



Fresh Perspectives



MESSAGE FROM THE PRESIDENT AND CEO, LAURA JO GUNTER



Bow Valley College is proud to work with learners, industry, and community in fulfilling its mandate as a comprehensive community college for Calgary and area. Working in such partnerships enables the College to enhance the professional development of its learners, providing them with the skills

and opportunities necessary to help build strong communities and a diversified provincial economy.

Our research is one way that we demonstrate our collaborative efforts at helping build better communities and diversified economies. We pursue applied research activities to enhance teaching and learning, and foster innovation in support of industry sectors. We engage with our partners in doing so, including community organizations, the non-profit sector, government, industry, and business. This work helps advance our economic, social, cultural, and overall public policy goals as a community, a city, and a province.

Our work with our external community partners would not happen without our internal research community. They are the ones that drive this work for us, and deserve our appreciation. With the support of our staff in Research and Innovation, our researchers, staff, partners, learners, and participants all contribute greatly to our research capacity, driving our sense of discovery and innovation. We are thankful for their contributions not only to our research and innovation, but our success as a comprehensive community college.

MESSAGE FROM THE VICE PRESIDENT, ACADEMIC, DR. MISHECK MWABA



I am pleased to celebrate with you Bow Valley College's recent applied research projects in the fifth edition of Fresh Perspectives. Our projects span the broad expertise we possess at the College in teaching and learning, immigrant advancement, health and wellness, community studies, social innovation, and social entrepreneurship.

The research emphasizes the College's connections with our communities. Collaborating with external partners and internal colleagues is key to successfully conducting these projects. We are proud and privileged to work together with local communities, non-profit organizations, governments, and industry. This collective effort advances our teaching and learning practices and programming, which translate into our graduates' performance in the workforce.

Building on our past successes in research, we are also proud to showcase our expanding scholarly work, through three Social Sciences and Humanities Research Council of Canada (SSHRC) grants. Each SSHRC-funded project is focused in a different area of specialization at Bow Valley College. As our expertise advances, we are establishing a culture of research and innovation at Bow Valley College.

I look forward to working with you in strengthening Bow Valley College's position as a leader in flexible and work-focused learning opportunities. We will pursue research in emerging areas such as micro-credentialing and skills-specific training. We will work closely with our industry and community partners, and our learners and employees, to advance our research profile to better serve our community, society, and economy.

MESSAGE FROM THE DEAN, RESEARCH AND INNOVATION, DR. RUSS WILDE



The first edition of Fresh Perspectives was published in 2009 to announce and celebrate Bow Valley College's emerging applied research activity. As we release this fifth edition, I am thrilled to see how – less than a decade later – the Bow Valley College community has embraced and expanded our commitment to research to make a difference to the well-being of our society.

The inventor Charles F. Kettering once said, "My interest is in the future because I am going to spend the rest of my life there." For me, this sentiment captures the spirit of our forward-looking college. While we can be rightly proud of our accomplishments, we are focused on building an ever-brighter future for our community and helping to shape a society that is safe, just, and prosperous.

Speaking of accomplishments, this volume contains an exciting sample of the kind of research being conducted right here at Bow Valley College. Each of these projects investigates challenges within our mandate and expertise. Our researchers share a commitment to finding solutions that will benefit people within our local community and beyond. My thanks and congratulations to all those researchers profiled here, as well as to those within the College working toward these important objectives.

Along with reading this edition, I invite you to discover more about how research at Bow Valley College promotes stronger connections with our communities – extending our reach and engaging new stakeholders. As we expand our research efforts in new directions, we call on you to join our growing research community. I encourage you to engage with our industry and community partners in generating research that enhances our student learning experiences and helps to build a successful and thriving investigative community.



**Enhancing the wellbeing and
civic engagement of immigrant
women retirees**

Bow Valley College's School of Global Access and the Calgary Immigrant Women's Association partnered on a two-year SSHRC-funded project to investigate barriers and available supports for immigrant women retirees. Our results aim to create strategies to promote their civic engagement.

Our early findings show retired immigrant women were keen to stay active, engaged, and to contribute to society beyond paid labour. They did not view retirement as a period of decline and withdrawal. Our research also identified systemic barriers impacting individual wellbeing and social participation. Specifically, "one-size-fits-all" approaches to retirement neither recognize nor accommodate the needs of our increasingly diverse and aging population. Our findings stress the need for those designing policy and programs to consider diverse perspectives on what constitutes participation and wellbeing.

Furthering Bow Valley College's **Applied Research** profile, the outcomes of this project are grounded in social innovation, participatory program design, and developmental evaluation. Beyond supporting programming and policy for older immigrant populations, the research speaks to the intersectional vulnerabilities of being a woman, an immigrant, and a senior, while significantly contributing to the limited knowledge on retired immigrant women in Canada. Our project also connects Bow Valley College researchers to our community partners, as well as to a diverse range of stakeholders, furthering our **Community Connectedness**.

Our research included a literature review and key informant interviews with immigrant women retirees and stakeholders from the immigrant and senior-serving sectors. We also used ethnographic methods, specifically, four months of participant observation.

