

Kelsey Johansen

411 – 200 Shakespeare Dr., Waterloo, Ontario, Canada N2L 6C1

KelseyMJohansen@gmail.com 1.807-355-2746

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WORK EXPERIENCE

TEACHING

2022	Lecturer Risk Management in Outdoor Recreation	Outdoor Recreation	Lakehead University Year 3	Canada 1 Semester
2021	Lecturer Anthropology of Tourism	Anthropology	Lakehead University Year 4	Canada 1 Semester
2020 – 2022	Lecturer Introduction to Recreation and Leisure Foundations of Therapeutic Recreation ¹ Outdoor Recreation, Tourism and Natural Environments ¹ Introduction to Tourism Theories & Evidence for Therapeutic Recreation Practice Urban Recreation Issues in Leisure, Place and Space	Recreation & Leisure Studies	University of Waterloo Year 1 Year 1 Year 2 Year 2 Year 3 Year 4 Graduate	Canada 1 Semester 1 Semester 3 Semesters 3 Semesters 1 Semester 1 Semester 2 Semesters
2019 - 2020	Lecturer Programming ² Risk Management in Outdoor Recreation Agritourism Adventure Therapy and Therapeutic Recreation ³ Therapeutic Recreation Camp Placement ⁴	Outdoor Recreation	Lakehead University Year 2 Year 3 Year 3 Year 4 Year 4	Canada 1 Semester (2 Sections) 1 Semester (2 Sections) 1 Semester 1 Semester 1 Semester (2 Sections)
2016 – 2019	Instructor II Introduction to Leisure Travel ⁵ Concepts in Recreation and Leisure ⁶ Program Planning Principles Introduction to Therapeutic Recreation Introduction to Research Sustainable Nature-Based Tourism Inclusive Physical Activity and Leisure Clinical Aspects of Therapeutic Recreation Advanced Sustainable Nature-Based Tourism ⁷ Agritourism and Community Development ⁸ Walkable Communities as Legacies of Festivals and Events ⁹	Kinesiology & Recreation	University of Manitoba Year 1/2 Year 1 Year 2 Year 2 Year 2/3 Year 3 Year 3 Year 4 Year 4 Year 4 Masters	Canada 3 Semesters 3 Semesters 1 Semester 1 Semester 2 Semesters 3 Semesters 2 Semesters 1 Semester 1 Semester 1 Semester 1 Semester

¹ Lecture format with Weekly Seminars

² Lecture format with a Lab

³ Lecture format with a Practicum

⁴ Directed Study cofacilitated with Industry Liaison

⁵ Lecture and Distance Education formats

⁶ Distance Education format

⁷ Intensive Summer Institute

⁸ Intensive Summer Institute

⁹ Directed Study

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2016	Tutor Ecotourism Field School	Hands on Otago	University of Otago Extension	New Zealand 1 Semester
2015	Tutor Global and Local Cultures	Anthropology & Archaeology	University of Otago Year 1	New Zealand 1 Semester
2013 – 2016	Tutor Introduction to Tourism Global Tourism Tourism Research Methods Events & Convention Management	Tourism	University of Otago Year 1 Year 1 Year 3 Year 3	New Zealand 5 Semesters 1 Semester 1 Semester 1 Semester
2013 – 2016	Personal Tutor Introduction to Tourism Introduction to Hospitality Global Tourism ¹⁰ Tourism Product Development	Disability Services	University of Otago Year 1 Year 1 Year 2 Year 3	New Zealand 3 Semesters 1 Semester 1 Semester 1 Semester
2012	Lecturer Introduction to World Cultures Key Concepts in Ethnology	Anthropology	Lakehead University Year 1 Year 2	Canada 1 Semester 1 Semester
2012	Lecturer Agricultural Tourism ¹¹	Distance Learning	Lakehead University Year 3	Canada 1 Semester
2011 – 2013	Lecturer Outdoor Recreation & Society First Year Seminar Theory & Practice of Tourism Nature-Based Tourism Risk Management & Legal Liability Outdoor Centre Management	Outdoor Recreation	Lakehead University Year 1 Year 1 Year 2 Year 3 Year 3 Year 4	Canada 1 Semester (2 sections) 1 Semester (3 sections) 1 Semester 1 Semester 1 Semester (2 sections) 1 Semester
2008 – 2010	Teaching Assistant Programming & Evaluation Inquiry & Analysis Advanced Inquiry & Analysis	Outdoor Recreation	Lakehead University Year 2 Year 2 Year 3	Canada 1 Semester 2 Semesters 2 Semesters
2007 – 2008	Grading Assistant Environmental Philosophy	Philosophy	Lakehead University Year 2	Canada 2 Semesters

SUBJECT MATTER EXPERT and INSTRUCTIONAL DESIGN

2022	Tourism Micro-Credential Project <i>Subject Matter Expert / Instructional Designer: Module 1 – What is Tourism? An Overview</i>	Lakehead University	Canada
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¹⁰ Distance Education

¹¹ Distance Education

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- 2018 – 2019 **Abdul-Bari Abdul-Karim**
Indigenous Sport Graduate Transcription Assistant
Faculty of Kinesiology and Recreation Management
University of Manitoba
- 2018 – 2019 **Courtney Gabriel**
Indigenous Sport Graduate Transcription Assistant
Faculty of Kinesiology and Recreation Management
University of Manitoba
- 2018 – 2019 **Farnoosh Niro**
Indigenous Sport Graduate Transcription Assistant
Faculty of Kinesiology and Recreation Management
University of Manitoba
- 2018 – 2019 **Zobia Amir**
Indigenous Sport Undergraduate Transcription Assistant
Faculty of Kinesiology and Recreation Management
University of Manitoba
- 2018 – 2019 **Maria Rocha**
Indigenous Sport Undergraduate Transcription Assistant
Faculty of Kinesiology and Recreation Management
University of Manitoba

MASTERS STUDENT SUPERVISION

2017 – 2021 Bianca Matwyczuk

MA Kinesiology and Recreation Management University of Manitoba Canada
Thesis: *2017 Canada Sumer Games Legacy: Understanding the Use of the Canada Games Sport for Life
Centre Post-Event*
Co-Supervisor: Dr. jay johnson

STUDENT WITHDREW FROM PROGRAM

MASTERS THESIS COMMITTEES

2018 – 2019 Farnoosh Niro

MA Kinesiology and Recreation Management University of Manitoba Canada
Thesis: *Exploring the Culinary Experiences of Visitors in Temporary Unique Settings – The Case of Pop-
Up Restaurants*
Supervisor: Dr. Christine Van Winkle

UNDERGRADUATE SUPERVISION

2020 Emily Wigglesworth

HBOR Outdoor Recreation, Parks & Tourism Lakehead University Canada
Directed Study: *Generating Authentic Camp Experiences: Improving Therapeutic Camping Outcome for Children
affected by Cancer through Intentional Programming*

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ADMINISTRATION

2015 - 2016	Exam Supervisor	Disability Services	University of Otago	New Zealand
2008 - 2009	Event Coordinator	Centre for Northern Studies	Lakehead University	Canada
	Ecological and Environmental Impacts of Climate Change Symposium			

LOCAL GOVERNMENT

2011 – 2012	Community Environmental Action Plan Coordinator	City of Thunder Bay	Canada
	Infrastructure & Operations – Environment Division		
2010 – 2011	Recreation & Tourism Development Coordinator	Town of Marathon	Canada
	Recreation Services		

INDUSTRY

2009 – 2010	Shift Supervisor	St. Joseph's Care Group	Canada
	Frank Murphy Community Centre		
2007 – 2010	Aquatic Therapeutic Recreationist	St. Joseph's Care Group	Canada
	Frank Kennedy Community Centre		
2003 – 2008	Head Lifeguard, Swim Instructor	City of Thunder Bay	Canada
	Canada Games Complex		
2002 – 2003	Aquatics for Everyone Instructor, Lifeguard	Variety Village	Canada
	Aquatics		
2002 – 2003	Disabled Adult Conditioning (DAC) Facilitator	Variety Village	Canada
	Aquatics and Fitness & Wellness		
2001 – 2002	Team Leader	YMCA – Scarborough	Canada
	Aquatics		
2001 – 2003	Summer Regional Supervisor	Superior Pool, Spa & Leisure	Canada
	East Region		
1997 – 2000	Summer Lifeguard	Superior Pool, Spa & Leisure	Canada
	East Region		

EDUCATION

2022 (Expected)	Ph.D. (Tourism)	University of Otago	New Zealand
	Thesis:	<i>Exploring the Culture of WWOOF Participation in New Zealand: An Ethnographic Approach</i>	
	Supervisors:	Dr. Anna Thompson-Carr and Dr. Tara Duncan	

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2011	M.E.S. (Nature Based Recreation & Tourism)	Lakehead University	Canada
	Thesis:	<i>The Effectiveness of Environmental Communication with Scuba Divers: A Comparison of the Curriculum of BSAC, PADI and SSI Open Water Diver Certification Courses</i>	
	Supervisors:	Dr. Rhonda Koster and Dr. Len Hunt	
2008	H.B.O.R. (Outdoor Recreation, Parks & Tourism)	Lakehead University	Canada
	Thesis:	<i>Defining Low Impact Diving Practices in Palau, Yap and Chuuk: A Case Study towards the Development of a Low Impact Diving Diver Education Model</i>	
	Supervisor:	Dr. Rhonda Koster	
2008	H.B.Sc. (Anthropology)	Lakehead University	Canada
	Capstone:	<i>The Implications of Marine Salvage and Recreational Diving on Modern Underwater, Maritime and Marine Archaeology</i>	
	Supervisor:	Dr. Scott Hamilton	
2008	B.A. (Philosophy)	Lakehead University	Canada
	Capstone:	<i>Eastern Religious Traditions and Environmental Philosophy</i>	
	Supervisor:	Dr. Jason Blahuta	

FUNDING

Lifetime Total: \$257,774.36

RESEARCH GRANTS

Total Research Grants: \$57,492.36

2022	Trail Tourism Research Grant	\$2,500 CAD
	Funded by: Ontario Trails Council	
	PI: Kelsey Johansen	
2022	Provost's Office Research Assistant Funding	\$7,500 CAD
	Funded by: Government of Canada SSWP / University of Waterloo (Office of the Provost)	
	PI: Kelsey Johansen	
2021	Learning Innovation and Teaching Enhancement (LITE) Seed Grant	\$7,492.36 CAD
	Funded by: Centre for Teaching Excellence, University of Waterloo	
2021	Hallman Undergraduate Research Fellowship in Health and Promotion	\$10,000 CAD
	Funded by: Faculty of Health, University of Waterloo	
	PI: Kelsey Johansen	
2021	Provost's Office Research Assistant Funding	\$10,000 CAD
	Funded by: Government of Canada SSWP / University of Waterloo (Office of the Provost)	
	PI: Kelsey Johansen	
2018	Bilateral Agreement Outcome Study of the Sport Support Program	\$20,000 CAD
	Funded by: Sport Manitoba	
	PI: Dr. Joannie Halas	
	CI: Dr. Daniel Henhawk, Dr. Heather McRae, Dr. Brian Rice, Kelsey Johansen	

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TEACHING ENHANCEMENT & MATERIALS GRANTS

Total Teaching Grants: \$1,050

2019	Practicum Facilitation Support Grant School of Outdoor Recreation, Parks and Tourism, Lakehead University	\$800.00 CAD
2017	Teaching Materials Support Grant Faculty of Kinesiology & Recreation Management, University of Manitoba	\$250.00 CAD

TRAVEL & PROFESSIONAL DEVELOPMENT GRANTS

Total Travel Grants: \$20,562

2022	Faculty Professional Expense Reimbursement (FPER) Plan Department of Recreation and Leisure Studies, University of Waterloo	\$1,954 CAD
2021	Faculty Professional Expense Reimbursement (FPER) Plan Department of Recreation and Leisure Studies, University of Waterloo	\$1,954 CAD
2020	Faculty Professional Expense Reimbursement (FPER) Plan Department of Recreation and Leisure Studies, University of Waterloo	\$1,954 CAD
2019	Professional Development Fund Faculty of Kinesiology & Recreation Management, University of Manitoba	\$2,950 CAD
2018	Professional Development Fund Faculty of Kinesiology & Recreation Management, University of Manitoba	\$2,025 CAD
2017	Professional Development Fund Faculty of Kinesiology & Recreation Management, University of Manitoba	\$2,025 CAD
2017	Research Development Travel Grant Leisure Studies Association, United Kingdom	\$300 CAD
2015	Doctoral Student Conference Support Grant School of Business, University of Otago, New Zealand	\$2,500 NZD
2015	Otago Travel Grant New Zealand Federation of Graduate Women, New Zealand	\$2,200 NZD
2015	Student Travel Grant Canadian Association of Geographers, Canada	\$600 CAD
2010	Conference Travel Grant Lakehead University Student Union, Canada	\$500 CAD
2010	Conference Travel Grant Canadian Union of Public Employees - Local 3905, Canada	\$600 CAD
2009 – 2010	Conference Travel Grant Faculty of Graduate Studies, Lakehead University, Canada	\$1,000 CAD

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SCHOLARSHIPS

Total Scholarships: \$97, 525

2013 – 2016	International Doctoral Stipend Graduate Research School, University of Otago, New Zealand	\$75,000 NZD
2013 – 2016	Doctoral Scholarship Graduate Research School, University of Otago, New Zealand	\$18,000 NZD
2014	Fieldwork Funding Package Department of Tourism, University of Otago, New Zealand	\$2,400 NZD
2010	Masters Student Graduate Funding Package School of Graduate Studies, Lakehead University, Canada	\$2,125 CAD

ECONOMIC DEVELOPMENT GRANTS

Total Economic Development Grants: \$69,500

2021	Canada Community Revitalization Fund (CCRF) <i>(On behalf of the Waterloo Cycling Club's Hydrocut Committee)</i> Innovation, Science and Economic Development Canada	\$22,500 CAD	Canada
2021	Canada Healthy Communities Initiative (CHCI) <i>(On behalf of the Waterloo Cycling Club's Hydrocut Committee)</i> Infrastructure Canada	\$15,000 CAD	Canada
2011	Celebrate Ontario Festival Development Grant <i>(On behalf of the Corporation of the Town of Marathon)</i> Ontario Ministry of Tourism & Culture	\$32,000 CAD	Canada

COACHING & SPORT DEVELOPMENT GRANTS

Total Coaching & Sport Grants: \$9000

2019	Canada Summer Games Sport Legacy Grant <i>(On behalf of the Manitoba Water Polo Association)</i> Sport Manitoba	\$4,000 CAD	Canada
2017	Coaches Development Grant (Coaches Professional Development Grant) Sport Manitoba	\$500 CAD	Canada
2017	Grey Cup Legacy Fund (Training Camp Host Support Grant) <i>(On behalf of the Manitoba Water Polo Association)</i> Sport Manitoba	\$3,000 CAD	Canada
2016	Coaches Development Grant (Coaches Professional Development Grant) Manitoba Water Polo Association	\$1,500 CAD	Canada

CONFERENCE HOSTING GRANTS

Total Speaker Grants: \$8,657

2021	Conference Support Grant <i>(On behalf of the Ontario Trails Council and Canadian Trails Federation's National Roundtable on Risk Management)</i>	\$5,000 CAD
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Intact Public Entities

2009	Conference Support Grant (On behalf of the School of Outdoor Recreation, Parks and Tourism) Faculty of Graduate Studies, Lakehead University, Canada	\$1,600 CAD
2008	Speaker Series Development Support Grant (On behalf of the School of Outdoor Recreation, Parks and Tourism) Centre for Northern Studies, Lakehead University, Canada	\$1,557 CAD
2008	Alumni Guest Speaker Support Grant (On behalf of the School of Outdoor Recreation, Parks and Tourism) Office of Alumni Relations, Lakehead University, Canada	\$500 CAD

AWARDS AND HONOURS

Total Awards and Honours: \$2,988

2021	Merit Department of Recreation and Leisure Studies University of Waterloo Value: \$2,988.00 CAD	
2017	Palgrave Mcmillian Best Paper Prize Leisure Studies Association Annual Conference, Leeds Beckett University Paper Title: <i>'Becoming WWOOFer, Being Me': Enacting and Embodying (leisure) Identities</i>	
2010	MES Graduate Student Civic Award School of Outdoor Recreation, Parks and Tourism, Lakehead University, Canada	

PROFESSIONAL IDENTIFICATION

ORCID	orcid.org/0000-0002-4675-7442
PUBLONS	publons.com/a/1380633/
ResearcherID	N-9511-2013
Scopus Author ID	55076761800
WOS ResearcherID	P-8481-2019.

