



REPORT ON SCHOLARSHIP 2023



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 Kuziemy



The 2023 MacEwan University Report on Scholarship highlights our scholarly achievements from the past year. We continue to make phenomenal progress at growing our research ecosystem, as shown by our continued success at obtaining external funding and the impact our research is making in local and external communities.

Our Teaching Greatness: Strategic Vision 2030 serves as inspiration for our scholarly endeavours, including research-informed teaching. Engaging students in research and other scholarly activities enhances the undergraduate student experience, provides learning opportunities beyond the classroom and helps prepare students for careers in a constantly changing and complex world.

MacEwan scholarship contributes to solving global challenges, such as our ongoing recovery from the COVID-19 pandemic, environmental transitions, supply chain disruptions and economic uncertainty. As a place-based institution in downtown Edmonton, our scholarly work often involves collaboration with local communities, organizations and businesses.

Last fall, Edmonton was the first Canadian city to be named a UNESCO Learning City, recognizing our community's dedication to a culture of excellence and learning. The scholarly activity that comes out of this institution is a testament to the passion of our students and faculty for enhancing society for all.

The need for evidence-based scholarship has never been stronger. MacEwan faculty and students continue to pursue challenging research questions to improve communities locally and beyond. This report shows examples of the curious, creative and innovative mindset that forms the core of MacEwan scholarship. The 2023 report includes scholarship on in-situ simulation for addressing nursing team gaps and needs, access to mental health care by Black women in Alberta during the perinatal period, and how academic entrepreneurship can assist in the teaching and learning of innovation ecosystems.

Thank you for reading the 2023 MacEwan University Report on Scholarship. We are very proud of everything we accomplished this year. Please visit MacEwan.ca/Research and follow us on social media for up-to-date and additional information on our scholarly activity.

School of Business

Teaching and Learning Innovation Ecosystems Through Academic Entrepreneurship: The Path Towards a Community-Based Innovation

Funded by the MacEwan School of Business, Dr. Evandro Bocatto (Associate Professor, Management and Organizations) and his collaborators, Dr. Eloisa Perez-de Toledo (Associate Professor, Accounting and Finance), Dr. Lyle Benson (Associate Professor, Management and Organizations), Dr. Rickard Enstroem (Associate Professor, Decision Sciences), Dr. Samuel Mugo (Associate Dean, Arts and Science) and Travis Huckell (Associate Professor, International Business, Marketing, Strategy and Law), study Entrepreneurial Innovation in Focus, an overarching term for several topics, including technological innovations, start-ups and innovation management. Dr. Bocatto's research connects two constructs: entrepreneurship and innovation. Using exploratory methods that combine qualitative sampling and semi-directed questions with quantitative analysis of surveys, this research contributes to the theory of entrepreneurship and innovation, and the practices of start-up companies and incubators.

Dr. Bocatto's primary approach is rooted in the view of The Critical Theory of Society, which frames his investigations of business ethics and organizational behaviour, how innovation ecosystems function and research methodology development.

Alberta has a high supply of innovation; the education system quality and research output support this supply. However, due to the size of the Alberta market, the demand for innovation is lacking, which affects the success of start-ups and their ecosystems. Dr. Bocatto's research aims to help develop individuals, organizations and society toward what is rational, humane and good – Dr. Bocatto has the same objectives as the Enlightenment movement that started 500 years ago. Using business ethics and research methodologies, Dr. Bocatto aims to make innovation a force of good.

Dr. Bocatto applies this research in his classes, providing a dual service to his students and real-world companies where both parties benefit.



Dr. Evandro Bocatto,
Associate Professor, Management
and Organizations



Dr. Etayankara (Murli) Muralidharan,
Associate Professor, Department Chair
International Business, Marketing,
Strategy and Law

Social Entrepreneurship and Sustainability

Dr. Etayankara (Murli) Muralidharan (Associate Professor, International Business, Marketing, Strategy and Law) spent over two decades as a practicing manager in international business. Now, his scholarly interests revolve around his past corporate experience. He is interested in understanding contextual antecedents from a cross-cultural perspective of entrepreneurial behaviour (commercial and social entrepreneurship) and related phenomena. Dr. Muralidharan and his collaborators, Dr. Saurav Pathak (William and Mary Global Research Institute) and Sejal Tiwari (MacEwan University student), examine the role of emotional intelligence at the societal level in influencing commercial and social entrepreneurial behaviours. Currently, Dr. Muralidharan and his team are using public secondary data for analyses, but plan to collect new primary data, such as surveys and interviews, as the research project grows.

So far, some key results of this study are that informal institutions (or soft institutions in society) may not have the same effects on commercial and social entrepreneurial behaviours. In examining societal-level emotional intelligence (as seen in traits of the well-being of individuals, adaptability of individuals, self-control of individuals and sociability of individuals), it is found that these traits influence social and commercial entrepreneurial behaviours differently.

“Sustainable development of societies is a concern for everybody irrespective of one’s area of expertise,” says Dr. Muralidharan. All organizations are an integral part of any society. To achieve sustainable development, for-profit organizations will need to have socially motivated goals and non-profit organizations need to have regular funding, which showcases why balancing the economic and social is effective and helps lead to sustainable development.

Faculty of Arts and Science

Refugees, Exiles, or Émigrés? Categorizing and Managing Migration Crises during the Age of Revolution

Dr. Kelly Summers (Assistant Professor, History) specializes in the political, intellectual and gender history of France during the “long” 18th century (c. 1685-1815). Her research and teaching explore the relationship between Enlightenment ideas and the outbreak and course of the French Revolution. Dr. Summers’ current research is funded by the Social Sciences and Humanities Research Council (SSHRC), the Social Science Research Commission, the Mellon Foundation (via Council on Library and Information Resources), the Camargo Foundation, the Institut Français d’Amérique and the Mrs. Giles Whiting Foundation. Her research touches on specific historical periods when illegal departures from states were considered a larger risk than arrivals. Her project is the first of its kind to examine not only emigrations from France, but also the issue of return across the quarter-century that birthed modern politics.

“My research on revolutionary migration explores issues that continue to resonate today,” says Dr. Summers. “Whether democratic or authoritarian, societies continue to wrestle with the conundrums faced by France’s revolutionary and post-revolutionary governments.”

