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Teaching Dossier

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Statement of Teaching Philosophy

As someone who has worked in public education about sexual violence for the last twenty years, and who believes deeply in the need for radical change around gender equity, I believe that a classroom is one of the best places to encourage students to translate learning into action. More broadly, teaching Sociology at the university level is an opportunity to inspire a more just world.

When I think of great teaching, I think back to 2003, in my second-year “Introduction to Criminology” course with Dr. Matthew Yeager at Carleton University. I had quickly become disillusioned with my plan of being a “world-famous criminal profiler” (that is a direct quote from my high school yearbook’s “Hopes and Dreams” section). Dr. Yeager began every class by playing a concert DVD of Genesis, and I was convinced that anyone who loved “Solsbury Hill” as much as I did likely had good advice to offer.

As it turned out, his advice was life-changing. He gave me the “Big Blue Book” of community services and told me to find something I would be interested in doing. He said something to the effect of, “Nothing you learn in my class will be as important as what you learn in doing the work.” I chose to volunteer with the Elizabeth Fry Society of Ottawa, an experience that certainly helped shape my life path. Perhaps more importantly, however, it illustrated how a connection to an excellent teacher led to a meaningful classroom *and* community experience. From my work with E. Fry Ottawa, I also learned the critical role grassroots activism can play in academia, and that in social sciences, one of the most important spaces for learning is actually *in* community. From Dr. Yeager, I learned that inspiring students comes from an ability to see them for who they are, believe in their ability to achieve, and simply give them the space to do so. I still use many of Dr. Yeager’s teaching techniques in my own facilitation, including occasionally starting the day with the sounds of Peter Gabriel.

I believe people learn best when they are connected to one another. To quote bell hooks, “As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” I believe that one of the best ways to decolonize the classroom and create anti-oppressive spaces is to centre storytelling and care in learning. It is for this reason that I most often use design-based thinking in my teaching, particularly when teaching about traditionally difficult topics, like gendered violence, oppression, and power.

Design-based thinking encourages groups of people to think about problems from a perspective of designing a solution. I came across design thinking in my brief stint as staff at a public relations and design firm, and while developing PR strategies didn’t stick for me, I found design thinking to be an incredibly useful facilitation methodology. Though initially created for private companies to achieve more financial success and stronger growth, I have adapted many of the techniques to encourage students to consider social problems from a solutions-focused perspective. The four steps to

design-thinking: Clarify, Ideate, Develop, and Implement, lend themselves well to active learning classrooms in social sciences (Han, 2022)¹.

Firstly, lived experience is expertise, and connection through personal storytelling is one of the most powerful ways we can have transformative conversations. Design-based thinking opens the door to storytelling by offering strategies for creative discussion. As the teacher, I play the role of a facilitator, so that those stories can be shared in a productive way. Of course, everyone comes into a classroom with diverse identities, experiences, education, and beliefs. Therefore, I've had more success with setting up discussions around oppressions, like gendered violence, as a problem we are all there to solve, and then asking them to work together with their lived experience to guide them in figuring out this problem, together. In this way, they clarify and ideate social constructs, and have the opportunity to develop their sociological imaginations as well.

I also believe design-based thinking helps people learn by enabling participation. Previously, as a public educator about sexual violence, I watched students complete a pre- and post-participation survey after my training with ease, without any certainty they would actually use any of the techniques they learned in my session. (Campus sexual violence surveys eventually proved they were not.) After incorporating design-based thinking into my sessions, I noticed that students were much more likely to participate, and, maybe more importantly, were more enthusiastic about the content. They were more likely to share personal stories about their own experiences, push back when they believed something wouldn't work, and engage with one another about how they could create safer spaces on campus. I eventually realized that setting up a Sociology classroom like a lab, where students take the final two steps of design-based thinking, develop and implement, to test their theories, made for a more engaging classroom experience. Creating spaces for conversations to build momentum and centre storytelling is one of the key tenets of my teaching philosophy.

