

Academic Plan 2004 – 2009

**The Ontario Institute for Studies in Education
of the University of Toronto
(OISE/UT)**

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We appreciate the commitment of all members of the OISE/UT community who have engaged in this important process. As we move into the next phase with renewed purpose and a clearer sense of priorities, we will know the hard work has been worthwhile.

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Doug Hart and Nancy Watson, Institutional Researchers, provided support to the committee.

List of Abbreviations

AECP	Department of Adult Education and Counselling Psychology
AERA	American Educational Research Association
AQ	Additional Qualifications
BEd/Dip. Tech.	Bachelor of Education/Diploma in Technical Education
BIU	Basic Income Unit
CFI	Canadian Foundation for Innovation
CIDA	Canadian International Development Agency
CIHR	Canadian Institute of Health Research
CTL	Department of Curriculum, Teaching and Learning
EdD	Doctor of Education
ESL	English as a Second Language
FEUT	Faculty of Education, University of Toronto
FTE	Full Time Equivalent
HDAP	Department of Human Development & Applied Psychology
ICS	Institute of Child Study
MA(CS)	Master of Arts in Child Study and Education
MEd	Master of Education
MT	Master of Teaching in Human Development and Curriculum
NSERC	Natural Sciences and Engineering Research Council of Canada
OCGS	Ontario Council of Graduate Studies
OCT	Ontario College of Teachers
SESE	Department of Sociology and Equity Studies in Education
SGS	School of Graduate Studies
SSHRC	Social Sciences and Humanities Research Council
TPS	Department of Theory and Policy Studies
UBC	University of British Columbia
UCLA	University of California, Los Angeles

Executive Summary

The mission of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) is to engage in the study and improvement of education in the context of broad social issues in which learning is a life-long activity. Our vision emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. Our work draws upon many academic disciplines and professional perspectives and aspires to the highest standards of scholarly and professional excellence.

OISE/UT in its current form dates from 1996 with the merger of the Ontario Institute for Studies in Education and the Faculty of Education at the University of Toronto. The merger served as an opportunity for renewal, an expanded mandate and strengthened links with the rest of the University. Seven years after the turmoil of the merger, we are poised to consolidate and fully realize our strengths.

OISE/UT is Canada's preeminent faculty of education and it has established an international reputation in graduate studies, teacher education, and research in education. Strong research programs, with particular strengths in areas such as child development, policy studies, lifelong learning, second language education and technology in education, have solidified our reputation and a history of social justice and concern for equity increasingly underlies all our work. Our teacher education programs are cohort based, closely linked with schools and committed to inquiry and our graduate programs are diverse and strong.

At the same time, we face a number of challenges. Although the three streams of OISE/UT work are strong, there has been insufficient integration of research, graduate teaching and teacher education to ensure that the quality evident in each area is translated into the others. Addressing this fragmentation has implications for the equity and balance in faculty workloads and for the design of our teaching programs. We want to integrate teacher education more firmly into the fabric of OISE/UT and into the University of Toronto (UofT). The impending retirement of a generation of highly productive senior scholars means that we must put a high priority on mentoring junior faculty and ensuring the support is available for them to flourish. We need to highlight and continue to increase the impact of our research on educational practice and policy, in Ontario and beyond, by preserving our areas of strength and rebuilding our capacity in special education and aboriginal studies. In order to meet the budget and space challenges we face, we must look for efficiencies, increase student funding from scholarships and research grants, and generate resources for our work by creating partnerships with the groups we serve.

In response to these strengths and challenges, we have identified a set of institutional priorities to guide our work over the next few years:

- Strengthen teacher education through a mix of programs that reflects the distinctiveness of OISE/UT, improved governance and greater integration across the university.
- Strengthen graduate degrees through strategic enrolment planning, the differentiation of academic and professional graduate degrees, and improved procedures in relation to supervision and research preparation.
- Strengthen our research programs through mentoring junior faculty, improving the research infrastructure and demonstrating the value and impact of our scholarship.

- Strengthen areas such as aboriginal studies, policy studies, special education, adult learning and teacher education through synergies across departments, the university and with the field.
- Ensure that attention to diversity, equity and outreach strengthens all our programs and research.
- Create a sense of community that encourages collaboration and transparent governance.
- Generate additional revenue for our institutional priorities while ensuring efficiencies.

With these priorities in mind, we have structured the Academic Plan around the three areas of our mandate – teacher education, graduate studies and research - with specific goals in each area. We conclude the plan with a section on “making it happen.” The strategies and the goals outlined in these four sections are summarized in Appendix A.

Introduction

OISE/UT is pleased to submit the Academic Plan that will guide the next phase of our development. The process of putting the plan together was an opportunity for a new Dean and the OISE/UT community to reflect on where we are, what our priorities are for the future and what strategies will be effective in moving us forward. *Stepping UP* notes that the goal of academic planning is to achieve the best plan possible, and in a manner that is collegial and that fully engages all the members of the unit and fully engages with the issues before the unit. This, we believe, we have achieved.

The process

Our process has been both interactive and iterative. In July, the Dean struck an Academic Planning Committee with membership from the five departments and representation from faculty, staff and students. The committee had support from two Institutional Researchers. The Committee was chaired by the Dean and met every two weeks from July 2003 through April 2004. It solicited input from all segments of the OISE/UT community through an initial set of questions and background documents distributed widely. It also provided guidelines to the five departments for the preparation of their plans, including a reminder of the importance of ensuring opportunities for input from staff and students as well as faculty (see Appendix C for these communications).

The committee observed early in the process that OISE/UT has produced many planning documents and been the subject of several reviews over its seven years. The Committee reviewed a number of these documents, which are listed in Appendix D. The external review completed in Spring 2003 was particularly important as a reference point. While there are differences among these reviews, and important debates about direction to be had, the problem of implementation, of how to move concretely forward, has particular salience for us.

Submissions to the Academic Planning Committee came from various groups and individuals within OISE/UT. The list of submissions is provided in Appendix E. These submissions were circulated to the Committee and considered in the development of the plan. Committee members reviewed drafts of the five department plans in February 2004 and provided feedback on them at a full-day retreat held in March. The priorities developed at this retreat framed the preparation of the final version of the overall OISE/UT plan and also informed the final plans from the five departments.

We have used our tripartite mandate – teacher education, graduate studies and research – to frame the substance of the plan, and conclude with a discussion of what has to happen if our teacher education, graduate and research goals are to be successfully addressed.

1. Vision and Priorities

Introduction

The Faculty of Education at the University of Toronto (FEUT) was founded in 1906 following a Royal Commission report arguing that the “Teaching of education is best performed where the theory and practice can be made to supplement each other.” Since that time, the Faculty has gone through many organizational changes as the university and the government changed their views of how the study of education and the education of teachers should be carried out. The Ministry of Education exercised close control of budgets, curriculum and hiring through the 1960’s. Educational research was moved to an independent OISE in 1965. Only in 1996 were teacher education, research, professional development and graduate programs reunited in one faculty under the clear jurisdiction of the University. We remain convinced that theory and practice must interact productively in order to ensure a vibrant faculty of education and a healthy educational system. We are committed to making sure OISE/UT does so in an exemplary way.

OISE brought a substantial record of, and an international reputation for, research and graduate programs as well as field centres that translated the research into practice to the merger of OISE and the Faculty of Education at the University of Toronto (FEUT) on July 1, 1996. FEUT brought the energy and expertise from a seven-year focus on improving teacher education, strengthening partnerships with the field, and encouraging research and inquiry. The merger provided a major opportunity for renewal with an expanded mandate. Seven years after that merger, as the history of two separate institutions dims, OISE/UT is ready to fully realize its potential to bring high quality educational research and scholarship, a broad range of graduate programs and the preparation of teachers together in a productive synergy that will have an impact on education locally and around the world.

Vision/Mission

Stepping Up observes of the University of Toronto:

Ours is an agenda that serves the nation and serves a world in which knowledge, politics, economics, technology, leadership, social justice, community and morality are inextricably connected (p13)

OISE/UT sees itself as central to this agenda in the field of education. We are an interdisciplinary professional school of education dedicated to national pre-eminence and international distinction in graduate studies, teacher education, research and field development in education with each aspect of this mission reinforcing the others. We are committed to the study and pursuit of education in the context of broad social, political, moral and economic issues. We see learning as a life-long activity. Our vision emphasizes equity and access, involves collaboration with others to address a wide array of problems, draws upon academic disciplines and professional perspectives and aspires to the highest standards of scholarly and professional excellence.

In brief, we are committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

Context

Changes in the intellectual landscape

The importance of education in the intellectual landscape is increasing as a wider range of disciplines and professional schools take up educational questions that are central to societal well being and social inquiry. The Holmes Group (1995) stressed that teacher education and investigations connected to teaching and learning must hold central positions in faculties of education and faculties of education must hold central positions in research universities. Although considerable progress has been made in making educational questions and teacher education a central focus at the University of Toronto, much remains to be done. This is a task we will continue to address.

OISE/UT is well positioned to address the significant changes in the intellectual landscape which are highlighted in *Stepping UP* because we have a history of organizing our work in interdisciplinary, interconnected and democratic ways. We value these traditions, although we will continue to debate their appropriateness for specific projects.

Educational problems demand interdisciplinary analysis and education at OISE/UT has always been characterized by interdisciplinary approaches. Faculty and students have a variety of disciplinary backgrounds - economics, psychology, sociology, political science, history, philosophy and more. Faculty members at OISE/UT have done groundbreaking work in well-recognized interdisciplinary areas such as women's studies and cognitive science. They have also worked in interdisciplinary teams to explore such practical issues as the effects of curriculum change and the impact of technology in schools.

Educational problems also require "inter-connectedness". Connections with communities of educational practice have been fostered to strengthen our work in teacher education, in graduate studies and in research. Connections with scholars around the world, across the country and across campus increase the quality and the richness of our scholarship. Our researchers are taking lead roles in new national and international networks of scholars and practitioners.

Much of our work explores how to enact principles of equity and social justice in an increasingly diverse environment. We work in collaboration with a wide range of communities and we strive to increase debate about our work.

Changes in the educational landscape

The last decade has seen increased public concern about education which provides opportunities for our planning. Immense global challenges face educational systems. Canada's educational system performs well in global comparisons and Canada's educational expertise will be in increasing demand. International links have become more important in shaping educational policy, curriculum and the definition of best practices.

Canada's human capital development depends on learning in schools, families, communities and workplaces. Democratic participation depends on the capacity of educational institutions to develop civic engagement and critical thinking. Growing public awareness of the importance of early childhood education provides the context for supporting more research and innovative practices in this sector. In this environment, the prospects for increasing educational research and

scholarship look bright. This will be particularly true if the Social Sciences and Humanities Research Council (SSHRC) is able to transform itself to support a wide range of research activities, linking research in the academy more closely to the communities it serves.

In our aging society, children in school represent a smaller proportion of the total population than they did 25 or 30 years ago. Lifelong learning has become more important. The private educational sector is growing, with a wide variety of independent schools and training institutes intended to serve particular segments of the community. This complex social environment makes the scholarship and the programs at OISE/UT relevant to an ever-larger group of people who grapple with change.

Our schools reflect the increasing ethnic and linguistic diversity of Ontario, and of the Greater Toronto Area in particular, as families come to Canada from all corners of the world. The child poverty rate remains close to 20%. Many children in Ontario schools learn to read and write in a language in which they are not yet fluent, more students are being identified with special needs, and most of these children are educated in regular classrooms. Educators throughout the system must constantly strive for new knowledge and teachers need a broad education to address emerging and challenging circumstances.

The Ontario school system has been subjected to major policy initiatives over the last eight years: new curriculum, the introduction of province-wide student testing, a new funding formula and substantial funding cutbacks that left little support to prepare for and implement the changes. A new government in Ontario aspires to make education a priority, fund new initiatives and encourage more collaboration. OISE/UT is poised to work with the government to increase the capacity of teachers and administrators, inquire about new directions in policy and practice, and increase educational quality by taking advantage of the best available research evidence about what is effective in improving student learning and the context of schooling.

The increased amount of educational scholarship and research that has been produced, the advanced technologies that are available for generating data, and government's concern with testing and accountability have increased the importance of evidence-based decision making and research informed practice. Strategically informing and working with the government will be key to our development over the next seven years.

Values

Stepping UP articulates a set of values that the OISE/UT community subscribes to and supports. These include:

- Public stewardship
- Risk taking and innovation
- Fostering intellectual excitement
- Supporting and forging teaching and research strengths
- Enabling student learning and improving the student experience
- Enabling and valuing faculty, staff and academic leadership
- Equity and excellence; fostering diversity
- Maintaining a highly responsible level of governance and accountability

Over the past year, we have placed a particular focus on examining what our equity and excellence agenda means, and we have developed a statement that describes our commitments. OISE/UT is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination¹. Our commitment to social justice also means that those with whom we work and live who experience individual or systemic discrimination, for whatever reason, are provided with the means to overcome social and physical disadvantages, to the best of our ability. These commitments are captured in two broad principles:

- Who we are and what we do will reflect the diversity of the communities we serve.
- Everyone in our community and the communities we serve will be treated equitably².

As an institution, we will work to ensure an environment where students, faculty and staff receive the support needed to realize their goals and aspirations. We strive to remove the barriers that prevent historically disadvantaged groups from realizing their full potential. Through continual examination and monitoring of our practices, policies and programs we will aim to ensure that equitable principles prevail. Furthermore, we believe that OISE/UT has the responsibility to be a voice for issues of equity and diversity in the wider community. Our two broad equity principles are aimed at fulfilling our responsibility to create the equality of opportunities and outcomes enshrined in the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Federal Contractors Equity Program*, and the University of Toronto policies and practices related to equity and discrimination.

Priorities and Goals

The academic planning process has led to greater clarity about our institutional strengths and challenges. The plan sets out a detailed set of goals and strategies but the following observations underlie and inform the more detailed plans that follow.

Strengths

OISE/UT is the leading faculty of education in Canada and one of the leading schools or colleges of education in the world in terms of size/resources, research, graduate studies and teacher education. We have the strength in research, graduate study and teacher education to lead the way for others and the critical mass to have an impact both locally and globally. Research strengths in the areas of child development, educational policy studies, lifelong learning, second language education and technology in education have solidified our reputation, strong connections with the field have underpinned our teacher education and our graduate programs, and a history of social justice and concern for equity underlies all our work.

¹ These differences have been named, for example, by the Ontario Human Rights code and include: Aboriginal ancestry, race, colour, culture, ethnicity, language, ability, disability, class, age, ancestry, nationality, place of origin, faith, religion, sex, gender, sexual orientation, sex or family status, marital status and gender identity. Although we have named differences by using the terminology of the Ontario Human Rights Code, we understand that this terminology is often contested and in flux.

² It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

Challenges

Although the three streams of OISE/UT work are strong, there has been insufficient integration of research, graduate teaching and teacher education to ensure that the quality evident in each area is translated into the others. Addressing this fragmentation has implications for the equity and balance in faculty workloads and for the design of our teaching programs. We want to integrate teacher education more firmly into the fabric of OISE/UT and into the University of Toronto. The impending retirement of a generation of highly productive senior scholars means that we must put a high priority on mentoring junior faculty and ensuring the support is available for them to flourish. We need to highlight and continue to increase the impact of our research on educational practice and policy, in Ontario and beyond, by preserving our areas of strength and rebuilding our capacity in special education and aboriginal studies. In order to meet the budget and space challenges we face, we must look for efficiencies, increase student funding from scholarships and research grants, and generate resources for our work by creating partnerships with the groups we serve.

Institutional priorities

These substantive concerns translate into a few key institutional foci for change over the next six years.

- Strengthen teacher education through a mix of programs that reflects the distinctiveness of OISE/UT, improved governance and greater integration across the university.
- Strengthen graduate degrees through strategic enrolment planning, the differentiation of academic and professional graduate degrees, and improved procedures in relation to supervision and research preparation.
- Strengthen our research programs through mentoring junior faculty, improving the research infrastructure and demonstrating the value and impact of our scholarship.
- Strengthen areas such as aboriginal studies, policy studies, special education, adult learning and teacher education through synergies across departments, the university and with the field.
- Ensure that attention to diversity, equity and outreach strengthens all our programs and research.
- Create a sense of community that encourages collaboration and transparent governance.
- Generate additional revenue for our institutional priorities while ensuring efficiencies.

Throughout the remainder of the Plan, we translate these strengths, challenges and priorities into a set of more specific goals for OISE/UT. We also indicate how strategies and benchmarks will help us reach our goals and track our progress.

2. Teacher Education

Introduction

With the size and strength of our research and graduate studies programs, we offer a particularly rich environment in which to conduct teacher education. We want to ensure that our programs reflect the distinctiveness of OISE/UT, are of the highest quality, and demonstrate our commitment to diversity and equity. Our programs must do an outstanding job of preparing graduates for challenging and rewarding careers in the teaching profession. They must reflect the compelling research evidence about learning and schooling that has accumulated at an accelerating pace over the last 15 to 20 years. OISE/UT is committed to adding to this research as well as providing strong programs to prepare teachers.

OISE/UT prepares 1300 teachers a year, more than any of the other eleven Ontario universities offering teacher education programs. At present, we offer a large (1230 student), nine month consecutive program (BEd/Dip. Tech.) for elementary and secondary teaching, which is similar to that at other Ontario universities. We also offer distinctive and smaller (70 student) two-year master's programs (MA in Child Studies and Master of Teaching) which lead to provincial teaching qualifications at the elementary level. We do not offer a concurrent program, although this is common at other universities in Ontario.

Teacher education at OISE/UT is in good health; the programs are in great demand, the institution continues to be in the forefront of program innovation, and our graduates are well prepared to enter teaching as beginning professionals. We will build on this rich foundation and retain our position as leaders in the field of teacher education at a time of significant change in the intellectual and policy landscape.

Two immediate challenges face us, both of which were signaled in the external review of the faculty done in spring 2003. First, teacher education must be more fully integrated into the work of departments and into the university as a whole. Although the caliber of teaching and of the program itself is high, the proportion of tenure stream faculty in teacher education has declined to the point where most courses in teacher education are taught by contract and seconded instructors. Secondly, the governance of the teacher education program needs to be clarified in order to move forward. Some confusion exists about roles and responsibilities in the operation of the program and there is a perception that too many layers unnecessarily complicate decision making.

Context

Teacher education operates within a provincial fiscal and regulatory framework. In response to concerns about an impending teacher shortage, the Government of Ontario provided \$45 million in additional funding to faculties of education to provide extra spaces from 1999 through 2004/5, with 300 of these going to OISE/UT. No funding was provided for new capital funding for the expansion. The government is particularly concerned about shortages of teachers in the sciences, math, and languages. Reductions in class size announced by this government will increase the demand for teachers at the elementary level. Demand for places in teacher education in Ontario is already much greater than the supply and every year we turn down many qualified applicants. Teacher education programs operated by US and Australian universities, school boards and

community colleges are being approved to operate in the province and they respond to this demand, charging higher tuition than is permitted in Ontario universities.

Ministry regulations, especially Regulation 184, dictate much of the content and format of teacher education in the province. OISE/UT developed a two-year program in response to the Royal Commission Report's recommendation that Ontario move to a two-year preservice program. The government has agreed to fund a limited number of spaces in this program. The Ontario College of Teachers (OCT) accredits teacher education programs, guided by the Standards of Practice for the Teaching Profession and a set of Ethical Standards. The OCT also regulates the additional qualifications that teachers obtain as they move through their professional careers. Furthermore, no faculty would want to disadvantage its students in the recently instituted compulsory provincial teacher test (Ontario Teachers' Qualifying Test), run at the present time by The Educational Testing Service.

Relations with our field partners are a key context for our work. Ongoing labour disruptions have created difficulties for student teaching arrangements and the competition to find placements in schools for our teacher education candidates is increasing. As we move forward with changes in our preservice education and our continuing education programs for teachers, we will need to build support for our work with various educational stakeholders - the College, the teachers, the school boards, the principals, the directors of education and the federations.

This is a moment when the government and the College are examining their teacher education policies as well as their overall approach to education in the province. A review of the College's standards of practice and of Regulation 184 is underway. Other provinces have lengthened and diversified their preservice programs while Ontario has retained a relatively short program along with extensive Additional Qualifications (AQ).

