

# Kelsey Johansen

159 Inglewood Cres. Thunder Bay, Ontario, Canada P7C 2E8

KelseyMJohansen@gmail.com 1.204.583.1855

www.KelseyMJohansen.com

## WORK EXPERIENCE

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## TEACHING

<b>2020</b>	<b>Lecturer</b>	<b>Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Programming <sup>1</sup>		Year 2	1 Semester (2 Sections)
	Risk Management		Year 3	1 Semester (2 Sections)
	Agritourism		Year 3	1 Semester
	Adventure Therapy and Therapeutic Recreation <sup>2</sup>		Year 4	1 Semester
	Therapeutic Recreation Camp Placement <sup>3</sup>		Year 4	1 Semester (2 Sections)
<b>2016 – 2019</b>	<b>Instructor II</b>	<b>Faculty of Kinesiology</b>	<b>University of Manitoba</b>	<b>Canada</b>
	Introduction to Leisure Travel <sup>4</sup>		Year 1/2	3 Semesters
	Concepts in Recreation and Leisure <sup>5</sup>		Year 1	3 Semester
	Program Planning Principles		Year 2	1 Semester
	Introduction to Therapeutic Recreation		Year 2	1 Semester
	Introduction to Research		Year 2/3	2 Semesters
	Sustainable Nature-Based Tourism		Year 3	3 Semesters
	Inclusive Physical Activity and Leisure		Year 3	2 Semesters
	Clinical Aspects of Therapeutic Recreation		Year 4	1 Semester
	Advanced Sustainable Nature-Based Tourism <sup>6</sup>		Year 4	1 Semester
	Agritourism and Community Development <sup>7</sup>		Year 4	1 Semester
	Walkable Communities as Legacies of Festivals and Events <sup>8</sup>		Masters	1 Semester
<b>2016</b>	<b>Tutor</b>	<b>Hands on Otago</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Ecotourism Field School		Extension	1 Semester
<b>2015</b>	<b>Tutor</b>	<b>Anthropology &amp; Archaeology</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Global and Local Cultures		Year 1	1 Semester
<b>2013 – 2016</b>	<b>Tutor</b>	<b>Tourism</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Introduction to Tourism		Year 1	5 Semesters
	Global Tourism		Year 1	1 Semester
	Tourism Research Methods		Year 3	1 Semester
	Events & Convention Management		Year 3	1 Semester
<b>2013 – 2016</b>	<b>Personal Tutor</b>	<b>Disability Services</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Introduction to Tourism		Year 1	3 Semesters
	Introduction to Hospitality		Year 1	1 Semester

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<sup>1</sup> Lecture format with a Lab

<sup>2</sup> Lecture format with a Practicum

<sup>3</sup> Directed Study cofacilitated with Industry Liaison

<sup>4</sup> Lecture and Distance Education formats

<sup>5</sup> Distance Education format

<sup>6</sup> Intensive Summer Institute

<sup>7</sup> Intensive Summer Institute

<sup>8</sup> Directed Study

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	Global Tourism <sup>9</sup>	Year 2	1 Semester
	Tourism Product Development	Year 3	1 Semester
<b>2012</b>	<b>Lecturer Anthropology</b>	<b>Lakehead University</b>	<b>Canada</b>
	Introduction to World Cultures	Year 1	1 Semester
	Key Concepts in Ethnology	Year 2	1 Semester
<b>2012</b>	<b>Lecturer Distance Learning</b>	<b>Lakehead University</b>	<b>Canada</b>
	Agricultural Tourism <sup>10</sup>	Year 3	1 Semester
<b>2011 – 2013</b>	<b>Lecturer Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Outdoor Recreation & Society	Year 1	1 Semester (2 sections)
	First Year Seminar	Year 1	1 Semester (3 sections)
	Theory & Practice of Tourism	Year 2	1 Semester
	Nature-Based Tourism	Year 3	1 Semester
	Risk Management & Legal Liability	Year 3	1 Semester (2 sections)
	Outdoor Centre Management	Year 4	1 Semester
<b>2008 – 2010</b>	<b>Teaching Assistant Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Programming & Evaluation	Year 2	1 Semester
	Inquiry & Analysis	Year 2	2 Semesters
	Advanced Inquiry & Analysis	Year 3	2 Semesters
<b>2007 – 2008</b>	<b>Grading Assistant Philosophy</b>	<b>Lakehead University</b>	<b>Canada</b>
	Environmental Philosophy	Year 2	2 Semesters

### ADJUNCT FACULTY APPOINTMENTS

<b>2019 – 2021</b>	<b>Faculty of Graduate Studies</b>	<b>University of Manitoba</b>	<b>Canada</b>
	Faculty of Kinesiology and Recreation Management		

### MASTERS STUDENT SUPERVISION

#### 2017 – Present Bianca Matwyczuk

MA Kinesiology and Recreation Management	University of Manitoba	Canada
Thesis:	<i>2017 Canada Summer Games Legacy: Understanding the Use of the Canada Games Sport for Life Centre Post-Event</i>	
Co-Supervisor:	Dr. Jay Johnson	

### MASTERS THESIS COMMITTEES

#### 2018 – 2019 Farnoosh Niroo

MA Kinesiology and Recreation Management	University of Manitoba	Canada
Thesis:	<i>Exploring the Culinary Experiences of Visitors in Temporary Unique Settings - The Case of Pop-up Restaurants</i>	
Supervisor:	Dr. Christine Van Winkle	

