



Patricia Briscoe, EdD
Associate Professor
Niagara University Ontario and New York
Tenured: 2021
OCT No. 449599

EDUCATION

Year	Department	Degree	University
2011	Educational Leadership	EdD	University of Calgary
2005	Educational Leadership	MEd	University of Calgary
1999	Elementary Education	BEd	Memorial University of Newfoundland

Course	Date
Vincentian Mission Certificate, Niagara University	Sept 2020-April 2021
Principal's Qualification Program Part 1, Ontario Principals' Council	July 2012
Intermediate Basic Qualification Business, Western University	April 2012
English as a Second Language, Part 1, Queen's University	May 2008
French as a Second Language, Part 1, Brock University	August 2002
Reading, Part I, Memorial University of Newfoundland	August 1991

EMPLOYMENT HISTORY

UNIVERSITY APPOINTMENTS

Rank & Position	Department	Institution	Date
Associate Professor	College of Education	Niagara University	2021 - present

Assistant Professor	College of Education	Niagara University	2015 - 2021
Adjunct Professor	Faculty of Education, Graduate Studies	Queen's University	2015 - present
Coordination of Master of Educational Leadership	College of Education	Niagara University	2016-2021
Lecturer and Course Developer	Faculty of Education, Graduate Studies	University of West Indies: Open Campus	2014 - 2016
Assistant Professor, Part-Time	Faculty of Education, Graduate Studies	University of Western Ontario	2013 - 2015
Assistant Professor, Non-Tenured Contract	Faculty of Education: Graduate, Undergraduate, and International Program	Brock University	2013 - 2014

OTHER TEACHING APPOINTMENTS

Position	School	Employer	Date
Elementary/French Teacher	Eastview PS	Halton DSB, Burlington, Ontario	2012
Elementary/French Teacher	Riverwood Academy	Newfoundland & Labrador English SD, Newfoundland Labrador	2009-2012 2003-2005
Elementary/French Teacher	Parkway PS	Waterloo Region DSB, Waterloo, Ontario	2006-2008 2001-2002
Long Term Occasional Teacher	Listowel PS	Avon Maitland SB, Seaforth, Ontario	2001
Long Term Occasional Teacher	Willow Way PS	PEEL, DSB, Mississauga, Ontario	2000
Internship Teacher Placement	Harlowbury Public school	Essex LEA, UK	1999

OTHER EMPLOYMENT (VOLUNTEER AND PAID)

Position	Project/Organization	Institution	Date
Teacher Leader	Myanmar Teacher Professional Development Program (Online)	Mandalay University of Distance Education, Myanmar	2021 - present
Project Lead	Puerto Plata District 00-11 Professional Development Pilot Project	Puerto Plata, Dominican Republic	2020 - present
Teacher Development Lead	2 nd Chance International (Registered Charitable Organization): New Horizon School & Escuela Maria Mercedes Meyreles	Muñoz, Dominican Republic	2012 - 2018
Network and Knowledge Mobilization Manager	Knowledge Network of Applied Educational Research (KNAER-RÉCRAE), Ontario Ministry of Education & Western University	London, ON	2012 - 2015
Non-Profit Research/Data Analysis	School Closures in Ontario and Parent Involvement Committee (PIC) Research Project, People for Education	Ontario	2012 - 2015
Research Assistant	Investigating Principals' Work in Contemporary Times, Ontario Ministry of Education & Western University	London, ON	2012 - 2014
Research Assistant	The Changing Nature of Administrators' Work, Ontario Principals' Council	London, ON	2012 – 2014
Data Management and Data Analysis Programmer	Market Quest Research	St. John's, Newfoundland Labrador	2003 - 2005

ACADEMIC TEACHING

SUPERVISION SUMMARY

Position	Date
Comprehensive Exam Reviewer, Niagara University	2015- present
Academic Advisor: Masters Students & Pre-Service Teacher Candidates, Niagara University, Canada	2015 - present
Research Supervisor for Master's students in Graduate Research Course.	2016 - present
Associate Teacher for Short-Term International Teach and Study Aboard	2016-2020
External Reviewer for Master Theses, University of Ontario Institute of Technology, Canada	2019
Research Supervisor International Students MSED, Brock University, Canada	2013- 2014

POSTGRADUATE / GRADUATE COURSES AND SHORT-TERM INTERNATIONAL TEACH AND STUDY ABOARD

Year	Term			
	Winter	Spring	Summer	Fall
2022	EDU 632 EDU 694 EDU 428 GDE-PME 800			
2021	EDU 632 EDU 694 EDU 428/528 EDU 681 PME 803 GDPI-PME 813	GDE-PME 802	GDE-PME 800 GDE-PME 803	EDU 495 EDU 684 EDU 615 GDE-PME 802 (2 Sections)
2020	ADS 740 EDU 694 EDU 632 GDPI-PME 802 GDPI-PME 803 EDU 496 EDU 491 Associate Teacher Dominican Republic 3 Students	EDU 644	EDU 595 GDPI-PME 800	EDU 495 EDU 615 EDU 684 GDPI-PME 800 GDPI-PME 812

2019	EDU 428 (2 cohorts) EDU 528 EDU 694 GDPI-PME 802 Associate Teacher Dominican Republic (11 Students)	EDU 644 Associate Teacher Barbados/St. Lucia (6 Students)	GDPI-PME 802 (2 cohorts)	EDU 495 (2 Cohorts) EDU 615 EDU 684 GDPI-PME 802 (2 Cohorts)
2018	EDU 491 EDU 684 EDU 694 (2 cohorts) GDPI-PME 802 Associate Teacher Dominican Republic (12 Students)	EDU 595	GDPI-PME 800 GDPI-PME 802	EDU 495 (2 cohorts) EDU 615 EDU 684 GDPI-PME 800 GDPI-PME 802
2017	EDU 498 (2 cohorts) EDU 491 EDU 684 GDPI-PME 802 Associate Teacher Dominican Republic (6 Students)	EDU 595	GDPI-PME 802 EDU 649 EDU 684	EDU 417 EDU 436 EDU 645 EDU 615 GDPI-PME 802
2016	GDPI-PME 802 EDU 498 (2 cohorts) EDU 684	EDU 595	GDPI-PME 802	EDU 436 EDU 417 EDU 615
2015	GDPI-PME 803	GDPI-PME 800 GRAD EDUC 9723L	GRAD EDUC 9434 EDRS 8007 GDPI-PME 802	EDU 436 (2 cohorts) EDU 651 GRAD 9435
2014	5P72 (3 cohorts, ISP) GRAD 9688		5N99 ISP GRAD 9691L	
2013	5P72 (3 cohorts – ISP)	5Q97 (2 cohorts, ISP and Domestic)	5N99 ISP	5N99 5P74 5P84
Key	<p>5N99: Graduate Seminar in School Leadership (Domestic and International Student Program) 5P72: Effecting Change in Educational Organizations (MEd, International Student Program) 5P74: Life in Educational Organizations (MEd, face-to-face) 5P84: Approaches to Professional Development (MEd, face-to-face) 5Q97: Culminating Seminar in Educational Studies (Med Domestic and International Student Program, face-to-face) EDRS 8007: Research Processes in Education Assessment Plan (PhD/EdD, Online)</p> <p>ADS 740: Leadership in a Global Society (PhD, face to face) EDU 417: Professional Seminar in Primary/Junior Divisions Term 3 (BEd, face-to-face) EDU 420: Foundations of Catholic Education (BEd, face-to-face Individual study in Dominican Republic) EDU 428 Equity, Diversity, and Inclusion (BEd, face-to-face & face-to-face Individual study in Dominican Republic) EDU 528: Equity, Diversity, and Inclusion (MSEd, hybrid) EDU 436: Human Development, Learning and Motivation (BEd, face-to-face)</p>			

