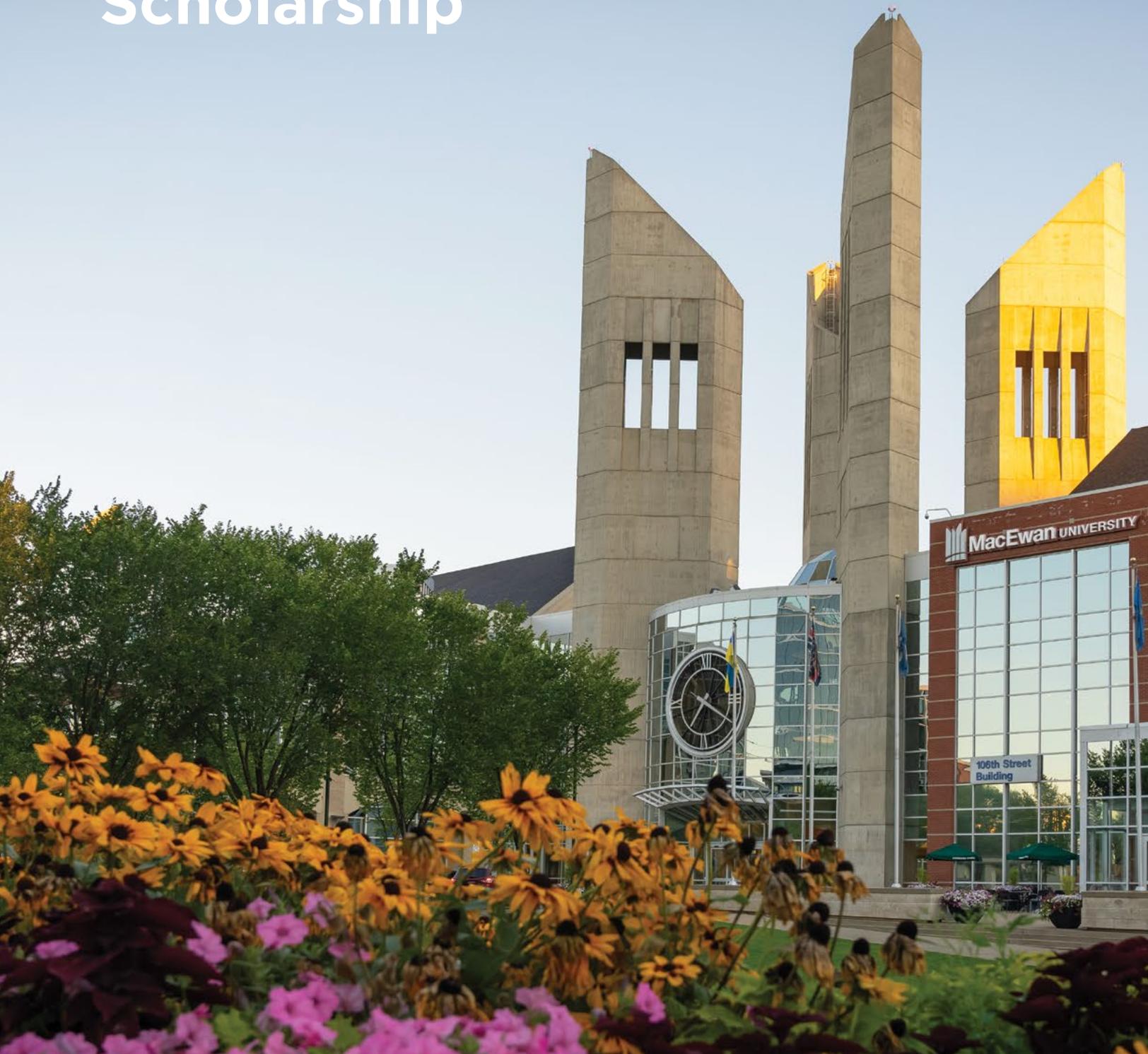


2022

Report on Scholarship





Treaty 6 Territory Land Acknowledgment

MacEwan University is located on Treaty Six Territory, the traditional gathering place for many Indigenous people. We honour and respect the history, languages, ceremonies and culture of the First Nations, Métis and Inuit who call this territory home. The First People's connection to the land teaches us about our inherent responsibility to protect and respect Mother Earth. With this acknowledgement, we honour the ancestors and children who have been buried here, missing and murdered Indigenous women and men, and the process of ongoing collective healing for all human beings. We are reminded that we are all treaty people and of the responsibility we have to one another.

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Message from the Associate Vice-President, Research and Vice-Provost

Dr. Craig Kuziemyky



I am very proud to present our 2022 Report on Scholarship at MacEwan University. MacEwan's 2030 Strategic Vision affirms the important role that scholarship plays in our pursuit of teaching greatness. Teaching is about inspiring curiosity, and that is also the basis for research. Curiosity has led to numerous impactful inventions and discoveries and the 2022 Report on Scholarship highlights some of the innovative curiosity that is prevalent at MacEwan.

As I look through the stories in the report, I am inspired by the breadth and depth of the scholarship that our faculty members and students are doing. The goal of scholarship is to create knowledge and understanding, recognizing that scholarship can take many forms including discovery-based research, scholarship of teaching and learning, community-engaged scholarship, goal-oriented research that addresses a key societal need (e.g., improving health equity and delivery), and creative activity that creates knowledge, as well as enriching our lives.

Our 2022 report provides examples of all the above types of scholarship including breakthroughs in new areas, as well as examples of how we are building on the excellent scholarship that already exists at MacEwan. You can read about how our scholarship is helping us better understand and solve local and global challenges including how microplastics in water impact fish, how to enable better mental health for the elderly living in communities and how project and community-based

pedagogies could build capacity and awareness for delivering on the United Nations Sustainable Development Goals.

Our scholarship goals and how we pursue them are rooted in the horizontal and vertical pillars of our strategic vision. As an undergraduate teaching-centred institution, our undergraduate students play a key role in our scholarly pursuits. Providing scholarship opportunities for our students allows them to gain competencies and knowledge beyond what they learn in the classroom. We also continue to build new community partnerships while strengthening our existing partnerships. Post-secondary institutions develop ideas and talent, and as a public university, our success is measured by the impact our scholarship has in our communities and our contribution to the public good.

Looking ahead to 2023, MacEwan will continue to grow our scholarship pursuits to be a leader in inclusive, innovative and impactful research. While we made significant growth in our scholarly outputs and our levels of external research funding since our 2021 report, we realize the pursuit of scholarly excellence is an ongoing journey. I hope you will take the opportunity to read about our accomplishments in our 2022 journey. I invite everyone to visit our website at [MacEwan.ca/Research](https://www.macewan.ca/research) and to follow us on social media for up-to-date and additional information on our scholarly activity. I look forward to seeing our continued growth in scholarship in 2023 and beyond.

School of Business

How Black Women Respond to Mistreatment at Work

Workplace conflicts and negative interactions are common occurrences for many employees. Workplace interactions such as misunderstandings are not always so severe that they lead to turnover, but negative interactions such as interpersonal mistreatments can impact the mental health of employees, as well as the overall culture of the workplace.

