

OISE POLICY ON Extradepartmental Unit Cs

1.0 Purpose

The primary purpose of an OISE EDU C is to contribute to the fulfilment of OISE's commitment to study matters and problems relating to or affecting education. The Unit does so by providing an opportunity for faculty members, Professional Research Officers and students from different departments or with different disciplinary specializations to collaborate on research and development programs in a unified substantive field or problem area. In addition, EDU Cs are expected to: (i) both enrich and attract students to departmental graduate studies programs, and, as appropriate, to the teacher education program; (ii) assist in developing external support for OISE's research and development efforts.

The establishment and operation of EDU A, B, C, and D's are in compliance with the University of Toronto's Guidelines for Administrative Functions and Protocols of Extra-Departmental Units (EDU). Governance and administration of units follow the guidelines suggested by the Working Group Report of the Interdisciplinary Committee on Governance and Administration of Extra-Departmental Units. The OISE Policy on Extradepartmental Unit Cs defines the processes by which internal funding is allocated to the units which successfully undergo periodical review.

2.0 Establishment

- 2.1 OISE EDU Cs are established as sub-units, normally within an Academic Department. In exceptional circumstances, the unit may be established as a sub-unit within the Office of the Associate Dean, Research and Graduate Studies. The Budgetary provision for an EDU C is determined centrally.
- 2.2 EDU Cs are established for an initial period of five years, subject to renewal following an appraisal.
- 2.3 An application for the establishment of a EDU C is sponsored by the Department(s) most closely related to the proposed EDU's work. The application is reviewed by the Research Standing Committee which forwards a recommendation to the Faculty Council, which in turn forwards a recommendation to the Dean.
- 2.4 In addition to the requirements of the University of Toronto policies and guidelines, proposals for the establishment of an OISE EDU C should include at least the following:
 - (a) the objectives of the proposed EDU, clearly specified in terms of the substantive field or problem area;
 - (b) comment on the expected continuing importance of the substantive field or problem area;

- (c) evidence that EDU members will develop and carry out comprehensive, interdisciplinary and/or interdepartmental activities;
- (d) an outline of the contributions the proposed EDU will make to the academic teaching programs of the Department(s) as well as to departmental research and development programs;
- (e) analysis of the likelihood of long-term funding through a suitable combination of externally sponsored research projects, and appropriate revenue generating activities;
- (f) analysis of the unique and/or additional contribution that the EDU will bring to the relevant Department(s) and to OISE

3.0 Funding

- 3.1 Funding for research activities, including project staff, will come from sponsored research. The levels of funding realized during a term will be a factor considered in the continuation or discontinuation of a EDU. A minimum level of administrative support for the EDU itself may be provided by OISE operating funds (see Appendix 1).
- 3.2 Overhead recoveries normally allocated to Academic Departments will, in the case of EDU Cs, be shared between the Academic Department(s) of the Principal Investigators and the EDU, as determined by the EDU Head, the Department Chair(s) and the PIs.

4.0 Faculty

- 4.1 OISE faculty who participate formally in specific EDU C projects are considered active members and will have a specific proportion of their time nominally assigned to the EDU for a specified period of months or years. The allocation of faculty time to an EDU will be determined by the Department Chair in consultation with the EDU Head and the individual, subject to the approval of the Dean.
- 4.2 Faculty who are not participating formally in specific EDU C project activities may be considered as associate members of the EDU, but no time normally will be assigned for their association.
- 4.3 In exceptional cases, a faculty member may be assign(ed) for a small portion of academic time to an EDU C for either administration or preparatory project activity.
- 4.4 All faculty members working in EDU Cs are expected to continue to contribute to the work of their Departments. Therefore, allocation of faculty time to EDU Cs shall not be such as to unreasonably dilute Department programs.
- 4.5 Upon the request of a Department chair and where the funding agency so permits, compensation for faculty time will be built into project budgets. The

Chair, EDU C's Head, and individual faculty member(s) will jointly determine the allocation of such funds, subject to the approval of the Dean.