These results will help immigrant-serving agencies and community organizations working with seniors to develop, plan, and implement programs for immigrant women. Further, service providers can use, replicate, and adapt the co-creation program strategy, methods, and tools to address various social concerns.

Researchers: Dr. Martha Fanjoy, Hana Taleb Imai, Celestina Akinkunmi, Bronwyn Bragg, Laurent Wall, Mariama Saami, Lacey Stewart, and Badri Karki

Steering Committee: Elza Bruk, Beba Svirigir, Elizabeth Schnitzler, Dr. Cherylyn Cameron, and Patricia Spadafora

Research Advisor: Dr. Rena Shimoni

Department: School of Global Access

Funder: Social Sciences and Humanities Research Council of Canada (SSHRC)

Partner: Calgary Immigrant Women's Association

"We were surprised to learn that settlement, as it is understood in the immigrant sector, is a lifelong process. Many of our participants' challenges, particularly for those who went straight to work after arriving in Canada, and despite having been here for decades, remain settlement related, such as needing to learn how to navigate service systems and overcome barriers to support."

– Dr. Martha Fanjoy, PhD Researcher, School of Global Access





Connecting with people with dementia: A knowledge-translation project

Licensed practical nurses (LPNs) are leaders in health care settings, often directing care provided by health care aides (HCAs) in continuing care facilities. Our project investigated ways to empower LPNs to translate their knowledge into team action.

We developed a dementia-knowledge and care-communication toolkit for healthcare providers who work directly with residents with dementia in continuing care settings. This widely adaptable toolkit provides strategies on how to connect with people with dementia.

Our team conducted a literature review of more than 100 articles on topics such as communication, leadership, connectedness, inclusion, and engagement. Our synthesis of the literature revealed six themes – respect, listen, value, include, engage, and reflect. These themes guided the creation of the communication toolkit. Before the implementation phase, we held information and engagement sessions with care home staff. LPNs and HCAs then pilot tested the communication toolkit at a continuing care centre. Afterwards, we interviewed caregivers to determine the toolkit’s impact on care. Our results demonstrate how the communication toolkit and engagement sessions were valuable for improving practice, client care, teamwork, communication, and engagement with clients. The toolkit, which focuses on continuing professional development, builds on Bow Valley College’s commitment to being a **Learning Partner for Life**.

Our results have been widely shared through numerous provincial and national conferences, such as the CLPNA Annual Conference and the Canadian Association of Practical Nurse Educators (CAPNE) Annual Conference. This research was also published in CARE magazine. Our communication toolkit will inform future gerontology courses, leadership for LPNs, and inter-professional education programs.

“Licensed Practical Nurses and Health Care Aides are connecting for care with those who have dementia.”
– Nora Maclachlan, Dean, School of Health and Wellness

Researchers: Nora Maclachlan, Dr. Cherylyn Cameron, and Gail Thauberger
Department: School of Health and Wellness
Funders & Partners: College of Licensed Practical Nurses of Alberta (CLPNA) and Institute of Continuing Care Education and Research (ICCER)
Partner: Covenant Care





**Fostering good relations,
developing good work together**

Our research started as the *Participatory Assessment for Knowledge and Learning (PAKL)* project. Funded by Indigenous & Community Connections (Alberta Advanced Education), the Adult Literacy and Essential Skills Research Institute (ALESRI) at Bow Valley College embarked on the development of an adult literacy assessment tool.

After launching PAKL, we realized the landscape for such projects had changed due to:

- The Truth and Reconciliation Commission's 94 Calls to Action (2015);
- The Tri-Council Policy Statement (TCPS) 2 – Chapter 9 on Research Involving the First Nations, Inuit, and Métis Peoples of Canada; and
- The First Nations Principles of Ownership, Control, Access and Possession (OCAP®).

These three significant factors shifted the project from developing a literacy assessment tool to establishing practices around working well together. We focused on processes to establish respectful relationships between Indigenous and non-Indigenous post-secondary institutions. Two key messages from this process were:

- Ask Indigenous partners.
- Listen to Indigenous partners.

From this project, Bow Valley College established three Memoranda of Understanding (MOUs) with the following Alberta Indigenous post-secondary institutions:

- University nuhelot'ine thaiyots'j nistameyimâkanak Blue Quills (UnnBQ)
- Red Crow College
- Yellowhead Tribal College

Our MOUs acknowledge that the institutions have a commitment to one another, strengthening Bow Valley College's **Community Connectedness**.

Researchers: Darmody Mumford, Berniece Gowan, Dr. Keith Seel, and Patricia Pryce

Department: School of Foundational Learning

Funder: Indigenous & Community Connections (Alberta Advanced Education)

Our key learnings from this process were:

- Background knowledge: Our research must acknowledge trauma from colonialism and present-day racism.
- Respectful Elder engagement: Elders are subject matter experts and must be consulted, respected, and compensated for sharing their expertise.
- Working together: We build respectful research on trusting relationships, which takes time and results in mutual change.
- Respect for knowledge: We must respect the knowledge held by Indigenous communities; knowledge is not "data."

This project changes how Bow Valley College approaches research with Indigenous communities. Practice guidelines are currently being developed to ensure future research follows these learnings.

"A non-Indigenous post-secondary institute needs to do things differently with Indigenous communities; not do things differently for Indigenous communities."

