

BU CARES

Annual Report

2021-22



BU CARES
RESEARCH CENTRE



BRANDON
UNIVERSITY

About BU CARES

Centre for Aboriginal and Rural Education Studies

BU CARES is an applied research centre established in 2008 and housed in the Faculty of Education at Brandon University. BU CARES helps identify and answer research questions generated collaboratively with community partners, develop faculty and graduate student research capacity, facilitate connections between university researchers and community members, and promote research related to rural and Indigenous education.

Table of Contents

Introduction	3
Highlights	5
Conducting Research	5
Supporting Research	6
Building Community Connections & Mobilizing Knowledge	6
Advisory Board	7
Finances	7
Current Projects	8
Knowledge Mobilization	10
Refereed Publications from CARES Members	10
Other Publications, Articles, Reports & Briefs	15
Research Connection, Podcast, 3 Minute Thesis	17
Thank you	18

Introduction

This annual report is submitted per the Brandon University Senate policy governing Research Centres, Institutions, and Groups – Policy and Procedures. This annual report details the initiatives and activities of the centre and its personnel, research accomplishments, graduate training, and other research-related activities, and financial information for the 2021-2022 year.

This year we received a grant from the New Frontiers in Research Fund from the Social Sciences and Humanities Research Council to study innovative approaches to research in the pandemic. This will allow us to replicate and further explore the benefits and challenges of using Zoom for community-based research. In addition to this new funding, we continue to conduct research on anti-racism through Canada Heritage funding, research on rural homelessness through funding from Brandon Neighbourhood Renewal Corporation, and several smaller projects funded through BURC and community partners.

In addition to the funding mentioned above, which is just over \$250,000, we also were successful this year in securing funding for a 2-year postdoctoral fellowship to further our work on community belonging for newcomers arriving in the Westman area, together with Westman Immigrant Services (WIS). This joint Mitacs/WIS-funded position will allow for more local capacity and knowledge to be mobilized to serve the community and expand research knowledge.

This year we have continued our work on anti-racist education, producing 4 anti-racist films, a facilitation guide, and a pledge to action. As a result of this work, our director, Dr. Michelle Lam, was invited to give a keynote presentation at the Prairie and Northern Territories Small Centre conference, and was also invited to speak with the directors of the Community Education Development Association (CEDA), and also the standing committee on Northern, Rural, and Remote Communities led by Dr. Natalya Brown (Nippissing U). She also was contacted by the PEI Department of Education and Lifelong Learning to discuss ways we might be able to collaborate in the future. These conversations are great for building connections for BU/CARES, and for opening up future possibilities.

BU CARES was also able to provide support for multiple other projects, including making connections in the community, providing access to software and training, providing space for research assistants, and helping with recruiting participants. For example, by organizing peer support and feedback for grant applications, we have helped six researchers secure funding in this past year, and have written support letters for two additional grants still in process.

This year has also seen growth in the area of knowledge mobilization. New funding from Brandon and Area Community Foundation allows for new podcasting equipment to be purchased this upcoming year, and a new BURC knowledge mobilization grant allows us to hire a podcast editor for those episodes that can not be edited with existing project funds. Our audio podcasts were played nearly 900 times, and video podcasts were viewed just over the same amount. The print-based Research Connection released 32 briefs this year, highlighting BU research from multiple disciplines, and a compilation magazine currently in progress will further this reach. Two of our research films on anti-racism went viral, with each one receiving approximately 50,000 views. Finally, this year we started a new speaker series, "Doc Talks," in which we presented a new speaker each month, such as the Stanley Knowles Distinguished Visiting Professor, as well as current Brandon University Faculty members. These talks had 226 people registered across 5 events.

Online knowledge mobilization at BU CARES has also grown this year. Last year we had 837 followers across our social media pages. This year we have 1561, an increase of 86%. Our membership has also grown, and we have begun sending bi-monthly newsletters to our members. Our website averages 776 page views per month and has been steadily increasing since we launched our new site in June of this year. This is a big difference from last year when we received 1793 views for the entire year. To compare, last month (March), the new site saw 2624 views for that month alone.

