**APPLICANT INFORMATION**

<table>
<thead>
<tr>
<th>Name: Kathleen Reed</th>
<th>Department: Library Administration</th>
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</thead>
<tbody>
<tr>
<td>Faculty: n/a</td>
<td>Building: 305 Room: 257</td>
</tr>
</tbody>
</table>

**Working Title of Proposed Leave** (This title will be used in the reporting of successful leaves. Please keep within 20 words or less.) SFU Doctoral Coursework: Laying a Foundation for Research into the Information Practices of Transgender Youth

Have you had a leave previously?  ☐ Yes  ☑ No

If YES, please:
1) indicate dates of previous leaves (from YYYY-MM-DD to YYYY-MM-DD)
2) provide documentation with your application that will help the Committee understand the nature and outcome of the previous leave(s).

**DURATION OF LEAVE**

*Important Note:* An awarded leave must be taken within the stipulated academic year. A deferral will only be considered in the most exceptional and unforeseen circumstances.

I prefer:  ☑ A Full-Year Assisted Leave
I prefer:  ☐ A Half-Year Assisted Leave

**FULL-YEAR** (2 semesters; 12 months)


If a full-year leave is not available, would you consider accepting a half-year leave?  ☐ Yes  ☑ No

If YES, you must include a clear, realistically scaled-down proposal.

**HALF-YEAR** (1 semester; 6 months)


**REMUNERATION**

Vancouver Island University policy requires disclosure of the amount of any remuneration received from external sources during the course of the leave, per section 12.4.4 of the VIUFA Collective Agreement.

Will you be receiving any personal compensation during the course of the leave?  ☐ Yes  ☑ No

If YES, please indicate the amount: $
### ABSTRACT

Please summarize your proposal in 250 words or less. The Committee recommends you keep this abstract for future reference as you will be asked to include it in your final report.

I seek a full-year assisted leave in order to complete the first year of coursework in the Gender, Sexuality, and Women’s Studies (GSWS) PhD program at Simon Fraser University. This time would enable me to complete three doctoral courses and two professional development colloquia (Appendix 1). These required courses and colloquia cannot be taken online or in the summer session, and must be attended in person. The rest of the program can be completed at a distance, and thus I seek a leave in the first year of the program, not later in the degree.

The coursework is a required step before undertaking a dissertation. The doctoral research I propose specifically relates to the online information environments, needs, and practices of transgender youth. Particular questions I anticipate taking up include the following: How do transgender youth encounter or seek out information? What gaps and barriers stand in their way? How does the information they find influence their well-being? Why are youth drawn to particular sources over others? How could the current constellation of information be improved? How does social and geographical location influence access?

Professional benefits of the proposed activities include: completing a necessary step toward obtaining the PhD credential VIU increasingly requires of instructional faculty, opportunities to teach in the Department of Studies in Women and Gender (SWAG), joy of teaching, and creating better information access for transgender individuals and their allies. Institutional benefits include: potentially increased SWAG course offerings, deeper understanding of recruitment and persistence of transgender students, and an enhanced ability to assist the institution to improve the climate for transgender individuals.
SFU Doctoral Coursework: Laying a Foundation for Research into the Information Practices of Transgender Youth

Kathleen Reed

I seek a full-year assisted leave in order to complete the first year of coursework in the Gender, Sexuality, and Women’s Studies (GSWS) PhD program at Simon Fraser University. This time would enable me to complete three doctoral courses and two professional development colloquia (Appendix 1). These required courses and colloquia cannot be taken online or in the summer session, and must be attended in person. The rest of the program can be completed at a distance, and thus I seek a leave in the first year of the program, not later in the degree.

Timeline of Coursework to be Completed

| Fall 2019 | GSWS 800-5 Methodologies in Women’s Studies Research  
| GSWS 822-5: Graduate Seminar in Feminist Theory  
| GSWS 811-3: GSWS Graduate Professional Development Colloquium I |
| Spring 2020 | GSWS 826-5: Graduate Seminar on Queer/Trans Studies  
| GSWS 811-3: GSWS Graduate Professional Development Colloquium II |

The timing is awkward, as this leave application must be submitted two months in advance of when the doctoral program begins accepting applications for Fall 2019 entry. Therefore, I do not have guaranteed acceptance into the program. I have, however, secured Dr. Ann Travers as a senior supervisor and sponsor of my application, with a letter from them (Travers’ preferred pronoun) to this effect (Appendix 2). Furthermore, I have a SSHRC-eligible GPA and a strong CV (Appendix 3). I am also prepared to self-fund if necessary, removing the most common hurdle to admission for most applicants, according to a GSWS Department advisor.

Professional Benefits

From my time as an undergraduate, I have always wanted to pursue a PhD. In fact, I joke that I am an “accidental librarian.” In 2007, I entered the MA in Humanities Computing program at the University of Alberta, needing a home department. Because my first choice, Gender Studies, was not eligible for a focus in Humanities Computing, I selected the School of Library and Information Studies (SLIS). This decision can with an option to do a 3rd year of graduate work and convocate with a second graduate degree: a Masters of Library and Information Studies (MLIS). The MLIS was always meant as a backup degree, in case my doctoral plans did not work out. After graduating with an MA and MLIS, I was accepted into a PhD program. Unfortunately, the summer before I was to begin, both professors on my supervisory team left the institution. Rather than start a doctorate, I chose to seek employment and found my way to VIU. I have been here ever since as the Assessment and Data Librarian.

My doctoral dreams have lain dormant, but not forgotten, over the past seven years. These aspirations have been rekindled in the last four years, as I have had the opportunity to teach in the VIU Department of Studies in Women and Gender (SWAG) as both a non-regular and an internal secondment. I taught two introductory courses (100, 201), as well as an upper-level course (330) on women and gender in digital spaces, with excellent teaching reviews (Appendix 4). I am slated to teach in SWAG again in spring 2019. In addition, since 2014 I have co-taught ENGL 480 Research Methods with Dr. Dawn Thompson three times. This experience was so successful it was featured in a book chapter on librarian-teaching faculty partnerships (Reed &
Thompson, 2016), as well as part of a VIU Arts & Humanities Research Colloquia. In both the English Department and SWAG, through the experience of designing and teaching courses I came to realize that there are few experiences in life so gratifying as watching students encounter and play with new ideas over the course of a term. I wish to continue my career in at least a 50% instructional faculty role. At VIU, as with most other post-secondary institutions, an instructional position increasingly requires obtaining a doctoral degree.

While positioning myself to teach (preferably at VIU) is an impetus for doctoral work, the primary motivation for my educational aspirations is to undertake significant research into an area about which I am very passionate: lesbian, gay, bisexual, transgender, queer, and other minority sexual orientations or gender identities (LGBTQ+) youth and their access to information, resources, and community. The doctoral research I propose specifically relates to the online information environments, needs, and practices of transgender youth. The term “transgender” refers to those who “defy societal expectations around gender […] not everyone who falls under this umbrella will self-identify as ‘transgender,’ but all are viewed by society as defying gender norms in some significant way” (Serano, 2016). Particular questions I anticipate taking up include the following: How do transgender youth encounter or seek out information? What gaps and barriers stand in their way? How does the information they find influence their well-being? Why are youth drawn to particular sources over others? How could the current constellation of information be improved? How does social and geographical location influence access? I particularly want to explore how social power is enacted in this context, with regard to digital surveillance, algorithmic bias, and privacy. Note that “information” isn’t just FAQs and how-to’s; rather it is much broader and encompasses finding community, learning social scripts, accessing resources, etc.

