

CindyAnn Rose-Redwood
CAG Excellence in Teaching Geography Award

CindyAnn joined the Department of Geography at the University of Victoria in 2012 as an Assistant Teaching Professor, and she has worked hard to develop her reputation as a caring, supportive, knowledgeable, and creative instructor here at UVic. CindyAnn has a Ph.D. in the field of Educational Theory and Policy as well as undergraduate and master's degrees in Geography, all of which have been instrumental in shaping her effectiveness as a teacher. Her excellence in teaching led her to win the *WDCAG J. Alistair McVey Award for Teaching Excellence* in geography in 2017, and she received *UVic's Faculty of Social Sciences Teaching Excellence Award* in 2018. Some of CindyAnn's excellence, achievements, leadership, and accomplishments over the years are highlighted below.

Excellence in Classroom Pedagogy: As one of the only faculty of colour in the department, CindyAnn is a leader when it comes to integrating diversity, equity and social justice issues into the content and pedagogical practice of her teaching. Within the classroom setting, CindyAnn seeks to encourage inclusivity and supports a myriad of diverse perspectives and ways of learning within her courses. Her teaching philosophy emphasizes teaching students how to appreciate the diversity of ideas, cultures and peoples globally, since these are central themes which are embedded in the field of Geography. One student specifically pointed out in her letter of support for CindyAnn that “Dr. Rose-Redwood manages to cultivate and indeed promote an ethic of inclusivity and acceptance, both in the classroom and beyond....In the classroom, she is always mindful to make explicit the real-world implications of course concepts and how they relate to issues of equity and social justice.” This statement illustrates CindyAnn's dedication to promoting diversity and equity issues in her teaching approach.

CindyAnn is also known by her students for her creativity and active teaching approach as she often gives students the opportunity to explore scholarly articles within Geography from different perspectives. She gives students ownership and agency over teaching and learning so that they feel a stronger sense of engagement in their own learning. According to one of her students, “with regard to specific teaching methodology Dr. Rose-Redwood caters to all learning styles. She employs an active learning approach whereby we do not spend every class simply listening to lectures. Information flows both ways as each week groups of students—for the entire class— would take the teaching helm and design lessons and facilitate discussion. This unique approach simultaneously develops public speaking skills, group-work skills, and an overall better grasp of the subject matter through active engagement.” It is clear that CindyAnn recognizes that students come to a classroom with different learning styles and strengths. For example, one activity that she does in her Caribbean Studies course involves students reading Caribbean short stories and then they have to visually represent the story through group-led class activities in which they have to find political, economic, social, cultural and environmental geography themes in the story. On other occasions, she intertwines short video clips or visual drawings in order to better tease out more complex theoretical ideas which helps students to see how theory can be integrated with practical real world issues.

Accomplishments in Teaching & Student Mentorship: Dr. Rose-Redwood's course evaluation scores are consistently far above the departmental average, and she is known for providing a

supportive, inclusive, and safe learning environment to all students in her courses. All of her students contacted to write letters of support for this award nomination emphasized the genuine passion, creativity, and support that she brings to her teaching. Many of them spoke of her mentorship and encouragement, which led them to pursue graduate work upon graduation. As one student pointed out, “while my experience in the classroom with Dr. Rose-Redwood is of course important it was her mentorship outside of this time that I am most grateful for. During my final year at UVic, I was very unsure of what path to take after graduating. Dr. Rose-Redwood always made time for my questions and encouraged me to apply for a master’s.” Another student also emphasized that CindyAnn “offered indispensable guidance and warmth that has made me a more confident, and informed member of academia. In discussing everything from politics, to ideology, and even personal qualms with CindyAnn, I find myself enabled like never before to grow in strength and character.” As you can see from these statements, CindyAnn is a dedicated educator and has earned a reputation as a well-respected teacher among her students. CindyAnn also mentors, supervises and serves on various student committees both in Geography and the Curriculum & Instruction Department. She has supervised and served on the committees for 10 honours students while serving as a committee member on 6 graduate student committees and has worked with 9 students on directed studies research projects. She also mentors the SOGS Group (Geography Student Club) in her role as a Faculty Liaison to all the club members.

Diversity of Courses & Content: Over the years, CindyAnn has taught a range of courses with different enrollment numbers. For example, she has taught the large introductory course on Space, Place & Society (GEOG 101B), which is one of the core geography courses in our department at UVic with enrollment numbers of above 100 students. She also teaches one of the key political geography courses at UVic, Contemporary Geopolitics (GEOG 386), which has ranged from 47 to 88 students. Throughout her academic career, CindyAnn has taught students at the 100, 200, 300 and 400 undergraduate division levels. Furthermore, the diversity of courses she teaches not only varies in enrollment and teaching level, she has taught a diverse range of courses such as introduction to human geography, world regional geography, geopolitics, global migration, and Caribbean studies.

Leadership in Teaching and Curriculum Development: In 2016, CindyAnn designed a new course on Global Migration (GEOG 391) for the department. It was a timely and much-needed course considering how central questions of global migration and mobility are to contemporary global affairs. She has also been a leader in terms of advocating for curriculum development especially in the Regional Geography courses we offer in the department. Her dedication to improving the learning experiences for students in these courses led her to advocate to make Regional Studies a requirement for all undergraduate geography majors. Furthermore, she has been the lead organizer in redesigning the BA program in the department this last year.

Achievements in Scholarship on Learning and Teaching: Although CindyAnn is a teaching professor, she is also actively involved in conducting research on teaching and learning that can improve the academic and social experiences of students within higher education institutions. She is currently an Associate Editor of the *International Journal of Teaching and Learning in Higher Education* and Associate Editor of the *Journal of International Students*. CindyAnn also continues to conduct research on the international student experience and other diversity-related

themes. She is the lead editor of the 2019 book titled, *International Encounters: Higher Education and the International Student Experience* (Rowman & Littlefield) as well as lead editor of a special issue on the theme of “Fostering Successful Integration and Engagement Between Domestic and International Students on College and University Campuses” published in the *Journal of International Students* in 2018. Last year, she received a SoTL grant from UVic’s Learning and Teaching Centre to conduct a study on international students’ experiences in the Geography Department. She submitted the final report for this study to the department in Fall 2019. CindyAnn also regularly participates in various workshops at UVic’s Learning and Teaching Support and Innovation centre in order to keep abreast of diverse learning and teaching approaches and how to implement such strategies to teach students from diverse backgrounds. In 2017, she co-presented a paper at UVic’s *Let’s Talk About Teaching Conference* on the topic of strategies for teaching international students, and in 2018 she also received a Teaching Stream Faculty Scholarship Fund (TSFS) grant from the Learning and Teaching Centre. She has published several scholarly articles on international students, immigration, and the politics of race and gender in journals such as the *Journal of College Student Development*, *College Student Journal*, the *Journal of International Students*, *Immigrants & Minorities*, and *Gender, Place & Culture*, all of which inform her teaching.