

## **Welcome and intro**

**2025 – Next meeting Langara – May 1, 2**

**2026 -Okanagan College**

Our committee meetings are largely informal. There was one motion made at the meeting, however, that I have included at the top of this document to highlight its prominence.

### **Motion made on May 2, 2024 by Wade and seconded by Scott to:**

*The WRAC recognizes the need for, and is committed to, the growth of programs aimed at making educational opportunities available for incarcerated populations. We are committed to actively supporting institutions engaged in the provision of such programs in their pursuit of ongoing funding to deliver these programs.*

**Passed unanimously.**

**Thursday, May 1**

### **Adding Agenda Items**

- IO – Options – Last year continued discussions
- Move discussion of CHATGPT earlier to accommodate earlier ferry schedules - Shereen
- Concern about grade inflation/distribution - Danielle
- Budget shortfalls – Scott
- Higher Learning Assessments/Final Exams

### **Discussion about communicating to WRAC committee members**

- Avery can help with Gmail, and with changing settings on Moodle.
  - Discussion boards are a solution for mass communication.
  - Shereen – contact list so we can communicate better
  - Everybody agreed to disclose email contacts for ease of communication

### **What institutions are we missing?**

- Lethbridge, Red Deer, McEwan College (Doug – Alberta)
- Grand Prairie College
- Noth Island College
- Going to Google group to print list and cross-check
- University of Regina
- Yukon College
- Bow Valley
- Vancouver Community College
- NVIT

- Please email Wendy if you can think of institutions that should be added

### **OER – Update**

- Shereen – update to OER Crim. in Fall
  - Shereen has leave this time to avoid making the same mistake (🙄)
  - Development of ancillaries
  - Michael – are revisions being accepted for existing chapters
    - It's a living document and would make sense to do them with the second edition
- Research methods @ JIBC

### **Institutional Reports**

- See Appendix for highlights discussed or see individual institutional reports.

### **Block Transfers**

- Sometimes transferring credits is done on a course-by-course basis
- Block transfers – some have certain conditions (i.e. – a receiving school might accept a block transfer with the provision that students will also take certain prerequisites)
- Curriculum changes can affect block transfers.
- Anna - Sometimes registrar is not aware of block transfers
  - Institutions can create a program pathway as blocks that can be transferred (degree audit software)

### **Grading Policies – Grade inflation?**

- Department review of grades
  - Zina – Her role is not to change them but to look at discrepancies (between two or more profs) and have a conversation
    - Grade allocations (weighting participation lower in lower-level classes); do assignments align with course objectives?
      - Some acknowledge that this might impinge upon academic freedom
  - Jody - Learning platforms (Moodle, Blackboard etc) show a final grade as a percentage, but the school system displays grade as a letter
    - This can sometimes be problematic
    - Shifting requirements of grade ranges
  - Danielle - Shifting the understanding of what is average
    - Creating standards for sessional faculty (creating video resources)
- Doug – Concern that classes with online exams have higher grades
  - Jodi – Requirement that students write in person exams
  - Grant – OC – Is there administrative pressure that guides grading?
    - Danielle – Departmental oversight – seeking more consistency with a normal distribution
      - Development of faculty working group to try to create standards

- Rochelle – Justifying “A” grades and failing grades
  - This is what students did to achieve or not achieve X
- Integrating different assignments
  - More low stakes assignments
- VIU – How could we have less attrition?
  - High percentage of students failed intro Crim
    - Offered opportunity to fix grades
      - Not many students took advantage of the opportunity to improve their grades
- Anna – Grading policies is a topic brought up at a number of articulation meetings
  - BCCAT offers funding for any topics within the council mandate (grading policy)

### **Streaming specializations**

- Are streaming options viable?
  - Scott - As long as program requirements are met
  - Rochelle - Pathways – Gearing degree towards skillset for career (and hit breadth requirements)
    - EG. Probation, Corrections, RCMP
  - Danielle – Allows the opportunity to identify areas of interests
    - On the way to completion certificates are earned (SFU doesn’t use the language of micro credential but it is a similar concept)
    - Allows student to consult with academic advising
    - Sean – Supportive of certificates
    - Avery – International students arrive in a program but cannot progress in the program so they start the certificate program
      - Students like the certificate system that scaffolds into a degree
      - Certificates are “low stakes” with the opportunity for growth
  - Anna – residency requirements apply
  - Zina – Stream is a collection of courses that don’t appear on transcripts; sometimes certificates don’t provide a return on investment – making sure that the certificate is recognized by the industry (accreditation requirement); recruitment tool versus something of some value
  - Wade – Ministry regulates what schools can do – Streams useful because of “value added”
  - Avery – Some institutions have policies about double dipping (certificate vs degrees for programs) – this will be institution specific.