While I see many of these questions being explored through semi-structured interviews, it is important to me that the proposed work be based on a commitment to giving youth participants voice and control over an element of the project that directly benefits them. There is a new ethical imperative to undertake participatory research with youth collaborators, rather than research on this group (Travers, 2018, 2-3). I intend to conduct my research in a participatory way, grounded in a social action research methodology. This means potentially supporting youth to create examples of the information they wish to see, or conducting workshops on digital privacy tailored to gender-creative folks. Working with Dr. Travers allows me to tap into an already established LGBTQ+ youth council and network to recruit participants. Their SSHRC-funded Gender Vectors of Greater Vancouver project brings youth together to design a video game about the experience of being transgender, non-binary, or two-spirit youth and moving through spaces in the Metro Vancouver area such as the Skytrain and a Surrey youth group (Mann, 2018).

My proposed research connects to my prior academic work, which has been highly interdisciplinary in nature. My MA and MLIS thesis focused on the information behaviour of volunteer tourists in Thailand, and was written from the disciplinary perspectives of Library and Information Studies, Digital Humanities, and Intercultural Studies. This graduate work also had a significant focus on gender, which grew out of my undergraduate honours degree in Women’s Studies. Currently as a librarian and instructor of SWAG 330 - Women and Gender in Online Spaces, I think and teach about digital surveillance, bias in algorithms, and privacy, including the way they intersect with various social locations like gender, racialized identity, and economic status. The work I plan to do continues this interdisciplinary trend - one that is called for in both VIU’s Academic Plan and in the Faculty of Arts & Humanities’ Strategic Plan.
As well as being strongly connected to my previous scholarly work, the proposed research is motivated by my own teenage experience coming out as queer in a small town. With the Internet as my only connection to LGBTQ+ information, resources, and community at that time, I know how crucial it is to have access to knowledge that can help one figure out who one is. As the co-leader of a local LGBTQ+ youth group from 2013-15, and having been involved with VIU’s LGBTQ+ and allies group - the Positive Space Alliance (PSA) - for the last seven years, I continue to witness youth and young adults using digital spaces to access support and knowledge. On a monthly basis, for example, the PSA receives emails from VIU students who are looking for support but are afraid to access in-person resources. Having led PSA training workshops for close to 1000 VIU students and staff, I hear just how difficult it still is for many LGBTQ+ folks to be “out” and part of a community.

Research backs up my personal experience and observations, finding that it is very important for LGBTQ+ youth to have access to information and safe communities to explore their sexual orientations and/or gender identities (Travers 2018; Singh, 2013; Goodrich, 2012). Having this support is critical; studies have conclusively shown that transgender youth are at a much higher risk of bullying, self-harm, and suicidal ideation than non-transgender youth. In a recent Canadian study, one in three transgender youth reported attempting suicide, and two-thirds reported self-harm over the previous year (Veale et al., 2015). Another Canadian study reported 95% of transgender students felt unsafe in schools, and 90% were verbally harassed because of their gender identity (Taylor & Peter, 2011). But there is evidence that suggests when transgender youth have access to support, these bleak statistics fall dramatically (Johns et al., 2018). Thus, access to resources and allies is vital for the health of transgender youth. Allies have the potential to play a big role in providing support. From my experience organizing a 300+ person conference for service providers who work with transgender, two-spirit, and non-binary youth, there is an appetite for making information and services as accessible as possible. A co-organizer and I recently received a $7523 grant from the Provincial Health Services Authority’s TransCare BC program to reprise the conference next year and the feedback received so far has been overwhelmingly supportive.

While many scholars have held up the Internet as a key resource for transgender individuals (e.g. Cipolletta, Votadoro, & Faccio, 2017; Marciano, 2014), a more critical investigation into this avenue of information access and community is needed. Cyber-bullying is highlighted in the literature as a significant issue (Poland, 2016), but there has been little attention to other issues that may influence access by transgender youth, such as algorithmic bias and digital privacy. Additionally, a more systemic problem was identified by Travers: “Existing resources for the public (versus academic critical theory) tend to focus on relatively privileged, rather than socio-economically marginal, [transgender] children” (2018, 33). Some of the most vulnerable transgender youth cannot access or do not see themselves reflected in online resources and communities. My proposed research seeks to examine this issue in more depth. To do this work, however, I must successfully complete the first year of doctoral coursework. I realize that not having an acceptance letter in hand proves a complication for the Leave Committee in making a decision on this application. I wonder if there is any precedent, or possibility, of awarding a leave that is contingent upon acceptance into a PhD program.

**Benefit to Vancouver Island University**

The proposed leave has value to the institution as a whole, as well as to specific departments. One of the core values identified in VIU’s Academic Plan is diversity. As an institution, we are doing amazing work on this front with Indigenous and International students and communities.
However, the LGBTQ+ population receives far less attention than other groups, despite the fact that there is a sizable number of folks identifying as such at the institution. For example, two years ago, the VIU student club registered with the Student Union with the most members registered was the Queer-Straight Alliance, and Records only recently began asking incoming students if they identify as transgender.

Thus, there would be a practical application to my proposed work. The expertise I would gain through coursework and research would assist VIU in better addressing LGBTQ+ issues. As a person in a position of leadership with the PSA, in the past I have been consulted by the University Secretary and the Human Rights and Respectful Workplace Director on particular policies and cases related to sexual orientation and gender identity on campus. Doctoral work would only help deepen my thinking and ability to assist the institution in responding to these questions, thereby increasing VIU’s capacity to make our campuses more welcoming to transgender, two-spirit, and non-binary students and staff. From my experience working with transgender students via the PSA and as a SWAG instructor, I see many individuals from this community not completing their programs; increasing VIU’s capacity to support these students is linked to larger VIU retention and persistence issues. Furthermore, academically my proposed research is cutting-edge in both the Trans Studies and Digital Humanities fields, and would enhance VIU’s reputation in these areas. This in turn may assist with recruitment of students interested in doing work in this area, or wanting to study in an environment where trans issues are actively addressed.

While there is benefit to the larger institution, my undertaking of a doctoral program has the potential to be helpful to individual departments as well. Most obvious is the Department of Studies in Women and Gender. SWAG is a small department with no single full-time faculty; professors have cross-appointments with other departments. Non-regulars do not have a full teaching load, making it difficult to recruit instructors. While I’ve already been pitching in to teach courses, obtaining a PhD would expand the list of courses I would be qualified to deliver. Currently there are recently-reviewed courses on sexuality and gender identity on the books that no regular faculty is qualified to teach and are not offered. My coursework and research would place me in a position to lead these courses. However, due to my work being highly interdisciplinary in nature, I would be well-positioned to co-teach or guest lecture in other areas on campus such as the Sociology Department’s course on surveillance, or in the Media Studies and Human Services areas, helping to enrich our already strong offerings.

