

2019-2020

# KIAS ANNUAL REPORT



UNIVERSITY OF ALBERTA  
KULE INSTITUTE FOR ADVANCED STUDY



KIAS

Kule Institute  
for Advanced Study





**The Kule Institute for Advanced Study (KIAS)** is a major endowed research institute based at the University of Alberta, in Edmonton, Alberta, Canada. KIAS supports research in the Social Sciences, Humanities and Arts, focusing on research with the potential for national or international recognition.

## DIRECTOR'S MESSAGE



It's been ten years that the Kule Institute for Advanced Study has been supporting research in the arts, humanities, and social sciences. In celebration of this milestone, we are planning a series of events to highlight the impact of KIAS-funded research across the University of Alberta, nationally, and internationally.

During the 2019-2020 academic year, KIAS had two directors overseeing its mandate. Dr. Natalie Loveless has been the interim director from January to July 2020, while Dr. Geoffrey Rockwell was on a half sabbatical.

This year, we are excited to be launching our newest initiative: the Kule Scholars Program. This program is designed to provide support for and recognize research leadership in the social sciences, humanities, and arts at the University of Alberta. Each thematic cohort will consist of 3-5 researchers from different disciplinary backgrounds, working together on a predetermined theme aligned with KIAS's research



priorities. Our first theme for the cohort of scholars entering the program in fall 2020 is "Climate Resilience in the 21st Century". This theme will be jointly supported through a partnership between KIAS and the Sustainability Council.

Our core programs, the Dialogue, Team, and Cluster grants, continue to thrive; this year we are pleased to report that KIAS funded a total of 31 Dialogue grants, 15 Research Team grants, and 4 Cluster grants. In addition to our regular granting programs we have also been collaborating with groups across the university and nationally to fund a wide variety of research initiatives. This year KIAS awarded \$525,000 in research funding to over a dozen different departments in areas including but not limited to Ukraine, EDI (Equity, Diversity, & Inclusivity), and Indigenous studies.

KIAS is supported by a collegial governance structure with engaged members from the academy and the broader Edmonton community. We thank all those who have served and continue to serve on our committees. We continue to recognize the philanthropy of Drs. Peter and Doris Kule in endowing KIAS and providing us with our vision and mission.

**Dr. Geoffrey Rockwell, Director**

**Dr. Natalie Loveless, Interim-Director**

# KIAS RESEARCH FUNDING PROGRAMME

Our regular funding programme features Dialogue Grants, Research Team Grants, and Research Cluster Grants.

## DIALOGUE GRANTS

Kule Dialogue Grants support research meetings, networking, outreach, and conferences to help researchers organize, present, or disseminate research. Networked dialogues can raise the visibility of research using the internet and digital tools. Flexible support available, generally \$2000. Applications are accepted all year.

## RESEARCH TEAM GRANTS

Research Team Grants support the formation of interdisciplinary research teams that have the potential to achieve national or international recognition for research. Teams are prioritized for further funding. Flexible support up to \$7500. Applications are accepted all year.

## RESEARCH CLUSTER GRANTS

Research Cluster Grants support sustained activities of an interdisciplinary research team that can raise the team to the level where it has a national or international research impact. Flexible support available, up to \$100,000. Annual call for short proposals.

This reporting year we also ran competitions for the CRAFT Digital Research Archive Grant, KIAS-CIH Alberta Humanities Research Grant, and Alberta-Saskatchewan Research Collaboration Grant.

## 2019-2020 RESEARCH CLUSTERS

Following a two-stage competitive process, this year we have awarded four new Research Cluster Grants.



### Paul Gareau (Faculty of Native Studies):

#### Métis Kinscapes Project: Researching Métis Relations and Peoplehood at Lac Ste. Anne AB

The Métis are often thought of as a “forgotten” and “in-between” people due to racialized thinking of settler colonialism in Canada. Métis are a post-contact, Indigenous people who define identity through kinscapes—a “relational constellation” that link Métis families across the Homeland, to other Indigenous and non-Indigenous nations and communities, and to other-than-human beings/forces. As Métis citizens and Métis Studies scholars, our research on Métis kinscape activities at the Catholic pilgrimage site of Lac Ste. Anne, AB will rectify and expand Métis understandings of religion/spirituality, gender, traditional knowledge, and relationality that underscores Métis relations, history, epistemology, and peoplehood.