<p>EDU 491: Professional Seminar in Primary/Junior Divisions Term 4 (BEd, face-to-face and Individual study in Dominican Republic)</p> <p>EDU 495: Introduction to Educational Research (BEd, hybrid)</p> <p>EDU 496: Managing Culturally Responsive Classrooms (BEd, face to face in Dominican Republic)</p> <p>EDU 498: Instructional Technology (Bed, face-to-face)</p> <p>EDU 595: Educational Research and Statistics (MSEd, hybrid)</p> <p>EDU 615: Introduction to Educational Leadership (MSEd, hybrid)</p> <p>EDU 632: Leadership and the School Building Leader (MSED, hybrid)</p> <p>EDU 644: Instructional Supervision (MSEd, hybrid)</p> <p>EDU 645: Curriculum Design (MSEd, hybrid)</p> <p>EDU 649: Capstone for School Leaders (Independent Study, Online)</p> <p>EDU 681: Independent Study: Research project (Specific Topic)</p> <p>EDU 684: Research in Educational Leadership (MSEd, hybrid)</p> <p>EDU 694: Administrative Internship (MSEd, hybrid)</p> <p>GRAD EDUC 9434: Organizing for Instruction (MPED, online)</p> <p>GRAD EDUC 9435: Research and Evaluation in Schools (MPED, online)</p> <p>GRAD EDUC 9691: Master’s Culminating Seminar (MPED, online)</p> <p>GRAD EDUC 9723: Organizing for Learning (EdD, online)</p> <p>GRAD EDUC 9688: Aims of Educational Leadership (EdD, online)</p> <p>GDPI-PME 800: Self-Regulated Learning as Inquiry (MEd, online)</p> <p>GDPI-PME 802: Program Inquiry and Evaluation (MEd, online)</p> <p>GDPI-PME 803: Organizational Leadership (MEd online)</p> <p>GDPI-PME 812: Organizational Learning (MEd, online)</p> <p>GDPI-PME 813: Knowledge Translation and Mobilization (MEd, online)</p>

SAMPLE OF RESPONSES FROM COURSE EVALUATIONS 2020-2022

Semester & Course	Student Enrolled	Response Rate	Student Comments
Fall 2021 EDU 615	21	42.85%	<p>I really enjoyed this course. The teaching was excellent, the content was informative and thought provoking. The assignments were helpful in furthering my learning.</p> <p>It was a great course and Prof. Briscoe is an excellent instructor. My only suggestion is to reduce the course workload. There were a lot of assignments and with the Saturday online sessions, it was a bit overwhelming.</p> <p>The professor provided a lot of material and methods for me to better understand the types of Educational Leadership, which made me enjoy every module during classes and independent learning.</p> <p>It's wonderful course which is helpful and practical in my work.</p> <p>I thoroughly enjoyed EDU 615 - there were many opportunities for reflection on my leadership style and perspective. I felt I grew as an educator and appreciated Dr. Briscoe's guidance and support. Her leadership was evident as she challenged and questioned me throughout</p>

			the modules helping me reflect, see other perspectives, and challenge myself. Many thanks!
Fall 2021 EDU 684	10	50%	<p>Professor Briscoe is the best Professor at Niagara University. This course was very detailed and knowledge-focused as I was guided through the research process at a master's level!</p> <p>Professor Briscoe is very knowledgeable and professional and if Niagara University offered an Educational Doctorate in Canada and she oversaw running some classes, I know my classmates and I would sign up to be under her guidance again! Great course and an excellent master's program! Thank you for everything, Professor!</p> <p>Dr. Briscoe is great, do everything in your power to keep her.</p> <p>Dr. Briscoe is an amazing professor. She really takes the time to connect with her students, which I really appreciate. Due to circumstances beyond my control, I required an extension and Dr. Briscoe was more than willing to accommodate my issues. I really appreciate the way this course was set up and delivered, it taught me a lot about the research process. I really enjoyed this course and having Dr. Briscoe as my professor.</p>
Fall 2021 EDU 495	22	31.82%	<p>Patricia was a great instruction for research methods as I learned a lot and gained a lot of core knowledge from it. Participating in the research project allowed me to create a new experience. Overall learned a lot from this course!</p> <p>Professor Briscoe is clearly knowledgeable in the course material. She created meaningful assignments, but these assignments were extremely time consuming to complete during full-time practicum. Although these assignments contributed to my learning, I do not feel there are reasonable to complete while doing full-time placement and other courses.</p> <p>I enjoyed this course!!! Dr. Briscoe has taught me so much. I think this course is very important for all the educators. I enjoyed and learned a lot from this course. Thank you very much Dr. Briscoe for an amazing semester.</p>
Summer 2021 PME 800	13	53.8%	<p>I had a great experience taking this course. The content was relevant to my teaching practice and learned a great deal that I could implement in a professional context. My overall experience with the course instructor was amazing. I would recommend this course to others.</p> <p>I think this is the most useful course that I have ever taken throughout my university education. I feel empowered to set and achieve goals in my life. I know how to monitor them and how to motivate myself to achieve them. Thank you for guiding me through this journey! I wish you well going forward.</p> <p>Patricia was a great instructor! I found my meeting with her to be extremely helpful and appreciated the opportunity to connect in person (albeit virtually). I also appreciated how timely she was with marking assignments.</p> <p>The professor did a brilliant job of spacing out the assignments/projects and providing constructive feedback. I thoroughly appreciated this course</p>

			<p>and am eager to enroll in another with Dr. Patricia Briscoe. I've gained so much knowledge from her. Working on my project has enhanced my SRL, and I'm excited to share what I've learned with my colleagues and students. Many thanks!</p> <p>This course was incredibly interesting and helped me develop lifelong learning skills related to self-regulation. I had a wonderful experience with my instructor and enjoyed the course materials and projects. I would recommend it to others.</p>
<p>Summer 2021 PME 803</p>	<p>19</p>	<p>52.6</p>	<p>Patricia created an interesting and varied course. I appreciated the book/movie approach especially given this is a summer course. I found all the course work reasonable and engaging. I really appreciated her outlining when our participation was going to be marked as it enabled authentic and intentional communication.</p> <p>I have enjoyed taking Dr. Briscoe's courses in the past and this again, was engaging and enjoyable throughout.</p> <p>Patricia provided me with insightful and thoughtful evaluations that enhanced my learning.</p> <p>Thankyou Dr. Briscoe for your help!</p> <p>This has been an interesting and engaging course. The assignments have been intriguing and fun to complete. Patricia always asks thought-provoking questions, which helps push my learning. I especially liked the freedom we have when completing assignments (the structures there – but it's nice to be able to choose a topic relevant to your interests).</p>
<p>Spring 2021 PME 802</p>	<p>15</p>	<p>53.3%</p>	<p>Patricia effectively communicated next steps in the learning process. She encouraged deeper thought in all assignment and posting evaluations. It was much appreciated.</p> <p>I've received timely feedback based on my assignments and have used opportunities to conference regarding my progress.</p> <p>Patricia is an awesome communicator; she was very helpful throughout the entire process, and her feedback was on point and valuable to my knowledge building.</p> <p>Patricia was fantastic. Easy to reach via email or in the discussion's forum. She provided timely feedback and personalized our comments on the grading rubrics to help tweak material as we moved toward our final project.</p> <p>I appreciated Patricia's gentle corrections and suggestions when I was off course. I also appreciated the time she put into my emails and personalized comments on my assessments. It was clear she had read through my work and was helping me make a better product. I also was grateful for the lack of comments in our posts... she would say " I have given you feedback in your rubric" so my dirty laundry wasn't aired for the entire class ;)</p>