While on sabbatical, Dr. Summers completed a book manuscript entitled, *The Great Return: Émigrés, Refugees, and Revolution in France, 1789-1815*. Dr. Summers has also incorporated her research findings into her courses, which explore the world’s first passport regime as one of the Revolution’s most significant legacies, the precarious plight of female migrants, the freedom movement and its emergence as a core human right, and the transnational movement of people and ideas between the French metropole and its colonies and diasporas.

“My research resonates beyond the French revolutionary field because it engages with thorny questions that continue to animate democratic self-governance: the limits of liberal ideals during moments of national crisis, as well the inherent tension between the rights and duties of citizenship,” says Dr. Summers. “I show how the émigré and the refugee emerged as enduring political actors, and how the world’s first modern migration crisis was resolved. Finally, by showcasing revolutionary France’s attempts to police its citizenry via passports, residency certificates and ideological tests, my work analyzes the development of the territorial nation-state at a time when many parts of the world find themselves struggling to respond to migration crises of even greater magnitude.”



Dr. Kelly Summers,
Assistant Professor, History

Plug and Play Flow Chemistry, Development of Cheap Versatile Flow Chemistry Systems

Dr. Roland Lee (Associate Professor, Chemistry) is interested in science and technology development for the biomass conversion industry. Along with his collaborators Dr. Philip Jessop (Queen's University), Dr. Marielle Papin (Assistant Professor, Anthropology, Economics, & Political Science), Dr. Kaitlyn Towle-Straub (Assistant Professor, Physical Sciences), Dr. Tina Bott (Assistant Professor, Physical Sciences), Dr. Matt Ross (Associate Professor, Physical Sciences), Dr. Janice Kenney (Assistant Professor, Physical Sciences), Dr. Samuel Mugo (Associate Dean, Arts and Science), Dr. Cassidy Vanderschee (King's University) and MacEwan Student Research Assistant, Guzai Mamadalieva, he is currently researching the conversion of biomass to value-added products, the development of novel environmental analytical methods and the development of process tools for improved extraction and separation using liquid/supercritical CO₂. This research is funded by a National Sciences and Engineering Research Council (NSERC) Discovery Grant.

Dr. Lee's lab has been exploring the use of alternative solvents, such as switchable hydrophilicity solvents, as catalysts in organic chemistry. His lab has also built Flow Chemistry reactor boards that offer a method of

hands-on visual learning for students to understand the inner workings of a reactor system. These reactor boards allow students to have a direct visualization of reactions from the processes of flow chemistry, leading to better understanding.

"This research is important because it helps allow future researchers developing innovative methods for the production of biofuels and bioproducts for the next generation," says Dr. Lee.

Dr. Lee looks at the intersection between chemistry and chemical engineering, providing greater insight into both fields while helping students actively see how chemistry works in the real world. "I see this work as the future of chemistry," says Dr. Lee. The immediate impact of climate change is an observable reality that promises a detrimental legacy if unaddressed. Dr. Lee's motivation for research comes from the desire to eliminate fossil fuel-based products and create new environmentally benign products.



Dr. Roland Lee,
Associate Professor, Chemistry

Top: Reactor board

Bottom: Student using 3D kit



Empeños/Trials premieres at MacEwan featuring the work of Dr. Cowling's Intro to Translation Students

Dr. Erin Cowling's (Associate Professor, Spanish) current scholarly interests are primarily in early modern Spanish theatre, in both traditional close readings of texts to be put under an analytical lens and creatively by collaborations with artists to adapt texts for modern audiences. Dr. Cowling, along with her collaborators, Glenda Y. Nieto Cuebas (Ohio Wesleyan University), Heather Fitzsimmons-Frey (Assistant Professor, Arts and Cultural Management, MacEwan University), Scott Spidell (Assistant Professor and Department Chair, Theatre, MacEwan University), Ann De Leon (University of Alberta), Amanda Fuenmayor (MacEwan University student) and Eric Flores-Moreno (MacEwan University student), have had their work funded by a Social Sciences and Humanities Research Council (SSHRC) Insight Grant, a SSHRC Institutional Grant (SIG), and a MacEwan Project Grant.

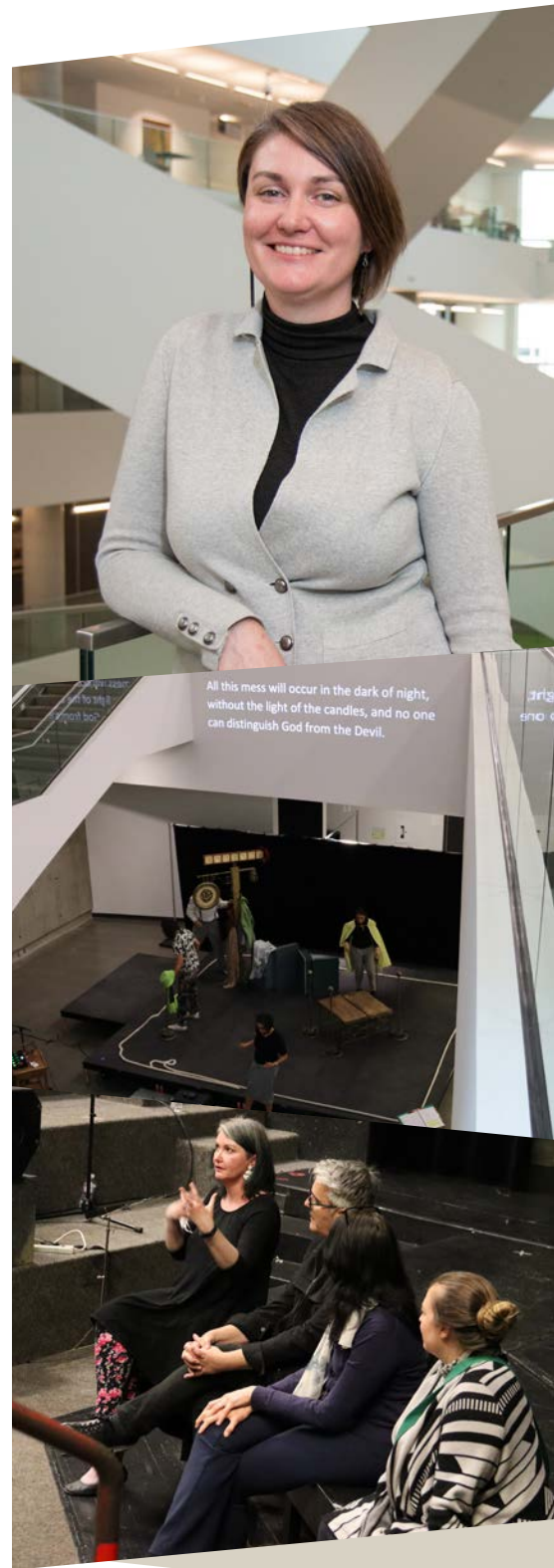
In April 2023, Dr. Cowling brought seven artists from Mexico City to perform *Empeños/Trials*, a new adaptation of *Los Empeños de Una Casa* originally written by Mexican nun Sor Juana Inés de la Cruz in the late 17th century. This adaptation project started in the summer of 2020, when Dr. Cowling, two former MacEwan students, and an actor from Mexico City, worked on breaking down the written text for performance. After years of work by all involved, a SIG grant allowed Dr. Cowling to work with her students during the Winter 2023 term on the translation of subtitles and to bring the actors to MacEwan to premiere the full-length show for Student Research Day. This play represents Dr. Cowling's ongoing research interest in adaptations of early modern theatre by Latinx artists, which she and her collaborators are documenting on their website, www.siglolatinx.com.