In the scholarly literature there is an active debate about the effects of American alternative certification and British school based or employment based teacher education that does not take place at universities, as well as a renewed interest in the effect of teacher preparation policies on educational outcomes. There is also a good deal of literature on the evidence base for best practices in teacher education.

Finally, the increased diversity of Toronto and the surrounding area means we must ensure we admit teacher candidates with diverse backgrounds and we must ensure the program responds to changing social needs. Our commitment to equity and diversity must pervade all aspects of the preservice program from recruitment through admissions to programming and student support.

Self Study: Current Data

Student enrolment

Table 2.1 shows the volatility in demand for teacher education over time and our gradually increased enrolment since 1998 in response to government funding.

Table 2:1: Teacher Education: Applications, Offers and Registrations, 1996-97 to 2003-04

Year	Applications ¹	Offers	Registrations ¹	Offers/ Applications ¹	Registration/ Offers
B.Ed./Tech					
1996-97	3976	1198	953	30.1%	79.5%
1997-98	1928	1329	821	68.9%	61.8%
1998-99	2278	1365	935	59.9%	68.5%
1999-00	3747	1540	1045	41.1%	67.9%
2000-01	6070	1648	1144	27.1%	69.4%
2001-02	4656	1799	1225	38.6%	68.1%
2002-03	5354	1772	1263	33.1%	71.3%
2003-04 ¹	5257	1737	1244	33.0%	71.6%
2004-05	4988	1769		35.5%	
MT					
2000-01	36	21	18	58.3%	85.7%
2001-02	100	30	16	30.0%	53.3%
2002-03	165	63	40	38.2%	63.5%
2003-04 ¹	239	37	25	15.5%	67.6%
MA (CS)²					
1999-00	140	50	40	35.7%	80.0%
2000-01	179	56	39	31.3%	69.6%
2001-02	155	47	39	30.3%	83.0%
2002-03	126	56	42	44.4%	75.0%
2003-04 ¹	139	48	41	34.5%	85.4%

Sources: Registrar's Office 2004 Report on OISE/UT Applications, Registration and Graduation and Ministry November Counts.

¹Students interested in the two-year MT and MA(CS) often apply to both programs (and may apply to the B.Ed. as well). Application counts thus overestimate demand for each program, and the offer rates shown underestimate what the rate would be for the two programs combined.

²Two-year program only.

Applications respond to changes in the perceived job market for teachers. Our data suggest that the percentage of OISE/UT BEd/Dip. Tech. graduates with full-time teaching jobs has increased over the last few years, a shift accompanied by an increase in applications for admission to the program. Our recent data cannot be considered reliable, however, as fewer students now complete the post graduation survey and those who do are more likely to be employed. Government policies, particularly the elimination of grade 13 and policy on class size, have a major effect on both demand and supply. Through all this, our program remains highly selective with about one third of students offered places. Virtually all students complete the program on time.

The program

The teacher education programs at OISE/UT are committed to teaching excellence, coherence across courses, collaborative work among faculty, strong school/university partnerships and a research-informed orientation. Our cohort model allows for a diversity of approaches with a similar core. Most students are organized into cohorts of 60 with class sizes of 30. This year, 353 students are in primary/junior, 199 in junior/intermediate, 648 in intermediate/secondary.

OISE/UT's BEd/Dip. Tech. teacher education program involves eight months of instruction followed by an internship of one month. Our required courses are psychological foundations (36 hrs), school and society (36 hrs), curriculum (144 hrs), teacher education seminar (72 hrs) and two elective courses in "related studies" (36 hrs). Students undertake two, four-week practica and a five-week internship.

OISE/UT's MA(CS) and MT programs entail two years of study and include the requirements for certification as well as the advanced study of child development/early literacy and a research paper.

The School-University Partnership Office arranges practicum placements in schools for teacher education students in the BEd/Dip. Tech. program, including liaison with school districts and monitoring of placements. The office has come under the direction of the director of student services and looking for points of intersection and collaboration may strengthen the impact of both services while increasing effectiveness and reducing costs.

Staffing patterns

Teacher education programs generate a large proportion of the teaching demands at OISE/UT. Table 2.2 shows that since the merger the program has been increasingly taught by contract and seconded instructors while the involvement of tenure stream faculty has decreased each year. In 1996-97, the first year after the merger, tenure stream faculty taught 65% of the courses in our 9 month BEd/Dip. Tech. program. (Percentages are calculated on the basis of Full Time Equivalent (FTE) positions). That figure dropped to 31% by 2002-2003. This change has been associated with a substantial increase in the budget for seconded and contract faculty at a time when other budgets are being reduced.

Table 2.2: BEd/Tech Program: Faculty Complement (FTE) by Category and Student/Faculty Ratio 1996-97 to 2003-04¹

	Enrolment	Tenure-stream FTE	Contract/seconded FTE	Total FTE	Student/Faculty ratio	% tenure stream
B.Ed./Tech.						
1996--97	953	45.2	24.4	69.6	13.7	65.0%
1997-98	821	37.2	27.4	64.6	12.7	57.6%
1998-99	935	34.1	34.7	68.8	13.6	49.5%
1999-00	1045	33.5	43.6	77.1	13.6	43.5%
2000-01	1144	30.3	53.6	83.9	13.6	36.1%
2001-02	1225	29.8	59.1	88.9	13.8	33.5%
2002-03	1263	32.8	61.7	94.5	13.4	34.7%
2003-04	1244	29.8	65.3	95.0	13.1	31.3%

¹Tenure stream includes FTE tenured, tenure-stream and non-tenure stream permanent faculty (tutors/instructors), including faculty on study leave. Contract includes regular (winter) session stipends plus approved post-retirement FTE that in a few instances covers courses taught in summer or intersession.

Part of the explanation for the increase in short-term staff is the increased enrolment caused by the government's enhanced-funding initiative, this has been treated as temporary funding so no permanent staff have been hired. Overall, our faculty complement has decreased from 173 in 1996 to 141 in 2003/4. Another reason for the decrease in number of tenure stream faculty teaching in preservice is the retirement of many professors from the former FEUT who taught

only in the preservice program. They have been replaced by faculty who teach in both the graduate and teacher education streams and usually teach more in the graduate stream. The drop in the actual number of tenure stream faculty teaching in the teacher education program, from 45 to 33, as well as the percentage drop, has been substantial.

Contract and seconded staff bring knowledge, professional expertise, enthusiasm, and a current understanding of the realities of life in Ontario schools to our programs. We have been able to hire extraordinary individuals who have taken on leadership positions. These instructors, with their strong links to schools and school districts, strengthen the partnerships between the university and the field. However, without greater engagement of permanent faculty in the teacher education program our goal of integrating research, graduate study and teacher education is in jeopardy. Seconded and contract teaching staff are subject to high turnover, they often teach away from our buildings on Bloor Street, and they operate on a different schedule from the graduate program. Opportunities for productive interaction across programs can be hard to schedule.

Governance

Currently, the two-year graduate teacher education programs are located in departments, like other graduate programs, although the associate dean takes responsibility for liaison and accreditation with the College of Teachers. The MT has been shared by two departments but, as of 2004/5, it will be run out of CTL, while the MA(CS) is run out of HDAP.

The BEd/Dip. Tech. program has operated on a “matrix model” which shares decision making between departments and the deans office. A central administrative staff ensures coherence and integration and handles the complex administrative requirements of the practicum, scheduling, hiring, licensing, and relations with the field. Departments have provided homes to the more than 100 seconded and contract staff even though they have little to do with hiring decisions. This arrangement, intended to encourage interaction between teacher education and graduate programs, has raised concerns about blurred and ill-defined roles and responsibilities and produced frustration and stasis when it is not clear who is responsible for decision making in a large and complex program.

Goals for Teacher Education

Our overall goal is to ensure that teacher education at OISE/UT is of the highest quality, integrating the best professional knowledge with awareness of scholarship in the field.

Program quality, length and mix

Ontario requires and funds the shortest teacher education program in Canada. There is no question that Ontario’s requirement of an 8-month program is simply inadequate in the face of the increased demands on teachers and the increase in research on teaching and learning.

Goal 2.1: To represent our concerns about the inadequacy of the eight month preservice program to the provincial government and work with partners to enhance the framework and funding for preservice education for Ontario teachers.

Strategy: Hold an international conference with the College of Teachers in Spring 2005.

Strategy: Engage in strategic government relations around teacher education in collaboration with partners such as the Ontario College of Teachers and other faculties of education.

Concurrent Teacher Education

The University of Toronto offers no concurrent teacher education program at the moment and it is by far the largest university in Ontario. As a result, despite OISE/UT's large post degree program, the University of Toronto prepares a smaller proportion of its graduates as teachers than most other Ontario universities. As set out above, the demand for teachers is strong and the province must expand the supply of teachers. The university is expanding its undergraduate enrolment and education is an option that would engage many of them at the undergraduate level. Several units across campus (Victoria University, Scarborough, Mississauga, St. Michael's, the Faculty of Music and the Faculty of Physical Education) have expressed an interest in starting education programs that would be integrated with other undergraduate majors. Our external review pointed out the benefits of more engagement in teacher education across campus. Moreover, we think that the quality and impact of our work at OISE/UT will be enhanced by a wider engagement across the university in the study of education. We believe that education is an important and complex field with a scholarly literature that should be discussed widely by faculty and students across the university and that the University of Toronto should make education more central to its mandate.

Goal 2.2: To embed the study of education more widely across the University of Toronto at the undergraduate level.

Strategy: Establish a University of Toronto Teacher Education Advisory Council chaired by the Associate Dean, Teacher Education at OISE/UT, and made up of representatives of units that are interested in exploring concurrent education programs at the University of Toronto. Engage a professional staff person to work with the council to develop financial and program models.

Strategy: Establish a faculty position in teacher education in order to ensure we continually renew our knowledge base in relation to alternative models of teacher education.

Two-year graduate teacher education programs

Our two-year teacher education programs at the graduate level are unique in Canada. They draw on our distinctive research culture to produce teacher leaders in elementary education with particular expertise in early literacy and special education. Currently, we graduate about 30 students per year from each of our two-year master's teacher education programs. We have an agreement with the provincial government to increase our MT program and we would like to expand it further while we decrease our one-year BEd stream.

Goal 2.3: To increase the number of students registered in our two year MT program while decreasing the number registered in the BEd consecutive program.

Strategy: Communicate the benefits of the MT and MA(CS) to the government and the university in order to renegotiate our enrolment targets.

Governance and organization of teacher education

In order to ensure consistent oversight and provide a platform for innovation, we must clarify the decision making processes and budget responsibility in the BEd/Dip. Tech. teacher education program. The adjustments we make must maintain quality and coherence, ensure fiscal prudence, support strong partnerships with the field, and increase department and scholarly leadership in hiring decisions and course planning.

Centralization and specialization of staff ensure services are provided to a transient population of students and faculty. Coherent and productive relationships with the field have been developed and these must be maintained in a competitive environment. At the same time, central directions must be open for discussion and decision making must be transparent. Moreover, the escalating budget for teacher education must be contained.

Goal 2.4: To modify the organizational framework for teacher education to ensure more transparency in governance/decision making and more clarity of roles and responsibilities.

Strategy: Create an OISE/UT Teacher Education Council chaired by the Associate Dean, Teacher Education with representatives from each department and from the seconded and contract staff with responsibility for overall directions for the program.

Strategy: Clarify the budget responsibilities of a Teacher Education Program Unit responsible to the Associate Dean and retain central coordination of the program.

Department leadership

The distinctiveness of OISE/UT lies in the strength and breadth of our faculty research. We must ensure that this is reflected in the organization and content of our teacher education program. We must develop department cultures where teacher education is included as part of the core work to be done.

Goal 2.5: To provide more department authority and leadership where this will serve the quality of the teacher education program.

Strategy: The Teacher Education Council will develop guidelines and procedures for approving pilot programs as proposed in department academic plans.

Strategy: The Teacher Education unit will ensure that department representatives are involved in hiring seconded and contract faculty.

Strategy: Strengthen resources for department leadership and coordination in relation to the content and teaching of relevant courses in the teacher education program.

Staffing

The OISE/UT BEd/Dip. Tech. program benefits from a differentiated staffing model which draws on tenure stream faculty immersed in their scholarly careers along with a large contingent of contract and seconded instructors who bring their professional expertise and their experience with research in the field. We have been concerned about the declining number of tenure stream

faculty involved in the program and the potential development of two solitudes - the permanent tenure stream faculty and those who teach here on a short term basis.

Tenure stream faculty involvement

The incentive systems and commonly shared values of faculties of education in research-intensive universities are more closely aligned with research and graduate studies than they are with initial teacher education. More needs to be done, as noted in the 2003 external review of OISE/UT, to encourage tenure stream faculty participation in delivering the teacher education program.

Goal 2.6: To increase participation by tenure stream faculty in the teacher education program and ensure lively interaction between tenure stream, seconded and contract staff.

Strategy: Department attention to equity in workload assignments for those who are combining both graduate and BEd teaching.

Strategy: Hold symposia to discuss foundational ideas of our teacher education program.

Strategy: Increase departmental responsibility for staffing in teacher education.

Seconded, contract and lecturer appointments

OISE/UT is fortunate in the quality of contract and seconded staff that we are able to attract. We are anxious to ensure that this group reflects the diversity that is evident in the schools and that we continue to attract outstanding individuals who make connections across OISE/UT and are ambassadors for OISE/UT when they return to their jobs in the school system.

Goal 2.7: To ensure diversity and excellence in our teaching stream appointments.

The seconded and contract staff critical to our teacher education program are hired on limited term contracts. We have recently established five new lecturer positions in the areas of Arts Education, Mathematics Education, Social Diversity in Schooling, Special Education and Teacher Education Policies and Practices. Lecturers will be responsible for curriculum and program development, coordinating program options or cohorts, developing partnerships with schools and supervising field placements and internships, as well as teaching in the program. Establishment of the new lecturer positions in teacher education will provide leadership and continuity to the program, including professional development for all those involved. The new positions will be filled for the 2004-2005 academic year and we will evaluate how the positions are working with the goal of increasing the number over the next few years.

Strategy: Use lecturer appointments to provide continuity and leadership in the teacher education program.

There is little data on the backgrounds of contract and seconded faculty. We need to ensure the diversity of this group as both students and schools in the Greater Toronto Area become increasingly diverse.

Strategy: Develop clear goals and active recruitment policies to ensure we increase the diversity among short-term teaching stream faculty.

Graduate students

Many of our graduate students are qualified teachers while others have expertise in particular subject areas. We want to attract outstanding professionals to our program and when such students teach or assist with teacher education courses they gain valuable experience, earn money to support their graduate studies, and their participation reduces the need for seconded or other contact instructors. We will work to increase the number of graduate students who teach in the teacher education program.

Goal 2.8: To increase the number of graduate students teaching in the teacher education program.

Strategy: Benchmark graduate student participation in our teacher education program, find mechanisms to encourage more of it and negotiate union contracts that enable it.

Admissions, program and student experience

Admission to the teacher education program is very competitive for students. For OISE/UT, it is a large, complex administrative process. We must ensure that we attract the best students and that we provide them with an experience that is of the highest quality.

Admissions

OISE/UT wants teacher education students with the potential of becoming outstanding teachers and educational leaders. We must increase the diversity of our teacher education student body with a focus on linguistic diversity and disability as well as ethnic and cultural diversity.

Goal 2.9: To recruit outstanding and diverse students to OISE/UT's teacher education program.

We must focus on encouraging applications from well-qualified candidates from as diverse a pool as possible. Allocating more resources for recruitment activities in the registrar's office, participating in outreach activities with diverse communities, and constantly reviewing our selection criteria and process will help with this goal.

We will continue to rely on applicants' experience profiles as an indicator of suitability for and interest in teaching. However, we will review both the criteria and the assessment of the existing profiles to ensure that the admissions process supports the priorities we have identified for the program. For instance, training for all those participating in profile reading should stress diversity and equity issues.

Recent communications from the Ministry of Education suggest that faculties of education might give more weight to supply and demand issues in making decisions about admissions. OISE/UT has already taken a number of steps to try to increase applications and enrolment for areas such as French language, physical sciences and technological studies. These initiatives will continue.

Strategy: Increase recruitment activity, including attention to international students.

Strategy: Review admissions criteria and process with a view to assessing and ensuring quality and diversity of applicants.

Strategy: Continue to examine, and improve as appropriate, the process by which applicants' experience profiles are read and assessed.

The program

The program we offer is constrained by both the time available and Ministry and College of Teachers guidelines about what must be covered. However, we must strive to make what students learn in our teacher education program reflective of the distinctive strengths of OISE/UT.

Goal 2.10: To enhance the distinctiveness of teacher education at OISE/UT.

Recent conversations about “teaching for depth” have taken research traditions from ICS and explored their meaning for our teacher education program. An increased connection with departmentally based scholarship in all courses will allow this to happen more consistently.

Strategy: Hold colloquia with all involved in teacher education to integrate discussions about what teaching for depth means across the curriculum.

Student experience

Students in our BEd/Dip. Tech. program are only with us for 9 months and their program is packed with things to learn. They are busy, with little time to be involved with OISE/UT as an institution. Student Services provides professional and personal assistance for all students, graduate and teacher education. They offer a range of targeted programs. To ensure a positive experience for teacher education students we will continue to strengthen the range of supports we provide for them.

Goal 2.11: To ensure the highest quality student experience in our teacher education programs.

Strategy: Increase the mechanisms for feedback from students via exit surveys and student council.

Strategy: Continue to support students in using technology to support learning.

Strategy: Improve communication with students using the OISE/UT web site as a key vehicle.

Strategy: Continue to provide professional and personal support to students through Student Services.

Strategy: Continue focusing attention on equity and diversity in all aspects of the program.

We will invite student representation through the Teacher Education Council to ensure student feedback. We will also enhance support for electronic learning and communication through the OISE/UT web site and our First Class electronic space.

Field partnerships

Teacher education is done in schools as well as in the university. The strength of our partnerships with the field affects the quality of our programs for students and our reputation for professional excellence.

Goal 2.12: Continue to strengthen field experiences for teacher candidates and professional partnerships with school associates, schools and school districts.

OISE/UT has made the development of strong school-university partnerships a major priority and this needs to continue. Connections with field partners, critical to a professional program like ours, require time, attention and appropriate resource support. This dual emphasis on field placements and the development of partnerships with schools has resulted in professional learning initiatives with partner schools focused on English as a Second language, action research and professional circles of learning. Such programs create new opportunities for development and research with our school partners.

Strategy: Clarify roles and responsibilities of instructors and associates during practica and internship.

Strategy: Provide more opportunities for the preparation and support of associate teachers.

Strategy: Support professional partnership research and development work with the field through a mini-grant process.

Strategy: Infuse new technologies to facilitate more effective communication with instructors and with schools through the use of a web interface.

Conclusion

OISE/UT's teacher education programs do an impressive job in preparing 1300 new teachers to enter the challenging profession of teaching each year. We see ourselves as preparing teachers even more successfully in the future, working with colleagues in other Ontario faculties of education as well as other educational partners and the provincial government to raise the profile of teacher education and support the more extensive programs needed to prepare teachers for the profession. A more effective internal governance model for making program and staffing decisions will provide more scope for department leadership and for the engagement of tenure stream faculty members.

OISE/UT will soon see three models of teacher education – the one-year consecutive BEd, the two year MT and MA, and the concurrent model, with a campus-wide integration of Arts and Science with Education. As the leading education faculty in the province and in Canada, we have an obligation to explore these models and understand how they compare to take full advantage of the strengths of each.

3. Graduate Studies

Introduction

OISE/UT is the leading Canadian centre for graduate studies in education and it has an excellent international reputation. It offers an unparalleled range of program options supported by an equally diverse and vibrant research program. Our challenge is to maintain this position while reducing the numbers of graduate students to a more manageable level in response to both funding constraints and faculty reductions. We will engage in strategic enrolment planning and pay careful attention to making our programs more attractive to outstanding students from increasingly diverse cultures and backgrounds. Our plans are linked to our research programs, as graduate programs are reflective of the best current scholarship, and graduate students learn and contribute through their deep involvement in all aspects of our work. We need research programs that support students both financially and academically at OISE/UT.

