

To: Christene Carpenter Cleland, Chair, T&LPC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning

Date: January 9, 2024

Subject: **Report of the Vice Provost, Teaching and Learning**

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Thank you for the opportunity to provide a regular report to the members of T&LPC. The following is a summary of relevant activities between December 15, 2023 and January 9, 2024:

Centre for Pedagogical Innovation

- [Indigenous Pedagogies Book Launch](#)
 - In partnership with Indigenous Education, CPI is pleased to co-host a series of webinars with Dr. Sheila Cote-Meek, starting on February 6, 12:00-1:30pm where she will be joined by co-editor Taima Moeke-Pickering to discuss Amplifying and Centering Indigenous Pedagogies in Post-Secondary Education.
 - Additional sessions will be available on experienceBU featuring the following authors:
 - Monday, February 26: 12:00-1:30pm
 - Dr. Keri Cheechoo
 - Dr. Joey-Lynn Wabie et al.
 - Tuesday, March 12 – 12:00-1:30pm
 - Dr. Danielle Lussier
 - Dr. Carolyn Roberts
 - Monday, April 8 – 12:00-1:30pm
 - Dr. Erin Keith & Dr. Krista LaRue Keeley
 - Dr. Robyn Rowe & Dr. Amy Shawanda
- [Universal Design for Learning Community of Practice](#)
 - Interested faculty are invited to contact Ann Gagne, Senior Educational Developer, Accessibility and Inclusion at agagne3@brocku.ca if they are interested in joining.
- [Open Educational Resources \(OER\) grant program](#)
 - The next application deadline for an OER Adoption Grant is January 31, 2024
- [Webinar Series on Assessment](#)
 - Registration is open for our webinar series focusing on Assessment, which continues through the Winter term:
 - [Reframing the STEM classroom in the age of AI through authentic, equity-centered assessment and evaluation](#), Clarissa Sorensen-Unruh, Tuesday Jan 16, 2024, 11am-12:30pm
 - [Assessments in the Second Language Classroom, A Multilingual Dialogue](#), Dr. Rosa Hong and Adriana Grimaldi, Tuesday Feb 13, 2024, 11am-12:30pm
 - [Slow Change: Responding to Generative AI in the Classroom](#), Dr. Cate Denial, Tuesday March 5, 2024, 11am-12:30pm
 - [Recordings](#) from previous sessions are available on the webinar website.
 - Accessible Assessments and Universal Design for Learning, Dr. Ann Gagné
 - Assessment for Blended and Online Learning, Dr. Brenna Clarke Gray
 - Writing in the Age of Artificial Intelligence, Dr. James M. Lang

- AI Essentials for Educators: A Practical Guide for Next Generation Learning, Simon Chow
- Educational Technologies
 - Sakai now in cold storage: Sakai will be available for three one-week periods each year through to 2026. Details about [the scheduled periods available for recovery are posted on the CPI website](#).
 - Single course pilot of Feedback Fruits: Brightspace does not have a peer grading functionality, whereas Sakai had rudimentary functionality. Some instructors have wrapped new procedures around Brightspace and MS Office functionality. A few Brock University instructors use Kritik, but this is with student licenses. Feedback Fruits is an institutionally licensed tool and has other distinguishing features.
 - [Scheduler Tool Pilot](#): Six instructors responded to an invitation to participate in a pilot of tool for student sign-ups in Brightspace. The tool adds date awareness to the otherwise limited Group-based functionality in Brightspace. The open-source tool was developed by Carleton University. A successful pilot could lead to availability to all instructors, closing one of the few remaining functionality gaps between Sakai and Brightspace.
- [Deborah Rosati Women in Leadership Mentorship Program](#)
 - The inaugural session of this program recently concluded. We are proud of Melanie Elliott (Manager, Educational Technologies) who participated as a mentor and encourage anyone interested who self-identifies as a woman to apply to join the upcoming cohort.

Co-op, Career, and Experiential Education (CCEE)

- In May of 2023, the Experiential Education department secured a \$500,000 grant from CEWIL Canada to distribute a bursary program to alleviate the financial burden placed on students required to complete mandatory work-integrated learning (WIL) experiences as part of their academic degree programs. Eligibility for this program was limited to domestic/PR/refugee students who are legally entitled to work in Canada and enrolled in an academic course with mandatory, unpaid WIL.
- The following table provides a summary of metrics and actuals at the end of the bursary program (December 31, 2023). The total bursary amount (less \$45,000 for administrative use) was fully distributed to students. This is significant given the size of this bursary and positions Brock well to receive future funds from CEWIL should they be available in 2024.

	Target	Actual
Total bursary amount	\$455,000	\$455,000
Domestic students funded	916	459
Average bursary amount	\$545.85	\$991.29
Average WIL experience hours	25	178.56
Number of students who identify with one or more underrepresented groups	650	333 (23 preferred not to say)
Percentage of students who identify with one or more underrepresented groups	71%	73%

- Overall, the majority of bursary applications came from students engaged in longer and more intensive WIL experiences (e.g., Field Placements), which resulted in a significantly higher per-

student bursary than initially anticipated.

Experience Type	Count of Experience Type
Field Placement	393
Applied Research/Community and Industry Engaged Projects	18
Community Service Learning	17
Internship	15
Other (please specify)	12
Entrepreneurial WIL	4
Total	459

Note: Field Placement includes Education and Nursing related experiences including Clinical Practicum

- This bursary program was meant to provide funds to students who identify with one or more of 9 underrepresented categories as defined by CEWIL Canada and the Federal Government of Canada. We slightly exceeded the target, with 73% of the funds being distributed to students from underrepresented groups. The table below lists the top 4 categories and associated percentages of students who identified with each (some identified with multiple).

Category	Percentage
Racialized person/person of colour	34%
Female-identifying or non-binary person studying STEM	32%
Mature student	28%
Low socioeconomic status	27%

- The two departments with the most funded students were Nursing and Education with 164 and 136 students respectively. These two areas were dominated by female student applications with 88% of all Nursing applications and 84% of Education applications coming from Female identifying students. While this is not a surprise, it does highlight a concern that these two areas appear to have the largest amount of unpaid WIL experiences, both of significant duration and financial strain. In descending order, the most justified expenses related to these student’s experiences involved 1) lost wages due to the mandatory nature of their WIL experience preventing them from working other jobs, 2) costs associated with transportation to and from their WIL site, and 3) the WIL experience being unpaid.
- Associate Director, Experiential Education Daniel Lonergan is hopeful that we will be able to apply for and receive additional funding from CEWIL Canada in the future in order to continue running this bursary program, but there is no current confirmation from the Federal Government that funding will continue into 2024. An additional challenge is that international students are not eligible for this funding.