This project is important, as it was performed for the local community and will continue to reach many global audiences. Audiences do not need to be versed in modern theatre to enjoy the performance, and as such, it has the potential to impact various demographics.

"Within my field, the performance will be viewed as a new opportunity to understand the play's relevance in the modern context," says Dr. Cowling. "Even those who cannot view it live will benefit from the play review we are currently writing. Play reviews are an important piece of scholarship that is often overlooked, as it is sometimes the only record we have of the ephemeral art of live performance, which would otherwise only be accessible to those who viewed it."

The impact of this performance has been felt by the community members who have already had the opportunity to view it. Dr. Cowling has made it possible for Mexican and Spanish-speaking community members to see Spanish-language theatre, and has reached bilingual schools in Edmonton, sparking conversations surrounding introducing theatre into the language-learning classroom.

Dr. Cowling is looking forward to what's to come. "We hope that it will inspire more of our colleagues to collaborate cross-disciplinarily and involve their students."



Top: Dr. Erin Cowling, Associate Professor, Spanish

Middle: *Empeños/Trials* live performance at MacEwan University

Bottom: Discussion period after the performance

He Said, She Said, They Said: Perceptions of Gender Minority Victims

Dr. Kristine Peace (Professor, Psychology) has scholarly interests that broadly concern the field of forensic psychology. She frequently runs studies with the help of her students studying topics concerning perceptions of interpersonal violence victimization and perpetration (sexual assault, intimate partner violence, stalking), extralegal factors associated with victim blaming, memory for criminal events, credibility judgments and how psychopathic traits influence everyday behaviours.

Interpersonal violence is highly prevalent in our society, yet many victims do not come forward to the police because they fear not being believed. Dr. Peace and her team of MacEwan University honours and independent study students, Alex Tiller, Kevin Styba-Nelson and Aly Shurvell, actively work in the PERPlab, supported by a MacEwan Project Grant and MacEwan Undergraduate Student Research Initiative (USRI) Dissemination Grants, to focus on interpersonal violence, victim blaming and factors that influence legal decision-making about crimes. One series of studies evaluates how gender and/or sexual minority victims are perceived in cases involving ambiguous sexual assault allegations and examines how various factors affect and influence victim perceptions.

Along with this research, Dr. Peace's research lab is also completing studies on victimization and perpetration experiences of sexual coercion in sexual minority groups, and is investigating factors that influence judgments of intimate partner violence (IPV) and stalking.

Some key findings to date include:

1. Participants had distinct expectations about victim emotion that influenced gender minority victims more than cisgender participants.
2. Victim credibility was the highest when non-binary victims displayed unemotional or low emotion, and when transgender victims (particularly transgender women) expressed high levels of emotion.
3. If victims acted opposite to these expectations, they were subject to victim blaming.
4. Transgender and non-binary persons were rated as consenting more often to sexual assault than cisgender persons, with transgender victims rated as "leading the defendant on" most highly.

"Gaining a better understanding of victim blaming can aid in educating the public about criminal justice biases and promote better treatment of victims of interpersonal violence," says Dr. Peace.



Dr. Kristine Peace,
Professor, Psychology

Faculty of Fine Arts and Communications

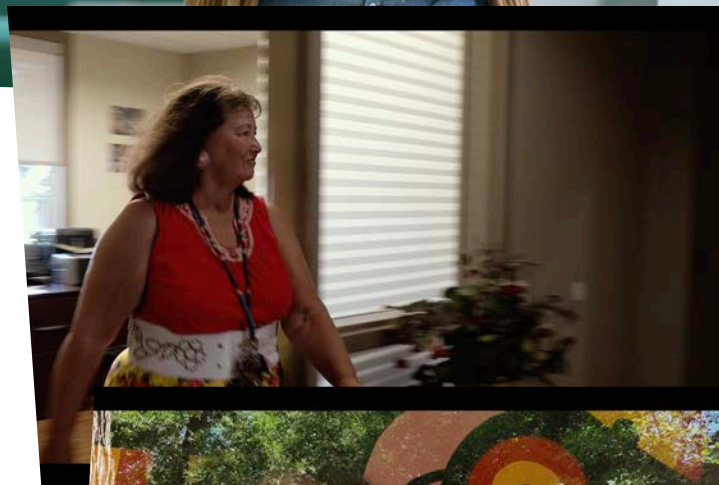
The Story of NiGiNan Housing Ventures: Advocating for a Housing-First Solution with an Indigenous Cultural Focus

Wayne Williams' (Assistant Professor, Design) scholarly interests include action-oriented, community-engaged, intersectional filmmaking aimed at raising awareness, creating impact and positive change, and showcasing how film can be used for social transformation. Williams' current scholarly project is a community-engaged documentary film, *NiGiNan Housing Ventures: Indigenous-led Housing Solutions*, partially funded by the Level UP program, part of the Government of Canada's Innovative Work-Integrated Learning initiatives program, and by Making the Shift, part of the Government of Canada's Networks of Centres of Excellence program.

