

City of London - Application for Appointment to a City of London Board or Commission

Application

Please choose the Board or Commission you are interested in serving on: **London Public Library Board**

Contact Information

Name: **Mandy Penney**

City: **London**

Province: **ON**

Postal Code: **N6C 4Y2**

Experience and Qualifications

If you have experience on a London Board or Commission, please provide dates and details. (max. 3000 characters):

In 2019, I was a part of the City of London's Community Diversity and Inclusion Program, and I sat on the TRC Working Group. Once the pandemic began, I was unable to continue in this role, but I was honoured to participate and have been following the work done since then.

What do you hope to contribute or learn as part of a Board or Commission? (max. 3000 characters):

As a part of the LPL Board, I would like to contribute a thoughtful, compassionate, and critical voice to ensure that the LPL is meeting the needs of the community. I would bring with me my experiences as an educator (including working in an academic library as a writing/learning services coordinator), as well as my own lived experiences as a cis, white, and *** settler who is an avid library user, active member of the community, and someone who advocates strongly for equitable, accessible, and anti-racist teaching, learning, and services in my professional and personal life.**

How will you support the work of a Board or Commission? (max. 3000 characters):

I will support the work of the LPL Board by collaborating with other Board members and the Library to review and assess policies, procedures, services, programming, and budgeting in order to support the LPL as a community hub that delivers vital opportunities to the City of London's citizens, including and most especially equity-denied people in our city.

In my professional work, I have significant experience with strategic planning, managing and allocating budgets, SWOT analysis, and assessing programming & collaborations through formal / informal quantitative / qualitative feedback.

I can also support this week with my understanding of and expertise in supporting the work of EDI and anticolonial teaching/learning/communities/relationships. I believe strongly that libraries can and should be models of accessible and anti-oppressive communities, and that EDI, Indigenization, and decolonization should be at the very core of the work that we do.

Please describe additional experience, training, or community involvement that will help you in your role as a Board or Commission Member. (max. 3000 characters):

In addition to the above, here are some additional previous experiences and involvements that would help ensure my capacity to support both the Board and, through it, the important work of the London Public Library:

- voting member of Western's Society of Graduate Students**
- voting member of Western's Senate Review Board Academic**

- member of Huron University College's Indigenous Initiatives Committee
- member of Huron University College's Teaching and Learning Committee
- organizer of a community screening of Nîpawistamâsowin: We Will Stand Up (by Tasha Hubbard) at Museum London

Attach resume or other document here, if needed: **Penney - Resume F22-2.pdf**

Attach more files here, if needed:

Confirmations

I declare the following: **I am a resident of London. ; I am at least 18 years old.; I am not a City employee or Council member.; I understand that my application and any attachments will be included on a public agenda that is published on the City website.**

To help inform our outreach activities, please tell us how you heard about this opportunity:
(optional): **Social media**

If you selected 'Other', please specify:

Submitted on: **10/19/2022 5:14:14 PM**

Amanda Penney (she/her)

BSc, BA (Hon.), MA

I. Current Employment

Lead Educational Developer, Digital Pedagogies & Writing Across the Curriculum

Centre for Teaching and Learning, University of Alberta | February 2022 (ongoing; based in London, Ontario)

- Develop and coordinate **strategic directions and initiatives** within the Digital Pedagogies and Writing Across the Curriculum portfolio
- Design and deliver **programming and resources** for educators across the disciplines on relevant topics within portfolio, including communities of practice and care, engaging and sustainable feedback, alternative assessments for equity in writing and communication, social location and positionality, reflective writing in the classroom, and supporting students holistically
- **Lead and mentor colleagues** within portfolio through ongoing check ins, supportive goal setting and feedback, performance evaluation, and opportunities for professional development
- Collaborate with CTL colleagues, including educational developers, instructional designers, and leadership staff, to **design, implement, and assess CTL programming and resources** using qualitative and quantitative data, as well as reflection
- Nurture **authentic relationships** with faculty, parafaculty staff, and students across the institution in order to develop strong **communities of practice and care** and to assess current and ongoing needs for program and resource design
- Partner with colleagues in parafaculty units across the University to identify and pursue areas of possible collaboration, including **ASC, FGSR, and the Library**

II. Highlights of Skills & Qualifications

- Experienced and dedicated **educator with experience in writing and digital pedagogies and praxis**, collaborating with undergraduate and graduate students, post-doctoral researchers, faculty, and staff
- Over 10 years of experience in **writing and learning support environments** as a professor, instructor, tutor trainer, and digital literacy specialist
- Strong understanding of, commitment to, and experience with approaches and initiatives related to **equity, diversity, and inclusion**, as well as **Indigenization and decolonization in teaching and learning** - through the lens of a cis, queer, white settler and scholar who is dedicated to unsettling white supremacy in post-secondary institutions
- **Publication and conference record** on topics related to teaching and learning, including Teaching and Learning in *RuPaul's Drag Race*, low-stakes writing activities and assessments, and building social justice activism into academic unit work
- Extensive experience in developing accessible, engaging, and visual **learning resources** for learning communities comprised of students, faculty, and staff, including the development of eCampus Ontario funded learning resources, Huron University College's *Virtual Teaching Toolkit*, and UWaterloo's Writing & Communication Centre's online learning resources
- Held two **tri-council scholarships** from the Social Sciences and Humanities Research Council of Canada for graduate research (Master's CGS and Doctoral CGS)
- Dual **science and arts** background: completed undergraduate degrees in both Biology and English Language and Literature, as well as a graduate degree in English Language and Literature
- Consensus builder: can work with others to **focus priorities, achieve consensus, and develop programming**