Dr. Theresa Chika-James (Assistant Professor, Organizational Behaviour, Human Resources Management and Management) is a co-investigator with principal investigator Dr. Mercy Oyet (University of New Brunswick Saint John). Funded by the Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant, they are currently interested in how individual employees speak up and speak out in response to a negative workplace. Dr. Chika-James is currently exploring the experiences of Black women in Canada and investigating why and how Black women respond to interpersonal mistreatment at work by speaking up or out about their experiences. Her research also focuses on improving understanding of the experiences of interpersonal mistreatment at work, particularly amongst Black minorities (women), the implications of why and how Black women respond to interpersonal

mistreatment and how to reduce the occurrence of interpersonal mistreatment against Black women to foster a harmonious work environment.

Providing a guide for Canadian business practitioners

This research is important because it aims to provide a guide for Canadian business practitioners (e.g., human resource personnel and managers) in diverse industries and interest groups to reduce the occurrence of interpersonal mistreatment in the workplace against Black women, resulting in a more inclusive and harmonious work environment.

Dr. Chika-James says, “We expect our study will extend broad academic scholarship on Black women’s experiences of workplace interpersonal mistreatment and contribute to the broader public discourse on the workplace experiences of Blacks in Canada, with the aim to address possible inequalities and unfair experiences. The findings of our scholarly activity are important as our study aims to illuminate the forms of remedial voice Black women use. For Black women, the findings may facilitate a better understanding of why they use certain forms of voice, and to explore whether the choice of remedial voice relates to their mental wellbeing.”



Dr. Theresa Chika-James,
Assistant Professor



Business Sustainability, Circular Economy Strategy

“While I admire the beauty of theoretical contributions in academic research, I am particularly interested in research that connects theory to real-world problems,” says Dr. Hadi Chapardar (Assistant Professor, International Business, Marketing, Strategy and Law). He focuses his research funded by the Social Sciences and Humanities Council Insight Development Grant (SSHRC) on various aspects of the circular economy. As one of the tangible and impactful areas of sustainability, circular economy deals with managing resource loops and how limited available materials on the planet can be protected by avoiding the dominant models that convert raw materials to waste, as well as explore the concept of resilience in supply chains. Given the growing rate of extreme weather events, such as floods and tornados caused by climate change, this research project aims to explore how firms can enhance resilience in their supply chain and protect themselves (and the community) when such events occur.

Currently, Dr. Chapardar is collaborating with Dr. Sara Hajmohammad (University

of Ottawa) and Dr. Robert Klassen (Western University), and other scholars from American and Canadian universities. Their research interests revolve around the fact that business is increasingly involved in and impacted by ecological and social issues. Research on circular economy has resulted in a new policy model that can incentivize businesses to pursue costly innovation in order to explore new solutions for a circular economy. This model of policy is hybrid and builds on the collaborative involvement of business and government.

This research is essential as companies are increasingly deemed responsible for ecological and social issues, such as climate change and resource depletion. On the other hand, managers know that although they are responsible for profit generation, their long-term success depends on how they interact with society, as a healthy business can exist in a healthy society. Dr. Chapardar studies business-society interactions, such as the managerial solutions to recycle used products in a world that overconsumes scarce resources.



Dr. Hadi Chapardar, Assistant Professor



Dr. McKay White, Associate Professor

Economic Abuse

“My primary interest is in jurisprudence, or legal theory and philosophy – particularly the theoretical foundations for justice and human rights and their practical implementation to address social issues. This includes critical evaluation of broad legal initiatives, both domestic and international, as well as the development of new theoretical perspectives on what justice entails,” says Dr. McKay White (Associate Professor, International Business, Marketing, Strategy and Law). He is exploring the human rights issues engaged in current international initiatives to combat money laundering and terrorist financing, and developing strategies for monitoring financial transactions without abrogating rights

against government intrusion into privacy.

Some of Dr. White’s present research involves collaboration with Dr. Mark Potter of Babson College in Massachusetts. This research is important for victims as it aims to provide better support to them, and assistance to escape abusive relationships and rebuild their lives. It will also provide education to prevent such abuse. It will ideally assist in building stronger communities and interpersonal relationships. “My theory of justice,” says Dr. White, “emphasizes justice on an individual level rather than viewing it as a broad social responsibility.”

Faculty of Arts and Science

Replacing Power with Flexible Structure: Implementing Flexible Deadlines to Improve Student Learning Experiences

“My research interests include disciplinary research in Molecular Biology as well as the Scholarship of Teaching and Learning (SoTL),” says Dr. Melissa Hills (Associate Professor, Biological Sciences). “My biology research ensures I can mentor undergraduates to gain the experience and skills to support their academic and career goals. In addition, it allows me to maintain currency in my molecular biology skills and knowledge. Over the last five years I have shifted much of my focus to the Scholarship of Teaching and Learning (SoTL), with interest in inclusive pedagogy including Universal Design for Learning.”

Dr. Hills co-authored a paper with Kim Peacock (formerly Centre for Teaching and Learning, now at NorQuest College) that was published in July 2022 in *Teaching & Learning Inquiry*, exploring how students in Dr. Hills’ courses used and perceived a flexible deadline policy (i.e., deadline policies that allow all students in a course some degree of freedom over when they submit an assignment). Dr. Hills and Peacock are interested in expanding this inquiry to build a model of structured flexibility for course design and assessment. Building on this theme of structured flexibility, Dr. Hills is collaborating with Dr. Sarah Copland (Associate Professor, Department of English) and Dr. Lisa Lumley (University of Alberta) to evaluate how providing students in English courses a choice in assessment impacts their experiences of learning and what factors drive their choices. Dr. Hills is also exploring how students learn about experimental design through the critical analysis of primary research in her fourth-year genetics course.

No questions asked: students used automatic extensions sparingly

Dr. Hills collected evidence on how students used and perceived a flexible

deadline policy where every assessment had an automatic one-week no-questions-asked extension available. In her experience, there is often concern that easy access to extensions causes students to procrastinate, treating the extension as the new deadline. In contrast, Dr. Hills found that students used the extensions sparingly, and that students unanimously agreed the approach was useful to their learning. She also found the majority spoke of their ability to hand in better quality work, better management of their time in connection with other academic responsibilities, and benefits to their mental health. The conclusion was that this policy was simple to implement and beneficial to students.

Leadership in SoTL has a role to play in advancing inclusive learning cultures in higher education and aligns with the goals of Universal Design for Learning (UDL), which is to identify potential barriers to student learning and to proactively design courses to eliminate or reduce these barriers. UDL practices seek to empower all students to successfully achieve learning outcomes by acknowledging that students differ in the ways they best learn, in the ways they best demonstrate their learning and in the learning barriers they experience. Dr. Hills maintains that her work on giving students a little more flexibility and decision-making power aligns with the goals of UDL.