To use a specific example, I recently taught a minicourse for high school students entitled, "True Crime, Gender, and Popular Culture: A Care-Full Analysis." This program was structured to reflect the high school day, so I had 30 students in my class from 9:00-3:00 each day for one week, totalling 35 hours of teaching time. To structure the course content, I used different design-based thinking activities to help them build the connections between care, gender, and true crime analysis. For example, one of my main learning outcomes for the class was to create the connection between care-full storytelling of gendered crime, and the very specific folkloric narrative style of true crime. To build this connection, I use the activity "[Campfire](#)" to get them warmed up for storytelling. Because I am conscious of creating a care-centered space in the classroom, I provided several positive story prompt words and asked them to think of a story they could tell using one of the words for inspiration.

¹ Han, E. 2022. *Harvard Business Review*. "[What Is Design Thinking & Why Is It Important?](#)"

After the students warmed up with a story of their own creation, I had them think about their favourite true crime stories, and to identify the elements of gender-based violence in the story. Using the same activity, I asked them to think about how they could re-tell that same story, but with some of the critical elements of care-full storytelling we had learned. In this way, students are able to use their own voices as a form of activism for ethical true crime. Using a design-thinking activity takes the pressure off students and encourages them to be silly, creative, and innovative in their analysis.

In sum, I strive to create an anti-oppressive, engaging, and productive classroom space where students can tell their own stories, linking themselves to the broader campus community and beyond.

Teaching Responsibilities

My career has primarily been in grassroots community organizations, and I come to academia from that path. I do look forward to teaching my first full course to university students soon, though I have not yet had the opportunity to teach a full semester course as yet. However, I have been teaching both staff and faculty at Carleton University for the last eight years about our sexual violence policy, campus cultures of consent, and interventions to campus sexual violence. This includes as a guest lecture format, interactive workshops, facilitated dialogues, and both online and in-person. In addition, I have been asked to be a guest lecturer and facilitator in a number of different organizations, including post-secondary classrooms, professional sports teams, and public sector institutions. I have also had extensive experience teaching high school students, as a mini-course instructor, and through working with criminalized youth in care.

- Instructor, “True Crime, Gender, and Pop Culture: A Care-Full Analysis”, **CU-333, Carleton Minicourse Program** May 2025, 2026
- Guest lecture, Knowledge translation and dissemination, **Sociology Doctoral Seminar, Carleton University** April 2025
- **Society of Police and Criminal Psychology Conference:** “Sparkling Connections: Effective Partnerships between Grassroots and Police Organizations” September 2023
- Guest lecture, SIM1 Unit II: “Violence Against Women,” **School of Medicine, University of Ottawa** November 2019-2025
- Provided over **400 hours** of training and trained over **15,000 Carleton University Community Members** since joining the staff team November 2018-Present
- GBV Prevention Facilitator, **Ottawa Police Service** 2021-2024
- GBV Prevention Trainer, **Ottawa Sports and Entertainment Group, Ottawa RedBlacks; Ottawa Fury** (90+ players and staff) 2016-2019

Evidence of Teaching Effectiveness

Numerical Ratings

SIM 1: Violence Against Women, University of Ottawa

Guest lecture to emergency medicine students about identifying gendered violence in clinical settings. (n = 120)

“I thought Bailey presented the material clearly (1- not at all to 5- Very well)” **Mean: 4.95/5**

“In terms of actions and words, the professor demonstrated respect for students and a positive attitude toward their role as a teacher.” **Mean: 4.7/5**

Full feedback can be found [here](#) or [here](#).

The Spark Strategy GBV Prevention

Consulting role for strategic sexual violence prevention in organizations. (n = 85)

- **100%** of participants said they would recommend Bailey’s Spark Strategy facilitated process to other police service members
- **100%** of participants said The Spark Strategy either met or exceeded their expectations
- The process was rated a **9.3 out of 10**

Selected Comments

SIM 1: Violence Against Women, University of Ottawa

“Bailey was really engaging, her speed at which she spoke was professional and easy to follow, she answered all of our questions with poise and knowledge.”

“Very engaging, not relying on the slides to teach. Actually teaching. Having [a] strong background on the subject. Able to answer questions very clearly.”