Even in a worst-case scenario where I do not use the doctoral degree in the manner outlined above, having a librarian with a PhD would be of benefit to the Library and the students who seek out research assistance. I frequently support graduate students working on their research proposals, and having a stronger background in methodologies gained through doctoral coursework would assist in this process. With the emphasis on undergraduate research found in the recently released VIU Scholarship, Research, and Creative Activity Strategic Plan, the need for librarians to be able to support students developing proposals and undertaking literature reviews will only increase. Additionally, my co-teaching as a librarian (ex. ENGL 480 Research Methods) would benefit through the experience of the doctoral program in terms of knowledge gained through coursework, dissertation, and process. Scholarly communication and data management are gaining importance both among librarians and other faculty, and having undertaken a significant research project would give me additional lived experience in both areas.
As evidenced by the Service work section of my CV, I have a deep commitment to both VIU and the Faculty Association since I began here in 2011. I willingly put up my hand and volunteer because I believe that service work makes our institution a better place for all. I now ask the committee to consider allowing me to pursue a different avenue of enhancing our institution - that of a doctoral program that will give me the knowledge and skills to better serve LGBTQ+ youth and to enhance our institution for these future students.

Thank you to the members of the Leave Committee for both the consideration and for your individual service.

Reference List


**Appendices**
1 - SFU GSWS Doctoral Course Descriptions
2 - Letter from Dr. Ann Travers, SFU
3 - CV
4 - Teaching Evaluations
5 - Letter of Support from Dr. Marni Stanley, Interim Dean of Arts and Humanities, VIU
Appendices

1 - SFU GSWS Doctoral Course Descriptions
2 - Letter from Dr. Ann Travers, SFU
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4 - Teaching Evaluations
5 - Letter of Support from Dr. Marni Stanley, Interim Dean of Arts and Humanities, VIU
Appendix 1 - SFU GSWS Doctoral Course Descriptions

http://www.sfu.ca/gsws/courses/graduate-courses.html#main_content_text

GSWS 800-5: Methodology in Women's Studies Research

An Interdisciplinary Seminar in Methods of research in Women's Studies. Students will examine theoretical issues in Women's Studies Methodology and study examples of research and criticism from Women's Studies in History, Art/Literary Criticism, Philosophy, Psychology, and the social and Natural Sciences. Emphasis will be placed on a rigorous and creative interdisciplinary approach to problems. Students will apply methods studied in the course to their own areas of concentration.

GSWS 811-3 GSWS Graduate Professional Development Colloquium I

Workshop designed to support professional development, networking and foster mutuality of research interests. Includes topics on research skill development, academic and public dissemination of work, practical tips for career advancement and presentations of works in progress.

GSWS 812-3 GSWS Graduate Professional Development Colloquium II

Workshop designed to support professional development, networking and foster mutuality of research interests. Includes topics on research skill development, academic and public dissemination of work, practical tips for career advancement and presentations of works in progress.

GSWS 822-5: Graduate Seminar in Feminist Theory

Topic: Critical Intersections & New Directions -- This course will analyze and compare major feminist social and political theories, including those that have emerged from liberal, socialist and radical feminist traditions. The relationship among theories of sexism and political goals and practices will be discussed.

GSWS 826-5: Graduate Seminar on Queer/Trans Studies
An examination of the formation, development, and current direction in the fields of queer and trans theory. Students will study the influence of feminism on both fields, the emergence of formative questions and key debates, and critical challenges posed by colonial histories, globalization of LGBT identities, and transnational/local taxonomies.
September 4, 2018

Assisted Leave Committee
Vancouver Island University
Vancouver Island University
Mail Drop 305-3A
900 Fifth Street
Nanaimo, British Columbia, Canada
V9R 5S5

Dear VIU Assisted Leave Committee,

Subject: Kathleen Reed’s application to a Phd program at SFU

This note confirms that I agree to supervise Kathleen Reed and back her application to the PhD program in Gender, Sexuality, and Women’s Studies at Simon Fraser University for entry in fall 2019. I am excited and energized by her research interests and background and have high expectations about the scholarship she will produce.

Coursework in the first year must be taken in-person, and a leave would assist Kathleen to complete this requirement.

Yours sincerely,

[Signature]

Dr. Ann Travers, Associate Professor
KATHLEEN REED
54 Prideaux St.
Nanaimo, BC, Canada  V9R 2M5
Phone: +1 (250) 618-3375  |  Email: kathleen.reed@viu.ca  |  Twitter: @kathleenreed

EDUCATIONAL BACKGROUND:

- **Master of Library and Information Studies**, University of Alberta, Edmonton, AB, June 2010
  Thesis: *Information Hippies, Google-Fu Masters, and Other Volunteer Tourists in Thailand: Information Behaviour in the Liminoid*

- **Master of Arts (Humanities Computing)**, University of Alberta, Edmonton, AB, June 2010

- **Instructor Skills Program**, University Teaching Services, University of Alberta, Edmonton, AB, 2010

- **Bachelor of Arts** (Honours with Distinction, History and Women’s Studies), University of Victoria, Victoria, BC, 2006

- **Diploma in Intercultural Education and Training**, University of Victoria, Victoria, BC, 2006

SELECTED TRAINING:

- **Counselling Skills – Level 1**, Vancouver Island University, Spring 2018, 26 hours.

- **Mental Health First Aid**, Mental Health Commission of Canada, Spring 2018, 28 hours.

- **Summer Institute for Union Women, Bargaining Specialization**, 10-12 August 2016, UCLA.


- **NextUP BC: Spring Community Intensive**, 3-day leadership program for young adults committed to building social and environmental justice movements, 6-8 May 2016, Vancouver, BC.

SELECTED WORK EXPERIENCE:

**Assessment and Data Librarian**, Vancouver Island University, Nanaimo, BC, March 2011 – Present.

- Provide leadership in developing and implementing library assessment and research; provide leadership in the discovery, development and delivery of data services in the library context; represent the library in regional, national, and international cooperative data and digital repository strategies; promote a culture of data literacy and evidence-based decision-making in the library; plan and implement archival research data and digital repository strategies; provide reference, liaison, and instruction to the VIU community.

**Instructor**, Vancouver Island University, Department of Studies in Women and Gender, Nanaimo, BC, January – May 2018, January – April 2018.

- Design, deliver, and assess WOST 100 – Women and Leadership (in-person), WOST 201 – Introduction to Women’s Studies (in-person), and WOST 330 – Women and Gender in Online Spaces (100% online on the D2L platform). Course evaluations were above the mean average in the Faculty of Arts & Humanities in all three courses, respectively: 4.44, 4.68, 4.42 (scale of 5). Detailed course evaluations and course outlines available upon request.

**Primary Investigator/Contractor** to Human Resources and Skill Development Canada (HRSDC), Ottawa, ON, December 2010 – March 2011.