The documentary follows and highlights NiGiNan, a registered charity that helps provide permanent supportive housing for people who have yet to be successfully housed with other organizations in Edmonton. Homelessness in Edmonton is a significant social issue that requires innovative and effective solutions. NiGiNan Housing Ventures has developed a unique approach that centres on a housing-first solution with an Indigenous cultural focus. The organization's mission is to provide a safe and stable home environment for individuals who have experienced homelessness, which is a critical first step in helping them rebuild their lives. "The primary purpose of this film is to advocate for and create more awareness of the value and success of Indigenous-led housing and harm reduction approaches," says Williams.

Documentaries are important because collaborative filmmaking, rooted in relationships and guided by community-engaged scholarship, holds significant value for many academic disciplines. It offers valuable insights and contributions to academic research on community engagement.

"Furthermore, the scholarly activity recognizes the need for relationship-building between community members, educators and policy officials," says Williams. "This emphasis on collaboration and engagement reflects a commitment to inclusivity and the involvement of diverse stakeholders in decision-making processes. By fostering these relationships, the scholar can encourage collective action and ensure that the perspectives and experiences of community members are integrated into policy development."



Top: Wayne Williams,
Assistant Professor, Design

Middle/Bottom: Stills from NiGiNan Housing
Ventures film

Sharing Community Stories Through Documentaries

Sheena Rossiter (Assistant Professor, Communications and Head of Media Production) has a scholarly interest in creating documentaries and podcasts. Rossiter is currently working on two scholarly projects, including a recently completed documentary short *Retraining the Brain*, funded by Telus Storyhive, and featuring adult women immigrants retraining their skills as they settle in Canada.

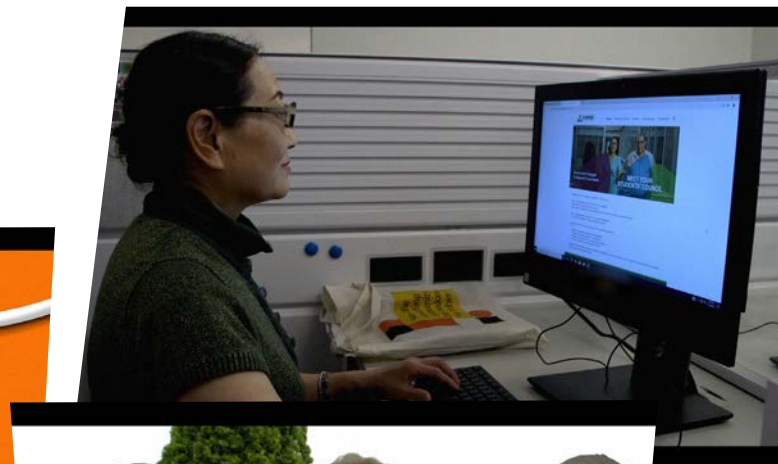
Rossiter's second project is *The Ground Up?* podcast, funded by the Level UP program through the Riipen platform. Over six to eight episodes, Rossiter and her co-collaborators, Jo Dawyd (Communications student), Dr. Alissa Overend (Associate Professor, Sociology), Killian LaBonte-Bon (MacEwan University sociology student), Kailey Lambert (MacEwan University music student) and Shelby Mandin (MacEwan University design student), will feature the exploration of urban food solutions in different parts of the world. This podcast will help raise greater awareness to the public of where their food comes from and what is being done to create food in new environmentally friendly ways.

With increased globalization and climate issues, how the population will feed itself is critical. After working on a Netflix documentary in Brazil, Rossiter became interested in the topic and brought her idea back to MacEwan. "The combination of urbanism and food is something that impacts everyone globally, and there are many areas to research and share with an audience," she says. This form of research is important as it brings forward research issues that exist and affect society today.



Top: Sheena Rossiter,
Assistant Professor, Communications and Head of Media Production

Bottom: Stills from *Retraining the Brain*



Faculty of Health and Community Studies

Exploring School Climate and its Impact on LGBTQ2S+ Students' Self-Determination, Academic Outcomes and Well-Being in High School and Post-Secondary Institutions

Dr. Maria Di Stasio (Assistant Professor, Human Services and Early Learning) and her research team are currently focusing on two areas of scholarly research. The first is her ongoing research in high schools funded by a Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant that explores the impact of students' awareness of gay-straight alliance (GSA) clubs on LGBTQ2S+ and non-LGBTQ2S+ youth. Her second area of research is a pilot study that explores supports and services for LGBTQ2S+ at MacEwan University, funded by a MacEwan Project Grant.

These projects expand on her doctoral work that examined classroom contexts and the impact on students' social status, bullying and feelings of school belongingness. With the support of grant funding, Dr. Di Stasio and her collaborators were able to further research the effects of social contexts in high schools, specifically focusing on student-led GSA clubs and their impact on the well-being of youth by studying self-determination, relationships at school and home, students' feelings of safety and students' comfort levels with their identity. Examining both quantitative and qualitative data determined that LGBTQ2S+ students struggle more than their non-LGBTQ2S+ peers with self-determination and basic psychological needs of relatedness, competence and autonomy.

The ongoing research project also found that students aware of GSAs in their school score lower on bullying measures. This research informs stakeholders and instructors on social contextual factors that influence well-being, allowing institutions to improve the learning environments for minority students. This highlights the need for spaces, resources and supports available in the educational institutions in Edmonton and throughout the province. Findings inform school and post-secondary policies and whether they adequately serve students of a minority.

"This scholarly activity is essential to school board stakeholders, policymakers, administrative staff and instructors," says Dr. Di Stasio. "Additionally, this research benefits the well-being of youth and emerging adults."



