



OISE COUNCIL

MINUTES OF THE MEETING OF OISE COUNCIL, held on December 2, 2015 at 3:00 p.m. in the Dean's Boardroom at the Ontario Institute for Studies in Education

Present:

Prof. Eunice Jang, Chair
Prof. Scott Davies, Vice-Chair
Prof. Glen Jones, Interim Dean

Ms. Vesna Bajic
Prof. Abigail Bakan
Prof. Jeff Bale
Mr. Kurt Binnie
Ms. Caitlin Campisi
Ms. Lara Cartmale
Prof. Charles Chen
Prof. Ruth Childs
Ms. Marisol D'Andrea

Ms. Nathasha Dias
Ms. Monique Flaccavento
Prof. Kathleen Gallagher
Prof. Tara Goldstein
Dr. Sheldon Grabke
Prof. Jim Hewitt
Ms. Jessica Hierons
Ms. Helen Huang
Ms. Sim Kapoor
Prof. Clare Kosnik
Prof. Rhonda Martinussen
Prof. Doug McDougall
Ms. Christina Mitas

Prof. David Montemurro
Prof. Angela Pyle
Mr. Morgan Selvanathan
Ms. Jeanne Sinclair
Prof. Suzanne Stewart
Prof. Sandra Styres
Mr. Rouben Tchakmakhtchian
Ms. Lise Watson
Mr. Nicholas Westrate
Prof. Leesa Wheelahan
Prof. Earl Woodruff
Ms. Maggie Xu

Ms. Biljana Cuckovic, Secretary

Guests:

Ms. Lynne Alexandrova
Ms. Ai-Ri Brown
Prof. Carol Campbell

Mr. Pierre Lee
Ms. Denise Makovac
Prof. Charles Pascal

Prof. Jean-Paul Restoule
Mr. Doug Ullrich

Regrets:

Prof. Nina Bascia
Ms. Rachel Birney
Ms. Annette Ford
Prof. Ruben Gaztambide-Fernandez
Prof. Meric Gertler
Prof. Esther Geva

Ms. Lu Huang
Ms. Sona Kazemi
Mr. Stephen Krencil
Jessica Leung
Prof. Roy Moodley
Dr. Jeff Myers
Prof. Michele Peterson-Badali
Prof. Sherene Razack
Ms. Elisabeth Rees-Johnstone

Prof. Cheryl Regehr
Prof. Locke Rowe
Ms. Rebecca Singer
Prof. Miglena Todorova
Prof. Marcelo Vieta
Ms. Anna Liza Villanueva
Prof. Njoki Wane
Ms. Zian Zhang
Justice Marvin Zuker

1. Review and Approval of Agenda

The agenda for the meeting was approved.

2. Review and Approval of DRAFT Council minutes of October 28, 2015

Minutes of the OISE Council meeting held on October 28, 2015 were approved.

3. Chair's Report

The Chair welcomed members in attendance to the second meeting of the Council, and called for nominations from the floor for the following positions on the Executive Committee: 1 Faculty and 1 Staff.

On motions duly made, seconded and carried:

Prof. Jeff Bale was elected as faculty representative on the Executive Committee, and Ms. Lara Cartmale was elected as staff representative on the Executive Committee.

4. Dean's Report

The Interim Dean, Prof. Glen Jones began his report by sharing his impressions regarding the Celebration of the Bachelor of Education and Diploma in Technological Studies programs held on December 1, 2015 in the OISE Library. It was a fitting occasion to celebrate the accomplishments of the two longstanding programs that made significant contributions to OISE and its role in teacher education. The Dean noted that it was wonderful to see so many faculty, staff and student representatives in attendance, as well as colleagues who have not been at the Institute for a while but came back to share their memories and insights about the two programs. The Dean acknowledged the leadership of Prof. Doug McDougall, Associate Dean, Programs, and Professor Emeritus David Booth for their leadership in organizing the momentous event.

On December 1, 2015 the Dean attended the annual meeting of the OISE Alumni Association—a wonderful group of volunteers devoting their time and energy to OISE, raising funds for scholarships while enriching connections with alumni and graduates. The event was a wonderful opportunity to connect with alumni and recognize the important role they play within OISE. The Dean invited members of the Council to participate in OISE's annual lasagna lunch fundraiser for the United Way taking place on December 3, 2015 in the Nexus Lounge.