Left: Paul Gareau (Native Studies)

Center: *From left to right:* Marilyn Dumont, Nathalie Kermoal, Kisha Supernant, and Cindy Gaudet

Right: Srilata Ravi (Campus Saint Jean)

### Srilata Ravi (Campus Saint-Jean):

#### Heritage Spaces: Rethinking and Managing Diverse Pasts in a Multicultural Society

This project raises awareness of the complex ways in which cultural meanings are made in public spaces through diverse people’s relationships with their pasts. To this end the project will produce a comparative examination of how the past is constructed in selected non-mainstream and Indigenous heritage spaces in Alberta (where heritage space is considered as an assemblage of interconnected locations, objects, stories, institutional practices and rituals). The project studies how these heritage spaces (a) challenge or reinforce inequalities; (b) question or accept institutionalization; (c) shape or subvert local and global discourses of cultural economy. Heritage Spaces will also create the potential for transformative dialogues between academics and multiple stakeholders (community organizations, ethnic and cultural associations, urban planners, heritage policy makers, conservationists, not for profit organizations as well as interested parties in the tourism industry) about what is heritage and for whom it is produced.

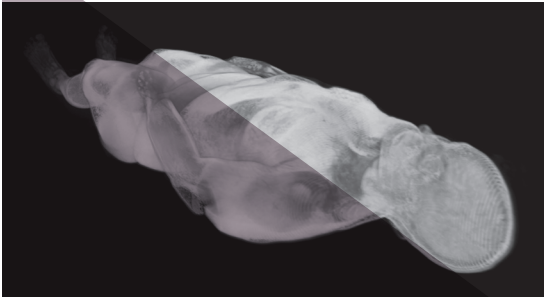


Photo: Know Thyself as Virtual Reality

### **Marilene Oliver (Faculty of Arts):**

#### **Know Thyself as Virtual Reality**

Know Thyself as a Virtual Reality is an interdisciplinary project that focuses on the ethics and aesthetics of the use of medical data and virtual reality. We have assembled a skilled and diverse team from across the University of Alberta as well as from other Canadian and international universities, bringing together expertise in medical imaging, health law, software development, biomedical engineering, virtual narratives, sound, the history of medicine, and artistic creation. This collaborative team will explore, create, disseminate and share ideas about cutting edge technologies that produce bodies in virtual and augmented reality. These bodies offer striking opportunities for producing new medical knowledge, but also render bodies transparent, accessible and manipulable in potentially exploitative ways, particularly during an era of increasing surveillance. Our project addresses these and other issues, allowing scholars and students to experiment with the technologies, learn from each other, and engage a broader public. This unique fusion of medical diagnostics and fine arts will ultimately help us to better know ourselves and our bodies in the digital age.



Photo: Project Participants, including Indigenous Elders Edwin Yellowbird & Alsená White

### **Fay Fletcher (Faculty of Extension):**

#### **Relationality for Indigenous Knowledge Research Collaborations**

In the summer of 2019, twenty Indigenous and non-Indigenous scholars and Elders from across the University of Alberta participated in experiential learning aimed at deepening our understanding of the epistemological conflicts between Indigenous and Western science, Indigenous and non-Indigenous people's historical and present experiences of colonialism, the importance of Indigenous people's connection to the land, and the transformative learning that results from building relationships with the land and each other. The KIAS Cluster grant allows us to continue and expand the project in order to better understand how to justly, ethically, and collaboratively engage Indigenous knowledge and values within the university. Individuals' journaling, art, and field notes, as well as transcripts of group reflexive debriefs, will capture intentions and actions for Indigenous knowledge collaboration and will facilitate proposals for future research that reflects Indigenous knowledge collaborations.

## RESEARCH CLUSTER FINAL REPORTS

The following brief summary provides a high-level overview of the most recently completed Research Cluster project.

### **ADAM GAUDRY (Faculty of Native Studies):**

#### **Land-based Learning in Teetl'it Zheh: A Teetl't Gwich'in-University of Alberta Partnership**

After extensive dialogue with our community partners, the project was renamed Ganahghootr'onatan (the land is teaching us). The KIAS Cluster Grant allowed us to hold the numerous in-person research and planning meetings to develop our pilot for-credit university course for Gwich'in High School Students in Fort McPherson, NWT. The 10-day pilot program brought youth and elders together to teach net-fishing skills, Gwich'in cultural studies, northern history, and other knowledges on the Peel River thirty minutes upriver from Fort McPherson. The camp was successful in increasing cultural competency among Gwich'in students, and allowed them to earn university credit that could be used in future post-secondary studies. One of the youth we worked with at the camp applied to the UofA with the goal of becoming a teacher in the community.