- Pedagogically trained: can teach in one-on-one and small or large classroom formats (online, hybrid, and in person), as well as in workshops and other professional development programming
- Strong digital literacy and visual rhetoric skills: expertise in writing/communication pieces designed for web 2.0, **ePortfolios**, and **technology-assisted oral presentations**
- Skilled in using **online learning systems** (including Sakai, Moodle, and D2L-based learning management systems), as well as MS Office Suite and social media platforms

III. Education & Professional Development

Educational Developer Certificate, Educational Developers' Caucus | Spring 2022

Masters of Arts (English, with Thesis), Memorial University, NL, 2007

Thesis Title: *Ethical Form: Representation, Identity, and Responsibility in A.M. Klein's The Second Scroll and Art Spiegelman's Maus* | Supervisor: Dr. Noreen Golfman

Graduate Program in Teaching (Voluntary, Term-long Pedagogy Certificate) Memorial University, NL, 2005

Bachelor of Arts (English, Honours), Memorial University, NL, 2005

Bachelor of Science (Biology), Memorial University, NL, 2003

IV. Relevant Experience

Coordinator, Writing & Learning Services

Library & Learning Services (LLS), Huron University at Western University | 2018 - 2022

- **Hire, train, and mentor undergraduate, graduate, and professional tutors** to provide tutoring in writing, communication (including English Language Learning and international students), course content, and learning strategies to support Huron's student population
- Collaborate with faculty and parafaculty academics on **course and assessment design, teaching and learning strategies, and research** related to writing and communication, learning strategies, and equity-based teaching practices
- Partner with faculty and staff to support **writing and communication programming** across campus in classrooms, the Library, and other student spaces
- Design and deliver **course-integrated workshops to support faculty** teaching on topics related to writing and communication (e.g., academic writing, project management, public scholarship, digital writing, and peer review) using sound pedagogical practices
- Design effective and pedagogically-sound supports for students through **intersectional and equity-focused lenses**
- Develop and facilitate on-campus writing and communication programming, including Writing Cafe and Long Night Against Procrastination (LNAP) with a focus on the relationships between **communication, learning, wellness, and equity**
- Serve on academic programming, administrative, and **hiring committees** in order to enhance student learning, engagement, and success
- Spearhead Library and Learning Services **pilot projects**, including course content tutoring, ELL instruction, and resume/cover letter support
- Raise the profile of Writing and Learning Services programming through **marketing strategies** that included brochures, classroom visits, social media posts, and other outreach opportunities
- Track and analyze **qualitative and quantitative data** in order to efficiently and appropriately evaluate programs and services

Content Designer, Learning Resources

HiddenCurriculum.ca | 2021 - 2022 (freelance contract; Lead - Dr. Nicole Campbell, Western University)

- Wrote, designed, and delivered content for an **eCampus-funded website** to support instructors as they work to unveil aspects of the hidden curriculum to students in their classes. Lead author for topics including writer's block; critical reflection; equity; Indigenization and decolonization; privilege; and racial justice
- Collaborated with the project lead, Dr. Nicole Campbell, and a team of interdisciplinary educators from across Ontario to **conceptualize and refine the structure and parameters** of the resources
- **Mentored and supported a student colleague** who was a co-author on the resources for which I was responsible
- Received and integrated feedback from reviewers in order to polish resources and ensure design alignment across the website

Writing and Multimodal Communication Specialist, Digital Literacy

Writing and Communication Centre, University of Waterloo | 2015 - 2018

- Supported students across all levels and disciplines to provide consistent, reliable, and pedagogically sound writing and communication support
- Worked extensively with graduate students to develop and polish their academic writing, including dissertations, funding applications, and conference papers
- Specialized in **digital and genre-based communication**, including blogs and ePortfolios
- Organized and participated in learning in learning opportunities and events at the **intersections of writing, communication, and social justice**
- Designed and facilitated workshops for undergraduate and graduate students, as well as postdoctoral researchers, faculty, and parafaculty academics; topics included workplace communication, effective presentation skills, management of writing and learning projects, **PowerPoint design and pedagogy**, and **public scholarship**
- Collaborated with units such as the Centre for Teaching Excellence and the Library to provide integrated communication support, including on the **WatCV project to incorporate ePortfolio development across the curriculum** and selecting a platform for ePortfolio development
- Created engaging and accessible **learning resource materials, in print and online formats**, to guide student writing and communication
- Supervised co-op and work study students working on learning resources and social media