PUBLICATIONS

REFERRED JOURNAL ARTICLES

- Mostafanezhad, M., Azizi, S., & Johansen, K. (2016). Valuing Organic Farm Volunteer Tourists in Hawai'i: Farm Host Perspectives. *Current Issues in Tourism*, 19(6), pp. 37–41. DOI: 10.1080/13683500.2014.961904
- Lemelin, R. H. & Johansen, K. (2014). The Canadian National Vimy Memorial: Remembrance, Dissonance and Resonance. *International Journal of Culture, Tourism, and Hospitality Research*, 8(2). pp.203 – 218. DOI: 10.1108/IJCTHR-09-2013-0059

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Lemelin, R.H., Whyte, K. P., **Johansen, K.**, Higgins-Desbiolles, F., Wilson, C. & Hemming, S. (2013). Conflicts, battlefields, indigenous peoples and tourism: addressing dissonant heritage in warfare tourism in Australia and North America in the twenty-first century *International Journal of Culture, Tourism and Hospitality Research*, 7 (3), pp. 257 – 271. DOI: 10.1108/IJCTHR-05-2012-0038.

Johansen, K. & Koster, R. (2012). Forming SCUBA Diving Environmental Codes of Conduct - What Entry-Level Divers are Taught in Their First Certification Course. *Tourism in Marine Environments - Special Issue SCUBA DIVING: Exploring Issues of Its System*, 8(1/2), pp. 61-76. DOI: 10.3727/154427312X13262430524144

BOOK CHAPTERS

Johansen, K. (2013). Chapter Five – SCUBA Diving Education and Training. In K. Dimmock and G.Musa (Eds.). *SCUBA Diving Tourism*. Oxford, UK: Routledge. **(INVITED)**.

Johansen, K. & Auger, A. (2012). Chapter 16 – Citizen Science and Insect Conservation. In R.H. Lemelin (Ed.). *The Management of Insects in Recreation and Tourism*. Cambridge, UK: Cambridge University Press. **(INVITED)**.

RESEARCH REPORTS

Johansen, K., Panse, G., Skabowski, S. & Boluk, K. (2022). *The Grand Watershed Trails Network – Gauging regional business awareness of the GWTN, and the importance of trail-based recreation and tourism to SMEs*. Waterloo, ON: Department of Recreation and Leisure Studies, University of Waterloo (45 pages).

Johansen, K., Duckett, C., Thobani, T., Spence, K. and McCulloch, J. (2022). *Trails and Social Enterprise: A Literature Review*. Waterloo, ON: Department of Recreation and Leisure Studies, University of Waterloo (108 pages).

Johansen, K. & Lemelin, R.H. (2022). *The Status of Mountain Biking in Thunder Bay: Local Ridership Profile – Riding and Spending Patterns*. Thunder Bay, ON: Blacksheep Mountain Biking Club (50 pages).

Johansen, K. (2022). *Insuring Ontario's Trails Survey – Final Report*. Deseronto, ON: Ontario Trails Council (65 pages).

Johansen, K. (2021). *Insuring Ontario's Trails Survey – Summary Report on Interim Findings*. Deseronto, ON: Ontario Trails Council (41 pages).

Johansen, K. (2021). *Insuring Ontario's Trails Survey – Summary Report on Preliminary Findings*. Deseronto, ON: Ontario Trails Council (20 pages).

Johansen, K., Henhawk, D., Kosmenko, N., Rice, B., & Halas, J. (2019). *Bilateral Outcomes Study: Sport Support Program Federal, Provincial/Territorial – Indigenous Bilateral Supplement*. Winnipeg, MB: Faculty of Kinesiology and Recreation Management, University of Manitoba (108 pages).

Kosmenko, N., Henhawk, D., Rice, B., **Johansen, K.**, & Halas, J. (2019). *Indigenous Youth and Sport. A Literature Review of Best Practices, Challenges, and Health Outcomes (Full Version)*. Winnipeg, MB: Faculty of Kinesiology and Recreation Management, University of Manitoba (89 pages).

Kosmenko, N., Henhawk, D., Rice, B., **Johansen, K.**, & Halas, J. (2019). *Indigenous Youth and Sport. A Literature Review of Best Practices, Challenges, and Health Outcomes (Condensed Version)*. Winnipeg, MB: Faculty of Kinesiology and Recreation Management, University of Manitoba (62 pages).

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- Kosmenko, N., Henhawk, D., Rice, B., **Johansen, K.**, & Halas, J. (2019). *Indigenous Youth and Sport. A Literature Review of Best Practices, Challenges, and Health Outcomes (Condensed Version – Community Town Hall)*. Winnipeg, MB: Faculty of Kinesiology and Recreation Management, University of Manitoba (16 pages).
- Henhawk, D., Rice, B., **Johansen, K.** & Halas, J. (2018). *Bilateral Outcome Study of the Sport Support Program Federal, Provincial/Territorial – Indigenous Bilateral Supplement – Progress Report #2*. Prepared for Sport Manitoba. (12 pages).
- Henhawk, D., Rice, B., **Johansen, K.** & Halas, J. (2018). *Bilateral Outcome Study of the Sport Support Program Federal, Provincial/Territorial – Indigenous Bilateral Supplement – Progress Report #1*. Prepared for Sport Manitoba. (5 pages).
- Johansen, K.** (2018). *State of High-Performance Water Polo in Manitoba – NextGen Report to Water Polo Canada*. Prepared for Water Polo Canada (75 pages).
- Johansen, K.** (2017). *Report on Welfare Provisions for Assistance Dogs during Public Transport: An analysis of legislation, policy and training practices*. Dunedin, New Zealand: University of Otago (169 pages).

REFERRED CONFERENCE PROCEEDINGS

- Johansen, K.** (2019). *Willing Workers on Organic Farms - Representation and Othering through Food*. At the 2019 ATLAS Gastronomy and Tourism Research Group Meeting: Gastronomy and Tourism - Reflections on local food consumption in urban and rural areas, Universidade de Évora - Colégio do Espírito Santo, Évora, Portugal, February 20th – 23rd, 2019.
- Johansen, K.** (2017). *'Becoming WWOOFer, Being Me': Enacting and Embodying (Leisure) Identities*. At the 2017 Leisure Studies Association Conference, Leeds Beckett University, Rose Bowl City Campus, Leeds, United Kingdom, July 4th – 6th 2017. **AWARDED BEST PAPER PRIZE.**
- Lemelin, H., Powys Whyte, K., Wilson, C., Higgins-Desbiolles, F., Hemming, S. & **Johansen, K.** (2013). *Battlefields, Repatriation, and Indigenous Peoples Addressing dissonant heritage in warfare tourism in Australia and North America in the 21st Century*. In the Proceedings of the 5th International Critical Tourism Studies Conference – Tourism Critical Practice: Activating Dreams into Action, Sarajevo, Bosnia, June 25th – 28th, 2013.
- Johansen, K.** & Spence, K. (2012). *Implementing the Trans Canada Trail 2017 Connectivity Plan in Northern Ontario, Canada: Tourism, Hiking and Rural Development*. In the Proceedings of Outdoor Recreation in Change - Current Knowledge and Future Challenges: The 6th International Conference on Monitoring and Management of Visitors in Recreational and Protected Areas, Stockholm, Sweden, August 21st -24th, 2012.
- Johansen, K.**, Koster, R. & Hunt, L. (2012). *Environmental Messages, Diver Attitudes and Depreciative Behaviours: Does How We Communicate Environmental Messages to Recreational Divers and Dive Tourists Really Matter?* In the Proceedings of Outdoor Recreation in Change - Current Knowledge and Future Challenges: The 6th International Conference on Monitoring and Management of Visitors in Recreational and Protected Areas, Stockholm, Sweden, August 21st -24th, 2012.
- Johansen, K.** (2010). *Boating Tourism and Community Economic Development: Understanding Boater Market Segmentation and Amenity and Service Preferences Post-Recession*. In the Proceedings of Research on the Road to Recovery: The Travel and Tourism Research Association Canada Chapter Conference, October 13th – 15th, 2010, Quebec City, Canada.
- Johansen, K.** & Lemelin, R.H. (2010). *Reviewing the Role of Arthropods in Multidisciplinary Journals: A Content Analysis*. In the Proceedings of the Conservation for a changing planet: International Congress for Conservation Biology (ICCB), July 3rd -7th, 2010, University of Alberta, Edmonton, Canada.
- Johansen, K.** & Koster, R. (2009). *Assessing Diver Impacts on Marine Environments in Palau, Yap and Chuuk: Is a New Diver Education Model Needed?* In the Proceedings of Tourism Away from the Mainstream – Travel and Tourism Research Association

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Canada Chapter Conference; October 14th – 16th, 2009, University of Guelph, Guelph, Canada.

CONFERENCE PRESENTATIONS

- Johansen, K., & Chow, N.** (2022). *Collaborating with Academic Support Units: Partnerships in Pedagogy, Praxis, and Research to Support Online, Experiential, and Place-Based Learning*. At the 13th Annual University of Waterloo Teaching and Learning Conference: Fostering Partnerships in Pedagogy, University of Waterloo, Waterloo, Canada, April 27th and 28th, 2022 [online].
- Johansen, K.** (2019). *Willing Workers on Organic Farms - Representation and Othering through Food*. At the 2019 ATLAS Gastronomy and Tourism Research Group Meeting: Gastronomy and Tourism - Reflections on local food consumption in urban and rural areas, Universidade de Évora - Colégio do Espírito Santo, Évora, Portugal, February 20th – 23rd, 2019.
- Johansen, K.** (2017). *'Becoming WWOOFer, Being Me': Enacting and Embodying (Leisure) Identities*. At the 2017 Leisure Studies Association Conference, Leeds Beckett University, Rose Bowl City Campus, Leeds, United Kingdom, July 4th – 6th 2017. **AWARDED BEST PAPER PRIZE.**
- Johansen, K.** (2017). *Sharing Economy Implications for WWOOF Participation*. At the 2017 Canadian Association of Geographers Annual Meeting, York University, Toronto, Ontario, Canada, May 29th – June 2nd 2017.
- Johansen, K.** (2015). *Negotiating Authenticity, Intimacy and Conflict that Accompanies 'Backstage' Access WWOOFing in New Zealand*. At the Canadian Association of Geographers' Annual Meeting. Simon Fraser University, Burnaby, British Columbia, Canada, June 1st – June 5th 2015.
- Johansen, K. & Lemelin, R.H.** (2015). *Chuuk Lagoon: Management Challenges Communicating Conflicting Narratives at Marine Battlefields to Dive Tourists*. At the Canadian Association of Geographers' Annual Meeting (Special Session on "Tourism to Destinations with a Controversial Past: Issues and Problems in the Management of Dark Heritage Sites"). Simon Fraser University, Burnaby, British Columbia, Canada, June 1st – June 5th 2015.
- Johansen, K.** (2015). *Making Bread and Breaking Bread: Host-Guest Interactions among WWOOF Participants in New Zealand*. At the Canadian Association of Food Studies Conference (Capital Ideas: Nourishing Debates, Minds and Bodies). University of Ottawa, Ottawa, Ontario, May 30th - June 2nd, 2015.
- Lemelin, H., Powys Whyte, K., Wilson, C., Higgins-Desbiolles, F., Hemming, S. & **Johansen, K.** (2013). *Battlefields, Repatriation, and Indigenous Peoples Addressing dissonant heritage in warfare tourism in Australia and North America in the 21st Century*. At the 5th International Critical Tourism Studies Conference (Tourism Critical Practice: Activating Dreams into Action), Sarajevo, Bosnia, June 25th – 28th, 2013.
- Johansen, K. & Spence, K.** (2012). *Implementing the Trans Canada Trail 2017 Connectivity Plan in Northern Ontario, Canada: Tourism, Hiking and Rural Development*. At the 6th International Conference on Monitoring and Management of Visitors in Recreational and Protected Areas (Outdoor Recreation in Change - Current Knowledge and Future Challenges), Stockholm, Sweden, August 21st -24th, 2012.
- Johansen, K., Koster, R. & Hunt, L.** (2012). *Environmental Messages, Diver Attitudes and Depreciative Behaviours: Does How We Communicate Environmental Messages to Recreational Divers and Dive Tourists Really Matter?* At the 6th International Conference on Monitoring and Management of Visitors in Recreational and Protected Areas (Outdoor Recreation in Change - Current Knowledge and Future Challenges), Stockholm, Sweden, August 21st -24th, 2012.
- Johansen, K.** (2010). *Boating Tourism and Community Economic Development: Understanding Boater Market Segmentation and Amenity and Service Preferences Post-Recession*. At the Travel and Tourism Research Association Canada Chapter Conference (Research

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on the Road to Recovery), October 13th -15th, 2010, Quebec City, Canada.

Johansen, K. & Koster, R. (2009). *Assessing Diver Impacts on Marine Environments in Palau, Yap and Chuuk: Is a New Diver Education Model Needed?* At the Travel and Tourism Research Association Canada Chapter Conference (Tourism Away from the Mainstream); October 14th – 16th, 2009, University of Guelph, Guelph, Canada.

CONFERENCE ABSTRACTS UNDER REVIEW / ACCEPT BUT NOT YET PRESENTED

Johansen, K. & Spence, K. (submitted). The Group of Seven Lake Superior Trail: A Canadian Case Study of Innovation and Technology in Sustainable Nature-Based Creative Tourism. Under review for presentation at the *Creative Tourism, Regenerative Development, and Destination Resilience Conference*, November 8th to 10th, 2022, Ponta Delgada, São Miguel Island, Azores, Portugal.