– Darmody Mumford, Instructor, School of Foundational Learning

"Our role is to be an ally, and to have an impact on our community to lead change and create possibilities."

– Berniece Gowan, Project Manager, Adult Literacy and Essential Skills Research Institute





**Women in Need Society
Social EnterPrize case study 2017**

The Women in Need Society (WINS) received Trico Charitable Foundation's Social EnterPrize award in 2015. The Trico Charitable Foundation's Social EnterPrize award highlights Canadian organizations that demonstrate best practices, impact, and innovation in social enterprise through a case study.

The WINS case study is now publicly available. It is a valuable resource for institutions and individuals seeking knowledge in social entrepreneurship and innovation.

Recipients of the Trico Charitable Foundation's Social EnterPrize award receive prize money, a video profile, and an in-depth case study undertaken by a Canadian post-secondary institution. The WINS case study is the first to involve collaboration by three post-secondary institutions: Bow Valley College, Mount Royal University, and the University of Calgary. This collaborative project demonstrates Bow Valley College's commitment to **Community Connectedness**.

WINS' mission is "Helping women and their families help themselves." This is achieved by creating a safe space for women and their families, and providing them with skills to overcome difficult life challenges. WINS assists women in getting the support they need, while creating avenues for sustained self-sufficiency.

Our case study highlighted how WINS' success results from the partnerships they have been building since 1992. With a community of 1,000 donors, more than 500 volunteers, and the thousands of loyal customers who shop at their retail stores, WINS has evolved from its humble beginnings over 25 years ago, into a strong, nonprofit community partner. WINS now has four retail stores, more than 50 employees, has generated over \$4 million in revenue, and has positively impacted hundreds of Calgary families.

Researchers: Natascha Doiron, Regula Lewis, Rodney Steadman, and Eileen Gaetz

Department: Chiu School of Business

Funder: Trico Charitable Foundation (Social EnterPrize Award)

Partners: Mount Royal University and University of Calgary

"WINS is a great example of how Calgary has become a social enterprise hub in Canada. This case study is truly an inspiration for future social entrepreneurs."

– Natascha Doiron, Program Coordinator, Chiu School of Business





**Social innovation on the ground:
Accessible and evidence-based tools
for social innovators**

Although widely seen as essential to Canada's social and economic wellbeing, social innovation is not well understood. Dr. Russ Wilde, Dean, Research and Innovation, coordinated a successful research proposal with the Social Sciences and Humanities Research Council of Canada (SSHRC) to address this need. This study builds Bow Valley College's Applied Research capacity and profile.

Our project is a partnership between the Town of High River, the United Way of Calgary and Area, and Mount Royal University. The project had two phases: first, we explored social innovation through a literature review, cross-Canada survey, and focus groups; and second, we conducted three social innovation case studies and identified factors that helped or hindered each project.

The findings showed front-line staff – the main contact point for target populations – at times faced barriers to effectively implementing their social innovation initiatives. This finding spurred the applied component of the research. With extensive support from Bow Valley College Teaching & Learning Enhancement and research team member Aaron Brown, we created a resource guide to support current and future front-line social innovators. This guide grows Bow Valley College's **Capacity for the Future** of social innovation projects on campus and in the community.

Now in its knowledge-sharing stage, the project has been highlighted nationally by Colleges and Institutes Canada and will be presented at two upcoming conferences. Along with project partners and collaborators, we will share our findings and the social innovation guide with public and private sector organizations across Canada.

"Canadian colleges must understand social innovation, as experienced by social innovators themselves, to achieve their full potential in addressing the social and economic needs of their communities."

– Dr. Russ Wilde, Dean, Research and Innovation

"The study highlights social innovation projects and the people who support them. Learning about the characteristics, challenges, opportunities, and strategies for social innovation has been eye-opening."

– Scott Henwood, Researcher, Research and Innovation

"Much of what Bow Valley College's staff and students do today is social innovation – even though we don't think of it as such. This study started out aiming to better understand social innovation, and resulted in an educational tool to support our students in becoming social innovators."