In addition to conducting, supporting, and mobilizing research knowledge, we also support students on their research trajectories. We began a video series of research support tutorials, which have been accessed 19,000 times on YouTube. More directly, we have employed six research assistants for a variety of projects, supervised two practicum students, and employed one more assistant to support our social media presence. Funding from Canada Summer Jobs enabled us to extend these opportunities.

This year our director was awarded an International Award for Excellence in Scholarship and Substantially Contributing to the Content and Knowledge in Rural Policy Learning Commons by the Rural Policy Learning Commons. The research initiatives at BU CARES serve rural and Indigenous educators and community members both by building collaborative partnerships for specific topics and by widely sharing our knowledge and research findings. This year, as the pandemic has continued, this research has shown the importance of further exploring concepts like belonging in online spaces, the need to address digital divides in rural and northern communities, social issues like racism and homelessness in rural areas which are being exacerbated in pandemic contexts, and more. BU CARES, in collaboration with others, is currently supporting or conducting projects in all of these areas.

Highlights



Conducting Research

Working with community and government partners enables BU CARES to conduct research on issues of relevance to rural and Indigenous communities:

- Three Completed Projects, including (1) Digital Realities in Rural Manitoba; (2) Belonging and Mental Well-being: Perspectives of Brandon University Students during COVID-19; (3) Community Voices: Inclusivity and Anti-Racism
- Five Ongoing Projects, including (1) Stronger Together: Examining Rural Roots/Routes of Homelessness; (2) Viral Vitriol: Using Online Platforms to Promote Peace; (3) Community Voices: Equity, Diversity, and Inclusion in Board Governance; (4) Innovative Approaches to Research in the Pandemic: Exploring the Potential of Large-Scale Online Community-Based Discussion Platforms; (5) Exploring Intersections of Digital Disinformation and Relational Ties

These projects bring further benefits through:



**Supporting
Students**



**Building
Connections**



**Mobilizing
Knowledge**



"Grace (Research Assistant from CARES) has finished the Literature Review for SWRC. She did an amazing job... amazing. She was also really quick! I just wanted to share because I was really impressed."

- Dr. Candice Waddell-Henowitch,
Chair, SWRC



Supporting Research

BU CARES supports the research of other faculty members through securing external funding, providing software access, providing space for research assistants, and facilitating community partnerships. Through these, we have supported:

- Five completed projects, including (1) Using Collaborative Teacher Teams to Develop Promising Practices in Uncertain Times; (2) Rural Remote Learning in Westman; (3) Cree Immersion Program Report; (4) Status of Women Committee research on Covid-19 Impacts on Marginalized Genders; (5) Music Teachers' Experiences During the Pandemic
- Four ongoing projects, including (1) Pre-service Teachers and Indigenous Perspectives in Curricula; (2) Spirit of Hope: Celebrating the Inspiring Lives of Indigenous Educators; (3) Understanding and Supporting Pre-service Teachers' Learning Processes and Culturally Responsive Teaching Self-Efficacy; (4) Understanding the Counselling Role of the School Principal

Building Community Connections & Mobilizing Knowledge

“Just a quick story about your work. After your presentation to the P2P Standing Committee on Rural, Remote and Northern Communities, the videos and guides were shared in PEI. The response to it was overwhelmingly positive. Thanks for your work on this, you are changing Canada.”

– Don Boddy, Manitoba Association of Newcomer Serving Organizations (MANSO)

Written Engagement

- 2 Peer-Reviewed Journal Articles
- 5 Peer-Reviewed Book Chapters
- 1 Edited Book
- 3 Publicly Available Research Reports
- 2 Non-Peer Reviewed Articles
- 32 Research Connection Briefs

Discussion-Based Engagement

- 1 Invited Keynote Presentation
- 2 Invited Conference Presentations
- 5 Conference Presentations
- 2 Invited Community Presentations
- 2 Research Tutorials
- 20 Podcasts