Dr. Hills says, “[SoTL] incentivizes me to stay current in evidence-based practice in higher education and to challenge assumptions I make about my teaching and student learning, [as well as] an opportunity to connect with colleagues outside of my discipline to broaden my knowledge and skills, and develop my understanding of the similarities and differences across disciplines in teaching and learning.”



Dr. Melissa Hills, Associate Professor



Haylee Hatton, a student research assistant, is helping to determine what types and amounts of microplastics are found within aquatic invertebrates in wetlands and stormwater ponds in six different landscape types in the Edmonton region.



Student research assistants Zach Vydra and Erin Gaydosh drawing a water sample in a natural wetland for assessment of microplastics.

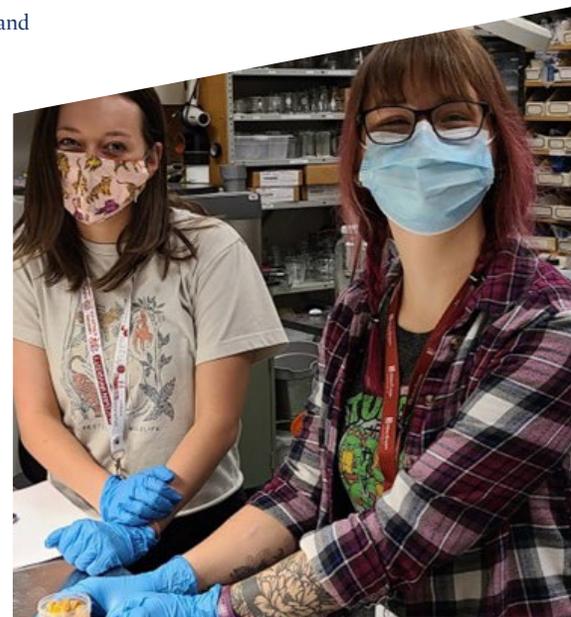
Microplastics and Fish Diets

Dr. David Locky (Associate Professor, Biological Sciences) studies the societal impact of microplastics in freshwaters, invertebrates and fish, and post-management fish diet dynamics in Lac La Biche, Alberta. Dr. Locky's research into fish diet dynamics and microplastics in freshwaters and organisms helps to understand the effects of anthropogenic activities on the landscape.

Funded by MacEwan research grants, Dr. Locky is looking at elucidating potential changes to ecosystems and biota, which is the first step in developing effective management prescriptions. He hopes to help the public see the anthropogenic activity that can be reflected upon. For example, where are microplastics coming from and what might one do to help address the issue? Also, from a

health perspective, what we can all do to reduce plastic in the environment?

Ultimately, the results could lead to collaborations with engineers, chemists, and a wide variety of ecologists. Fish dietary changes to anthropogenic management are poorly known, especially in Alberta. Dr. Locky's Lac La Biche Fish Diet Dynamics and Microplastics Research includes collaboration with Dr. Mrinal Das (Assistant Professor, Biological Science), Dr. Matt Ross (Associate Professor, Chemistry), and student research assistants. Their initial findings will be of interest to fisheries biologists working on food web dynamics. "Much of my research is exploratory, and the results provide a strong foundation for further investigation and, potentially, changes in policy," says Dr. Locky.



Haylee Hatton, a former Biol 498 (Independent Student Research) student, coaches Jennifer Roth, a Biol 499 (Honours Biology) student, on dissection techniques for Jennifer's research on post management pike diet dynamics in Lac La Biche.

Ancient Alcohol in the 21st Century

Egypt during the Hellenistic and Roman periods (323 BCE – c. 300 CE) is the focus of Dr. Matt Gibbs' research (Assistant Professor, Classics), particularly on the ancient economy. Within that, he focuses on several different themes, ranging from taxation through to collective groups (on which he is currently trying to finish a monograph). The range of taxation in Egypt during this period covers a very wide range of aspects, including payments for poll taxes through to taxes on beer. This has led Dr. Gibbs, in part, to his "ancient alcohol project," which is both traditionally academic and public outreach. Dr. Gibbs says, "Outreach has been an interest of mine for some time. I have worked on the reception of ancient history and classics in heavy metal music, too." His work on ancient alcohol has led to a broader range of collaborators, ranging from journalists to commercial brewers, such as Barn Hammer Brewing (Winnipeg, Manitoba) and Blindman Brewing (Lacombe, Alberta).

The fundamental questions that drive Dr. Gibbs' research on alcohol in the Roman world are: How did the Romans think about alcoholic beverages and how was identity related to alcohol? How does this inform the way in which we think about drinking, taste and the culture of drinking? More broadly, what were the impacts of alcohol on agriculture and the economy? "The act of drinking has a long history," states Dr. Gibbs, "and throughout that the meaning of drinking alcohol is culturally and historically contingent. Under the Romans, wine brought the pleasures of urban life and constitutional government, and ancient literature abounds in references to both alcohol and to aspects of Roman life, speaking both to its ubiquity and popularity."

He also explains, "While the purpose of 'drinking' lies at the intersection

of biology, culture and society, the activities and metaphors that were associated with it – appearing as convivial and associative behaviours, as well as highly-structured and ritualized socio-religious activities – were used to negotiate economic, political and social dynamics. In effect, this project provides another way in which we can look at the people of the past – in this case, the Romans – and see ourselves in them."

Additionally, Dr. Gibbs' work offers an opportunity to consider both the uses of alcohol and its beneficial effects, as well as its negative impacts and disadvantages: "In a world in which addiction to various substances is not exactly uncommon, we can use the ancient world as a reflective 'petri-dish' to consider how, why and what the Romans did to alleviate the problems that dependence on alcohol caused."

The project is still ongoing, but the recreation of two ancient recipes suggests several things: 1. Ancient beer (as a recreation) is recognizable as beer. 2. While we are better at brewing beer now, especially in terms of taste, we are arguably less efficient. 3. While not in the case of beer, in the case of a wine-based beverage called *mulsum* (the second ancient recipe that was recreated), higher than expected percentages of alcohol by volume could likely be produced.

The next stage of the outreach project is to provide these two basic recipes to two or three modern brewers and allow them to recreate an "ancient" beer in their own view, in which the similarities between these versions "will provide a modern example of how and why different brewers in the Roman world were seen as subjectively better than others." The results of this stage will also speak to the change in tastes in the modern palate.



A representation of adapting ancient recipes to 2022: Hand milling/grinding malted barley, final examination of the beer produced using the recipe from Pseudo-Zosimus, and transfer of Roman *mulsum* to recreate a Gallic *curmi/korma/furta* (wheat or barley beer with honey) into kegs for fermentation and storage.

Faculty of Fine Arts and Communications



Elisabeth Belliveau's *CONDOLADY* is a documentation of "two quiet years of full stress."

Still Life Through a Feminist Lens

Elisabeth Belliveau (Associate Professor, Studio Arts) is currently researching the genre of still life through a feminist lens. Funded by the Canada Council for the Arts and Edmonton Arts Council, she employs stop-motion animation, sculpture and close watching. She also explores women's stories through graphic novels and diaristic forms.