<sup>9</sup> Distance Education

<sup>10</sup> Distance Education

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### UNDERGRADUATE SUPERVISION

<b>2020</b>	<b>Emily Wigglesworth</b> HBOR Outdoor Recreation, Parks & Tourism Capstone: <i>Generating Authentic Camp Experiences: Improving Therapeutic Camping Outcomes for Children affected by Cancer through Intentional Programming</i>	Lakehead University	Canada
<b>2020</b>	<b>Raven Booth</b> HBOR Outdoor Recreation, Parks & Tourism Capstone: <i>Breaking Borders: Using Therapeutic Recreation to Improve the Quality of Life for Children Living with Cancer and Blood Disorders and their Families.</i>	Lakehead University	Canada
<b>2013</b>	<b>Matthew Amon</b> HBOR Outdoor Recreation, Parks & Tourism Capstone: <i>Advanced Risk Management for Non-Profits</i>	Lakehead University	Canada

### MENTORING

<b>2019 – Present</b>	<b>Graduate Student Mentor</b>	<b>Lakehead University</b>	<b>Canada</b>
<b>2016 – 2019</b>	<b>International Student Mentor</b>	<b>University of Manitoba</b>	<b>Canada</b>
<b>2013 – 2015</b>	<b>New Zealand Aid Scholarship Students Mentor</b>	<b>University of Otago</b>	<b>New Zealand</b>

### RESEARCH

<b>2018 – 2019</b>	<b>Co-Investigator</b> Project: Funded by: Value: PI: CIs:	<b>Faculty of Kinesiology</b> <i>Bilateral Agreement Outcome Study of the Sport Support Program</i> Sport Manitoba \$20,000 Dr. Joannie Halas Dr. Brian Rice, Dr. Heather McRae, Dr. Daniel Henhawk	<b>University of Manitoba</b> <b>Canada</b>
<b>2015 – 2016</b>	<b>Research Assistant</b> Project: Funded by:  Value: PI:	<b>Department of Tourism</b> <i>Welfare Provision for Assistance Dogs - An Analysis of Public Transport</i> Centre for Service and Working Dog Health and Research, Institute of Veterinary, Animal and Biomedical Sciences, Massey University \$10,000 NZD Dr. Neil Carr	<b>University of Otago</b> <b>New Zealand</b>
<b>2009 – 2010</b>	<b>Research Assistant</b> Project:  Funded by: Value: PI:	<b>School of Outdoor Recreation</b> <i>Looking Beyond the Exoskeleton: Insights into Endoskeletons and Their Attitudes towards the Tiny Majority</i> Social Sciences and Humanities Research Council of Canada (SSHRC) \$38,500 CAD. Dr. Raynald Harvey Lemelin	<b>Lakehead University</b> <b>Canada</b>

### ADMINISTRATION

<b>2015 - 2016</b>	<b>Exam Supervisor</b>	<b>Disability Services</b>	<b>University of Otago</b>	<b>New Zealand</b>
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<b>2008 - 2009</b>	<b>Symposium Leader</b>	<b>Centre for Northern Studies</b>	<b>Lakehead University</b>	<b>Canada</b>
		Ecological and Environmental Impacts of Climate Change Symposium		

### LOCAL GOVERNMENT

<b>2011 – 2012</b>	<b>Community Environmental Action Plan Coordinator</b> Infrastructure & Operations – Environment Division	<b>City of Thunder Bay</b>	<b>Canada</b>
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<b>2010 – 2011</b>	<b>Recreation &amp; Tourism Development Coordinator</b> Recreation Services	<b>Town of Marathon</b>	<b>Canada</b>
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### RECREATION INDUSTRY

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

<b>2020 Expected</b>	<b>Ph.D. (Tourism)</b> Thesis: <i>Exploring the Culture of WWOOF Participation in New Zealand: An Ethnographic Approach</i> Supervisors: Dr. Anna Thompson-Carr and Dr. Tara Duncan	<b>University of Otago</b>	<b>New Zealand</b>
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<b>2011</b>	<b>M.E.S. (Nature Based Recreation &amp; Tourism)</b> 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	<b>Lakehead University</b>	<b>Canada</b>
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<b>2008</b>	<b>H.B.O.R.</b> (Outdoor Recreation, Parks & Tourism) <b>Lakehead University</b> <b>Canada</b>
	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
<b>2008</b>	<b>H.B.Sc.</b> (Anthropology) <b>Lakehead University</b> <b>Canada</b>
	Capstone: <i>The Implications of Marine Salvage and Recreational Diving on Modern Underwater, Maritime and Marine Archaeology</i>
	Supervisor: Dr. Scott Hamilton
<b>2008</b>	<b>B.A.</b> (Philosophy) <b>Lakehead University</b> <b>Canada</b>
	Capstone: <i>Eastern Religious Traditions and Environmental Philosophy</i>
	Supervisor: Dr. Jason Blahuta