Our team was also successful in securing \$380,000 worth of additional funding which will allow us to run the program for an additional five years and build connections with other land-based learning programs. We had tentatively planned a second course for May 2020, that has been postponed due to coronavirus research/travel restrictions. We are exploring options for online course delivery with Chief Julius School for the fall with a resumption of land-based programming for May/June 2021.



TOP: Teetl'it Gwich'in Knowledge holder Bernice Francis instructs FNS Faculty member Adam Gaudry and Chief Julius Student Charlayna Charlie on cutting whitefish

BOTTOM: Group photo of students, children, elder and knowledge holder participants in the Ganahghootr'onatan Project

Back (L-R) Charlayna Charlie, Shenise Vittrekwa and baby Danni-Mae Maring, Maleanah Alexie, Gavin Francis, and Kristopher Colin. Front L-R: Teetl'it Gwich'in elder Joanne Snowshoe and Teetl'it Gwich'in knowledge holder Bernice Francis.



## CRAFT DIGITAL RESEARCH ARCHIVE GRANTS

The CRAFT grants are for UAlberta faculty who want to gather, digitize, enrich, document, and deposit an innovative archive that will support research. Below is an example of this year's funded CRAFT research projects.

### JARS BALAN (CIUS):

#### Mapping a Discipline of Ukrainian Studies in Canada and Abroad

Led by Principle Investigator, Jars Balan, the undertaking is part of a larger initiative, namely—The CIUS Archives project, whose objective is to create the single most comprehensive database devoted to the interdisciplinary field of Ukrainian Studies that had formed in Canada around the core institution of this discipline, the Canadian Institute of Ukrainian Studies (CIUS), at the University of Alberta. It aims to collect, systematize, catalogue, and provide open access to the digitized scholarly and activist work of the Institute.

The scholarship produced concerns itself with a larger scope than the country of Ukraine itself. It expands intellectual inquiry into such areas as immigration, settlement and belonging, the development of socio-political relations within the new country and between various ethnic groups. In addition to other topics, it also addresses issues of democracy and human rights, integration, discrimination, changing gender roles and the role of women under the pressure of modernization. Having participated in Canadian life for more than a century, Ukrainians, their history and



Photo Jars Balan (CIUS)

traditions, became integral to the evolution of Western Canada. That is why the creation of a CIUS digital repository will enable further expansion of interdisciplinary scholarship around Canadian-produced primary sources, reaffirm the institute's place among the collegial institutions in Canada and in the local community, and help the institute formulate a new vision and strategy of future development and activity.

The CRAFT grant has been dedicated to digitization and processing of the next hundred hours of audio recording of the CIUS seminars from 1980–1990.

### FULL LIST OF 2019-20 CRAFT GRANT RECIPIENTS

NAME	PROJECT TITLE	FACULTY
Jars Balan	Mapping a Discipline of Ukrainian Studies in Canada and Abroad	Arts
Laura Beard	Gathering in the Stories: A Papaschase Cree Project	Arts
Kisha Supernant	Archiving Métis Archaeological Heritage	Arts

## RESEARCH TEAM GRANTS

Kule Research Team Grants support the formation of interdisciplinary research teams that have the potential to achieve national or international research recognition. Below are a few examples of the research projects funded this year. A complete list of all funded projects can be found below.



Photo: Salima Meherali (Faculty of Nursing)

### **SALIMA MEHERALI (Faculty of Nursing):**

#### **Building Resilience in Immigrant Youth: A Participatory Action Research to Understand South Asian Immigrant Youth Needs**

South Asians (SA) are the largest visible minority in Canada and make up 5.6% of Canada's total population. Despite the remarkable rise in SA immigrants' population in Canada, there is an acute shortage of evidence-based and culturally effective policies and services designed to enable them to rebuild their lives and become fully functioning Canadians. This project will employ a participatory action research approach that actively engages SA Immigrant Youth to explore the challenges that SA immigrant youth experience during the process of immigration and how these challenges threaten or enhance their capacity to build the resilience needed to successfully integrate into Canadian society. This study will help in identifying research priorities, questions, and methods based on the perspective of SA immigrant youth. The recommended strategies out of this project would enhance the SA community's capacity to build the resilience needed to successfully integrate into Canadian society.