- Develop a methodology to undertake a research project on issues regarding newcomers and volunteering, as they relate to policy development and engagement within HRSDC; undertake a literature review; identify and interview twenty key informants in government agencies, academia, and the volunteer sector; prepare an analysis of recommendations; develop potential strategies to address the issues targeted by the recommendations.
**Research Assistant** to Dr. Lisa Given, University of Alberta, April 2010 – March 2011.

- Plan and implement search strategies of traditional and social media for information related to how seniors and pregnant women became informed about and made decisions related to H1N1 and their health, complete research ethics application, create template for documenting sources, develop interview questions, assist with focus-groups for seniors and pregnant women, assist with interviewing health reporters, manage project wiki.

**Research Assistant** to Dr. Heidi Julien, School of Library and Information Studies, Faculty of Education, University of Alberta, Edmonton, AB, September 2008 – April 2009, September 2009 – April 2010.

- Research and summarize developments in information literacy in Canada for a UNESCO/IFLA report on the state of information literacy around the world. Code qualitative data for a study on information literacy. Conduct content analysis of information behaviour studies, 1999-2008.

**Data Entry Supervisor**, Canadian Century Research Infrastructure Project, University of Alberta, Edmonton, AB, April 2008 – April 2009.

- Oversaw sampling, data entry, verification, cleaning and error-rate determination of the 1911 Alberta data set for a national historic census database project at the day-to-day operational level; created and maintained network accounts; did daily FTP database backups; designed data cleaning procedures; built MS Access queries to run on data sets; identified systematic data entry errors using SPSS; wrote weekly progress reports; trained data entry operators on new procedures and software; wrote manuals for in-house use; helped respond to project data entry issues brought forward by the seven other universities involved in the project; identified and dealt with operations and personnel issues.

**Research Assistant**, Humanities Computing Program, Faculty of Graduate Studies and Research, University of Alberta, Edmonton, AB, September 2007 – August 2008.

- Develop and maintain a website for the *Canadian Review of Comparative Literature*, use Open Journal Systems (OJS) software to enable digital access to journal volumes, digitize past issues of the journal, write documentation, instruct people on the use of OJS.

**Data Entry Supervisor**, Canadian Century Research Infrastructure Project, University of Victoria, Victoria, BC, September 2005 – August 2007.

- Oversaw sampling, data entry, verification, cleaning and error-rate determination of the western data set for a national historic census database project at the day-to-day operational level; created and maintained network accounts; did daily FTP and weekly tape database backups; designed cleaning procedures; built MS Access queries to run on data sets; identified systematic data entry errors using SPSS; tested software; wrote weekly progress reports; trained data entry operators on new procedures and software; wrote manuals for in-house use; helped respond to project data entry issues brought forward by the seven other universities involved in the project; identified and reported operations and personnel issues; ensured personnel forms got processed by Human Resources and the Office of Research Services; opened and closed the office; obtained Statistics Canada security clearance.

**Research and Technology Assistant** to Dr. Jannit Rabinovich (Team Leader), Canadian Council on Learning’s Health and Learning Knowledge Centre, University of Victoria, Victoria, BC, May 2006 – February 2007.

- Provided computer and wireless network assistance, wrote a literature review on work examining how people who are considered “outsiders” in healthcare (drug users, people with low literacy, sex workers, etc.) can design and implement policies and training to help solve their own health issues.

**Guest Instructor**, Wat Prathawittaya (Buddhist Temple/School) and Wat Sri Saket (Buddhist University), Openmind Projects (NGO), Nong Khai, Thailand, November 2005 – December 2005.

- Taught Internet skills (e-mail, instant messaging) and Web design to novice monks (age 12-18), developed Dreamweaver and PHP Web design curriculum, taught an Intercultural Studies university class, provided English tutoring, worked with an international group to address digital divide and information poverty issues.
SELECTED ACADEMIC HONOURS:

2014 – Present  Adjunct (Invited)
Centre for Evidence Based Library & Information Practice, University of Saskatchewan

2013  2nd Place Peoples’ Choice Poster, T-2nd Place Peoples’ Choice Presentation
Evidence Based Library and Information Practice Conference (EBLIP7), Saskatoon, SK

2013  2nd Place, Faculty Competition, Scholarly Slam
Celebration of Research Excellence and Knowledge Transfer Event (CREATE) Vancouver Island University, Nanaimo, BC

2010  Invited Member
Beta Phi Mui International Library and Information Studies Honour Society

2009-2010  HASTAC Scholar
Appointed to the Humanities, Science, and Technology Advanced Collaboratory (HASTAC), Mentored by Dr. Maureen Engel, E-Learning Manager of the Arts Resource Centre at the University of Alberta.

FUNDING:

2018  BC History Digitization Program Grant (written on behalf of VIU Library)
Digitizing the Nanaimo Daily Free Press (1874-1928) and Cowichan Leader (1905-1928), $15,000

2017-18  Provincial Health Services Authority – Trans Care BC – Peer and Support Community Funding
Generation Q Conference for trans, non-binary, and two-spirit youth and service providers, $7523

2017-18  VIU Asper Media Studies Endowment Award
LGBTQ+ Oral History Project, in collaboration with the Nanaimo Pride Society, $1951

2015  VIU Travel and Conference Funding Fund
Canadian Library Assessment Workshop, Toronto, $700

2014  VIU Travel and Conference Funding Fund
Library Assessment Conference, Seattle, WA, $500

2013  VIU Travel and Conference Funding Fund
Evidence Based Library and Information Practice 7 Conference, Saskatoon, SK, $700

2013  COUNTER Travel Award
United Kingdom Serials Group Conference, Bournemouth, UK, £1000

2009-2010  Queen Elizabeth II (Masters) Scholarship
Faculty of Graduate Studies and Research, University of Alberta, $10,800.

2009  Canada Graduate Scholarships – Michael Smith Foreign Study Supplement
Social Science and Humanities Research Council (SSHRC) of Canada, $6,000.

2008-2009  Joseph-Armand Bombardier Canada Graduate Scholarships – Masters
Social Science and Humanities Research Council (SSHRC) of Canada, $17,500.
PUBLICATIONS (REFEREED):

Book Chapters:


Reed, Kathleen, and Dawn Thompson. 2016. “Duos to Watch Out For: Blending Information Literacy and Scholarly Communication Instruction through Faculty-Librarian Collaboration.” In R. McClure (Ed). Rewired: Research-Writing Partnerships Within the Frameworks (pp.211-225). Chicago, IL: ACRL.


Articles:

Reed, Kathleen, Dana McFarland, and Rosie Croft. 2016. “Laying the Groundwork for a New Library Service: Scholar-Practitioner & Graduate Student Attitudes Toward Altmetrics and the Curation of Online Profiles.” Evidence Based Library and Information Practice. 11 (2): 87-96.


Reviews, Evidence Summaries, and Abstracts:

Reed, Kathleen. 2017. “Without Library Resources and Services, the Scholarly Activity of Medical Faculty and Students Would Register a Code Blue.” Evidence Based Library and Information Practice. 12 (1).

Reed, Kathleen. 2016. “Users Engage More with Interface than Materials at Welsh Newspapers Online Website.” Evidence Based Library and Information Practice. 11 (3).