### **Assessment of Credit**

- Challenging courses for professionals who worked in the field

- Zina – Depends on professional occupation and course
  - Practicums – Yes; some courses are problematic because the professionals might not think about the scope of the topic.
  - Case-by-case evaluation (unassigned Crim or general arts credits)
    - Are requests for courses or experience?
    - Advanced standing admission criteria (JIBC)
      - Assessed for third and fourth year credits (ie – Peace Officer training)
      - Governments desire micro-credentials
        - How do you determine value?
    - Anna – BCPLAN – Prior learning assessment

### Final Exams

- Chantal – Are final exams required to have courses transferable?
  - What provides continuity for students?
  - Avery - Schools have different policies about when exams and assignments are due/ take place
  - Zina - When considering articulation it's not so much the assessments that are looked at but the course delivery and topics (Is Criminal law taught by a lawyer? Topics similar?)
    - Zoom focus mode – students can't see each other but Instructor can see students
  - Some schools mandating in-person exams for synch/asynch courses
  - Invigilated/non-invigilated (assessing students in different ways)
    - Final exam policy stated by institutions
    - Avery/Wade - Between pedagogical choice and quality assurance
      - Doug - Students with accessibility needs
        - When a large portion of students have accessibility needs
          - Are growths in requests, and the diversity of those requests, factored into decision making?
          - Sean – accessibility services - accommodations versus exceptions

### Anna – BCCAT Update ([atikina@bccat.ca](mailto:atikina@bccat.ca))

- 35<sup>th</sup> anniversary BCCAT
- 15<sup>th</sup> anniversary of JAM
- 10<sup>th</sup> anniversary of awards programs (recognizes significant contributors to BCCAT - transferability)
  - Nominate outstanding folks
  - Celebrate faculty!

- What is JAM?
- [bccat.ca/articulation/jam/](http://bccat.ca/articulation/jam/)
  - Focus on access to post-secondary
  - November 7 (online) and 8 (hybrid)
  - In person activities Paradox Hotel (Vancouver November 8)
- Updated resources
  - How to articulate
  - Articulation committee guide
- Accessible admissions process
  - Focus on students with disabilities and how to navigate the admissions process
  - How do professional regulations impact articulation?
  - Course outlines – designing content and format facilitating course transferability
  - Direct admissions - increasing access to post-secondary through proactive admissions
  - New process
- Call for proposals (Deadlines – May 13 and May 15 – contract and not grant)
  - Topics include: interprovincial student mobility; policies and practices of course syllabi distribution; delivery mode preferences: overview of student and institutional responses (survey); and, student affordability considerations for post-secondary access
- BCCAT Technology
  - Three-year strategic plan (rebuilding platform)
  - Healthcare economy (increasing pathways between health; increasing nursing articulation)
  - Pathways project

### **Dual Credit**

- School Districts have dual credit coordinator
- Some issues with retention and/or not providing adequate supports for students (sometimes producing opposite than intended result through deterrence)

### **Eva Silden – Women, Leadership and Policing: Negotiating and Navigating Gendered Experiences**

- Policing as gendered institution
  - How are women changing policing? How is policing changing women?
    - Police culture; (sexism; culture of skepticism (sa cases); reproductive roles and double standard; family and childcare clash with career; the perception that things are better now

- Mirroring men – manspeak (speaking differently to be heard); men graduate and it is assumed they have the qualifications – women are assumed to be half way there and must continually prove they are worth/value over the course of their careers
  - Recruitment – ‘You’re not here because you’re a woman, you’re here because you’re qualified’ (double standard?)
- Women – different leadership styles
  - Collaborative
  - Value women’s knowledge and experience
- Moving forward
  - Sexual misconduct must be addressed
  - Developing gender consciousness
  - Recruiting/ hiring changes
  - Onsite daycare
  - Women on union executives
  - Sex crimes unit

**Friday, May 3, 2024**

**Visit encampment – Wade – Show support for VIU students protest**

**AI – ChatGPT**

- Some schools use turn it in; privacy concerns for students
- AI statement on syllabi (suggested language or common language statements)
  - How to cite ChatGPT
  - UFV – Some Instructors have students say they are going to use Chat GPT in advance and outline how they are using it
  - Local/specific assignments
- Integrate news paper article on topic
  - Emotional – reflective responses in papers
- Doug – to send out AI document
- Michael – including AI
  - Exact question asked CHATGPT
  - Copy and paste entire answer
    - Put in appendix
    - AI can paraphrase itself
- Rochelle – making sure students are aware of appropriate and inappropriate uses
  - Aware of racial, cultural and gender bias
  - Academic integrity quiz
- Jody – Trying to develop AI resistant assignment.
- Avery – Trying to develop assignments tied to learning outcomes
- Wade – Staying with the fallibility of AI
  - Awakening your inner criminologist
  - Awakening your inner criminal

- Restorative justice as an institutional response
  - Abandoning commitment to grow mind

### **Field placement - Practicums – Lauren Mayes**

- Transferability
- Resumes/interviewing/ guest speakers
- Meet pre-reqs can take it – 2 x week ft hours