			<p>I really appreciate the time Patricia took in breaking down each module every 2 weeks, sending us a detailed report of what to expect, what is due, and some of her own personal reflections of the content. I couldn't be more pleased with her as a facilitator for this course and I hope to have her again in the future.</p> <p>This was a challenging course that broadened my understanding of program evaluation. I credit Patricia with her insightful comments and suggested next steps, with aiding me to gain so much from the course. Thanks!</p>
<p>Spring 2021 EDU 428</p>	<p>17</p>	<p>70.59%</p>	<p>Professor Briscoe made efforts to ensure we learned to the best of our ability. She provided additional optional classes and even recorded them if we could not attend. She is always available for assistance and taught us many new concepts to take into our future careers. However, I found this course very difficult to engage with. While it was thought-provoking in many areas of DEI, I leave feeling like it was not what I anticipated and had hoped for further instruction on how to work with resources available to create a diverse learning environment accounting for all students' cultures. I would suggest gathering more engaging resources. Great course</p> <p>Patricia clearly has so much passion and insight on this topic and it radiates through the screen. Grades appropriately and fairly. Is open to discussion on her own time. Gives constructive feedback followed by additional resources to further learning. Class really gets you thinking. One thing I would say is the course should have ended much earlier than it did finish. Other than that, I really enjoyed Patricia as a teacher as well as opening my mindset up to new concepts I never really thought out before or thought with any importance prior to this course.</p>
<p>Spring 2021 EDU 528</p>	<p>11</p>	<p>81.82%</p>	<p>The course was very enlightening, and the Professor went above and beyond to push our thinking in a positive way. The resources shared were very rich and the discussion and feedback were diverse and effective. I enjoyed being in Dr. Briscoe class, she is an amazing professor, and I learned from her a lot.</p> <p>This course has challenged my learning around Equity, Diversity, and Inclusion. Professor Briscoe has supported and promoted our thinking about individualism and intersectional racism and our teacher-leader impact on the students we interact with. I have appreciated her insightful feedback and supporting our comfort level having and leading the conversation around being anti-racists.</p> <p>Dr. Briscoe has been such a supportive professor. She is very knowledgeable and fair. The course has helped me become a better school leader with the new learner I obtained.</p> <p>Dr. Briscoe was incredibly helpful and inspiring when facilitating this online course. I greatly appreciated her earnest, and meaningful feedback with my work. Furthermore, I appreciated the additional class times for questions and clarification on course assignments. I would highly recommend this course to other students in the program as it has been an enlightening, current and progressive course.</p>

<p>Spring 21 EDU 632</p>	<p>18</p>	<p>83.33%</p>	<p>Dr. Briscoe always creates and delivers meaningful lessons, course material and assignments. She is one of the best professors I have had in all my post-secondary schooling.</p> <p>Dr. Patricia Briscoe consistently challenged us the students by providing a learning environment where all of us felt valued as thinkers and learners. She used amazing teaching strategies that stimulated our interest in the subject. The speaker series were amazing, as we were afforded the opportunity to listen to and engage with current practicing administrators who shared recent and updated experiences.</p> <p>Excellent course and professor. Guest Speakers were fantastic! They made the principal role real and brought current priorities and contexts to make the topics and readings more relevant. Topics discussed were important to education and educational leadership. I appreciated that we were able to examine leadership in different contexts (Indigenous, business, etc.) and compare that learning into ed.</p> <p>Professor Briscoe is a great professor, mentor, and person who provides meaningful and insightful lessons</p>
<p>Spring 2021 EDU 694</p>	<p>12</p>	<p>66.67</p>	<p>It is always a pleasure to be in a class when Dr. B is the professor. She understands her students and she know how teach in a manner that makes the student want to learn.</p> <p>Dr. Briscoe is an incredible educator and motivator! Her passion for learning is inspiring. As a current Secondary school administrator, I find her work relevant and quite useful in real time practice.</p> <p>Dr. Briscoe is simply amazing! I thank her for her hard work and dedication!!</p>
<p>Winter 2021 PME 813</p>	<p>13</p>	<p>46.2%</p>	<p>Patricia was very friendly and approachable. She engaged the students in every module post and gave us feedback in a timely manner which helped me think deeper about the material and how to apply it in my professional context.</p> <p>Professor was great.</p> <p>I took this course after have PME800 with Patricia because I knew she was teaching it. PME 800 had been my first course in this program - she was approachable, kind, offered helpful feedback, and had reasonable expectations of learners which she knew were also balancing employment. I wanted to follow her to this course to enjoy this instructor approach as I feel like I get more out of the course when I am not stressed, have many assignments to complete, or are worried about expectations which feel unreachable while also teaching full-time.</p> <p>Rubrics for the main assignments would be helpful for guiding writing. Thank you for an interesting course!</p> <p>The course was structured in a logical way, concepts from one module built on the other. Patricia was a great prof throughout the course, consistently giving feedback and asking us thought provoking questions.</p>

			She helped us understand the material and make sense of it. She is friendly, flexible, and knowledgeable, one of the best profs I've had since starting the PME program.
Winter 2021 PME 803	18	27.8%	<p>Patricia always sent weekly emails and notes about what was coming up which was super helpful. She also commented on your posts in guiding and purposeful ways to really get you thinking about course material.</p> <p>I always enjoy getting Patricia's feedback. She is supportive and thoughtful. One of the things I like the most is the questions she asks in her feedback that always took my thinking to a deeper level on any given subject.</p> <p>This was an excellent course. I was unsure I would enjoy it because the topic didn't immediately catch my interest, however Patricia found a way to make it interesting. There was a balance of theoretical and practical. The assignments were engaging, and different. There was time set aside for the larger assignments, so the work was never overwhelming.</p> <p>Patricia was quick to mark and give feedback. She also asked questions and responded to posts on the discussion board. I really liked how each Sunday she emailed up an update for the week with projected due dates to keep us on track. It also let me feel connected to her as our teacher even though we didn't meet her.</p>
Fall 2020 EDU 615	14	42.86%	<p>Professor Briscoe was a pleasure to have teach me throughout this course. She has a special energy within her personality that allows her to keep everyone very engaged despite the course being fully online. After speaking to many of my classmates, it is evident that Briscoe has a strong drive to guide all her students to reach their upmost potential. Not only does she go above and beyond to help her students academically, but she is also a great mentor and has a gift to help her students through difficult times in life. I am so grateful to have had her teach me and wish her all the best!</p> <p>Amazing experience and amazing instructor!</p> <p>This course has taught me a lot. It encouraged me to reflect on my previous educational and professional experiences. Dr. Briscoe was always helpful, respectful and is very knowledgeable. I could not ask for anything better :) Excited to learn from her again next term.</p> <p>Dr. Briscoe is an amazing professor, she is knowledgeable and very understanding. I had a very meaningful experience in her class.</p> <p>Great Class! The professor was strongly engaging and encouraging to all of us. Would highly recommend this class as well as the professor for future classes. Such an amazing experience!</p>
Fall 2020 EDU 684	14	35.71%	<p>Professor Briscoe was a pleasure to have teach me throughout this course. She has a special energy within her personality that allows her to keep everyone very engaged despite the course being fully online. After speaking to many of my classmates, it is evident that Briscoe has a strong drive to guide all her students to reach their upmost potential. Not only</p>