Reed, Kathleen. 2016. “Obtaining Journal Titles via Big Deals Most Cost Effective Compared to Individual Subscriptions, Pay-Per-View, and Interlibrary Loan.” Evidence Based Library and Information Practice. 11 (1).

Reed, Kathleen. 2015. “Mixed-Method Survey Research is Useful to Incrementally Improve Library Homepage Design.” Evidence Based Library and Information Practice. 10 (3).

Reed, Kathleen. 2014. “Awareness of Open Access Issues Differs among Faculty at Institutions of Different Sizes.” Evidence Based Library and Information Practice. 9 (4).


Reed, Kathleen. 2013. “Link Established Between LGBT-Friendly Campus Climate Index Scores and Web-Based Resources in Academic Libraries.” Evidence Based Library and Information Practice. 8 (1).


PRESENTATIONS:

**Invited:**


**Refereed:**

Hoffman, Cameron, Meg Ecclestone, and Kathleen Reed. “Multiple Communities, Multiple Literacies: Exploring Users’ Experiences of Library Spaces at Vancouver Island University.” British Columbia Library Association Conference, Richmond, BC, 22 May 2015.


Reed, Kathleen, Dana McFarland, and Rosie Croft. “Laying the Groundwork for a New Library Service: Scholar-Practitioner & Graduate Student Attitudes Toward Altmetrics and the Curation of Online Profiles.” Library Assessment Conference, University of Washington, Seattle, WA, 4-6 August 2014.


Reed, Kathleen, Jean Blackburn, and Dan Sifton. “Putting a Sacred Cow Out to Pasture: Assessing the Effect of Removing Fines and Reducing Barriers at an Academic Library.” Evidence Based Library and Information Practice (EBLIP7), Saskatoon, SK, 16 July 2013. [Tied for 2nd place, Peoples’ Choice Presentation Award]

Croft, Rosie, Dana McFarland, and Kathleen Reed. “More Than Meets the ‘I’: Helping Your Scholar Practitioners
Demonstrate Impact in the Academy and Beyond.” Electronic Resources & Libraries (ER&L), Austin, TX, 17-20 March 2013.


Reed, Kathleen. “Socially Positioning Information Hippies, Google-Fu Masters, and Other Volunteer Tourists in Thailand: Affects and Implications for Information Behaviour.” Canadian Association for Information Science Conference, Concordia University, Montreal, Quebec, 28 May – 4 June 2010.

Organisciak, Peter, Kathleen Reed, and Alicia Hibbert. “Short Cuts and Dead Ends: Online User Generated Content.” Canadian Association for Information Science Conference, Concordia University, Montreal, Quebec, 28 May – 4 June 2010.


Non-Refereed:

Reed, Kathleen. Presentation to the BC Provincial Government’s Select Standing Committee on Finance and Government Services on behalf of VIU Faculty Association. Courtney, BC. October 2016.


Reed, Kathleen, Dawn Thompson, and ENGL 480 Students. “Situating Ourselves on Shifting Ground, or How Changing Research Methods Change Literary Studies.” Arts & Humanities Colloquium, Vancouver Island University, Nanaimo, BC, 28 March 2014.


Reed, Kathleen. “Encounters with Information Hippies, Curious Elephants, and the Flea-Removal Section in Tesco: The Trials and Tribulations of Research Fieldwork in Rural Thailand.” Research Colloquium, School of Library and Information Studies, University of Alberta, 10 February 2010 (invited).


POSTERS:

Referred:


Reed, Kathleen, Jean Blackburn, and Dana McFarland. “Culling the Herd in Hard Times: Implementing an Evidence-Based ‘Big Deal’ Cancellation Support Tool at Vancouver Island University.” Canadian Library Association Conference, Victoria, BC, 30 May 2014.

Reed, Kathleen, Jean Blackburn, and Dana McFarland. “Culling the Herd in Hard Times: Implementing an Evidence-Based ‘Big Deal’ Cancellation Support Tool at Vancouver Island University.” Evidence Based Library and Information Practice (EBLIP7), Saskatoon, SK, 17 July 2013. [2nd place, Peoples’ Choice Poster Award]

Non-Referred:

Reed, Kathleen. “The Information Behaviour of International Development Non-Governmental Organization Volunteers,” Research on Display: Faculty of Education Graduate Student Poster Fair, University of Alberta. 18 March 2009.

Organisiack, Peter, Kathleen Reed, Alicia Hibbert, Christine Varnam and Diana Keto. “Saving the World from the And-Ors: The Development of a Flash-based Boolean Search Tutorial and Game,” Research on Display: Faculty of Education Graduate Student Poster Fair, University of Alberta. 18 March 2009.

OTHER PUBLICATIONS:


MEDIA INTERVIEWS:

2015, 17 April. Rocky Mountain Goat News (English Print)

2012, 10 April. CBC Radio Early Edition with Rick Cluff (English Radio)
Discussed online privacy and digital footprints.

March 2004 – Radio Canada (French Television)
Commented on the role of women’s centers in British Columbia’s history.

March 2004 – VIland News (English Television)
Commented on the role of women’s centers in British Columbia’s history.

March 2004 – Monday Magazine (English Print)
Commented on my research on the history of the Victoria Status of Women Action Group and on the role of women’s centers in British Columbia’s history for a feature article.

VIU DEPARTMENT/UNIVERSITY SERVICE:

Service:

2013 – 2014 Undergraduate Skills Conference Committee
2012 – 2014 New Student Orientation Committee
2011 – Present Positive Space Alliance (LGBTQ) Steering Committee

Union:

2016-Present VIU Faculty Association Vice President
2016-2018 VIU Faculty Association Salary Appeals Committee
2015 VIU Faculty Association Collective Bargaining Team
2012 – 2016 VIU Faculty Association Professional & Scholarly Development Committee (Chair 2014-16)

**Hiring Committees:**

2018 Hiring Committee: Special Collections Librarian

2018 Hiring Committee: Instructor, Department of Studies in Women and Gender

2018 Hiring Committee: Interim Associate Vice-President, Academic

2017 Hiring Committee: Interim Vice-President, Academic

2016-17 Hiring Committee: Disability Advisor, Mental Health (External)

2016 Hiring Committee: Associate Vice-President, Research, Scholarship, and Creative Activity

2016 Hiring Committee: Associate Vice-President, Academic

2015 Hiring Committee: Student Engagement and Community Outreach Librarian

2014 Hiring Committee: Learning Services Librarian

**Funding Committees:**

2014 – Present VIU Research & Scholarly Activities Grant Committee

2013 – 2014 VIU Travel and Study Aboard Grant Committee

**PROFESSIONAL SERVICE:**

2016-2017 Indigitization Grant Committee Member, Irving K. Barber Centre, University of British Columbia

2015 – 2017 Director, Lambda (LGBTQ2+) Scholarship Foundation Canada

2015-2016 Reviewer, The American Society for Information Science & Technology (ASIS&T), 2015 and 2016 Conferences

2013 – 2015 Council of Prairie & Pacific University Libraries (COPPUL), Return On Investment Task Group Member