## FUNDING

**Lifetime Total: \$177,932**

## RESEARCH GRANTS

**Total Research Grants: \$20,000**

<b>2018</b>	<b>Bilateral Agreement Outcome Study of the Sport Support Program</b>	<b>\$20,000 CAD</b>
	Funded by: Sport Manitoba	
	PI: Dr. Joannie Halas	
	CIs: Dr. Daniel Henhawk, Dr. Heather McRae, Dr. Brian Rice, Kelsey Johansen	

## SCHOLARSHIPS

**Total Scholarships: \$97, 525**

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

## TRAVEL & PROFESSIONAL DEVELOPMENT GRANTS

**Total Travel Grants: \$14,700**

<b>2019</b>	<b>Professional Development Fund</b>	<b>\$2,950 CAD</b>
	Faculty of Kinesiology & Recreation Management, University of Manitoba	
<b>2018</b>	<b>Professional Development Fund</b>	<b>\$2, 025 CAD</b>
	Faculty of Kinesiology & Recreation Management, University of Manitoba	
<b>2017</b>	<b>Professional Development Fund</b>	<b>\$2, 025 CAD</b>
	Faculty of Kinesiology & Recreation Management, University of Manitoba	
<b>2017</b>	<b>Research Development Travel Grant</b>	<b>\$300 CAD</b>
	Leisure Studies Association, United Kingdom	

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2015	<b>Doctoral Student Conference Support Grant</b> School of Business, University of Otago, New Zealand	\$2,500 NZD
2015	<b>Otago Travel Grant</b> New Zealand Federation of Graduate Women, New Zealand	\$2,200 NZD
2015	<b>Student Travel Grant</b> Canadian Association of Geographers, Canada	\$600 CAD
2010	<b>Conference Travel Grant</b> Lakehead University Student Union, Canada	\$500 CAD
2010	<b>Conference Travel Grant</b> Canadian Union of Public Employees - Local 3905, Canada	\$600 CAD
2009 – 2010	<b>Conference Travel Grant</b> Faculty of Graduate Studies, Lakehead University, Canada	\$1,000 CAD

### TEACHING ENHANCEMENT & MATERIALS GRANTS

*Total Teaching Grants: \$1,050*

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

### TOURISM DEVELOPMENT GRANTS

*Total Tourism Development Grants: \$32,000*

2011	<b>Celebrate Ontario Festival Development Grant</b> <i>(On behalf of the Corporation of the Town of Marathon)</i> Ontario Ministry of Tourism & Culture, Canada	\$32,000 CAD
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### COACHING & SPORT DEVELOPMENT GRANTS

*Total Coaching & Sport Grants: \$9000*

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

### SPEAKER SERIES SUPPORT GRANTS

*Total Speaker Grants: \$3,657*

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

## AWARDS AND HONOURS

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2017	<b>Palgrave Mcmillian Best Paper Prize</b> Leisure Studies Association Annual Conference, Leeds Beckett University Paper Title: 'Becoming WWOOFer, Being Me': Enacting and Embodying (leisure) Identities
2010	<b>MES Graduate Student Civic Award</b> School of Outdoor Recreation, Parks and Tourism, Lakehead University, Canada

## PROFESSIONAL IDENTIFICATION

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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

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### 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
- 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*

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*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.**, Henhawk, D., Kosmenko, N., Rice, B., & Halas, J. (2019). *Bilateral Outcomes Study: Sport Support Program Federal, Provincial/Territorial – Indigenous Bilateral Supplement*. Winnipeg: 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: 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: Faculty of Kinesiology and Recreation Management, University of Manitoba (62 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 – Community Town Hall)*. Winnipeg: 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*. 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 20<sup>th</sup> – 23<sup>rd</sup>, 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 4<sup>th</sup> – 6<sup>th</sup> 2017. **AWARDED BEST PAPER PRIZE.**

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- 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 5<sup>th</sup> International Critical Tourism Studies Conference - Tourism Critical Practice: Activating Dreams into Action, Sarajevo, Bosnia, June 25<sup>th</sup> – 28<sup>th</sup>, 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 21-24, 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 21-24, 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 13 - 15, 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 3-7, 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 Canada Chapter Conference; October 14 - 16, 2009, University of Guelph, Guelph, Canada.
- ### CONFERENCE PRESENTATIONS
- 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 20<sup>th</sup> – 23<sup>rd</sup>, 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 4<sup>th</sup> – 6<sup>th</sup> 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 29<sup>th</sup> – June 2<sup>nd</sup> 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 1<sup>st</sup> – June 5<sup>th</sup> 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 1<sup>st</sup> – June 5<sup>th</sup> 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

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Ottawa, Ottawa, Ontario, May 30<sup>th</sup> - June 2<sup>nd</sup>, 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 5<sup>th</sup> International Critical Tourism Studies Conference - Tourism Critical Practice: Activating Dreams into Action, Sarajevo, Bosnia, June 25<sup>th</sup> – 28<sup>th</sup>, 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 21-24, 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 21-24, 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 on the Road to Recovery), October 13-15, 2010, Quebec City, Canada.

## 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 3-7, 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 8-10, 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 14-16, 2009, Guelph, Canada.

## MANUSCRIPTS IN PREPARATION

**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*.

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**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 Sustainable Tourism.*

### CONFERENCE ABSTRACTS UNDER REVIEW

**Johansen, K., Spence, K. & Wassegijg, L.** (submitted). 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 24<sup>th</sup> – 27<sup>th</sup>, 2020, Norwegian University of Life Sciences (NMBU), Lillehammer, Norway.

