

**Taylor Floyd Ellis, B.A., OCT, M.A.**

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## **Summary:**

H-Index Score: 2

Google Scholar Profile: <https://scholar.google.com/citations?user=JTESz0YAAAAJ&hl=en>

Academic Journal Publications: 8 published (2 single author, 1 first author on a co-authored paper); 1 accepted; 3 submitted or revise and resubmit

Conference Presentations: 19 (11 single author, 3 first author on a co-authored submission)

Research Specialisations: History of Education (Canadian Arctic), Applied Linguistics (Discourse Analysis), Decolonial Theory, Critical Theory, Education among Indigenous People (Inuit), Higher Education, Disability Studies in Education

## **Education:**

University of Manitoba, Ph.D. in Education: Fall 2017- Present

- Ph.D. candidate. Committee: Dr. Sandra Kouritzin (Supervisor); Dr. Frank Deer (Internal); Dr. Christopher Trott (External, Native Studies)
- My dissertation is proposed as a series of five manuscripts exploring the historical and theoretical implications of the intrusion of formal education for Inuit in the Western and Central Arctic regions of Canada. Involves consideration of educational policy, politics, and leadership in shaping the colonial policy employed in these regions from 1955-1999.

University of Toronto, M.A. in History: Fall 2014-Summer 2015

- Completed M.A. in history. Program Advisor: Dr. William Nelson
- The broad topic of interest to my major research paper was the history of French-Ottoman relations during the seventeenth and eighteenth centuries. Specific interest was devoted to the role of commensurability on mercantile relationships between empires in the Eurasian context

Trent University, B.Ed.: Fall 2013-Winter 2014

- Completed B.Ed.
- Certified intermediate/senior history and French as a second language teachable subjects with additional training in universal design and inclusive education

Trent University, B.A. Hons. in History with an Emphasis in Education: Fall 2008-Winter 2013

- Completed B.A. Hons.

- Course highlights: Psychology of Learning and Child Development, Sociology of Self and Social Identity, 20th Century French Theatre, History of Europe (medieval and early modern), the Middle East, Terrorism, and the English Family from 1500-1800

## **Employment History:**

### *Teaching:*

#### **Contract Sessional Instructor**, Faculty of Education, University of Winnipeg.

January 2021-Present:

- EDUC 4752-150: Social Studies Curriculum, Instruction, and Assessment (History)
- Taught in a synchronous online environment in response to restrictions imposed by COVID-19
- Student enrollment capped at 40 students; 36 students enrolled

#### **Teaching Assistant**, EDUB 7210: Theory and Practice in Second Language Instruction

January 2019-April 2019:

- Provided individual and group writing and reading support to graduate students

#### **Teaching Assistant**, ARTS 1110: Introduction to University

September 2018-April 2019:

- Evaluate undergraduate writing assignments
- Develop and delivered lessons intended to improve student writing within a planned curriculum
- Held office hours in order to provide feedback to students in order to improve their writing

#### **Writing Tutor**, University of Manitoba Access Program

September 2017- August 2019:

- Assist students with better understanding the writing process from research and topic selection, through to final editing and responding to feedback from professors/instructors to improve academic outcomes

#### **Mature 12 Teacher and Literacy Instructor**, Portage Learning and Literacy Centre

September 2016- June 2017:

- Taught classes and evaluated work of adults
- Graded provincial standardized tests for 40S Essential Math
- Created and implemented a variety of learning materials and techniques
- Established positive relationships with a diverse student body, especially immigrants, ESL learners, and Indigenous people

#### **High School Social Studies Teacher**, Qiqirtaq Ilihakvik, Kitikmeot Regional School Operations

September 2015-June 2016:

- Taught classes and evaluated materials

- Established positive, and professional relationships within a predominantly Indigenous community
- Organized and participated in culturally relevant field trips and activities

**Research:**

**Research Assistant** on “Workload Creep: An investigation into workload changes in U15 universities brought on by neoliberal transformation in higher education” (GETS Funded): (PI) Dr. Sandra Kouritzin (Education); Co-Investigators: Dr. Merli Tamtik (Education); Dr. Jason Edgerton (Sociology); Dr. Satoru Nakagawa (Asian Studies)

April 2019-Present:

- SSHRC Insight Grant (\$400 000) funded research project into the nature of faculty workload and its association with neoliberal policies and the corporatisation of higher education
- Involved in some capacity with all aspects of the study. This includes: Conducting interviews, doing policy surveys, writing drafts of manuscripts, writing conference proposals, handling expense claims, working with data entry (SPSS and NVivo) and survey management software (Qualtrics), compiling and submitting documents for review by research ethics, and working collaboratively with fellow graduate students and faculty as part of the research team

**Research Assistant** on “Physical Restraint and Seclusion Project”: Dr. Nadine Bartlett

January 2019-Present:

- Surveyed parents of students with disabilities about their children’s experiences with physical restraint and seclusion
- Supported by Inclusion Winnipeg
- Involved in writing manuscripts, conference proposals, policy studies, interpreting survey data, and contributed to a report and article in *The Conversation*

**Research Assistant** for Associate Dean Charlotte Enns, University of Manitoba, Faculty of Education Graduate Programmes Committee

February 2018-March 2018:

- Conducted a literature review on the implications for publishing as a result of submission to open-access electronic thesis databases
- Surveyed editors at twenty leading academic journals, reviewed policies of Canada’s leading academic institutions, and larger intercollegiate organizations (e.g. U15)
- Submitted a final report of results of findings to an internal, Faculty of Education, committee

**Service:**

**Grader**, University of Manitoba, Department of History

September 2017- April 2019:

- Evaluate undergraduate assignments including quizzes and essay assignments
- Gave feedback for students to improve the quality of their writing
- Courses graded: HIST 1380 World History 1800-Present and HIST 1200 Intro to History of Western Civ.

## **Publications:**

### ***Peer-Reviewed Articles:***

- Kouritzin, S., Kolomic, E., **Ellis, T. F.**, & Nakagawa, S. (Forthcoming, 2021). Academic Dignity: Countering the Emotional Experience of Academia. *Canadian Journal of Education Administration and Policy*, 194: 39-50.
- Kouritzin, S., Nakagawa, S., Kolomic, E., & **Ellis, T.** (2021). Neoliberal sleight of hand in a University strategic plan: Weaponized sustainability, strategic absences, and magic time. *Alberta Journal of Education Research* 67(2): 236-255.
- Bartlett, N., & **Ellis, T.** (2021). Physical Restraint, Seclusion, and Time-Out Rooms in Canadian Schools: Analysis of a Policy Patchwork. *Canadian Journal of Educational Administration and Policy* (195): 31-48.
- Ellis, T.** (2020). Education Policy Studies in Troubling Times: Socially necessary labour time in neoliberal depoliticization of teachers' work. *Journal for Critical Education Policy Studies* 18(3): 29-56.
- Ellis, T. F.**, Kouritzin, S., Lam, M., Azzahrawi, R., Kolomic, E., Osiname, A., Sagenes, E., & Saleheen, S. (2020). Revisiting Radical Diversality: A Philosophy of Inclusion Premised on the Selective Rejection of Origins. *Globalisation, Societies and Education* 18(2): 221–31. <https://doi.org/10.1080/14767724.2020.1711709>.
- Kouritzin, S., Kolomic, E., **Ellis, T. F.**, & Nakagawa, S. (2020). Academic Identities and Institutional Aims: Critical Discourse Analysis of Neoliberal Keywords on U15 Websites. *International Research in Higher Education* 5(3): 8-25.
- Bartlett, N.A., & **Ellis, T.** (2020). Interrogating sanctioned violence: A survey of parents/guardians of children with disabilities about restraint and seclusion in Manitoba's schools. *Canadian Journal of Disability Studies: Special Issue Disability Studies in Education - Critical Conversations*, 9(5), p. 122-155.  
<https://cjds.uwaterloo.ca/index.php/cjds/article/view/693/944>
- Ellis, T.** (2018). A Case for Policy Analysis in Minority Language Discourse: A Critical Literature Review. *Journal of Belonging Identity, Language and Diversity*. 2(1): 123–35.

### ***Reports/Non-Academic Publishing:***

- Bartlett, N., & **Ellis, T.** (2021). Restraining and secluding students with disabilities is an urgent human rights issue. *The Conversation*. <https://theconversation.com/restraining-and-secluding-students-with-disabilities-is-an-urgent-human-rights-issue-141929>
- Ellis, T.** (2021). Language and education in Nunavut: A genealogy of Western schooling in the western and central Arctic. *Canadian Association of Foundations of Education*. Conference Proceedings.
- Kouritzin, S., Nakagawa, S., & **Ellis, T.** (2021). University website analysis: Academic identity construction. *Canadian Association of Foundations of Education*. Conference Proceedings.
- Bartlett, N., & **Ellis, T.** (2020). *Behind Closed Doors: Restraint and Seclusion of Students with Disabilities in Manitoba's Schools*. <https://www.flipsnack.com/bartlettnresearch/behind-closed-doors-restraint-and-seclusion-in-manitoba-s-sc.html>