Dr. Maria Di Stasio,
Assistant Professor, Human Services and Early Learning

Exploring the Playful Uses of Everyday Objects by Young Children With and Without Parents

Dr. Ozlem Cankaya (Assistant Professor, Human Services and Early Learning) has a research interest in cognitive development in early childhood and its relation to children's learning experiences. A Social Sciences and Humanities Research Council (SSHRC) Institutional Grant, a MacEwan Dissemination Grant and a MacEwan Project Grant fund Dr. Cankaya's work. She has various collaborators, including Dr. Okan Bulut (Associate Professor, Department of Educational Psychology, University of Alberta), Dr. Natalia Rohatyn-Martin (Associate Professor, Human Services and Early Learning, MacEwan University), Dr. Jamie Leach (Assistant Professor, Child and Youth Study Department, Mount Saint Vincent University) along with her community partners, Norwood Child Family Resource Centre, Jasper Place Family Resource Centre (JPFRC), St. Albert Family Resource Centre and C5 Edmonton.

Dr. Cankaya's current research addresses the need for enriching young children's indoor play, experimentation and learning through loose parts play (LPP). LPP involves utilizing manufactured or natural materials not intended for play, such as cardboard, sticks, pipes, sand and beads. It can be a valuable tool for low-income parents to enhance their children's learning if their engagement in LPP is immersive and not reliant on expensive toys and resources. However, empirical research on how young children engage in LPP, especially in social contexts, is limited.

To address this gap, Dr. Cankaya is conducting an experimental study to examine the play of 60 parent-child dyads using loose parts. Specifically, this research aims to investigate how the type of play material (loose parts versus single-purpose toys) affects parent-child play types and engagement.

The differences in children's access to play and learning materials can significantly impact educational achievement, exacerbating gaps between children in families of low- and higher-income groups. "My goal for this project is to contribute to creating more inclusive and effective early childhood education programs that cater to the diverse needs of children and ultimately help bridge developmental gaps," says Dr. Cankaya. "I also want to help promote the importance of high-quality play experiences in early childhood education."

Dr. Cankaya's research aims to identify the everyday materials most beneficial for children's play. Specifically, which materials provide opportunities for extended play, engaging a wide range of skills and facilitating their learning process. Her research addresses a significant gap in play research. It will be the first to follow this specific line of thinking, with controlled variables such as income level, parental education, age and cognitive functioning.

By understanding which materials offer children the best play opportunities, parents, caregivers and the broader social community can be empowered to enhance children's development. Furthermore, by providing enhanced support to specific groups identified through research, such as low-income families, children's play opportunities can be improved across all societal levels. "I strive to create evidence that helps educators and parents effectively support children's cognitive development and learning," says Dr. Cankaya.



Dr. Ozlem Cankaya,
Assistant Professor, Human Services and Early Learning

Faculty of Nursing

Access to Perinatal Mental Healthcare Among Black Women in Alberta

Dr. Janet Kemei (Assistant Professor, Health Systems and Sustainability) is interested in women's health and helping to improve health care for vulnerable populations. Dr. Kemei and her collaborator, Dr. Habiba Mohamud (IMPACT Institute of Canada), have their research funded by a MacEwan Project Grant.

Dr. Kemei's research aims to address the knowledge gap on access to mental health care by Black women in Alberta during the perinatal period. Her work considers diverse social and structural determinants of health through scoping reviews and interviews.

The results of this project should provide healthcare providers and organizations with opportunities to develop practical solutions to reduce barriers and better meet women's needs, while promoting equitable access to services and enhancing outcomes for Black women during the perinatal period.

"Black women in Canada are at higher risk of poor childbearing outcomes due to disparities, such as poor access to health care and racial discrimination," explains Dr. Kemei. "These barriers could expose Black women to life-long mental health consequences that affect both the mother's physical health and the infant's health."

This study aims to give Black women a voice in the discussion of mental health-care services and raise awareness of mental health issues, ultimately reducing stigma and encouraging help-seeking behaviours in the Black community.



Dr. Janet Kemei,
Assistant Professor, Health Systems
and Sustainability

Understanding and Elevating the Nursing Profession/Workforce

Kathleen Miller's (Associate Professor, Nursing) current scholarly interests focus on advancing nursing as a profession. Miller and her co-collaborator, Leanne Topola (Assistant Professor, Health Systems and Sustainability, MacEwan University), examined high school students' perceptions of nursing as a career that offers opportunities to practice leadership. Secondly, Miller examined Bachelor of Science in Nursing (BScN) students by asking the same question regarding the role of registered nurses (RNs) in advanced practice activities as outlined by Canadian and international nursing associations. Miller's current research project will examine the perceptions of practicing RNs on this subject via focus groups.

To date, Miller's results showcase that students from both high school and post-secondary institutions don't believe nursing is a career that offers opportunities to practice leadership, that nurses are not leaders and that most do not want to take on that role. Further, the results demonstrated that students do not believe their education prepares them for the roles envisioned by governing nursing bodies, but rather continues to focus on acute care practice. As the study continues, Miller hopes to see a shift in perception after students fully integrate into the nursing role and practice. Information from this scholarly activity will inform and shape nursing education so that graduates feel prepared to participate fully in decision making and deliver efficient, effective health care at all levels.

"My research is just the tip of the iceberg in understanding how students want to work and contribute to the health care system," says Miller. "Once we understand this, we can expand and improve how we educate these students in order to prepare them for broader roles where they will be able to work collaboratively with, and lead, others in efforts to improve the healthcare system overall."



Kathleen Miller,
Chair, Health Systems & Sustainability
Interim Chair, Nursing Practice
Associate Professor

Library Services

Student Engagement with Tutorial Videos Versus Written Instructions in a Blended Learning Model

Tara Stieglitz (Data Services and Science Librarian) is focusing her scholarly interests on understanding how students interact with online and blended learning tools and researcher perceptions of open data and research data management. Stieglitz and her co-collaborator, Lindsey Whitson (Librarian II), have been engaged in research that examines student use of and format preferences related to library instructions and tutorial materials. Stieglitz based this research on materials from a CHEM 101 lab that focused on using library resources in both video format and written instructions for chemistry.

The goal of this project was to gain an understanding of how students engaged with the video tutorial versus the written instructions in the lab manual before and during the class. The results of this study showcased that students accessed all kinds of materials in various formats at all hours of the day and night.

“This research project provides an understanding of how students interact with and use those instructional materials, providing insight into how to improve library instructional materials,” says Stieglitz. “It is becoming increasingly common for libraries to produce both written guides and video tutorials. This work highlights the importance of maintaining multiple versions of the same instructional material in different formats in order to accommodate diverse student needs and preferences.”