Her current project is a graphic novel *CONDOLADY*, published by Conundrum press. Through ink drawings and text, *CONDOLADY* documents life in a 680 square foot condo in downtown Amiskwaciwâskahikan/Edmonton during the pandemic. The book shares experiences of late maternal age pregnancy, miscarriage, navigating pandemic pedagogy and going through tenure at age 42. Interlaced with references to art historical paintings of pregnant women, it contributes towards telling stories of women's lives in the arts. It points to significant and insignificant

moments that make up our lives – and sometimes change them completely.

The graphic novel explores the capital city of Alberta, Amiskwaciwâskahikan/Edmonton, and a moment of change for a person. It is as universal as aging, learning and birth, while also being very specific in its depictions of places like West Edmonton Mall, and the institutional stress of the tenure process. It contributes to women's work, the genre of graphic novel and stories from Turtle Island/Canada.

"I am interested in women's stories, particularly women in the arts," says Belliveau. "I am increasingly interested in the lives of female artists who also mother. Historically women's work has been undocumented and overlooked, and there is a great deal of scholarship to be done to better understand the cultural contributions of women, and to preserve their stories."

Generations

"Generations," a project by Pdraig Buttner-Schnirer (Assistant Professor, Music), features original compositions by students and faculty from the music department's past, present, and future. The realization of this project is well-timed as MacEwan recently celebrated its 50th anniversary with ceremonies focusing on the past, present and future of the university. Funded by Canada Council for the Arts, FACTOR Canada and the TD Music Performance Fund, this project was a collaboration between various areas in the music department, allowing them to come together to achieve a common goal. The primary faculty involved were Dr. Allan Gilliland (Dean and Professor,

Music), Raymond Baril (Associate Professor, Music) and Paul Johnston (Head of Recording and Associate Professor, Music).

Buttner-Schnirer's work has two major phases: the performance's audio recording, which is now complete, followed by the post-production work needed to prepare the audio for release. The recording session provided student engineers with a rare opportunity to work on a session featuring a large ensemble. It also allowed student and faculty composers to capture their work for posterity through a high-quality recording.

Supporting Local Artists

"It is essential that we support the creation of art," says Buttner-Schnirer, "as this helps our community come together and gain a better understanding of our own identity. This scholarly activity provides support to many artists across various disciplines. It serves as an archive of Albertan composers' music and preserves the performances of noteworthy musicians from across the Edmonton area. Projects like this show we value and support artists in our community and serve to inspire students who will become the future generation of creators in our province."



The Communicative Power of Dress

The research of Josée Chartrand (Assistant Professor, Theatre Production) centres on the embedded social and performative information in live performance costumes, both historical and contemporary. It has been informed by a continued career as a costume designer and maker and explores interactions costumes have with people through the often-connected experiences of audiences, creators and performers.

In collaboration with Dr. Anne Bissonnette (University of Alberta) and two of her MA graduate students, Chartrand has co-curated an exhibition that centres on the impacts dress has on individuals, society and everyday life. Dress is not only functional or aesthetic; it is a mode of expression influenced by factors varying from time and place.

With her research, Chartrand wishes to decode the visual subtext of fashion and clothing and maintains, “We must view what we wear as more than a simple expression of preference or

taste. Clothing and accessories are arguably the most significant non-verbal communicator we have when presenting ourselves to the world. It is also the physical substrate through which we live. Our challenge was to articulate this truth in a way that is accessible to everyone and not limited to academic audiences.”

This exhibition presents established theories in dress studies, but it is unique in its interpretation and dissemination: both firmly grounded in the Edmonton community while still reaching global audiences through their website. Curating a scholarly exhibition is not about displaying pretty garments, it is about choosing the right objects to communicate the research visually. That visual story is then supported by accompanying text panels and artifact labels, but a spectator should still engage with the narrative without having to read every panel. The researchers’ theory is grounded in the communicative power of clothing and how it is used to denote individual

and social identities, including gender, community, religion and ethnicity.

The exhibition is open and free to the public at the University of Alberta’s Human Ecology Gallery until March 1, 2023, and its digital presence will remain online. Efforts to disseminate this project are also underway.



Faculty of Health and Community Studies

I'm not lazy, I'm exhausted! Developing a Measure of Fatigue for Deaf and Hard of Hearing Students



Dr. Natalia Rohatyn-Martin, Assistant Professor

Dr. Natalia Rohatyn-Martin (Assistant Professor, Human Services and Early Learning) is focused on the needs of the Deaf and Hard of Hearing (D/HH) community in terms of cognitive, social-emotional and physical fatigue. Her work, funded by the Social Sciences and Humanities Council (SSHRC) Insight Development Grant, is twofold, focusing on:

1. Fatigue, in which she is collaborating with Dr. Denyse Hayward, Dr. Lynn McQuarrie and Linda Cundy from the University of Alberta, as well as Stephan Rohatyn from Ball State University;

2. Inclusive Education: Case Studies for Educational Assistants, in which she is collaborating with Dr. Denyse Hayward from the University of Alberta as a co-investigator and partnered with some community members as collaborators and student research assistants.

The cumulative effects of fatigue lead to poorer quality of life outcomes for D/HH students including limitations on educational and vocational choices/options, increased mental health concerns, and negative impacts

on family and friend relationships. Currently, there are no measures of fatigue that are inclusive and representative of the diverse population of D/HH students in schools. Through her research, Dr. Rohatyn-Martin aims to explore the perceptions and experiences of fatigue for D/HH students with the goal of providing an inclusive assessment tool, the newly created Fatigue in Educational Contexts (FEC), that will increase awareness of fatigue contributors and in turn help to mitigate negative life outcomes.

In addition, Dr. Rohatyn-Martin hopes her work creating a case study textbook, specifically centred on supporting school-aged children within common disability and at-risk categories (i.e., children with behavioural/emotional disorders, Autism, learning disabilities, English language learners) from the viewpoint of an Educational Assistant (EA), will impact the effectiveness of using an EA in the educational system where funding is unstable for this sector. Teachers and EAs alike will better understand how to support students in classroom environments.



Shaking the Movers

Dr. Noah Kenneally (Assistant Professor, Human Services and Early Learning) is passionate about exploring children's rights and caring practices in early childhood communities to understand the place children occupy in society. He works with educators to explore ways to make early childhood education and care practices more engaged with ideas related to children's rights and family support.

One of Kenneally's projects is "Shaking the Movers," funded by the Muttart Foundation and in collaboration with The Landon Pearson Resource Centre for the Studies of Childhood and

Children's Rights, Carleton University, and the Children's Rights Academic Network. The goals of the "Shaking the Movers" model are three-fold: to gain awareness of the Convention on the Rights of the Child, to explore the connections between civil and political rights and the practical contexts of young people's lives, and to develop an understanding of associations between children and youth rights and social change.

Kenneally's research contributes to a deepening understanding of some of the ways that children are a social category that has profound effects on

their societies. It also contributes to the shifting understanding of children as objects or the property of their families towards a more equitable one of seeing children as citizens, with their own perspectives and contributions to their communities.