– Dr. Rena Shimoni, Research Advisor

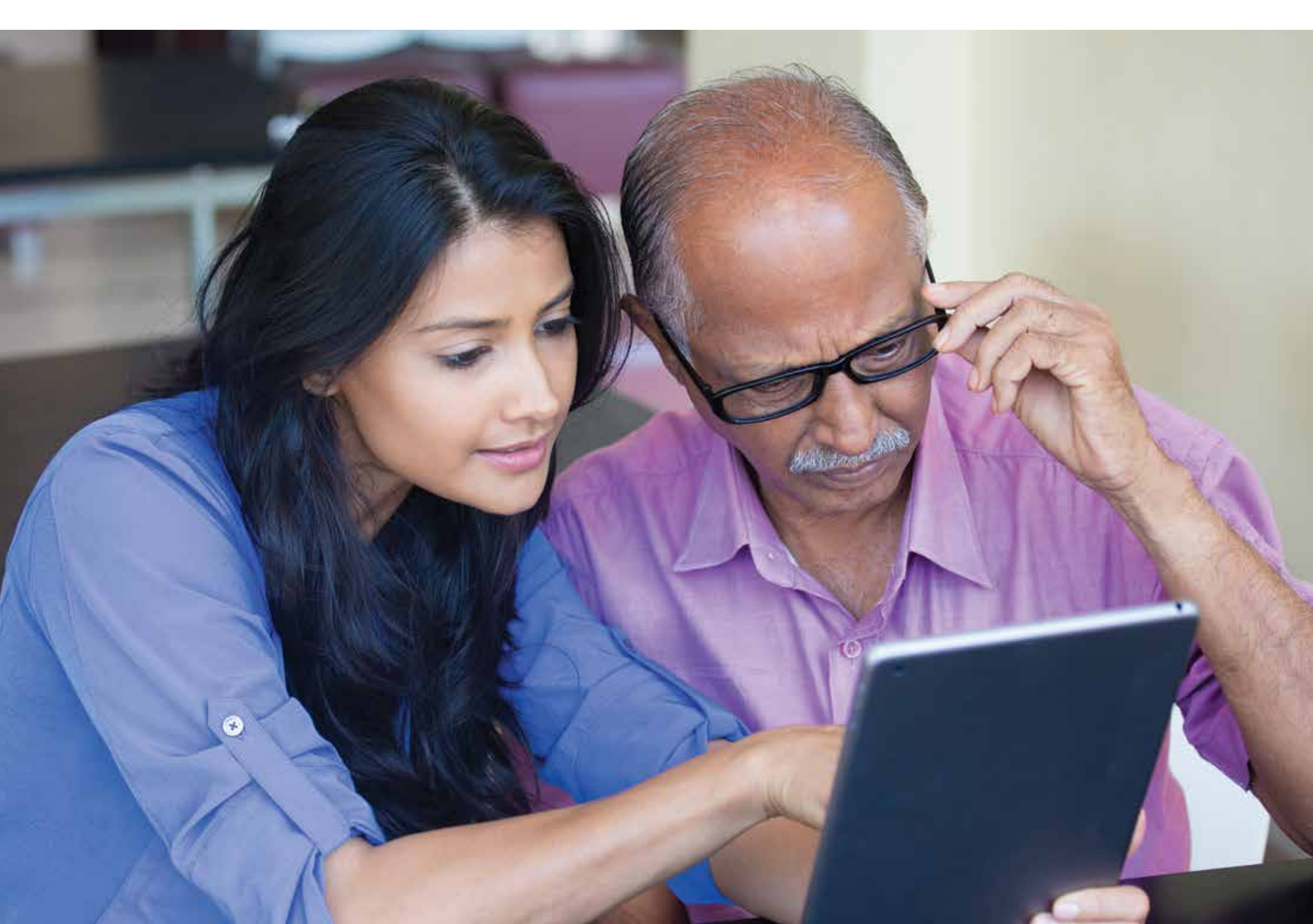


Researchers: Dr. Russ Wilde, Dr. Augusto Legaspi, Dr. Tim Loblaw, Dr. Rena Shimoni, and Scott Henwood

Department: Research and Innovation

Funder: Social Sciences and Humanities Research Council of Canada (SSHRC)

Partners: Town of High River, United Way of Calgary and Area, and Mount Royal University



**A curriculum and literature review
on the integration of gerontology
in health-related programs
in Alberta and Canada**

For the first time, there are greater numbers of older adults than children in Canada, according to the 2016 Census from Statistics Canada. Further, the National Seniors Strategy indicates a mismatch between current gerontologic education and the needs of Canadian seniors.

Through a literature review, I explored the curriculum of Canadian post-secondary health programs. I established a baseline of what and how gerontologic concepts are integrated into curriculum and identified gaps in gerontologic education.

My literature review revealed that gerontology is integrated into most post-secondary health programs. A few programs offer stand-alone gerontology courses that focus on the macro implications of aging and the complexities involved with family members transitioning into older adulthood. Offering both standalone gerontology courses and integrating gerontological concepts in curricula provide learners with a more robust understanding of how best to provide care for elderly populations.

The gaps I identified in North American gerontologic education include:

- Maintaining functional abilities of seniors;
- Assessing, recognizing, and managing geriatric syndromes;
- Managing responsive behaviours across care settings; and
- Demonstrating interdisciplinary communication and leadership skills.

I conducted a literature search primarily using Cumulative Index to Nursing and Allied Health Literature and EBSCO Information Services. I expanded the search in Google to include the Canadian health professions curricula in Alberta, British Columbia, and Ontario.

I will validate the results of the literature review through a second phase, which involves interviews with nurses and health care aides who work in gerontologic settings. Bow Valley College can use the results of my literature review and interviews to enhance curriculum and develop new education and service offerings. With an eye to improving our offerings, this research contributes to Bow Valley College's **Excellence in Applied Education**.

"Living in an aging society calls for intelligence as we adapt to new realities, energy as we implement sustainable innovations, and a higher level of compassion."