Context

Graduate degrees in education are in substantial demand but our capacity is limited. Until about five years ago, other faculties of education in Ontario offered only MEd degrees. OISE/UT was the only faculty that offered an MA, EdD or PhD degree. Now other faculties across the province offer the PhD, in small, new programs. Universities from outside the province also increasingly offer professional degrees in education within Ontario and online.

In this landscape, competition and collaboration are increasingly necessary and possible. We want to maintain our preeminence through distinctive programs of the highest quality. We want to collaborate with other institutions to encourage educational scholarship. We want to serve the province by providing access to advanced study in education.

The current government is carrying on reviews of teacher education, including a look at the professional development of teachers. We believe that graduate programs hold an important position in this professional development and will work to convince the government of the value of our graduate programs.

OISE/UT has five departments, each of which offers graduate programs. The departments assume responsibility for their graduate programs, subject to the oversight and regulations of School of Graduate Studies (SGS), Ontario Council on Graduate Studies (OCGS) and the administrative and governance framework of OISE/UT. Department plans indicate a variety of new initiatives in the graduate area. At the same time, there are a number of issues associated with graduate studies that clearly transcend the boundaries of individual departments. In this document we concentrate on these issues, which include academic/professional degree differentiation, degree structure, enrolment planning, recruitment, student financial assistance, and the student experience.

Each department offers both masters and doctoral programs. In addition to the PhD, EdD, MA and MEd, two graduate programs (the Master of Teaching graduate program and the non-thesis MA program in Child Studies) prepare their graduates for an Ontario Teachers' Certificate of Qualification.

Self Study: Current Data

Enrolment

Current enrolment in OISE/UT graduate programs is given in Table 3.1 below.

Table 3.1: Enrolment by Degree, November 2003¹

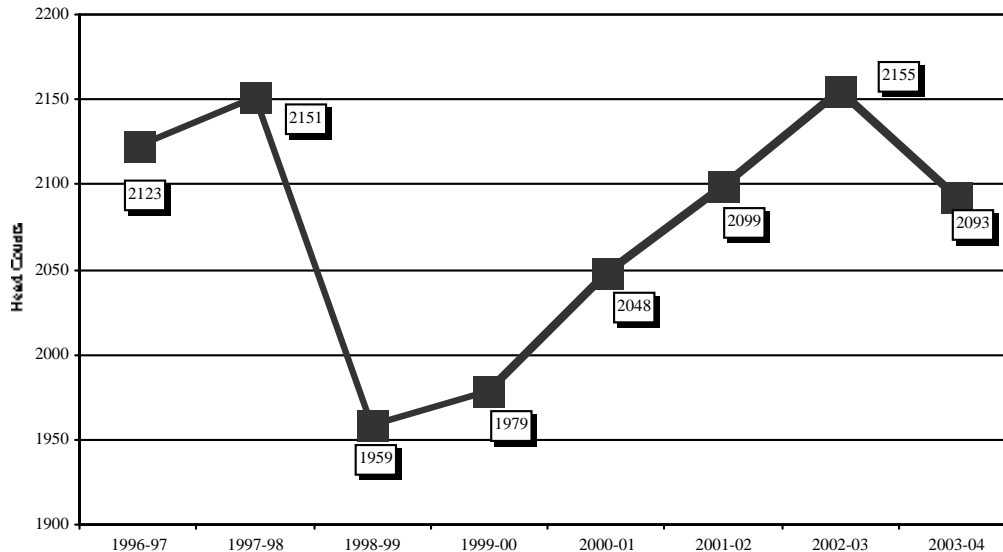
	MT, MA(CS)	MEd	MA	PhD	EdD	Total
First Year Enrolment						
Head count	68	286	66	61	50	531
FTE	67.3	155.8	49.9	61	26.2	360.2
Total Enrolment						
Head count	155	904	292	664	233	2248
FTE	148.7	385.3	196.8	664	174.2	1569

¹Ministry counts; excludes discontinued MA(T) program.

We enroll over 2000 graduate students and 30% of them are taking PhD degrees. Another 40% are in the MEd, which is the most popular degree in education across the province. Our EdD and MA degree streams are relatively less significant. The new intake into the MEd degree is 31% of total enrolment, whereas the new intake in the PhD is only 9% of total enrolment. Many PhD students are “in the pipeline”.

Figure 3.1 tracks enrolment in graduate programs from 1996-97 through 2003-04. Enrolment shows a dip following the merger in 1998-99, then increases steadily until 2003-04 when the introduction of guaranteed student funding translated into a reduction in admissions.

Fig. 3.1 Total Graduate Enrolment (excluding Teacher Education) 1996-97 to 2003-04

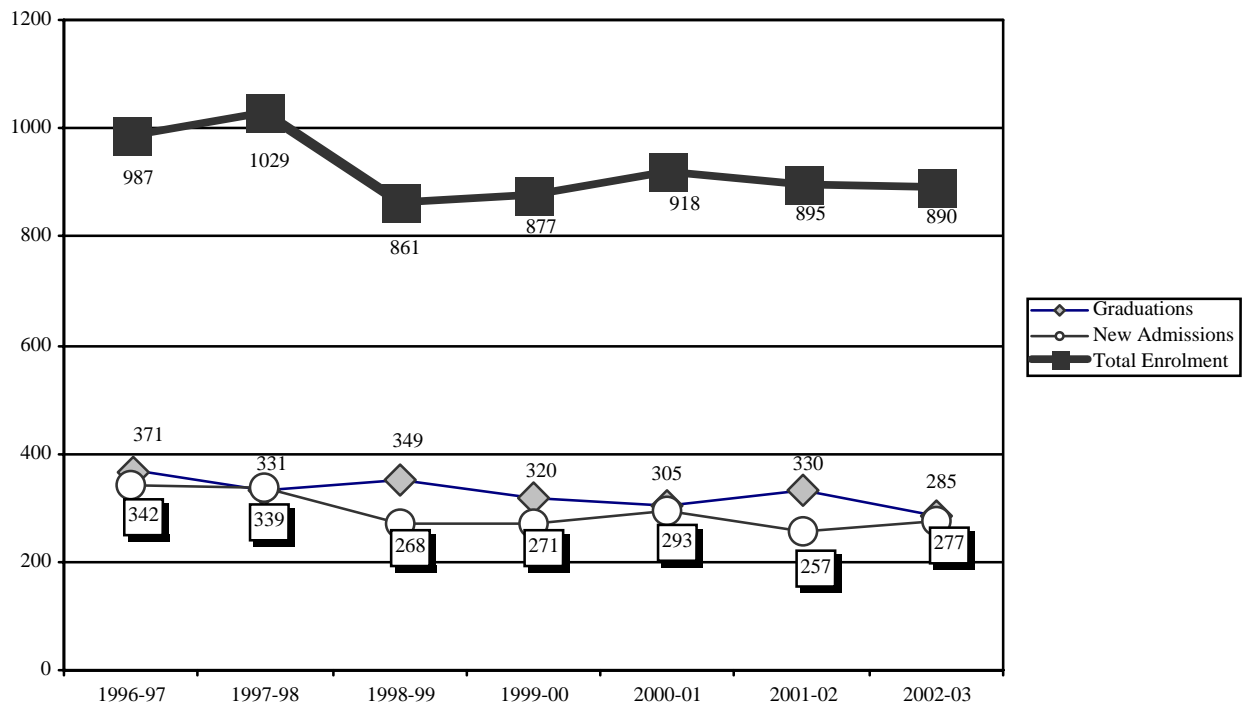


The following figures (3.2-3.5) show patterns of admissions, enrolments and graduations by degree. MEd admissions and graduations have stayed relatively stable over time. Our MA enrolments have climbed along with PhD enrolments. The graduation rate has not, however, increased proportionately. The EdD has been in decline.

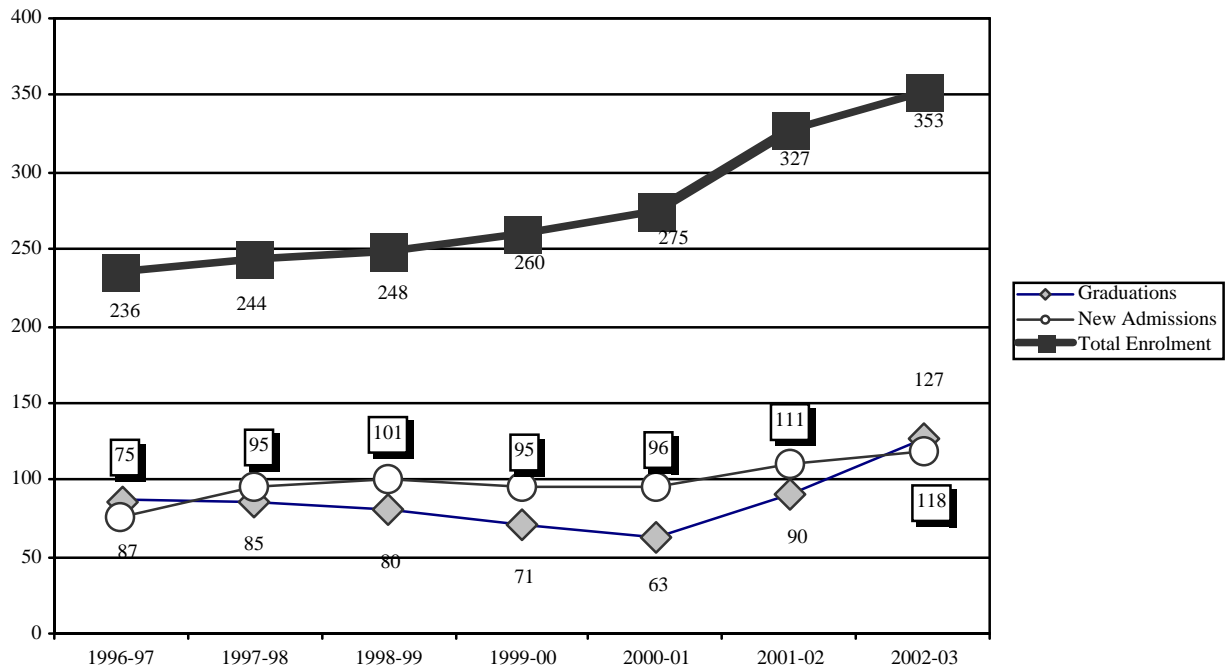
Enrolment, intake and graduation numbers were similar for the PhD and EdD in 1997-98 but, by 2002-03, new intake for the PhD (133) was nearly three times that for the EdD (46). Numbers were further affected by a large number of transfers from EdD to PhD programs, a shift that may have been prompted by funding decisions as well as the availability of new PhD programs in two departments. Such transfers suggest a blurring of distinctions between the professional and academic degree programs.

SGS and OCGS, in several reviews, have called for a clearer differentiation between the two types of degrees arguing that differences should relate to purpose and content, rather than to funding policies or other administrative issues.

Fig. 3.2 M.Ed. Graduations, New Admissions and Total Enrolment 1996-97 to 2002-03



**Fig. 3.3 M.A. (excluding Teacher Education)
Graduations, New Admissions and Total Enrolment 1996-97 to 2002-03**



**Fig. 3.4 Ph.D. Graduations, New Admissions and Total Enrolment
1996-97 to 2002-03**

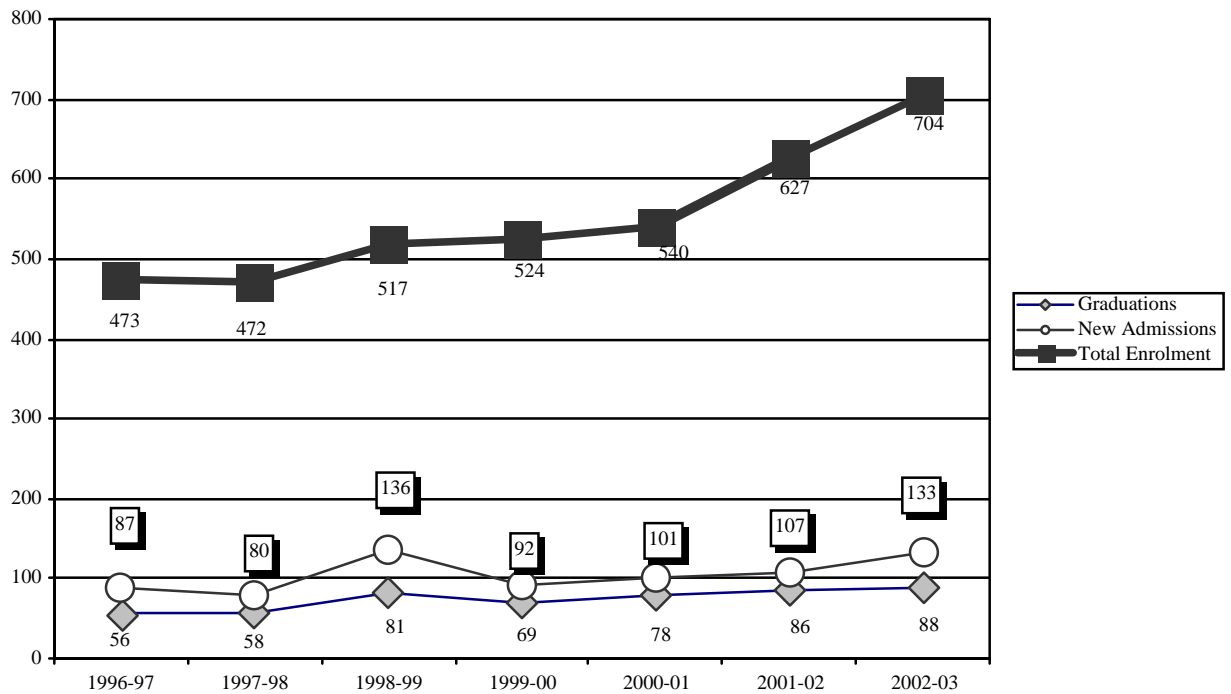


Fig. 3.5 Ed.D. Graduations, New Admissions and Total Enrolment 1996-97 to 2002-03

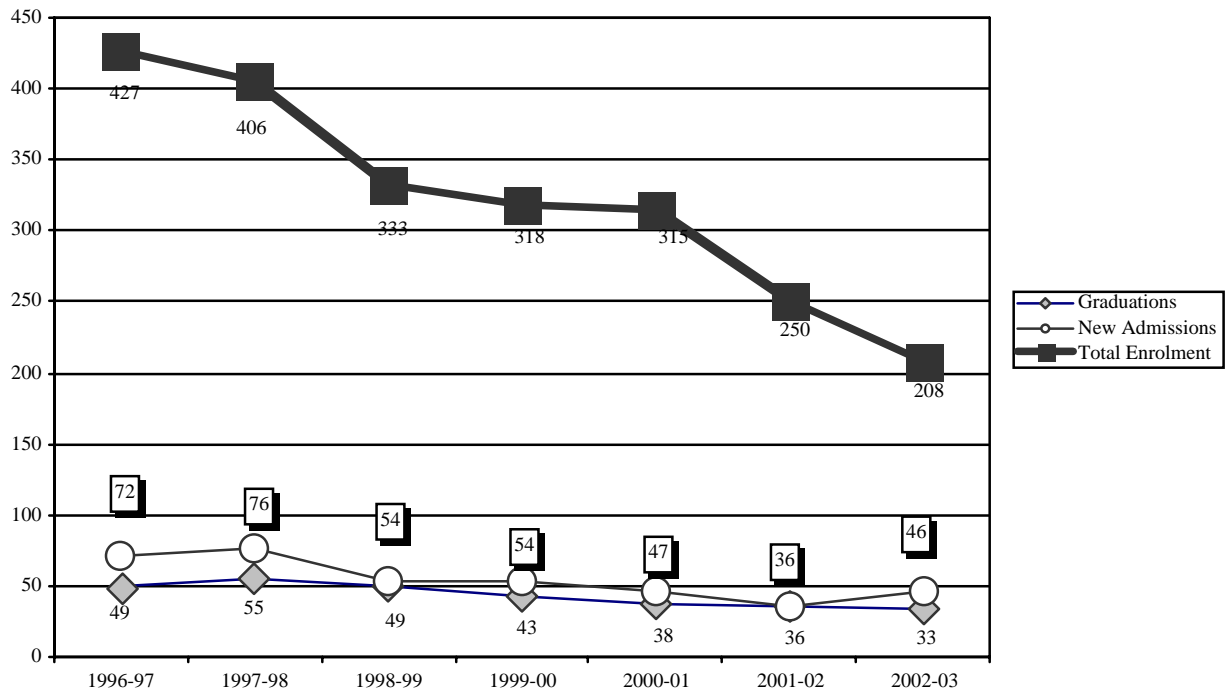
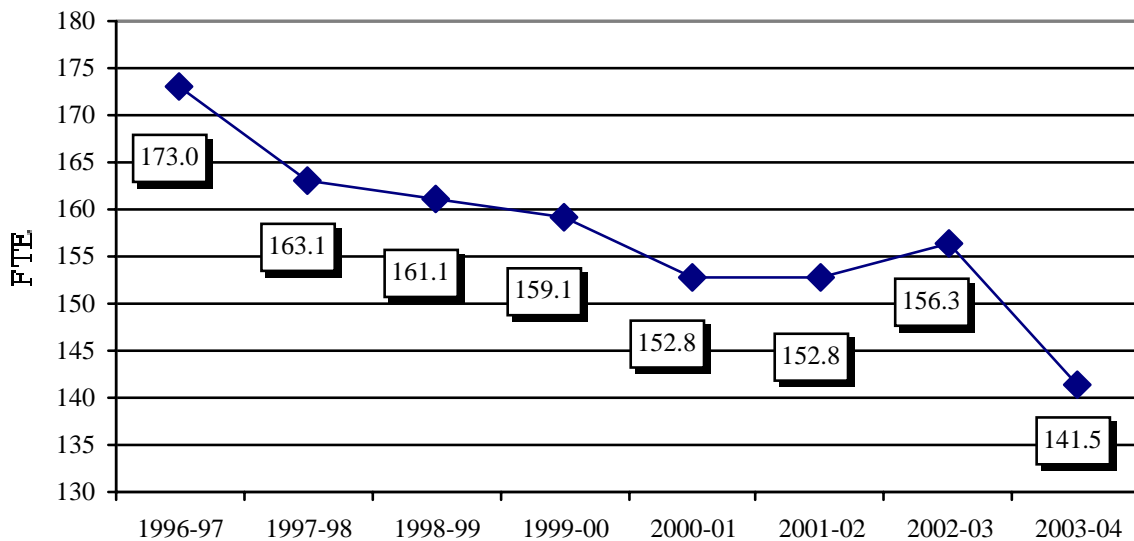


Figure 3.6 shows the decline in graduate faculty complement since the 1996 merger. Our current budget projections foresee a continuing decline as faculty retire over the next six years.

Fig. 3.6 Faculty Complement (FTE)



This translates into an increasing student/faculty ratio at the graduate level, as shown in figure 3.7 and 3.8. We currently have six doctoral students for each tenure stream faculty, although the

distribution is not even. Substantial differences in student/faculty ratios are also evident across departments, as reported in the department plans. The range is from 4.3 to 8.8.