Website & Social Media

YouTube - 421 Followers
 Facebook - 160 Followers
 Twitter - 612 Followers
 Instagram - 279 Followers
 LinkedIn - 78 Followers
 Other Platforms - 16 Followers

Advisory Board

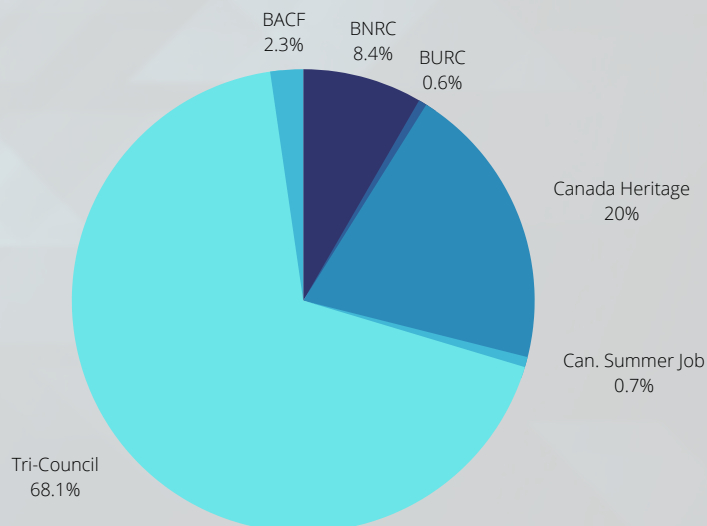
- Dr. Heather Duncan
- Mr. Kevin Tacan
- Ms. Michelle Bessette
- Ms. Leah LaPlante
- Dr. Patricia Douglas
- Dr. Jacqueline Kirk
- Dr. Cathryn Smith
- Dr. Candice Waddell-Henowitch
- Ms. Valerie McInnes
- Dr. Chris Beeman
- Ms. Susan Barteaux

Finances

April 1, 2022 - March 31, 2022

Research Project Funding:

Brandon Neighbourhood Renewal Corp.	\$29,196
Brandon University Research Committee	\$2000
Canada Heritage	\$69,922
Canada Summer Jobs	\$2500
Tri-Council New Frontiers in Research	\$237,970
Brandon and Area Community Foundation	\$8000



Current Projects

Community Voices: Equity, Diversity, and Inclusion in Board Governance

This research project, funded through Brandon Local Immigration Partnership (BLIP) and Brandon University Research Committee (BURC), and developed in partnership with Brandon Friendship Centre, Brandon Neighbourhood Renewal Corp., Immigration Refugees and Citizenship Canada, and Westman Immigrant Services, and in consultation with the Interdisciplinary Immigration Research Network, is a series of community consultations around the topics of belonging, inclusivity, and anti-racism. The purpose is to explore local perspectives of what it means to belong, identify barriers to belonging within Brandon and Westman, and imagine future possibilities of collaboration. This project is led by Dr. Michelle Lam.

Stronger Together: Examining Rural Roots/Routes of Homelessness

The purpose of this project is to understand rural homelessness, mobility and migration, current support structures in place, and opportunities afforded by increased inter-agency collaboration and communication within rural communities. This project is led by Dr. Candy Skyhar and is funded through Brandon Neighbourhood Renewal Corp.

Viral Vitriol: Using Online Platforms to Promote Peace

This 2-year project, funded by Canada Heritage, is a multi-stage project. The first stage was comprised of a provincial interview exploring Manitobans' perspectives of and experiences with racism. Drawing on this data, the second stage was comprised of creating scripts based on common experiences and then testing them with diverse focus group participants. The final stage was filming and launching the [videos on social media](#), then analyzing the comments and discussion they prompt. This project is led by Dr. Michelle Lam and will be completed in August, 2022.

Exploring Intersections of Digital Disinformation and Relational Ties

This research project examines the relationships between pre-service teachers' digital literacy skills when consuming online information and how that information disseminates throughout their lives and affects their relationships with others. This project is jointly led by Dr. Michelle Lam, Mr. Matteo Di Muro, Dr. Zahra Kasamali, Dr. Joe Stouffer, and Dr. Ellen Watson.