Johansen, K. Spence, K. & McCulloch, J. (accepted). Trail Tourism and the Pandemic: Key Insights and Lessons Learned from Ontario and Atlantic Canada. Under review for presentation at the *6th International Conference on Sustainable Tourism Management (ICSTM 2022)*, August 24th – 26th 2022, Stockholm, Sweden.

CONFERENCE POSTERS

Johansen, K. & Lemelin, R.H. (2010). Recognizing Arthropod Discourse Disorder in Multidisciplinary Journals: A Content Analysis. At the *International Congress for Conservation Biology (ICCB: Conservation for a changing planet)*, July 3rd – 7th, 2010, University of Alberta, Edmonton, AB.

Johansen, K. & Koster, R. (2010). Scuba Diving Tourism in Truk Lagoon: Implications for Cultural Heritage Preservation. At the *2010 Society for Economic Anthropology Contested Economies Conference (Global Tourism and Cultural Heritage)*, April 8th -10th, 2010, Tampa, USA.

Johansen, K. & Koster, R. (2009). Assessing Diver Impacts on Marine Environments in Palau, Yap and Chuuk: Is a New Diver Education Model Needed? At the *Travel and Tourism Research Association Canada Chapter Conference (Student Research Symposium)*, October 14th -16th, 2009, Guelph, Canada.

CONFERENCE ATTENDANCE CANCELLED DUE TO COVID-19

Johansen, K., Spence, K. & Wassegijig, L. (accepted). Trail Sovereignty: An Emerging Concept to Guide Protected Areas Management and Sustainable Tourism Development in the Era of Truth and Reconciliation. *International Conference on Monitoring and Management of Visitors in Recreational and Protected Areas - MMV10*, August 24th – 27th, 2020, Norwegian University of Life Sciences (NMBU), Lillehammer, Norway.

INDUSTRY AND MEDIA PUBLICATIONS

Johansen, K. (2020). *Hiker Safety Advisory: Changes in Spring Bear Hunting Regulations.* Voyageur Trail News, 2020(2), pp. 22-24. Sault Ste Marie, Canada: Voyageur Trail Association.

Johansen, K. (2020). How to Poop in the Woods and other Leave No Trace Considerations in the Era of COVID-19. *Voyageur Trail Association Newsletter*, 2020(2), pp. 6 – 10. Sault Ste Marie, Canada: Voyageur Trail Association.

Johansen, K. (2020). Plogging for the Planet: The Swedish trend that turns your trail activities into an eco-adventure. *Voyageur Trail Association Newsletter*, 2020(1), pp. 6 – 8. Sault Ste Marie, Canada: Voyageur Trail Association.

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Johansen, K. (2020). Spring Brings More Trail Maintenance. *Voyageur Trail Association Newsletter*, 2020(1), p. 19. Sault Ste Marie, Canada: Voyageur Trail Association.

Johansen, K. (2019). Dressing for Winter - Layering for Comfort & Safety during Winter Backcountry Travel. *Voyageur Trail Association Newsletter*, 2019(1), pp. 6 – 9. Sault Ste Marie, Canada: Voyageur Trail Association.

Johansen, K. (2019). Trail Etiquette for Winter Mixed Use Trails. *Voyageur Trail Association Newsletter*, 2019(1), pp. 22 – 23. Sault Ste Marie, Canada: Voyageur Trail Association.

Johansen, K. (2019). Join the 120th Annual Christmas Bird Count. *Voyageur Trail Association Newsletter*, 2019(1), pp. 24 – 25. Sault Ste Marie, Canada: Voyageur Trail Association.

MANUSCRIPTS IN PREPARATION

Johansen, K., Panse, G. & Chow, N. (in preparation). Online Experiential Place-Based Education: A Review of the Literature. *In preparation for the International Journal for the Scholarship of Teaching & Learning*.

Johansen, K., Spence, K., & McCulloch, J. (in preparation). Trails and Social Enterprise: A Literature Review. *In preparation for the Journal of Social Enterprise*.

Johansen, K., Duckett, C., Spence, K., & McCulloch, J. (in preparation). Trails Governance: The Potential of Social Enterprise and Collective Impact to Address Key Issues and Foster Collaboration. *In preparation for the Journal of Outdoor Recreation and Tourism*.

Johansen, K., Spence, K., & McCulloch, J. (in preparation). Trails and Social Enterprise: Opportunities to address the UN 2030 Sustainable Development Goals. *In preparation for the Journal of Sustainable Tourism*.

Johansen, K., Spence, K. & Wassegijig, L. (in preparation). Trail Sovereignty, Reconciliation and Indigenous Economic Development in Ontario. *In preparation for the Journal of Sustainable Tourism*.

Johansen, K. (in preparation). Willing Workers on Organic Farms - Inclusion and Othering through Food. *In preparation for the Journal of Gastronomy and Tourism*. **INVITED**.

Johansen, K. (in preparation). Untitled Monograph. *Proposal in preparation for Palgrave MacMillan's Leisure Studies in a Global Era book series*. **INVITED**.

Johansen, K. (in preparation). Enacting and Embodying (Leisure) Identities through the Willing Workers on Organic Farms program. *In preparation for Leisure Studies*.

Johansen, K. (in preparation). Understanding the Willing Workers on Organic Farms (WWOOF) Program: a Systematic Review. *In preparation for the Journal of Sustainable Tourism*.

Johansen, K. (in preparation). The Sharing Economy and Collaborative Consumption in Tourism: Implications of their Development for WWOOF Participation. *In preparation for submission to the International Journal of Contemporary Hospitality Management*.

Johansen, K. (in preparation). Using Phenomenology-Based Ethnography as Tourism Research Method. *In preparation for submission to the Annals of Tourism Research*.

Johansen, K. (in preparation). Acts of Representation through Food Production and Consumption and their mediation of Host-Guest Interactions among WWOOF Participants in New Zealand. *In preparation for submission to the Journal of*

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Sustainable Tourism.

SPEAKING ENGAGEMENTS

INVITED TALKS

- | | | | |
|------|---|--------------------------------|---------------|
| 2022 | Round Table on Risk Management and Insurance in Trails
Topic: <i>Insuring Ontario's Trails – The Impacts of COVID-19 on Insurance for Trails</i> | Ontario Trails Council | Canada |
| 2019 | Teaching and Learning Symposium
Panel: <i>Best Practices in Thesis Supervision: A Faculty and Graduate Student Panel Discussion</i> | Lakehead University | Canada |
| 2018 | Summer Research Training Institute
Topic: <i>Advanced NVivo Skills & Troubleshooting Workshop</i> | University of Manitoba | Canada |
| 2017 | Summer Research Training Institute
Topic: <i>Advanced NVivo Skills & Troubleshooting Workshop</i> | University of Manitoba | Canada |
| 2017 | Critical Environments Research Group (CERG)
Topic: <i>The Role of Food Knowledge and Cultural Exchange in Shaping Host-Guest Interactions among WWOOF Participants in New Zealand.</i> | University of Manitoba | Canada |
| 2012 | Centre for Environmental Education Speaker Series
Topic: <i>Designing Mixed Methods Research to provide insight into Effective Environmental Communication with Recreational Divers and Dive Tourists</i> | University of Minnesota | USA |

DEPARTMENTAL & UNIVERSITY TALKS

- | | | | |
|------|---|-------------------------------|---------------|
| 2021 | Department of Recreation and Leisure Studies
Theories & Evidence for Therapeutic Recreation
Topic: <i>Nature and Adventure-Based Therapeutic Recreation – Using Nature Therapeutically</i> | University of Waterloo | Canada |
| 2021 | School of Outdoor Recreation, Parks and Tourism
Cycle Tourism Expedition
Topic: <i>Cycling and The Highway Traffic Act: Understanding the Implications for Road Cycling and Cycle Tourism in Ontario</i> | Lakehead University | Canada |
| 2021 | Department of Recreation and Leisure Studies
Advanced Seminar in Tourism Development
Topic: <i>Trail Tourism in Ontario: A Student-led Q and A (Panelist with Patrick Connor, Ontario Trails Council)</i> | University of Waterloo | Canada |
| 2020 | School of Outdoor Recreation, Parks and Tourism
Healthy People / Healthy Parks
Topic: <i>Healthy People, Healthy Parks - Why we feel better in the Bush and its implications for Therapeutic Recreation</i> | Lakehead University | Canada |
| 2019 | School of Outdoor Recreation, Parks and Tourism
Natural Areas and Tourism
Topic: <i>Wildlife Tourism and Cooperative Co-Management – A Case Study from Kaikoura, New Zealand</i> | Lakehead University | Canada |
| 2019 | School of Outdoor Recreation, Parks and Tourism
Community Tourism Planning | Lakehead University | Canada |

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Topic: *Agricultural Tourism as Rural Community Tourism Development through Farm Diversification - Challenges and Best Practices*

2019	Faculty of Kinesiology & Recreation Management Introduction to Research Panel: <i>Interdisciplinary Research - Mixed Methods and Knowledge Translation in Research</i>	University of Manitoba	Canada
2018	Faculty of Kinesiology & Recreation Management Current Issues Topic: <i>Agricultural Tourism: Understanding Concepts, Trends and Current Issues</i>	University of Manitoba	Canada
2018	Faculty of Kinesiology & Recreation Management Concepts in Recreation & Leisure Topic: <i>Battlefield Tourism</i>	University of Manitoba	Canada
2016	Department of Tourism Seminar Series Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: A Reflexive Retrospective</i>	University of Otago	New Zealand
2016	Department of Tourism Events & Conventions Management Topic: <i>Managing Events: Human Resources and Event Volunteers</i>	University of Otago	New Zealand
2015	Department of Tourism Seminar Series Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: Authenticity, Intimacy and Conflict</i>	University of Otago	New Zealand
2014	Department of Tourism PhD Writing Retreat Topic: <i>Summarizing and Paraphrasing – A Practical Workshop</i> Topic: <i>Peer Feedback Speed Dating – A Practical Writing and Feedback Guide</i>	University of Otago	New Zealand
2014	Department of Tourism Seminar Series Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: Reflections on Preliminary Fieldwork, Methods, and Constructs</i>	University of Otago	New Zealand
2014	Department of Tourism Sustainable Ecotourism Development Topic: <i>Dive Tourism in the Pacific: Developing a Low Impact Diving Model</i> Topic: <i>Sustainable Dive Tourism in the Bay Islands, Honduras</i>	University of Otago	New Zealand
2013	Department of Tourism Seminar Series Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: An Ethnographic Approach</i>	University of Otago	New Zealand
2013	School of Outdoor Recreation, Parks and Tourism Theory & Practice of Parks Topic: <i>The Feasibility of SCUBA Diving Tourism in Nipigon Ontario</i>	Lakehead University	Canada
2013	School of Outdoor Recreation, Parks and Tourism Nature-Based Tourism	Lakehead University	Canada

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Topic: *Case Study of the Bay Islands, Honduras - Volunteer Dive Tourism and Conservation Projects in Central America*

- 2012 **LU Anthropology Association** **Lakehead University** **Canada**
LUAA Annual General Meeting
Topic: *Marine Archaeology, Underwater Cultural Heritage Preservation & Scuba Diving Tourism in Truk Lagoon*
- 2012 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Battlefield Tourism
Topic: *(Re)Conceptualizing Wreck Diving as Battlefield Tourism.*
- 2012 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Inquiry & Analysis
Topic: *Can How We Communicate Environmental Messages to Recreational Divers and Dive Tourists Change Diver Attitudes and Mitigate Depreciative Behaviors?*
- 2010 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Inquiry & Analysis
Topic: *Environmental Messaging in Entry-Level Scuba Diver Certification Courses: A Case Study in the Use of Mixed Methods Research*
- 2009 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Advanced Inquiry & Analysis
Topic: *Qualitative Data Analysis: Photo Interviews and Photo Journals*
Topic: *Participant Observation as a Qualitative Data Collection Tool*
Topic: *Qualitative Data Analysis and Nominal Groups*
- 2009 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Programming & Evaluation
Topic: *Programming and Evaluation for the Scuba Diving Industry*
- 2009 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Nature-Based Tourism
Topic: *Nature-Based Tourism and Tourist Typologies*
- 2008 **School of Outdoor Recreation, Parks and Tourism** **Lakehead University** **Canada**
Risk Management & Liability
Topic: *Risk Recreation and the Perceived Benefits of Calculated Risks for Individual Participants – A Case from the Scuba Diving Industry*

COMMUNITY TALKS & WORKSHOPS

- 2022 **Townhall Meeting** **Grand Watershed Trail Network** **Canada**
Topic: *GWTN Trail-Based Recreation and Tourism Study Phase I Findings*
Audience: *GWTN Board of Directors, Community stakeholders and research participants*
Co-Presenters: *Dr. Karla Boluk, Gaurav Panse*
- 2019 **Townhall Meeting** **Sport Manitoba** **Canada**
Topic: *Bilateral Funding Evaluation Results Presentation and Feedback Break Out Sessions*
Audience: *Community stakeholders and research participants*
Co-Presenters: *Dr. Brian Rice, Dr. Dan Henhawk, Dr. Joannie Halas*

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2019	Research Presentation Topic: <i>Bilateral Funding Evaluation Draft Final Research Report Presentation</i> Audience: <i>Sport Manitoba Administration</i> Co-Presenters: <i>Dr. Dan Henhawk, Dr. Joannie Halas</i>	Sport Manitoba	Canada
2017	Winter Sport Development Camp Topic: <i>Concussion Awareness Sessions</i> Audience: <i>Parents and Coaches</i>	Manitoba Water Polo Association	Canada
2012	Nor'Wester VTA Worksop Series Topic: <i>Learn to Snowshoe</i> Audience: <i>Novice outdoor enthusiasts</i>	Nor'Wester VTA Club	Canada

PROFESSIONAL DEVELOPMENT

ADMINISTRATION

2020	Human Resources Topics: <i>New Faculty Orientation</i>	University of Waterloo	Canada
2019	Human Resources Topics: <i>New Faculty Orientation</i> <i>New Hire Health & Safety Orientation</i> <i>Worker Health and Safety Awareness in 4 Steps</i> <i>Ontario Human Rights Commission - Working Together: The Ontario Human Rights Code</i> <i>Ontario Human Rights Commission - Accessibility for Ontarians with Disabilities Act</i>	Lakehead University	Canada
2016	Centre for Academic Teaching & Learning Topics: <i>New Faculty Orientation</i>	University of Manitoba	Canada
2015	Career Development Centre Topics: <i>Marketing Yourself to Interdisciplinary Audiences</i> <i>Crafting Academic and Non-Academic Curriculum Vitae</i>	University of Otago	New Zealand

EQUITY AND INCLUSION

2022	Human Rights, Equity and Inclusion Topics: <i>Metis 101</i>	University of Waterloo	Canada
2021	Reconciling Ways of Knowing Project / Canada Land Resource Innovations Topic: <i>Incorporating Indigenous Knowledge in Integrated Land Use Planning</i>		Canada
2021	Office of Human Resources Topics: <i>Accessibility Training – Part I</i> <i>Accessibility Training – Part II</i>	Lakehead University	Canada
2020	Human Rights, Equity and Inclusion Topics: <i>Equity 101</i> <i>Anti-Racism Workshop</i>	University of Waterloo	Canada