### **Conference Presentations:**

- Ellis, T.** (2021). Schoolhouse Colonialism: A political economic analysis of school and Inuit in the Canadian Arctic. *American Educational Researchers Association Conference*.
- Kouritzin, S., Nakagawa, S., **Ellis, T.** (2021). Sustainability weaponised: neoliberal discourse and marketization of Canadian higher education promotion materials. *International Conference on Ecolinguistics*. Liverpool, UK.
- Ellis, T.** (2021). Ethnic vs. Civic Nationalism: Capitalist enclosures and Indigenous land rights in Nunavut. *International Conference on Ecolinguistics*. Liverpool, UK.
- Ellis, T.** (2020). Language and education in Nunavut: A genealogy of Western schooling in the western and central Arctic. [Conference Cancelled]. *Canadian Society for the Study of Education Conference*.
- Kouritzin, S., Nakagawa, S., & **Ellis, T.** (2020). University website analysis: Academic identity construction. [Conference Cancelled]. *Canadian Society for the Study of Education Conference*.
- Bartlett, N., **Ellis, T.**, & Lee, J. (2020). How Safe are Manitoba's Schools? Perspectives of Parents of Children and Youth with Disabilities about Restraint and Seclusion. [Conference Cancelled]. *Canadian Society for the Study of Education Conference*.
- Bartlett, N., & **Ellis, T.** (2020). Reading between the Lines: A Policy Scan of Restraint and Seclusion in Canadian Schools. [Conference Cancelled]. *American Educational Researchers Association Conference*.
- Ellis, T.** (2019). Implications of English-Plus, or English-French-Plus ideologies for Indigenous language revitalization in schools. *Canadian Society for the Study of Education Conference*.
- Ellis, T.** (2019). A critical analysis of implications for Indigenous statecraft in Nunavut and the

role of education and language instruction. *Canadian Society for the Study of Education Conference*.

**Ellis, T.** (2019). Language standardisation and hegemony: linguistic norms and national politics. *Inuit Studies Conference*.

**Ellis, T.** (2018). The Importance of Policy in Discourses of Indigenous Language Revitalization. *Education Graduate Student Research Symposium at the University of Manitoba*.

**Ellis, T.** (2018). Panel Discussion: Decolonizing Methodologies. *Education Graduate Student Research Symposium at the University of Manitoba*.

### ***Accepted/Postponed:***

Bartlett, N., & **Ellis, T.F.** (Accepted with Revisions, 2021). Policies Matter: Closing the Reporting and Accountability Gaps in the Use of Restraint, Seclusion, and Time-Out Rooms in Canadian Schools. *Canadian Journal of Educational Administration and Policy*.

**Ellis, T.**, Nakagawa, S., Kouritzin, S. (2021, August). Adjunctification and Commodity Fetishism: Obscuring Academic Labour through Neoliberal Discourse. *World Congress of Applied Linguistics (AILA)*. Groningen, Netherlands.

**Ellis, T.** (2021). Education Gaps and Indigenous Sovereignty in the Canadian Arctic. *Re/Framing Education Equity Conference*. Glasgow, UK.

**Ellis, T.** (2021). Education and its historical role in settlement of Inuit in the Canadian Arctic. *Canadian Society for the Study of Education Conference*.

**Ellis, T.**, Kouritzin, S., & Nakagawa, S. (2021). The Ethics of Institutional Analysis: Paternalism and proprietary access to U15 faculty. *Canadian Society for the Study of Education Conference*.

**Ellis, T.**, Saleheen, M. S. U., Shirzadi, G., Flora, M. A., & Mahmud, M. N. (2021). COVID-19 and a political economy of education in Manitoba. *Canadian Society for the Study of Education Conference*.

Nakagawa, H., & **Ellis, T. F.** (2021). The brinksmanship of climate change discourse: A slow march towards human extinction. *Canadian Sociological Association Conference*.

Kouritzin, S., **Ellis, T. F.**, & Nakagawa, S. (2021). Intersections and Atomisation in the Academy: Gender, race, and family in academic workload. *Canadian Society for the Study of Higher Education Conference*.

### ***Submitted:***

**Ellis, T.** (n.d.). Indigenous Nationalism and the Canadian State: Education and liberation of Inuit as ethnically distinct civic actors. *Rethinking Marxism*. Revise and Resubmit. 18 pages.

**Ellis, T. F.** (n.d.). Guided Self-Determination and the Continuity of the Colonial Period in Inuit Education: Exploring regional inequities in the development of autonomous school

boards in the Arctic, 1977-1999. *Encounters in Theory and History of Education*. Submitted. 24 pages.

**Ellis, T. F.** (n.d.). Educational Escape Hatches: Education and resettlement as a function of colonialism in the Canadian Arctic, 1955-1970. *History of Education*. Submitted. 19 pages.

**Ellis, T. F.** (n.d.). Credentialization and the illusion of meritocracy: Education, class stratification, and primitive accumulation in the Western and Central Arctic: 1955-1992. *Historical Studies in Education*. Submitted. 24 pages.