Photo: Pascal Lupien (Campus Saint-Jean)

### **PASCAL LUPIEN (Campus Saint-Jean):**

#### **Africa-Canada-Latin America: Building Inclusive, Innovative and Resilient Societies**

Africa and Latin America are undergoing a process of economic, social, political and digital transformation. These developments, and their potential impact on Canada, call for a new research program enabling Canadian researchers to develop collaborations with their colleagues in the Global South. Our objective is to create a Research Group to explore the relevant emerging issues that link Canada to these rapidly evolving regions. To launch this initiative, we will hold working meetings that will focus on developing an innovative research agenda, building collaborative North-South teams, and identifying funding opportunities. The KIAS Grant will support the participation of two key partners (from Senegal and Chile) and the development of a research portal to facilitate collaboration and data sharing. These collaborations will help to inform Canadian foreign policy and contribute to strategic innovation in Canada with respect to transitions in these regions.



Photo: Shirley Anne Tate (Sociology)

**SHIRLEY ANNE TATE (Sociology):**

**Decolonization and Antiracism in Universities: Experiences and Approaches in Canada, South Africa, Brazil, Finland, and Sweden**

Within the research partner countries, Black, Indigenous and People of Color (BIPOC) students and faculty struggle to get into universities and also to succeed within them. This project involves a transnational interdisciplinary research team with a focus on the challenges of decolonizing intersectional institutional racism in universities. The research partner sites were chosen because they have a variety of settler state racial formations with differing social policy approaches to BIPOC peoples. Research projects will be conducted in the partner sites and findings will lead to transnational learning on enabling BIPOC student and scholar success.

The funding for an initial network meeting begins the process of base-line assessments of existing interventions in terms of social justice transformation and mapping future research project proposals.



Photo: Martin Guardado (Extension)

**MARTIN GUARDADO (Extension):**

**A Multifaceted Examination of Parental Strategies, Child Identities, and Linguistic Features Surrounding Heritage Languages in Alberta**

One of the challenges that immigrant parents face is how to help their children learn the home language when the host country's language(s) dominates in the social, political, economic, and educational domains. Despite the lack of support, most immigrant parents consider knowledge of the heritage language to be essential so that their children do not lose their sense of ethnic identity and family connection. This interdisciplinary project will examine both the sociocultural factors and the linguistic features that characterize heritage language transmission in different ethnic communities in Edmonton.

Our findings will enhance our understanding of the association between heritage language maintenance and ethnic identity, and will contribute to the development of teaching practices and assessment tools for heritage language learners.



Photo: Migrant Students United

**JAYMIE HEILMAN (History & Classics):**

**Precarious Footholds: International Students, Immigration Status, and Canadian Universities**

Our interdisciplinary research team consisting of Sarah Carpenter (Education), Benjamin Denga (Education) Jaymie Heilman (Arts), Sofia Ortiz (Arts), Bukola Oladunni Salami (Nursing), and Helen Vallianatos (Arts) is exploring the complex challenges that international students in Canadian universities confront.

Many migrant students face economic, political, and social exclusions both on and off campus, and their precarious immigration status often restricts their available options. The realities of the Covid-19 pandemic have exacerbated these difficulties. Yet many international university students in Canada are organizing and protesting in creative and dynamic ways.

This project will help the development, community discussion and revision of a major demographic survey of Edmonton's precarious and non-status migrant population.

**CARY BROWN (Occupational Therapy):**

**Companion Dog Access to Publicly-Assisted Housing for Senior, Low Income, and Special Needs Individuals in Edmonton: A Policy Scoping Review**

There is clear and growing evidence that the human/companion dog relationship can be very beneficial to wellbeing, and particularly for people with limited access to other opportunities for social engagement and enhanced quality of life. However, supported housing policies can present barriers to having a dog. A preliminary review of supported housing policy shows that some organizations allow dogs while others do not.

We are doing a policy review that includes document searches and interviews with key Edmonton-based policy makers to help us better understand what influences decisions about allowing companion dogs in social housing.

This is the first step in sharing evidence-based strategies and problem solving to better support organizations who are responsible for the wellbeing of persons in social housing. At the end of the study we will bring stakeholders together to share the findings widely and collect information about their evidence needs. This will help organizations have access to research and other resources that can be useful for developing companion dog access policies, and help bring stakeholders together around this common social need.