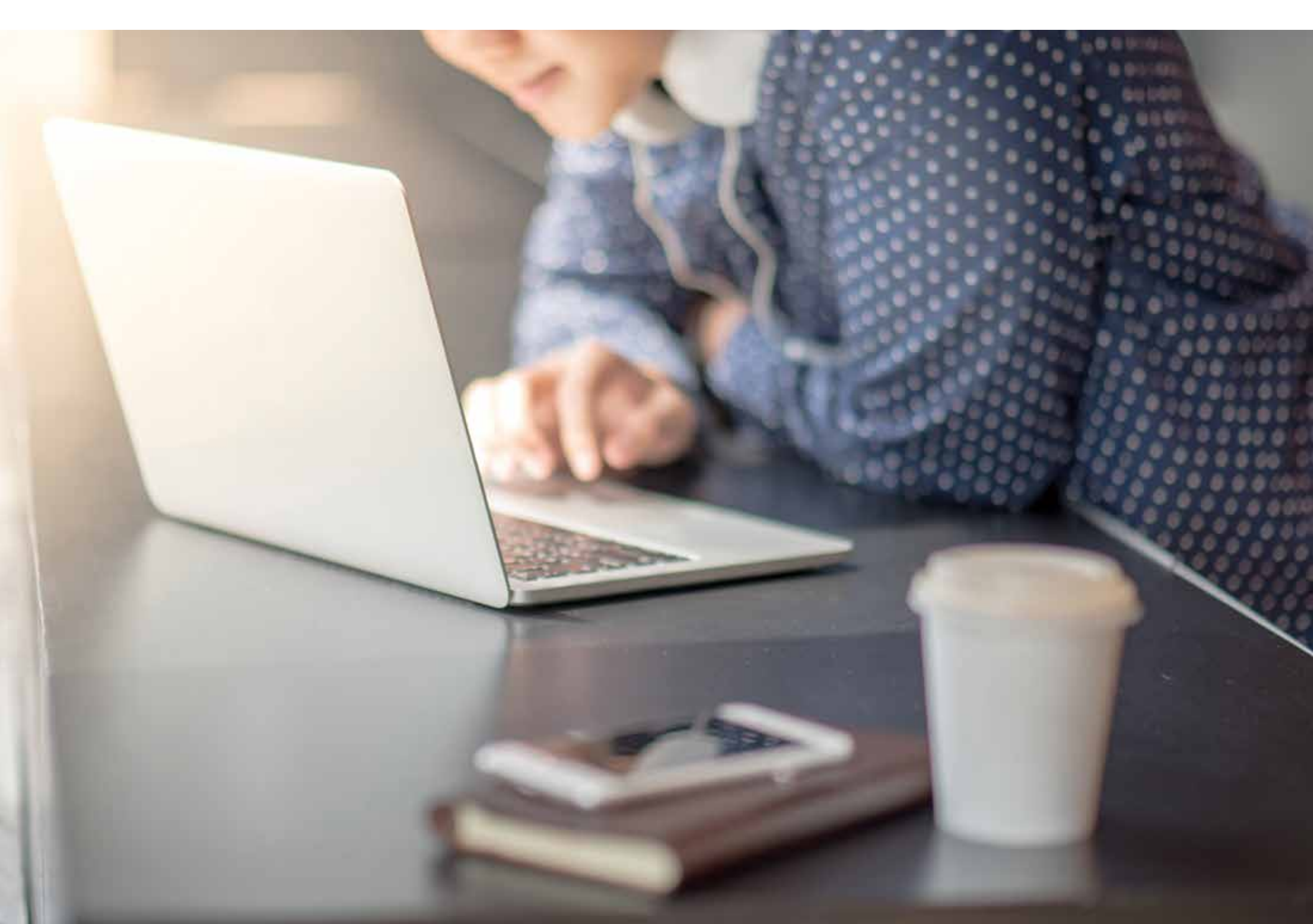
– Maria Manese, Instructor, School of Health and Wellness

Researcher: Maria Manese

Department: School of Health and Wellness

Funder: Bow Valley College Applied Research Internal Grant





eLearning Toolkit: Supporting English Language Learning online

The eLearning Toolkit is the second phase of a two-part project that builds on the School of Global Access research, *Virtual Education in English Language Learning (ELL)*. This project developed an e-toolkit that supports and trains instructors and course developers working in online ELL contexts.

The second phase of our project focused on application and knowledge mobilization of our research findings. In support of delivering **Excellence in Applied Education**, this resulting resource increases ELL instructors' comfort levels and skill set for teaching online. We are expanding Bow Valley College's capacity and the reach of our programs and services. This, in turn, supports immigrants and their families to successfully learn in Alberta, further advancing **The Diversity Advantage**, as outlined in the College's Vision 2020 Report to the Community.

The eLearning Toolkit project was carried out in two stages. In stage one, we developed the e-toolkit, which provides resources and materials to help ELL instructors design courses. It also helps guide instructional practices for online language learning. Stage two of the project delivered training workshops across the province. We shared the e-toolkit in these workshops and modeled its ideal use.

Drawing from the findings of the *Virtual Education in ELL* report, the content of the e-toolkit focused on digital presence and how to lessen learner isolation. The output for this project is a customized e-toolkit website, which provides how-to processes, instructive resources, and evaluation tools for online ELL instructors and course developers.

Researchers: Glen Cochrane, Shelagh Lenon, and Diane Hardy
Department: School of Global Access
Funder: Alberta Labour

"We wanted to help instructors effectively use their teaching expertise and experience so that English language learners will face minimal barriers when they access online learning."