The Dean reported on the OISE Review commissioned by the Provost to inform the decanal search. The draft of the self-study document was posted on the OISE website and considerable input was received to the draft through community consultations that took place on September 24 and October 27, 2015, as well as at meetings with the Graduate Students' Association, Deans and Chairs, and Faculty Council. Several members of the community also provided detailed suggestions in response to the draft report. The final draft of the report will be submitted to the Provost by December 4, 2015 and then posted on the OISE Review webpage. The Dean acknowledged the team of staff who worked intensely on the Self-study document including Biljana Cuckovic, Jesse Sims, Zahra Bhanji and Ai-Ri Brown, and thanked the Associate Deans and Chairs for their contributions to this very comprehensive report. The site visit will take place from January 20-22, 2016, and the Dean's Office is working with the Provost's Office to organize numerous meetings that will take place during the site visit. There will be several opportunities for the external review team to meet with groups of faculty, staff and students during the site visit. The Dean invited members of Council who are interested in meeting with the reviewers to send a message to dean.oise@utoronto.ca expressing their interest.

An update was provided regarding the establishment of OISE's Strategic Advisory Group which will have its first meeting on January 12, 2016. A draft list of members with brief biographies was provided in

the materials for the meeting. The Group's mandate will be to provide advice to the Dean and the OISE community regarding issues that have the most significant impact on the accomplishments of the Institute's mission and goals, including the advancement of research, teaching and academic programs.

In mid-November 2015, the Dean attended the annual meeting of the International Network of Education Institutes (INEI)—formerly the International Alliance of Leading Education Institutes (IALEI). With great potential and energy, the group is trying to promote research collaboration among the member institutes as well as mobility of students.

The Dean provided an update regarding discussions related to teacher education that take place at the meetings of the Ontario Association of Deans of Education, and at the Ontario Teachers' Federation's discussion table. Over many years, teacher education at OISE was administered through the Dean's Office, which is no longer the case. Discussions are underway to establish communication structures that will enable the senior academic leaders at OISE who play roles within these organizations to disseminate the information to colleagues directly involved in OISE's teacher education programs.

The Dean reflected on his involvement in several university-wide initiatives that connect OISE with other divisions within the University including the Jackman Humanities Institute, the Fraser Mustard Institute of Human Development and the Council of Deans and Principals for the University of Toronto Concurrent Teacher Education Program. In addition to the Dean's Advisory Board for the Dr. Eric Jackman Institute of Child Study that aims to provide a voice to the teachers, parents and alumni of the Jackman ICS, there are other committees designed to facilitate discussions amongst members of the OISE community regarding various issues of importance to the community. For example, Prof. Doug McDougall, Associate Dean, Programs, is finalizing the establishment of the committee on student experience which will serve as a cross-departmental discussion forum intended to strengthen the student experience at OISE. Ms. Helen Huang, CAO, is also in the process of establishing the committee on safety and security. More information regarding these initiatives will be forthcoming.

The search is underway for Chair, Department of Curriculum, Teaching and Learning and membership of the advisory committee will be announced within the week. In light of Wing Ng's upcoming retirement, OISE is in the process of appointing a new comptroller, which is a vital position within OISE's finance office. It is expected that this appointment will be finalized early in the New Year.

The Dean announced that a call for nominations will be launched within the week for OISE's Teaching Excellence Awards which recognize the Institute's commitment to valuing excellent teaching. With mid-January 2016 as the submission deadline, nominations will be welcome from the OISE community. More information regarding the nominations process will be included in the Call for Nominations. Additionally, the call for nominations for Staff Excellence Awards will be sent out early in the New Year. A community gathering to celebrate the award winning faculty and staff is being planned for March 2016.

The results of the OISE's 19th educational survey are about to be released. Colleagues involved in the survey are Arlo Kempf, Department of Curriculum, Teaching and Learning and Peter Sawchuk, Department of Leadership, Higher and Adult Education.

The Dean concluded his report by wishing members and guests in attendance the very best for the holiday season.

Following the Dean's report, a member shared an idea to establish an OISE-wide teacher education committee that could be helpful in enabling not only greater communication regarding teacher education at the Institute, but also enhancing participation of faculty from all four dependents in teacher education through, for example, establishing elective/area courses within the MT.

A question was raised regarding the Strategic Advisory Group and how its members will be of help to the Institute. The Dean explained that the Group will meet semi-annually and will have facilitated discussions based on the agenda driven by OISE. Given the Group members' extensive experience in the public education sector, it is expected that their input will be helpful with environmental scanning and providing advice on OISE's current objectives and activities, as well as on future possibilities including long range planning.