			<p>does she go above and beyond to help her students academically, but she is also a great mentor and has a gift to help her students through difficult times in life. I am so grateful to have had her teach me and wish her all the best!</p> <p>The instructor provided great communication throughout the course. I always enjoy having Dr. Briscoe as a professor, takes the time to connect with her students and understand ways to help us through the course.</p> <p>As a first-year master's student, I learned a lot from this course. Dr. Briscoe took the time to meet with each student individually to go over the research paper at the start of the writing process. I felt supported and encouraged. Dr. Briscoe was flexible when it came to submitting our work. We were all at different spots in our research and she navigated the course lessons accordingly. This was very helpful and appreciated. Thanks for a fabulous course! :) Looking forward to the next term! I enjoyed the course!</p>
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SCHOLARSHIP

RESEARCH FUNDING

PI	CI	Granting Agency	Grant Title	Total Amount	Start Date	End Date
P. Briscoe		Niagara University	Master Grant	\$5400.00 (USD)	January 2022	May 2022
P. Briscoe		Niagara University	Summer Research Grant	\$5600.00 (USD)	June 2020	September 2020
P. Briscoe		Niagara University	United Nations Sustainable Development Goals Grant	\$2000.00 (USD)	January 2020	May 2020
P. Briscoe		Niagara University	Vincentian Project Grant	\$5,600.00 (USD)	July 2019	August 2020
P. Briscoe		Niagara University	Academic Strategic Initiative Grant	\$2,000.00 (USD)	2019	2019
P. Briscoe		Niagara University	Internal Research Support Grant	\$3,000.00 (USD)	2017	2017
P. Briscoe		Niagara University	Academic Innovation Grant	\$2,000.00 (USD)	2018	2019

P. Briscoe	C. Elia	Niagara University	College Committee on Teaching and Learning	\$1,650.00 (USD)	2018	2018
P. Briscoe	C. Robino	Niagara University	Internal Graduate Support Grant	\$2,000.00 (USD)	2018	2018
P. Briscoe		Niagara University	College Committee on Teaching and Learning	\$1,650.00 (USD)	2017	2018

RESEARCH

ACTIVE RESEARCH

A Case Study: Professional Development of Higher Education English Teachers in Myanmar. August 2021 – June 2022. (NU IRB approval).

No funding received

Investigator: P. Briscoe (NU).

Longitudinal Analysis of Administrative Internship in Educational Leadership Programs. January 2018 – present. (NU IRB Approval).

No funding received.

Primary Investigator: P. Briscoe

School Leadership: An International Exploratory Study (NU IRB approval). June 2017 – present. Research Support Grant awarded (\$3000) in 2018.

Investigators: P. Briscoe (NU) and A. Silvani (NU Ontario Master Graduate Student/Alumni)

Professional Inquiry Pilot Group Project with School Leaders in Barbados. To begin in April 2020.

Delayed due to COVID. Start date TBD.

No funding Received.

Investigators: P. Briscoe (NU) and The Association of Primary Public School Principals, Barbados

A Comparative Analysis of Two Internships in Educational Leadership Programs. September 2019 - present (NU IRB approval).

No Funding Received.

Investigators: P. Briscoe (NU), T. Carter-Morris (Erdiston Community Teachers College, Barbados) and S. Blake (NU Ontario Master Graduate Student/Alumni).

Enhancing Teaching Quality in Puerto Plata, Dominican Republic: Building Human Capital

June 2019 - present.

Vincientian Property Grant Awarded (\$5600) June 2019.

Investigator: P. Briscoe. Contributing project members: C. Robino, J. Arnold, O. DiMarco, A. Macchia (NU Ontario Master Graduate Students/Alumni), L. Rocco, M. Bozinis (BPS NU Ontario Students/Alumni)

COMPLETED RESEARCH

A Case Study: Exploring leadership qualities consistent over various context. September – December 2021 (NU IRB approval).

No funding received

Investigators: P. Briscoe (NU) and Sarkis Nohra (NU Ontario Master Graduate student).

Connections Between School Leadership and Coaching. May 2021 – August 2021.

No funding received.

Investigator: P. Briscoe (NU) and J. Della Fortuna (NU Ontario Master Graduate Student/Alumni).

Building a Community Leadership Group in an Area of Poverty. May 2017 – 2019. (NU IRB approval).

NU Summer Research Grant Awarded (\$5600)

Investigators: P. Briscoe (NU) and J. Arnold (NU Ontario Master's Student)

Intentional Interruptions: Impact of a Short-term Teach Abroad Program on Pre-service Teachers Cultural Competence of Difference. (NU IRB approval). February 2018 to April 2018.

Awarded NU Graduate Support Grant, \$2000US

Investigators: P. Briscoe (NU) and C. Robino (NU Ontario Master Graduate Student/Alumni)

Poverty Simulation: Influence of Poverty Simulation on Teacher Candidates in Ontario's Teacher Education Program. November 2018

Awarded College Committee on Teaching and Learning (CCTL), \$1650US in 2018.

Investigators: P. Briscoe (NU) & C. Elia (NU).

Exploring the impact of virtual mentorship relationship between practicing and pre-service teachers on Big Concept Questions (BCQ's) in education (NU IRB approval for both times). September 2017– December 2017 & September -December 2018.

Awarded College Committee on Teaching and Learning (CCTL), \$1650US in 2017.

Investigators: P. Briscoe (NU)

A Study of Educational Leadership in the Caribbean (NU IRB approval). May 2017 - August 2018.

No funding awarded.

Investigators: P. Briscoe (NU).

Leadership in Areas of Extreme Poverty (NU IRB approval): No Funding Awarded. June 2017 – August 2017.

No funding Awarded.

Investigators: P. Briscoe (NU)

LIFETIME SCHOLARSHIP SUMMARY

Scholarship Categories	Number of submissions
Papers in Peer-Referred Journals	15
Editor of Special Issue Journal	3
Papers in Progress	5
Book Chapters	1
Papers Presented at Peer-Refereed Conferences	30
Papers Presented at Non-Refereed Conferences	5
Articles in Professional Journals	7
Self-Published Research	1
Webinars/Workshops/Presentations in Refereed and Non-Referred Conferences	16
Invited Presentations/Workshops	11
Presentations Conducted with Students	8
Grants Proposals	14
Technical Reports	8
Workshop Booklets	4
Program Guides	2
Theses	1

BIBLIOGRAPHY OF SCHOLARSHIP CONTRIBUTIONS

Papers in Referred Journals

- Briscoe, P. (2022). Conceptualizing leadership in communities in the global south experiencing generational poverty: An Exploratory case study in Muñoz, Dominican Republic. *Journal of Leadership Education*, 21(1).
- Briscoe, P. (2021). Work intensification: Lessons learned from school leaders in the Dominican Republic. *Caribbean Curriculum*, 28, 133-156.
- Aung, K.T.T., Mar, A.A., & Briscoe, P. (2021). English language teachers' perceptions and experiences of Conferences. *Journal of English Language and Linguistics*, 2(2), 123-145. <http://jelep.bru.ac.th/2021/12/02/jel-vol-2-no-2-july-decemer-2021/>
- Mary, & Briscoe, P. (2020). Factors Affecting learning environment of English language learners at universities. *Journal of English Language and Linguistics*, 2(1), 65-80. <http://jelep.bru.ac.th/2021/06/22/jel-vol-2-no-1-january-june-2021/>
- Briscoe, P., & Persad, R. (2020). Entrepreneurial researcher: A new perspective for promoting and mobilizing research-based evidence to practice. *The Journal Evidence and Policy*, Online Fast-track, doi: <https://doi.org/10.1332/174426420X16047228925563>
- Briscoe, P., & Wild, P. (2020). Fixing the plane While it's in the air: Managing a principal's energy. *Canadian Journal of Educational Administration and Policy (CJEAP)*, Part Two, 192, (30-41)