Tara Stieglitz,
Data Services and Science Librarian



Dr. Samantha Spady,
Educational Developer,
Centre for Teaching and Learning

The UDL Challenge: Evaluating Faculty Support for Adopting Universal Design for Learning

Dr. Samantha Spady (Educational Developer, Centre for Teaching and Learning) is interested in Universal Design for Learning (UDL), equity, diversity and inclusion, and anti-colonial education. Dr. Spady is currently investigating how best to support faculty in their use of UDL. This work is especially relevant with the increase of student requests for accommodations for various reasons such as mental health, neurodivergence, learning disabilities and stress.

Her research has received positive feedback from faculty and she is working with staff on how to best support them as they navigate moving forward with UDL in their classrooms. Dr. Spady’s research also offers insights into what other strategies, resources and interventions could help support faculty who want to incorporate more UDL into their teaching practice.

Outcomes from Dr. Spady’s research are more inclusive and equitable classrooms and courses where students have structured flexibility and options that work best for them. This framework can include far-sweeping changes to how instructors teach and assess. Still, it also offers several smaller places to start as UDL moves forward in the post-secondary world.

In-Situ Simulation: Addressing Nursing Team Gaps and Needs

Dr. Fernanda Santos (Educational Developer, Centre for Teaching and Learning) has a specific scholarly interest in participatory teaching strategies, such as clinical simulation and immersive strategies to enhance students' critical thinking, decision-making, ethics and confidence. Dr. Santos and Dr. Emilene Reisdorfer (Assistant Professor, Professional Nursing and Allied Health) are researching participatory teaching strategies such as in-situ simulation to help address needs and gaps, specifically with nursing students.

Dr. Santos and her team have completed a study carried out in a pre-hospital unit in Brazil with the participation of 37 nursing professionals. After surveying the participants' learning needs, the research team planned and carried out four theoretical-practical workshops and an in-situ simulation workshop. The data analysis used an Objective Structured Clinical Examination (OSCE) method to assess cognitive and procedural performance during the in-situ simulation. This kind of participatory teaching strategy contributed to the learning of the nursing team in their workplaces

The in-situ simulation study suggests that by addressing participants' needs, they felt motivated with higher knowledge retention and possible application in the real world. Even after the end of the research, the participants are still motivated to participate in new in-situ simulations or other pieces of training offered.

"This study can impact how educational institutions prepare their students and deliver to society. Studying teaching strategies may help to model future professionals with the skills and knowledge to impact their community positively," says Dr. Santos. She adds that while this study applied specifically to nursing students, it could be adapted and used in other disciplines.

"My research about participatory teaching strategies applies to everyone interested in improving higher education," she says. "The framework can be customized and adapted for the needs of the course."



Dr. Fernanda Santos,
Educational Developer,
Centre for Teaching and Learning

Office of Research Services

The Office of Research Services (ORS) supports scholarship at all stages of a project. In addition to providing information on funding opportunities, we host workshops, ensure ethical standards are met, celebrate faculty and student excellence, and provide research resources and supports to faculty

Canada Research Chairs

The Canada Research Chair (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. In 2019, MacEwan's first recipient, Dr. Kristopher Wells (Associate Professor, Child and Youth Care), was awarded a CRC in Sexual and Gender Minority Youth Issues.

Dr. Wells focuses on three key areas to support the public understanding of sexual and gender minority youth: 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.



Dr. Kristopher Wells,
Associate Professor, Child and Youth Care
Canada Research Chair (Tier II)

Board of Governors Research Chairs

The 2023 Board of Governors Research Chair is Dr. Benjamin Garstad (Professor, Classics). Nationally and internationally recognized for his research into the literature of late antiquity, his significant contributions have led to a shift in the direction of scholarship in his field, allowing him to share his expertise through collaborations with renowned scholars in other countries and invitations to conferences worldwide.

Dr. Garstad's research focuses on Euhemerus and Euhemerism, John Malalas and the Byzantine chronicle tradition, the *Alexander Romance* and Alexander's legacy, and Robert E. Howard and American pulp fiction. His text and translation of the Greek and Latin *Apocalypses of Pseudo-Methodius* and the *Excerpta Latina Barbari* appeared in Harvard University Press's Dumbarton Oaks Medieval Library. His book, *Bouittios and Late Antique Antioch: Reconstructing a Lost Historian* (2022), recently appeared in the Dumbarton Oaks Studies series.

"Congratulations to Dr. Garstad," says Carolyn Graham, chair of the Board of Governors. "His accomplishments exemplify the thought leadership of our faculty at MacEwan, and the importance of the scholarship that happens in our institution across all fields of study."

Distinguished Research Award

Each year, the Dr. Sherrill Brown Distinguished Research Award recognizes one MacEwan University faculty member who conducts exceptional scholarly work that has significantly contributed to society and the scholarly community – locally, nationally or internationally. The 2023 Distinguished Research Award recipient is Dr. Kevin Judge (Associate Professor, Biological Sciences).

Dr. Judge's current research involves the study of sexual selection in a group of sexually cannibalistic insects (genus *Cyphoderris*) and how that competition selects for a range of diverse behaviours and morphologies, as well as the interaction between ecology and mating system.

"Dr. Judge's research has a profound influence on his approach to teaching," says Dr. Monk. "He is a firm believer in knowledge translation, which is illustrated by his commitment to provide students in all his classes with the opportunity to contribute to research projects. His supervision of honours thesis and independent study students has led them to their own successes in graduate-level programs and in their careers. We are pleased to recognize his excellence in research."