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Anti-Blackness at the Intersection
You Don't Know What You Don't Know – Part I
You Don't Know What You Don't Know – Part II
Anti-Racism Workshop: Understanding Racism & Racial Microaggressions

2019	Office of Human Resources	Lakehead University	Canada
	Topics:	Working Together: The Ontario Human Rights Code and the AODA	
2019	Integrated Accessibility Standards Regulation Access Forward		Canada
2019	Human Resources	University of Manitoba	Canada
	Topics:	Equity, Diversity and Inclusion 2.0 Ethics in the Workplace	
2017	Human Resources	University of Manitoba	Canada
	Topic:	Accessibility Training (Customer Service)	
2015	National Centre for Peace and Conflict Studies	University of Otago	New Zealand
	Topic:	Implications of Colonization & De-Colonization for Māori in New Zealand	

HEALTH & SAFETY

2021	Office of Human Resources	Lakehead University	Canada
	Topics:	COVID Awareness Module	
2019	Office of Human Resources	Lakehead University	Canada
	Topics:	Worker Health and Safety Awareness in 4 Steps	

PASTORAL CARE

2021 - 2022	Mental Health Literacy Certificate	University of Waterloo	Canada
	Topics:	Module 1: Mental Health Language and Anti-Stigma Module 2: Equity and Mental Health Module 3: Recognizing and Responding to a Person in Distress Module 4: Building and Maintaining Resiliency Module 5: Compassionate Care: Caring for Self While Caring for Others Module 6: Capstone: Pathways to Support and Accommodations	
2021	Trauma-Informed Leadership Series	Women's Leadership Network	United Kingdom
	Topics:	Trauma and Adverse Childhood Experiences Load, Intersectionality, and Processes for Coping Trauma-Informed Leadership in Further Education Trauma-Informed Leadership in Further Education and Higher Education	
2020	Conference on Student Mental Health	University of Waterloo	Canada
	Topics:	Cannabis and Mental Health Youth in Mental Health Settings Who Use Substances in Ontario Accessing data sources on student mental health at UWaterloo Principles and processes for suicide risk screening in student populations Suicide prevention on campus Psychological distress during COVID-19 among university students	

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Mindfully Navigating COVID-19

Student Well-Being amid the COVID-19 Pandemic

Initiatives to Address Student Wellness and Equity at UWaterloo

National Standard on Mental Health and Well-Being for Post-Secondary Students

Clinical characteristics of emerging adults in emergency department, hospital, and community mental health settings

How Exercise prevents Mood Disorders

Assessing Waterloo's First Undergraduate Course on Mental Health Literacy: Did Students' Attitudes Change Over Time?

Social anxiety in university: Communication preferences and pedagogical strategies for educators

Human Resources

University of Waterloo

Canada

Topics:

More Feet on the Ground: Mental Health Awareness

Question, Persuade, Refer – Mental Health Training

Responding to Disclosures of Sexual Violence: Part I

Responding to Disclosures of Sexual Violence: Part II

Policy 42 and You

RESEARCH

2021

Center for Teaching Excellence

University of Waterloo

Canada

Topics:

Scholarship on Teaching and Learning Mini-Series

Part 1 – An introduction into the scholarship of teaching and learning

Part 2 – University of Waterloo SoTL Roundtable Part 1

Part 3 – SoTL Journal Club Discussion

Part 4 – University of Waterloo SoTL Roundtable Part 2

Part 5 – Designing and Collaborating on your own SoTL Research Project

2021

START Program

SSHRC / University of Waterloo

Canada

Workshops:

Crafting compelling objectives

Mastering methodologies

Knockout knowledge mobilization plans

Stellar student training plans

Bringing your budget “A game”

Articulating impacts and advice from the Adjudication Committee

2021

Canadian Council for Aboriginal Businesses

Canada

Workshop:

Progressive Aboriginal Relations

2021

Collaborative Institutional Training Initiative CITI Canada

Canada

Courses:

CITI Canada Privacy Course

Responsible Conduct of Research (RCR) – Researchers Course

Social and Behavioural Research – Researchers Course

2016

Panel on Research Ethics

Tri-Council of Canada

Canada

Course:

Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE)

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TEACHING AND TECHNOLOGY

2021	Teaching Commons Topics: Contract Lecturer Orientation	Lakehead University	Canada
2020	Center for Teaching Excellence Topics: ReCoDE (Remote Course Design Essentials) Bongo Virtual Classroom Inclusive Teaching Introduction to PebblePlus Atlas: Part 1 Atlas: Part 2 De-escalating Difficult Student Situations Who Are Our Learners Copyright, Library Services and Academic Integrity Learning from Our Remote Teaching Experiences	University of Waterloo	Canada
2018 - 2020	Teaching & Learning Certificate (TLC UM) Topics: Workshops <i>Orientation</i> <i>Universal Instructional Design</i> <i>Technology and Teaching</i> <i>UM Learn Relaunch</i> <i>UM Learn Badges</i> <i>iClicker</i> <i>Student Incivility</i> <i>Increasing Learning and Developing Academic Integrity</i> <i>Supporting International Students: Improving Learning for All</i> <i>Teaching Dossier</i> <i>Mental Health in the Classroom</i> <i>Indigenous Knowledge and the Potential for Scholarly Exploration at the U of M</i> <i>Reflective Practitioner</i> <i>Self-Evaluation of Teaching Practice</i> TLC Summer Teaching Institute <i>Learning Theories</i> <i>Curriculum Alignment</i> <i>Learning Outcomes</i> <i>Course Resources</i> <i>Assessment –Formative</i> <i>Assessment –Summative</i> <i>Teaching Strategies</i> <i>Respectful Classroom Behaviour</i> <i>Lesson Planning</i> <i>Syllabus Writing</i> Teaching Café 1 <i>Co-Creating Your Syllabus</i> <i>Team-Based Learning in a Large Class</i> <i>Gamification in the Classroom</i> <i>Engaging Classrooms in the Health Sciences</i>	University of Manitoba	Canada

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Popular Culture as a Way to Engage Students in the Sciences
Teaching Thermodynamics with a Problem-Based Approach

Teaching Café 2
Teaching Innovation

TLC Mini Institute 1
Making UMLearn work for you - Grading
Aligning Teaching Strategies with Assessments
Tips & Tricks for Large Lecture Classes
Assessing Big Projects & Papers

TLC Mini Institute 2
Designing Assessments
Student Incivility

Evaluations: Classroom Observation of Teaching (Introduction to Research)
Classroom Observation of Teaching (Inclusive Physical Activity & Leisure)
Classroom Observation of Teaching (Sustainable Nature-Based Tourism)

Mentor: Michael Link (Education Developer, Centre for the Advancement of Teaching and Learning)

2018	Centre for Academic Teaching & Learning	University of Manitoba	Canada
	Topics:	Developing Learning Outcomes Scaffolding Assignments Teaching Philosophy Statements	
2017	Centre for Academic Teaching & Learning	University of Manitoba	Canada
	Topics:	Reflective Practice Mental Health in the Classroom Teaching Dossier Universal Design for Learning Evaluative Practice Creating an Online Course Syllabus: A Learner-Centered Approach Technology Tools for Online Course Design Mentoring Graduate Students Teaching Online Effectively	
2016	Centre for Academic Teaching & Learning	University of Manitoba	Canada
	Topics:	Introduction to UM Learn UM Learn Content UM Learn Gradebook UM Learn Quizzes UM Learn Communications Tools UM Learn Course Management First & Last Day of Class Lesson Planning Teaching Students with Disabilities	
2016	Higher Education Development Centre	University of Otago	New Zealand
	Topics:	Applied learning - bringing the 'real world' into the classroom Teaching International Students – Cross-Cultural Issues	

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Teaching culturally diverse classes: good practice ideas
Course Design for Distance Papers
Choosing and using tools and technologies in distance education
Planning your teaching: course design

2015	Information Technology Services	University of Otago	New Zealand
	Topic:	SafeAssign Anti-Plagiarism Software	
2015	Higher Education Development Centre	University of Otago	New Zealand
	Topics:	Developing a Teaching Portfolio and Statement of Teaching Philosophy Planning for Academic Careers Creating effective spaces and places for learning First-Year International Students Writing Experience Introduction to Tutoring and Demonstrating at the University of Otago	
2014	Higher Education Development Centre	University of Otago	New Zealand
	Topics:	Dealing with Problematic Teaching Situations Using Teaching Evaluations to Inform Teaching Pedagogy Treaty of Waitangi Advanced Treaty of Waitangi Facilitating Small Groups: A Workshop for Tutors and Demonstrators	
2013	Higher Education Development Centre	University of Otago	New Zealand
	Topics:	Introduction to Māori Culture Assessments & Marking: A Workshop for Tutors and Demonstrators Teaching Individuals: A Workshop for Tutors and Demonstrators Introduction to Tutoring in the School of Business Introduction to Tutoring and Demonstrating at the University of Otago	
2012	Instructional Development Centre	Lakehead University	Canada
	Topics:	Creating Multiple Choice Exams Under Pressure: Supporting Students in Distress Maintaining Academic Integrity: Combating the Rising Tide of Plagiarism Desire2Learn Basics Advanced Desire2Learn Applications	
2011	Instructional Development Centre	Lakehead University	Canada
	Topics:	Moodle Basics Technology & Education Philosophy & Goals in Higher Education Large Class Instruction Pedagogy in Action Demystifying Curriculum Development Principles of Instructional Design	
2009	Instructional Development Centre	Lakehead University	Canada
	Topics:	Small Group Learning How to Deliver a Successful Lecture Creative Assignments How to Teach Critical Thinking The Moral Obligation and Dangers of Activism in the Classroom Teaching as Activism	

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Assessing Student Learning from a Learner-Centered Perspective
Adult Learning Theory

2008 **Instructional Development Centre** **Lakehead University** **Canada**
Topics: Creating & Employing Active Learning Exercises
 Human Rights and Equity Issues in Teaching
 Assessing Student Learning
 Preparing a Teaching Dossier

THERAPEUTIC RECREATION

2020 **Therapeutic Adventure Professional Group** **Association for Experiential Education** **United States**
Topics: Personal and Professional Mental Health Awareness in the Time of COVID-19

2020 **NH Chapter** **National Association of Social Workers** **United States**
Topic: Kinesthetic Metaphor with Dr. Michael Gass

2019 **Therapeutic Adventure Professional Group** **Association for Experiential Education** **United States**
Topics: Adventure Therapy Peer Consult Series Workshops
 Adventure Therapy with Under-Served Populations
 Adventure Therapy with Individuals
 Park-Based Adventure Therapy

OUTDOOR RECREATION

2020 **Outdoor Education Group** **American Association for Experiential Education**
Topic: COVID-19 Risk Management for Outdoor and Experiential Programs Certificate
 Risk Assessment & Safety Management: Making Program Decisions in the COVID-19 Era

SERVICE TO PROFESSION

JOURNAL REVIEWER

2021 – Present Journal of Park and Recreation Administration
2021 – Present Journal of Hospitality, Leisure, Sport & Tourism Education
2020 – Present Tourism Hospitality Research
2020 – Present Journal of Ecotourism
2019 – Present International Journal of Contemporary Hospitality Management
2019 – Present International Journal of Events and Festival Management
2018 – Present Journal of Sustainable Tourism
2013 – 2014 Canadian Journal of Experiential Education
2009 – 2012 Leisure / Loisir

BOOK REVIEWER

2019 *Ethnography: Step-by-Step* (4th Edition)
 Publisher: Sage Publications
 Author: Dr. D. M. Fetterman

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- 2019** *Research Methods in Kinesiology*
Publisher: Oxford University Press Canada
Authors: Dr. K. C. Kowalski, Dr. T. F. McHugh, Dr. C. M. Sabiston, Dr. L. J. Ferguson

BOOK CHAPTER REVIEWER

- 2018** *Managing Hospitality Management: Achieving Excellence in the Guest Experience*
Publisher: Sage Publications
Author: Robert Ford and Michael C. Sturman
- 2012** *The Management of Insects in Recreation and Tourism.*
Publisher: Cambridge University Press
Author: Dr. R. Harvey Lemelin (Ed.)

CONFERENCE SCIENTIFIC COMMITTEES

- 2022** *UWTL: Teaching and Learning Conference – Fostering Partnerships in Pedagogy*
Host: University of Waterloo, Centre for Teaching and Learning (27th & 28th April 2022).
- 2017** *CAUTHE Annual Conference: Time for big ideas? Re-thinking the field for tomorrow.*
Host: University of Otago, New Zealand (7th – 11th February 2017).
- 2013** *CAUTHE Annual Conference: Tourism and Global Change: on the edge of something big.*
Host: Lincoln University, New Zealand (11th to 14th February 2013).

CONFERENCE VOLUNTEER

- 2013** *Sixth International Outdoor Education Research Conference (IOERC)*
Host: University of Otago (25th to 29th November 2013)

DEPARTMENTAL & UNIVERSITY SERVICE

CHAired DOCTORAL COMPREHENSIVES, PROPOSALS AND THESIS DEFENSES

- 2022** **Doctoral Comprehensive Exam (Tawsif Dowla)**
Department of Recreation and Leisure Studies University of Waterloo Canada
Title: Sociocultural integration of resettled refugees through tourism
Supervisor: Dr. Brian Grimwood
- 2021** **Doctoral Proposal Defense (Jaylyn Leighton)**
Department of Recreation and Leisure Studies University of Waterloo Canada
Title: Opportunities for Redress: (thoughts on) reimagined relations of uniformed bodies, restoration, and leisure
Supervisor: Dr. Kim Lopez
- 2020** **Doctoral Comprehensive Exam (Mahshad Akhoundoghli)**

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Department of Recreation and Leisure Studies University of Waterloo Canada
Title: A post humanistic perspective to the power relations in Tourism/Tourism studies
Supervisor: Dr. Karla Boluk

2020 **Doctoral Comprehensive Exam (Robyn Burns)**
Department of Recreation and Leisure Studies University of Waterloo Canada
Title: “Be Gay, Do Crime”: On the possibilities of radical queer resistance to gentrification and settler colonialism
Supervisor: Dr. Lisbeth Berbary

2020 **Doctoral Comprehensive Exam (Victoria Atabakhsh)**
Department of Recreation and Leisure Studies University of Waterloo Canada
Title: Aging, Leisure, Intergenerational Cohabitation, Feminism and Care
Co-Supervisors: Dr. Kim Lopez and Dr. Sherry Dupuis

CHAired GRADUATE STUDENT PROPOSAL AND THESIS DEFENSES

2019 **Master’s Thesis Proposal (Mahdi Ebrahimian Besharat)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: The Use of Performance Enhancing Substances Amongst Recreational Gym Users Prevalence and Risk Factors
Co-Advisors: Dr. Sarah Teetzel and Dr. Jay Johnson

2019 **Master’s Thesis Proposal (Alixandra Bellemare)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: An investigation of the effects of fatigue on repetitive unilateral and bilateral jump task performance
Co-Advisors: Dr. Jeff Leiter and Dr. Jonathan Skinner