- Pollock, K., & Briscoe, P. (2019). School principals' understandings of difference and diversity and how these understandings influence their work. *International Journal of Educational Management*. doi: 10.1108/IJEM-07-2019-0243
- Briscoe, P., & Whalen, C. (2019). Editorial: Special issue CJEAP 190 issues and challenges of educational administrators' work intensification: Part one. *Canadian Journal of Education, Administration and Policy*, 109, 25.
- Briscoe, P. (2019). Virtual mentor partnerships between practicing and preservice teachers: Helping professional growth. *International Journal of Mentoring and Coaching*, 8(4), 235–254. <https://doi.org/10.1108/IJMCE-02-2019-0023>
- Briscoe, P. (2018). Using a critical reflection framework and collaboration inquiry to improve teaching practice: An action research project. *Canadian Journal of Action Research*, 18(2), 43–61.
- Campbell, C., Pollock, K., Briscoe, P., Carr-Harris, S., & Tuters, S. (2017). Developing a knowledge network for applied education research to mobilise evidence for educational practice, *Educational Research*, 59(2), 209–227. doi: 10.1080/00131881.2017.1310364
- Briscoe, P. (2015). Global systems thinking in education to end poverty: Systems leaders with a “concerted push.” *International Studies in Educational Administration Journal*, 43(3), 5–19.
- Briscoe, P., Pollock, K., Campbell, C., & Harris-Carr, S. (2015). Finding the sweet spot: Network structures and processes for increased knowledge mobilization. *Brock Education: A Journal of Educational Research and Practice*, 25(1), 19–34.
- Briscoe, P. (2014). [Review of the book *School leadership: International perspectives*, edited by S. G. Huber]. *Canadian and International Education / Education canadienne et internationale*, 43(1) Article 9. Retrieved from <http://ir.lib.uwo.ca/cie-eci/vol43/iss1/9>
- Briscoe, P. (2013). Developing critical leaders to support everyday antiracism practices. *Canadian Journal of Educational Administration and Policy*, 142, 134-157 Retrieved from <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/43019>

Editor of Special Issue Journal

- Briscoe, P. (Ed.) (Forthcoming 2023). Special Issue: Action research in the time of COVID. *Canadian Journal of Action Research*.
- Briscoe, P., Osmond, P. & Nyereyemhuka, N (Eds.). (Forthcoming 2022). Special issue: Pivotal Leadership During a Pandemic: Impacts on Educational Administration and Educational Policy in Canada. *Canadian Journal of Educational Administration and Policy*.
- Whalen, C. & Briscoe, P. (Eds.). (2020). Special issue for Canadian cases: Issues and challenges of educational administrators' work intensification. Part Two. *Canadian Journal of Educational Administration and Policy*, 192. Retrieved from <https://journalhosting.ucalgary.ca/index.php/cjeap/issue/view/5198>

Briscoe, P., & Whalen, C. (Eds.) (2019). Special issue for Canadian cases: Issues and challenges of educational administrators' work intensification. Part One. *Canadian Journal of Educational Administration and Policy*, 190. Retrieved from <https://journalhosting.ucalgary.ca/index.php/cjeap/issue/view/5127>

Papers in Progress

Briscoe, P. (forthcoming, 2022). Education as an Agent of Change: An Account of a Yearlong Literacy Project to Enhance Teaching Quality in a Primary School the Dominican Republic. *Journal of Education and Culture Studies*. Submitted March 2022.

Briscoe, P. & McIntosh, E. (forthcoming, 2022). A fractured school community: A case of becoming a culturally responsive leader. Submitted February 11, 2022, to *The Journal of Cases in Educational Leadership*.

Briscoe, P. & Nyereyemhuka, N. (forthcoming, 2022). Turning leadership upside-down and outside-in during the COVID-19 pandemic. Submitted February 2, 2022, to *Special Issue: Pivotal Leadership During a Pandemic: Impacts on Educational Administration and Educational Policy in Canada*, *Canadian Journal of Educational Administration and Policy*.

Briscoe, P. & Robino, C. (forthcoming, 2022). Transformative learning in international short-term teach abroad programs. Submitted January 4, 2022, to *Frontiers: The Interdisciplinary Journal of Study Abroad*.

Briscoe, P. (forthcoming, 2022). Poverty simulation with teacher candidates to increase awareness about poverty. To be submitted to *The Journal of Experiential Education*.

Book Chapter in Progress

Briscoe, P. & C. Shields, C (2022, in press). Transformative Learning and Leadership: A Roadmap for Becoming an Antiracist/Activist. In A. Eizadirad, Z. Abawi, & A. Campbell (Eds.), *Enacting anti-racism and activist pedagogies in teacher education*. Canadian Scholars.

Papers Presented at Peer-Refereed Conferences

Shields, C., Beasley, C., Berryman, Biscoe, P. (2020, November). *Good Intentions are not Enough: Destabilizing Oppressive and Essentializing Research Practices*. 2021 University Council for Educational Administration Conference.

Briscoe, P. & Aiwuyo, M. & (2020, June). *Building leadership capacity in areas of poverty: Solutions and what needs to be considered?* 2020 CSSE– CASEA Conference, Western University, London, Ontario, Canada.

Robino, C & Briscoe, P. (2020, June). *Intentional Interruptions: Pre-service Teachers Learning and Unlearning During a Short-term International Teach Abroad*. 2020 CSSE-CATE Conference, Western University, London, Ontario, Canada.

- Briscoe, P. (2020, April). *Building Leadership Capacity in Areas of Poverty: What Needs to be Considered?* Accepted and to be presented at New Zealand Educational Administration and Leadership Society Conference, Growing Leadership Potential, Hamilton, New Zealand.
- Briscoe, P., & Carter-Morris, T. (2019, October). *A comparative analysis of two internships in educational leadership*. Paper presented at the Association of Public Primary School Principals 20th Anniversary Conference, Bridgetown, Barbados.
- Briscoe, P. (2018, October). *Becoming an Entrepreneurial Researcher: Networking, Partnerships and Mobilizing Research-Based Evidence to Inform Positive Changes in Practice*. Paper presented at 6th International Conference on Higher Education, Bridgetown, Barbados.
- Briscoe, P. (2018, October). *Using a critical reflection framework and collaboration inquiry to improve teaching practice*. Paper presented at 6th International Conference on Higher Education, Bridgetown, Barbados.
- Briscoe, P. (2018, February). *Becoming an entrepreneurial researcher: Promoting and mobilizing research-based evidence to inform positive changes in practice*. Paper presented at 2nd National and International Research Conference at Buriram Rajabhat University, Khui Muang, Thailand.
- Smith, M., Briscoe, P., Kilanowski, L. (2018, February). *Learning, motivation and classroom management*. Workshop conducted at 2nd National and International Research Conference, Buriram Rajabhat University.
- Briscoe, P. (May 2017) *Educational Advocacy: Working on School-Community Connections*. World Educational Research Association (WERA), Ontario Institute for Studies in Education, Toronto, Ontario
- Briscoe, P., Pollock, K., Campbell, C., & Harris-Carr, S. (2015, November). *Indicators for effectively building networks between researchers and schools for increased knowledge mobilization of research in practice*. Paper presented at University Council for Educational Administration (UCEA), San Diego, CA.
- Briscoe, P. (2015, August). *Systems thinking: An approach toward strategic education change*, Paper presented at the National Conference on Educational Leadership & Management, Montego Bay, Jamaica.
- Briscoe, P., & Pollock, K. (2014, November). *Principals' conceptions of diversity and influence on their work*. Paper presented at UCEA, Washington, DC.
- Hauseman, C., Pollock, K., Briscoe, P., & Mindzak, M. (2014, November). *Principals' work with ICT: A double-edged sword*. Paper presented at UCEA, Washington, DC.
- Briscoe, P. (2014, June). *The dilemma of difference equals deficit thinking*. Paper presented at CCEAM/CASEA, Fredericton, NB.
- Briscoe, P., Pollock, K., Swapp, D., & Hauseman, C. (2014, June). *Conceptualizations of diversity and impact on leader's role in schools*. Paper presented at CCEAM/CASEA, Fredericton, NB.