Another question was raised regarding the status of the recent online threat directed at feminist scholars within the University. It was explained that, while the threat was taken very seriously by the University, there were no criminal charges associated with the threat. However, the University continues to improve safety measures including perfecting its emergency communication protocols and improving access to information regarding safety and security.

5. Reports from Standing Committees

- A. **Academic Programs** – Prof. Tara Goldstein, Chair of the Academic Programs Committee (APC) reported on behalf of the Committee that met on November 13, 2015.

For Approval: Major Modification for a Hybrid Delivery format of Option IV Part-time, Course-only MEd in Educational Leadership and Policy.

Prof. Carol Campbell, Coordinator of Educational Leadership program, presented the proposal. She acknowledged Prof. Joseph Flessa, the former Coordinator of the program, who has done tremendous work developing the proposal. Option IV of the Master of Education in Educational Leadership and Policy (ELP MEd) program is commonly known as the “course-only” option. The program proposes to offer a hybrid model of Option IV part-time to annual cohorts of students interested in online/distance learning formats. Specifically, 4 core courses plus 2 additional elective courses will be offered online to a cohort of students who would express their interest in this hybrid delivery mode during the application process. The cohort structure will provide ongoing support, enabling students to develop a professional community of practice. Cohort students would progress through the program requirements together, and pursue additional electives individually during the indicated terms. These additional elective courses can be taken either face-to-face and/or online depending on the mode of delivery for each of the specific courses. Prof. Campbell noted that the proposed academic change does not affect the admission requirements, program requirements and academic standards of the program.

On a motion duly made, seconded and carried, IT WAS RESOLVED,

THAT Major Modification for a Hybrid Delivery format of Option IV Part-time, Course-only MEd, in the Educational Leadership and Policy program be APPROVED effective September 2015.

One minor modification/new course proposal approved by the Academic Programs Committee at its November 13, 2015 meeting was reported to Council:

For Information: New Course Proposal: CTL3040H – Introduction to Aboriginal Land-centered Education: Historical and Contemporary Perspectives

- B. **Appeals** – No Report.

- C. **Equity** – Prof. Ruth Childs reported on behalf of the Equity Committee that met on November 17, 2015. The Committee includes full representation from OISE's departments, student and staff. At its

first meeting, members discussed the Committee's mandate and how the Committee can support equity work that is already underway at OISE, as well as raise some important issues that are not getting enough attention. Last year, the Graduate Student Association representatives worked with the Equity Committee to develop a survey for students about a variety of equity issues including course availability for part-time students. With the Committee's encouragement and support, the survey will be finalized and launched this year. The Committee is also looking at facilitating discussions between faculty and the Registrar's Office regarding the types of information and assistance the faculty might need in accommodating students. The next meeting of the Committee will be in mid-January, 2016. In the meantime, Prof. Childs invited members to share any suggestions and ideas of equity-related issues that the Committee could try to raise the profile of.

D. Research – No Report.

6. Pedagogical Innovations with Technology – Panel Discussion

Given that the use of technology has emerged as an important topic during the Self-study consultation process, the Executive Committee thought a panel discussion on the topic of Pedagogical Innovations with Technology would be timely, and of interest to Council members.

The panel discussion was moderated by Vice-Chair of Council, Prof. Scott Davies. The panelists, Prof. Earl Woodruff, Prof. Jim Hewitt and Prof. Jean-Paul Restoule were invited to share their experiences and insights regarding the topic, specifically addressing the following:

- Highlights of the innovations the panellists have been involved with (i.e. positive change);
- Major challenges they have encountered; and
- Suggestions for moving the innovations with technology forward.

Prof. Restoule has been involved in the University's and OISE's first Massive Open Online Course (MOOC) Aboriginal Worldviews and Education, as well as in the First Nations Schools Principals' course offered through extensive use of technology.

The MOOC was launched in 2013 with about 30,000 registrants and a 13% completion rate, which is a fairly good completion rate for these types of courses. In addition to its impact on the participants of the course, it could be said that the MOOC was very helpful in raising the profile of OISE's work in Aboriginal Education.

The First Nations Schools Principals' course was developed in partnership with the Martin Aboriginal Education Foundation and OISE. The course mirrors Principal Qualifications programs; however, it is culturally based on the First Nations context including 10 modules with about 200 hours of materials and instruction. In addition to taking the course, the 21 participants also evaluate the course. The feedback received to date has been very positive.