Professor, Writing and Communications

School of Language and Liberal Studies, Fanshawe College | 2010 - 2015

- Delivered in-person, online, and blended courses in **writing and professional communication fields**, including Paramedicine, Lab Technology, Business, and Information Technology
- Designed **engaging assignments related to learning objectives** to give students the opportunity to practice and refine course content, writing, and communication skills
- Developed **assessment tools and strategies** to evaluate and provide useful feedback on student work
- Liaised and collaborated with other instructors and course leaders to design **effective curriculum plans and outcomes**

V. Awards, Distinctions, & Fellowships

Doctoral CGS (3-year), Social Sciences and Humanities Research Council of Canada (SSHRC), 2007 - 2010 (\$105,000)

Master's CGS (1-year), SSHRC
2006 - 2007 (\$17,500)

Fellow of the School of Graduate Studies, Memorial University, NL
2006 - 2007 (no monetary value)

Dean's Excellence Award, School of Graduate Studies, Memorial University, NL
2006 - 2007 (\$3,500)

VI. Presentations & Publications

A. Selected Conference Presentations

“Ungrading as Critical Pedagogy: Impacts on Equity, Agency, and Learning in the University Classroom” | Co-presented with Dr. Katherine Lawless
Spring Perspectives on Teaching Conference, Western University | 2022

“All the World's a Stage’: Teaching About and Through Twitter” | Co-presented with Tommy Mayberry
Research on Teaching and Learning Conference, McMaster University | 2018

“Anti-Oppression Work in Writing Centres: Case Studies and Future Directions” | Co-presented with Jirina Poch
Canadian Writing Centres Association (CWCA) Conference, University of Saskatchewan | 2018

“Designing Accessible Learning Resource and Print and Web” | Co-presented with Jirina Poch
CWCA Conference, OCAD University | 2017

“Small Stakes, Big Learning: Building Writing Centre Practice into Assignment Design | Co-presented with Dr. Clare Bermingham and Dr. Nadine Fladd
University of Waterloo Teaching and Learning Conference | 2016

“Seeing Pain in Jean-Phillippe Stassen’s *Deogratias: A Tale of Rwanda*”
Interdisciplinary Graduate Conference, City University of New York | 2010

“Where the Known World Ends at the Hudson’: New York City and Visual Representations of Trauma”
Canadian Association of American Studies (CAAS), Western University | 2009

“Visual Culture, Consumption, and Nationalism: Spider-Man and 9/11”
CAAS, Memorial University | 2008

B. Selected Publications

[“Considering Communities and Individuals Alike: How the Lenses of EDI and Critical Pedagogies can Inform Inclusive Writing Assignments.”](#) | Co-authored with Everett Igobwa | *The Quad* | 2022

“Pedagogies, Praxis, and Privilege: RuPaulean Communities of Care.” [RuPedagogies of Realness: Essays on Teaching and Learning with RuPaul's Drag Race.](#) Eds. T. Mayberry & L. Bryde. McFarland Press.

2022.

[“On Apologies and Apologia: Why Making Fun of Sexual Harassment is Not Satire.”](#) | Co-authored with Diana Samu-Vissar | Rabble.ca | 2014

[Review of Feeding the Future: From Fat to Famine, How to Solve the World’s Food Crises.](#) (Eds. A. Heintzman and E. Solomon). In *Postscript: A Journal of Graduate Criticism and Theory*, Memorial University | 2009

VII. Community Involvement, Memberships, and Administrative Service / Activity

Member, Canadian Writing Centres Association (CWCA), 2016 (ongoing)

LLS Representative, Teaching and Learning Committee, Huron University, 2021

Member, International Writing Centers Association, 2021 (ongoing)

Communications Director, Shawna Lewkowitz for MP Federal Campaign, London, ON, 2021

Member, Community Diversity & Inclusion Strategy (TRC) Working Group, City of London, 2019 - 2020

Local Organizing Committee, CWCA, 2019 - 2021

Chair, **Campuses Connected Organizing Committee**, 2019 - 2021

Member, Hiring Committee, Sessional Writing Faculty Position, 2019

Member, Indigenous Initiatives Committee / TRC Working Group, 2018 - 2022

Member, Huron1Read Steering Committee, 2018 - 2020

Member, Campuses Connected Organizing Committee, 2018 - 2019

Chair, Communications Committee, CWCA, 2018 - 2019

Member, Communications Committee, CWCA, 2016 - 2018

Trainer, Making Spaces | LGBTQ+, University of Waterloo, 2017

Communications Volunteer, Jesse Helmer for Ward 4 Municipal Campaign, London, ON, 2014

Voting Graduate Member, Senate Review Board Academic, Western University, 2009 - 2010

Co-Chair, Graduate English Society, Western University, 2009 - 2010

Student Representative, Society of Graduate Students, Western University, 2007 - 2009

Secretary-Treasurer, Graduate English Society, Western University, 2008 - 2009