– Glen Cochrane, Online Learning Specialist, School of Global Access





**Framework for advancing SoTL research
in the post-secondary sector**

A small group of college educators from three Canadian provinces came together and identified the need to develop a tool to advance the Scholarship of Teaching and Learning (SoTL). Following collaborative discussions and an initial literature review, we determined that such a tool must consider institutional context when understanding the state of, and preparing to promote, SoTL.

Further exploration into both the literature and our own experiences revealed the state of SoTL within a particular institution seemed to rely less on its categorization as, for example, a college or university, and more on the intricate web of factors that constitute the institution's context.

While other researchers have put forth this call to consider institutional context to determine support for SoTL practices and processes, a detailed process or tool for doing so was not apparent. The tool arising from our research represents a first step in systematically representing SoTL, and the enabling and impeding factors commonly found in post-secondary institutions. We developed the tool through a series of guiding questions and by adopting an existing framework for organizational structure. This structure was then combined with ethnographic data-gathering processes.

We encourage the Canadian post-secondary SoTL community to field test the tool, based on their own needs. This will allow us to examine how a variety of factors encourage and obstruct SoTL advancement at our unique institutions. We aim to analyze the interconnections between these factors to discover how we might use and adapt them to solve our pedagogical problems. With current use and future adaptation of the tool, this project continues growing our **Capacity for the Future**.

"From the initial collaborative writing workshop, through the peer-reviewed publication process in the Canadian Journal for the Scholarship of Teaching and Learning, to presenting at the International Society for the Scholarship of Teaching and Learning (ISSOTL), the opportunity to engage in a collaborative applied research project with colleagues from four other Canadian colleges was incredibly rewarding."

– Dr. Tim Loblaw, Coordinator, Research and Innovation

Researcher: Dr. Tim Loblaw

Department: Research and Innovation

Funder: Bow Valley College Applied Research Internal Grant

Article Title: Framework for Strengthening the Scholarship of Teaching and Learning in the Canadian College Sector

Journal: *The Canadian Journal for the Scholarship of Teaching and Learning*

Citation: De Courcy, E., Loblaw, T., Paterson, J., Southam, T., & Wilson, M. M. (2017).

Framework for Strengthening the Scholarship of Teaching and Learning in the Canadian College Sector.

The Canadian Journal for the Scholarship of Teaching and Learning,

8 (2). <https://doi.org/10.5206/cjsotl-rcacea.2017.2.5>





**Bringing hearts and minds together:
Co-creating learning materials
for caregivers of Indigenous children**

Bow Valley College's Centre for Early Development and Applied Research (CEDAR), the Iniiikokaan Aboriginal Centre, and their partners, the Kainai Board of Education and the Palix Foundation, are collaborating to understand the effects of stress on child development. We are bringing together Indigenous researchers, students, subject matter experts, and community Elders and members to explore this issue. We aim to co-create culturally appropriate resources for caregivers of Indigenous children.

Our research (currently underway) identifies culturally appropriate strategies for promoting healthy social, emotional, and spiritual development in child care and school settings. We foster this work through the guidance of Indigenous peoples and active partnerships, based on shared values and past successful collaboration. We are committed to improving the wellbeing of Indigenous children. Our close collaboration with Indigenous partners grows Bow Valley College's **Community Connectedness**.

Our project will pilot, evaluate, and disseminate a sustainable in-service learning program for early childhood educators working with Indigenous children. This resource will be built through knowledge creation and knowledge translation with Indigenous communities and those who serve Indigenous children. It will be grounded in local ways of knowing, being, and doing. Knowledge arising from this study will foster culturally relevant practices supporting healthy social-emotional development for Indigenous children.

Integrating both Indigenous and social science methodologies, the new materials owned by the Kainai Board of Education will be a resource for parents, teachers, and the community. Our project builds Bow Valley College's **Applied Research** capacity and contributes to Recommendation 12 of the Truth and Reconciliation Commission, which calls for the development of culturally appropriate early childhood education programming for Indigenous families.

Researchers: Dr. Cherylyn Cameron, Cheryl Kinzel, Noella Wells, and Dr. Rena Shimoni
Department: School of Community Studies
Funder: Social Sciences and Humanities Research Council of Canada (SSHRC)
Partners: Kainai Board of Education and the Palix Foundation