### SPEAKING ENGAGEMENTS

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#### INVITED TALKS

- |             |   |                                      |
|-------------|---|--------------------------------------|
| <b>2019</b> | <b>Teaching and Learning Symposium</b><br>Panel: <i>Graduate Student Supervision</i>  | <b>Lakehead University Canada</b>    |
| <b>2018</b> | <b>Summer Research Training Institute</b><br>Topic: <i>Advanced NVivo Skills &amp; Troubleshooting Workshop</i>   | <b>University of Manitoba Canada</b> |
| <b>2017</b> | <b>Summer Research Training Institute</b><br>Topic: <i>Advanced NVivo Skills &amp; Troubleshooting Workshop</i>   | <b>University of Manitoba Canada</b> |
| <b>2017</b> | <b>Critical Environments Research Group (CERG)</b><br>Topic: <i>The Role of Food Knowledge and Cultural Exchange in Shaping Host-Guest Interactions among WWOOF Participants in New Zealand.</i>                    | <b>University of Manitoba Canada</b> |
| <b>2012</b> | <b>Centre for Environmental Education Speaker Series</b><br>Topic: <i>Designing Mixed Methods Research to provide insight into Effective Environmental Communication with Recreational Divers and Dive Tourists</i> | <b>University of Minnesota USA</b>   |

#### DEPARTMENTAL & UNIVERSITY TALKS

- |             |   |   |
|-------------|---|---|
| <b>2020</b> | <b>Healthy People / Healthy Parks</b><br>Topic: <i>Healthy People, Healthy Parks - Why we feel better in the Bush and its implications for Therapeutic Recreation</i> | <b>School of Outdoor Recreation Lakehead University</b> |
| <b>2019</b> | <b>Natural Areas and Tourism</b><br>Topic: <i>Wildlife Tourism and Cooperative Co-Management – A Case Study from Kaikoura, New Zealand</i>                            | <b>School of Outdoor Recreation Lakehead University</b> |

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- |             |  |                                     |                               |                    |
|-------------|--|-------------------------------------|-------------------------------|--------------------|
| <b>2019</b> | <b>Community Tourism Planning</b>  | <b>School of Outdoor Recreation</b> | <b>Lakehead University</b>    |                    |
|             | Topic: <i>Agricultural Tourism as Rural Community Tourism Development through Farm Diversification - Challenges and Best Practices</i>   |                                     |                               |                    |
| <b>2019</b> | <b>Introduction to Research</b>  | <b>Faculty of Kinesiology</b>       | <b>University of Manitoba</b> | <b>Canada</b>      |
|             | Panel: <i>Interdisciplinary Research - Mixed Methods and Knowledge Translation in Research</i>   |                                     |                               |                    |
| <b>2018</b> | <b>Current Issues</b>  | <b>Faculty of Kinesiology</b>       | <b>University of Manitoba</b> | <b>Canada</b>      |
|             | Topic: <i>Agricultural Tourism: Understanding Concepts, Trends and Current Issues</i>  |                                     |                               |                    |
| <b>2018</b> | <b>Concepts in Recreation &amp; Leisure</b>  | <b>Faculty of Kinesiology</b>       | <b>University of Manitoba</b> | <b>Canada</b>      |
|             | Topic: <i>Battlefield Tourism</i>  |                                     |                               |                    |
| <b>2016</b> | <b>Seminar Series</b>  | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: A Reflexive Retrospective</i>                                     |                                     |                               |                    |
| <b>2016</b> | <b>Events &amp; Conventions Management</b>   | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | Topic: <i>Managing Events: Human Resources and Event Volunteers</i>  |                                     |                               |                    |
| <b>2015</b> | <b>Seminar Series</b>  | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: Authenticity, Intimacy and Conflict</i>                           |                                     |                               |                    |
| <b>2014</b> | <b>PhD Writing Retreat</b>   | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | Topic: <i>Summarizing and Paraphrasing – A Practical Workshop</i>  |                                     |                               |                    |
|             | Topic: <i>Peer Feedback Speed Dating – A Practical Writing and Feedback Guide</i>  |                                     |                               |                    |
| <b>2014</b> | <b>Seminar Series</b>  | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: Reflections on Preliminary Fieldwork, Methods, and Constructs</i> |                                     |                               |                    |
| <b>2014</b> | <b>Sustainable Ecotourism Development</b>  | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | 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>  |                                     |                               |                    |
| <b>2013</b> | <b>Seminar Series</b>  | <b>Department of Tourism</b>        | <b>University of Otago</b>    | <b>New Zealand</b> |
|             | Topic: <i>Exploring the Culture of WWOOF Participation in New Zealand: An Ethnographic Approach</i>                                      |                                     |                               |                    |
| <b>2013</b> | <b>Theory &amp; Practice of Parks</b>  | <b>Outdoor Recreation</b>           | <b>Lakehead University</b>    | <b>Canada</b>      |
|             | Topic: <i>The Feasibility of SCUBA Diving Tourism in Nipigon Ontario</i>   |                                     |                               |                    |
| <b>2013</b> | <b>Nature-Based Tourism</b>  | <b>Outdoor Recreation</b>           | <b>Lakehead University</b>    | <b>Canada</b>      |
|             | Topic: <i>Case Study of the Bay Islands, Honduras - Volunteer Dive Tourism and Conservation Projects in Central America</i>              |                                     |                               |                    |
| <b>2012</b> | <b>LUAA Annual General Meeting</b>   | <b>LU Anthropology Association</b>  | <b>Lakehead University</b>    | <b>Canada</b>      |
|             | Topic: <i>Marine Archaeology, Underwater Cultural Heritage Preservation &amp; Scuba Diving Tourism in Truk Lagoon</i>                    |                                     |                               |                    |
| <b>2012</b> | <b>Battlefield Tourism</b>   | <b>Outdoor Recreation</b>           | <b>Lakehead University</b>    | <b>Canada</b>      |
|             | Topic: <i>(Re)Conceptualizing Wreck Diving as Battlefield Tourism.</i>   |                                     |                               |                    |
| <b>2012</b> | <b>Inquiry &amp; Analysis</b>  | <b>Outdoor Recreation</b>           | <b>Lakehead University</b>    | <b>Canada</b>      |
|             | Topic: <i>Can How We Communicate Environmental Messages to Recreational Divers and Dive Tourists Change Diver</i>                        |                                     |                               |                    |