Fig 3.7 Student/Faculty Ratio (MEd, MA, PhD, EdD)

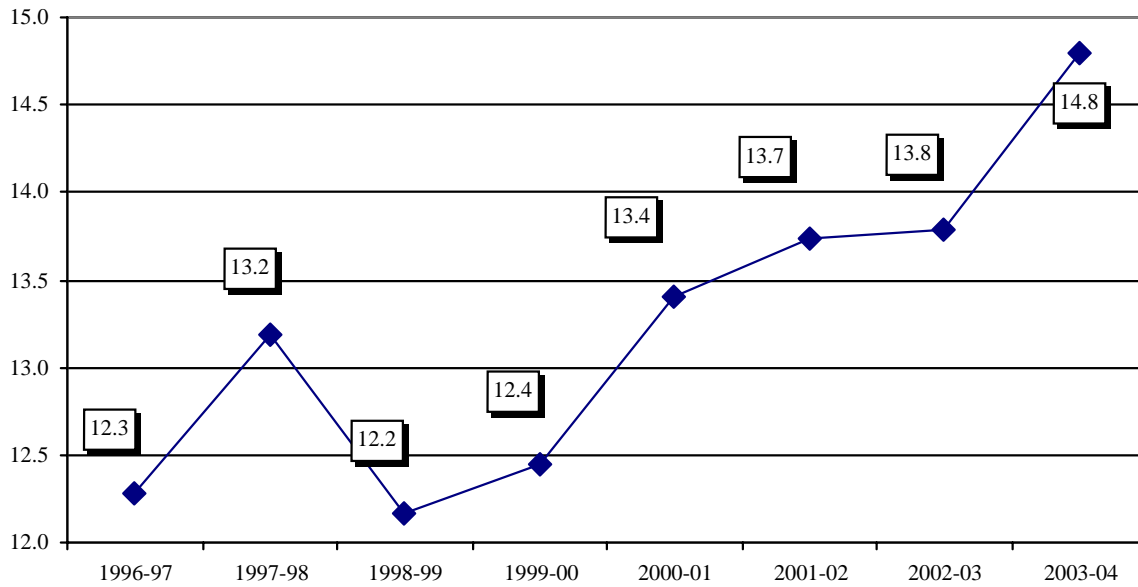
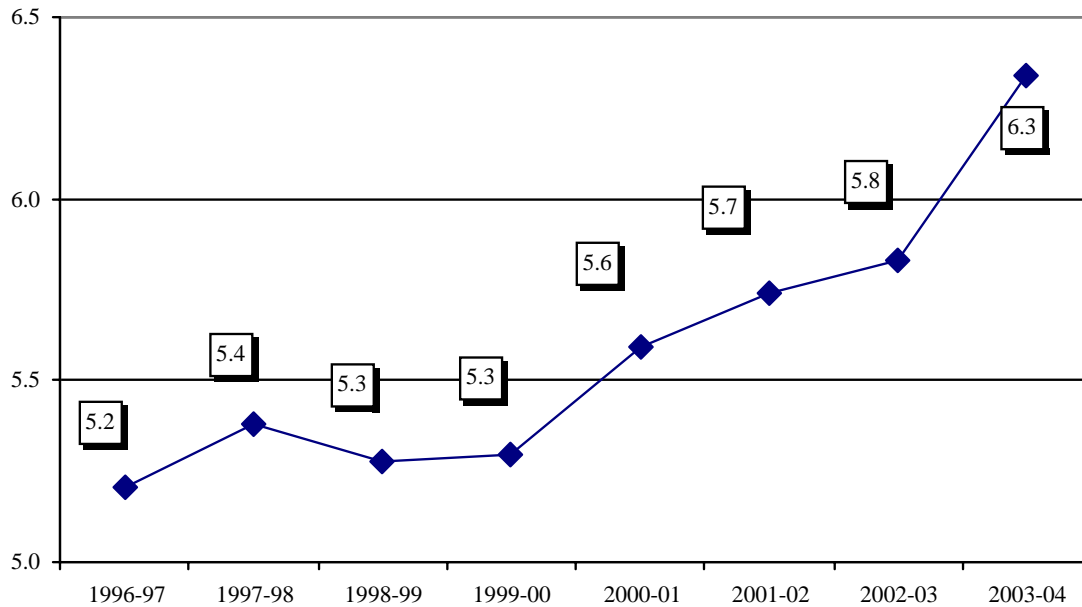


Fig 3.8 Doctorate Student/Faculty Ratio (PhD, EdD)



Completion rates are a large part of the problem and the answer. We can serve more students if they are in their program for a shorter period of time. Students in later stages of their programs no longer generate Basic Income Units (BIU), but they call on faculty time. Getting accurate and useful data on time to completion or rate of completion is fraught with complications and challenges. Table 3.2 offers one approach, providing completion rates for entering PhD cohorts from 1996 on. After the 12 terms (4 years) for which BIU funding is generated, just over a

quarter of students have completed their degrees. After 18 terms (6 years) 50% of the cohort from 1996 has graduated. The next year, the completion rates were lower.

Table 3.2 Ph.D. Completions and Completion Rates: 1996-2000 Intake Cohorts

Start Year	Number of terms since start year		Completions up to:		Completion Rates up to:	
	if Sept. start	Intake	12 Terms (4 years)	18 Terms (6 years)	12 Terms (4 years)	18 Terms (6 years)
1996	18	98	27	49	27.6%	50.0%
1997	15	129	34	52	26.4%	40.3%
1998	12	147	38	--	25.9%	--
1999	9	116	9	--	7.8%	--
2000	6	110	2	--	1.8%	--

OISE/UT is currently well above the Institute’s BIU corridor, due mainly to an increase in BIUs earned through enrolment of students pursuing doctorates. However, enrolment planning has already begun the process of eliminating unfunded BIUs (see Figure 3.2). In reducing intake we also alter the relative distribution of students across years of study. In the short run the doctoral student cohort will include a larger proportion of students who are past the point of earning BIUs. As a consequence, the percentage of doctoral FTE eligible to earn BIUs will temporarily decline (see Figure 3.9).

Fig. 3.9 Graduate BIUs (excluding Teacher Education) 1996/97-2003/04

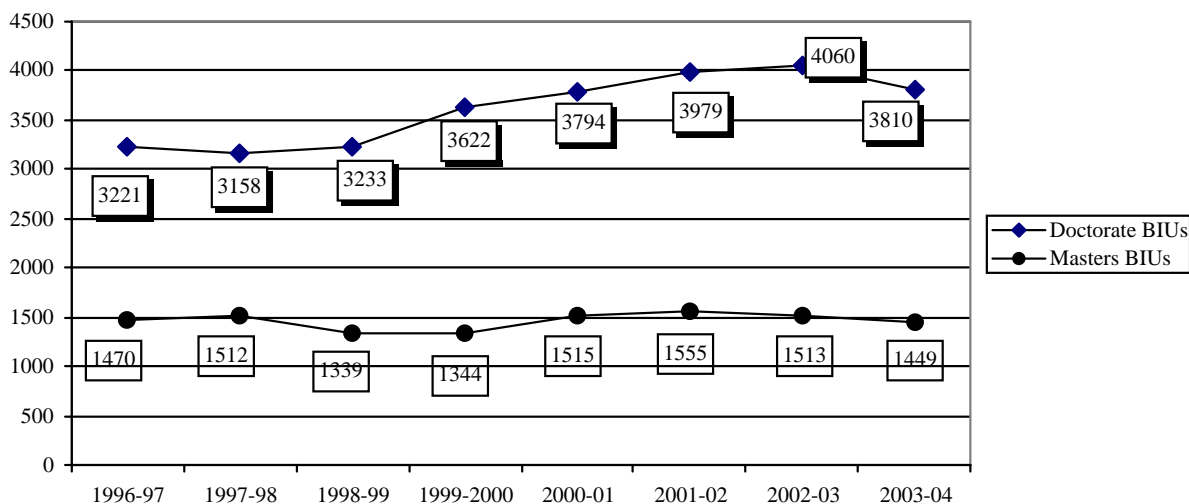
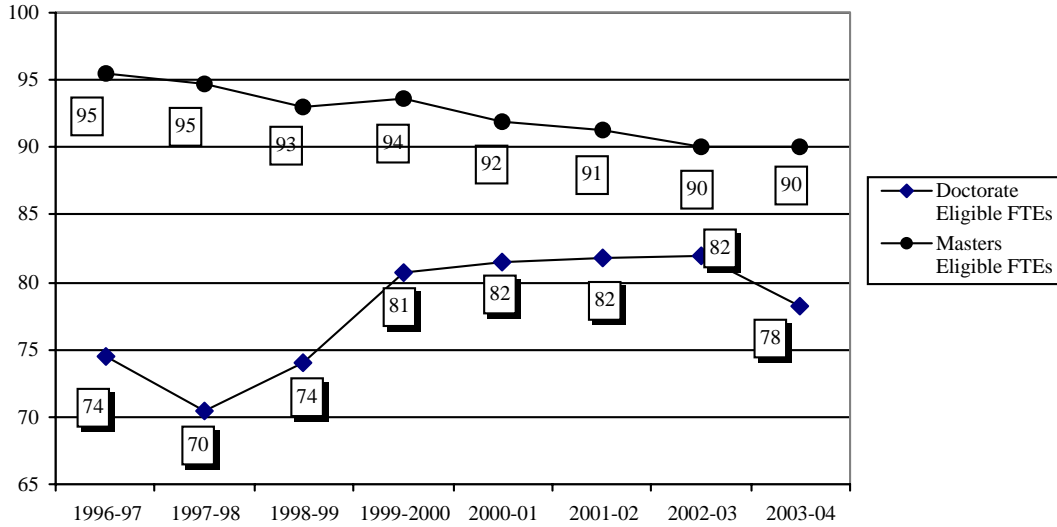


Fig. 3.10 Graduate Eligible FTEs As % of Total FTEs (excluding Teacher Education) 1996/97-2003/04



Student funding

One approach to completion rates has been to guarantee funding for PhD students. OISE/UT has budgeted for an enormous increase in the amount of money allocated to graduate student funding from our operating grant over the past six years. We spent nearly four times as much in 2003-04 as we spent in 1996-97 (nearly \$11 million as compared to less than \$3 million).

Fig. 3.11 Student Assistance Budget 1996/97-2004/05

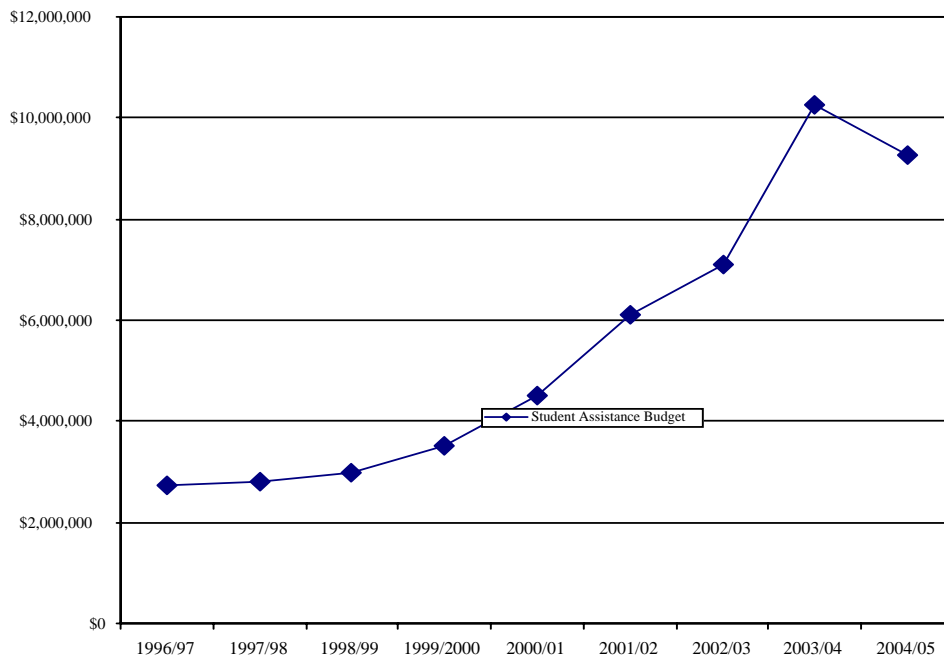


Table 3.3 shows that OISE/UT has a higher proportion of its student support coming from internal sources than most other units in the University. While our students do relatively well with scholarships, we support very few students on research grants.

Table 3.3 Graduate Student Income Support: Share of All External Sources and of Research Stipends, 2002-03

	Total	% External	%
	\$ Value ¹	Sources ²	Research Stipends ³
Applied Science & Engineering	\$21,442,303	64.5%	47.7%
UTM - UofT Mississauga	\$79,743	62.2%	2.9%
Pharmacy	\$1,488,723	59.1%	45.9%
Medicine	\$23,157,422	51.2%	33.3%
Dentistry	\$1,169,591	50.2%	41.7%
Forestry	\$1,275,656	45.4%	33.2%
Nursing	\$1,081,813	39.8%	38.2%
Physical Education and Health	\$498,254	33.5%	6.5%
Arts & Science	\$51,314,971	33.4%	15.2%
Social Work	\$1,962,009	32.8%	9.8%
SGS Centres & Institutes	\$2,827,361	19.3%	3.8%
Law	\$1,226,851	17.8%	3.3%
<i>OISE/UT</i>	<i>\$11,881,009</i>	17.5%	2.1%
Music	\$1,321,223	16.0%	0.3%
Architecture, Landscape, and Design	\$1,020,541	14.2%	0.0%
Management	\$3,404,908	8.9%	4.1%
Information Studies	\$1,318,906	8.5%	4.8%
	\$126,471,281	39.3%	22.6%

¹includes NSERC, SSHRC and CIHR

²includes Ontario Graduate Scholarships

³includes Connaught, Doctoral Thesis Completion Grants, Endowed Other, etc

Program complexity and differentiation

OISE/UT has 15 OCGS-approved programs (see Table 3.4), most offering both academic and professional masters and doctoral degrees. In addition, OISE/UT departments are involved in four collaborative programs with other parts of the University. Given the expected decline in faculty FTE and our planned reduction in new enrolment, this level of program complexity may not be sustainable. The Academic Plan from one department – Curriculum, Teaching and Learning – involves ending one program, merging two others and withdrawing from a collaborative program. At the same time, the planning process has revealed interest in new program directions, notably Aboriginal Studies and Special Education. Maximizing synergies across departments will be necessary as we move forward.

Table 3.4 New and Total Enrolment by OCGS Programs, November 2003 Head Counts

Program	Degrees	Intake	Total Enrolment
Adult Education	MEd MA PhD EdD	85	285
Counselling Psychology	MEd MA PhD EdD	32	136
Curriculum	MEd MA PhD EdD	130	606
Measurement & Evaluation ¹	MEd MA PhD EdD	6	26
Second Language Education	MEd MA PhD EdD	30	121
Teacher Development ²	MEd MA PhD EdD	10	93
Human Development & Curriculum	MT	25	62
MA in Teaching ¹	MA (T)	1	10
Developmental Psychology & Education	MEd MA PhD EdD	24	112
School and Clinical Child Psychology	MA PhD	15	72
Child Study & Education	MA (CS)	43	93
Sociology & Equity Studies	MEd MA PhD EdD	43	223
Educational Administration	MEd MA PhD EdD	39	198
Higher Education	MEd MA PhD EdD	32	150
History and Philosophy	MEd MA PhD EdD	17	71

¹Discontinued as of 2004/05.

²To be merged with Curriculum as of 2005/06.

Course enrolment patterns also suggest the possibilities of consolidation and focus.

Table 3.5 Distribution of Fall/Winter Session Graduate Courses by Size of Enrolment: 1996-97 to 2002-03 Graduate Programs (excluding Teacher Education)

Enrolment	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
	%	%	%	%	%	%	%
0-4	12.6	10.1	13.8	16.6	13.3	16.1	9.3
5-9	29.7	30.8	33.1	25.9	24.0	25.2	28.0
10-14	27.6	25.6	23.4	23.4	24.4	23.0	24.4
15-19	19.2	20.0	17.6	19.1	21.5	24.7	21.2
20-24	8.2	9.9	7.7	10.7	14.8	8.6	12.8
25-29	0.8	2.2	2.9	4.1	0.7	109.0	2.4
30+	1.5	1.2	1.4	0.2	1.2	0.5	1.9
N	380	406	414	440	405	417	422
Mean	11.5	11.9	11.4	11.6	12.3	12.0	12.9
Median	11.0	11.0	10.0	11.0	12.0	12.0	12.0

Over a third of our 422 graduate courses had fewer than nine students in 2002/3. Fewer than 5% had over 25 students. While small seminars are critical for many parts of graduate study, more core courses for magistral and beginning PhD students could create larger, more diverse communities of students and use resources more effectively.

Goals for Graduate Studies

Enrolment planning

Goal 3.1: To link enrolment planning to the resources available for faculty supervision and student funding.

Since the student funding guarantee came into effect, enrolment planning has been largely based on the budget for student funding, taken together with historical enrolment patterns by department. As the number of full-time faculty available to supervise graduate students has declined, major differences in student/faculty ratios by department have appeared. We will revise this approach to enrolment planning to encourage an analysis of faculty capacity at the department level, to encourage the use of research funds for student support and to reward faster completion rates.

Strategy: Move toward matching admissions with the level of BIU funding except in the case of a professional program charging tuition fees to cover the full cost.

Strategy: Make decisions about numbers of students admitted to programs on the basis of the capacity of departments to supervise and provide support for students.

In order to deal with our reduced supervisory capacity and the University's policy on aligning enrolment with BIUs, we will stabilize the number of students enrolled at OISE/UT, unless we are able to generate increased graduate capacity through the graduate accessibility fund or agreements with the provincial government to expand the number of graduate students that are funded at OISE/UT as a component of a professional development program for teachers.

Strategy: Communicate to the provincial government the value of graduate degrees in education for capacity building in the educational system.

Goal 3.2: To improve completion rates for graduate students.

Completion rates and time to completion, particularly for PhD students, need to be improved. A multi-faceted approach will decrease the number of lapsed students and encourage students to complete their degrees in a timely manner.

High supervision loads can limit the attention available to any one student and potentially increase time-to-completion. Supervision loads across and within departments are uneven, with twice as many doctoral students per faculty member in some departments as in others. A clearer and more consistently applied framework will help address problems from both student and faculty perspectives, we will work towards setting out a "reasonable" number of supervisions per faculty member, consider the wisdom of a maximum number, and explore ways of dealing with the current inequities in supervision loads in some programs.

Strategy: Develop guidelines on student supervision loads.

Increased student funding will help with completion rates. Other strategies might include orientation sessions for new faculty and new supervisors to update them about SGS regulations and best practices, workshops for graduate students on preparing for comprehensive examinations and the thesis defense, and contact lists for graduate students seeking career advice. The OISE/UT web site is a source of useful information for graduate students. The Registrar's Office will also work with departments to ensure good communication and careful monitoring of student progress.

Finally, continued attention to intellectual and professional support for students will increase the chances of timely completion and subsequent career success. As pointed out in the *Stepping UP*, requirements in graduate programs may not be clear to those who are novices to the university research school environment, disadvantaging students who have no other sources of information about what is required.

Strategy: Benchmark data on completion rates, encouraging best practices, and rewarding completion.

Programs

Goal 3.3: To clearly differentiate professional and academic degrees.

We propose a thorough review to address concerns about the blurred distinctions between academic and professional degrees. Our goal is to have high quality degrees with clear differences in requirements between the professional and academic streams. This will serve students, who will have the programs they choose, as well as faculty, whose expectations can be clearer and more consistent within degree streams. This review will take into account the provincial context and the international discussion and development of professional degrees that is occurring in the US, Britain and Australia.

The program review should lead to decisions about the future of the EdD within the Institute. While some departments may decide to no longer offer the degree, others will develop high quality, innovative, cohort-based professional EdD programs. The objective is to create one or more models of a rigorous and intellectually challenging doctoral program designed to address the professional development needs of career educators and educational leaders.

The MEd would become course-based with less emphasis on a research requirement. Some OISE/UT MEd programs have already moved to degree requirements based entirely on course work. This option may make sense in other programs as well.

Strategy: Set up a task force to review professional degrees.

A flex-time PhD. will allow working professionals who wish to pursue research to enter a program that is tailored to their needs. Its existence will prevent all part-time students from entering an EdD when this is not suitable for their aspirations. The flex-time PhD would have the same degree requirements as the traditional PhD, but students would pursue the degree requirements on a part-time basis and complete the degree in eight years.

Strategy: Propose the introduction of a flex-time PhD.

Academic coherence: Cross-department issues

Although departments have the responsibility for determining what courses will be offered, and who will teach them, cross-department and cross-university collaboration can improve our graduate programs and reduce costs. Students at OISE/UT frequently move across departments to find supervisors and take courses.

Goal 3.4: To improve cross-department and cross-university collaboration to address student learning needs.

About 40% of graduate courses operate with less than 10 students. If courses serve students from several programs they will increase their size and free faculty for new programs, supervision and research. Effective advertising of courses across the Institute and the university as well as strategic discussions across units will help with this goal.