Innovative Approaches to Research in the Pandemic: Exploring the Potential of Large-Scale Online Community-Based Discussion Platforms

The project aims to explore three major questions: 1) What are the impacts of employing online platforms such as Zoom for community-engaged research? 2) What challenges may be encountered by shifting to an online methodology, and 3) How might these challenges be creatively overcome? This project is led by Dr. Michelle Lam with funding from the Tri-Council.

Sometimes You Just Know Something: An Exploration of Intuition

Using a narrative inquiry process, this project explores three critical questions: 1) How does intuition inform individual actions; 2) What causes people to trust or distrust their intuition, and 3) How do people respond when confronted with stories they cannot explain with western ways of knowing? This project is led by Dr. Michelle Lam.

Community Voices 2 Year Postdoctoral Project

Building on the successes of the BURC/community-funded project with the same name, this postdoc position will continue to explore the topics of belonging, anti-racism, equity, diversity, and inclusion in Brandon and the Westman Region. Dr. Ayodeji Osiname will lead this project under the supervision of Dr. Michelle Lam.

Knowledge Mobilization

Refereed Publications from CARES Members

(Names with underline are BU CARES members)



Ahmadu, M., Herron, R. V., Allan, J. A., & Waddell, C. M. (2021). Identifying places that foster mental health and well-being among rural men. *Health & Place*, 71, 102673. <https://doi.org/10.1016/j.healthplace.2021.102673>

Bagheri, R., Hooshmand Moghadam, B., Candow, D. G., Elliott, B. T., Ashtary-Larky, D., Forbes, S. C., Rashidlamir, A., & Wong, A. (2021). Response to: Resistance exercise in lean older adults: Mind the gap in energy intake. *The British Journal of Nutrition*, 1–2. Advance online publication. <https://doi.org/10.1017/s000711452100310x>

Bagheri, R., Hooshmand Moghadam, B., Candow, D. G., Elliott, B. T., Wong, A., Ashtary-Larky, D., Forbes, S. C., Rashidlamir, A. (2022). Effects of Icelandic yogurt consumption and resistance training in healthy untrained older males. *The British Journal of Nutrition*, 127(9), 1334-1342. <https://doi.org/10.1017/S0007114521002166>

Barzegar, H., Arazi, H., Mohebbi, H., Sheykhloovand, M., Forbes, S. C. (2022). Caffeine coingested with carbohydrate on performance recovery in national-level paddlers: A randomized, double-blind, crossover, placebo-controlled trial. *The Journal of Sports Medicine and Physical Fitness*, 62(3), 337–342. <https://doi.org/10.23736/s0022-4707.21.12125-5>

Beigrezaei, S., Yazdanpanah, Z., Soltani, S., Rajaie, S. H., Mohseni-Takaloo, S., Zohrabi, T., Kaviani, M., Forbes, S. C., Baker, J. S., & Salehi-Abargouei, A. (2021). The addition of exercise to a weight loss diet on inflammatory markers: a systematic review and meta-analysis of controlled clinical trials. *Critical Reviews in Food Science and Nutrition*, 1–13. Advance online publication. <https://doi.org/10.1080/10408398.2021.1999201>

Dos Santos, E. E. P., de Araújo, R. C., Candow, D. G., Forbes, S. C., Guijo, J. A., de Almeida Santana, C.C., Prado, W. L. D., Botero, J. P. (2021). Efficacy of creatine supplementation combined with resistance training on muscle strength and muscle mass in older females: A systematic review and meta-analysis. *Nutrients*, 13(11), 3757. <https://doi.org/10.3390/nu13113757>



Refereed Publications from CARES Members

Douglas, P., Rice, C., Runswick-Cole, K., Easton, A., Gibson, M. F., Gruson-Wood, J., Klar, E., & Shields, R. Re-storying autism: A body becoming disability studies in education approach. *International Journal of Inclusive Education*, 25(5), 605–622. <https://doi.org/10.1080/13603116.2018.1563835>