5.0 Heads

- 5.1 For each EDU C, an individual is designated as Head and a portion of time (normally 10%) will be approved for administrative responsibilities. An EDU C Head must have clearly demonstrated competence in the EDU's field of endeavour and will carry responsibility for the operation of the EDU, reporting to the Department Chair or Associate Dean, Research and Graduate Studies, as appropriate.
- 5.2 Applications and nominations for an EDU C headship are received by the Associate Dean, Research and Graduate Studies, who following consultation with members of the unit, will forward a recommendation to appropriate Department Chairs and to the Dean.
- 5.3 The term of office of a Head will normally be coterminous with the term of the EDU C and the review of the Head, if the Head wishes to continue as Head, shall be concurrent with the review of the EDU's activities.

6.0 Review

- 6.1 A review of the EDU C will be conducted during the penultimate year of any unit's term of operation. Responsibility for coordinating the review is lodged with the Associate Dean, Research and Graduate Studies.
- 6.2 When a EDU C is scheduled for review, the Head(s) of the Centre will be asked to prepare a report that addresses each of the criteria outlined in section 6.3 below.
 - (a) the nature of evidence introduced into the report will be each Centre's choice;
 - (b) the body of the report will not exceed 15 pages (double spaced, 12 point type), although no limit will be placed on appendices;
 - (c) the report will be submitted to a subcommittee appointed by the Research Standing Committee of Faculty Council, one member of which will be the Associate Dean, Research and Graduate Studies, who shall chair the subcommittee;
 - (d) the Centre Head will nominate and provide contact information for 3 to 5 individuals who might appropriately be selected to serve as external reviewers of the Centre, describing their relevant qualifications, the extent of their previous involvement (if any) with the Centre or its members, and therefore their capacities to function in an unbiased, critical manner as an external reviewer. Two external reviewers jointly agreed to by the EDU' C's Head and the Dean or Associate Dean, will conduct a review of the EDU's report and report to the sub-committee.

- 6.3 The review will focus on, but not be limited to:
- (a) the quality of the EDU's work as evidenced by its impact upon scholarship and practice;
 - (b) the relationship of the EDU's work to graduate studies and the involvement of graduate students in the unit's projects and activities;
 - (c) the relationship of the EDU's work to teacher education and the involvement of teacher candidates in the unit's projects and activities, unless other circumstances limit such involvement;
 - (d) an assessment of the positive or negative impact of the EDU upon Departmental teaching, research and development/field development programs;
 - (e) evidence of the need for continued work in the substantive field or problem area;
 - (f) evidence of past success in obtaining external funds plus other revenues and likelihood of continued viability of funds;
 - (g) evidence of the unique and/or additional contribution that the EDU has brought to the relevant Department(s) and to OISE.

(See Appendix 2 for examples of types of information that might be provided as evidence.)

- 6.4 If appropriate, the contribution of the EDU C's Head will be reviewed by the Associate Dean in consultation with members of the unit, relevant Department Chairs and external constituencies.
- 6.5 The report of the sub-committee will be forwarded by the Associate Dean to the Research Standing Committee of Faculty Council, which shall be asked to comment on the relative importance of the EDU's work in the ongoing context of OISE, areas of strength for further development, areas for potential improvement, and make recommendations regarding continuation.
- 6.6 The Associate Dean will prepare a summary report, which includes the commentary and recommendations of the Standing Committee, for submission to Faculty Council. Faculty Council shall be asked to recommend continuation or discontinuation of the EDU C to the Dean.

In the event the Centre is renewed, the Dean will appoint the Head in accordance with 5.2 and taking into account the outcome of 6.3.

7.0 Implementation

- 7.1 The allocation of a faculty member's time to a research and/or development activity will be determined in accordance with the provisions of the OISE Faculty Workload Policy.
- 7.2 The allocation of a faculty member's time to an EDU C (as per Clauses 4.1, 4.3 and 5.1 above) will be determined in accordance with the provisions of the OISE Faculty Workload Policy.