Research methodology is an area of particular concern. Most programs require that students take some courses in research methodology and all departments offer such courses. However, the balance of courses in qualitative and quantitative methodologies has swung too far towards the qualitative, the laddering of courses is poorly conceived, and no overall approach to offering methodology across the Institute has emerged. This is a lively area of debate in educational journals and conferences and an area in which we have a great deal of expertise. A collaborative initiative involving core faculty engaged in methodological issues will provide a mechanism for strengthening the study and teaching in research methodology at OISE/UT.

Strategy: Set up a task force on research methodology to recommend ways to offer courses that are comprehensive at varying levels of difficulty and that are accessible to all students.

Special Education is an area of crucial policy and educational importance in Ontario and in most other jurisdictions where expertise crosses department boundaries. The province has articulated a need for faculties of education to address Special Education as a priority. It is a field that draws on research and scholarly inquiry in areas such as child development, cognitive psychology, curriculum, sociology, educational policy and literacy. We must strengthen our presence in this field by making more effective use of the expertise currently at OISE/UT and by targeting this area as a priority for hiring.

Strategy: Develop curriculum and programming in Special Education that builds coherence across departments and at the same time meets the needs of the school system for educators with expertise in Special Education.

Other areas like policy studies, healthy children and aboriginal studies are areas that will benefit from collaboration across campus.

Strategy: Support department graduate program initiatives that connect across the university, in particular Aboriginal education, policy studies, the education of health professionals and equity studies.

While SGS has a role in approving graduate courses and programs in education, OISE/UT has not had a forum for such discussion or approval. An advisory council, chaired by the Associate Dean Graduate Studies with representation from all departments, would encourage communication about, and resolution of, cross-departmental issues and building wide concerns. The council should also explore possibilities for collaboration across campus in areas like psychology, health, sociology, policy studies and many more.

Strategy: Establish a Graduate Advisory Council for OISE/UT.

As faculty numbers decline, OISE/UT will not be able to offer as many graduate courses as it has. Faculty teaching time is a scarce resource and we must target it carefully to serve as many students as possible.

Strategy: Examine low enrolment courses to find ways to serve students more effectively.

Recruitment

Goal 3.5: To recruit to our programs the very best students from around the world, ensuring a highly qualified and diverse student body.

Continuing to attract the highest quality of students is a challenge in the current context. A reduced intake of doctoral students makes it a priority to recruit the very best for the limited number of spaces. Our international reach must be clear.

Promotional materials have been developed by departments and are program and department specific. In the face of competition from other institutions, we need to highlight and communicate OISE/UT's strengths and the advantages of the University of Toronto and the city itself. A brochure for the Institute as a whole should be developed.

The recently revised OISE/UT web site provides a critical component of our communications and recruitment strategy. We will continue to improve it with new features and feedback from users, and present intriguing and ever-changing samples of the outstanding work going on at OISE/UT. The web site should raise the profile of the Institution as an exciting place to study or work.

We will also review our written materials (brochures, letters, information documents and so on) to ensure they are informative, professional, clear and welcoming.

An on-line application form will help with international recruiting. We must give thought to the way our promotional materials encourage international students and make clear the funding that will and will not be available to them when they come from outside the country.

Strategy: Develop a strategy and promotional materials for the Institute as a whole, listing our programs and highlighting our work, coordinated with University of Toronto especially for international marketing.

Sustainable student funding

Goal 3.6: To increase the proportion of funding for graduate students that is provided by sources other than OISE/UT operating funds.

We cannot sustain the provision of student funding from operating funds. Alternative sources must be found. Externally funded research projects are key - working on such projects provides not only financial support but also valuable learning opportunities for students. Faculty members with multi-year funding can make commitments to specific students at the beginning of their

programs ensuring a steady income stream for several years. SSHRC funding is premised on the notion that this will happen.

Increased teaching in the BEd program and in AQ courses by graduate students will also ease the burden on the operating budget if students displace contract faculty. Teaching in these programs is excellent preparation for future academic positions. OISE/UT should provide the mentoring necessary to ensure more of our students get these experiences.

We will also strive to increase the number of students winning external fellowships from SSHRC, Canadian Institutes of Health Research (CIHR) and other funding agencies. Student Services will work with departments and supervisors to support student applications through workshops and feedback.

Strategy: Ensure that students know about sources of external funding, and are encouraged to apply for such awards, through workshops and help with applications and reference letters.

Strategy: Increase the amount of money from faculty research grants going to graduate students by increasing external research funding and including allocations for student employment in grant applications.

Strategy: Increase the amount of teaching done by qualified graduate students in our teacher education program, with professional development and mentoring to ensure the skills required.

Strategy: Create mechanisms that require PhD students to obtain experience in both teaching and research and that provide support for success, including workshops to prepare and assist students.

Strategy: Improve links between Student Services and departments to stop overlap and maximize value added.

Strategy: Encourage students to attend academic and professional conferences and to present at conferences by developing a mechanism for funding through departments.

Student experience

Many of the above initiatives are aimed at improving the student experience at OISE/UT. The graduate student organizations actively promote student issues. Department initiatives in relation to student experience are set out in department plans. It remains important that students from across the institute have a chance to share their research and their experience. They must be encouraged to present their work at conferences. The OISE/UT student research conference has been a successful initiative and it should be encouraged and enhanced.

Goal 3.7: To enhance the quality of the graduate student experience at OISE/UT.

Strategy: Increase the profile of student research, including enhancing the OISE/UT student research conference.

Conclusion

OISE/UT will continue to be the leading centre in Canada for students interested in pursuing graduate studies in education. We will focus on the provision of high quality degree programs differentiated to meet the needs of professional educators, whether they want to study on a full or part time basis. A clear professional focus will be built into our EdD and MEd degrees.

Enrolment planning that links graduate intake to institutional capacity and increases our recruitment of outstanding students will provide the basis for further strength in all our degrees and better completion rates for students. We will support department initiatives that build links across campus in health education, policy studies, aboriginal studies and equity studies. We will support greater academic connections across departments at OISE/UT, in particular in the area of research methodology. Finally, we will reduce the proportion of student funding that comes from operating funds and ensure the operating funds dedicated to graduate student funding strengthen our teaching and research programs as well as our preparation of students.

4. Research

Introduction

OISE/UT takes pride in its slogan, *Great Research for Better Education*. OISE was established in 1969 to advance educational research in order to improve education at a time when education was largely based in teacher education colleges and not universities. OISE/UT has remained the most research-intensive faculty of education in Ontario even as teachers colleges have moved into universities and developed a research profile. OISE/UT has become a leader in the international educational research community. We provide the University of Toronto with a strong research profile in what will be one of the most significant areas of social policy over the next six years. Our challenge for the future is to build on our successes to date, to ensure that junior faculty are ready to replace the highly productive generation of senior scholars, to increase both the size and impact of our research programs while engaging students in our research projects and making clear the importance to education of our culture of inquiry.

Context

Our research environment has become more complex and competitive over the last 10 to 15 years. The provincial transfer grant, which was provided for research at OISE/UT, has been phased out. The provincial government has provided less research funding than in previous years and it spends less on educational research and evaluation than many other jurisdictions. The new government might be convinced of the importance of such inquiry but the value of research is not self evident to them or to our educational partners. We must work on this.

The federal research environment is more welcoming. Large scale, collaborative initiatives are being rewarded and these suit researchers at OISE/UT who work in interdisciplinary modes with research partners in the field. SSHRC has increased the dollar amount going to educational research, partly through the Initiatives on the New Economy, which is coming to a close. The CIHR, the Canadian Foundation for Innovation (CFI) and other agencies also fund research in education.

International research grants are available through SSHRC, but the International Development Research Centre is not currently funding education and Canadian International Development Agency (CIDA) supports infrastructure development, not inquiry. International agencies, from the Organization for Economic Co-operation and Development to the World Bank to the International Labour Organization, are interested in education and we can develop our ties with these organizations. Foundations, especially American foundations, also offer opportunities for funding our research endeavours.

Self Study: Current Data

OISE/UT has produced two annual reports on our research productivity which allow us to benchmark our research efforts and monitor our progress. The continuation of these reports, produced by the office of the Associate Dean, Research, will support our efforts to track and improve the productivity and impact of our research.

The research program at OISE/UT is large and diverse. In 2003/4, researchers brought in almost \$6 million of research funding from government agencies, foundations and the private sector,

both here and abroad. Researchers are engaged in studying the full continuum of lifelong learning. They draw from professional knowledge as well as a wide range of disciplinary approaches with a range of methodologies. Research topics range from how the brain develops in early childhood, to teaching and learning with technology in public schools, to the issues facing adults who are not literate. OISE/UT researchers are inquiring into a range of issues related to health and work life all with a “teaching and learning” lens.

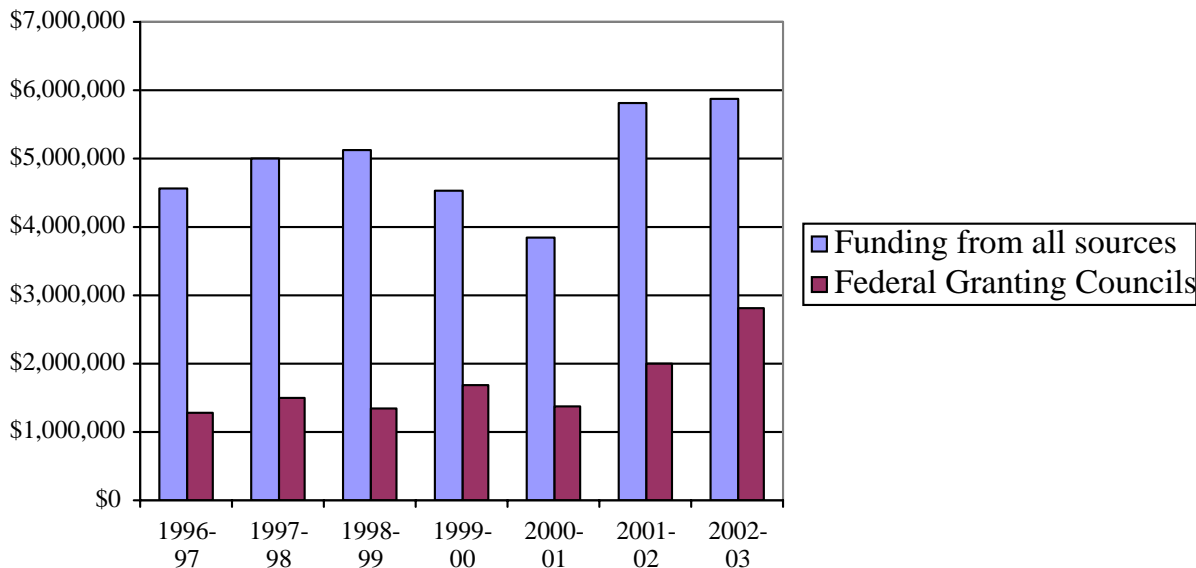
OISE/UT’s research has ranged widely but we can point to a few key fields of particular strength. These include the study of technology in education, educational policy, lifelong learning, early learning and second language learning and equity issues in education.

Sources of funding

Research funds cover the direct costs of research and contribute toward covering the substantial indirect costs of carrying out research. Research projects also provide valuable opportunities for graduate students to learn and provide funding for their education. The research funding received by OISE/UT since 1996/7 is shown in figure 4.1.

Funding from federal granting councils has increased in the last two years and other funding has also gone up, slightly. Disaggregating this reveals that dollars from the provincial government have gone down while other kinds of funding have increased. Grants from federal granting councils have become a larger proportion of our total funding.

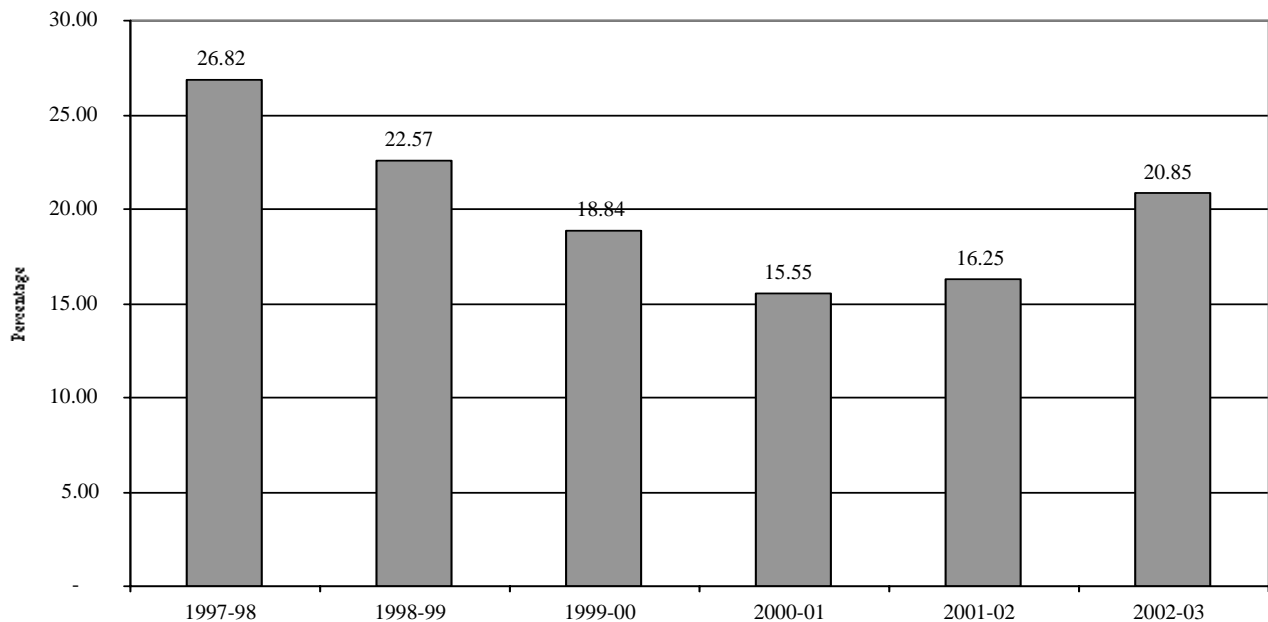
Fig. 4.1 OISE/UT Research Funding by Year: Total and Federal Granting Council



Excludes conference and travel grant; includes Transfer Grant.

OISE/UT researchers constitute a significant percentage of SSHRC funded researchers at the University of Toronto. From a high of 27% of UofT SSHRC funding in 1998 we declined to 15% in 2001 and have increased since then to 21%. Over that period, our faculty complement decreased significantly, while the University of Toronto has increased in size.

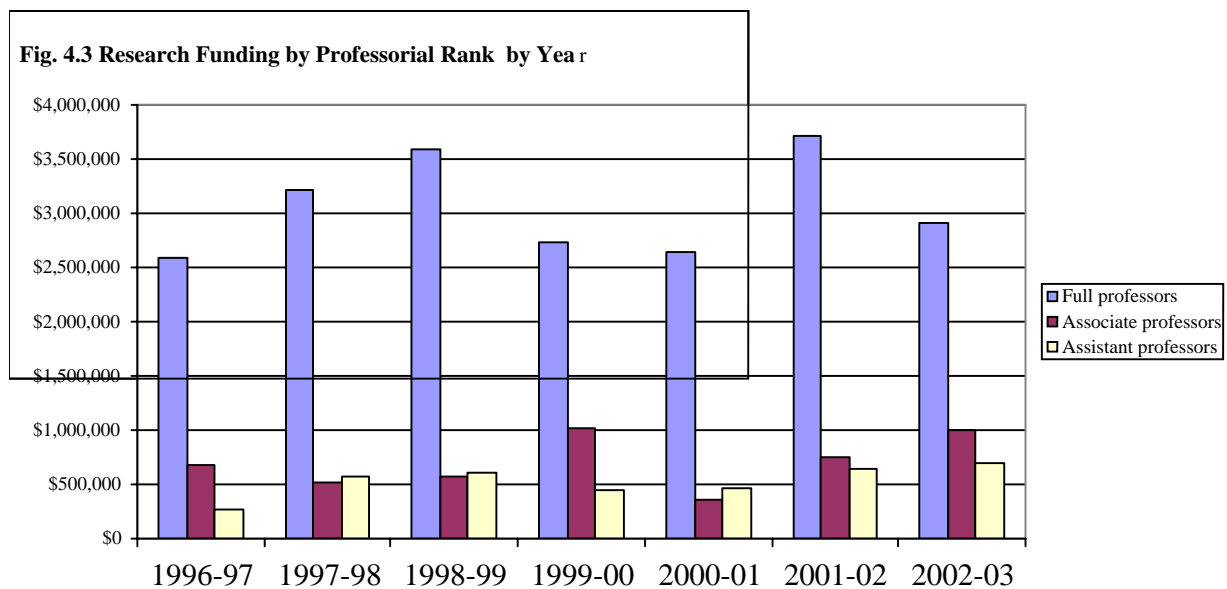
Fig. 4.2 OISE/UT SSHRC Dollars as a Percentage of Total UofT SSHRC Dollars (excluding affiliates)



When we compare our research funding to our benchmark institutions around the world (see Appendix B), we find we are ahead of the University of British Columbia (UBC) and Melbourne but are significantly behind the two US institutions - the University of California, Los Angeles (UCLA) and Wisconsin as well as the London Institute of Education. We will explore the reasons for this but are sure that a large part of the answer lies in the significant funding the US and UK institutions receive to evaluate government initiatives in education.

OISE/UT faculty have been retained to review and recommend revisions to the provincial educational testing program, while an OISE/UT team recently completed an evaluation of the implementation of major government educational reform initiatives in England. Leadership development in Cuba, integration of young children's services in Toronto, electronic learning as a means of developing collaboration among health care teams in Hamilton, teacher education in Pakistan are all research contracts through which OISE/UT faculty have contributed to improved outcomes in education or education-related areas. These kinds of research initiatives need to be expanded.

Junior faculty need time and support to establish their research and scholarly programs. Data on research funding at OISE/UT by professorial rank reveal a major challenge. Figure 4.3 shows that large gap between the funding held by professors compared to associate and assistant professors.



The figure may overstate the differences to the extent that it reports large collaborative projects as belonging to one senior researcher. Even so, we must ensure that our new faculty are prepared to take on large grants.

Research participation and productivity

The proportion of faculty members with external research funding provides a useful measure of research participation – approximately 75% of OISE/UT’s tenure faculty have such external funding. However, this measure must be viewed with caution since faculty with shared grants may not be fully represented.

Measures of publications are also hard to ascertain for a faculty where traditional citation indices do not cover many of the journals and books in which our faculty are published. However, a few very productive faculty members do place highly in these rankings. The OISE/UT Annual Report lists publications for all faculty members which provides evidence of the range and number of our faculty publications. Our annual research report tracks presentations at the American Educational Research Association (AERA) which has become the major international showcase for educational research. OISE/UT compares favourably with other major universities in Canada and the United States. Our benchmark institutions in the US - UCLA and Wisconsin - have 2.0 and 1.05 presentations respectively at AERA per faculty member. OISE/UT has .91 presentations per faculty member while our closest Canadian comparator, UBC, has .40. We realize these figures are only suggestive but they reflect our relatively large presence in the educational research arena.

Research support

An extensive infrastructure exists to support OISE/UT researchers. Information and assistance are available from the University Research Services office (including the Government Research and Infrastructure Program), from the office of the Associate Dean Research, and from individual departments. The level of such support has increased considerably over the past few years and now includes:

- Access through the OISE/UT web site to OISE/UT specific material and also to the full range of UofT research support information and services, including data about possible funding agencies;
- Consultation around grant proposal development;
- Editing of grant proposals, including provision of blind reviews;
- Training sessions on effective proposal writing (often with people who sat on SSHRC review committees);
- Provision of sample proposals for those beginning to write their own;
- Assistance from Research Officers and Business Officers on budget development
- Research consulting services in Education Commons to assist with analyzing qualitative and quantitative data.

OISE/UT counts the work of the Education Commons in the area of technology as an integral component of the research infrastructure. The updating of the OISE/UT web site will increase the level of faculty and public awareness about research conducted at the Institute. The web site will also serve as the initial point of access for researchers seeking information about funding sources, requirements, guidelines and so on.

The organization and management of the large collaborative projects, favoured by many funding agencies, increases the complexity of the research environment. It means we need to do even more to strengthen the research infrastructure both centrally and in departments.