2011 – Present Statistics Canada, Data Liberation Initiative Member

**PERSONAL SERVICE:**

2013 – 2015 Group Co-Leader, Generation Q, Nanaimo LGBTQ2+ Youth Group

2012 – Present Secretary and Allocations Chair, KidSport Nanaimo
**TEACHING RESPONSIBILITIES AT VIU:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 (Spring)</td>
<td>WOST 330 – Women and Gender in Online Spaces</td>
</tr>
<tr>
<td>2018 (Spring)</td>
<td>WOST 100 – Women and Leadership</td>
</tr>
<tr>
<td>2017 (Spring)</td>
<td>WOST 201 – Introduction to Women’s Studies II</td>
</tr>
<tr>
<td>2017 (Fall)</td>
<td>ENGL 480 – Research Methods in English Literature</td>
</tr>
<tr>
<td>2016 &amp; 2014 (Spring)</td>
<td>Co-Taught with Dr. Dawn Thompson, Department of English</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 – Present</td>
<td>Library Instruction</td>
</tr>
<tr>
<td></td>
<td>200+ sessions of ENGL 115, ENGL 125, ENGL 135, INTR 100, GEOG 346, SCSW 120, CYC 200B, PSCH 204, CYC 100, CYC 411, DIGI 230, MEDI 495, LBST 111, ESL 4, ESL 5, CRIM 499</td>
</tr>
<tr>
<td></td>
<td>Graduate research methods classes: MASLM, MEd, MCP</td>
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**LIAISON LIBRARIAN RESPONSIBILITIES:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 - Present</td>
<td>Faculties of Social Sciences, Health and Human Services</td>
</tr>
<tr>
<td>2015-Present &amp; 2012-2013</td>
<td>Faculty of Humanities (Media Studies, Studies in Women and Gender)</td>
</tr>
</tbody>
</table>
REED, KATHLEEN WOST 100/S18N01 VIU Instructor Evaluation

30 / 33 Completed = 90.9 Response Rate.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
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<td>2</td>
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</table>

### Summary by Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Average</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor explains the material in the course in a clear manner.</td>
<td>4.70</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>The course is well organized by the instructor.</td>
<td>4.60</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>The instructor stimulates interest in the subject.</td>
<td>4.73</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>The instructor is available for a reasonable amount of individual consultation.</td>
<td>4.62</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>23</td>
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<tr>
<td>The instructor's style of teaching is effective.</td>
<td>4.50</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>The amount of work required in this course is reasonable.</td>
<td>4.77</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>The grades you receive are fair.</td>
<td>4.73</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Assignments and tests are returned within a reasonable length of time.</td>
<td>4.67</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>23</td>
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<tr>
<td>Assignments and tests are marked or discussed in a sufficiently detailed manner to help you improve your work.</td>
<td>4.57</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>21</td>
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<tr>
<td>The instructor sets out clear expectations for assignments.</td>
<td>4.67</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>The material covered is well spaced over the term of the course.</td>
<td>4.63</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>The instructor clearly explained the general objectives of the course.</td>
<td>4.70</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>The instructor is tolerant of differences of opinion and shows respect for other's views.</td>
<td>4.80</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>27</td>
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<tr>
<td>The instructor deals effectively with questions.</td>
<td>4.77</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>You feel free to ask questions in this class.</td>
<td>4.70</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>The instructor maintains an atmosphere conducive to learning.</td>
<td>4.63</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Given the choice, you would take another course from this instructor.</td>
<td>4.70</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

**Overall Average:** 4.68

**Overall Response Frequency:** 18 2 8 71 410
Describe this instructor’s strengths.

Kathleen is an amazing prof in this class. She stimulates interest in the subject and is always open to listen to what students have to say, regardless of if it’s similar to her opinions. She does a good job at making a 3 hour class tolerable. Her assignments are always clear with instruction.

Kathleen does an amazing job making the subjects interesting and understandable. She presents the information in an interesting manner. She includes many videos in the weekly readings which is a nice change. It’s much easier to absorb the information when it’s presented in a variety of ways, not just articles. She is very approachable and easy to talk to. She makes asking questions and making statements in class less stressful. I greatly enjoy Kathleen as a teacher. I would love to take another of her courses.

Kathleen is clear, approachable, open to all opinions and doing what she can to highlight ways we can make positive change in the world. I’m really grateful that she has an option to submit assignments orally, I think this is her effort to address the recommendations of the truth and reconciliation for education.

She is covering material that is very interesting to the student and presents it in a way that maintains our attention, using visual aids, videos and relevant reading.

she really makes the class very engaging and interesting

Makes course material easily understandable.

Very funny and gives real life examples! Will also go over material that people don’t understand and not make it seem like we are dumb

Very nice and respectful

This instructor is very real, relatable, fair and friendly. She is extremely inclusive and makes a very safe atmosphere for the class to speak their mind and share vulnerable stories and experiences that are important to the learning materials. It is a huge relief that this professor is mindful that it is expensive and difficult to be a student and therefore created reading materials that are available for free online. THANK YOU.

Kathleen is amazing. She delivers the course material in an effective way. I feel no judgement opening up in class. I feel free to ask as many questions as I need.

She’s funny
Passionate about what she’s teaching
Passionate about the material

Kathleen cares more about students well being than any other prof I’ve had. She understands her course is an elective, and does not try to convince you that her class is more important than another, which many pros do. She is awesome.

Very accommodating and reasonable. Always available to offer help

Makes a very open safe environment.

Kathleen is an awesome teacher, she makes class fun but also educational and the class discussion are always super interesting. I wish I could have a class with her every semester! Too bad she’s also the librarian!

Always has the most recent news. Can always answer a question or make you think of it in a different perspective.

Respects each individuals voice, and confronts people in a gentle way. Makes each person feel valuable and empowered. Relates content to actual life. Awesome videos and interesting readings, passionate about the topic and creates passion in others. Awesome activities throughout course. Keeps students engaged....I could go on and on there are millions of amazing things about this instructor! She should teach any course she wants!

Is well educated on the topic and controls discussion well and is very supportive of all students

Kathleen is kind and engaging. She chooses materials that makes the course subject matter interesting and allows for open and safe discussions in class.
Kathleen has created an amazing and supportive learning environment for me and my classmates. She makes every student feel like they are heard and always goes above and beyond to answer our questions. She works hard to make sure the course content is interesting and relevant and keeps the class engaged.

She is very easy going and understanding of the needs of a student... at stressful times it's nice to have a teacher who seems to be on your side

Kathleen is great at making people feel that they are in a safe environment to share opinions and stories. She is extremely accommodating and mindful of the stress students feel in school.

Good, engaging content.
Do you have any suggestions about the teaching or the course.

Take away the group project for this class, women studies is often times taken as an elective where people tend to not know each other and it sucks to have to put your trust in other people for a group project when you don’t know them or their work ethic.

Sometimes I felt that class comments on certain topics went on too long, but I also understand it is hard to cut students off especially on sensitive topics. But sometimes I was more than ready to move on to the next topic.

no

Tedx videos are a great way to understand what’s going on.

N/A

The course is interesting and covers many important topics.

