Nutrition)

> "You are a very engaging teacher, always offering extra help for students and lenient with office hours. We can see that you really care for your students in the class and you are always open to discussion about grades and participation marks. As well, you always share personal experiences to connect with students and understand them better." (Undergraduate Student, Department of Geography)

Reflective Practice and Responsiveness to Feedback

Student feedback has also informed ongoing refinements to my teaching. For example, students identified a need for more structured lecture organization and additional in-class time for group work. In response, I have begun incorporating clearer lecture objectives and structuring time for collaborative work and group check-ins.

> "It would have been great to have some additional time at the end of every lecture to work on our group projects, especially for the teams presenting first. We found it hard to schedule team meetings with 8 members of the group all having very different schedules. While we didn't face any issues within our subgroups, it would have been ideal if we could have used some class time to discuss as a group (and ask questions, if any) to ensure more cohesiveness between what all the individual sub-groups were doing. Having 30-mins at the end of every lecture for a quick group check-in would have been very beneficial, especially for the first few groups!" (Undergraduate Student, School of Nutrition)

This iterative process reflects my commitment to responsive and reflective teaching, where student input directly informs course design, delivery, and assessment practices.

5. CONTRIBUTIONS TO TEACHING & PROFESSIONAL DEVELOPMENT

As an emerging scholar and educator, I have actively developed my pedagogical practice through sustained engagement with teaching and learning initiatives across the institutions where I have worked. I have completed Levels 1 and 2 in *Advanced Teaching Practice in Higher Education* at Toronto Metropolitan University (TMU), alongside workshops through TMU's Centre for Excellence in Learning and Teaching focused on equity and inclusion, active learning, student engagement, and effective feedback. I also completed *TETR 9066: Adult Learning Fundamentals* at George Brown College, which strengthened my understanding of adult learning theory and instructional design.

These experiences have directly shaped my teaching approach. I design learning environments that prioritize active participation, scaffolded learning, and clear, constructive feedback, while remaining attentive to equity and inclusion in both course design and classroom dynamics.

To ensure my teaching remains current and relevant, I actively engage with emerging scholarship in geography, environmental studies, and food systems. I bring contemporary debates into the classroom to encourage students to critically examine complex issues through interdisciplinary and intersectional lenses. My broader engagement in the field supports this work. I serve as a peer reviewer for the Canadian Food Studies Journal and as a Board Member of the Canadian Association for Food Studies, and I regularly participate in academic conferences, including those organized by the Canadian Association of Geographers, the American Association of Geographers, the International Public Policy Association, and the Royal Geographical Society (UK). I also participate in Community-Based Research (CBR) Canada's community of practice sessions, which inform both my research and teaching.

I continue to engage in communities of practice that directly inform my teaching. For example, my participation in the AI in Teaching and Learning Community of Practice at the University of Guelph has supported me in developing strategies to navigate the rapidly evolving role of artificial intelligence in higher education. This has informed how I approach assessment design, academic integrity, and AI literacy in the classroom.

My teaching practice has also been shaped by adapting to diverse learning environments. During the COVID-19 pandemic, I developed flexible approaches to student engagement in online and hybrid settings. I continue to incorporate these strategies into my teaching, including the use of interactive tools (e.g., collaborative boards, polls, low-stakes reflections) to support inclusive participation and multiple forms of student expression.

Future Professional Development

Looking ahead, I plan to further strengthen my teaching by expanding my training in geographical methods, particularly applied geographical information and analysis. I am also interested in pursuing additional pedagogical development in inclusive teaching and advanced digital learning design, and in deepening my engagement with teaching and learning communities of practice. These efforts will support my ongoing commitment to reflective, student-centred, and applied teaching.