2018 **Master’s Thesis Proposal (Victory Madu)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: Effects of Water Temperature and Skin Exposure on Breath-Holding and Minute Ventilation
Advisor: Dr. Gordon Giesbrecht

2017 **Master’s Thesis Defense (Kartik Kulkarni)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: Efficacy of Head and Torso Rewarming by Using a Human Model for Severe Hypothermia
Advisor: Dr. Gordon Giesbrecht

2017 **Master’s Thesis Defense (Brent Poplawski)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: The Early Specialization in Hockey of Professional NHL Players from Winnipeg
Advisor: Dr. Russell Field

2017 **Master’s Proposal Defense (Kartik Kulkarni)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: Efficacy of Head and Torso Rewarming by Using a Human Model for Severe Hypothermia
Advisor: Dr. Gordon Giesbrecht

2017 **Master’s Proposal Defense (Courtney Punton)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada

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Title: Exploring the Impact of the Winnipeg Jets Marketing Initiatives on Fan's Self Identity and Loyalty
Advisor: Dr. Russell Field

2017 **Master's Proposal Defense (Ilana Naiman)**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada
Title: The Impact of Response Complexity and cue modality for choice eye-hand coordination movements in typically developing individuals.
Advisor: Dr. Cheryl Glazebrook

COMMITTEE MEMBERSHIPS

2021 – 2022 **Recreation and Leisure Studies Faculty Representative** University of Waterloo Canada
Applied Health Sciences Endowment Fund (AHSEF)

2021 – 2022 **Health Faculty Representative** University of Waterloo Canada
Faculty of Environment Faculty Council

2020 – 2022 **Faculty Council** University of Waterloo Canada
Faculty of Applied Health Sciences

2020 – 2022 **Tourism Studies Curriculum Committee** University of Waterloo Canada
Department of Recreation and Leisure Studies

2020 – 2022 **Therapeutic Recreation Curriculum Committee** University of Waterloo Canada
Department of Recreation and Leisure Studies

2020 – 2022 **Academic Council** University of Waterloo Canada
Department of Recreation and Leisure Studies

2019 – 2020 **Academic Council** Lakehead University Canada
School of Outdoor Recreation, Parks and Tourism

2019 – 2020 **Marketing and Digital Media Committee** Lakehead University Canada
School of Outdoor Recreation, Parks and Tourism

2019 – 2020 **Welcome Ceremony & Final Debrief Committee** Lakehead University Canada
School of Outdoor Recreation, Parks and Tourism

2019 **Evaluation Committee for the Online Classroom RFPs** University of Manitoba Canada
Centre for the Advancement of Teaching and Learning

2018 **Physical and Health Education Search Committee** University of Manitoba Canada
Kinesiology & Recreation Management

2016 – 2019 **Academic Council** University of Manitoba Canada
Kinesiology & Recreation Management

2016 – 2019 **Graduate Studies Committee** University of Manitoba Canada
Kinesiology & Recreation Management

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2016 – 2019	Indigenous Engagement Circle¹² Kinesiology & Recreation Management	University of Manitoba	Canada
2016 – 2018	Undergraduate Curriculum Committee Kinesiology & Recreation Management	University of Manitoba	Canada
2016 – 2017	Undergraduate Academic Awards Committee Kinesiology & Recreation Management	University of Manitoba	Canada
2016	Graduate Research Student Liaison Committee (International PhD Representative) Senate	University of Otago	New Zealand
2015	Graduate Research Student Liaison Committee (Commerce Division PhD Representative) Senate	University of Otago	New Zealand
2014	Commerce Division Postgraduate Programmes Review Committee (Postgraduate Student Representative) School of Business	University of Otago	New Zealand
2014	Commerce Division Postgraduate Advisory Group Committee (Postgraduate Student Representative) School of Business	University of Otago	New Zealand
2014	Commerce Division Postgraduate Representatives Committee (Chair) School of Business	University of Otago	New Zealand
2014	Department of Tourism (Postgraduate Student Representative) School of Business	University of Otago	New Zealand
2013 – 2014	Tourism Department Peer Support Group (Coordinator) School of Business	University of Otago	New Zealand
2012 – 2013	Marketing Committee School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
2012 – 2013	Field Trip Committee School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
2009 – 2010	MES Nature-Based Recreation and Tourism Program (Graduate Student Representative) School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
2008 – 2010	Student Senator Senate <i>Sub-Committees:</i> Senate Academic Appeals (2009 – 2010) Senate Academic Committee (2009 – 2010) Senate Research Committee (2009 – 2010) Academic Regulations Sub-Committee (2008 – 2010) Writing Centre Working Group (2008 – 2010)	Lakehead University	Canada

¹² Formerly the Indigenous Achievement & Community Engagement Working Group

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COURSE TRANSFER CREDIT ASSESSMENTS

2017 - 2019 **Course Credit Transfer Assessor**
Faculty of Kinesiology & Recreation Management University of Manitoba Canada

EXTRACURRICULAR UNIVERSITY SERVICE

2009 **Graduate Student Orientation Guest Lecture Coordinator**
Faculty of Graduate Studies Lakehead University Canada
Presenter: Jorge Cham, PhD Comics

2008 – 2010 **MES Speaker Series Coordinator**
School of Outdoor Recreation, Parks and Tourism Lakehead University Canada

2008 & 2009 **MES Welcome Weekend Coordinator**
School of Outdoor Recreation, Parks and Tourism Lakehead University Canada

PROFESSIONAL ACTIVITIES

RESEARCH GROUP & INSTITUTE APPOINTMENTS

2020 – Present **Trails Research Hub**

2017 – 2019 **Qualitative Research Group**, University of Manitoba, Canada

2017 – 2019 **Critical Environments Research Group**, University of Manitoba, Canada

2016 – 2019 **Health, Leisure & Human Performance Research Institute**, University of Manitoba, Canada

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

2020 – Present **FAUW** Faculty Association of the University of Waterloo

2019 – Present **AEE - TAPG** Association of Experiential Education - Therapeutic Adventure Professional Group

2019 – 2022 **LUFA** Lakehead University Faculty Association

2017 – Present **LSA** Leisure Studies Association

2016 – Present **CAUT** Canadian Association of University Teachers

2016 – 2019 **UMFA** University of Manitoba Faculty Association

2014 – Present **CTS (APC)** Critical Tourism Studies Asia-Pacific Consortium

2013 – Present **ATLAS** Association for Tourism and Leisure Education and Research

2013 – 2016 **AAG** American Association of Geographers

2013 – 2016 **CAG** Canadian Association of Geographers

2013 – 2016 **CAUTHE** Council for Australasian University Tourism and Hospitality Education

2013 – 2016 **NZFGW** New Zealand Federation of Graduate Women

2011 – 2013 **LUFA** Lakehead University Faculty Association

MEMBERSHIPS IN TRAIL ORGANIZATIONS

2021 – Present **WTN** **World Trails Network**

2020 – Present **OTC** **Ontario Trail Council**

2010 – Present **VTA** **Voyageur Trails Association**

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COMMUNITY SERVICE

SERVICE TO INDUSTRY

2022 Moderator Ontario Trails Council Canada
National Round Table on Risk Management in Trails

2021 – Present Board Member Canadian Trails Federation Canada

2022 – Present Board Member Ontario Trails Council Canada
Committees:
Trails Tourism Committee
Marketing and Promotions Committee (Chair)
Website Subcommittee
Membership Committee

2021 – 2022 Treasurer Ontario Trails Council Canada
Committees:
Ontario Trails Tourism Committee

2020 Advisor Ontario Trails Tourism Committee Canada
Committees:
Ontario Trails Tourism Strategy Sub-Committee
COVID Crisis Response Sub-Committee
Post-COVID Marketing Sub-Committee

SERVICE TO COMMUNITY & UNIVERSITY SPORT

2019 – Present League Commissioner National Collegiate Water Polo Canada

2017 – 2019 High Performance Director Manitoba Water Polo Association Canada
Committees:
High Performance Committee (Chair)
Provincial Team Consultation Committee (Chair)
Provincial Championships Consultation Committee
Grants and Fundraising Committee

2017 – 2018 Head Coach Neptunes Water Polo Club Canada
Teams Coached:
16U Boys National Championship League Competition Team
14U Boys National Championship League Competition Team

2016 – 2017 Assistant Coach Neptunes Water Polo Club Canada
Teams Coached:
14U Boys National Championship League Competition Team
14U Girls Competition Team

2010 – 2011 Assistant Coach Marathon Silver Pikes Swim Team Canada
Teams Coached:
U16 Girls
Adult Triathletes

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SERVICE TO NON-PROFITS & COMMUNITY ORGANIZATIONS

2021 – 2022	Publicity Director	Voyageur Trail Association (VTA)	Canada
2019 – 2022	Social Media Coordinator	Voyageur Trail Association (VTA)	Canada
2019 – 2022	Newsletter Editor <i>Additional Roles:</i> <i>Committees:</i>	Voyageur Trail Association (VTA) Coordinating Council Website Development Subcommittee Marketing Subcommittee Guide Book Subcommittee	Canada
2019 – 2020	President	Nor'Wester VTA Club	Canada
2014 – 2015	Rehabilitation Trainer Dog	Rescue Dunedin	New Zealand
2011 – 2013	VTA Representative	Kinghorn Rails-to-Trails Project Working Group	Canada
2011 – 2013	Founding President	Nor'Wester VTA Club	Canada
2010 – 2016	Publicity Director <i>Additional Roles:</i> <i>Committees:</i>	Voyageur Trail Association (VTA) Coordinating Council Social Media Coordinator Website Development Subcommittee Guide Book Subcommittee 40 th Anniversary Planning Committee	Canada
2010 – 2011	President	Marathon VTA Club	Canada
2010 – 2011	Dog Walker & Foster	Marathon Animal Shelter	Canada
2010	Dive Coordinator	Ministry of Natural Resources Fish Spawning Survey	Canada
2008	Simulation Victim	Thunder Bay Regional Health Sciences Centre	Canada

CERTIFICATIONS

FIRST AID

Standard First Aid BLS (HCP) CPR C + AED Canadian Red Cross Certified Since: Sept 2019

MENTAL HEALTH

Mental Health First Aid – Adults who interact with Youth Mental Health First Aid Canada Certified Since: May 2019

RECREATION

Master Scuba Diver Scuba Schools International Cert #:732263A2387301163048CA

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OUTDOOR LEADERSHIP

Hike Leader Hike Ontario Certified Since: March 2013

COACHING

Advanced Competitive Coach Trained	Water Polo Canada	NCCP#: 714774
Competitive Coach Certified	Water Polo Canada	NCCP#: 714774
Respect in Sport for Coaches	Sport Manitoba	RiS#: SMB-6604272-1-N3H
Making Headway in Sport – Concussion Awareness	Coaching Association of Canada	Certified: November 2016

LANGUAGES

English

(Oral, Written, Reading, Comprehend Aurally)

Native Proficiency

French

(Oral, Written, Reading, Comprehend Aurally)

Professional Proficiency (B2)

German

(Oral, Written, Reading, Comprehend Aurally)

Elementary Proficiency (A1)

RELATED PROFESSIONAL SKILLS

DESIGN SKILLS

Digital Media Design Social Media Management (Facebook, Instagram and Twitter)
Website Design and Content Management

SOFTWARE COMPETENCIES

Blackboard	Atlas.ti	Mendeley	iClicker / iClicker Cloud	Canva
Contensis	Express Scribe	Scrivener	Kahoot!	Wix
Desire2Learn	Leximancer		PebblePad / PebblePlus /Atlas	Wordpress
	NVivo			
	SPSS			

Kelsey Johansen

Research Plan

RESEARCH PLAN

RESEARCH PHILOSOPHY

As an interdisciplinary scholar, I aim to contribute to the theory and practice of tourism and recreation academically and within the communities in which I undertake research. I am a qualitative and mixed methods researcher with a social constructivist perspective, strongly influenced by the anthropological study of tourism, the philosophy of recreation and leisure and social justice issues emerging in the recreation and tourism industries. My research focuses on narratives produced by and for tourists/recreationists, the transmission of inter-cultural knowledge and sustainability practices, host and guest interactions, the phenomenological experience of tourism, recreation and leisure, and rural community tourism development.

DISSERTATION RESEARCH

My doctoral dissertation examined the culture of World Wide Opportunities on Organic Farms (WWOOF) participation in New Zealand, including the experience and meaning of participation across all program levels (organization, host and guest). My research drew on the fields of tourism, anthropology, and geography, specifically debates around authenticity and tourism imaginaries, reciprocity and exchange, and sustainable food production and consumption. Using phenomenology-based ethnographic methods, data was collected during seven months of immersive fieldwork, using participant observation, fieldnotes, reflexive journaling, key informant interviews, and included secondary analysis of organizational documents, videos and photographs.

This research addressed a gap in the literature on, and intersections between, agriculture and volunteer tourism. Specific to agricultural tourism, my research is a holistic investigation into the meanings attributed to participation in WWOOFing from supply, demand, and organizational perspectives and whether or not this aligns with academic definitions of agritourism. My research contributes to a broader understanding of volunteer tourism, outside the development and conservation sphere, by (re)defining the boundaries of volunteer tourism, and exploring the nature of host-guest relationships in WWOOFing. My dissertation makes an original contribution to the growing body of research on WWOOFing by exploring the conflicts that arise from converging and diverging host and guest values, and the role of food in the overarching program while critically assessing a recent labour tribunal case in New Zealand involving illegal use of the WWOOFing name to exploit international labourers. I was an invited co-author on a paper which explored WWOOFing in Hawai'i, and I plan to transform my dissertation into five publications, and an ethnography that explores identity formation and embodied performance through acts of representation through food and travel, as well as the role of food in connecting hosts and guest through tourism. I am in the process of negotiating said manuscript with Palgrave Mcmillian.

CURRENT RESEARCH

I am currently leading a scholarship of teaching and learning (SoTL) research study exploring the use of nature journaling as a part of online experiential learning seminars aimed at fostering place attachment, while promoting pro-environmental attitudes and nature stewardship among university students using an online peer collaborative platform called PebblePad. Pre- and post-test surveys are being used to assess levels of place attachment and pro-environmental values and attitudes using established scales (e.g., New Environmental Paradigm). Between tests, students are undertaking self-directed online experiential seminars that encompass 12 nature journaling activities, and are completing accompanying formative and summative reflective assignments through a personally curated PebblePad portfolio and peer review feedback. Survey results will be compared to determine changes in attitudes and values as a result of seminar engagement. Subsequent thematic analysis of PebblePad portfolios will shed light on the depth and breadth of place-based, outdoor, experiential learning achieved and provide insights into how online learning and remote course delivery impacts students' achievement of experiential, place-based, and outdoor learning outcomes in online versus in-person courses. This project is also investigating student overarching learning and alternative approaches to teaching and assessment in a second year Recreation and Leisure Studies Course which I am teaching at the University of Waterloo. This study received funding through a Learning Innovation and Teaching Enhancement (LITE) Seed Grant from the Centre for Teaching Excellence at the University of Waterloo.