"The ways society treats their children, and prioritizes children's issues, says a lot about that society," says Kenneally. He continues by saying, "I hope that my research contributes towards moving our society in directions that respect, acknowledge and include children in more equitable ways."

Faculty of Nursing

Involving Educators in Discovering and Implementing Advanced Pedagogical Practices to Provide the Best Learning Experience

Dr. Emilene Reisdorfer (Assistant Professor, Professional Nursing and Allied Health) has a keen interest in pedagogical approaches in post-secondary education. As her career as an educator progressed, she felt the need to learn more about pedagogical approaches to strengthen her teaching in higher education. Therefore, she developed research projects on teaching and learning and using new strategies to advance nursing education and increase critical thinking and decision making.

She is in the process of completing her second post-doctoral fellowship to study the development of critical consciousness in nursing students after taking an undergraduate course related to the drug phenomenon in Brazil. The course utilized a critical pedagogy and heutagogy approach that allowed students to self-determine their learning needs in consultation with faculty. Dr. Reisdorfer says, "The education necessary for critical consciousness development requires more than knowledge about the contents of the courses. It requires educators to rethink their pedagogical practices by incorporating active methodologies that include participants and allow them to reach their maximum potential based on their previous experiences and goals. The objective of the present study was to demonstrate how the pedagogical practices developed in an undergraduate nursing course mobilized students' critical consciousness." She is collaborating with Dr. Silvana Kempfer of the Federal University of Santa Catarina, Brazil.

Dr. Reisdorfer has found that for education to be truly transformative and to enable the necessary reflection for social transformation, a change in current educational paradigms is necessary. The teaching necessary for critical training requires more than knowledge of the contents of the subjects. It requires teachers to rethink their educational practices by incorporating pedagogical methodologies that not only include participants but allow each to reach their maximum potential based on their previous experiences and goals for the future. Active nursing teaching methodologies have proven to be effective in providing moments of reflection and problematization of the reality experienced by students, with the support provided by professors.

Data analysis of this work is currently underway, but preliminary studies indicate that students were able to see themselves as future professionals who would be responsible for constructing strategies that would influence their complex political and social realities. Dr. Reisdorfer explains, "I strongly believe educators should be involved in discovering and implementing advanced pedagogical practices to provide the best teaching experience possible for our students. When students are at the center of the teaching scenario, they can determine their learning goals and pathways while educators provide the support needed to achieve them. That is how I see my scholarly activity being relevant to society. It provides evidence that students can own their learning process and be successful in their careers."



Dr. Emilene Reisdorfer, Assistant Professor

Children and Youth Waiting for Mental Health Services During the COVID-19 Pandemic

The research by Dr. Margot Jackson (Associate Professor, Department of Health Systems and Sustainability) is funded by the Canadian Institutes of Health Research (CIHR), Social Sciences and Humanities Research Council (SSHRC), and Women and Children's Health Research Institute (WCHRI). Dr. Jackson's 2022 CIHR grant marks the first time a MacEwan faculty member has received funding from the CIHR.

Working alongside a team of researchers across Canada, Dr. Jackson is looking at increasing awareness and understanding of mental health related to children, youth and families through open dialogue, education and decreasing stigma, as well as creating and refining programs and services.

Dr. Jackson is looking at how public health restrictions have erased access and involvement with community activities and adult supports outside of the home that often served

as protective factors and helped young people to cope with mental health issues. Unfortunately, COVID-19 has worsened the urgent need for child and youth mental health services – a need that already existed in Canada before the pandemic.

The consequences and impact of child and youth mental health are numerous. Some of these consequences include acute and chronic mental and physical health conditions, financial costs and burdens, educational outcomes and access, occupational success and functioning, and family stress and breakdown.

Building a better future post-pandemic

Dr. Jackson believes, "This research will help us better understand the mental health-care needs of children, youth and their families, and mitigate the short-term crisis and long-term impacts of the COVID-19 pandemic. Furthermore, findings from this research will prepare



Dr. Margot Jackson, Associate Professor

the mental health care systems for the COVID-19 post-pandemic future, including additional, unexpected crises."

She adds, "I believe creating an understanding of the consequences surrounding child and youth mental health will foster great change in society and improve the lives of countless Canadians."

Better Mental Health for the Elderly Living in Communities

Dr. Maryam Nesari (Assistant Professor, Human Health and Science) is interested in improving mental health in older adults living in communities through MacEwan's Community Engagement Research projects. Dr. Nesari hopes to create approaches that will be tailored to a specific community in order to increase its effectiveness in addressing the mental health of the elderly in that community.

Dr. Nesari is a member of the Worldwide Universities Network (WUN) Mental Health Researchers, which aims to address mental health challenges globally. Having an in-depth understanding of the causes and outcomes of mental health issues and

developing effective interventions to improve resilience requires organized, but diverse, approaches. Dr. Nesari is building her academic and community network to promote mental health in older adults in communities in Edmonton.

Helping ease mental health crises for the elderly here in Edmonton

While mental health is a global concern, the strategies to promote it vary across countries and even communities. Older adult populations are prone to mental health issues, and fewer resources are available in this regard.

"Once we shed light on the causes of mental health issues in the elderly

in a specific community, it would be possible to mitigate or eliminate them with the help of the members of that community. The approaches will be tailored to the needs of the community that increase the effectiveness," says Dr. Nesari. Addressing mental health issues in the elderly would reduce the burdens on their families and caregivers. Some of Dr. Nesari's approaches might be transferable to similar communities.

Library Services

Building Capacities and Awareness for the UN Sustainable Development Goals Through Project-Based and Community-Engaged Pedagogies

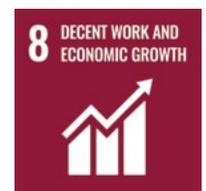
The interests of Martina King (Business and Makerspace Librarian and Coordinator, Learning and Engagement Unit) and Dr. Tai Munro (Sessional Instructor, School of Continuing Education) align when it comes to community engaged pedagogies. King's interests include studying active, constructive, reflective and community-engaged pedagogies to inform her work teaching students information and digital competencies, while Dr. Munro's interests lie in how those pedagogical approaches and assessment practices contribute to the development of competencies that are key to sustainability work.

King and Dr. Munro studied the effect of using community-engaged pedagogy and reflection for teaching and learning sustainability competencies in Dr. Munro's upper-level course on sustainability challenges. They used a pre- and post-course self-assessment, along with student reflections, community partner feedback and instructor analysis of student work to examine the development of key competencies to determine the

impact of recommended pedagogical approaches.

Sustainability is a broad topic that can be integrated into many different disciplines. In addition, sustainability challenges like climate change have the potential to affect many different fields and career paths. As a result, incoming professionals to these fields will need to have not just awareness of the potential implications, but also skills and competencies that they can use to address these challenges head on and become leaders in their field.