Impact of research on policy

OISE/UT should be a focus for the discussion of educational policy and educational practice here and around the world. Many faculty members have participated extensively in public policy debates concerning education, in public events and through the media. Some serve in an advisory capacity to the provincial government, as well as to governments outside Canada. Some work with community groups to disseminate their message. The linkages between scholarship and public debate must be continually created and nurtured.

Goals for Research

Our research mission is fundamental to our teacher education and graduate missions. It must remain excellent, wide ranging and engaged. We want to ensure it makes a difference and, through making a difference, is expanded and strengthened creating a “buzz” across campus, in the province and around the world.

Funding and participation

Goal 4.1: To increase research participation to 90% on a rolling three-year average and increase the impact and stature of our research program in relation to the other most research-intensive educational institutions in the world.

Strategy: Continue to ensure faculty are knowledgeable about sources of funding for their research and receive support for proposal writing.

Strategy: Explore funding a small portion of the time of a skilled proposal writer in the Associate Dean, Research office to assist in writing and assembling research proposals, particularly those requiring multiple applications or an unusual degree of co-ordination.

Strategy: Continue to cultivate multiple sources of research funding (private foundations, government, hospitals and other agencies), foster relationships with past, current, and possible funding agencies.

Strategy: Continue to strengthen the support provided for proposal writing, facilitating awareness of and access to the range of assistance available through University of Toronto Research Services, the Associate Dean, Research office and departments.

Strategy: Strengthen efforts in pursuit of international research, service and development contracts.

When research is funded we know it is valued and that it has been judged by others to be of high quality. Beyond its value as a signal of research strength, increasing the dollar amount of research funding has concrete institutional benefits. Perhaps most significant is the contribution to financial support and research training opportunities for graduate students. As well, many funding agencies, particularly governments and foundations, contribute to the indirect costs of research programs – space, administration of grants and other institutional supports. Financial constraints such as those currently facing OISE/UT make such funding critical.

We are well aware that the funding landscape differs according to area of scholarship. While research programs are not shaped by the priorities of funding agencies, it behoves OISE/UT and its faculty members to be aware of such priorities to ensure that proposals are well matched to the various sources of funds that are available. Recent successes with CFI grants, for instance, suggest that a useful strategy will be to broaden the awareness of CFI and the criteria on which grants are awarded. We must particularly target foundations, the provincial government and non traditional sources of funding.

We believe an increase in research funding is key for a lively research environment and to support our graduate students even though some researchers can produce important educational ideas without research funding. We have set the goal of 90% participation, based on a rolling three-year average, which represents a substantial increase from the current 75%, while acknowledging that some independent research does not require or garner outside funding.

We must ensure that junior faculty in particular receive full support from senior colleagues to establish their research and secure the external funding they require.

Institutional capacity to support research

We must continue to provide the infrastructure that supports research proposals and research productivity in order to attain our research goals.

Goal 4.2: To ensure junior faculty are appropriately mentored.

Systematic mentoring and introductions to the UofT and OISE/UT research infrastructure and expectations are critical for junior faculty. They need time and information to develop both their teaching and their research programs. The Associate Dean, Research and graduate programs as well as department chairs will work closely with junior faculty to increase awareness of their needs across OISE/UT.

Strategy: Develop a systematic and comprehensive mentoring program.

Goal 4.3: To increase the capacity of departments to support preparation of proposals and management of grants and contracts.

The office of the Associate Dean, Research has a single research administrator who supports researchers by communicating information about funding opportunities and assisting with preparation of proposals, particularly ones requiring considerable co-ordination or complex arrangements. The work of this office has been excellent. Next, this office must focus on outreach, developing links with a wider set of research funding agencies.

Rather than increasing the resources at the deans' office level, the research administrator will work with departments to develop their capacity to help faculty prepare research proposals, develop budgets and deal with the administration of research. Resources for this will come from the research overhead that departments receive, which should be carefully targeted to ensuring research is functioning well. A survey of faculty members will ensure we are aware of how well this is working.

Strategy: The Associate Dean, Research office will assist departments in providing training for administrative staff with responsibilities in research administration.

Goal 4.4: To ensure OISE/UT research centres add value to our research mission.

Research centres have been one important mechanism for providing research infrastructure and visibility for collaborating research groups at OISE/UT. These centres range in size, focus and impact. Research centres encourage research collaboration and community in strategic ways. Often interdisciplinary, they provide a profile for research, create community among researchers and students, and forge new connections across departments and fields of knowledge.

Our challenge is to ensure that centres achieve their goals and renew their mandates and membership in an ongoing way while not being a drain on operating funds. Centres are well positioned to bring in research grants and they are often headed by a senior faculty member who can provide mentoring. Centres will be reviewed regularly and increasingly expected to use their research grants and research overhead funding to support their operations.

Strategy: Carry out regular reviews of research centres.

Goal 4.5: To increase space available for research.

As we meet our goal of increased research participation and research funding, we will experience a need for additional research space. Graduate student research assistants need offices while space is also required for equipment and for storage of data and relevant documents. CFI funding will help in this effort but a comprehensive review of space allocation, a process for periodic reallocation of space and a capital plan to renovate the building will be part of the effort.

Strategy: Engage in a comprehensive review of space allocation for research and teaching at OISE/UT.

Interdisciplinary work across campus

We believe there is considerable scope for continuing to expand and enhance our interdisciplinary and cross campus collaborations. We will seek out opportunities to work with academic colleagues across the UofT and support faculty secondments to positions in other units.

Goal 4.6: To create visible and dynamic research linkages across campus

The establishment of OISE/UT as the University's integrated faculty of education in 1996 greatly increased possibilities for connecting our work with that of colleagues in a number of areas across the campus. Productive research links have been established with units such as the Institute for Women's Studies, Gender Studies and some of the hospitals. Our Canada Research Chair appointments and endowed chairs have been focussed on areas where there is significant collaboration across campus - technology, policy, early childhood, international education, lifelong learning and equity. OISE/UT anticipates full engagement in the proposed School of Policy Studies. We need to strengthen our connections with other units across campus with an initial focus on aboriginal studies, policy studies, technology, teacher education and health promotion.

Strategy: Hire faculty in areas where there are strong linkages across the University of Toronto campus, including the new School of Policy Studies, university hospitals, psychology, equity studies and the Munk Centre (with its affiliated centres).

Goal 4.7: To become one of the most respected sources of international research and capacity building in the world.

OISE/UT has a faculty with strong international and comparative research interests, with more than twenty participating extensively in international contexts. A high proportion of our research is done in collaboration with colleagues outside Canada. Such research is disseminated through international conferences and through publications aimed at international audiences. Historically, a small but still significant amount of the funding for our research has come from international sources. Recent examples include the Aga Kahn Foundation, the Rand Corporation and the British government. Three OISE/UT research centres have explicit international mandates.

OISE/UT has also been active in international development work. Such work has been undertaken for CIDA and the Aga Kahn Foundation and for the past three years our faculty and Continuing Education office have been responding to requests for proposals from governments around the world. Continuing Education has been particularly successful with international

projects focused on professional development and capacity building. Our connections with the World Bank – fostered by the faculty and students in the Comparative, International and Development Education Centre, among others – are considerable. International students enrolled in our masters and especially doctoral programs make valuable contributions to various research and development projects. International contracts provide opportunities for OISE/UT staff to extend their own expertise through experience in other countries, support professional learning and policy development in other jurisdictions and bring additional revenue to the institute.

Such work has an impact far beyond such benefits however. It allows a greater internationalization in OISE/UT teaching programs, both teacher education and graduate studies. Educational practice is improved by the infusion of a critical and comparative perspective and enriched by a consideration of international experience.

Despite considerable strengths, OISE/UT needs to nurture its comparative and international work if it wishes to remain among the top faculties of education in the world. In comparison to most elite and many public universities internationally, OISE/UT's international programs are not widely known. OISE/UT will focus on initiating more international research projects and recruiting more international students as well as participating in international networks of scholars and educators.

In the future, we not only want to increase the scope and influence of our international work, we want to be the pre-eminent Canadian education institution bringing a Canadian perspective on education into our relationships with international organizations such as the World Bank, the Organization for Economic Co-operation and Development and various non-governmental organizations. Our commitment is not only to contribute to international knowledge about education but also to a more explicit consideration of the global context of our work.

We have engaged a student to help with our planning in this area over the summer. We anticipate that a small investment in international work will make business sense and increase our linkages to students, faculty and educators around the world.

Strategy: Invest in the infrastructure to facilitate more international development projects.

Strategy: Increase the international recruitment of graduate students and faculty.

Goal 4.8: To create working relationships with agencies in Canada and abroad that model the best that can be achieved when research and practitioner communities collaborate to improve education.

OISE/UT needs to build and sustain mutually supportive connections with the field of education in Ontario and Canada. Strengthening links between theory and practice, undertaking research that informs policy and educational practice, facilitating informed discussion on issues of the day are all part of the mandate of a professional faculty.

With the end of our “transfer grant” from the province for educational research, we need to make clear why educational research can strengthen education. We can strengthen linkages with educational partners through conferences in which educators from districts and schools can

interact with leading researchers, either in person or through innovative interactive technology, as was done with the recent conference Literacy Policies for the Schools We Need which linked participants from several Ontario school districts, two sites in other provinces and the main conference site at 252 Bloor Street West. A follow up conference on Teacher Education for the Schools We Need will take place in spring 2005 and we plan a continuing series.

Strategy: Hold conferences and seminars with field partners around our research.

We can also strengthen our partnerships by developing targeted strengths that respond to provincial educational priorities in the areas of special education, aboriginal studies, policy and literacy, for example. As a faculty of education in urban Toronto with these commitments and a mission that emphasizes equity, we could develop a much more visible and targeted presence in the area of schooling for disadvantaged children and youth. Bringing together teacher education, research and graduate study in a few schools of particular need could enhance the resources available in these schools, our knowledge of best practices, and the dissemination of important information about education. It would have to be done in careful partnership with the Toronto District School Board and with the teachers, parents and students at a few schools.

Strategy: Negotiate a partnership with the Toronto District School Board to focus resources on the education of teachers and knowledge of effective schooling for disadvantaged children and youth.

Other jurisdictions have devoted considerably more resources to research and evaluation in education than Ontario has. In the US and Britain, the leading faculties of education have many, very large contracts that support research teams examining key policy debates and breaking the mould of traditional educational approaches. Such contracts are unusual and short-term here but Ontario schools are ahead of the rest of the world in responding to social issues, like immigration, and they are confronting similar challenges in technology, assessment, curriculum and early school leaving. We must build a local culture of inquiry about our educational practices in partnership with others. We must become the premiere source of educational policy advice for governments and community groups.

Strategy: Advocate persuasively for increased funding of educational research and evaluation in Ontario.

Conclusion

Much of OISE/UT's national and international reputation rests on our impressive record of research in education and related areas. OISE/UT has benefited from the contributions and achievements of a remarkable group of scholars over our relatively brief history. The challenge is to build on this success and continue our leadership position in the years ahead through developing capacity, connecting with other researchers and institutions and supporting faculty in their work. Recent successes in establishing long-term collaborative projects and garnering support from a wide range of funding agencies bode well for the future and we are proposing such an effort to focus on teaching and learning in particularly disadvantaged schools in Toronto. It will take continuing commitment to infrastructure and communication as well as to faculty and student development to ensure our future.

5. Infrastructure: Making It Happen

Introduction

Once we establish priorities and goals for OISE/UT's work in teacher education, graduate studies and research, the challenge is to organize our resources to ensure that we reach our goals. This section addresses a number of functions integral to the effective operation of OISE/UT. We start with the faculty and staff complement that will be necessary for our goals and then turn to the support provided by an array of critical institute operations for the support OISE/UT's teaching and research.

We begin with the most important resource – the faculty and staff – and then look at how OISE/UT is organized and decisions made. We then look specifically at technology, registrarial processes, student services and the utilizations of space. Finally we consider the need for revenue generation to support our work,

Faculty and Staff Complement

Our most important resource is people – the success of the institution depends on the efforts of faculty and staff (along with those of the students). Our priorities are clear:

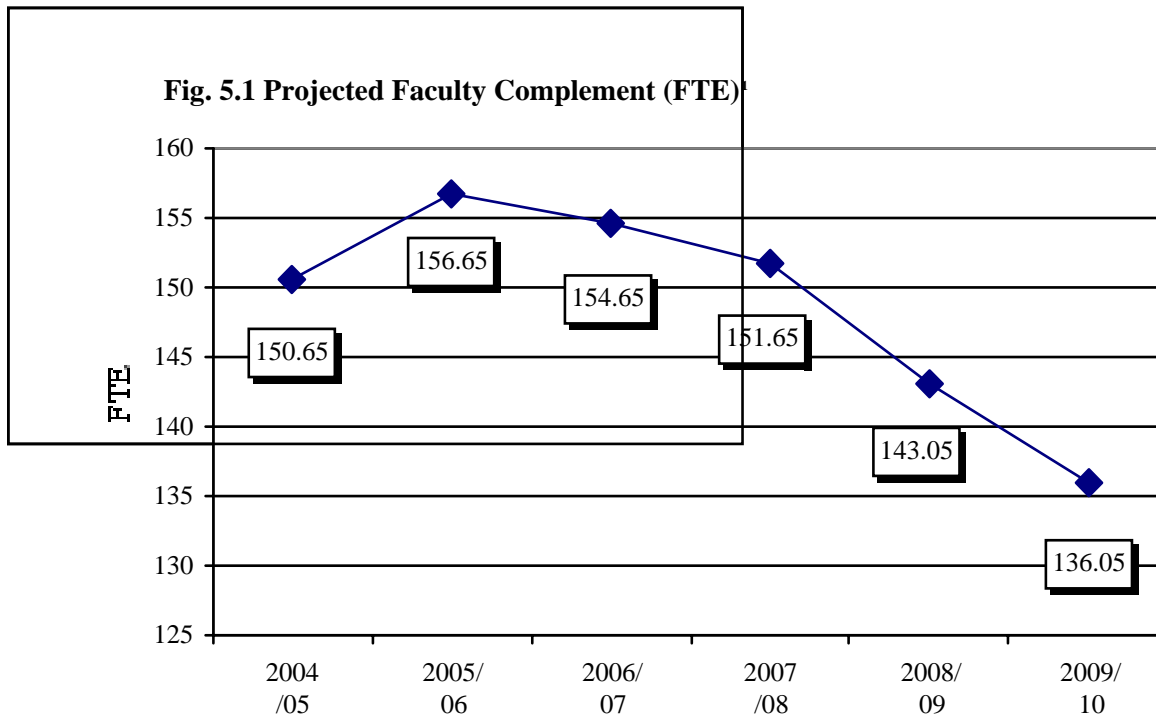
- To develop a faculty complement plan informed by research priorities, program requirements, patterns of retirement, fiscal responsibility, and our need to enhance diversity/equity.
- To review staff positions to ensure departments have knowledgeable staff to carry out tasks around research, teaching and budget/resource allocation.
- To enhance professional development and career planning for staff to increase their engagement in institutional goals.

Faculty

Since the merger, the faculty tenure stream complement, as measured by FTE and by persons, has dropped by over 20% from 173 in 1996-97 to 141.5 in 2003-04. In addition to the tenure stream faculty, 83 seconded or contract instructors now teach in the preservice program, up from the 51 positions in 1997. This reflects the increase in the size of our preservice program as well as the decrease in tenure stream teaching in the program.

Many of the retirements over the past seven years have been from among those who taught primarily in the teacher education program and were hired into FEUT. We are now facing a period when a group of faculty hired into OISE as graduate teachers and researchers will be nearing retirement age. Those hired since the merger have been expected to contribute to both the graduate and preservice programs as well as carrying on their research activities.

Our current budget model assumes that, as faculty retire, only one position will be replaced each year. As Figure 5.1 shows, this means, assuming retirement at age 65 and the scarcity of new positions, our hiring must reflect our academic priorities and recruit only the most outstanding individuals to OISE/UT. We will maintain our key areas of strength as well as trying to strengthen the priority areas we have outlined in this plan - aboriginal education, policy studies, special education.



¹Assumes retirement at age 65

We anticipate changing the mix of tenure stream, lecturer and contract/seconded positions in order to increase tenure stream and lecturer positions. This should increase continuity in the teacher education program and increase the connections between the research programs of tenure stream faculty and the content of our teacher education courses. In order to achieve this, we will have to embed in all departments a commitment to and involvement in teacher education.

We must continue to hire talented and committed contract and seconded faculty from the school system and from areas of professional practice where we do not have tenure stream faculty members. They bring their professional expertise to our faculty and our students and they learn about OISE/UT and become focal points for communication when they return to their professional communities. Our hiring practices must be open, inclusive and proactive in order to find the very best people.

Goal 5.1: To recruit faculty of the highest calibre in order to meet institutional priorities.

Strategy: Engage in timely and proactive recruitment within diverse scholarly communities as outlined in *Stepping UP*.

Strategy: Embed teacher education responsibilities in the teaching mandate of tenure stream faculty.

Goal 5.2: To retain and promote faculty through excellent mentoring, professional development and feedback.

Strategy: Continue meetings of all untenured faculty to discuss common issues and concerns, and provide information and mentoring.

Strategy: Improve OISE/UT teaching evaluation forms to provide consistent feedback and help in tenure and promotion cases in relation to teaching excellence.

Strategy: Ensure faculty are nominated for awards through a coordinated strategy at the building level.

Staff

Managerial, administrative, professional and technical support for all aspects of the institution's operation is provided by an FTE of 156 people. Table 5.1 shows that the staff to tenure stream faculty ratio has declined but the overall faculty/staff ratio is the same as it was in 1997.

Table 5.1: Faculty/Staff Ratios 1997-98 to 2003-04

Year	Tenure-stream faculty ¹	Contract/Seconded faculty ²	Total faculty FTE	Admin Staff FTE	Ratio: tenure-stream faculty/admin staff	Ratio all faculty/admin staff
1997-98	174.53	51.4	226.0	142.6	1.22	1.58
2003-04	159.19	83.5	242.7	153.9	1.03	1.58

¹Tenure stream includes tenured, tenure-stream and permanent faculty (lecturers/instructors). Source: Finance

²Source: Associate Dean's Office (Teacher Education)

Staff will face new demands with the anticipated devolution of additional responsibilities from the University to divisions and from the OISE/UT Deans' Office to departments. They will need to broaden and deepen their skills to address these new responsibilities. Not only will they need time to attend staff development workshops or courses but also to apply these new skills in practice. The other inescapable feature of the working context for staff is the centrality of communication and technology -- everyone in the institution must be able to use appropriate technology with confidence and competence.

Goal 5.3: To continually examine and improve the skills, respect and sense of community that allow staff to do their work effectively.

Strategy: Facilitate, strengthen and capitalize on the working partnership between academic administrators and their key administrative staff.

Strategy: Review staff arrangements in departments to ensure the most effective use is made of staff skills and that user-friendly procedures are in place.

Strategy: Ensure staff have the competencies they need to work with the systems they use, including Student Information Systems, Repository of Student Information, Corporate Time, data bases, etc. Engage in performance review and provide workshops and coaching as necessary.

Strategy: Strengthen OISE/UT wide and cross-campus connections for staff in order to enhance communication and shared problem solving.

Organization and Governance

At a time of change it is important to foster trust, respectful dialogue and transparency of decision making. Developing a sense of belonging, community and pride in what we do is easier said than done but it must be our key goal. It can be done in informal ways, by defining common spaces, holding department and institute wide events, and having parties. It can also be done through the formal institutional structures that govern our work. In order to achieve this, we must look at all levels of our organization to ensure they are responsive and appropriately organized.

Goal 5.4: To ensure that OISE/UT governance is transparent, provides good information for decision-making and promotes community among faculty, staff and students.

Senior Administrative Team

The senior administrative team includes the Dean and three Associate Deans. The specific responsibilities of the three Associate Deans are changing to address needs over the next phase of OISE/UT's future - the positions will be Academic, Research and Graduate Studies, and Teacher Education. This structure will evolve and be evaluated as it takes shape.

Strategy: Elicit feedback on the structure of the Deans' Office.

Departments

Seven years after the merger, as our external review suggested, it is time to rethink the balance between central and departmental responsibility at OISE/UT. We will work towards giving the departments more ability to make trade-offs with their resources, in order to achieve the goals they set for themselves, within the framework of an institutional plan, and with accountability systems in place.

Strategy: Move towards devolving decision making to departments.