Kelsey Johansen

Research Plan

I am currently involved in several research projects which span the intersection of trails, outdoor recreation, and tourism development. The Grand Watershed Trail Network Research Project aims to gauge regional businesses' awareness of the Grand Watershed Trails Network and Ontario by Bike – Bike Friendly Business criteria, and the importance these businesses place on trail-based recreation and tourism, including but not limited to cycling, hiking, and paddling. Having recently completed Phase I of the study, the results are being used to inform the development, marketing, promotion and planning of the Grand Watershed Trails Network, while fostering meaningful opportunities for engagement with local stakeholders and indigenous communities in planning for, and benefiting from, the economic growth resulting from increasing visitation levels associated with the Grand River watershed's trail-based recreation and tourism offerings. Outputs associated with this study include the development of a meaningful collective marketing effort for trail-based recreation and tourism for the entire watershed, development of retail, service and amenity partnerships, and capacity building to drive regional economic development related to trails. This project is a collaboration between myself, and Co-I Dr. Karla Boluk (University of Waterloo), the Grand Watershed Trails Network, and Regional Tourism Organizations 1, 3 and 4. This project was supported by funding from Project Learning Tree, and the Government of the Ontario's Summer Experience Program, which enabled the hiring of two research assistants.

The Trails and Social Enterprise is a longitudinal research project. This project explores the attributes of resilient and adaptive community-based trail organizations with the aim of creating a governance model based on the principles of collective impact and social enterprise, which will increase the resiliency, adaptability, and capacity of trail organizations to respond to critical stressors like the COVID-19 Pandemic, historic barriers like under-funding / under-resourcing, and future challenges, like climate change. The outputs of this study will include workshops aimed at helping trail organizations adopt the developed collective impact and social enterprise-based governance model, while fostering meaningful opportunities for engagement with local, regional and national stakeholders and indigenous communities in planning for sustainable trail development, maintenance, and management in Canada. This project therefore aims to improve the resiliency, adaptability, and capacity of, and good governance among, stakeholder organizations within the Canadian trails industry and associated sectors while contributing to the long-term viability of the trails industry in Canada. This project is a partnership between myself, and Co-Is Kirsten Spence (Quercwood Consulting / Group of Seven Lake Superior Trail), and Jane McCulloch (Canadian Trails Federation / Terminus Consulting). This project has been generously supported by funding from the Government of Canada's Student Work Placement Program (SWPP), the University of Waterloo's Provost's Office, The Hallman Undergraduate Research Fellowship and the Ontario Trails Council. In October 2022, I intend to apply for a SSHRC Insight Grant which would support Phases IV through VII of the project.

FUTURE RESEARCH

I plan to continue to conduct research on culture, identity, food, and tourism, through an exploration of how rural and remote communities re-create their cultural identity through leisure experiences (commercial recreation and tourism, festivals, and events). Through participant observation, discourse analysis and interviews, this research will explore the facets of cultural identity replication inherent in participation in the Up Helly Aa Fire Festival (Lerwick, Shetland Islands, Scotland), Islendingadagurinn – the Icelandic Festival of Manitoba (Gimli, Canada) and the Santa Lucia Pageant (Toronto, Canada), including the symbolic meanings attributed to participation and the role of ethnic and regional foods in these events. To this end, I visited the Shetland Islands (from February 24 to March 11, 2019) to undertake several community rapport-building activities, and to meet with the Shetland Archivist and Shetland Archaeologist as well as potential collaborators at the University of the Highlands and Islands. This project was put on hold, temporarily, as a result of the COVID-19 pandemic and associated travel restrictions which impact my travel as a researcher as well as the organization's event hosting capacities, but is set to resume in 2023.

My work in trails includes an upcoming community research partnership with Kirsten Spence (Quercwood Consulting). The project explores creative and regenerative tourism in rural Northern Ontario through the Group of Seven Lake Superior Trail (Marathon, Ontario). This study explores the integration and use of Bluetooth beacon technology and mobile app development in conjunction with transformative placemaking, sustainable trail design, and a regenerative tourism approach to create an integrated interpretative experience that celebrates the beauty of Lake Superior through the paintings and painting sites of the Group of Seven.

Kelsey Johansen

Summary of Teaching Evaluations

TEACHING PHILOSOPHY

Experiences as a student, and professional development in teaching pedagogy and praxis, have strongly influenced my teaching philosophy. In the classroom, and extended learning environment, I have three priorities: interdisciplinary content, interactive teaching, and experiential learning. In designing my courses, I draw on literature from anthropology, geography, leisure and recreation studies, sociology, philosophy, psychology and tourism studies. This is reflected in my adoption of diverse teaching materials, including interdisciplinary textbooks or assigned readings, complemented by policy and legislative documents that represent regional, national and international approaches to the governance and development of tourism and related leisure and recreation industries, and the protection of our tangible and intangible cultural and natural heritage. In exploring the practical implementation of course theory and legislative frameworks, I draw on international case studies with the aim of broadening students' understanding of the role of tourism, recreation, and leisure in shaping the economies, cultures and communities of diverse countries around the world. These case studies shed light on the role of local forces in shaping tourism, recreation and leisure product development, while challenging students to critically explore both the positive and negative environmental, economic, social and cultural impacts of these sectors.

I create an interactive teaching environment through the use of in-class activities, and a Socratic teaching method which provokes discussion, enabling students to examine how social and political forces shape the construction and use of knowledge and the development of their beliefs and values. Interactive teaching strategies include: think, pair, and share activities; exit slips; 5-minute essays; take it, break it, or remake it critical reflection on theory activities, mini presentations to the class; Socratic seminars; structured debates; mock trials; notetaking guides to accompany course viewings and facilitate both discussion and revision of materials; and, in-class group work, including Team-Based Learning and Active Blended Learning. I also routinely frame lectures with an opening question, which is returned to at the end of the class, and encourage students to pose and respond to questions, or engage in thought experiments, during class. Where applicable, the use of Problem-Based Learning strategies and Community Service Learning (CSL) projects help students critically apply theory to practice while addressing real-world and industry problems, thus providing them with insight into future career paths while fostering skills in group project management, and critical thinking. Within online course delivery, I use interactive Discussion Forums to facilitate dialogue on key topics, readings and case studies, and scaffold assignments to ensure students receive feedback in a timely and meaningful way leading to higher rates of success in online courses. These strategies and diverse participation mechanisms help ensure that students with a diverse array of learning strengths and academic and cultural backgrounds have the opportunity to participate in classroom activities aimed at cultivating critical thinking skills, and developing discipline and career-specific writing and presentation skills.

CSL projects are developed by leveraging my community and professional service contacts and associated research agendas to develop short (semester-length) projects which provide meaningful professional skill development opportunities for students, while providing additional support and capacity for Tourism SMEs, Non-Profit Tourism Development organizations, and recreation and leisure service providers. Examples of past CSL projects include a series of five community partnered trail research projects undertaken with support from the Ontario Trails Council and three Ontario-based trail organizations (the Bruce Trails Conservancy, the Hydrocut Trail and Hastings Destination Trails), therapeutic recreation placements and accompanying research aimed at improving risk management for therapeutic camps, revised staff and volunteer training protocols, and implementation strategies for intentional strengths-based programming approaches for Camp Quality Canada, research on aboriginal tourism project development in Northern Ontario for the Path of the Paddle, and the development of a comprehensive risk management plan for the Voyageur Trail Association. CSL projects help students to develop employment-ready skills, make industry contacts, and aim to inspire lifelong commitments to community and service.

Field trips and guest speaker presentations are used to extend the learning environment into the wider University community, enabling students to build relationships within the community and understand various local actors within the leisure, recreation and tourism industry (SMEs, large-scale tourism operators, government and industry policy makers, NGOs and non-profits, therapeutic and occupational therapy service providers and / or organizations, etc.). They also provide opportunities for local case study analysis, through the application of tourism product development and

Kelsey Johansen

Summary of Teaching Evaluations

marketing theory, evidence-based practice in therapeutic recreation, and policy analysis related to inclusive and adaptive physical activity and leisure. Students build familiarity with regional leisure, recreation and tourism offerings, which have led to future entrepreneurship and employment opportunities, and inspired later degree related research projects at the directed studies or honours thesis levels.

SUMMARY OF TEACHING EXPERIENCE

Lecturer. On 1 July 2020, I commenced a 26-month Definite-Term Lecturer position in the Department of Recreation and Leisure Studies, within the Faculty of Health, at the University of Waterloo. In this role, I have taught both upper- and lower-level undergraduate course, ranging from 45 to 240 students, including: Introduction to the Study of Recreation and Leisure; Introduction to Tourism; Outdoor Recreation, Tourism and the Natural Environment; Urban Recreation; Introduction to Therapeutic Recreation; and, Theories and Evidence for Therapeutic Recreation Practice, as well as a graduate seminar on Issues in Leisure, Place and Space. These course have been delivered online, in-person, and in blended learning formats as a result of the COVID-19 Pandemic.

Lecturer. I was appointed to an 8-month contract position as a Lecturer in the School of Outdoor Recreation, Parks and Tourism at Lakehead University, for the 2019-2020 academic year. During this appointment, I taught a range of upper- and lower-level courses in classes of 10 to 35 students. Courses included: Programming, Adventure Therapy and Therapeutic Recreation, Risk Management and Legal Liability, and Agritourism. I also supervised two 4th year Therapeutic Recreation Directed Study projects. These unique projects entailed a partnership with Camp Quality's National Office, with the projects co-supervised by the Senior Director of Programs (National Office). Since then, I have also taught a 4th year Anthropology of Tourism course (Winter 2021) for the Department of Anthropology and Risk Management in Outdoor Recreation (Winter 2022) for the School of Outdoor Recreation and Tourism.

Instructor. From 2016 – 2019, I was appointed to a 3-year limited-term contract position as an Instructor, in the Faculty of Kinesiology and Recreation Management at the University of Manitoba. During this appointment, I taught a range of upper- and lower-level courses in classes of 8 – 280 students. Courses included Introduction to Leisure Travel, Concepts in Recreation and Leisure, Program Planning Principles, Introduction to Therapeutic Recreation, Clinical Aspects of Therapeutic Recreation, Inclusive Physical Activity and Leisure Sport, Sustainable Nature-Based Tourism, Advanced Sustainable Nature-Based Tourism Management and Research, and Agritourism and Community Development. At the University of Manitoba, I supervised twelve Graduate Teaching Assistants (GTAs), guiding them through assessment of student work and moderating their marking. In the Winter 2019 semester, I received a course release to undertake a complete redesign of the online version of the Concepts in Recreation and Leisure Course. This involved consultation with other course instructors delivering the lecture-based course to ensure alignment across courses, and working with a Course Design Expert from the Centre for the Advancement of Teaching and Learning (CATL). I spearheaded the textbook selection, modified course- and unit-intended learning outcomes, redesigning the course syllabus, assignments and rubrics, and created the new Unit's online content.

Supervision. I co-supervised a Masters student in the Faculty of Kinesiology and Recreation Management through an adjunct appointment to the Faculty of Graduate Studies at the University of Manitoba from 2017 through 2020. The student's thesis explored sustainable building legacies following mega-sporting events, using the Canada Games Sport for Life Center (Winnipeg) as a case study. In their coursework year, I facilitated a directed studies course for them on walkable communities, urban design guidelines, and mega-sporting event legacies. In their thesis year, I provided support in the preparation of their thesis proposal, including bi-weekly meetings and feedback on their draft proposal. During my appoint at the University of Manitoba, I sat as an advisor on a Masters student's committee also in the Faculty of Kinesiology and Recreation Management. This student's thesis explored unique culinary experiences from the perspectives of setting, seasonality and service.

While a Sessional Lecturer at Lakehead University (2011 – 2013), I supervised a student through the completion of their 4th year Directed Studies project on Risk Management and Planning for Hiking Trails. I provided one-on-one tutorials in

Kelsey Johansen

Summary of Teaching Evaluations

project design, facilitated stakeholder consultation, held project progress meetings with the student, oversaw manuscript layout and revision, and assessed the completed project.

Mentoring. While studying towards my doctoral degree in Tourism at the University of Otago, I was a mentor to two Masters students. In this role, I provided academic support with course assignments, and thesis research, as well as pastoral care and guidance in navigating the New Zealand educational system. This mentorship was coordinated via the New Zealand Aid Scholarships program and the International Office.

Sessional Lecturer. I was appointed as a Sessional Lecturer at Lakehead University's School of Outdoor Recreation, Parks and Tourism (2011- 2013), teaching a range of upper- and lower-level courses for classes of 15 – 75 students. Courses included the Theory and Practice of Tourism, Nature-Based Tourism, Risk Management & Legal Liability and others. There, I supervised two GTAs, guiding them through seminar delivery and moderating their marking. I also designed and delivered an upper-level online course on Agricultural Tourism via the Continuing Education and Distance Learning (CEDL) Office. At Lakehead University, I was also cross-appointed as a Sessional Lecturer in the Department of Anthropology, where I taught an Introduction to Socio-Cultural Anthropology course to 145 students, and a second year Key Concepts in Ethnology course to 45 students. In this role, I supervised an additional two GTAs, including coordinating and moderating their marking of term papers.

Guest Lecturing. At the University of Waterloo, Lakehead University, the University of Otago and the University of Manitoba, I have guest lectured on Agricultural Tourism, Cycle Tourism, Risk Management, Battlefield Tourism, Body Positivity and Inclusive Physical Activity, Nature-Based Therapeutic Recreation, Event Management, Research Methods, Indigenous Economic Development and Trails, and Scuba Diving Tourism. I was also an Invited Speaker on Lakehead University's Teaching and Learning Symposium Panel on Graduate Student Supervision (2019), in the University of Manitoba's Summer Research Training Institute (2017, 2018), and at the University of Minnesota @ Duluth's Centre for Environmental Education Speaker Series (2012).

Teaching Assistant. At the University of Otago, New Zealand (2013 – 2016), I was a Tutor for five semesters on an Introductory Tourism course where I developed and facilitated seminars on the Tourism System, reinforcing course concepts through guided discussions, debates, group activities and critical analysis of Destination Marketing media. I was also a Tutor, for Tourism Research Methods, Events and Conventions Management, and Global Tourism. In this role, I also provided instructional support to the Hands On Otago program, for their Summer 2016 Extension program on Ecotourism. Working with a Faculty member and the Orokonui Ecosanctuary, I taught the basic principles of ecotourism to a group of 15 high school students from across New Zealand, and then facilitated a weeklong research project aimed at improving the Ecosanctuary's science communication and interpretation strategies for youth.

At the University of Otago, I was also appointed as a Tutor in the Department of Archaeology and Anthropology (2015), for an introductory socio-cultural anthropology paper on Global and Local Cultures where I developed and taught weekly seminars, marked student papers, and proctored the midterm exam.

As Graduate Teaching Assistant in Lakehead University's School of Outdoor Recreation, Parks and Tourism (2008 – 2010) for four semesters of Introductory and Advanced Inquiry and Analysis, I developed and taught labs on qualitative tourism research methods. I was also GTA for a Programming and Evaluation in Outdoor Recreation course, supervising teams through the design, delivery and evaluation of recreational programs for seniors.