### **Inside Out – Prison Education**

- Access issue
  - Core commitments of Criminology
- VIU – Funding for expansion of IO in BC
  - Lauren stressed that a number of models can be used (credit/not-for-credit)
  - Lauren also stressed that the chosen model should be sustainable
    - Sometimes the funding hunt can be time consuming and stressful
    - When seeking funding, sustainability should be of paramount importance
- Telus/Barber/Law Foundation of BC
- Funding plan – Network of institutions
- Prison Education as best practice
- BCCAT – Proposal for prison education access

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### **Enrolment**

Some institutions experiencing decline

- International announcements impact
- High school liaison program to bolster interest

### **Mental Health Student Supports**

- Jody – Keep me safe app
- Danielle – Resources – built in extensions - students trauma bombing
  - Will share form SFU
- Avery – Accessibility letters increased
  - What are accommodations? Are they being used incorrectly?
- Rochelle – Student responsibility to set up exam times
- Being more flexible with assignments

### **Occupational Training Preparedness**

- Wendy - RCMP/Corrections/Community partners

- Started student club

### **Indigenizing Curriculum Updates**

- Doug - Incorporating indigenous courses into the curriculum
- Marc - Working on moving from content to practices that can be utilized in all courses
  - Rupert Ross' *Return to the teachings* – tried out different practices in IO class
    - Burt use this text as well

### **Advanced Certificates**

- Compile list of what certificates are available at each institution
  - Moodle discussion

### **Online Criminology Options**

- Avery - Some students don't get the modality that they want

### **Restorative Justice model for Academic Misconduct**

- Doug – Mount Royal shifted from RJ to punitive model
- RJ model could be beneficial
  - Focus on prevention
  - Doug - tougher penalties don't work as in CJS

### **Student Preparedness**

- Some students “math” the grades and show up or submit randomly
  - Small assignments throughout the semester as potential corrective
  - Access – librarian, APA
- Student success course – Langara
  - Sean has academic skills course to share

## **Appendix – Institutional Report Highlights**

### **Institutional Reports**

- Roundtable – Highlights
  - Random issues of interest
    - Program reviews and course updating
    - Certificates (mental health addictions and justice (hybrid disciplines?))
    - Inside Out – delivery and expansion building infrastructure to support learning and growth
    - Place based learning (experiential learning); Criminal Justice Field School – (Coast Mountain College funds)
    - Making intro to indigenous studies core course; indigenization; hiring (replacing retirement and resignation)



- 4<sup>th</sup> year victimology course; criminal justice procedure revisions; restorative justice course
- Faculty requesting unbudgeted sections; concerns about grade inflation/distribution
- Pausing curriculum development
- Communication skill development (course) in the CJS
- Strategic Enrolment Management
- UFV – suspending MA program
- Workload concerns – classroom size – accessible learning – sacrificing pedagogy for seats
- Concern about mandating indigenous course in light of academic freedom (should it be mandatory or an elective)
- Challenges getting Teaching Assistants; budget hiring freeze – downloading of responsibility to faculty
- Writing/breadth and quantitative classes
- Walls to bridges (SFU – Funding – Women and Justice course – Surrey Pre-trial); SFU – development of online courses that can be used by any Instructor – concerns about who own courses; strategic planning for courses to make sure students are getting classes they need
- NEC (Native Education College) – public designation process; hiring concerns because of diversity of courses and candidates’ specializations; Instructor quitting three weeks in (by email) grad certificates – funding from province to move grad certs to a graduate
- JIBC - MA program – invitation to everyone to help build grad certs into an MA (Wade); working with high schools (organizing, marketing, recruiting, delivery - invite high school students to institutional job/career fair); cohort leadership team – meet monthly – improve program, courses – all interested students are recruited at orientation (meetings flexible; not mandatory)
- Development of programs; long-term strategic hiring for faculty; towards a more sociologically oriented program (CapU); Green Criminology course development (CapU and KPU – faculty podcasts) – increased interest in student interest in: conservation - natural resources; (interests sparked by OER)
- Enrolment decreases (cutting sections); hiring for ed. leaves; indigenization and decolonization department – meaningful needs assessment – content – PD
- AI concerns; cross listing of course listings to bolster low enrolment; potential issues with Coop – institutional organization must be improved – some rollouts of the system leave students paying for the program but are not gaining skills from WIL
- Unprepared learners – high schools pushing people through – international students don’t have skills to succeed – inverse curve (we have the high As and fails but the middle is missing)

- Resources are available but students are not using them. some change may be attributed to “customer service model” – where the perception is paying to pass?
- Increased section caps for students – effect of making more courses shifting to online
- International recruitment placed students in programs
- Diversity of faculty teaching courses to increase student options
- Experiential learning – student appreciation
- Block transfers – how to increase transfers between schools?
- Grand Prairie College name change to Northwestern Polytechnic
- What are policies that govern withdrawal dates for students (vary – some last day of classes, some midpoint – (related - students can sometimes be removed if they don’t attend the first couple weeks)