- Briscoe, P., Pollock, K., & Ahmed, A. (2014, June). *Principals securing accountability*. Paper presented at CCEAM/CASEA, Fredericton, New Brunswick.
- Briscoe, P., Pollock, K., Swapp, D., & Hauseman, C. (2014, April). *Principals' conceptions of diversity*. Paper presented at AERA, Pittsburg, PA.
- Hauseman, C., Pollock, K., Ahmed, A., Briscoe, P., Mindzak, M., & Hazel-Swapp, D. (2014, April). *The nature of school administrators' work in rural settings*. Paper presented at AERA, Pittsburg, PA.
- Mindzak, M., Pollock, K., Ahmed, A., Briscoe, P., Hauseman, C., & Swapp, D. (2014, April). *Principals' work and challenges of instructional leadership*. Paper presented at AERA, Pittsburg, PA.
- Briscoe, P. (2014, February). *"Help" deconstructed: A story of a Haitian refugee community*. Paper presented at Wayne State College of Education, Understanding the Impact of Poverty on Education: 3rd Research Symposium and Educational Dialogue, Detroit, MI.
- Briscoe, P. (2013, December). *Moving towards internationalism: A call for 21st century learning Skills*. Paper presented at Alliance for International Education, China Chapter, Beijing, China.
- Briscoe, P. (2013, June). *The use of radical literacy to promote alternative perspectives*. Paper presented at CSSE, Victoria, BC.
- Briscoe, P. (2013, May). *The power of conformity: Stories from the field of teaching*. Paper presented at Rouge Forum, Wayne State, Detroit, MI.
- Briscoe, P. (2013, April). *Challenging conceptualizations of white privilege to help debunk the cultural Capital*. Paper presented at AERA, San Francisco, CA.
- Briscoe, P. (2012, February). *The power of deficit thinking*. Paper presented at Wayne State College of Education, Understanding the Impact of Poverty on Education: 2nd Research Symposium and Educational Dialogue, Detroit, MI.
- Briscoe, P. (2012, May). *Challenging the conceptualizations of white privilege*. Paper presented at CSSE, Waterloo, ON.
- Briscoe, P. (2012, April). *Challenging the conceptualizations of white privilege*. Poster Presented at AERA Annual Conference, Vancouver, BC.
- Briscoe, P. (2011, October). *How do we teach what we don't know? And what does this mean for diversity and inclusive education?* Paper presented at The Edge Conference, St. John's, NL.
- Briscoe, P. (2008, May). *How do we challenge what we don't know? Moving toward exposing unconscious racism*. Paper presented at Rouge Conference, Ypsalti, MI.

Papers Presented at Non-Refereed Conferences

- Briscoe, P. (2012, October). *Promoting social justice in your classroom*. Paper presented at Nova Central School District Professional Development Sessions, St. John's, NL.
- Pollock, K., & Briscoe, P. (2014). *Connecting local and international research to practice!* KNAER-RÉCRAE and Center for the International Study of School Leadership. Workshop presented at UCEA, Washington, DC.
- Pollock, K., Briscoe, P., & Bairos, K. (2013). *KNAER-RÉCRAE: The power of networks: Making connections to mobilize knowledge in education*. Workshop presented at Ontario Education Research Symposium (OERS), Toronto, ON.
- Pollock, K., Briscoe, P. & Bairos, K. (2013). *KNAER-RÉCRAE: The connect session: Meet the knowledge network*. Workshop presented at Ontario Education Research Symposium (OERS), Toronto, ON.
- Briscoe, P. (2008, April). *Improving the negative attitude towards French in a junior grade*. Paper presented at Ontario Modern Language Teachers Association Spring Conference, Stratford, Ontario.

Articles in Professional Journals

- Briscoe, P. (2022, Winter). Olympic-Trained educational leaders: How to develop your leadership like an elite athlete. *CAP Journal*. <https://cdnprincipals.com/olympic-trained-educational-leaders-how-to-develop-your-leadership-like-an-elite-athlete/>
- Briscoe, P. (2018, Fall). Making meaningful mentorships: Virtual is the way of the future. *Canadian Teacher Magazine*. Retrieved from <https://canadianteachermagazine.com/2018/09/15/making-meaningful-mentorships-virtual-is-the-way-of-the-future/>
- Briscoe, P., & Pollock, K. (2017, Spring). Principals' perceptions of difference and diversity in their student bodies. *CAP Journal*, 10–14.
- Briscoe, P. (2014). Self-regulated learning (SRL): A promising direction for student learning. *The Bulletin, Newfoundland and Labrador Teachers' Association*, 58(2), 19.
- Briscoe, P. (2013). Framing diversity: A different approach. *The Bulletin, Newfoundland and Labrador Teachers' Association*, 57(1), 32–33.
- Briscoe, P. (2012). Report on American Education Research Association: To know is not enough. *The Bulletin, Newfoundland and Labrador Teachers' Association*, 55(6), 22–23.
- Briscoe, P. (2012). Using radical literature to promote deep cognitive learning. *The Bulletin, Newfoundland and Labrador Teachers' Association*, 55(3), 23.

Self-Published Research

Briscoe, P. (2019/20). The Journey: Niagara University Vincentian Poverty Grant 2019/20 Blog
<https://patriciabriscoe.blogspot.com>

Webinars/Workshops/Presentations in Refereed and Non-Refereed Conferences

Briscoe, P. (2021, August - ongoing). *Professional development virtual course: Developing teacher capacity among Higher education English teachers in Myanmar*. Mandalay University of Distance Education, Mandalay, Myanmar.

Briscoe, P & Della-Fortuna. *A Series of Casual Conversations: Educational leadership during a pandemic "Surviving and Thriving"*. School leaders (February 17, 2022); District School Leaders (February 24, 2022); Directors of Education (March 3, 2022). Moderator and Co-organizer. Niagara University.

Briscoe, P. (2021). Critical Conversation Webinar Series: *Dismantling Islamophobia* (June 30, 2021); *Anti-Black racism* (July 14, 2021), *LGBTQ2+* (lesbian, gay, bisexual, transgender, queer, and two-spirited) (July 28, 2021), and *Minoritized parents in education* (August 11, 2021). Moderator and organizer. Niagara University.

Briscoe, P. (Forthcoming – cancelled due to COVID-19). Professional Learning and Development Workshops: Building Capacity among Educators, Ministry of Education, Post Primary Education Board, Edo State, Nigeria.