Grading Assistant. As a Grading Assistant in Lakehead University's Department of Philosophy for two semesters of Environmental Philosophy (2007 – 2008), I held weekly office hours to provide additional student support, and marked midterm exams and term papers.

Kelsey Johansen

Summary of Teaching Evaluations

TEACHING INTEREST AREAS / COURSES PREPARED TO TEACH

Anthropology: Anthropology of Food; Anthropology of Tourism and Globalization; Consumer Culture and Identity; Ethnography; Ethnographic Field Methods; Ethnology; Introduction to Socio-Cultural Anthropology; Material Culture; Society, Culture & Nature; and, World Cultures.

Tourism: Introduction to Travel and Tourism; Agricultural Tourism; Volunteer Tourism; Nature-Based Tourism; Advanced Nature-Based Tourism, Coastal and Marine Tourism; Commercial Tourism; Sustainable Tourism; Rural Community Tourism Development; and, Current Issues in Tourism Development.

Recreation: Introduction to Recreation, Leisure and Society; Foundations of Outdoor Recreation; Risk Management in Outdoor Recreation; Outdoor Leadership; Outdoor Centre Management; Introduction to Therapeutic Recreation; Clinical Aspects of Therapeutic Recreation; Adventure Therapy and Therapeutic Recreation; Standards of Practice in Therapeutic Recreation; Program Planning and Evaluation.

Interdisciplinary: Introduction to Research; Research Design; Qualitative Research Methods; Sociocultural Aspects of Leisure and Sport; Philosophy of Recreation and Leisure; Recreation and Leisure in Parks and Protected Areas; Geographies of Recreation and Leisure; and, Tourism Geography.

SUPERVISORY INTEREST AREAS

I am interested in supervising students in the areas of tourism mobilities, sustainable tourism experiences, and the meaning, impact and experience of tourism activities, commercial and rural tourism development, and culinary and agricultural tourism.

I am interested in supervising students whose work explores rural / community-based economic development and its connections to outdoor recreation and tourism, particularly through trails, and bike parks, the processes by which trail organizations partner with municipalities and other landowners through stewardship agreements, and approaches to trail organizations' governance.

I am interested in supervising students whose research explores the therapeutic role of camping in fostering positive outcomes for children living with cancer, or blood disorders, and their families, as well as the important role of therapeutic recreation in fostering positive traits, relationships and institutions among individuals living with traumatic brain injuries. Additionally, I am interested in supervising students whose work explores the intersection of social justice and equity of access to recreation and leisure pursuits for urban indigenous (First Nations, Metis and Inuit) youth, and the lived experiences of obese persons accessing recreation and leisure spaces.

I am interested in supervising students whose work explores the interplay of material culture, commodification of culture, and the reproduction and performance of traditional cultural practices for tourist consumption, within tourism and tourist cultures.

I am interested in supervising students whose work explores the phenomenological experiences of travel, and the professional experiences of tourism practitioners.

I am also interested in advising on the use of qualitative, phenomenological and ethnographic research methods in tourism, recreation, organizational, business and interdisciplinary studies.

Kelsey Johansen

Summary of Teaching Evaluations

STUDENT EVALUATIONS OF TEACHING

Lecturer

2020 - 2022

University of Waterloo, Waterloo, Canada

Course	Term	% of Student Responses Received	Average Response by Question Number									
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Outdoor Recreation, Tourism and the Natural Environment REC 230 – Blended Format	Summer 2022	<i>Course in progress</i>										
Outdoor Recreation, Tourism and the Natural Environment REC 230S – Seminars (x 5)	Summer 2022	<i>Course in progress</i>										
Issues in Leisure Place and Space REC 631 – Seminar Format	Summer 2022	<i>Course in progress</i>										
Introduction to Tourism REC 230 – Lecture Format	Winter 2022	<i>Minimum threshold of responses not received – results inaccessible to instructor</i>										
Introduction to Therapeutic Recreation REC 151 – Lecture Format	Winter 2022	<i>Minimum threshold of responses not received – results inaccessible to instructor</i>										
Urban Recreation REC 422 – Online Format	Fall 2021	36%	3.58	3.58	3.50	3.55	3.20	3.58	3.33	3.75	3.50	4.33
Outdoor Recreation, Tourism and the Natural Environment REC 230 – Online Format	Fall 2021	32%	3.00	2.71	3.21	3.83	3.87	3.42	3.08	2.79	2.88	2.17
Outdoor Recreation, Tourism and the Natural Environment REC 230S – Seminars (x 5)	Fall 2021	<i>Assessed as a part of the course with an accompanying course code.</i>										
Issues in Leisure, Place and Space REC 631 – Online Format	Summer 2021	40%	4.00	3.00	3.50	4.00	3.50	3.50	2.50	3.50	2.50	3.00
Introduction to Tourism REC 280 – Online Format	Summer 2021	20%	4.34	4.08	4.32	3.95	3.94	4.08	4.21	4.26	4.32	4.57
Introduction to Tourism REC 280 – Online Format	Winter 2021	30%	3.97	3.95	4.09	3.79	3.91	3.85	3.93	4.05	4.04	4.59
Introduction to Recreation and Leisure REC 100 – Online Format	Winter 2021	<i>Minimum threshold of responses not received – results inaccessible to instructor</i>										

Kelsey Johansen

Summary of Teaching Evaluations

Theories and Evidence for Therapeutic Recreation Practice REC 357 – Online Format	Fall 2020	42%	3.19	2.56	3.56	3.56	3.77	3.19	3.00	2.62	2.81	1.00
Outdoor Recreation, Tourism and the Natural Environment REC 230 – Online Format	Fall 2020	40%	3.25	2.66	3.22	3.47	3.83	3.41	3.50	2.75	3.03	2.75
Outdoor Recreation, Tourism and the Natural Environment REC 230S – Seminars (x 5)	Fall 2020	<i>Assessed as a part of the course with an accompanying course code.</i>										

Questions:

1. Rate the course with respect to the presentation of course/lab material.
2. Rate the course with respect to ability to maintain student interest.
3. Rate the course with respect to course/lab organization and planning.
4. Rate the course with respect to instructor's attitude toward and interest.
5. Rate the course with respect to instructor's availability outside of class.
6. Rate the course with respect to overall evaluation of the instructor.
7. Rate the course with respect to objectivity and fairness in discussions and grading.
8. Rate the course with respect to value of readings, assigned work, lab reports.
9. Rate the course with respect to overall evaluation of the course/lab.
10. Rate the course with respect to workload demands upon the student.

1 - Strongly Disagree 2 - Disagree 3 - Neither Agree nor Disagree 4 - Agree 5 - Strongly Agree

NOTE: All reported values are the average score per question, out of a total of 5 points. All University of Waterloo lecture format courses described above were 12 weeks in length, with a total teaching time of three hours per week, plus two hours of weekly office hours for student assistance / meetings and approximately five hours of preparation time per week, with additional time required for online course modifications (e.g., recording and transcribing lectures), posting online, etc.). All University of Waterloo seminars were affiliated with the course bearing a similar course code, and were developed and taught by me. These seminars involved approximately six hours of preparation time per week, over the course of 12 weeks, plus virtual facilitation. **Due to the COVID-19 Pandemic, all courses were delivered online until the end of the Winter 2022 semester.**

Kelsey Johansen

Summary of Teaching Evaluations

Sessional Lecturer
Lakehead University, Thunder Bay, Canada

2019 - 2020

Course	Term	# of Student Response Received	Average Response by Question Number						
			Q1	Q2	Q3	Q4	Q5	Q6	Q7
Risk Management in Outdoor Recreation OUTD 3312 WA – Online Format	Winter 2022	3/16	<i>Less than 5 responses received – inaccessible to instructor</i>						
Anthropology of Tourism ANTH 4811 WA – Online Format	Winter 2022	4/12	<i>Less than 5 responses received – inaccessible to instructor</i>						
Agritourism OUTD 3175 WA – Lecture Format	Winter 2020	3/12	<i>Less than 5 responses received – inaccessible to instructor</i>						
Risk and Legal Liability OUTD 3312 WA - Lecture Format	Winter 2020	4/30	<i>Less than 5 responses received – inaccessible to instructor</i>						
Risk and Legal Liability OUTD 3312 WB - Lecture Format	Winter 2020	4/31	<i>Less than 5 responses received – inaccessible to instructor</i>						
Programming OUTD 2270 FA – Lecture Format	Fall 2019	10/20	4.0	3.3	2.6	3.6	3.2	3.2	3.5
Programming OUTD 2270 FB – Lecture Format	Fall 2019	3/10	<i>Less than 5 responses received – inaccessible to instructor</i>						
Programming Lab OUTD 2270 FL1 – Lab Format	Fall 2019	10/30	<i>Assessed as a part of the course with an accompanying course code.</i>						
Adventure Therapy and Therapeutic Recreation OUTD 4611 FA – Lecture & Lab	Fall 2019	4/10	<i>Less than 5 responses received – inaccessible to instructor</i>						
Practicum for OUTD 4611 OUTD 4611 FL1 – Practicum (x 1)	Fall 2019	4/10	<i>Assessed as a part of the course with an accompanying course code.</i>						

Questions:

1. The course content matched what was presented on the course outline.
2. The course materials were useful in promoting learning of the course concepts.
3. The instructional method(s) enhanced student learning.
4. I found the course appropriately challenging.
5. Grading materials were aligned with the learning objectives for the course.
6. Overall, I would recommend the instructor.
7. Overall, I would recommend the course.

1 - Strongly Disagree 2 - Disagree 3 - Neither Agree nor Disagree 4 - Agree 5 - Strongly Agree

NOTE: All reported values are the average score per question, out of a total of 5 points, per the Likert scale above. All Lakehead University lecture format courses described above were 12 weeks in length, with a total teaching time of three hours per week, plus two hours of weekly office hours for student assistance / meetings and approximately five hours of preparation time per week, with additional field trip, and case study coordination for OUTD 3175 WA. Lecture courses were sole-taught, with 100% responsibility for course development, coordination and lecture delivery. All labs were affiliated with the course bearing a similar course code, and were developed and taught by me. These labs involved approximately six hours of preparation time per week, over the course of 12 weeks, plus a weekly 3-hour lab session. All practicums were coordinated by me, and required approximately 3 hours of weekly coordination, as well as 2 hours of weekly supervision, including site visits, experiential learning workshops and guest speaker coordination.

Kelsey Johansen

Summary of Teaching Evaluations

Instructor II
University of Manitoba, Winnipeg, Canada

2016 – 2019

Course	Term	# of Student Response Received	Percentage of Responses within Preferred Top Rankings per Question				
			Q1	Q2	Q3	Q4	Q5
Introduction to Leisure Travel REC 2100 D01 – Online Format	Winter 2019	56/247	3.4	3.2	3.3	3.4	3.3
Introduction to Therapeutic Rec REC 2150 A01	Fall 2018	16/21	4.3	4.4	4.6	4.7	4.6
Concepts in Recreation and Leisure KPER 1400 D01 – Online Format	Fall 2018	32/193	3.3	3.2	3.3	3.2	2.9
Sustainable Nature-Based Tourism Rec 3090 K01 – Lecture Format	Fall 2018	21/39	4.2	4.3	4.4	4.5	4.5
Concepts in Recreation and Leisure KPER 1400 D01 – Online Format	Summer 2018	17/196	3.4	3.5	3.2	3.2	3.1
Agricultural Tourism and Rural Community Development KPER 4000 T02 – Lecture Format	Spring 2018	6/10	3.9	4.2	4.3	4.6	4.4
Clinical Aspects of Therapeutic Rec REC 4150 A01 – Lecture Format	Winter 2018	18/22	4.2	4.1	4.2	4.3	4.3
Introduction to Leisure Travel PERS 1300 D01 – Online Format	Winter 2018	59/233	3.3	3.4	3.3	3.1	3.2
Inclusive Physical Activity & Leisure PERS 3100 A01 – Lecture Format	Winter 2018	46/190	4.1	3.8	3.9	4.1	4.0
Introduction to Research PERS 3350 A01 – Lecture Format	Fall 2017	43/97	3.2	3.0	3.1	3.4	3.2
Sustainable Nature-Based Tourism Rec 3090 K01 – Lecture Format	Fall 2017	27/35	3.8	3.7	4.1	4.4	4.3
Concepts in Recreation & Leisure PERS 1400 D01 – Online Format	Summer 2017	36/173	3.2	3.2	3.2	2.9	2.9
Sustainable Nature-Based Tourism Planning, Management & Research REC 4090 K01 – Lecture Format	Spring 2017	6/8	3.8	3.4	3.9	3.7	3.9
Program Planning Principles PERS 2200 A01 – Lecture Format	Winter 2017	87/148	3.4	3.6	3.5	3.5	3.7
Introduction to Leisure Travel PERS 1300 D01 – Online Format	Winter 2017	39/190	3.2	3.6	3.2	3.1	2.9

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Summary of Teaching Evaluations

Inclusive Physical Activity & Leisure PERS 3100 A01 – Lecture Format	Winter 2017	52/190	3.8	3.3	3.6	3.2	3.2
Introduction to Research PERS 3350 A01 – Lecture Format	Fall 2016	<i>Unavailable – Strike Affected Semester</i>					
Sustainable Nature-Based Tourism Rec 3090 K01 – Lecture Format	Fall 2016	<i>Unavailable – Strike Affected Semester</i>					
Introduction to Leisure Travel PERS 1300 D01 – Lecture Format	Fall 2016	<i>Unavailable – Strike Affected Semester</i>					

Questions:

1. I found the course intellectually stimulating.
2. The course provided me with a deeper understanding of the subject matter.
3. The instructor created a course atmosphere that was conducive to my learning.
4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.
5. Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.

1 - Not at all 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

NOTE: All reported values are the average score per question, out of a total of 5 points, as per the Likert scale above. All University of Manitoba courses lecture format courses described above were 12 weeks in length, with a total teaching time of three hours per week, plus two hours of weekly office hours for student assistance / meetings and approximately five hours of preparation time per week. Exceptions to this are the two spring courses, KPER 4000 T02 and REC 4090 K01 which were taught as 2-week condensed courses, entailing 4 hours of classroom instruction each day, with plus two hours of weekly office hours for student assistance / meetings and approximately five hours of preparation time per week, with additional field trip coordination required for both courses. Lecture courses were sole-taught, with 100% responsibility for course development, coordination and lecture delivery. All online courses were facilitated by me, use the required and supplied pre-developed online content with sole-responsibility for online forum moderation and interaction as well as marking.