## FULL LIST OF 2019-20 RESEARCH TEAM GRANTS

NAME	PROJECT TITLE	FACULTY
Shirley Anne Tate	Decolonization and antiracism in universities: Experiences and approaches in Canada, South Africa, Brazil, Finland and Sweden	Arts
Martin Guardado	A Multifaceted Examination of Parental Strategies, Child Identities and Linguistic Features Surrounding Heritage Languages in Alberta	Extension
Pascal Lupien	Africa-Canada-Latin America: Building Inclusive, Innovative and Resilient Societies	Campus Saint-Jean
Gillian Harvey	Information Design to Save Lives: Co-Design for Complex Health Communications	Arts
Cary Brown	Companion Dog Access to Publicly-Assisted Housing for Senior, Low Income, and Special Needs Individuals in Edmonton: A Policy Scoping Review	Rehabilitation Medicine
Salima Meherali	Building Resilience in Immigrant Youth: A Participatory Action Research to Understand South Asian Immigrant Youth Needs	Nursing
Jan Jagodzinski	Lectures on Ahuman Pedagogy: Art, Media, Science, Technology and Design (LAPS)	Education
Christina Rinaldi	Building Research Capacity in Mentoring: Interdisciplinary Team Development	Education
Srilata Ravi	Heritage Practices: Identification, Diversity, and Digitization	Campus Saint-Jean
Kristine Kowalchuk	Pigeon Cote Construction and Use: A Historical Method for Future Sustainable Farming	Arts
Fay Fletcher	Imagining Collaborative Research, Teaching and Service Through Transformative Scenario Planning	Extension
Jaymie Heilman	Precarious Footholds: International Students, Immigration Status, and Canadian Universities	Arts
Jennifer Welchman	Mediating Science and Technology	Arts
Astrid Ensslin	Digital Synergies: Society, Methods, Literacies	Arts

## DIALOGUE GRANTS

NAME	PROJECT TITLE	FACULTY
Valerie Lapointe Gagnon	Entre droits des peuples et droits de la personne: (re)penser les luttes en faveur des droits humains des années d'après-guerre au Québec.	Campus Saint-Jean
Elizabeth Halpenny	Knowledge Translation Skills Development Workshop	Physical Education and Recreation
Heather Coleman	Orthodoxy and Autocephaly in Ukraine: Past, Present, & Future	Arts
Fiona Schmiegelow	Northern Scholar's Visit	ALES
Janice Williamson	White Supremacy & Popular Media	Arts
Kisha Supernant	Sensing the Ancestors: Developing a Strategy for Finding Missing Children from Indian Residential Schools	Arts
Laura Beard	Stories of Change Network Building around Career and/as Life Narratives	Arts
Christine Guptill	Health Promotion in Post-Secondary Music Education: An Institutional Ethnography	Rehabilitation Medicine
Pascal Lupien	Transitions in Africa and Latin America: A New Canadian Research Agenda	Campus Saint-Jean
Pierre Rousseau	Metis Author David Bourchard's Visit to Campus Saint-Jean	Campus Saint-Jean
Sarah Carter	Treaty 8: Reflections on the Land and People from the Last 120 Years	Arts
Martine Pellerin	AI Classroom Analysis System for Language Teaching Development	Campus Saint-Jean
Marko Zivkovic	Lawrence Weschler Visting Lecture	Arts
Laurie Adkin	100 Debates on the Environment: Edmonton-Strathcona	Arts
Dia Da Costa	Transnational Feminism, Intersectionality, and Multiple Colonialisms	Education

NAME	PROJECT TITLE	FACULTY
Anne Bissonnette	"Dress and Historical Escapism" Exhibition Series	ALES
Teresa Zackodnik	Research and the Arts of Resistance Speaker Series	Arts
Michael McNally	A Gathering to Develop Capacity for NIKLA and Indigenizing Curriculum in the Cultural Memory Fields	Education
Cathryn van Kessel	Anti-Opressive and Social Justice Education for the Public Good	Education
Michael Litwack	Sounding Race Conference	Arts
Jaimie Baron	Critical Media Pedagogies	Arts
Michael Frishkopf	Songs and Stories of Migration and Encounter	Arts
Susanne Luhmann	Londa Schiebinger visiting lecture: Gendered Innovations in Medicine, Machine Learning, and Robotics	Arts
Jonathan Cohn	Before (and After) Queer Theory	Arts
Dominik Wujastyk	Greater Magadha: Evaluation and Retrospective	Arts
Cressida Heyes	The Regulation of Sexual Violence in Canadian Contexts: New Philosophical Questions	Arts
Gordon Gow	Graeme Everton visit to University of Alberta	Extension
Jorge Roses Labrada	Workshop on "Historical Comparative Linguistics for Language Revitalization" with Justin Spence (UC Davis)	Arts
David Gay	9th Triennial Conference of the International John Bunyan Society	Arts
Scott Smallwood	Interactive Art, Science, and Technology Regional Meeting	Arts
Julia Byl	Canadian Mehfil	Arts
Suzette Bremault-Phillips	Enhancing Military Family Resilience: Research meeting and networking with key stakeholders to explore and organize research	Rehabilitation Medicine