Top: Dr. Benjamin Garstad,
Professor, Classics

Bottom: Dr. Kevin Judge,
Associate Professor, Biological Sciences

Chancellor's Research Chairs

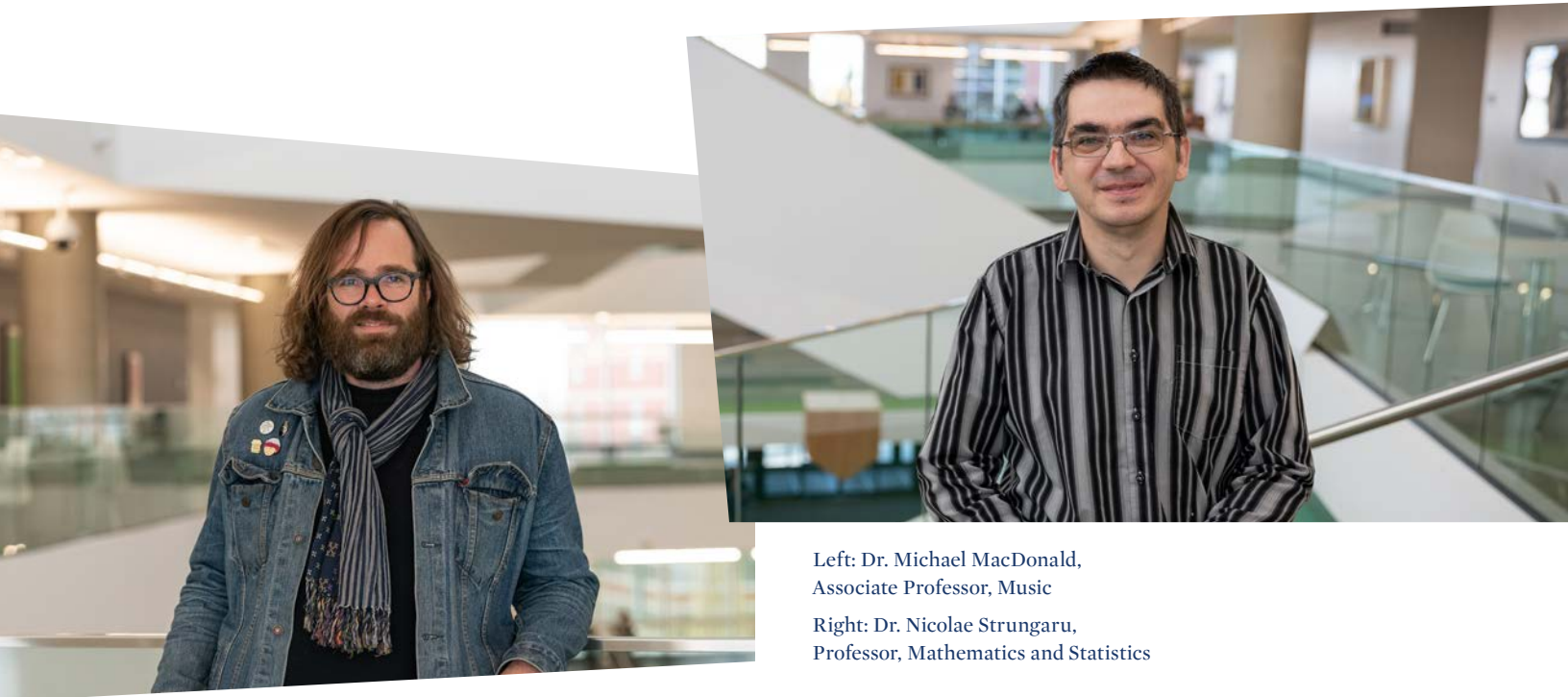
In 2023, MacEwan added the Chancellor's Research Chair award to its internal award program. The university's inaugural Chancellor's Research Chairs are Dr. Michael MacDonald (Associate Professor, Music) and Dr. Nicolae Strungaru (Professor, Mathematics and Statistics).

Dr. MacDonald is an award-winning cine-ethnomusicologist, author of three books and Associate Professor of music in the Faculty of Fine Arts and Communications. His ongoing cinematic research-creation investigates the interface of music ethnography and cinema production as documented in his 2023 book *CineWorlding: Scenes of Cinematic Research-Creation*. Dr. MacDonald's films have screened at over 70 film festivals, winning awards for documentary and experimental film.

Dr. Strungaru is an accomplished researcher, a recipient of the Distinguished Research Award in 2022, and a Professor in the Department of Mathematics and Statistics in the Faculty of Arts and Science. His current research focuses

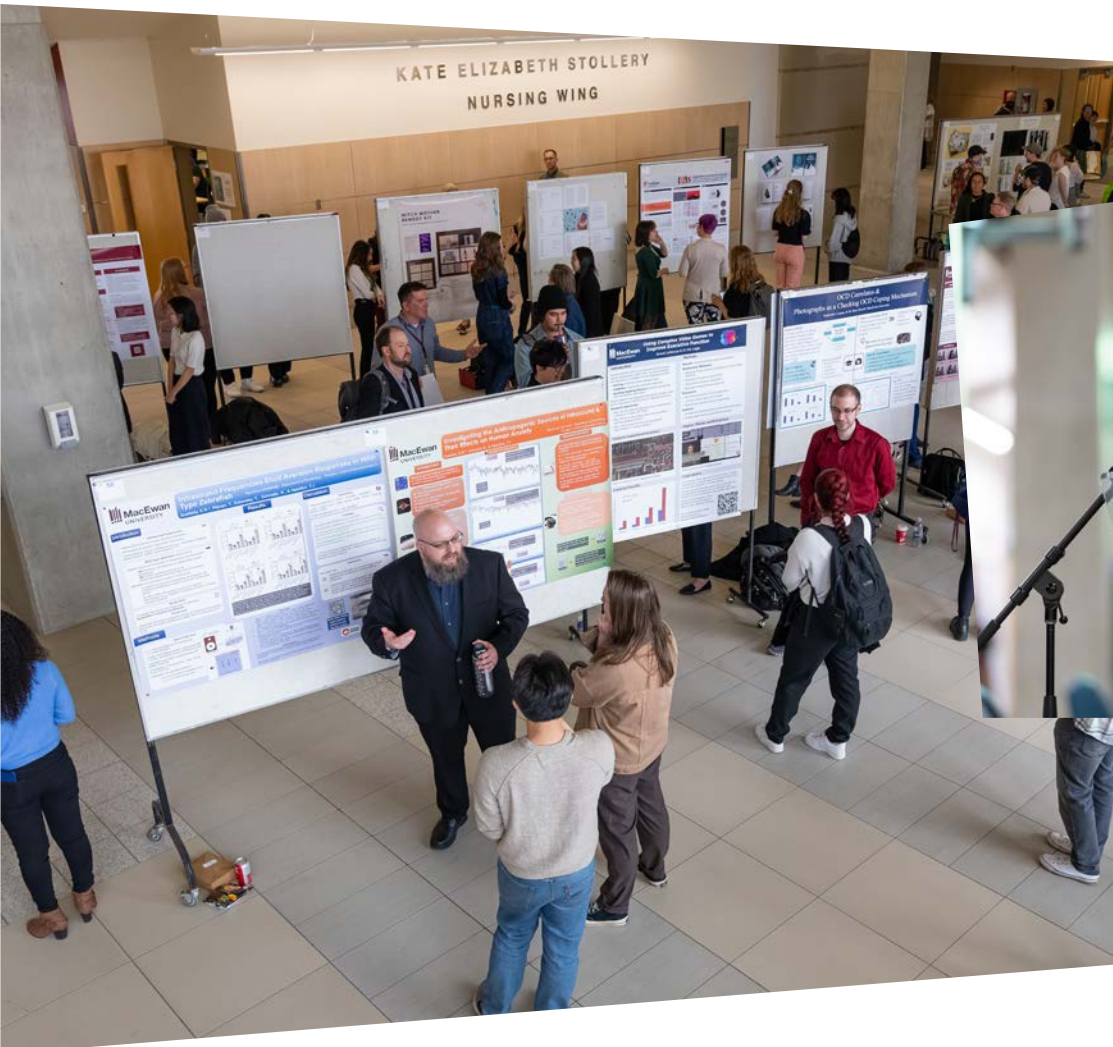
on figuring out how to create mathematical models, called Meyer sets, that are almost periodic – structures that can produce a diffraction pattern which is very clear but repeated at intervals that are imprecise and irregular. Since 2016, he has been the Canadian Open Mathematics Challenge (COMC) Problem of the Week section editor with the Canadian Math Society. He is also a board member of the Alberta High School Math Competition.