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Summary of Teaching Evaluations

Tutor
University of Otago, Dunedin, New Zealand

2013 – 2016

Course	Term	# of Student Response Received	Percentage of Responses within Preferred Top Rankings per Question				
			Q1	Q2	Q3	Q4	Q5
Events & Conventions Management TOUR 304 – TT1 Tutorial Format	Summer 2016	6 / 16	100%	100%	100%	100%	83%
Global and Local Cultures ANTH 105 – TT4 Tutorial Format	Winter 2015	9/15	100%	89%	78%	100%	100%
Global and Local Cultures ANTH 105 – TT5 Tutorial Format	Winter 2015	11/15	100%	91%	73%	100%	91%
Introduction to Tourism TOUR 101 – TT3 Tutorial Format	Winter 2015	11/20	91%	91%	45%	73%	82%
Introduction to Tourism TOUR 101 – TT2 Tutorial Format	Winter 2014	6/15	100%	100%	83%	100%	100%
Introduction to Tourism TOUR 101 – TT3 Tutorial Format	Winter 2014	9/18	89%	89%	44%	78%	67%
Research Methods TOUR 309 – TT2 Tutorial Format	Fall 2014	12/21	92%	92%	75%	92%	92%
Introduction to Tourism TOUR 101 – TT1 Tutorial Format	Fall 2014	8/19	100%	100%	100%	88%	100%
Introduction to Tourism TOUR 101 – TT2 Tutorial Format	Fall 2014	9/18	100%	78%	44%	89%	56%
Introduction to Tourism TOUR 101 – TT3 Tutorial Format	Fall 2014	9/20	89%	89%	67%	67%	67%
Global Tourism TOUR 102 - TT1 Online Format	Summer 2014	9/16	67%	67%	44%	78%	67%
Introduction to Tourism TOUX 101 - TT2 Online Format	Summer 2014	9 / 27	67%	67%	44%	78%	67%
Introduction to Tourism TOUR 101 - TT4 Tutorial Format	Winter 2013	6 / 29	100%	100%	67%	100%	100%
Introduction to Tourism TOUR 101 - TT5 Tutorial Format	Winter 2013	3 / 15	100%	100%	67%	83%	83%

Questions:

1. How organized have you found the instructor's contribution to the course?
2. How would you rate your instructor's ability to communicate ideas
3. How much has your instructor stimulated your interest in the subject?
4. How would you describe your instructor's attitude towards students in the course?
5. Overall, how effective have you found your instructors' teaching in this course?

Kelsey Johansen

Summary of Teaching Evaluations

1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

NOTE: All reported values are the percentage of responses that fell within the targeted 1 or 2 'top box' rating in response to the questions listed above. All Tourism tutorials included six fortnightly one-hour tutorials per section, plus one weekly office hour, for the duration of the 12-week course and one hour of weekly preparation. Tourism tutorials were sole-facilitated, with tutorial delivery carried out under the direction of the course directors and instructors. All online Tourism courses included moderation of online Discussion Boards to facilitate debate and dialogue among students for the duration of the condensed six-week summer semester. All Anthropology tutorials included 12 weekly one-hour tutorials per section, plus one weekly office hour for the duration of the 12-week course and one hour of weekly preparation. Anthropology tutorials were sole-designed, developed and facilitated based on weekly lecture content.

Kelsey Johansen

Teaching Dossier

Sessional Lecturer

2011 - 2013

Lakehead University, Thunder Bay, Canada

Course	Term	# of Student Response Received	Average Response by Question Number						
			Q1	Q2	Q3	Q4	Q5	Q6	Q7
Outdoor Recreation and Society OUTD 1070 - WA Lecture Format	Winter 2013	12 / 12	4.3	3.6	2.6	3.5	3.7	3.1	3.6
Outdoor Recreation and Society OUTD 1070 - WB Lecture Format	Winter 2013	34 / 34	3.6	2.7	2.3	2.5	2.8	2.1	2.2
First Year Seminar OUTD 1930 - WA Seminar Format	Winter 2013	23 / 23	3.3	3.3	3.0	3.4	3.3	2.6	3.0
First Year Seminar OUTD 1070 WB - Seminar Format	Winter 2013	21 / 21	3.8	3.3	2.8	3.4	3.6	2.8	2.7
First Year Seminar OUTD 1070 WC - Seminar Format	Winter 2013	13 / 13	4.2	3.8	3.7	3.7	4.0	3.4	3.5
Outdoor Centre Management OUTD 4351 WA - Lecture Format	Winter 2013	16 / 16	3.8	3.5	3.1	3.4	3.8	3.8	3.8
Theory and Practice of Tourism OUTD 2750 FB - Lecture Format	Fall 2012	8 / 21	4.8	4.6	4.5	4.6	4.5	4.9	4.6
Introduction to World Cultures ANTH 1034 FA - Lecture Format	Fall 2012	94 / 129	4.3	3.8	3.5	4.0	3.8	3.7	3.6
Key Concepts in Ethnography ANTH 2515 FA - Lecture Format	Fall 2012	12 / 20	4.3	4.2	3.5	4.0	3.9	4.2	3.5
Nature-Based Tourism OUTD 3771 WA - Lecture Format	Winter 2012	7 / 11	4.3	3.9	3.6	3.7	3.7	4.0	4.0
Risk and Legal Liability OUTD 3312 FA - Lecture Format	Fall 2011	17 / 24	4.3	3.9	3.6	3.7	4.0	4.3	4.0
Risk and Legal Liability OUTD 3312 FB - Lecture Format	Fall 2011	15 / 17	3.9	3.9	2.9	3.8	3.8	3.5	3.7

Questions:

1. The course content matched what was presented on the course outline.
2. The course materials were useful in promoting learning of the course concepts.
3. The instructional method(s) enhanced student learning.
4. I found the course appropriately challenging.
5. Grading materials were aligned with the learning objectives for the course.
6. Overall, I would recommend the instructor.
7. Overall, I would recommend the course.

1 - Strongly Disagree 2 - Disagree 3 - Neither Agree nor Disagree 4 - Agree 5 - Strongly Agree

NOTE: All reported values are the average score per question, out of a total of 5 points, as per the Likert scale above. All Lakehead University lecture format courses described above were 12 weeks in length, with a total teaching time of three hours per week, plus two hours of weekly office hours for student assistance / meetings and approximately five hours of preparation time per week with additional field trip coordination for OUTD 4531 – Outdoor

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Teaching Dossier

Centre Management. Lecture courses were sole-taught, with 100% responsibility for course development, coordination and lecture delivery. All Lakehead University seminar format courses were developed and coordinated by me and involved approximately six hours of preparation time per week, over the course of 12 weeks, plus two weekly hour-long meetings with seminar leaders (Graduate Teaching Assistants) to ensure cohesive quality instruction, and field trip coordination for OUTD 1070 – Outdoor Recreation & Society.

SUMMARY OF COMMITMENT TO PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT & TEACHING

I demonstrate my commitment to teaching excellence through my engagement in professional development in the areas of teaching pedagogy and praxis, as well as through innovative course design and delivery and scholarship of teaching and learning. I have made a long-standing commitment to teaching excellence and continuous improvement, as evidenced by participation in the University of Manitoba's Teaching and Learning Certificate program (2017 – 2020), University of Otago's Higher Education Development Centre workshops (2013 - 2016), and Lakehead University's Instructional Development Centre (IDC) Graduate Student Teaching Practicum (2008 – 2010), and supplemental professional development seminars. I have also extended my research to include research into the effectiveness of my experiential learning course components to achieve land-based, experiential and outdoor learning outcomes through a partnership with the Centre for Teaching Excellence at the University of Waterloo.

Teaching and Learning Certificate Program

Participation in the University of Manitoba Teaching and Learning Certificate program offered by the Centre for the Advancement of Teaching and Learning (CATL) has provided a structured and mentored approach to reflective practice regarding my teaching pedagogy and praxis, including individualized feedback and teaching observations, as well as valuable opportunities for professional development through workshops, mini-institutes and teaching cafés.

Higher Education Development Centre

The University of Otago's Higher Education Development Centre (HEDC) provided ongoing professional development opportunities for graduate student tutors and demonstrators. In addition to departmental orientation and training, HEDC workshops provided support and foundational knowledge of tutoring in the residential colleges, group facilitation, teaching one-to-one and assessment and marking.

Instructional Development Centre Graduate Teaching Practicum

The Graduate Teaching Practicum offered through Lakehead University's Instructional Design Centre provided professional development opportunities for graduate student teaching assistants.

Professional Development, Teaching and Cross-Cultural Competencies

Cross-cultural competency in teaching has been cultivated through professional development opportunities at the University of Waterloo, University of Manitoba, and the University of Otago.

At the University of Waterloo workshops on First Nations, and Métis cultures and experiences were instrumental in helping me learn about the cultural context of local Indigenous communities' relationships with the University of Waterloo, and within the wider region. This workshops, along with a workshop on *Incorporating Indigenous Knowledge in Integrated Land Use Planning* played an integral role in shaping my approach to the Grand Watershed Trail-Based Recreation and Tourism project which I am currently involved in with researchers from the Department of Recreation and Leisure studies and with community partners, including Six Nations Tourism.

Workshops offered by the University of Manitoba pertaining to indigenous knowledge and the potential for scholarly teaching, and exploration helped me to better understand the relationship between First Nations, Métis and Inuit peoples and the University of Manitoba, as well as the wider Manitoba community. Professional development related to internationalization and decolonization of the curriculum have been particularly beneficial when combined with workshops on course design, curriculum alignment, and designing assessments, supporting development of the skills and knowledge needed to undertake these tasks effectively.

While working at the University of Otago, I undertook four workshops through the HEDC and Centre for Peace and Conflict studies related to Māori Culture, an Introduction to the Treaty of Waitangi, Advanced Treaty of Waitangi, and the Implications of Colonization and De-Colonization for Māori in New Zealand. As a non-New Zealander, these courses played an integral role

Kelsey Johansen

Professional Development

in my ability to understand the challenges faced by Māori peoples and students, as well as my ability to teach in a culturally sensitive, linguistically correct, and inclusive manner while cultivating respect for the inclusion of information about and engagement with Māori culture and ways of knowing both within the courses I taught and with my students.

Additional HEDC workshops on cross-cultural issues related to teaching international students, teaching culturally diverse classes, and intercultural communication fostered by ability to reflect on my own cultural and educational background, and how it has shaped, and continues to shape, my beliefs about teaching and learning, as well as my ability to reflect on my assumptions about students and their learning needs. These workshops, combined with living in an International Student Hall of Residence while studying in New Zealand, helped me to better understand, and subsequently design learning activities and assignments to address the challenges faced by English as an Additional Language students as well as native English-speaking international students while providing me with the skills to teach culturally diverse classes more effectively. Furthermore, through active learning activities in these workshops, I learned to identify communication styles that can lead to barriers in intercultural communication, and how to recognize and manage misunderstandings that can arise in intercultural encounters.

Additional Professional Development Opportunities

Supplemental professional development workshops, offered through the Centre for Teaching Excellence (University of Waterloo) and the Centre for the Advancement of Teaching and Learning, the Human Resources Department and the Office of Human Rights and Conflict Management (University of Manitoba), were sought out to acquire additional development, knowledge and skills in the areas of equity, diversity and inclusion, universal design for teaching and learning, ethics in the workplace, accessible customer service training, sexual violence awareness and dealing with disclosures of sexual assault or harassment, and student mental health.

PROFESSIONAL DEVELOPMENT & RESEARCH

My engagement in professional development in the areas of research methods (as both an attendee at, and a facilitator of, workshops), grant writing and funding, and supervision, training and mentoring demonstrates my commitment to research and to service to the wider community.

Research Management

Project management and ethics application professional development courses and workshops offered through the Human Resources Department of the University of Manitoba have supported my recent work on funded research projects, leading to improved training for research assistants, and acquisition of budgeting and financial track skills. They have also improved my experiences of the Research Ethics Board application process for both funded research projects and course-based research ethics.

Grant Writing and Funding

Attendance at workshops and seminars presented by the Office of Research at the University of Waterloo and University of Manitoba have provided valuable insight into grant writing, and domestic and international funding opportunities. While limited in the scope of grants to which I could apply by previous teaching-only appointments, attendance at these workshops has helped me to chart my intended research path, including how to scaffold intended grant applications aimed at developing and solidifying my research agenda. Furthermore, the skills and information acquired through attendance at these events has enabled me to leverage my grant writing expertise to serve the wider community leading to successful applications for sport, sport tourism, and tourism development grants within the private and not-for-profit sector while helping me to secure funding for SoTL and community-based research projects at the University of Waterloo.

Supervision

My commitment to upper-level undergraduate student and graduate student supervision is demonstrated by my willingness to undertake graduate student supervision, as well as supervision of research assistants and directed studies and capstone projects, while appointed in teaching-only roles at the University of Waterloo, University of Manitoba and Lakehead University.

Kelsey Johansen

Professional Development

To develop my skills as a supervisor, I have participated in workshops on mentoring and supervising graduate students and highly qualified personnel, supporting international graduate and postgraduate students, and engagement in critical reflective practice regarding my own diverse experiences of supervision, including PhD, Masters and Research Assistant supervision. These experiences have influenced my own approach to supervision, as well as inspiring my engagement in professional development related to supervision.

Training & Mentorship

In addition to my professional development, I am committed to sharing my experience and expertise with others. At the University of Waterloo, I have mentored and supervised five undergraduate research assistants, and a doctoral research assistant. I was an invited panelist during the Lakehead University Teaching and Learning Week (2019), on a panel on Graduate Student Supervision. I previously contributed an *Advanced NVivo Skills and Troubleshooting Workshop* to University of Manitoba's Faculty of Education, the College of Nursing (Rady Faculty of Health Sciences), the Centre on Aging, and the Faculty of Kinesiology and Recreation Management's joint Summer Research Training Institute (2017 and 2018). This workshop is aimed at PhD and ECR researchers, and includes an interactive training session with a provided dataset, followed by a trouble shooting session where researchers can receive personalized support for their own analyses. The workshop ends by introducing complimentary qualitative analysis tools such as Leximancer. This workshop was well received, with positive formal and informal feedback provided following each session. While at the University of Manitoba, I also mentored and supervised two undergraduate transcription assistants, three graduate transcription assistants and one doctoral research assistant.

Through the New Zealand Aid Scholarship Recipient Mentorship Program in the School of Business at the University of Otago, I provided course work support, and peer dissertation mentorship on a one-on-one basis for postgraduate scholarship recipients from specific African, Asian, Caribbean and Latin American countries, and from Bhutan, Jordan, Mongolia, Nepal and Timor-Leste. The goals of the mentorship program were to provide support integrating into the academic community, including academic literacy support, and assistance with course work, research and accessing research resources on campus to help build the skills needed for successful completion of their program of study.

Professional Development, Research and Cross-Cultural Competencies

HEDC workshops at the University of Otago helped to clarify the principles, purposes and scope of the university's policy for Research Consultation with Māori, as well as issues of interest to Māori as end users of research. A required part of all research undertaken at the University of Otago, understanding the Ngāi Tahu Consultation process helped to ensure that my doctoral research was designed and conducted in a way that acknowledged the needs and aspirations of Ngāi Tahu for Māori development and benefit as articulated in the Ngāi Tahu Vision 2025 Strategic Plan. This training and consultation process has become a pivotal part of how I approach community-based research and research with indigenous communities, including rapport building, consultation, research design, development of research outputs, including knowledge dissemination, and ownership of the products of the research process.

Furthermore, prior experiences conducting research in Palau, the Federated States of Micronesia (Yap, and Chuuk), and New Zealand, combined with my recent community rapport building trip to Shetland, have taught me valuable lessons in community integration and rapport building, and strategies to avoid creating or contributing to barriers in intercultural communication when designing and conducting both interviews and surveys.

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References

REFERENCES

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