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*Attitudes and Mitigate Depreciative Behaviors?*

<b>2010</b>	<b>Inquiry &amp; Analysis</b>	<b>Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topic: <i>Environmental Messaging in Entry-Level Scuba Diver Certification Courses: A Case Study in the Use of Mixed Methods Research</i>			
<b>2009</b>	<b>Advanced Inquiry &amp; Analysis</b>	<b>Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topic: <i>Qualitative Data Analysis: Photo Interviews and Photo Journals</i>			
	Topic: <i>Participant Observation as a Qualitative Data Collection Tool</i>			
	Topic: <i>Qualitative Data Analysis and Nominal Groups</i>			
<b>2009</b>	<b>Programming &amp; Evaluation</b>	<b>Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topic: <i>Programming and Evaluation for the Scuba Diving Industry</i>			
<b>2009</b>	<b>Nature-Based Tourism</b>	<b>Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topic: <i>Nature-Based Tourism and Tourist Typologies</i>			
<b>2008</b>	<b>Risk Management &amp; Liability</b>	<b>Outdoor Recreation</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topic: <i>Risk Recreation and the Perceived Benefits of Calculated Risks for Individual Participants – A Case from the Scuba Diving Industry</i>			

## COMMUNITY TALKS & WORKSHOPS

<b>2019</b>	<b>Town Hall Meeting</b>	<b>Sport Manitoba</b>	<b>Canada</b>
	Topic: <i>Bilateral Funding Evaluation Results Presentation and Feedback Break Out Sessions</i>		
	Audience: <i>Community stakeholders and research participants</i>		
	Co-Presenters: <i>Dr. Brian Rice, Dr. Dan Henhawk, Dr. Joannie Halas</i>		
<b>2019</b>	<b>Research Presentation</b>	<b>Sport Manitoba</b>	<b>Canada</b>
	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>		
<b>2017</b>	<b>Winter Sport Development Camp</b>	<b>Manitoba Water Polo Association</b>	<b>Canada</b>
	Topic: <i>Concussion Awareness Sessions</i>		
	Audience: <i>Parents and Coaches</i>		
<b>2012</b>	<b>Nor'Wester VTA Worksop Series</b>	<b>Nor'Wester VTA Club</b>	<b>Canada</b>
	Topic: <i>Learn to Snowshoe</i>		
	Audience: <i>Novice outdoor enthusiasts</i>		

## PROFESSIONAL DEVELOPMENT

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<b>2019</b>	<b>Human Resources</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topics: <i>New Faculty Orientation</i>		
	<i>New Hire Health &amp; 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>		

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## 2019 Therapeutic Adventure Professional Group Association for Experiential Education United States

Topics: Adventure Therapy Peer Consult Series Workshops  
*Adventure Therapy with Underserved Populations*  
*Adventure Therapy with Individuals*  
*Park-Based Adventure Therapy*

## 2019 Human Resources University of Manitoba Canada

Topics: Equity, Diversity and Inclusion 2.0  
 Ethics in the Workplace

## 2018 - 2020 Teaching & Learning Certificate (TLC UM) University of Manitoba Canada

Topics: Workshops  
*Orientation*  
*Universal Instructional Design*  
*Technology and Teaching*  
*UM Learn Relaunch*  
*UM Learn Badges*  
*iClicker*  
*Student Incivility*  
*Increasing Learning and Developing Academic Integrity*  
*Supporting International Students: Improving Learning for All*  
*Teaching Dossier*  
*Mental Health in the Classroom*  
*Indigenous Knowledge and the Potential for Scholarly Exploration at the U of M*  
*Reflective Practitioner*  
*Self-Evaluation of Teaching Practice*

### TLC Summer Teaching Institute

*Learning Theories*  
*Curriculum Alignment*  
*Learning Outcomes*  
*Course Resources*  
*Assessment –Formative*  
*Assessment –Summative*  
*Teaching Strategies*  
*Respectful Classroom Behaviour*  
*Lesson Planning*  
*Syllabus Writing*