Kathleen needs to teach more!!!

The instructor needs to establish protocol in the classroom. There have been way to many times where there is derogatory language used among students about other students. Seeing as the topic being discussed in the classroom this needs to be a safe location for students to have a differing opinion. As a student I witnessed many time where students were treated with disrespect by other students and it made for an unwelcoming atmosphere. I think that each class has to have more structure in the continent that is being presented to the students. It was clear that the professor was new to the material and lacked lesson objectives, as a result class discussion was often scattered

N/A

NO GROUP PROJECTS

None it was very well done

No really! She is an amazing teacher, however sometimes people on the class would talk amongst themselves while she was teacher which may distract other students
Other comments.

Your activities are an effective way of teaching and making students interested in the subject. I appreciate the activities and discussions in this class, it made me want to come to class and participate. Also, she is a very understanding professor when it comes to peoples lives, which makes her easy to talk to without feeling anxious of ridicule.

Justice for Janice Ledwell Hunt.

Thanks for a great semester!

I really enjoy taking this class!! It’s very informative and the discussions are always respectful but passionate

This is my second year in VIU and this professor is one of my favourites. I would definitely take a class with her again.

LOVED LOVED LOVED THIS COURSE and teacher!

Excellent job by the professor

I would take more courses from this instructor if offered.

Kathleen Reed is one of the best teachers i have ever had. She goes beyond just teacher and gives her students the tools to be successful in their everyday lives.

Have recommended her to many people! I really enjoyed her class and would for sure take more with her!
### Summary by Question

<table>
<thead>
<tr>
<th>Scale</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Average</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor explains the material in the course in a clear manner.</td>
<td>4.53</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>2. The course is well organized by the instructor.</td>
<td>4.63</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>3. The instructor stimulates interest in the subject.</td>
<td>4.37</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>4. The instructor is available for a reasonable amount of individual consultation.</td>
<td>4.42</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>10</td>
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<tr>
<td>5. The instructor's style of teaching is effective.</td>
<td>4.11</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>5</td>
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<tr>
<td>6. The amount of work required in this course is reasonable.</td>
<td>3.84</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>7</td>
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<tr>
<td>7. The grades you receive are fair.</td>
<td>4.47</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>8. Assignments and tests are returned within a reasonable length of time.</td>
<td>4.63</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>9. Assignments and tests are marked or discussed in a sufficiently detailed manner to help you improve your work.</td>
<td>4.42</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>10. The instructor sets out clear expectations for assignments.</td>
<td>4.63</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>13</td>
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<tr>
<td>11. The material covered is well spaced over the term of the course.</td>
<td>4.37</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>11</td>
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<tr>
<td>12. The instructor clearly explained the general objectives of the course.</td>
<td>4.58</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>12</td>
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<tr>
<td>13. The instructor is tolerant of differences of opinion and shows respect for other's views.</td>
<td>4.47</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>14. The instructor deals effectively with questions.</td>
<td>4.37</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>15. You feel free to ask questions in this class.</td>
<td>4.65</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>16. The instructor maintains an atmosphere conducive to learning.</td>
<td>4.28</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>17. Given the choice, you would take another course from this instructor.</td>
<td>4.37</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

**Overall Average:** 4.42

**Overall Response Frequency:** 1 4 32 106 177
Comments

Describe this instructor's strengths.

She makes it very clear, nearly every week, that if we have any questions or concerns to just e-mail her. She is very open to helping or answering any questions we might have. She is also very responsive to suggestions by students in regards to course material and work load. Thus far, Kathleen has been an excellent prof!

Explains everything extremely well. Better than other profs. Also, Martial is interesting

Kathleen is really understanding about people's busy lives. I feel comfortable emailing her about extensions or questions I have in assignments. She also allows us to have creative freedom over assignments and doesn't expect an assignment to be cookie-cutter-esque.

This instructor clearly explains difficult theoretical work, balances it with other types of learning material, and makes the course topics relevant to students. This instructor clearly values different perspectives, and is one of the most approachable professors I have ever had.

Kathleen is quick to reply to emails and questions from her students. She appears happy to help at all times. She is a fair marker. Kathleen is an awesome teacher because she takes feedback from her students and is flexible if there is an emergency and a student requires an extension or help.

Well organized course content via this online class with a wide variety of digital media to learn from.

Assignment instructions are clear, good communication, and fast return on grading.

When explaining the reading materials, she breaks it down and clarifies the topics so that the students can have a better understanding.

Kathleen is a very flexible teacher. She is easy to reach by email, which greatly helps me get answers to questions in a timely manner. I find the material of the course intriguing.

Instructor is inclusive and approachable, and makes the course work interesting

An amazing teacher that is respectful of her students and very considerate!

Good personality, willing to help students, strong boundaries when helping students (could be taken as a negative but not for writer)

Kathleen Reed is a powerful instructor.
I have never seen a teacher so capable to provide everything a student needs to thrive.
Reed makes no assumptions of how we are entering her course, and gives additional support with technology and background information so everyone can thrive.
Reed puts a time and energy into facilitating learning that is above and beyond expectations, truly lifts the bar for VIU online learning.

Very good at being thorough
Do you have any suggestions about the teaching or the course.

No

Don't focus on group participation so much. No one likes that.

More WOST courses to be available!!

I love that there is a mix of video and readings. I definitely learn better through watching. I am a very slow reader, so the course is heavy in readings for me. It takes me a few days to find the time to read all of the material, and with having to respond to the group conversations I found that this hurt me because I am a weak reader and could not contribute until the end of the week, leaving less time for a back and forth conversation.

One suggestion I would have about this course is the group discussions. I think it would be better to, instead of having small groups that change over the course of the semester to be larger, simply have a large group from the beginning--either have a discussion forum for all the students, or have the class split into 2 or 3 groups. That way, there is equal time to get to know the people in the groups, and there is less disorientation.

Have the heavy readings spread out not all lumped together in close weeks. Kathleen has already addressed this concern from students and she has spaced out heavy readings.

I LOVED both the content and how it was delivered.
I learned so much that I didn't know I needed to learn.
I LOVE Reed's lecture videos, I felt like we had a student / Prof relationship, even though we only interacted online.

Less readings
Comments

Other comments.

Thanks for a great class!

None

Kathleen Reed should be employed to teach the other teachers how to run an online course.
Exceptional.
This is my fourth online course at VIU, and by far the best in how clearly it was run and how much lecture time was given by the Prof.
I will study anything that is offered by Professor Reed in the future, truly I thank you, an incredible teacher and human.