Forbes, S. C., Cordingley, D. M., Cornish, S. M., Gualano, B., Roschel, H., Ostojic, S. M., Rawson, E. S., Roy, B. D., Prokopidis, K., Giannos, P., & Candow, D. G. (2022). Effects of creatine supplementation on brain function and health. *Nutrients*, 14(5), 921. <https://doi.org/10.3390/nu14050921>

Forbes, S. C., Ostojic, S. M., Souza-Junior, T. P., Candow, D. G. (2021). A high dose of creatine combined with resistance training appears to be required to augment indices of bone health in older adults. *Annals of Nutrition & Metabolism*, 10.1159/000520967. Advance online publication. <https://doi.org/10.1159/000520967>

Forbes, S. C., Krentz, J. R., Candow, D. G. (2021). Timing of creatine supplementation does not influence gains in unilateral muscle hypertrophy or strength from resistance training in young adults: A within-subject design. *The Journal of Sports Medicine and Physical Fitness*, 61(9):1219–1225. <https://doi.org/10.23736/S0022-4707.20.11668-2>

Forbes, S. C., Candow, D. G., Ostojic, S. M., Roberts, M. D., Chilibeck, P. D. (2021). Meta-analysis examining the importance of creatine ingestion strategies on lean tissue mass and strength in older adults. *Nutrients*, 13(6), 1912. <https://doi.org/10.3390/nu13061912>

Ghobadi, H., Attarzadeh Hosseini, S. R., Rashidlamir, A., Forbes, S. C. (2021). Auto-regulatory progressive training compared to linear programming on muscular strength, endurance, and body composition in recreationally active males. *European Journal of Sport Science*, 1-12. Advance online publication. <https://doi.org/10.1080/17461391.2021.1963321>

Herron, R.V., Newall, N. E.G., Lawrence, B. C., Ramsey, D., Waddell, C.M., & Dauphinais, J. (2021). Conversations in times of isolation: Exploring rural-dwelling older adults' experiences of isolation and loneliness during the COVID-19 Pandemic in Manitoba, Canada. *International Journal of Environmental Research and Public Health*, 18(3028). <https://doi.org/10.3390/ijerph18063028>

Hiebert, B., Care, W.D., Udod, S. A., & Waddell, C.M. (2021). Psychiatric nurses' lived experiences of workplace violence in acute care psychiatric units in Western Canada. *Issues in Mental Health Nursing*, 43(2), 146–153. <https://doi.org/10.1080/01612840.2021.1956656>



Refereed Publications from CARES Members

Karayigit, R., Naderi, A., Saunders, B., Forbes, S. C., Coso, J. D., Berjisian, E., Yildirim, U. C., Suzuki, K. (2021). Combined but not isolated ingestion of caffeine and taurine improves Wingate Sprint Performance in female team-sport athletes habituated to caffeine. *Sports* (Basel, Switzerland), 9(12), 162. <https://doi.org/10.3390/sports9120162>

Kasamali, Z. (2021). Encountering difficult knowledge and the curricular and pedagogical significance of holism: Disrupting 9/11 orthodox accounts in social studies classrooms. *Annals of Social Studies Education Research for Teachers*, 2(1), 58–66. <https://doi.org/10.29173/assert14>

Kasamali, Z. (2021). “Throwing salt on wounds”: Covid-19 and a curriculum of embodiment. *Prospects*, 51(1), 103–116. <https://doi.org/10.1007/s11125-021-09561-x>

Kelly, W., Lam, M., Letkemann, A., Arksey, A., & Bullock, R. (2021). State of rural Canada—Manitoba. In K. Rich, H. Hall, & G. Nelson (Eds.), *State of rural Canada 2021: Opportunities, recovery, and resiliency in changing times* (pp. 44–53). Canadian Rural Revitalization Foundation.

Kokorudz, S. (2021). Pre-service teachers’ experiences during a pandemic. *Journal of the World Federation of Associations of Teacher Education*, 4(1), 19–30.