## SPECIAL FUNDING INITIATIVES

### **ALBERTA-SASKATCHEWAN**

#### **RESEARCH COLLABORATION GRANT:**

**JARED WESLEY (Political Science, University of Alberta) & LOLEEN BERDAHL (Political Studies, University of Saskatchewan):**

*Exit, Stage West? Motivations for Secession in Alberta & Saskatchewan*

The proposed research seeks to isolate the emotional triggers of secession attitudes in the two provinces. Findings will inform ongoing public debate about national unity in Canada, and establish groundbreaking experimental knowledge on secession attitudes outside Quebec. The funding will primarily be used to deploy an online experiment involving participants across Alberta and Saskatchewan. The experiment is designed to measure the effect of two main triggers on attitudes toward secession in the region; political alienation and economic uncertainty.

#### **KIAS-CIH ALBERTA HUMANITIES RESEARCH GRANT:**

**TASHA HUBBARD (Faculty of Native Studies, University of Alberta) & GINA STARBLANKET (Political Science, University of Calgary):**

*Tools and Resources for Indigenous Family Survivors of Violence*

Despite increased attention to the high rates of violence and death that Indigenous people experience in Canada, there remains an outstanding lack of resources directed towards supporting survivors and their families at an individual, family and community level. This project focuses on the essential, but often overlooked, issue of resources and practical supports for families of Indigenous peoples who have experienced violence or who have been murdered. Short-term tangible outcomes of this grant will be a clear language

print resource that will be accessible to Indigenous families encountering the Canadian justice system. Further outcomes of this grant are the identification of further needs and gaps in existing resources for Indigenous individuals and families encountering the justice system due to victimization. They will also explore ways to use art and creative expression to highlight injustices and motivate better outcomes for Indigenous families.

#### **UALBERTA-ATA SIGNATURE COLLABORATION TEAM GRANT:**

This grant is offered by the Kule Institute for Advanced Study, and the Faculty of Education at the University of Alberta in partnership with the Alberta Teachers' Association to assist the co-development of research collaborations between University of Alberta faculty and Alberta teachers.

The recipients for our first competition include:

**KENT DEN HEYER (Secondary Education, Faculty of Education, University of Alberta), CLARICE CARDINAL (Teacher Investigator), DWAYNE DONALD (Secondary Education, Faculty of Education, University of Alberta):**

*Towards healthy school and community futures: A study into what constituted foundational knowledge for preferable Canadian-Indigenous futures and Treaty relations*

This project explores what foundational knowledge in the T/LQS #5 (Alberta's Teaching and Leadership Quality Standard #5) may be and seeks to distinguish between existing, possible, and preferable means to assist educators with this work. It will identify the myriad ways educators seek to meet and exceed this professional expectation and various impediments to doing so.



## KULE PROJECTS

**LIA M. DANIELS (Educational Psychology, Faculty of Education, University of Alberta), SARAH HOLMGREN (Assistant Principal, Westbrook School, Edmonton Public Schools):**

**Students' Understanding of mindsets: Its implications for emotions and well-being**

The purpose of this research is to explore the impact of a teacher-initiated school-wide mindset message on students' positive and negative emotions such as pride, hope, anxiety, and shame and their well-being.

**REBECCA HUDSON BREEN (Educational Psychology, Faculty of Education, University of Alberta), AMY BADGER (Teacher Investigator, Edmonton Public School Board):**

**Nurturing hope together: A collaborative strengths hopes and ressourcefulness program for school mental health**

This project will address the overall question: how does an experienced educator integrate hope, strenghts, and resoruces concepts across the curriculum to support student mental health and wellbeing?