### Teaching Café 1

*Co-Creating Your Syllabus*  
*Team-Based Learning in a Large Class*  
*Gamification in the Classroom*  
*Engaging Classrooms in the Health Sciences*  
*Popular Culture as a Way to Engage Students in the Sciences*  
*Teaching Thermodynamics with a Problem-Based Approach*

### Teaching Café 2

*Teaching Innovation*

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## 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)

<b>2018</b>	<b>Centre for Academic Teaching &amp; Learning</b>	<b>University of Manitoba</b>	<b>Canada</b>
Topics:	Developing Learning Outcomes Scaffolding Assignments Teaching Philosophy Statements		
<b>2017</b>	<b>Human Resources</b>	<b>University of Manitoba</b>	<b>Canada</b>
Topic:	Accessibility Training (Customer Service)		
<b>2017</b>	<b>Centre for Academic Teaching &amp; Learning</b>	<b>University of Manitoba</b>	<b>Canada</b>
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		
<b>2016</b>	<b>Centre for Academic Teaching &amp; Learning</b>	<b>University of Manitoba</b>	<b>Canada</b>
Topics:	New Faculty Orientation 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		
<b>2016</b>	<b>Higher Education Development Centre</b>	<b>University of Otago</b>	<b>New Zealand</b>
Topics:	Applied learning - bringing the 'real world' into the classroom Teaching International Students – Cross-Cultural Issues Teaching culturally diverse classes: good practice ideas Course Design for Distance Papers		

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Choosing and using tools and technologies in distance education  
Planning your teaching: course design

2015	<b>Information Technology Services</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Topic: SafeAssign Anti-Plagiarism Software		
2015	<b>National Centre for Peace and Conflict Studies</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Topic: Implications of Colonization & De-Colonization for Māori in New Zealand		
2015	<b>Career Development Centre</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Topics: Marketing Yourself to Interdisciplinary Audiences Crafting Academic and Non-Academic Curriculum Vitae		
2015	<b>Higher Education Development Centre</b>	<b>University of Otago</b>	<b>New Zealand</b>
	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	<b>Higher Education Development Centre</b>	<b>University of Otago</b>	<b>New Zealand</b>
	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	<b>Higher Education Development Centre</b>	<b>University of Otago</b>	<b>New Zealand</b>
	Topics: Introduction to Maori 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	<b>Instructional Development Centre</b>	<b>Lakehead University</b>	<b>Canada</b>
	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	<b>Instructional Development Centre</b>	<b>Lakehead University</b>	<b>Canada</b>
	Topics: Moodle Basics Technology & Education Philosophy & Goals in Higher Education Large Class Instruction Pedagogy in Action Demystifying Curriculum Development Principles of Instructional Design		
2009	<b>Instructional Development Centre</b>	<b>Lakehead University</b>	<b>Canada</b>

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

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

## SERVICE TO PROFESSION

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### JOURNAL REVIEWER

**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

**2010 – 2012** Leisure / Loisir

### BOOK REVIEWER

**2019** *Ethnography: Step-by-Step* (4<sup>th</sup> Edition)

Publisher: Sage Publications

Author: David M. Fetterman

**2019** *Research Methods in Kinesiology*

Publisher: Oxford University Press Canada

Authors: Kent C. Kowalski, Tara-Leigh F. McHugh, Catherine M. Sabiston, Leah 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.)

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### CONFERENCE SCIENTIFIC COMMITTEES

**2017** *CAUTHE Annual Conference: Time for big ideas? Re-thinking the field for tomorrow.*  
Host: University of Otago, New Zealand (7<sup>th</sup> – 11<sup>th</sup> February 2017).

**2013** *CAUTHE Annual Conference: Tourism and Global Change: on the edge of something big.*  
Host: Lincoln University, New Zealand (11<sup>th</sup> to 14<sup>th</sup> February 2013).

### CONFERENCE VOLUNTEER

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

### DEPARTMENTAL & UNIVERSITY SERVICE

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### 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

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- 2017 Master's Proposal Defense (Courtney Puntton)**  
 Faculty of Kinesiology & Recreation Management University of Manitoba Canada  
 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

- 2019 – 2020 Academic Council**  
 School of Outdoor Recreation, Parks and Tourism Lakehead University Canada
- 2019 – 2020 Marketing and Digital Media Committee**  
 School of Outdoor Recreation, Parks and Tourism Lakehead University Canada
- 2019 – 2020 Welcome Ceremony & Final Debrief Committee**  
 School of Outdoor Recreation, Parks and Tourism Lakehead University Canada
- 2019 Evaluation Committee for the Online Classroom RFPs**  
 Centre for the Advancement of Teaching and Learning University of Manitoba Canada
- 2018 Physical and Health Education Search Committee**  
 Kinesiology & Recreation Management University of Manitoba Canada
- 2016 – 2019 Academic Council**  
 Kinesiology & Recreation Management University of Manitoba Canada
- 2016 – 2019 Graduate Studies Committee**  
 Kinesiology & Recreation Management University of Manitoba Canada
- 2016 – 2019 Indigenous Engagement Circle**  
*formerly the Indigenous Achievement & Community Engagement Working Group*  
 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
- 2016 Graduate Research Student Liaison Committee** (Commerce Division PhD Representative)  
 Senate University of Otago New Zealand