APPENDIX 1

The Nature and Funding of EDU Cs at OISE

1. EDU Cs may be funded by long term external grants or be eligible for central funding.
2. EDU Cs, which will be eligible for central funding, normally will:
 - be established as a sub-unit of a department (but may have affiliation across departments at OISE or the university, as well);
 - be engaged in a substantial body of thematically-oriented research;
 - have either a sustained record of achievement over relatively long periods of time (four or more years) or the potential for such achievement;
 - make a direct and planned contribution to OISE's teaching programs significantly beyond the normal contribution of their individual faculty members;
 - be established according to procedures outlined in the existing policies governing EDUs.
3. There will be a cap on the total amount of money available for central financial support, this total being determined by the Dean's office¹. This money will be evenly distributed across the centrally funded EDU Cs, but with 40% of the total set aside for allocation in response to individual centre proposals. Both productivity and need will be considered in the allocation of this money.
4. The number of the centrally funded EDU Cs will be no more than ten, with this number to be reassessed every five years by the Research Standing Committee.
5. EDU Cs are expected to submit to the Associate Dean's Office an annual report and to undergo a formal review every five years.
6. Centrally funded EDU Cs will receive an annual instalment upon presentation of their annual report, including a financial summary.

¹ The Dean's Office has allocated \$200,000 for the first year in which this motion applies.

APPENDIX 2

Types of Information

The following are examples of types of information that might be provided as evidence under each criterion:

- a) The quality of the EDU C's work as evidenced by its impact upon scholarship and practice, e.g., research grants, contracts, publications, reports, consultancies, development projects, testimonials, awards, external reviews, success of graduates, conferences and seminars. Identify material that is especially notable, significant, or expected to have a major impact on scholarship and practice, explaining why and providing relevant evidence in the body of the report.
- b) The relationship of the EDU C's work to graduate studies and the involvement of graduate students in the unit's projects and activities, e.g., graduate courses related to the EDU, OCGS approved program, offerings in graduate seminar series, numbers of graduate assistantships, graduate student involvement in publications, projects and seminar series. Interviews with students in the EDU.
- c) The relationship of the EDU's work to teacher education and the involvement of teacher candidates in the EDU's projects and activities, unless other circumstances limit such involvement, e.g., contributions to preservice courses, seminars/presentations to preservice audiences, involvement in preservice internship, provision of resources to support preservice course work, involvement of teacher candidates candidates in development of curriculum materials, contributions to inservice education, dissemination in teacher's journals, through boards, etc. Describe and evaluate initiatives undertaken to make linkages between the Centre and Initial Teacher Education.
- d) An assessment of the positive or negative impact of the EDU upon Departmental teaching, research and development/field development programs, e.g., chart the relationship between the EDU and Departmental units or interest groups. Interview with the Chair, Department members outside the EDU and within, with a focus on junior faculty.
- e) Evidence of the need for continued work in the substantive field or problem area, e.g., requests for continuation of work, reference to RFP's , documented evidence of need (statistics such as trajectories for funding, contextual analysis of societal/community need).
- f) Evidence of appropriate governance and accountability practices (e.g. executive board, advisory board, annual report, finances). Identify members of the Centre as well as the policies and procedures for constituting membership, distinguishing the roles of individuals that may be core or integral to the Centre from those that may be affiliated on a more peripheral basis with the Centre. Include information about membership and representation of the Centre's advisory board or other consultative bodies, copies of annual reports, summary minutes of Centre meetings, and a summary of financial budgets related to past and future plans.

- g) Evidence of past success in obtaining external funds plus other revenues and likelihood of continued viability of funds, e.g., list previously awarded grants and contracts, document opportunities for new funds as in (e) above.
- h) Evidence of the unique and/or additional contribution that the EDU has brought to the relevant Department(s) and to OISE, e.g., evidence of uniqueness that extends or goes beyond courses, programs, EDUs, community outreach and university linkages. Document and assess the value of continuing and new collaborations across centres, departments, programs, the University of Toronto, and other organizations or agencies.