



WHAT'S MORE

- *Dr. Lyliam Jardine is currently an entrepreneur, and an instructor at Brandon University and the University of Calgary, teaching in the areas of business administration and education.*
- *Throughout the duration of her EdD, Lili held eleven positions affiliated with the Graduate Programs of Education Students Association (GPESA) at the Werklund School of Education, the University of Calgary's Faculty of Education.*
- *Currently, Lili works as an Educational Consultant for the CEINPLA Academy in Venezuela, as well as volunteers for the Canadian Association for the Study of Adult Education and the Brandon University Faculty Association. She also holds two mentorship positions through both the University of Calgary and Brandon University.*

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Dr. Lyliam Janeth Jardine

Faculty of Arts

GETTING TO KNOW DR. LYLIAM JANETH JARDINE

Originally from Cartagena, Colombia, Dr. Lyliam Janeth Jardine (Lili) has lived within both rural and metropolitan areas. Lili began her academic career by completing a degree in systems engineering, but while English language skills are vital for attaining work within this particular field, Lili moved to Wellwood and then to Brandon, Manitoba in 1989 as an international student to learn English for one year. Years later, immigrating to Carberry, Manitoba as an immigrant.

Throughout her first degree in systems engineering, Lili worked as both a Teaching Assistant and Lab Monitor. Upon the completion of her engineering degree, an opportunity to teach computer science arose, and she began to facilitate corporate training at the university where she obtained her first degree, and two multinational computer hardware companies, Olivetti and IBM. After moving to Carberry, there were some barriers and difficulties finding a position within the field of systems engineering. With this, she utilized her passions and personal life skills to become an entrepreneur by teaching Latin American dances, becoming a Spanish interpreter, and eventually teaching Spanish, dancing, and computer classes at Assiniboine Community College (ACC). Through these experiences, she was encouraged by students to pursue work within the field of Education. After working as an Educational Assistant (EA) within the Brandon School Division, she completed a Bachelor of Education (BEd) at Brandon University.

After a few years of working at Vincent Massey High School, volunteering for various committees, and having a desire to continue climbing the ladder of success, Lili completed a Master's of Education (MEd) degree at Brandon University. She then took a break from education where she pursued an additional business in direct sales that allowed her to replace her teaching income. After a few years, she missed teaching and started working as a Sessional Instructor at Brandon University. To continue her career in academia, Lili completed a Doctor of Education (EdD) degree in Adult Learning at the University of Calgary. While completing her EdD, Lili also worked as a Sessional Instructor at Brandon University and the University of Calgary, as a Teacher Assistant and a Research Assistant at the University of Calgary, and as an entrepreneur, adding copyright editing services to her portfolio.

RESEARCH AND EDUCATION EXPERIENCES

Lili became interested and invested in exploring the intercultural and holistic transformative learning experiences of professional (i.e., skilled with a degree) Colombian immigrants. This topic eventually became the foundation of her EdD research, where she worked with Colombian immigrants who were able to establish successful businesses and careers...

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At the end of the day, this experience is holistic. This is everyone's responsibility.

ACKNOWLEDGEMENTS:



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within Canada to explore strategies that helped build language and intercultural competency skills so they could communicate effectively and appropriately in the workplace and their host communities. These strategies allowed participants to integrate with their host cultures to find their sense of belonging.

During this research, many participants noted that formal training to enhance language and intercultural competency were not always accessible nor offered them with more opportunities to build connections in their host communities. Therefore, many of the participants sought other, nonformal and informal activities to build these skills. This is especially true for those who were living, working, and settling in rural and remote areas. While her research was not specifically focused on immigration in rural Canada, she has emphasized the importance of communities working together, as building intercultural competency is not only important for immigrants. As a community, building intercultural competency can enhance overall equity, diversity, inclusion, and accessibility. It may work to deconstruct discrimination mentalities and ensure a welcoming environment for immigrants.

Even though there are community-serving organizations that can support this transitional period for immigrants, Lili's work demonstrated that at times these formal connections and networks do not extend beyond the organization facilities themselves. The inability to sustain connections and relationships may leave immigrants feeling isolated, exemplifying the importance of mentorship. Integrating oneself within communities is not done so by a formulated or fixed set of steps and processes outlined in any book or resource. The knowledge and skills necessary to climb the social and corporate ladders are unique to each community and position of work. Navigating these sectors is not an easy feat for those additionally working on enhancing their language and intercultural competencies. Therefore, one-on-one engagements facilitated through mentorships allows for the building of relationships, and the creation of a safe space where immigrants can ask questions related to their specific positionality.

The collaboration between institutions and community-serving organizations may be a vital next step in ensuring all of us residing within Canada can work towards supporting immigrants moving forward. As well, the inclusion of mentorship, networking and volunteering opportunities, and co-op programs, alongside ensuring the voices of immigrants and experts on these topics, may offer opportunities to support immigrants in Canada.

ONGOING RESEARCH AND CONCLUDING REMARKS

The findings from Lili's research are applicable for all immigrants, and demonstrate how we can accompany immigrants on their journeys settling within Canada. This joint effort to ensure successful community integration is vital for the success of all communities. However, in order to support immigrants in their transition to life in Canada, these research findings cannot only be represented in academic publications and academic journals. They must be accessible for the institutions themselves, community organizations, and community-serving stakeholders. Therefore, Lili is working to ensure a multifaceted approach is being applied to share these research findings regarding the importance of language- and intercultural competency.

The Rural Development Institute is grateful to be affiliated with a variety of communities, agencies, academics and students across Canada and beyond. These relationships have facilitated the development of unique networks allowing for collaborative projects to take form, and RDI wants to extend its appreciation to all rural researchers.