As to why this scholarly activity is relevant to the greater community, King says, "If we can leverage community-engaged learning to increase the knowledge and ability of both students and partner community organizations to act in sustainable ways and solve sustainability problems, we will create a more sustainable future. At the same time, the projects that these students create today increase the capacity of organizations to engage with sustainability in meaningful ways."



The Scholarship of Scholarship

According to Robyn Hall (Scholarly Communications Librarian), academic library services are no longer just focused on collecting, curating and helping users find and evaluate existing information sources. Increasingly, librarians are actively involved in services that enable users to create and share their own scholarly and creative activity and ensure it reaches its intended audience now and into the future. This can take the form of hosting research and data repositories, maintaining journal and book hosting platforms and providing guidance on publishing venues, knowledge mobilization strategies and assessing research impact. “At the same time,” says Hall, “academics and community members are collaborating in really exciting, impactful research projects across the country that are not accessing or fully benefiting from these services. I am seeking to better understand their needs and ways through which we can enhance and reimagine library services to help advance this important work.”

As a scholarly communications librarian, Hall is interested in “the scholarship of scholarship,” and supports faculty and students with publishing and research archiving. Given the library at MacEwan has a range of digital platforms that can host, track and preserve all types of creative and scholarly activity, Hall was left wondering if there were more ways that this work could get into the hands of those who need it, while ensuring long-term access to this content was appropriate. She believes

this is an underexplored area worth pursuing, especially so that researchers and universities can reimagine existing dissemination and publishing processes so that work carried out at these institutions is more inclusive of marginalized voices, more accessible to the public without financial or other barriers, and where rights to this work remain in the hands of those who produce it.

Hall’s current project is focused on exploring the dissemination practices of researchers engaged in community-based research, an approach that is driven by the needs of a community and actively involves its members in all aspects of the research process. This work often results in non-traditional research outputs that directly address community needs, inform policy and advance positive social change, including things like reports, policy briefs, infographics, exhibits of photographs and video productions. Using a mixed-methods qualitative approach that includes interviews and surveys, Hall is seeking to gain a better understanding of what Canadian community-based researchers, as well as university administrators and librarians in positions to support these activities, see as opportunities, barriers and challenges associated with the dissemination of non-traditional research outputs resulting from work with community. She has created a project site for it on the Open Science Framework that can be viewed at tinyurl.com/RobynHall



Robyn Hall, Librarian

Aligning Blended Information Literacy Instruction with Principles of Evidence-Based Practice for Meaningful Nursing Instruction



Top: Ali Foster, Librarian,
Bottom: Jody Nelson, Librarian

Nursing librarians and course instructors can work together to foster and encourage an evidence-based practice mindset in undergraduate nursing students. That is the hope of Ali Foster (Librarian) and Jody Nelson (Nursing Librarian). “It is our hope that by evaluating and improving the effectiveness of library interventions in the classroom, our nursing graduates will be better prepared for evidence-based practice,” say Foster and Nelson.

Foster’s research interests lie in the application of user experience to digital resources and assessing its impact on user engagement and learning. For example, they are interested in assessing the impact of web design on users’ ability to retrieve and apply information. Nelson is interested in the application of Scholarship of Teaching and Learning (SoTL) for assessing the impact on student learning in librarian-led, information literacy (IL) teaching. They collaborated with Dr. Mary Asirifi (Assistant Professor, Faculty of Nursing); Melanie Gates (Assistant Professor, Faculty of Nursing); Dr. Wanhua Su (Associate Professor, Faculty of Arts and Science); and Nirudika Velupillai (MacEwan BSc graduate, Mathematics and Statistics). The MacEwan Bachelor of Science in Nursing supports development of skills and attributes in the domain of clinical practice, including IL interventions in Year 2. Addressing a noticeable trend in 2018 of fewer students making connections between IL and evidence-based practice (EBP), librarians and instructors collaborated and redesigned the IL intervention, instead combining EBP and IL into one blended learning experience. The goal of this research was to assess the intervention’s impact on students’ perceived confidence, knowledge and ability to apply the principles of EBP. The project was presented as a poster in 2021.

Foster and Nelson found, “The results of this SoTL study demonstrate a clear positive impact of the revisioned IL lesson on nursing students’ self-reported confidence, knowledge and ability in relation to key aspects of EBP: Ask, Acquire, Appraise and Apply.” They saw that self-rated ability improved across all aspects of the following subdomains:

- Retrieving and reviewing evidence (Acquire/Appraise)
- Sharing and applying EBP (Apply)
- Student confidence on the following course-specific EBP/IL learning outcomes also improved significantly:
 - » Converting scenario into PICO (Ask)
 - » Differentiate between types of evidence (Appraise)

They also found there was little change in nursing students’ attitudes towards EBP as part of their practice; this aligns with previous research regarding EBP, that students strongly value EBP as part of their professional practice.

In terms of impact of this activity, the redesigned IL intervention, reframed to complement students’ coursework, is valuable both in terms of the current application in this second-year course and to the field of health librarianship more broadly. It highlights the role of blended learning in library instruction as an effective way to improve student confidence, knowledge and ability with targeted information literacy skills. It also emphasizes the value and importance of close collaboration with course instructors to deliver IL instruction that meaningfully integrates program outcomes.

Office of Research Services

The Office of Research Services (ORS) supports scholarship at all stages of a project. As well as providing information on funding opportunities, we host workshops, ensure ethical standards are met, celebrate faculty and student excellence, and provide resources for managing projects.

Student-Engaged Research

Student-engaged scholarship is a core value of ORS, providing students with valuable experiential learning and scholarly experiences beyond the classroom. We encourage faculty to include students in their projects and encourage undergraduate students to pursue their own endeavors, with support from Undergraduate Student Research Initiative (USRI) Dissemination and Project grants.

What is home? Wisdom from *nêhiyawêwin*

Funded under the MacEwan Strategic Research Grant, students Cheyenne Greyeyes-Howell and Celina Vipond worked with Indigenous-owned and led community partner Niginan Housing Ventures to document the experiences of Indigenous youth that have come out of foster care and were or are at risk of becoming homeless.

Their research “What is Home? Wisdom from *Nehiyawewin*” through *Radical Housing Journal* is to be published in December 2022. Greyeyes-Howell and Vipond presented this paper at the virtual Canadian Alliance to End Homelessness (CAEH), which was adapted into a recorded presentation. “We wanted to change the narrative of deficit surrounding Indigenous families by highlighting the depth of cultural knowledge that can be learned by exploring the linguistic connections in *nêhiyawewin* (Cree language), and knowledge that has been passed down by our Elders in the oral tradition,” say Greyeyes-Howell and Vipond.

Greyeyes-Howell and Vipond are both Indigenous and have been affected by colonialism in various ways. They wish to expand on the concepts of patriarchy, kinship, connection to land, how colonialism has disrupted these

practices and why cultural resurgence is essential to regain these practices.

Greyeyes-Howell and Vipond look forward to continuing this work and fostering connections in the sphere of Indigenous research and community-building.