"I am thrilled to offer congratulations to MacEwan's first Chancellor's Research Chairs," says Dr. Tony Fields, Chancellor. "Recognizing Dr. MacDonald and Dr. Strungaru with this award reflects both the excellence of their research and the university's commitment to nurturing thought leadership in multiple academic disciplines."



Left: Dr. Michael MacDonald,
Associate Professor, Music

Right: Dr. Nicolae Strungaru,
Professor, Mathematics and Statistics



Students view poster presentations (left) and Dr. Craig Monk, Provost and Vice-President, Academic (above) at Student Research Day.

Student Research Day

On April 20, 2023, the university held its second fully in-person Student Research Day event since the beginning of COVID-19. With over 200 participants, this year's event reached an impressive record number of presentations. The event was opened by Dr. Annette Trimbee (President and Vice-Chancellor), Dr. Craig Monk (Provost and Vice-President, Academic), Dr. Craig Kuziemsky (Associate Vice-President, Research, and Vice-Provost) and Stephan Vasquez (Students' Association of MacEwan University, Vice-President, Academic). They were also joined by Elder Daphne Alexis, who shared an opening Indigenous song and prayer. Students were stationed in the Robbins Health Learning Centre all day to showcase and celebrate the faculty-mentored research and creative achievements to their fellow students, the MacEwan community, faculty members and members of the public.

Student Testimonials on Student Research Day

- "It was a great opportunity for me."*
- "Great event!"*
- "The sessions were well organized. I liked how there was a social media contest this year."*
- "I liked the scheduling, having the breaks in between. I thought it was easy to navigate."*

2022/23 Fiscal Year Funding Information

April 1, 2022-
March 31, 2023

External Funding

Natural Sciences and Engineering Research Council (NSERC) Funding	
NSERC Discovery Grants	\$282,500
NSERC Discovery Development Grants	\$60,000
NSERC COVID-19 Extension with Funds	\$73,869
NSERC USRA Grants	\$42,000
Total NSERC Funding	\$458,369
Social Sciences and Humanities Research Council (SSHRC) Funding	
SSHRC Insight Grants	\$234,363
SSHRC Insight Development Grants	\$119,938
SSHRC Partnership Engage Grants	\$24,975
SSHRC Special Response Fund for Trainees (Ukraine)	\$70,000
SSHRC Institutional Grant 2022-2025	\$129,960
Total SSHRC Funding	\$579,236
Mitacs	
Mitacs Business Strategy Internship	\$80,000
Mitacs Accelerate	\$90,000
Total Mitacs Funding	\$170,000
New Frontiers in Research - Exploration	
Total	\$50,000
Alberta Conservation Authority	
Total	\$32,625
Government of Canada - Northern and Indigenous Crown Affairs - Northern Contaminants Program	
Total	\$11,500
European-Canadian Centre for Research	
Total	\$20,000
Serg International (fTR)	
Total	\$3,750
Canadian Hearing Services	
Total	\$98,182
Total 2022/23 Fiscal Year External Funding	\$1,423,662

2022/23 Fiscal Year Funding Information

April 1, 2022-
March 31, 2023

Internal Funding

Project Grant	
9 Awarded	
Total	\$61,553
Strategic Research Grant	
2 Awarded	
Total	\$40,000
Scholarship Support Grant	
7 Awarded	
Total	\$45,337
Dissemination Grant	
20 Awarded	
Total	\$37,761
SSHRC Institutional Grant	
3 Awarded	
Total	\$20,882
Distinguished Research Award	
1 Awarded	
Total	\$7,500
Board of Governors Research Chair	
2 Awarded	
Total	\$10,000
USRI Dissemination Grant	
10 Awarded	
Total	\$13,612
USRI Project Grant	
20 Awarded	
Total	\$55,675
Community Engaged Scholarship (CES) Grant	
3 Awarded	
Total	\$14,944
Total 2022/23 Fiscal Year Internal Funding	
	\$307,264

Office of Research Services

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**For more information about scholarship happening at
MacEwan University, please contact the Office of Research Services at research@MacEwan.ca**

Please visit our website at www.MacEwan.ca/Research and connect with us on
X, LinkedIn and Instagram.

Tune into our Research Recast(ed) Podcast, a MacEwan University podcast
focused on breaking down research and reshaping the conversation.
Listen at: research-recasted.pinecast.co

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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