## Kelsey Johansen

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<b>2014</b>	<b>Commerce Division Postgraduate Programmes Review Committee</b> (Postgraduate Student Representative) School of Business	University of Otago	New Zealand
<b>2014</b>	<b>Commerce Division Postgraduate Advisory Group Committee</b> (Postgraduate Student Representative) School of Business	University of Otago	New Zealand
<b>2014</b>	<b>Commerce Division Postgraduate Representatives Committee</b> (Chair) School of Business	University of Otago	New Zealand
<b>2014</b>	<b>Department of Tourism</b> (Postgraduate Student Representative) School of Business	University of Otago	New Zealand
<b>2013 – 2014</b>	<b>Tourism Department Peer Support Group</b> (Coordinator) School of Business	University of Otago	New Zealand
<b>2012 – 2013</b>	<b>Marketing Committee</b> School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
<b>2012 – 2013</b>	<b>Field Trip Committee</b> School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
<b>2009 – 2010</b>	<b>MES Nature-Based Recreation and Tourism Program</b> (Graduate Student Representative) School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
<b>2008 – 2010</b>	<b>Student Senator</b> 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

## COURSE TRANSFER CREDIT ASSESSMENTS

<b>2017 - 2019</b>	<b>Course credit transfers assessments for incoming and exchange students</b> Faculty of Kinesiology & Recreation Management	University of Manitoba	Canada
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## EXTRACURRICULAR UNIVERSITY SERVICE

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<b>2009</b>	<b>Graduate Student Orientation Guest Lecture Coordinator</b> Faculty of Graduate Studies <i>Presenter: Jorge Cham, PhD Comics</i>	Lakehead University	Canada
<b>2008 – 2010</b>	<b>MES Speaker Series Coordinator</b> School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada
<b>2008 &amp; 2009</b>	<b>MES Welcome Weekend Coordinator</b> School of Outdoor Recreation, Parks and Tourism	Lakehead University	Canada



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### PROFESSIONAL ACTIVITIES

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#### RESEARCH GROUP & INSTITUTE APPOINTMENTS

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

2019 – Present	LUFA	Lakehead University Faculty Association
2019 – Present	AEE - TAPG	Association of Experiential Education - Therapeutic Adventure Professional Group
2017 – Present	LSA	Leisure Studies Association
2016 – 2019	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

### COMMUNITY SERVICE

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#### SERVICE TO COMMUNITY & UNIVERSITY SPORT

2019 – 2020	League Commissioner	National Collegiate Water Polo	Canada
2018	NextGen Regional Coach NextGen Athlete Identification Project	Water Polo Canada	Canada
2017 – 2019	High Performance Director <i>Committee Memberships:</i>	Manitoba Water Polo Association High Performance Committee (Chair) Provincial Team Consultation Committee (Chair) Provincial Championships Consultation Committee Grants and Fundraising Committee	Canada
2017 – 2018	Head Coach <i>Teams Coached:</i>	Neptunes Water Polo Club 16U Boys National Championship League Competition Team 14U Boys National Championship League Competition Team	Canada
2016 – 2017	Assistant Coach <i>Teams Coached:</i>	Neptunes Water Polo Club 14U Boys National Championship League Competition Team 14U Girls Competition Team	Canada

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<b>2010 – 2011</b>	<b>Assistant Coach</b> <b><i>Teams Coached:</i></b>	<b>Marathon Silver Pikes Swim Team</b> U16 Girls Adult Triathletes	<b>Canada</b>
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### SERVICE TO NON-PROFITS & COMMUNITY ORGANIZATIONS

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

### CERTIFICATIONS

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#### FIRST AID

Standard First Aid BLS (HCP) CPR C + AED	Canadian Red Cross	Certified: Sept 2019
Mental Health First Aid – Adults who interact with Youth	Mental Health First Aid Canada	Certified: May 2019

#### SPORT

Master Scuba Diver	Scuba Schools International	Cert #:732263A2387301163048CA
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### **OUTDOOR LEADERSHIP**

Hike Leader

Hike Ontario

Certified: March 2013

### **COACHING**

Advanced Competitive Coach Trained

Competitive Coach Certified

Respect in Sport for Coaches

Making Headway in Sport – Concussion Awareness

Water Polo Canada

Water Polo Canada

Sport Manitoba

Coaching Association of Canada

NCCP#: 714774

NCCP#: 714774

RiS#: SMB-6604272-1-N3H

Certified: November 2016

### **LANGUAGES**

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#### **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**

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#### **SOFTWARE COMPETENCIES**

Atlas.ti

Express Scribe

Leximancer

NVivo

SPSS

Mendeley

Scrivener

iClicker / iClicker Cloud

Kahoot!

# Kelsey Johansen

## Teaching Dossier

### TEACHING PHILOSOPHY

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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 and 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; 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 included 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 Waterway, 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 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.

# Kelsey Johansen

## Teaching Dossier

### SUMMARY OF TEACHING EXPERIENCE

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**Lecturer.** I am currently appointed as a Lecturer in the School of Outdoor Recreation, Parks and Tourism, for the 2019-2020 academic year. During this appointment, I am teaching 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 am also supervising two fourth year Therapeutic Recreation Directed Study projects. These unique projects entail a partnership with Camp Quality's National Office, with the projects designed to meet the needs of the organization and are co-supervised by the Senior Director of Programs (National Office).