The challenges associated with these courses are related to the resource intensiveness in ensuring a strong connected experience for the participants as well as good pedagogy. Technological support is also essential and the courses would not have been possible without the support of the dedicated team of the Education Commons staff.

To move online learning initiatives forward, the support has to be in place with respect to the technical side, but also support for instructors who interact with and support the students. The interactivity of the course and connected experiences for the participants are critical elements. As well, repurposing some of the course content and resources developed for these courses for other programs, for example, teacher education would be very useful.

In sharing his experiences and insights, Prof. Woodruff echoed what Prof. Restoule noted with respect to opportunities and challenges associated with online learning. Online learners not only interact with the course content including course materials online, but engage in a learning community and require interaction and feedback. These technology-assisted learning formats influence pedagogy and the way the course content is delivered. Nowadays, online learning not only maintains but also enhances the quality of student experience in many ways. Thinking about student engagement rather than technology allows instructors to accomplish these goals. In addition, one of the key strategies the instructors should use is the ability to give instant feedback to students. The technological solutions that the University currently supports are much more advanced, and chances of technology-related issues are rather low compared to chances for a high quality learning experience for students. Prof. Woodruff reiterated the importance of having good technical support for enhancing the technology-assisted learning. As well, he shared that the technology allows for a more focused time to be spent on actual coursework and learning, rather than face-to-face formats. Equity in terms of access is a huge issue. Online learning and hybrid delivery modes allow for a greater flexibility for students who live in remote communities or have family obligations that prevent them from coming to campus.

Prof. Hewitt shared his experiences with an online learning platform called Pepper developed six years ago to experiment with innovative learning technologies, and tried to address some of the challenges associated with distance education. One of the challenges with respect to distance education is a high drop-out rate. Part of the problem is that people don't feel connected to their instructor and their classmates. The key strategy to address this problem was to build online learning communities where people can connect and interact. One way of building these communities was creating discussion boards; however, challenges continued until it was possible to for participants indicate how they felt with respect to each other's contributions and interactions and sharing their ideas online. The key was to ensure that the design of an online environment could support the notion of community building online. Building a sense of a virtual meeting place was important and numerous strategies were applied including enabling a customization of the space to a certain extent, and the ability to see other participants online. The ability for participants to acknowledge that they have seen certain content and indicate how they felt about it was important. This was accomplished through the "like" buttons similar to those used in social media platforms; which proved to be an important low-cost way of providing affirmations to participants. The sense of informal talk—that goes on in regular face-to-face classrooms—was also important regarding building an online learning community. This was accomplished through enabling private discussions and chats. It was important to ensure student felt safe expressing themselves and confiding in other students. Looking at other online learning environments that are available including Blackboard, one realises that these platforms are designed around functions such as calendar, discussion board, chat, etc. The next iteration of Pepper was designed to allow for a multi-functional use, which seems to be more aligned with one's natural workflow. Participants provided a lot of feedback which has informed further development of the platform.

Following the panelists' presentations, there was a discussion and the opportunity for members to ask questions. The majority of members' questions and impressions revolved around building online communities, engaging learners through the use of technology, supporting faculty development with respect to online teaching and technological support. A member thanked the Executive Committee for organizing the panel and acknowledged the importance of the technology-assisted learning as a discussion topic. It was stated that today's panel discussions represent just one of the many opportunities to talk about technology; and there will be more meetings and panels on this topic in the near future.

Chair and Vice-Chair thanked the panellists for their participation and contributions to the discussion.

7. Other Items

Ms. Monique Flaccavento, Acting Director of OISE Library shared the following updates:

- *OISE Personal Librarian* – a program launched in 2014-2015 to match all incoming graduate students with a personal librarian to improve their experience and access to library resources. Based on the outcomes of the survey administered by the Library, the program was very successful.
- *Student2Scholar* – the Library has partnered with libraries of faculties of education at Queens and Western universities to develop a series of online modules funded by the Council of Ontario Universities. The modules are fully available and designed to supplement the student’s research methodology courses. The modules are designed to be flexible allowing the students to complete only a couple of activities if they chose so, the specific modules or the entire program.
- *Print Journal Cancellations in favour of Online Subscriptions* – the University Libraries is in the process of canceling some journals including duplicate online subscriptions. This is a massive project, which is underway across all libraries at the University. In addition, the libraries are starting to look at canceling print subscriptions while retaining all of the electronic rights in perpetuity.

8. Adjournment – The meeting was adjourned at 4:53 p.m.