Briscoe, P. (2019, June 7–21). *Knowing-doing workshop*, Ministry of Education Myanmar at Mandalay University of Distance Education, Yangon University of Distance Education and Sagaing University of Education.

Briscoe, P. (2019, February 7–21). *Re-Designing workshop*, Ministry of Education Myanmar at Mandalay University of Distance Education, Yangon University Medicine 1, Loikaw University and Sittway University.

Briscoe, P. (2018, October). *Becoming an entrepreneurial researcher: Networking, partnerships and mobilizing research-based evidence to inform positive changes in practice*. Paper presented at 6th International Conference on Higher Education, Bridgetown, Barbados.

Briscoe, P. (2018, September–October). *Working in poverty*. Inquiry Project with Social Justice students at Assumption Catholic High School, Burlington, Ontario, Canada.

Briscoe, P (2018, June 4–30). Workshop *Connecting: Curriculum development, learning, motivation, classroom management, internalize. 21st Century Learning competencies, research to practice*. Mandalay University of Distance Education, Patheingyi University, Yangon University of Distance Education, Shwebo University, Pakokku University, Myitkyina University, Taunggyi University and Pyaw Oo University, Myanmar.

Briscoe, P. & Robino, C. (2018, March and August). Classroom Management. Escuela Basica Mercedes, Muñoz, Dominican Republic.

Smith, M., Briscoe, P., Kilanowski, L. (2018, February). *Learning, motivation, and classroom management*. Workshop conducted at 2nd National and International Research Conference, Buriram Rajabhat University.

Briscoe, P. (2018, January). *Talking about poverty: A discussion of my experiences of working with the Muñoz Community in Muñoz, Dominican Republic*. College of Education, Niagara University, Lewiston, NY.

Briscoe, P. (2017, May). Educational Advocacy: Working on School-community connections: Conference presentation. *Community Advocacy in/for Education*. Presentation at the World Educational Research Association, Toronto, ON.

Briscoe, P. & Pollock, K. (2016, May). *Knowledge mobilization*. Three-day workshop presented to Ministry of Education Trinidad and Tobago, Port of Spain, Trinidad and Tobago.

Pollock, K., & Briscoe, P. (2014). *Connecting local and international research to practice! KNAER-RÉCRAE and Center for the International Study of School Leadership*. Workshop presented at UCEA, Washington, DC.

Pollock, K., Briscoe, P., & Bairos, K. (2013). *KNAER-RÉCRAE: The power of networks: Making connections to mobilize knowledge in education*. Workshop presented at Ontario Education Research Symposium (OERS), Toronto, ON.

Pollock, K., Briscoe, P. & Bairos, K. (2013). *KNAER-RÉCRAE: The connect session: Meet the knowledge network*. Workshop presented at Ontario Education Research Symposium (OERS), Toronto, ON.

Invited Presentations/Workshops

Briscoe, P. (2020, Sept - December). *Professional Development virtual course: Learning to teach*. Direct English Learning Center. Cebu, Philippines.

Briscoe, P. & The Association of Primary Public School Principals (APPSP). (April 2020. Delayed due to COVID. Start date TBD). *Professional Inquiry Pilot Group Project with School Leaders in Barbados*. Barbados.

Briscoe, P. (Forthcoming, 2021: postponed due to COVID). *Professional Learning and Development Workshops: Building Capacity among Educators*, Ministry of Education, Post Primary Education Board, Edo State, Nigeria.

Briscoe, P. (2019, June 7–21). *Knowing-doing workshop*, Ministry of Education Myanmar at Mandalay University of Distance Education, Yangon University of Distance Education and Sagaing University of Education.

Briscoe, P. (2019, February 7–21). *Re-Designing Workshop*, Ministry of Education Myanmar at Mandalay University of Distance Education, Yangon University Medicine 1, Loikaw University and Sittway University.

- Briscoe, P. (2018, October). *Action Research to Improve Student Learning*. Providence Elementary School, Francia Plantation, St. George, Barbados
- Briscoe, P. (2018, October). *Supporting Student Reading Through Reading Strategies*. One day workshop. St Michael Public school, St. Michael's Barbados.
- Briscoe, P. (2018, September–October). *Working in poverty*. Inquiry Project with Social Justice students at Assumption Catholic High School, Burlington, Ontario, Canada.
- Briscoe, P. (2018, June 4–30). *Connecting: Curriculum development, learning, motivation, classroom management, internalize. 21st Century Learning competencies, research to practice*. Mandalay University of Distance Education, Pathein University, Yangon University of Distance Education, Shwebo University, Pakokku University, Myitkyina University, Taunggyi University and Pyay University, Myanmar.
- Briscoe, P. (2018, January). *Talking about poverty: A discussion of my experiences of working with the Muñoz Community in Muñoz, Dominican Republic*. College of Education, Niagara University, Lewiston, NY. Retrieved at: https://youtu.be/Nb_Q567hjW4
- Briscoe, P. & Pollock, K. (2016, May). *Knowledge mobilization*. Three-day workshop presented to Ministry of Education Trinidad and Tobago, Port of Spain, Trinidad and Tobago.

Presentations Conducted with Students

- Briscoe, P. & NU Ontario BPS students, Bozinis, M., Macchia, A., & Rocco, L. (2020, January). *Conducting reading assessments*. Escuela Basica Mercedes, Muñoz, Dominican Republic.
- Briscoe, P. & NU Masters Student, Arnold, J. (2019, August). *Learning centers and classroom management*. Escuela Basica Mercedes, Muñoz, Dominican Republic.
- Briscoe, P. & NU Ontario BPS students, Gerskup, S., Kim, M., Kullar, S., Lisbon, C., McCaan, M., & Samuel, V. (2019, May). *Teacher education in Ontario: An Overview*. Sir Arthur Lewis Community college, Castries, St. Lucia.
- Briscoe, P. & NU Ontario BPS students, Gerskup, S., Kim, M., Kullar, S., Lisbon, C., McCaan, M., & Samuel, V. (2019, May). *Teacher education in Ontario: An Overview. Erdiston Teachers' Training College*, St. Michael, Barbados
- Briscoe, P. & NU Ontario BPS students Cornaviera, K. & Santeramo, J. (2019, March). *Teaching reading: One day workshop*. English Teachers Distrto Educativo, Reginal 11-02 Puerto Plata, Imbert, Dominican Republic.
- Briscoe, P. & NU Masters Students, Harris, R. & Arnold, J. (2019, March). *Teaching reading: One day workshop*. Distrto Educativo, Reginal 11-02, Puerto Plata Dominican Republic (Escuela Basica Mercedes, Sabana Grande, Sampiñez, Cantbria) and La Universidad Tecnológica de Santiago (UTESA), Puerto Plata, Dominican Republic.

Briscoe, P. & NU Masters Student, Robino, C. (2018, March & August). *Classroom management*. Escuela Basica Mercedes, Muñoz, Dominican Republic.

Briscoe, P. & NU Masters Student, Robino, C. (2018, March). *Teacher education in Ontario: An Overview*. La Universidad Tecnológica de Santiago, UTESA, Puerto Plata, Dominican Republic.

Grant Proposals

NU Research and Knowledge Mobilization Center (2021). NU Master Grant.

How to Build a Community Leadership Group in an Area of Poverty (2020). NU Summer Research Grant.

United Nations Sustainable Development Goals Grant (2020). NU Office of Academic Affairs Interdisciplinary Sustainability Initiative.

Enhancing Teaching Quality in Puerto Plata, Dominican Republic: Building Human Capital (2019-20). Niagara University Vincentian Poverty Grant.