Assessing Post-Release Supervision and Management of High-Risk Individuals After Incarceration

Chella Robles’ work was funded by the Undergraduate Student Research Initiative Dissemination Grant and the Social Sciences and Humanities Research Council’s Partnership Engage Grant. Robles explored the characteristics of 45 high-risk individuals who were released after serving their full sentence and supervised by the Behavioural Assessment Unit of Edmonton Police Services under Section 810 of the Criminal Code.

Robles examined these individuals’ basic needs (e.g., stable housing and financial needs), criminogenic needs (i.e., factors contributing to criminal behaviour), and responsivity factors (i.e., personal characteristics of an offender that may influence the effectiveness of interventions) and whether these factors would contribute to missing an appointment, violating their conditions and reoffending for the first year of post-release supervision. Robles’s research indicated that criminogenic risk factors significantly predicted criminal behaviours, such as violations of conditions and reoffending across the first year of post-release supervision. This finding is consistent with previous research indicating that criminogenic needs predict the criminal reoffending of high-risk individuals.



Top: Chella Robles
Middle: Cheyenne Greyeyes-Howell,
Bottom: Celina Vipond

Robles said about her experience as a student researcher, “I was able to work and improve my data analysis skills, which involved calculating and producing graphs. I had an opportunity to share and present the results of our study with the detectives of the Behavioural Assessment Unit of the Edmonton Police Service, who are responsible for monitoring these individuals. And I disseminated our study through a poster at my first academic conference at the Canadian Psychological Association’s 83rd Annual National Convention last June. Overall, it was an honour to conduct this project under the supervision of Dr. Sandy Jung, and I can say that I am really proud of it.”



Dr. Kristopher Wells

Canada Research Chairs

In 2019, Dr. Kristopher Wells (Associate Professor, Bachelor of Child and Youth Care), was awarded a Canada Research Chair (CRC) in Sexual and Gender Minority Youth Issues. The CRC program was established by the Government of Canada to attract and retain world-class researchers and to reinforce academic research and training excellence in Canadian post-secondary institutions. Dr. Wells was MacEwan's first Canada Research Chair, and focused on three key areas in support of the public understanding of sexual and gender minority youth by investigating and supporting inclusive and responsive policies, developing equitable and evidence-informed practices, and encouraging the full and equitable participation of LGBTQ2S+ youth in all aspects of our society. MacEwan University is grateful for Dr. Wells' commitment to research that helps increase the public's understanding of these groups by using evidence-based resources, policies, and recommendations designed to reduce risk and build resilience.

Dr. Leanne Hedberg (Associate Professor, School of Business) and

Dr. Marielle Papin (Assistant Professor, Faculty of Arts and Science) joined as new faculty members on July 1, 2022 and both have been nominated for a Tier 2 Canada Research Chair for the fall 2022 nomination cycle. Dr. Hedberg was nominated for a chair in Social Entrepreneurship in Disadvantaged or Marginalized Communities in the School of Business and Dr. Papin for a chair in Urban Wellness (Urban Policy and Governance) in the Faculty of Arts and Science.

"By definition, Canada Research Chairs are trendsetters and trendbreakers," says Dr. Annette Trimbee, President and Vice-Chancellor. "They are a high-profile rallying point that create centres of excellence with high impact in the community - showing how our expertise results in meaningful contributions to complex social, economic and environmental issues. And the appointments of Dr. Hedberg and Dr. Papin - alongside that of Dr. Kristopher Wells, Canada Research Chair in Sexual and Gender Minority Youth Issues - position MacEwan as a leader on a national and international level."

Board of Governors Research Chairs

The 2022 Board of Governors Research Chairs are Dr. Emily Milne (Associate Professor, Department of Sociology, Faculty of Arts and Science) and Dr. Alben Pergelova (Associate Professor, Department of International Business, Marketing, Strategy and Law, School of Business).

Dr. Emily Milne is a community-engaged researcher who uses theory and research methods to address and inform priority areas in education practice, teacher-training and public policy, and to co-create solutions to social issues with community partners. Dr. Milne has published numerous academic journal articles and book chapters on topics including educational inequality, social policy, family/school relationships, community-engaged research and education, and reconciliation. She has given many presentations at academic conferences and to professional/practitioner audiences, including educators and policy makers at Alberta Education, and prepared numerous reports for government and school divisions. Her research has been funded by the Social Sciences and Humanities Research Council of Canada and has received national media coverage.

Dr. Alben Pergelova's research is interdisciplinary, spanning entrepreneurship and marketing with

a focus on social and emancipatory aspects of entrepreneurship, women entrepreneurship, consumer well-being and digital technologies. Her work has been published in leading international journals across different fields, including Journal of Business Ethics, Journal of Small Business Management, International Small Business Journal, Journal of Advertising, Entrepreneurship & Regional Development, Journal of Business Research, International Journal of Advertising and Journal of Consumer Affairs. She has presented at many academic conferences, such as the American Marketing Association Conference, Academy of Marketing Conference, European Marketing Academy Conference, Diana International Research Conference and Babson College Entrepreneurship Research Conference.

Dr. Pergelova has received numerous awards and grants for her research, including BCERC Best Paper in Social Entrepreneurship Award, DIANA Conference Best Paper in Women Entrepreneurship, several Best Paper Awards from the Academy of Marketing, as well as international and SSHRC funding. Her expertise is regularly sought as a reviewer for leading journals and conferences.



Top: Dr. Emily Milne, Associate Professor
Bottom: Dr. Alben Pergelova, Associate Professor

Distinguished Research Award

Each year, the Dr. Sherrill Brown Distinguished Research Award recognizes one faculty member who conducts exceptional scholarly work that has demonstrated significant contributions to society and the scholarly community – locally, nationally, or internationally. Dr. Nicolae Strungaru, professor in the Department of Mathematics and Statistics, was granted this award in 2022.

“Not only does Dr. Strungaru regularly produce research of an extremely high calibre, he is known for his ability to meaningfully engage our undergraduate mathematics students in that highly complex work,” says Dr. Craig Monk, Provost & Vice-President, Academic. “This blended strength in teaching and scholarship exemplifies what our