6. EQUITY, DIVERSITY AND INCLUSION IN TEACHING

Statement of Equity, Diversity, and Inclusion in Teaching, Research and Service
My commitment to equity, diversity, and inclusion is grounded in my experiences as an educator, researcher, and collaborator working alongside communities whose knowledge, leadership, and lived experiences are often undervalued within institutional policy and academic discourse. Through my teaching, research, and service, I work to challenge the structural inequities that shape urban environments and civic life, and to cultivate spaces where diverse forms of expertise can inform and guide decision-making. Equity is a core condition of scholarly practice, civic participation, and the pursuit of just and sustainable communities. This perspective is embedded within all of my scholarly, teaching and service outputs (see CV).

Equity in teaching and classroom practice
In my teaching, I seek to create learning environments where students feel recognized as knowledge holders with distinct histories, identities, and community ties. I emphasize that students learn not only from texts and instructors, but also from the experiences, cultural backgrounds, languages, and perspectives that they and their peers bring to the classroom. Rather than position myself as a sole expert in the classroom, I aim to cultivate a safe space for shared inquiry and an environment where students are encouraged to question how knowledge is constructed. In the classroom, I encourage students to consider whose voices have historically been marginalized or excluded and why. Below is a typical excerpt that I include in my syllabi:

> "In the classroom… I do not position myself as an expert in this space, but I aim to nourish an environment where everyone's knowledge and experience shape our collective learning. In the course outline, I present diverse topics, issues, and perspectives for discussion. With inclusivity in mind, the syllabus and course activities feature a range of media, including journal articles, podcasts, news articles, and film clips. The course aims to approach the literature through an intersectional lens to capture diverse views, or, in some cases, to question the lack of diversity in certain areas of discourse. As a student in my class, I invite you to share any ideas you have for improving in-class inclusivity or diversifying the course materials. All suggestions and feedback are welcome."

As highlighted, I adopt an intersectional approach to curriculum design, drawing from scholarship across critical race studies, feminist and decolonial theory, food studies, health geography, and community development. I facilitate discussions that encourage students to connect structural analysis of inequality with their own lived experiences of place, identity, and belonging. I prioritize literature and other media from diverse perspectives and draw attention to scholars, practitioners, and community leaders who speak from their lived experience and purview. I demonstrate these attributes in the Sample Syllabi attached to this application and exemplify how I incorporate literature from Indigenous, Black, 2SLGBTQ+ communities, and disability studies to ensure students are exposed to diverse perspectives and positionalities. When community-engagement resources are available, I invite guest speakers or take students on field trips to engage with leaders who hold knowledge and experience important for equity-informed learning. For example, for the course *Campus and Community Food Systems Praxis* at the University of Toronto, I organized a farm tour and lecture by the Black Farmers Collective of Toronto, as well as a hands-on experience harvesting vegetables and learning about systemic racism in landownership. I also invited an Indigenous anthropologist to engage my class in a hands-on cooking session and lecture, during which they made fry bread and discussed the history of food as a weapon of colonization in Canada. I use these experiential and community-engaged learning tools to provide tangible examples of how structural and systemic power issues contrast with community agency. These experiences also push students to reflect on their own role as civic actors capable of shaping public

discourse and institutional change. In reinforcing this aim, I include follow-up reflective assignments and in-class discussions that develop empathy, power analysis, and collaborative problem-solving. These pedagogical choices reflect my belief that equity-focused teaching must equip students with knowledge that builds their confidence and skills to participate in civic and community leadership.

Future Commitments

In this work, I am reflective of my privilege and positionality. I am a white settler in Canada with colonial roots, and I identify as a cisgender woman. I recognize that confronting barriers to equity, diversity, and inclusion is ongoing, relational, and grounded in accountability to the communities most impacted by structural inequities. If considered for the role at Wilfred Laurier, I will continue to develop courses that foreground community-engaged, anti-oppressive, and reflective learning and support students through mentorship that is attentive to their unique identities, power, economic precarity, and belonging. As a teacher, I will continue to lead with an intersectional approach that profiles and draws attention to diverse scholarship, voices and perspectives and to ensure a space of safety and well-being for my students.