Enhancing Teaching Quality in Puerto Plata, Dominican Republic (2019). Academic Strategic Initiative Grant.

Enhanced Diversity Content for the course for EDU 428 Diversity, Equity and Inclusion (2019). NU Diversity Grant.

AIF Student Travel Grants (2019) & (2018).

School Leadership: An International Exploratory Study (2018). Research Support Grant.

Intentional Interruption: Impact of a Short-term Teach Abroad Program on Pre-service Teachers Cultural Competence of Difference, (2018). Graduate Support Grant.

Poverty Simulation (2018). College Committee on Teaching and Learning (CCTL) Grant.

Exploring the impact of virtual mentorship relationship between practicing and pre-service teachers on Big Concept Questions (BCQ's) in education (2017). College Committee on Teaching and Learning (CCTL) Grant.

Breaking Cycles of Poverty One Battey at Time: Building Leadership and Autonomy Among Haitian Refugees Living in the Dominican Republic (2017/18). Niagara University Vincentian Poverty Grant.

Developing a Leadership Framework for Building Leadership Capacity in an Area of Poverty (2016). Summer Research Grant.

The Fund for the Improvement of Teaching (2017/18) & (2016/17).

Technical Reports

- Briscoe, P. (2017). *Building a virtual mentorship during the pre-service program to explore big concepts*. Niagara, NY: College Committee on Teaching and Learning (CCTL).
- Campbell, C., Pollock, K., Carr-Harris, S., & Briscoe, P. (with Bairos, K and Malik, S.) (2015). *KNAER Final Report: Phase One*. Toronto, ON: Ontario Ministry of Education.
- People for Education. (2015). *Parent involvement committees: Building parent engagement in Ontario's School Boards*. Toronto, ON: People for Education.
- Pollock, K. (Wang, F. & Hauseman, C.) (2014, October). *The changing nature of principals' work*. http://www.edu.uwo.ca/faculty_profiles/cpels/pollock_katina/OPC-Principals-Work-Report.pdf
- Pollock, K., Hauseman, C., & Briscoe, P. (2013). *Interim report: Principals' work in contemporary Times*. Toronto, ON: Ontario Ministry of Education.
- Pollock, K., Ben-Jaafar, S., Briscoe, P., & Bairos, K. (2013). *Collective lessons learned and moving forward: Virtual discussions report*. Toronto, ON: Knowledge Network of Applied Educational Research, Ontario Ministry of Education.
- Briscoe, P. (2009). *Radical literacy: Promoting inclusionary practices among students and heightening awareness of global social justice issues*. St. John's, NL: Newfoundland and Labrador Teachers Association.
- Briscoe, P. (2004). *Improving the negative attitude towards French in a junior grade*. Waterloo, ON: Waterloo Region District School Board.

Workshop Booklets

- Briscoe, P. (2019, June). *Knowing-doing workshop*. Myanmar Ministry of Education, Naypyidaw.
- Briscoe, P. (2019, February). *Re-designing workshop*. Myanmar Ministry of Education, Naypyidaw.
- Briscoe, P. (June 2018). *Connecting Workbook*. Myanmar Ministry of Education, Naypyidaw.
- Briscoe, P., & Pollock, K. (2016, May). *Knowledge mobilization workbook*. Trinidad and Tobago Ministry of Education, St. Vincent.

Graduate Program Guides

- Briscoe, P. (2021, 2020, 2019, 2018). *Masters of graduate student Ontario handbook*. Niagara University, Canada.
- Briscoe, P. (2020, 2021). *Masters of graduate International student handbook*. Niagara University, New York, NY, USA

Theses

Briscoe, P. (2011). *Challenging the conceptualizations of white privilege* (Unpublished doctoral dissertation). University of Calgary, Calgary, AB.

SERVICE

Service	Position	Dates
Departmental Roles	Masters Education Advisory Committee, Niagara University Ontario and International	2015 - present
	Coordinator of Master of Science Education: Educational Leadership Ontario and International	2016 - 2021
	Accreditation Review Committee for Niagara University Ontario Self-Study Evaluation Committee, Niagara University Ontario	2016 - 2018
	Advisory Committee of Teacher Education Program, Niagara University Ontario	2015 - 2016
College-Wide Roles	Chair, Curriculum and Outcomes Assessment Committee, College of Education, Niagara University	2019 - 2021
	Co-Chair, Curriculum Committee, Niagara University	2016 – 2018
University-Wide Roles	Chair of Senate Curriculum Committee, Niagara University	2018 - present
	College of Education, Representative for Senate Curriculum Committee, Niagara University	2017 - 2018
Discipline: Organization Roles	Business Manager, Commonwealth Council of Educational Administration and Management (CCEAM)	2019 – present
	2 nd Vice President, Canadian Association for the Study of Educational Administrators (CESEA)	2020 - present
	Canadian Association for Teacher Education (CATE) – World Federation of Associations of Teacher Education (WFATE) 2023 conference planning committee.	2022 - present
	Secretary and Treasurer, Canadian Association for the Study of Educational Administrators (CESEA)	2016 - 2020
	Exam Reviewer: Masters Comprehensive Exam Evaluator, Niagara University	2015- present
	Grant Reviewer: Scholarship Reviewer, Niagara University	2015 - 2017
Conference Proposal Reviewer: CSSE Annual Conference (CATE & CASEA) BELMAS Annual Conference	2008 - present 2022 - present	

	<p>AERA Annual Conference UCEA Annual Conference</p> <p>Editorial Board Member <i>International Journal of Leadership in Learning (IJLL)</i></p> <p>Manuscript Reviewer: <i>Leadership and Policy in Schools Journal</i></p> <p><i>International Studies in Educational Administration Journal</i></p> <p><i>Caribbean Curriculum Journal</i></p> <p>External Reviewer:</p> <p>Course Reviewer, <i>Sir Arthur Lewis Community College, St. Lucia</i></p> <p>Master's Thesis External Examiner, <i>University of Ontario Institute of Technology, Toronto Ontario</i></p>	<p>2014 - 2018 2014 - 2018</p> <p>2022 - present</p> <p>2014 - present</p> <p>2015 - present</p> <p>2019 – present</p> <p>2019- present</p> <p>2017</p>
Community Roles	<p>Volunteer Facilitator for a Global Virtual Teacher Essential Development program.</p> <p>Community Outreach Organizer/Leader during pandemic, Puerto Plata, Dominican Republic</p> <p>Professional Leader and Organizer of Year-long pilot program with teachers (volunteer), Puerto Plata, Dominican Republic.</p> <p>Organizer of Adult Community classes for Munoz, Dominican Republic (volunteer)</p> <p>Professional Development Lead, Ministry of Education Myanmar, Myanmar.</p> <p>Visiting Lectura at Universidad Tecnológica de Santiago Puerto Plata, Republica Dominicana</p> <p>Advisor and Mentor, The Mentoree Project with Noa Daniel and Leigh Cassell</p> <p>International Teach Abroad Lead Organizer and Associate Teacher (Dominican Republic), Niagara University</p> <p>International Teach Abroad Organizer (St. Lucia & Barbados), Niagara University</p> <p>Director, Consultant, and Teacher Trainer of The New Horizon School, Munoz, Dominican Republic (volunteer). A Part of 2nd Chance International Non-charitable school</p>	<p>2021 - present</p> <p>2020 - present</p> <p>2018 - present</p> <p>2018 - present</p> <p>2018 - present</p> <p>2018 - present</p> <p>2018 - present</p> <p>2018 - present</p> <p>2016 - present</p> <p>2018 - present</p> <p>2010 - 2018</p>