OISE/UT now has five departments that emerged quickly after the merger. In faculties of education there is no single, common department structure but the current department divisions at OISE/UT do not reflect coherent academic distinctions – faculty with backgrounds in sociology and psychology, for instance, exist in several departments - the titles of graduate student theses would not reveal to an outside observer which department they come from. Furthermore, an imbalance of size, where CTL is much larger than the other departments, creates inequities of representation. With the devolution of more responsibilities to departments, small departments may not have the necessary administrative resources – faculty or administrative staff to effectively take up their responsibilities. Such concerns suggest a need to develop ways of

sharing administrative infrastructure and of encouraging larger and more academically coherent groupings if there is support for doing so.

Strategy: Keep the question of department structure open for discussion and examine the possibilities of shared infrastructure.

Faculty Council

Faculty Council is the Institute's internal governance body. It includes all faculty members as well as representatives from staff and student groups. Although in general the council operates in a satisfactory way, there is a lack of clarity about the roles and responsibilities of committees of council.

Strategy: Examine the structure and terms of reference of the committees responsible to Faculty Council.

Advisory Board

The OISE/UT Advisory Board is intended to maintain liaison with external groups in the education community. The composition and operation of the board have been determined by the merger agreement. The expiry of the agreement in 2006 will provide an opportunity to review the operation of the board with a view to fostering productive relationships with the field.

Strategy: Develop a plan for restructuring the OISE/UT Advisory Board in 2006.

Technology and Library support

The Education Commons is one of the success stories of OISE/UT and indeed of the University of Toronto. Increasingly woven into the fabric of the Institute, integrating the functions of what would previously have been "the library" and "technology", the Education Commons provides the underlying infrastructure for all information and technology needs of students, faculty or staff in connection with their academic or administrative goals. The "library" component of the Education Commons is also part of the UofT Libraries. Now that the foundation has been established, the focus must be effectively using resources to further individual and collective academic agendas. Our current priorities are building capacity to use technology and managing information in a way that ensures access by all the people who need it.

The Education Commons has built substantial capacity in academic computing, core technology, communications and client support. The development and continued enhancement of the OISE/UT web site, for instance, has been crucial in improving communication within OISE/UT and disseminating information about research and programs to academic and practice communities in Canada and around the world.

Establishing and fostering knowledge-building environments, scholarly networks and online collaborations can build community. Examples include the implementation of the complex multimedia services required for conferences held at OISE/UT with web links to other sites in different time zones and, in collaboration with the Continuing Education unit, the creation of self-directed modules for practising teachers.

Technology is increasingly being used in schools, and in all other workplaces. It must be integrated into the learning of all our students.

Goal 5.5: To increase the capacity of faculty and students to use technology to enhance their teaching, learning and research.

Strategy: Establish a Technology Advisory Committee with representation from all departments to consider institute-wide initiatives.

Strategy: Continue ongoing evaluation of technological approaches that will enhance our mission (wireless Local Area Networks, Personal Digital Assistants, laptop programs, etc.).

Strategy: Expand online learning options in graduate, teacher education and AQ courses based on strategic decisions for program growth.

Strategy: Provide a range of technology-based supports for education research building on existing strengths.

Strategy: Facilitate the dissemination of OISE/UT research through technological means, including continued enhancement of the OISE/UT web site.

Goal 5.6: To develop an integrated information management plan for OISE/UT, supported by the development of shared databases, shared interface to university systems, and other improvements in information access.

Strategy: Ensure that our administrative processes use technology in appropriate ways.

Strategy: Appoint a Chief Information Officer.

Goal 5.7: To position OISE/UT as a leader in research and development in technology in education, beyond 'best practice'.

Strategy: Preserve and enhance the role of the Education Commons in academic computing.

Registrarial Processes

The Registrar's Office provides efficient and friendly service to current and prospective students, faculty and staff. The office handles an impressive volume of work – nearly 17,000 applications and 14,000 registrations per year, with over 3000 requests for transcripts and nearly 10,000 recommendations for Ontario Teacher Certification and Additional Qualifications. Because much of the work is shaped by provincial regulation and by UofT policies governing student fees and information, accurate and consistent application of policy is essential. Staff meet tight timelines through the annual cycles associated with applications, offers, acceptances, registrations, tracking and graduating.

Like other OISE/UT units, the Registrar's office is currently dealing with the need for budget cuts and is focusing on how best to maximize efficiencies and share information with those who need to use it. Technology can provide some answers, automating tasks like the computation of grade point averages and scheduling. It can also help with the sharing of information.

Goal 5.8: Enhance connections with students, faculty and departments through an effective information management strategy.

Strategy: Ensure strong links between Registrar's Office and the Chief Information Officer in relation to the appropriate technology for data sharing.

Goal 5.9: To provide continuity of registration for students and reduce numbers of lapsed students.

Strategy: Continue collaboration with Education Commons staff around redesigning the databases to facilitate access.

Strategy: In collaboration with other units, including SGS, review what is done best at different levels and how the OISE/UT Registrar's Office can best facilitate the work.

Strategy: Explore reasons why students lapse or fail to complete their programs.

Strategy: Re-examine the current fee policies and work with departments to improve monitoring of and ongoing communication with students.

Some of the goals relevant to the Registrar's Office relate directly to other parts of OISE/UT and have already been addressed in relevant sections of the Plan. These include increased diversity in admissions to teacher education programs, increasing recruitment efforts and more effective monitoring of graduate students to improve completion rates.

Student Services

Student Services provides support to both graduate and teacher education students. Services include financial assistance, counseling, employment preparation, student award administration and general information and support.

Student Services is the contact for the Ontario Student Assistance Program, received by some 700 OISE/UT students each year. Student Services also distributes bursaries, administers the guaranteed funding package and coordinates applications for additional sources of funding. Counselling services are provided through the OISE/UT counselling clinic with referrals for more specialized support as required.

Assisting students with preparation for employment is a major focus for Student Services. The array of programs includes the Teacher Employment Preparation Centre, an annual Employment Preparation Conference, and workshops on various professional topics. Connections with the School-University partnership office, and thereby with school districts, may enhance this capacity.

Student Services also provides help for graduate students. An annual research conference provides a place to present and share student work from across the Institute.

Goal 5.10: To provide the most effective support to ensure positive student experiences for both graduate students and teacher education students.

Strategy: Collaborate in the information management system for OISE/UT.

Strategy: Look for collaboration between Student Services and the School-University Partnerships Office.

Space

The physical environment of OISE/UT should reflect and facilitate the innovative and creative work being done. Currently this is not the case.

OISE/UT's space is mainly located in the 12 story building at 252 Bloor Street West, with additional space in three nearby locations – 371 Bloor Street, 56 Spadina and 45 Walmer Road. The building at 252 Bloor, dating from 1970, needs considerable updating to serve the current needs of OISE/UT while the buildings at 371 Bloor and 45 Walmer are in need of considerable repair. Such problems have been highlighted by external reviewers. The 2000 Ontario College of Teachers accreditation report called for the University to make building renovation a priority, for instance.

The infrastructure of the building at 252 Bloor dates from the mid-1960s. It has not been updated since and it does not conform to current standards. The elevators, the boiler, the air conditioning, the circulation of air, the carpets, the telephone system, the lights, the fire alarms, the security system and much more are in disrepair causing discomfort, expense and possible harm to all who use the building.

The aesthetics are in similar need of renovation. Reconfiguring the lobby, providing reception areas and improving signage would convey to everyone who visits the sense of pride that OISE/UT members have about their institution.

The renovation of the ground floor Education Commons space has been highly successful, demonstrating the value of money well spent. Access to the collections has been facilitated, while newly accessible meeting space is an excellent venue for conferences. However, the renovation stopped at the first floor and needs to be carried through the next two floors.

Goal 5.11: To renovate the existing space and building infrastructure to create an efficient, well maintained space that makes us proud.

Strategy: Support ICS building campaign and create a campaign around the building at 252 Bloor.

Strategy: Investigate a building loan to be repaid through savings in cost of energy, services and upkeep.

We also suffer from a shortage of suitable space. The teacher education program expanded without expansion of classroom space. Our research projects have increased and there is no lab space. Our graduate student population has expanded without space for them to work and congregate. More flexible classroom space is needed as well as additional space for research projects.

Strategy: Develop a map of space at OISE/UT and a plan to use it efficiently.

Strategy: Use CFI money in collaboration with this institute wide space plan.

Strategy: Reclaim space from the cafeteria, the 5th floor south and the 4th floor Continuing Studies area to meet our needs.

Strategy: Work with University of Toronto Schools to enhance the space at 371 Bloor St.

Strategy: Make the creation of appropriate space a campaign priority.

Budget and Revenue Generation

Budget projections

OISE/UT is dealing with serious financial constraints, as is the rest of the university. When OISE joined with FEUT and a merger agreement was signed, the OISE budget was reduced. The budget was reduced by another 20% as the University faced the Harris government cuts, and it has remained constant for the past few years while costs have risen and graduate student enrolment has increased. Our research transfer grant has been cut to nothing and we have introduced a guarantee of funding for all PhD students during their first four years and for the first year of study for MA students.

We must deal with our financial situation through finding efficiencies and cost reductions as well as generating additional revenue.

TBA: Budget projections for 6 years.

Efficiencies and cost reductions

Goal 5.12: To reduce OISE/UT costs.

Over the past two years, we have had a budget committee that produced a plan for 15% cuts across the board. We are still working through this plan and will continue to do so. We believe we can find further efficiencies through some of the initiatives in this plan. We will increase the use of technology in our administrative functions, look for efficiencies, reduce the number of low enrolment classes, use research revenue to support students and cover some expenses that have been paid for by operating funds, and revisit the practices we use to staff our teacher education

program. These will be ongoing explorations done in collaboration with staff in an attempt to do more with less.

Revenue generation

Goal 5.13: To increase OISE/UT revenue.

We also plan to increase our revenue, by evaluating tuition levels in our professional programs, encouraging departments to innovate with certificate and other such programs, expanding our international programs and student enrolment, and continuing to exploit the revenue-generating capacities of the Education Commons, the Alumni/Development office and Continuing Education. Our most important client is the government and we will continue to press our case for increased funds to carry out more research and teaching that will serve the province well. TBA: Budget projections for with reductions.

Development/Alumni Office

The Development Office, established since the merger, is mandated to secure private funding for the Institute and to build an alumni program. The Development Office has been successful in raising close to \$10 million. The main focus has been on student support although funds have also been raised toward the endowment of Academic Chairs and toward several projects in knowledge and innovation which helped leverage a CFI grant. As well, the Office has worked to foster and support partnerships with the field.

Most recently the office has strengthened efforts to connect more directly with the over 60,000 OISE/UT alumni. Alumni can play an important role in influencing the public perception of OISE/UT and of education in addition to their possible willingness to contribute financially or personally to OISE/UT initiatives.

A greater array of formal and informal communication channels between the Development Office and other OISE/UT units will result in campaign priorities and academic priorities being more closely aligned. For example, ongoing communication with Student Services and the Awards Committee would make it easier to meet the needs of donors, OISE/UT and students.

As a new campaign rises out of the ashes of the old, OISE/UT must enhance its efforts at fund raising by creating an external campaign committee to advise on new initiatives, and developing a list of fund raising priorities based on this plan.

Goal 5.14: To create a sense of community that encourages graduates to participate in the future of OISE/UT as alumni and donors.

Strategy: Promote a more cohesive institutional image to internal and external publics.

Strategy: Create a campaign committee linked with the Advisory Board.

Strategy: Develop a campaign statement with priorities.

Continuing Education

The Continuing Education Unit was created in 1997 to promote learning and leadership for educators and professionals in related fields. The unit has been highly successful gaining an international reputation as an innovative quality provider of a wide range of programs and services. The Unit operates as a fully self-funded operation and provides a substantial net contribution to support other work in the Institution. Beyond this significant financial contribution, Continuing Education links OISE/UT with schools, school districts, the Ministry of Education in Ontario and educational institutions in other jurisdictions.

The Continuing Education Unit offers Additional Qualifications (AQ) courses - an in-service program accredited provincially by the Ontario College of Teachers - to educators wishing to upgrade their teaching and principal's qualifications. With 150 courses, 450 instructors and over 6000 participants annually, OISE/UT is the largest provider of AQ courses in the province.

The Unit also designs and implements customized services, through programs and consultation, to districts, agencies, foundations and governments and international development projects. Such work contributes to teacher and leadership development as well as to large-scale policy implementation and capacity building.

Goal 5.15: To increase the contribution of Continuing Education to overall OISE/UT revenue by maintaining our status as a leading provider of AQ courses to Ontario educators and expanding other professional learning programs and services.

Strategy: Adopt an on-line application/registration system, or an integrated system, that includes on-line application/registration as well as other necessary 'modules' to support the continuing education activities at OISE/UT.

Strategy: Work with the College of Teachers to reduce the paperwork that is part of the AQ system.

Strategy: Expand the international links of OISE/UT to find opportunities for international projects.

A government relations strategy

Excellent and active external relations are key to our continuing health. The government funds most of our functions and we are a unique resource for education in this province. We must be present with our educational partners and we must hone the message we want the public to hear through public relations savvy, good communications strategies and writing persuasively about what we do for professional, academic and lay audiences.

Goal 5.16: To be a key partner in improving education in Ontario.

Strategy: Work with the University to develop a government relations strategy that is informed and persuasive; then spend time on it.

Strategy: Strengthen external outreach with the range of groups working to improve education in Ontario.

Strategy: Articulate the impact of research and scholarship in improving education in Ontario.

TBA: Budget projections with revenue generation and AIF proposals.

Conclusion

Stepping Up reminds us of the need to take account of shifts in the intellectual landscape as well as political, social, technological and financial developments. If we are to maintain our position as the leading education faculty in Canada and continue to excel in the international arena, we must adapt creatively and constructively to these new realities.

We have set out a few major new directions for the next six years in this plan. Developing concurrent teacher education programs across campus will make OISE/UT the centre of an expanding network of scholars who study education at the University of Toronto. Developing clearly differentiated professional graduate programs at the master's and doctoral level will introduce educators in the province to the vibrant scholarship that takes place in education without demanding they become primarily researchers themselves. Developing a reinvigorated focus on urban schooling by combining research, teacher education and graduate programs targeted at disadvantaged schools in partnership with the Toronto District School Board will more strategically target some of our work and our impact while bringing together teacher education, graduate programs and research.

We believe the foundations at OISE/UT are strong. The other, perhaps less exciting, part of our task over the next six years is to focus on the continual improvement of our structures and processes, looking for ways to strengthen quality and impact, and ways to be more efficient and accountable. We must diversify funding, improve time to completion, re-organize governance, examine the balance between central and departmental functions, increase support for new faculty and establish better links across campus and with the community. What seem like small changes add up to big improvements and we must systematically examine our progress.

We believe OISE/UT is Canada's leading faculty of education and one of the world's outstanding centres for the study of education. We can produce evidence to support this claim. However, comparing ourselves systematically to other institutions is a complex process that relies on detailed knowledge of the context and programs in other jurisdictions. As part of the planning process, we have identified five leading universities on three continents whose faculties of education we feel constitute appropriate benchmarks for us. All are faculties of education with large teacher education programs in research intensive and publicly funded universities. After obtaining initial information about each of these faculties, we have made contact with their Deans and are collecting further information and developing ongoing linkages. We will continue this communication over the next few months, and through the six year planning cycle, as we develop a final plan in order to be able to make more extensive use of comparison data to evaluate our success.

The institutions we have chosen are:

- University of British Columbia: a leading Canadian institution with teacher education and graduate programs comparable to our own.
- University of Wisconsin at Madison: described by US News and World Reports as the second ranking public education faculty in US; large teacher education and graduate programs.

- University of California at Los Angeles: described as the first ranked public education faculty by US News and World Reports; smaller teacher education program and faculty complement than OISE/UT with a commitment to social justice and urban education.
- University of Melbourne: a leading Australian faculty of education of similar size and with comparable programs.
- Institute of Education, University of London: leading British faculty of education with comparable size and programs.

Basic information about these institutions is presented in Appendix B.

We believe that the data from these institutions must be interpreted in context of detailed knowledge about their programs, context, and university structures and we will make this part of our work over the next six years as a way of measuring our progress.

Goal 5.17: To measure our success at achieving the goals set out in the Academic Plan through benchmarking.

Strategy: Deepen our knowledge about the work and contexts of the five key comparison institutions we have identified.

Strategy: Develop indicators of our work to track progress over time.

Appendix A: Goals and Strategies

Teacher education

Goal 2.1: To represent our concerns about the inadequacy of the eight month preservice program to the provincial government and work with partners to enhance the framework and funding for preservice education for Ontario teachers.

Strategy: Hold an international conference with the College of Teachers in spring 2005.

Strategy: Engage in strategic government relations around teacher education in collaboration with partners such as the Ontario College of Teachers and other faculties of education.

Goal 2.2: To embed the study of education more widely across the University of Toronto at the undergraduate level.

Strategy: Establish a University of Toronto Teacher Education Advisory Council chaired by the Associate Dean, Teacher Education at OISE/UT, and made up of representatives of units that are interested in exploring concurrent education programs at the University of Toronto. Engage a professional staff person to work with the council to develop financial and program models.

Strategy: Establish a faculty position in teacher education to ensure we continually renew our knowledge base in relation to alternative models of teacher education.

Goal 2.3: To increase the number of students registered in our two year MT program while decreasing the number registered in the BEd consecutive program.

Strategy: Communicate the benefits of the MT and MA(CS) to the government and the university in order to renegotiate our enrolment targets.

Goal 2.4: To modify the organizational framework for teacher education to ensure more transparency in governance/decision making and more clarity of roles and responsibilities.

Strategy: Create an OISE/UT Teacher Education Council chaired by the Associate Dean, Teacher Education with representatives from each department and from the seconded and contract staff with responsibility for overall directions for the program.

Strategy: Clarify the budget responsibilities of a Teacher Education Program Unit responsible to the Associate Dean, and retain central coordination of the program.

Goal 2.5: To provide more department authority and leadership where this will serve the quality of the teacher education program.

Strategy: The Teacher Education Council will develop guidelines and procedures for approving pilot programs as proposed in department academic plans.

Strategy: The Teacher Education unit will ensure that department representatives are involved in hiring seconded and contract faculty.

Strategy: Strengthen resources for department leadership and coordination in relation to the content and teaching of relevant courses in the teacher education program.

Goal 2.6: To increase participation by tenure stream faculty in the teacher education program and ensure lively interaction between tenure stream, seconded and contract staff.

Strategy: Department attention to equity in workload assignments for those who are combining both graduate and BEd teaching.

Strategy: Hold symposia to discuss foundational ideas of our teacher education program.

Strategy: Increase departmental responsibility for staffing in teacher education

Goal 2.7: To ensure diversity and excellence in our teaching stream appointments.

Strategy: Use lecturer appointments to provide continuity and leadership in the teacher education program.

Strategy: Develop clear goals and active recruitment policies to ensure we increase the diversity among short term teaching stream faculty.

Goal 2.8: To increase the number of graduate students teaching in the teacher education program.

Strategy: Benchmark graduate student participation in our teacher education program, find mechanisms to encourage more of it and negotiate union contracts that enable it.

Goal 2.9: To recruit outstanding and diverse students to OISE/UT's teacher education program.

Strategy: Increase recruitment activity, including attention to international students.

Strategy: Review admissions criteria and process with a view to assessing and ensuring quality and diversity of applicants.

Strategy: Continue to examine, and improve as appropriate, the process by which applicants' experience profiles are read and assessed.

Goal 2.10: To enhance the distinctiveness of teacher education at OISE/UT.

Strategy: Hold colloquia with all involved in teacher education to integrate discussions about what teaching for depth means across the curriculum.

Goal 2.11: To ensure the highest quality student experience in our teacher education programs.

Strategy: Increase the mechanisms for feedback from students via exit surveys and student council.

Strategy: Continue to support students in using technology to support learning.

Strategy: Improve communication with students using the OISE/UT web site as a key vehicle.

Strategy: Continue to provide professional and personal support to students through Student Services.

Strategy: Continue focusing attention on equity and diversity in all aspects of the program.

Goal 2.12: Continue to strengthen field experiences for teacher candidates and professional partnerships with school associates, schools and school districts.