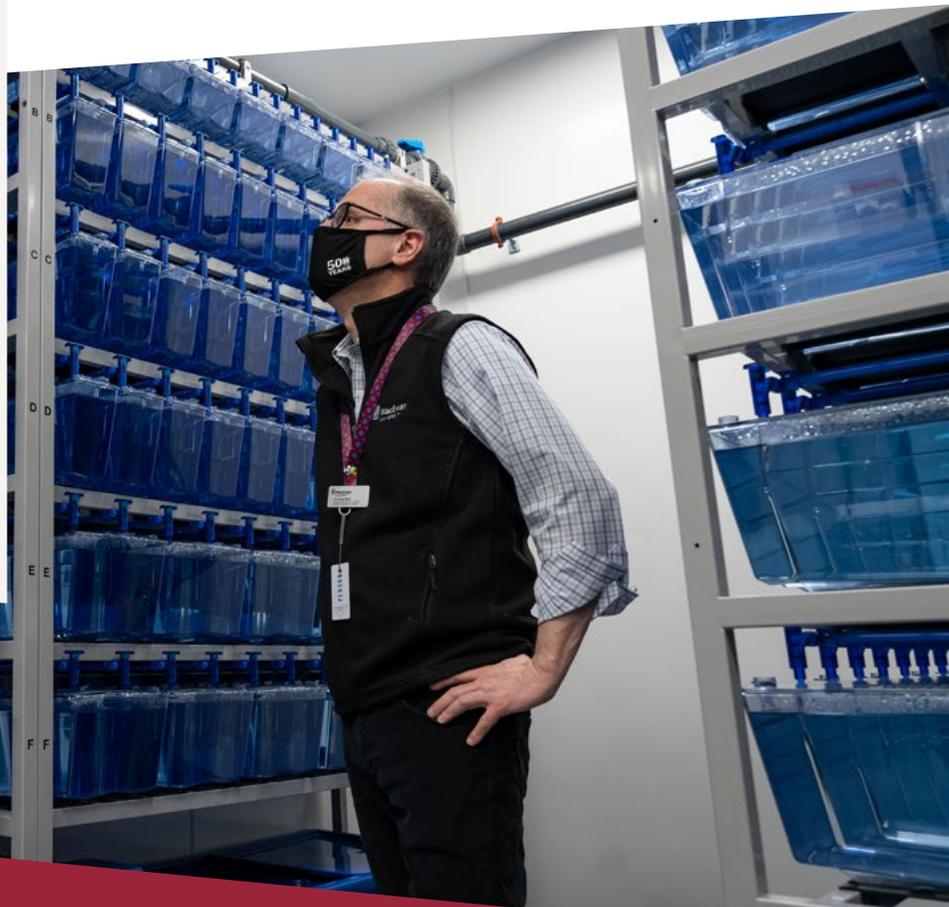
institution means when we speak of teaching greatness.”

Dr. Strungaru has been a faculty member at MacEwan since 2010, following his BSc from the University of Bucharest in 1999, his PhD from the University of Alberta in 2006 and his postdoctoral fellowship at the University of Victoria. Dr. Strungaru is a leader in reconciling the many subtle variations of almost periodic order and his work on how quasicrystals diffract is an important development in mathematics. His sole and co-authored reviews on the subject fill 170 pages in what will be a five-volume work on aperiodic order published by the Cambridge University Press that will be the definitive treatment of the subject for many years to come.



Dr. Nicolae Strungaru, Professor

Dr. Craig Monk, MacEwan University Provost and Vice-President, Academic, takes a look at the new housing for zebrafish in MacEwan's 890-square-foot lab. The first group of fish were moved into the lab in early April, 2022. The fish lab is open to all researchers at MacEwan, but faculty members and students in the Psychology and Biological Sciences departments are currently the primary users. The Office of Research Services staffs an Animal Care Coordinator and two student animal care technicians to care for the fish, making sure all involved in the lab complete theoretical and hands-on animal ethics training. In 2022, projects spearheaded by the Department of Psychology, particularly Dr. Trevor Hamilton (Associate Professor) and Dr. Melike Schalomon (Professor and Dean, Faculty of Arts and Science) have utilized various tests, such as motion tracking and shoaling, to study brain and behaviour models of the zebrafish.





Students view poster presentations (left) and Dr. Craig Kuziemycki (above) at Student Research Day.

Student Research Day

In 2022, Student Research Day (SRD) was held in person at MacEwan University with some sessions held virtually due to ongoing COVID-19 concerns. Student Research Day 2022 was held on April 21, 2022 with 162 presentations and posters presented by 164 students. Dr. Annette Trimbee (President and Vice-Chancellor), Dr. Craig Monk (Provost and Vice-President, Academic) and Dr. Craig Kuziemycki (Associate Vice-President, Research and Vice-Provost) kicked off the event

with a welcome and opening remarks. They were joined by Indigenous Knowledge Keeper Shauel-let-qua Q:olosoet (also known as Cynthia Jim), who opened the event with an Indigenous prayer. Students, members of the public, faculty members and others from the MacEwan community came to the Robbins Health Learning Centre to showcase and celebrate the faculty-mentored research, scholarly, and creative achievements of MacEwan students.

Student Testimonials on Student Research Day

"[Student Research Day 2022] was well organized."

"This was a great opportunity for students to network with each other and demonstrate their expertise in their fields of study."

"I liked that the president and provost came and spoke and that everybody came together again, finally. It was a really enjoyable event."

"Good discussion was fostered."

"It was really fun to present at the event."

2021-2022 Fiscal Year Funding Information

April 1, 2021-March 31, 2022

External Funding

Natural Sciences and Engineering Research Council (NSERC) Funding	
NSERC Discovery Grants	\$300,000
NSERC COVID-19 Supplement	\$57,000
NSERC USRA Grants	\$42,000
Total NSERC Funding	\$399,000
Social Sciences and Humanities Research Council (SSHRC) Funding	
SSHRC Insight Grants	\$123,752
SSHRC Insight Development Grants	\$97,151
SSHRC Partnership Development Grants	\$61,913
SSHRC Connection Grants	\$43,320
Total SSHRC Funding	\$326,136
Mitacs	
Mitacs Business Strategy Internship	\$60,000
Total Mitacs Funding	\$60,000
CIHR	
Total	\$287,802
CRC EDI Stipend	
Total	\$50,000
City of Edmonton-City Enviro Strategies	
Total	\$7,500
Alberta Research Network	
Total:	\$50,000
Canadian Association for University Continuing Education	
Total	\$3,500
Government of Canada-Faculty Mobility Program	
Total	\$7,000
Total 2021/2022 Fiscal Year External Funding:	\$1,190,938

2021-2022 Fiscal Year Funding Information

April 1, 2021-March 31, 2022

Internal Funding

Project Grant	
11 Awarded	
Total:	\$75,565
Strategic Research Grant	
3 Awarded	
Total	\$60,000
Scholarly Activity Support Fund	
4 Awarded	
Total	\$7,050
Dissemination Grant	
7 Awarded	
Total	\$12,068
SSHRC Institutional Grant	
2 Awarded	
Total	\$13,960
Distinguished Research Award	
1 Awarded	
Total	\$7,500
Board of Governors Research Chair	
2 Awarded	
Total	\$10,000
USRI Dissemination Grant	
5 Awarded	
Total	\$1,999
USRI Project Grant	
22 Awarded	
Total	\$61,896
Total 2021/2022 Fiscal Year Internal Funding:	
	\$250,038

The Office of Research Services is grateful for the support received from the Research Support Fund. The Research Support Fund is a Government of Canada program that assists Canadian post-secondary institutions with the expenses associated with managing research projects that have been funded by the three federal research granting agencies: Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC) and Social Sciences and Humanities Research Council (SSHRC).

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**For more information about scholarship happening at
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Please visit our website at www.MacEwan.ca/Research and connect with us on
Twitter, LinkedIn and Instagram.

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