## **Workshops or Guest Lectures:**

November 2020:

University of Manitoba, Faculty of Education, Research Showcase Series

- *Behind Closed Doors: Restraint and Seclusion of Students with Disabilities in Manitoba's Schools*, with Dr. Nadine Bartlett, described the critical policy study

May 2020:

University of Manitoba, Faculty of Education, Workshop/Guest Lecture:

- Zotero Workshop: EDUB 7540 Final Seminar in Education, Prof. Sandra Kouritzin (Course Instructor)

## **Service:**

Canadian Association of Foundations of Education (CAFE): 2019-Present

- Emerging Scholars Committee

Preventing Sexual Violence Working Group, Faculty of Education, (PAVE): 2019-Present

- Graduate Student Member

Canadian Association for Sociology of Education (CASE) Member at Large: 2019-Present

Faculty Council, University of Manitoba, Faculty of Education: 2020-2021

- Graduate Student Representative

Executive Member of Education Graduate Student Association: 2018-2021

- Vice President Academic Advocacy 2020-2021 Academic Year
- President 2019-2020 Academic Year
- Vice President Finance 2018-2019 Academic Year
- Plan and organize major events, formal and informal supports, and advocacy for graduate students

- Launched organisation's website and worked to improve visibility by holding regular office hours

University of Winnipeg, Faculty of Education, Advanced Curriculum Inquiry Conference  
Moderator: 2021

Graduate Programmes Committee, University of Manitoba, Faculty of Education: 2018-2020

- Student representative
- Worked to establish formal writing supports being available to education graduate students within Faculty of Education facilities

Education and Nursing Research Ethics Board, Student Representative: 2017-2020

- Reviewed minimal risk REB submissions for research involving human participants
- Participated in full ENREB meetings to discuss higher risk protocols

2019 Canadian Society for the Study of Education (CSSE) Conference: Chair of Multiple-Paper Session for Canadian Association of Foundations of Education

Hiring Committees (Student Representative):

- Indigenous Education/Foundations (2019)
- Educational Technology (2019)
- Indigenous Education (2019)

### ***Editorial Experience:***

Peer Reviewer:

- Canadian Society for Studies in Education: 2019-Present

Associate Copyeditor:

- Canadian Journal of New Scholars in Education: 2019-2020

Peer Mentor:

Kim, E. A., Joyce, S. J. A., Desjardins, A., Zhang, Y. (2018). "Speaking to our minds, hearts, and hands: A cogenerative inquiry on learning through an interdisciplinary land-based course." *Journal of Belonging, Identity, Language, and Diversity*. 2(2): 53-76.

### **Professional/Scholarly Memberships:**

- Canadian Educational Research Association: Since 2020
- Canadian Association for Curriculum Studies: Since 2020
- American Education Research Association: Since 2019

- Canadian Society for Studies in Education: Since 2018
- Canadian Association for Foundations in Education: Since 2018
- Manitoba Certified Teacher: Certified in 2016
- Nunavut Certified Teacher: Certified in 2015 (now lapsed)
- Ontario College of Teachers (OCT): Member in good standing since 2014

## **Awards:**

SSHRC Doctoral Fellowship Recipient (\$20 000)

- Competitive Tri-Council Doctoral Fellowship
- One Year of Eligibility

Dr. R. Hedley Memorial Fund Award (\$1 000)

- Internal award, Faculty of Education
- Competitive application process

SSHRC Doctoral Fellowship Institutional Finalist (2017)

- Promoted to national competition once (2017)

Graduate Enhancement of Tri-Council Stipends (GETS) (\$50 000)

- Competitive stipend to provide permanent employment for a graduate student researcher on Tri-Council grants
- Minimum GPA and letter of recommendation required
- Reviewed by committee appointed by VP Academic

University of Manitoba Alumni Scholarship (\$1 000)

- Award provided due to high GPA after completion of courses (4.4)

University of Manitoba Graduate Fellowship (\$72 000)

- Competitive internal fellowship, University of Manitoba
- Minimum GPA and research suitability reviewed by faculty and university committee

## **Additional Training:**

Research Integrity Tutorial, GRAD 7300, September 2020

- Mandatory course from Faculty of Graduate Studies about maintaining integrity of data and research ethics

Academic Learning Centre: Writing Tutor Training Session, September 2020

- Mandatory training taken by all writing tutors addressing issues of teaching students to write better while avoiding concerns around academic misconduct.

Academic Integrity Tutorial, GRAD 7500, September 2017

- Mandatory course on issues from the Faculty of Graduate Studies regarding issues of plagiarism and other concerns related to academic integrity

Accessibility Training, Fall 2017

- Mandatory training for employees of the University of Manitoba about issues of accommodation and accessibility

WHMIS Training, Fall 2017

- Mandatory training for employees of the University of Manitoba regarding workplace hazardous chemicals