Strategy: Clarify roles and responsibilities of instructors and associates during practica and internship.

Strategy: Provide more opportunities for the preparation and support of associate teachers.

Strategy: Support professional partnership research and development work with the field through a mini-grant process.

Strategy: Infuse new technologies to facilitate more effective communication with instructors and with schools through the use of a web interface.

Graduate studies

Goal 3.1: To link enrolment planning to the resources available for faculty supervision and student funding.

Strategy: Move toward matching admissions with the level of BIU funding except in the case of a professional program charging tuition fees to cover the full cost.

Strategy: Make decisions about numbers of students admitted to programs on the basis of the capacity of departments to supervise and provide support for students.

Strategy: Communicate to the provincial government the value of graduate degrees in education for capacity building in the educational system.

Goal 3.2: To improve completion rates for graduate students.

Strategy: Develop guidelines on student supervision loads.

Strategy: Benchmark data on completion rates, encouraging best practices, and rewarding completion.

Goal 3.3: To clearly differentiate professional and academic degrees.

Strategy: Set up a task force to review professional degrees.

Strategy: Propose the introduction of a flex-time PhD.

Goal 3.4: To improve cross-department and cross-university collaboration to address student learning needs.

Strategy: Set up a task force on research methodology to recommend ways to offer courses that are comprehensive at varying levels of difficulty and that are accessible to all students.

Strategy: Develop curriculum and programming in Special Education that builds coherence across departments and at the same time meets the needs of the school system for educators with expertise in Special Education.

Strategy: Support department graduate program initiatives that connect across the university, in particular Aboriginal education, policy studies, the education of health professionals and equity studies.

Strategy: Establish a Graduate Advisory Council for OISE/UT.

Strategy: Examine low enrolment courses to find ways to serve students more effectively.

Goal 3.5: To recruit to our programs the very best students from around the world ensuring a highly qualified and diverse student body.

Strategy: Develop a strategy and promotional materials for the Institute as a whole, listing our programs and highlighting our work, coordinated with University of Toronto especially for international marketing.

Goal 3.6: To increase the proportion of funding for graduate students that is provided by sources other than OISE/UT operating funds.

Strategy: Ensure that students know about sources of external funding and are encouraged to apply for such awards, through workshops and help with applications and reference letters.

Strategy: Increase the amount of money from faculty research grants going to graduate students by increasing external research funding and including allocations for student employment in grant applications.

Strategy: Increase the amount of teaching done by qualified graduate students in our teacher education program, with professional development and mentoring to ensure the skills required.

Strategy: Create mechanisms that require PhD students to obtain experience in both teaching and research and that provide support for success, including workshops to prepare and assist students.

Strategy: Improve links between Student Services and departments to stop overlap and maximize value added.

Strategy: Encourage students to attend academic and professional conferences and to present at conferences by developing a mechanism for funding through departments.

Goal 3.7: To enhance the quality of the graduate student experience at OISE/UT.

Strategy: Increase the profile of student research, including enhancing the OISE/UT student research conference.

Research

Goal 4.1: To increase research participation to 90% on a rolling three-year average and increase the impact and stature of our research program in relation to the other most research-intensive educational institutions in the world.

Strategy: Continue to ensure faculty are knowledgeable about sources of funding for their research and receive support for proposal writing.

Strategy: Explore funding a small portion of the time of a skilled proposal writer in the Associate Dean, Research office to assist in writing and assembling research proposals, particularly those requiring multiple applications or an unusual degree of co-ordination.

Strategy: Continue to cultivate multiple sources of research funding (private foundations, government, hospitals and other agencies), foster relationships with past, current, and possible funding agencies.

Strategy: Continue to strengthen the support provided for proposal writing, facilitating awareness of and access to the range of assistance available through University of Toronto Research Services, the Associate Dean, Research office and departments.

Goal 4.2: To ensure junior faculty are appropriately mentored.

Strategy: Develop a systematic and comprehensive mentoring program.

Goal 4.3: To increase the capacity of departments to support preparation of proposals and management of grants and contracts.

Strategy: The Associate Dean, Research office to assist departments in providing training for administrative staff with responsibilities in research administration.

Goal 4.4: To ensure OISE/UT research centres add value to our research mission.

Strategy: Carry out regular reviews of research centres.

Goal 4.5: To increase space available for research

Strategy: Engage in a comprehensive review of space allocation for research and teaching at OISE/UT.

Goal 4.6: To create visible and dynamic linkages across campus.

Strategy: Hire faculty in areas where there are strong linkages across the University of Toronto campus including the new School of Policy Studies, university hospitals, psychology, equity studies and the Munk Centre (with its affiliated centres).

Goal 4.7: To become one of the most respected sources of international research and capacity building in the world.

Strategy: Invest in the infrastructure to facilitate more international development projects.

Strategy: Increase the international recruitment of graduate students and faculty.

Goal 4.8: To create working relationships with agencies in Canada and abroad that model the best that can be achieved when research and practitioner communities collaborate to improve education.

Strategy: Hold conferences and seminars with field partners around our research.

Strategy: Negotiate a partnership with the Toronto District School Board to focus resources on the education of teachers and knowledge of effective schooling for disadvantaged children and youth.

Strategy: Advocate persuasively for increased funding of educational research and evaluation in Ontario.

Infrastructure: Making It happen

Goal 5.1: To recruit faculty of the highest calibre in order to meet institutional priorities.

Strategy: Engage in timely and proactive recruitment within diverse scholarly communities as outlined in *Stepping UP*.

Strategy: Embed teacher education responsibilities in the teaching mandate of tenure stream faculty.

Goal 5.2: To retain and promote faculty through excellent mentoring, professional development and feedback.

Strategy: Continue meetings of all untenured faculty to discuss common issues and concerns and to provide information and mentoring

Strategy: Improve OISE/UT teaching evaluation forms to provide consistent feedback and help in tenure and promotion cases in relation to teaching excellence.

Strategy: Ensure that faculty are nominated for awards through a coordinated strategy at the building level.

Goal 5.3: To continually examine and improve the skills, respect and sense of community that allow staff to do their work effectively.

Strategy: Facilitate, strengthen and capitalize on the working partnership between academic administrators and their key administrative staff.

Strategy: Review staff arrangements in departments to ensure the most effective use is made of staff skills and that user-friendly procedures are in place.

Strategy: Ensure staff have the competencies they need to work with the systems they use including Student Information Systems, Repository of Student Information, Corporate Time, data bases, etc. Engage in performance review and provide workshops and coaching as necessary.

Strategy: Strengthen OISE/UT wide and cross campus connections for staff in order to enhance communication and shared problem solving.

Goal 5.4: To ensure that OISE/UT governance is transparent, provides good information for decision-making and promotes community among faculty, staff and students.

Strategy: Elicit feedback on the structure of the Deans' Office.

Strategy: Move towards devolving decision making to departments.

Strategy: Keep the question of department structure open for discussion and examine the possibilities of shared infrastructure.

Strategy: Examine the structure and terms of reference of the committees responsible to Faculty Council.

Strategy: Develop a plan for restructuring the OISE/UT Advisory Board in 2006.

Goal 5.5: To increase the capacity of faculty and students to use technology to enhance their teaching, learning and research.

Strategy: Establish a Technology Advisory Committee with representation from all departments to consider institute wide initiatives.

Strategy: Continue ongoing evaluation of technological approaches that will enhance our mission (wireless Local Area Networks, Personal Digital Assistants, laptop programs, etc.).

Strategy: Expand online learning options in graduate, teacher education and AQ courses based on strategic decisions for program growth.

Strategy: Provide a range of technology-based supports for education research building on existing strengths.

Strategy: Facilitate the dissemination of OISE/UT research through technological means, including continued enhancement of the OISE/UT web site.

Goal 5.6: To develop an integrated information management plan for OISE/UT supported by the development of shared databases, shared interface to university systems, and other improvements in information access.

Strategy: Ensure that our administrative processes use technology in appropriate ways.

Strategy: Appoint a Chief Information Officer.

Goal 5.7: To position OISE/UT as a leader in research & development in technology in education, beyond 'best practice'.

Strategy: Preserve and enhance the role of the Education Commons in academic computing.

Goal 5.8: Enhance connections with students, faculty and departments through an effective information management strategy.

Strategy: Ensure strong links between the Registrar's Office and the Chief Information Officer in relation to the appropriate technology for data sharing.

Goal 5.9: To provide continuity of registration for students and reduce numbers of lapsed students.

Strategy: Continue collaboration with Education Commons staff around redesigning the databases to facilitate access.

Strategy: In collaboration with other units, including SGS, review what is done best at different levels and how the OISE/UT Registrar's Office can best facilitate the work.

Strategy: Explore reasons why students lapse or fail to complete their programs.

Strategy: Re-examine the current fee policies and work with departments to improve monitoring of and ongoing communication with students.

Goal 5.10: To provide the most effective support to ensure positive student experience for both graduate students and teacher education students.

Strategy: Collaborate in the information management system for OISE/UT.

Strategy: Look for collaboration between Student Services and the School-University Partnerships Office.

Goal 5.11: To renovate the existing space and building infrastructure to create an efficient, well maintained space which makes us proud.

Strategy: Support ICS building campaign and create a campaign around the building at 252 Bloor.

Strategy: Investigate a building loan to be repaid through savings in cost of energy, services and upkeep.

Strategy: Develop a map of space at OISE/UT and a plan to use it efficiently.

Strategy: Use CFI money in collaboration with this institute wide space plan.

Strategy: Reclaim space from the cafeteria, the 5th floor south and the 4th floor continuing studies area to meet our needs.

Strategy: Work with University of Toronto Schools to enhance the space at 371 Bloor St.

Strategy: Make the creation of appropriate space a campaign priority.

Goal 5.12: To reduce OISE/UT costs.

Goal 5.13: To increase OISE/UT revenue.

Goal 5.14: To create a sense of community that encourages graduates to participate in the future of OISE/UT as alumni and donors.

Strategy: Develop a campaign statement with priorities.

Goal 5.15: To increase the contribution of Continuing Education to overall OISE/UT revenue by maintaining our status as a leading provider of AQ courses to Ontario educators and expanding other professional learning programs and services.

Strategy: Adopt an on-line application/registration system, or an integrated system, that includes on-line application/registration as well as other necessary 'modules' to support the continuing education activities at OISE/UT.

Strategy: Work with the College of Teachers to reduce the paperwork that is part of the AQ system.

Strategy: Expand the international links of OISE/UT to find opportunities for international projects.

Goal 5.16: To be a key partner in improving education in Ontario.

Strategy: Work with the University to develop a government relations strategy that is informed and persuasive; then spend time on it.

Strategy: Strengthen external outreach with the range of groups working to improve education in Ontario.

Strategy: Articulate the impact of research and scholarship in improving education in Ontario.

Goal 5.17: To measure our success at achieving the goals set out in the Academic Plan through benchmarking.

Strategy: Deepen our knowledge about the work and contexts of the five key comparison institutions we have identified.

Strategy: Develop indicators of our work to track progress over time.

Appendix B: Benchmarking with Comparable Institutions

Our preliminary data are displayed below but we emphasize that this is very sketchy and has little meaning without more details about programs and context. Our benchmarking will involve not just numbers but an awareness of the programs, organizational innovations and scholarship that are being undertaken elsewhere.

Table 1.1 Comparison of OISE/UT with Other Comparable Institutions

	OISE/UT	UBC	U. Wisconsin Madison	UCLA	University of Melbourne	London Institute of Education
N faculty	149 +	140	138 +	65	131	??
N graduate students	2250	1596	1131	680 includes teacher education	2066	700 research degrees plus 3000 masters and professional development
N teacher ed students	1300	1222	2420 undergraduates	Included in above	2124	1300
Research/consultancy funding	C\$5.9 million	C\$4.4 million	US\$19.5 million	US\$21 million	A\$3.7 million + A\$.7 mil	C\$30 million
Notes		No funding guarantee for PhD students; innovative EdD	Undergraduate teacher education	Inner city focus; remarkable research increase recently, 2 year masters degree to prepare teachers		Consultancy as part of mission statement

Appendix C: OISE/UT Communication Concerning Academic Planning

Letter to Department Chairs

October 6, 2003

Dear Department Chair,

As you know, OISE/UT is engaged in an academic planning process to ensure our continued leadership in teaching and research. The planning framework is set out in the Provost's White Paper *Stepping UP*, which can be found at <http://www.utoronto.ca/provost/plan2003>. It points to the importance of setting priorities, finding strategies, and describing benchmarks for performance. We need to decide which of the many things we do are the most important and we need to find new, more efficient and effective ways to do those things as the intellectual, social, political and economic landscape changes around us.

All five departments and OISE/UT as a whole will develop plans that will go forward together to the Provost. Our challenge is to develop an interactive process that ensures department plans and OISE/UT plans reinforce each other. I have established an Academic Planning Committee to advise on planning and priorities for the institution as a whole. Its membership includes faculty from each department, as well as students and administrators from the Institute. This committee has developed a document (attached) to get feedback from the community as a whole. The first section of the document sets out five key questions, about the external environment, our teaching programs, student experience, research and infrastructure. The second section of the document elaborates the questions, highlighting particular issues that the Committee believes should be addressed by the institutional plan. The third section lists and summarizes the main points of major reports and policy documents that provide context for the questions and the planning process. We think that past reports and planning have already answered some key questions.

I think you will find this document useful for your own thinking. We are releasing it widely, and asking for input on our questions from individuals and groups by Nov 15. We will send you any input that is relevant for your own planning. We are also developing data relevant to each question, and we will make that available to you, disaggregated for your department.

Your department process will occur at the same time as the OISE/UT wide process and should begin right away with the aim of concluding by the end of January. Although we recognize you face serious time pressures, the White Paper states the importance of creating a review process that is inclusive and broad-based. You will be required to describe this process in your department plan. Please ensure that you think carefully about what forums will be most appropriate for ensuring wide participation at the department level. Try to ensure that all perspectives, including those that may not emerge in large gatherings, are heard.

Your department plan must include a consideration of our teacher education program as well as your graduate programs; so you need input from those involved as students, administrators and teachers in our teacher education programs. Carol Rolheiser will assist you to make these arrangements if you wish.

Your plan must make clear your department's priorities, assuming no more than modest increases in current resources. Think about innovative ways of achieving old goals, new ways of using existing resources, better ways of integrating research and teaching activities. Your plan must outline the concrete strategies that you will adopt, and designate indicators that you will use to assess how well you achieve your department goals.

It is important that we have a lively conversation as planning proceeds and that we allow for interaction between the department and the OISE/UT planning committee. The OISE/UT committee welcomes your input on our questions, and I hope that your planning process will feed new questions into Institute-wide deliberations. Please consult carefully with the person or persons from your department who sits on the Institute wide committee. We will use the DAC to discuss our progress. I am happy to meet with you when this is helpful.

Department plans should be submitted to the Academic Planning Committee, c/o Mary Stager, by **January 31, 2004**. The OISE/UT planning committee will comment on those plans and get back to you by the end of February. We hope to have final plans to the Provost by the middle of April, before everyone disperses for the summer.

I look forward to working with you on this process.

Yours sincerely,

Jane Gaskell
Dean OISE/UT

Letter to OISE/UT community

October 6, 2003

Dear OISE/UT Community Member:

This fall, OISE/UT is engaged in an academic planning process, as outlined in the University's White Paper: *Stepping UP* (available at <http://www.utoronto.ca/provost/plan2003>). We want to ensure our continued leadership in teaching and research by deciding our priorities for the next five years, looking at strategies to achieve them, and defining how we will assess our progress towards them.

As Dean, I have established an Academic Planning Committee to focus on priorities and planning for OISE/UT as a whole. Each of the five academic departments will also develop and submit its own plan, within a shared framework of five key questions developed by the committee. These questions are:

EXTERNAL ENVIRONMENT

How do you see changes external to OISE/UT affecting the work of the institution over the next five years (for example, changes in the intellectual, social, political or economic context at the university or in the larger community)?

PROGRAMS

What are the strengths of our teaching programs? What are the challenges? How can we ensure our teaching programs are attractive to diverse students and of the very highest quality?

STUDENT EXPERIENCE

What experiences do students value? What do they view as challenges? Building on what has already been done, for instance through Student Services and increased funding, how can we continue to enhance the experience of students at OISE/UT?

RESEARCH

What are the strengths of our research programs? What are the challenges? Support is provided by departments and centres, by the deans' office and by UofT; what more could we do to improve the quantity and quality of our research programs?

INFRASTRUCTURE SUPPORT

To what extent does our infrastructure (faculty hiring, staff development, administrative structures, internal policies, communication, etc.) support the goals and priorities of OISE/UT? What is working well? Which are challenges? What can we do to improve?

The following document elaborates the questions, and includes a summary of key reports and policy documents that provide the background for our work. We would like to hear your views. We welcome submissions from groups and individuals, and do not expect anyone to address all the questions. In your submission, please indicate who was involved in formulating your responses and something about the process you used. Your input should be sent – via email if possible – to the Academic Planning Committee, c/o Mary Stager, mstager@oise.utoronto.ca, by **November 15, 2003**. Your submission will be shared, as appropriate, so that it can be incorporated into department plans.

It is important that we have a lively conversation as planning proceeds. We will listen carefully to your views, and look at data about our research performance, teaching programs, staffing and budget. We will make a draft report public early in 2004, and expect to complete our work in the spring. We thank you in advance for your time and interest in making OISE/UT the best it can be.

Yours sincerely,

Jane Gaskell
Dean OISE/UT

Appendix D: Documents Consulted by the Academic Planning Committee

The Committee reviewed a number of OISE/UT and University of Toronto documents to provide a context for their work. The titles are given below.

University of Toronto Documents

- The Ontario Institute for Studies in Education of the University of Toronto: External Review, February 2003.
- Strategic Research Plan for the University of Toronto, May 2003
- The University of Toronto White Paper on the Academic Plan, *Stepping UP*. The document can be found on the University's web site <http://www.utoronto.ca/provost/plan2003>

OISE/UT Documents

- Report of the Committee on OISE/UT Faculty Workload, 1997
- Policy on Internal Centres, 1998 and 2001
- Divisional Guidelines for the Procedures for Assessment of Teaching Activities for Promotion and Tenure at OISE/UT, 1999
- Academic Plan (*Raising Our Sights*), 2000
- Ontario College of Teachers Accreditation Report on OISE/UT, 2000
- OISE/UT Divisional Guidelines for Assessment of Creative Professional Activity, 2001
- Report of the Dean's Task Force to Review OISE/UT's Structure, 2002
- Report of the Dean, OISE/UT, on the Period 1996-2002
- Graduate Student Funding Guide 2003-2004
- The Second Annual OISE/UT Research Productivity Study, 2003

Appendix E: List of Submissions to the Academic Planning Committee

- Secondary Teacher Education Coordinators/Liaisons Group: Secondary Preservice Teacher Education at OISE/UT, Self Study Working Paper – 11.05.03
- Carol Hennessy, OISE/UT Preservice Teacher Education: An Elementary Perspective
- Secondary Science Preservice Instructors (CTL): Secondary Science Submission
- Joanne Lawson, Secondary Preservice Program
- Judith Wiener, HDAP: Input regarding Academic Plan
- Andrew Biemiller, HDAP/ICS: Proposal for an Undergraduate Education Minor
- Malcolm Levin: Educational Studies and a Concurrent Teacher Ed Program
- Nathalie Bélanger, Centre de Recherche en Education Franco-Ontarienne
- Graduate Students' Association: Input of the Graduate Students' Association
- Dean's Office Staff: Notes from Dean's Office Staff Meetings, November 12 and 13
- Janet Astington, HDAP
- Roxana Ng: Centre for Integrative Anti-Racism Studies' Strategic and Academic Planning Process
- The Arts Forum and OISE/UT's Academic Planning Process
- Virginia Stead: Draft White Paper on Academic Leadership and Academic Planning
- Jane Moore: Strategic Plan Piece from OISE/UT Development/Alumni office
- B.Ed. Student Teachers Union meeting Dec. 11
- Robert Cook: Education Commons Academic Planning Committee submission
- Working Together Administration Group: Challenges, Goals and Strategies for the Next five Years
- Institute of Child Study
- Registrar
- Continuing Education
- Equity and Diversity Group
- Student Services Office