**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 assessments 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 am currently co-supervising 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. The student's thesis explores sustainable building legacies following mega-sporting event, 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. Now in their thesis year, I am providing 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 fourth year Directed Studies project on Risk Management and Planning for Hiking Trails. I provided one-on-one tutorials in 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. 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 Lakehead University, the University of Otago and the University of Manitoba, I have guest lectured on Agricultural Tourism, Battlefield Tourism, Body Positivity and Inclusive Physical Activity, Nature-Based Therapeutic Recreation,

# Kelsey Johansen

## Teaching Dossier

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.

## 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.

# **Kelsey Johansen**

## **Teaching Dossier**

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 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 research explores the therapeutic role of camping in fostering positive outcomes for children living with diseases and/or chronic illness (including cancer and blood disorders) and their families, as well as the important role of therapeutic recreation in fostering positive traits, relationships and institutions amongst individuals living with traumatic brain injuries.

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

## Research Plan

### RESEARCH PLAN

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#### 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.

#### CURRENT RESEARCH

My doctoral dissertation examines 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 draws 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, key informant interviews, and including organizational documents, videos and photographs.

This research addresses 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 agricultural tourism from supply, demand, and organizational perspectives. 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. 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 auto-ethnography that explores the role of food in connecting hosts and guest through tourism. I am in the process of negotiating said manuscript with Palgrave Mcmillan.

I am currently co-authoring several papers based on recently completed work involving evaluation research, in response to an RfP issued by Sport Manitoba. This research project, spearheaded by Dr. Joannie Halas, evaluated the effectiveness of the Bilateral Funding program's implementation in Manitoba, and generated a series of recommendations for improve access to sport programs for urban, rural and remote indigenous communities. Through my work on this project, I trained and supervised eight Transcription Assistants and one Research Assistant, in addition to completing stakeholder interviews and the qualitative analysis of said interviews. I also assisted with the preparation of interim reports to Sport Manitoba, and was lead author on the final report. The research team, including myself, completed a community presentation for Sport Manitoba, and its associated stakeholders in May 2019 aimed at ensuring transparency of recommendations and knowledge dissemination to the community.

#### 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 collaborators at the University of the Highlands and Islands.



# **Kelsey Johansen**

## **Research Plan**

I plan to branch into research on local food culture and sustainable cafés as commercial tourism development avenues in rural and remote areas of Canada, such as Fogo Island (Newfoundland and Labrador). I plan to continue ongoing international collaborative work on battlefield tourism interpretation with colleagues from the United States, Canada and Australia and on rural tourism development, and multi-use trails with colleagues across Canada.

My work in trails includes an upcoming community partnership with Kirsten Spence (Quercwood Consulting - Dorion, ON) and collaboration with Atikameksheng, Wiikwemkoong and Wahnapiatae First Nations on a trail sovereignty and reconciliation research project in the Sudbury area (Ontario). In August 2020, I will be applying for a SSHRC Connection Grant on behalf of the project, followed by applying for a Partnership Engage Grant in December 2020. An initial consultation meeting was held in March 2019, with a follow up community visit scheduled for late May 2020. An abstract for a conference presentation based on the preliminary research has been submitted to MMV10 in Lillehammer, Norway.

Through my growing relationship with Camp Quality's National Office, I plan to branch into research on intentional therapeutic recreation programming with oncology camps, including an exploration of program design, staff training, and program implementation and evaluation. This work will also explore the intersection of risk management planning and therapeutic camps with the intention of decreasing risks associated with camp participation including improving the coordination of staff and volunteer responses to accidents, incidents and near misses.

# **Kelsey Johansen**

## Professional Development

### **SUMMARY OF COMMITMENT TO PROFESSIONAL DEVELOPMENT**

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#### **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 course design and delivery. I have made a long-standing commitment to teaching, 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.

#### ***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 Manitoba, and the University of Otago.

Workshops offered by the University of Manitoba pertaining to indigenous knowledge and the potential for scholarly teaching, and exploration have 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, I felt that these courses played an integral role 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 amongst my students.

Additional HEDC workshops on cross-cultural issues related to teaching international students, teaching culturally diverse classes, and intercultural communication fostered my 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

## **Kelsey Johansen**

### Professional Development

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 recognise and manage misunderstandings that can arise in intercultural encounters.

#### ***Additional Professional Development Opportunities***

Supplemental professional development workshops, offered through CATL, the Human Resources Department and the Office of Human Rights and Conflict Management at the University of Manitoba, were sought 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 both 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 Manitoba have provided valuable insight into grant writing and domestic and international funding opportunities. While limited in the scope of grants for which I could apply, by previous teaching-only appointments, attendance at these workshops has helped me to chart my intended research path, including scaffolding intended grant applications aimed at developing and solidifying my research agenda. 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.

#### ***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 directed studies and capstone projects, while appointed in teaching-only roles at both the University of Manitoba and Lakehead University.

To develop my skills as a supervisor, I have participated in workshops on mentoring and supervising graduate students, supporting international graduate and postgraduate students, and engaged 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 driving 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. 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

## **Kelsey Johansen**

### Professional Development

qualitative analysis tools such as Leximancer. This workshop was well received, with positive formal and informal feedback provided following each session.

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.