**RUSSIAN POLICY AND THE WAR IN UKRAINE'S DONBAS: Options for the Future and Canadian Responses**

Launched in 2018 and now wrapping up, this project invovled several stages over the course of two years including:

- A major international conference at the University of Alberta in 2018
- A one-day briefing to the Department of National Defense in Ottawa in 2019
- The gathering of papers from the conference for editing
- Submission of the final papers selected for book publication

The final manuscript which was sent to Central European University Press (CEU) in early 2020 is about 300 pages in length. As this war is the most protracted conflict in modern-day Europe, and one that involves Canada, which has supported Ukraine strongly since the war's inception in the spring of 2014, the authors findings are of pivotal importance for Canada's relations with and policy in Ukraine.



Caption: Maiden Tree, Kyiv

Photo Credit: David Marples

## KULE COLLABORATIONS



### HOLODOMOR - RAPID RESEARCH RESPONSE EFFORT

A Rapid Research Response (RRR) has become a digital tool / technique to reach out to people and groups as rapidly as possible on a particular topic. Often this takes the form of an online compository of research on an issue and sharing information with communities. KIAS has developed a model where we pick a current event for which we have local research knowledge that can be leveraged quickly to showcase the breadth and depth of UofA expertise.

Our most recent Rapid Research Response is on the topic of the Holodomor. For this RRR we are pleased to be partnering with the Faculty of Arts, Faculty of Education, CIUS (Canadian Institute of Ukrainian Studies), and HREC (Holodomor Research and Education Consortium). We have events planned across 2020 to showcase our research excellence in this area and build community relations around the Holodomor. Additional information can be found on the KIAS website.



### OPEN MINDS 2020: CELEBRATING UALBERTA'S SOCIAL SCIENCE AND HUMANITIES RESEARCH

Each fall, the Office of the Vice-President (Research) and KIAS co-host Open Minds in celebration of talented and innovative humanities and social science colleagues at the University of Alberta. This year's event featured eight "lightning talks" from researchers funded by SSHRC and showcased cutting-edge research on a wide range of interesting topics including challenging the myth of 'Good' and 'Bad' French, deathly resistance among female Boko Haram captives, white collar jobs and the rise of service offshoring, and virtual environment and learning. All presentations are available to view on the KIAS website.

TOP LEFT (From L to R) - Florence Glanfield, Tope Oriola, Patricia Boechler, Glen Hvenegaard, Ted Hewitt (SSHRC), Kenneth William, Rob McMahon, Anne Jose Jileveuve, Laura Beard, Runjuan Liu, Matthias Ruth, Rebecca Sockbeson

Photo Credit Oliver Rossier

TOP RIGHT Ted Hewitt (SSHRC), Matthias Ruth

Photo Credit Oliver Rossier

## KULE NEWS



### **DORIS KULE (1921 - 2020)**

The Kule Institute was deeply saddened to hear of the passing of Doris Kule, Canadian philanthropist and friend of the University of Alberta.

"Doris was always a gracious host when we visited the Kule's," says Geoffrey Rockwell, Director of the Kule Institute. "She would sit straight and talk about her garden. She had been a teacher and was always interested in education. [Their] donation to fund the Kule Institute for Advanced Study has had a tremendous effect on research at the U of A. It triggered matching funds that together established an endowment that allows KIAS to provide significant support every year to researchers across the arts, humanities, and social sciences."

In 2010, Doris & Peter Kule provided the founding endowment for the Kule Institute for Advanced Study (KIAS). Doris & Peter's beliefs and principles are reflected in our mission and vision which seeks to enhance understanding of complex and pressing issues through interdisciplinary research in the Arts, Humanities, and Social Sciences.

Through their generosity KIAS has funded over 200 projects across 14 faculties and 28 departments. While Doris may no longer be with us, hers and Peter's vision will live on in the many lives they've touched and the research they've supported to help make this world a better place.

### **KULE SCHOLARS PROGRAM**

The Following the recommendations from the 2017 unit review the Kule Institute for Advanced Study has launched the Kule Scholars Program.

The program is designed to provide support for and recognize research leadership in the social sciences, humanities, and arts at the University of Alberta. Each thematic cohort will consist of 3-5 researchers from different disciplinary backgrounds, working together on a common theme.

Our inaugural theme for the program is "Climate Resilience in the 21st Century". This cohort theme will be jointly supported through a partnership between KIAS and the Sustainability Council.