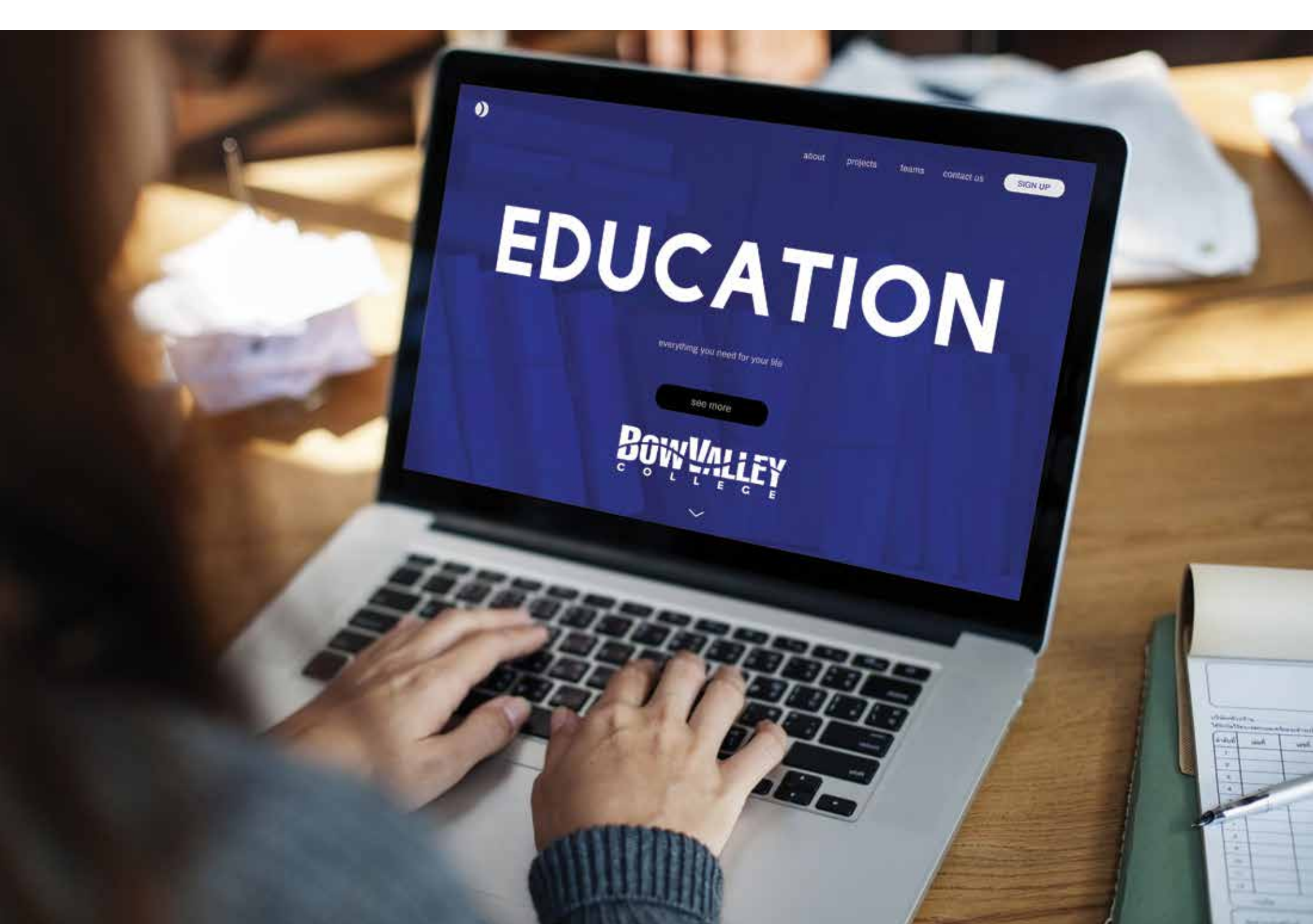
"Education that touches hearts and minds is not a new concept – in fact, it is an ancient concept, and the paths to hearts and minds are many and complex. This project bravely explores such avenues that are linked to history, culture, children, families, and communities; and to the rich interface between these domains."

– Dr. Rena Shimoni, Research Advisor

"The early years are important for children, families, and communities. This project provides the opportunity for Kainai community members and Bow Valley College community members to work together to develop a culturally appropriate curriculum for Indigenous children."

– Cheryl Kinzel, Director, Centre for Early Development and Applied Research (CEDAR)





A descriptive exploration of the BVC HyFlex 2017-2018 pilot

Hybrid Flexible Learning (HyFlex) is a new approach to delivering education at Bow Valley College. We are currently researching this new approach in its pilot stage. We seek to understand learner and facilitator experiences with courses delivered through HyFlex models.

We are researching the qualities of various versions of HyFlex learning from a common framework. This common framework is a flipped classroom where instructors deliver course content through an online learning management system. Contact hours with learners are reserved for course engagement activities, which take place through different combinations of the face-to-face classroom, real-time (synchronous) online, and asynchronous online activities.

In this framework, learners may choose how to engage with their course from a set of options provided by their instructor. HyFlex courses follow a pre-set pace and learners must meet all completion criteria. Learners can make choices about their attendance and level of engagement throughout the course.

During the 2017-18 academic year, learners and instructors from nine courses in the career program stream are piloting the HyFlex delivery format. We are collecting information using surveys, interviews, and focus groups with both learners and employees. Development of delivery models like HyFlex ensure Bow Valley College builds its **Capacity for the Future**. We eagerly anticipate sharing our learnings with you!

Researchers: Dr. Russ Wilde, Kaesy Russnak, Dr. Tim Loblaw, Dr. Augusto Legaspi, Jianping Cui, Rodney Steadman, and Vanessa Lodermeier
Department: Research and Innovation

"With any pilot, the original concept undergoes significant change. This potential for change is exciting, as it will allow us to uncover and pursue concrete practices. Our hope is that this pilot uncovers effective enhancements in delivering more flexible learning opportunities."