“I really appreciated how well the presenter approached such a difficult and sensitive issue. They made it feel like a very safe environment to have this discussion in.”

The Spark Strategy GBV Prevention

“I wasn’t sure what to expect when I came in, and I was blown away.”

“We hit really powerful emotions that you don’t normally see in training.”

“Bailey and JR, out of my 19 years of service, have been the best facilitators with the police service.”

From Colleagues

“I was very impressed with the website that you created in order to help true crime podcaster create more ethical and stories that are sensitive to victims’ rights. This year I’m running our doctoral seminar. I would like to invite you to give a talk to our doctoral students on knowledge dissemination/translation by focussing on the website that you created, along with the mini-course that you have proposed to teach. There are a number of students in the doctoral seminar who come from an activist background and are interested in alternative ways of disseminating their research beyond journal articles or academic publications.”

“This is not a very easy or comfortable topic to discuss. However, the facilitator encouraged an open and light atmosphere, while maintaining the seriousness for the topic. That really helped people feel safe in speaking about their own experiences and ask questions that had real applications. It was a very good session, and the materials and topics discussed helped draw out a lot of questions and discussion. The facilitator also came across as very knowledgeable and approachable about the subject, citing legislation when needed, but also relating on a personal level about how this is not an easy area, but nonetheless important.”

Teaching Strategies and Innovations

From my background in equity and inclusion work, I believe that we never truly “arrive” when it comes to being an inclusive, anti-oppressive instructor. I know that continuous self-improvement is possible, and that the combination of self-reflection and review of teaching evaluations, as well as professional development in teaching, are critically important to good instruction. I have completed a credited course in “Teaching Sociology” at Carleton University, which was a doctoral seminar. This course was a combination of practical teaching experience, literature review, and peer feedback. I also recently enrolled in the “Course Design Fundamentals” Certification through Teaching and Learning Services at Carleton.

Beyond teaching, I also have certifications with various facilitation programs, including an Advanced Certification in Design Thinking, which included a credit in human-centered design when creating facilitated programming. Additionally, while not directly teaching-related, my training in restorative and transformative justice facilitation is applicable to classroom management, particularly as we have some of the brave and difficult conversations that are necessary in Sociology classrooms.

Professional Development in Teaching and Facilitation

- Enrolled in the “Course Design Fundamentals” Certification,
Teaching and Learning Services, Carleton University October 2025- Present
- SOCI 5008, “Teaching Sociology,” **Carleton University** September-December 2025
- Advanced Design Thinking Certification, **IDEO U**
- Restorative Justice Facilitation, **University of Alberta** May 2021
- Transformative Justice Facilitation, **Just Practice** June 2018
- Training in Restorative Conferencing for Sexual Violence, **Campus PRISM Project, Skidmore College** October 2018
March 2019

Educational Leadership

I was part of a year-long project with [Courage to Act](#), a national project funded through Women and Gender Equality (WAGE) Canada to address Campus Sexual Violence, where I sat as a member of the community of practice on non-punitive accountability, and co-created a 92-page workbook entitled, “[Essential Elements for Non-Punitive Accountability: A workbook for understanding alternative responses to gender-based violence](#).”

Most recently, I created a program in partnership with JR LaRose, a retired CFL Champion, to engage varsity athletes on university campuses in sexual violence prevention. In this project, entitled [Champions for Change](#), we trained 12 varsity athletes to do sexual violence prevention work within their community. In our pilot program at Carleton University, we received the following feedback from our participants:

- 100% of post-program survey respondents said the program exceeded their expectations
- 100% of post-program survey respondents said they would refer the program to other athletes
- Seven athletes that we engaged created a PSA for a major football game:
<https://vimeo.com/362885108/abae5a61fd>
- Six athletes we engaged signed up to review and co-facilitate sexual violence prevention workshops with their fellow athletes

Sample Teaching Materials

- Appendix A: Gender, True Crime, and Pop Culture: A Care-Full Analysis Mini-Course [Slides](#)
- Appendix B: Gender, True Crime and Pop Culture Sociology [Course Syllabus](#)