Additional cohorts of scholars will be launched every third year with a new theme that continues to highlight the research excellence at the University of Alberta and demonstrate the important role KIAS plays in both national & international research support.

LEFT

Doris & Peter Kule

## KULE GOVERNANCE

KIAS is guided by a strong governance model consisting of Research Committee, Advisory Council and Administrative Board. We are deeply indebted to the wonderful people who serve on our committees.

### RESEARCH COMMITTEE

- Dr. Scott Smallwood, Associate Professor, Music
- Dr. Carrie Smith, Chair and Associate Professor, Modern Languages and Cultural Studies
- Dr. Sally Rice, Professor, Linguistics
- Dr. Sheena Wilson, Associate Professor, Campus Saint-Jean
- Dr. Geoffrey Rockwell (Chair), KIAS Director and Professor, Philosophy and Humanities Computing, ex officio (Apr - Dec)
- Dr. Natalie Loveless (Chair), KIAS Interim-Director and Associate Professor, Art & Design, ex officio (Jan - July)
- Casey Germain, KIAS Program Coordinator, ex officio

## ADVISORY COUNCIL

- Dr. Dale Askey (Chair), Vice-Provost and Chief Librarian
- Dr. Pamela Brett-MacLean, Associate Professor, Department of Psychiatry, and Director, Art and Humanities in Health and Medicine Program
- Dr. Lesley Cormack, Dean of Arts, and Professor, History and Classics
- Dr. James Ellis, Director, Calgary Institute for the Humanities, and Professor of English, University of Calgary
- Mr. Andrew Hladyshevsky, Q.C., Partner, Dentons Canada LLP
- Dr. Volodymyr Kravchenko, Professor, History and Classics, and Director, Contemporary Ukraine Studies Programs, CIUS
- Dr. Svitlana Krysz, Kule Chair in Ukrainian Studies and Assistant Professor of English, MacEwan University
- Dr. David Marples, Chair and Distinguished University Professor, History and Classics
- Dr. Bohdan Medwidsky, Professor Emeritus, Modern Languages and Cultural Studies
- Ms. Chelsea Miya, PhD Student, English and Film Studies
- Most Reverend David Motiuk, Eparchy of Edmonton
- Dr. Victor Satzewich, Professor, Department of Sociology, McMaster University
- Dr. Jelena Pogosjan, Director, Kule Folklore Centre, and Professor, MLCS
- Dr. Geoffrey Rockwell, KIAS Director, and Professor, Philosophy and Humanities Computing, ex officio (Apr - Dec) (non-voting)
- Dr. Natalie Loveless (Chair), KIAS Interim-Director and Associate Professor, Art & Design, ex officio (Jan - July) (non-voting)
- Casey Germain, KIAS Program Coordinator, ex officio (non-voting)

## ADMINISTRATIVE BOARD

- Dr. Randy Goebel (Chair), Associate Vice-President (Academic) and Associate Vice-President (Research), and Professor, Computing Science
- Dr. Dale Askey, Vice-Provost and Chief Librarian (non-voting observer)
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- Dr. Natalie Loveless (Chair), KIAS Interim-Director and Associate Professor, Art & Design, ex officio (Jan - July) (non-voting)
- Casey Germain, KIAS Program Coordinator, ex officio (non-voting)



ABOVE

Drs. Peter and Doris Kule are two outstanding Canadian philanthropists, visionaries and community leaders who have focused their time and generosity in support of post-secondary education and their Ukrainian heritage.

## **KIAS VISION**

To fund in perpetuity an interdisciplinary and comparative research institute that fosters an innovative intellectual environment for the study of major modern and historical, political, social, economic, and cultural issues and, therein, advances society and global polity in a manner consistent with the high humanitarian ideals of the founding benefactors.

## **KIAS MISSION**

To facilitate transformational interdisciplinary and comparative research at the highest level nationally and internationally, guided by the ideals of Peter and Doris Kule, the legacies of Ukrainian history, and the purpose of research and learning at the University of Alberta, as articulated by President Henry Marshall Tory in 1908: “the Uplifting of the Whole People.”

## **KIAS GOAL**

To establish KIAS as a globally recognized institute of interdisciplinary and comparative research excellence within five years of inauguration, by linking University of Alberta undergraduate and graduate student researchers and professors, and distinguished visiting researchers from around the world, in and across disciplines so as to stimulate original ways of thinking, initiate new lines of inquiry, and incubate innovative ideas for the advancement of humanities and the lifting of the human spirit.