Very easy to communicate with, great feed back on assignments, assignments are intriguing, but sometimes a bit too much reading each week. Also understandable I suppose as it is an online course. Overall, thanks for being such a great professor!
### Summary by Question

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean Average</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The instructor explains the material in the course in a clear manner.</strong></td>
<td>4.50</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td><strong>2. The course is well organized by the instructor.</strong></td>
<td>4.50</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td><strong>3. The instructor stimulates interest in the subject.</strong></td>
<td>4.60</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td><strong>4. The instructor is available for a reasonable amount of individual consultation.</strong></td>
<td>4.33</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td><strong>5. The instructor's style of teaching is effective.</strong></td>
<td>4.19</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>6. The amount of work required in this course is reasonable.</strong></td>
<td>4.25</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>7. The grades you receive are fair.</strong></td>
<td>4.38</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>8. Assignments and tests are returned within a reasonable length of time.</strong></td>
<td>4.56</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td><strong>9. Assignments and tests are marked or discussed in a sufficiently detailed manner to help you improve your work.</strong></td>
<td>4.50</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td><strong>10. The instructor sets out clear expectations for assignments.</strong></td>
<td>4.31</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td><strong>11. The material covered is well spaced over the term of the course.</strong></td>
<td>4.44</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td><strong>12. The instructor clearly explained the general objectives of the course.</strong></td>
<td>4.56</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td><strong>13. The instructor is tolerant of differences of opinion and shows respect for other's views.</strong></td>
<td>4.75</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>14. The instructor deals effectively with questions.</strong></td>
<td>4.25</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>15. You feel free to ask questions in this class.</strong></td>
<td>4.56</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td><strong>16. The instructor maintains an atmosphere conducive to learning.</strong></td>
<td>4.44</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td><strong>17. Given the choice, you would take another course from this instructor.</strong></td>
<td>4.44</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

**Overall Average:** 4.44

**Overall Response Frequency:** 18 2 9 54 187
Comments

Describe this instructor's strengths.

Wealth of knowledge and passion for the subject. She is very understanding but also made expectations clear. It made me feel very comfortable in this class.

Kathleen is AMAZING! She is so knowledgeable about the subjects covered in this course, very approachable and friendly and gives great feedback on assignments.

Kathleen is a wonderful person. She is kind, thoughtful, and considerate. She has extremely reasonable expectations for her students and is understanding if deadlines need to be pushed. She is very creative in her teaching methods. She always comes to class with cool ideas and articles that make for rich class discussion. Her course content is relevant and modern which is a nice change from other courses.

Kathleen is one of the most genuine people that I have ever met. She is confident, intelligent, kind, and motivated. She is always willing to help us to improve.

Listens to the class well and responds with well thought out answers. Leaves plenty of space for discussion.

Interesting readings, easy to talk to, makes class enjoyable

I enjoyed the way this course integrates historical feminism with present day feminism and goes over all issues related to feminism including race, transphobia, etc.

The atmosphere of the class was VERY good in my opinion. Discussion could occur, but they never devolved into personal attacks. When someone chose to share something personal time was given to them in a way which hopefully made them feel glad to share.

Kathleen is really good at combining different classroom activities in order to keep everyone engaged and contributing to class discussions. A combination of lectures, Q&As, small group discussions, and class-wide discussions keeps the energy flowing, which is usually a problem is a 3-hour class. Kathleen is particularly good at encouraging group participation. She is very knowledgeable, and explains the course material in an interesting and insightful way. The quality of her’s that I appreciate the most is her dedication to her students well-being.

Incredibly engaging course! Loved all the topics discussed and assignments were fitting to the material covered. Kathleen was very diligent about getting assignments back timely and provided great feedback. I am thoroughly enjoying this course.

Works well with the students schedule. Very understanding of course loads outside of her own. Handled sensitive topics in a very professional and accepting way.

I am in my fifth year of my criminology degree and I wish I had taken this class years ago. Kathleen has created an amazing learning environment that is sensitive and comfortable with the topics covered. She is great at balancing opinions and tackling very sensitive discussions. I had really enjoyed her class, she is a great professor and woman and has inspired me in so many ways. I would jump at the opportunity to take another class with Kathleen.

Instructor is laid back but then an extremely tough marker. She needs to find a balance.

The instructor is very inclusive of everyone in the class and respects everyone's opinions while maintaining a good level of professional conduct. The readings she provides are very interesting and challenge students to think outside the box. She sticks to schedule and is a very fair marker. I would highly recommend this class to anyone. Fantastic prof and class.

Kathleen is a great instructor and should be able to continue teaching. Her methods for interaction are engaging and insightful. I would love to have another class with her.
Comments

Do you have any suggestions about the teaching or the course.

Kathleen is such a natural professor that I can't think of a single thing for her to improve.

Though I love Kathleen's relaxed personality, I would recommend a little more control over class discussion. I found at times we would waste a significant amount of time listening to other peoples stories (not always relevant) instead of covering course material. I'm not sure if that's what she was hoping for, but I would of preferred learning more about course content rather than hearing peoples stories.

I think that a 200-400 word count for reading responses is too short (especially when only 4 are due over the semester). I think that 500-800 would be more appropriate.

No at all, great work!

I think the grade requirements of reading responses should've been made clear. To get an A you have to write a mini-essay complete with a thesis, which is fine and I enjoy it but I don't know if it was made clear that that's what was needed.

The gender week readings could've used more trans women, seeing as this was a woman's studies class, but I understand the desire to raise Canadian voices and there's not so many famous trans ladies in Canada as there are in the states for example. They must exist though. I was glad to be introduced to Riki Wilchins though (and by extension Judith Butler when I was looking up Riki)!

NO. This course was great.

Its structured very well, I honestly wouldn't make any more changes. Maybe take more time to create relationships among the students from the beginning, so that they feel more comfortable to speak openly and freely

Other than some weeks having a fairly large amount of readings, I don't have any suggestions to improve this course.
Other comments.

For this being her first university course as a teacher she did great! I hope she runs more courses, because I would for sure take them :) 

):)

Thank you Kathleen!!!

Kathleen is a really great professor, so I would love to see her teaching more courses at VIU next semester.

I would totally take another course with Kathleen.
September 10, 2018

VUIFA Leave Committee
Vancouver Island University
900 Fifth Street
Nanaimo, BC
V9S 5S5

Dear Committee Members,

This letter is in support of Kathleen Reed’s application for a full-year Assisted Leave for 2019-2020 in order to undertake her PhD course work.

Kathleen’s proposed project on the “information environments, needs, and practices of transgender youth,” is essential. Trans youth are among the most vulnerable of young people with higher than average rates of homelessness, violence, suicide, and substance abuse. The multiple axis on which they face challenges put many barriers in their way. For example, none of the Trans youth I have taught at VIU have persisted through to graduation, violence in the community often seems to be a factor in their withdrawal. Having someone on campus with expertise in this area would be useful to the VIU community as a whole and to Studies in Women and Gender (SWAG) particularly.

Kathleen has a strong record as a published scholar, as a student, and as a teacher. I was Chair of SWAG (then Women’s Studies) when she first began teaching in that program and can speak to her success as a teacher. She has already secured a supervisor at SFU, Dr. Ann Travers, and has created a well-developed proposal and plan. As well as teaching and serving as a Librarian at VIU, Kathleen has a long history of activism in the community and in the workplace. This necessary research brings together her interests and skills in a rich interdisciplinary way.

Kathleen is a committed scholar and activist and a generous colleague. The benefit she derives from this work will enrich VIU for both faculty and students. I highly recommend this proposal to the committee.

Yours truly,

Marni Stanley, DPhil
Acting Dean, Faculty of Arts and Humanities

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