Lam, M. (2021). “It’s cold here”: Lessons learned from the welcome perceived by newcomers to Brandon, Manitoba. *Diaspora, Indigenous, and Minority Education*, 15(4), 263–275. <http://dx.doi.org/10.1080/15595692.2021.1944086>

Lam, M. (2021). Race, relational dynamics and anxious adjustments: The complexities of identities in relation to one another. *International Journal of Research & Method in Education*, 45(2), 129–136. <https://doi.org/10.1080/1743727X.2021.1926972>

Lewgood, J., Oliveira, B., Korzepa, M., Forbes, S. C., Little, J. P., Breen, L., Bailie, R., Candow, D. G. (2021). Efficacy of dietary and supplementation interventions for individuals with type 2 diabetes. *Nutrients*, 13(7), 2378. <https://doi.org/10.3390/nu13072378>

Minaei, S., Jourkesh, M., Kreider, R. B., Forbes, S. C., Souza-Junior, T. P., McAnulty, S. R., Kalman, D. (2022). CYP1A2 genotype polymorphism influences the effect of caffeine on anaerobic performance in trained males. *International Journal of Sport Nutrition and Exercise Metabolism*, 32(1), 16–21. <https://doi.org/10.1123/ijsnem.2021-0090>



Refereed Publications from CARES Members

Mohseni-Takaloo, S., Beigrezaei, S., Yazdanpanah, Z., Rajaie, S. H., Soltani, S., Zohrabi, T., Kaviani, M., [Forbes, S. C.](#), Baker, J. S., & Salehi-Abargouei, A. (2022). Does exercise beneficially affect sex hormones when added to hypo-caloric diets in adults with overweight or obesity? A systematic review and meta-analysis of controlled clinical trials. *European Journal of Endocrinology*, 186(2), 285–295. <https://doi.org/10.1530/eje-21-0675>

[Moura, G., & Smith, C.](#) (2021). De inovação à inclusão: Experiências rurais remotas em Westman Manitoba durante o COVID-19 [From innovation to inclusion: Rural remote experiences in Westman Manitoba during COVID-19]. *Revista EDUTEC Brazil*, 1(1), 1–31. <https://periodicos.ufms.br/index.php/EduTec/article/view/13660/10115>

Naderi, A., Samanipour, M. H., Sarshin, A., [Forbes, S. C.](#), Koozehchian, M. S., Franchini, E., Reale, R., Berjisian, E., de Oliveira, E. P., Miraftebi, H., Sharafshadeh, M. S., & Rezaei, S. (2021). Effects of two different doses of carbohydrate ingestion on taekwondo-related performance during a simulated tournament. *Journal of International Society of Sports Nutrition*, 18(1), 40. <https://doi.org/10.1186/s12970-021-00434-4>

Ostojic, S. M., [Forbes, S. C.](#), & Candow, D. G. (2022). Do pregnant women consume enough creatine? Evidence from NHANES 2011-2018. *Annals of Nutrition & Metabolism*, 78(2), 114–116. <https://doi.org/10.1159/000520818>

Ostojic, S. M., & [Forbes, S. C.](#) (2022). Perspective: Creatine, a conditionally essential nutrient: Building the case. *Advances in Nutrition*, 13(1), 34–37. <https://doi.org/10.1093/advances/nmab111>

Ruple, B. A., Godwin, J. S., Mesquita, P. H. C., Osburn, S. C., Vann, C. G., Lamb, D. A., Sexton, C. L., Candow, D. G., [Forbes, S. C.](#), Frugé, A. D., Kavazis, A. N., Young, K. C., Seaborne, R. A., Sharples, A.P., & Roberts, M.D. (2021). Resistance training rejuvenates the mitochondrial methylome in aged human skeletal muscle. *FASEB Journal*, 35(9), e21864. <https://doi.org/10.1096/fj.202100873RR>

Roger, K., Herron, R., Ahmadu, M., Allan, J., & [Waddell, C.](#) (2021). Exploring ageing and time as resources in men's mental health experiences. *Ageing and Society*, 1–15. <https://doi.org/10.1017/S0144686X21000362>