– Kaesy Russnak, Academic Innovation Projects Officer,
Research and Innovation



OUR TALENTED TEAM OF RESEARCHERS



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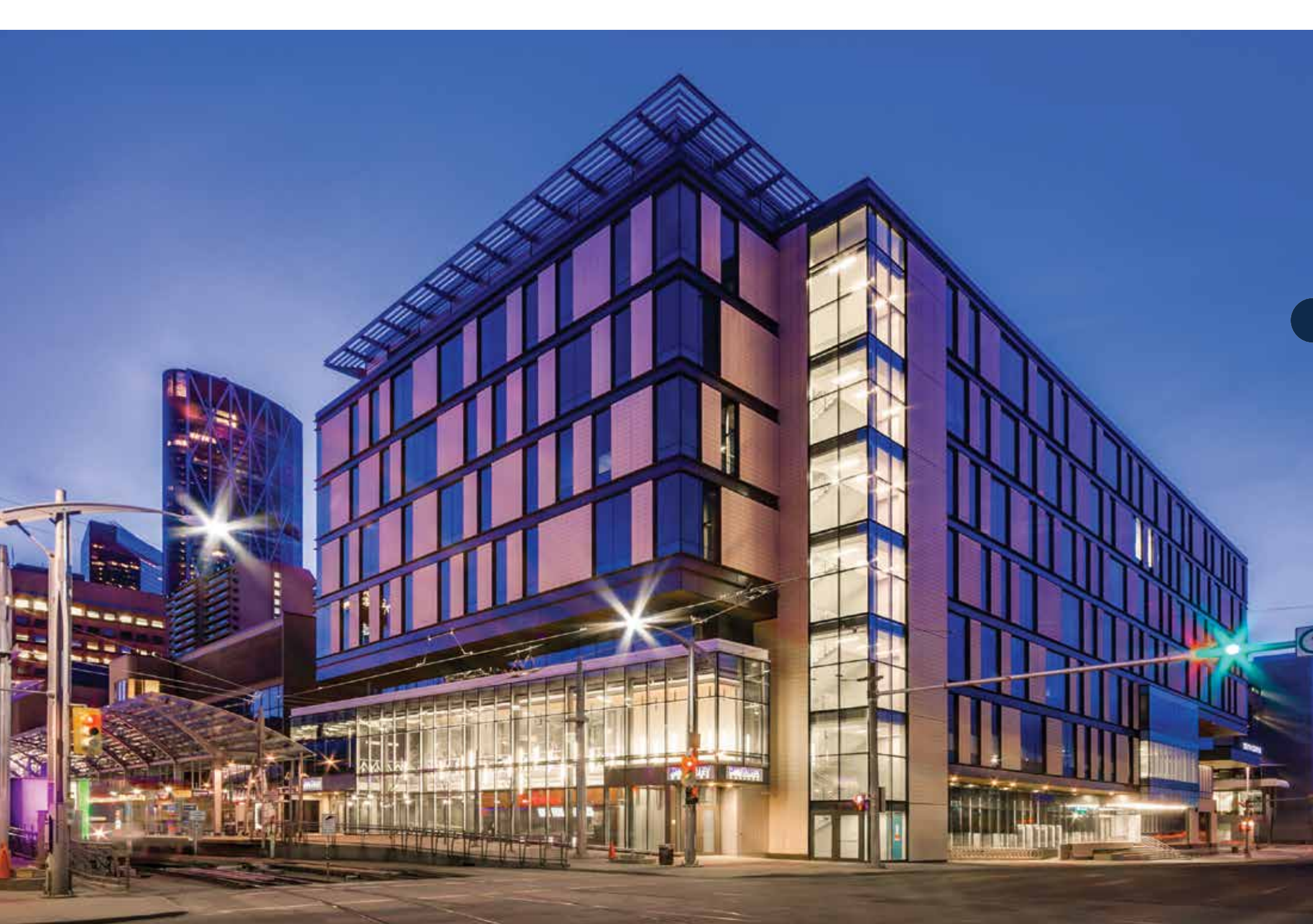
Laurent Wall



Noella Wells



Dr. Russ Wilde



APPLIED RESEARCH STRENGTHENS OUR COMMUNITY

Applied research continues to grow at Bow Valley College. The College persistently pursues research and funding opportunities on our own and in partnership with community organizations, industry, government, and other post-secondary institutions.

Recent research milestones for the College include being awarded three Social Sciences and Humanities Research Council of Canada grants in 2015 and 2016. In addition, we continue to award Applied Research Internal Grants to college faculty and staff, covering a range of topics and involving researchers in every department since 2006.

We, the Applied Research & Evaluation (AR&E) unit, have been privileged to conduct research, support our researchers, and build research capacity at Bow Valley College. Collaborating with presenters who possess diverse knowledge from across the College, AR&E hosts the Brown Bag Research Presentation series and Applied Research Workshops. AR&E supports the Research Ethics Board and provides customized consulting to our researchers. We sincerely thank the volunteers in the Research Ethics Board and the Applied Research Internal Grant Committee who generously provide their expertise and time.

We are excited to see how you can further build Bow Valley College's community and industry connections through applied research!



For more information, contact:
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To learn more about applied research, visit bowvalleycollege.ca
and search for "research projects."