Sayevand, Z., Nazem, F., Sheyklouvand, M., [Forbes, S.C.](#) (2022). Cardioprotective effects of exercise and curcumin supplementation against myocardial ischemia-reperfusion injury. *Sport Sciences for Health*. <https://doi.org/10.1007/s11332-021-00886-w>



Refereed Publications from CARES Members

Stouffer, J. (2021). Seeking middle ground: Analyzing running records from the top and bottom. *The Reading Teacher*, 74(6), 769–784. <https://doi.org/10.1002/trtr.2012>

Underwood, K., van Rhign, T., Balter, A., Douglas, P., Lawrence, B. & Parekh, G. (2021). COVID-19, disability and childcare: A disabled children's childhood approach. *Journal of Childhood Studies*, 46(3), 16–29. <https://doi.org/10.18357/jcs463202119970>

Waddell, C. M., de Jager, M. D., Gobeil, J., Tacan, F., Herron, R. V., Allan, J. A., Roger, K. (2021). Healing journeys: Indigenous men's reflections on resources and barriers to mental wellness. *Social Science & Medicine*, 270, 113696. <https://doi.org/10.1016/j.socscimed.2021.113696>

Waddell-Henowitch, C., Herron, R., Ramsey, D., Lawrence, B., de Jager, M., & Newall, N. (2021). Rural healthcare workers needs and experiences during COVID-19. *Journal of Rural and Community Development*, 16(4), 54–75.

Waddell-Henowitch, C. M. Gobeil, J., Tacan, F., Ford, M., Herron, R., Allan, J., Kruth, M., & Spence, S. (2022). A collaborative multi-method approach to evaluating Indigenous land-based learning with men. *International Journal of Qualitative Methods*, 21, 1–8. <https://doi.org/10.1177/16094069221082359>

Yazdanpanah, Z., Beigrezaei, S., Mohseni-Takaloo, S., Soltani, S., Rajaie, S. H., Zohrabi, T., Kaviani, M., Forbes, S. C., Baker, J. S., & Salehi-Abargouei, A. (2022). Does exercise affect bone mineral density and content when added to a calorie-restricted diet? A systematic review and meta-analysis of controlled clinical trials. *Osteoporosis International*, 33(2), 339–354. <https://doi.org/10.1007/s00198-021-06187-9>



Other Publications, Articles, Reports & Briefs

Ahmadu, M., Herron, R., Waddell, C., Allen, J. (2021). Identifying places that foster mental health and well-being among rural men. *Health & Place*, 71, 102673.
<https://doi.org/10.1016/j.healthplace.2021.102673>

Chamberlain, J., Dupuis, C., Fleming, C., Sayers, G., Skyhar, C., Smith, N., Waddell-Henowitch, C., & Wood, L. (2021). Impacts of the COVID-19 pandemic on marginalized genders at Brandon University. Status of Women Review Committee. Brandon University website. <https://www.brandonu.ca/swrc/recent-research/>

Lam, M., Humphreys, D., Mayuom, A., Spence, S., & Stone, G. (2021). Report on the community voices: Inclusivity and anti-racism event in Brandon, Manitoba, Canada. BU CARES Research Centre. <https://www.bucares.ca/publications/community-voices-report>

Liang, B. (Director) & Douglas, P. (Producer). (2021, April 7). Defiance. Screened at allies & obstacles: A reelabilities. Autism Ontario and Re-Storying Autism [online].

Nantais, M., DiMuro, M., Kelly, W., Kirk, J., Lam, M., Ofwono, N., & Spence, S. (2021). Digital policy, infrastructure, procedures and practices of select rural and Northern Manitoba school divisions: Final report. BU CARES Research Centre.
<https://www.bucares.ca/publications/digital-realities-rural-manitoba>

Lam, M., Humphreys, D., & Lapointe, G. (2021). Racism, bias, and discrimination in Manitoba: Survey report. BU CARES Research Centre.
<https://www.bucares.ca/publications/racism-bias-amp-discrimination-in-manitoba-survey-report>

Rauch, K., Epp, D., & Waddell-Henowitch, C. (2021, September). Suicidality in rural and remote health. Manitoba: Prairie Mountain Health Plus.

Terry, M., & Malik, A. (2021). Factors that affect grade nine students in northern Manitoba, Canada. *BU Journal of Graduate Studies in Education*, 13(3), 54–63.

Terry, M., Malik, A., & Anju, S. (2021a). Factors that affect grade nine students in Al Moattasem International School, Saudi Arabia. (ED616580)
<https://files.eric.ed.gov/fulltext/ED616580.pdf>

Terry, M., & Malik, A., & Anju, S. (2021b). Factors that affect grade nine students in Al Moattasem International School, Saudi Arabia. Report to Al Moattasem International Schools in Saudi Arabia. [192 single-line spaced pages]



Terry, M., Malik, A., & Hussain, K. (2021a). Factors that affect grade nine students in a Pakistan International School in Saudi Arabia. (ED613309) <https://files.eric.ed.gov/fulltext/ED613309.pdf>

Terry, M., Malik, A., & Hussain, K. (2021b). Factors that affect grade nine students in a Pakistan International School in Saudi Arabia. Report to Pakistan International Schools in Saudi Arabia. [136 single-line spaced pages]

Shields, R., & Gerry, C. (Directors) & Douglas, P. (Producer). (2021, October 31). Untitled and fears & dreams. Screened at Autistic Reels: Rendezvous with Madness Film Festival [online].

Smith, C., & Moura, G. (2021). Westman Consortia rural and remote learning: Final report. BU CARES Research Centre. <https://www.bucares.ca/publications/westman-consortia-rural-amp-remote-learning-final-report>

Smith, C., & Moura, G. (2021). Westman Consortia rural and remote learning: Interim report. <https://www.bucares.ca/publications>

Forster Gill, D. J., Stouffer, J., Wilde, M., & Van Dyke, J. (2022). Statement on the Ontario Human Rights Commission right to read report [Position Statement]. Canadian Institute of Reading Recovery. <https://rrcanada.org/statement-on-ontario-human-rights-commission-right-to-read-report/>

Underwood, K., Haché, A., & Douglas, P. (2021). Submission to the Day of Discussions on Alternate Care. Inclusive Early Childhood Service System project. (IECSS Policy Brief no. 11). Day of General Discussion on Children's Rights and Alternative Care.

Other Knowledge Mobilization



Research Connection

Research Connection is a weekly publication that features a 2-page summary of a research project from Brandon University. It provides information about the impact of Brandon University's academic research, creative activities, and expertise. BU CARES is responsible for administering this publication, which is supported by the Office of Research Services.

In 2021-2022 we released 32 Research Connection publications.



Podcast

Leaning in and Speaking Out: The Research Connection Podcast, supported by BURC, the Research Support Fund, and Brandon and Area Community Foundation, released 17 new episodes this year. These episodes can be found on iTunes, Spotify, and other podcast stations, in addition to our website. Each podcast features a minimum of two guests--one academic and one community member--who demonstrate mutually beneficial conversations, sharing knowledge in both directions and forming connections between the university and community.



3 Minute Thesis

The 3 Minute Thesis event, held annually at BU, is an opportunity for students to share their research and compete for prizes. BU CARES was an organizer for the 3 Minute Thesis again this year and supervised two practicum students involved in planning the event.

Thank You

“It’s been a long 16 years in the workforce, and my experiences at BU CARES have changed the way I view work as well as my standards for the people I’d like to find myself working for or with. Thank you for that.”

– Stephanie Spence, Research Assistant

Thank you to all who have contributed to the work of BU CARES over the past year:

- The advisory board for their advice, insight, support, and collaborations.
- Christiane Ramsey for her careful attention to detail, consistent coordination and communication in preparing the Research Connection briefs and annual compilation, and editing expertise.
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- Podcast guests who dedicated their time and expertise to the Leaning in and Speaking out Podcast.
- Faculty members who presented their research as part of the Doc Talks Speaker Series.
- Contributing authors who highlighted their research in the Research Connection publication.
- Colleagues who share their insights, passions, and expertise in collaborating to support community-based research.