



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Learning and Leading from Within

OISE Academic Plan 2017-2022

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Contents

Introduction2
 About OISE.....2
 The Planning Context.....2
 The Process3
Our Purpose and Mission4
 Purpose.....4
 Mission.....4
Focusing Themes.....5
 Building our Community: Learning and Leading from Within5
 Commitment to Indigenization7
 Equity, Diversity and Accessibility.....8
 Wellbeing and Mental Health9
 Transformative and Innovative Pedagogy.....10
 Building our Impact: Scholarship, Collaboration and Internationalization11
Resources.....13
Measuring our Progress.....15

Introduction

OISE is pleased to submit the Academic Plan 2017-2022 that will guide the next phase of the Institute's development. The process of developing the plan was as important as the plan itself, and represented a valuable opportunity for our community to come together and reflect on our context and challenges, share ideas about our future, and establish goals and priorities to move us forward. This plan leverages our strengths, and will guide our decision making and major initiatives for the next five years.

About OISE

The Ontario Institute for Studies in Education (OISE) is Canada's only all-graduate institute of teaching, learning and research, recognized as a leader in graduate education, initial and continuing teacher education, and research in education and human development.

OISE's history dates back to 1906, when the Faculty of Education at the University of Toronto (FEUT) was founded 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." Decades later, in 1965, a special act of the Ontario legislature established OISE to offer graduate programs, conduct research and disseminate findings, and engage in field development activities in education. OISE in its current form dates back to 1996, when the Faculty of Education at the University of Toronto and the Ontario Institute for Studies in Education merged to form the Ontario Institute for Studies in Education of the University of Toronto.

Today, OISE provides an exciting context for teaching, learning and research. With approximately 100,000 alumni worldwide, over 3,000 students, 7,500 continuing education registrants annually, four academic departments and 19 research centres and institutes, OISE is among the University of Toronto's largest graduate divisions, and is one of the largest and most research-intensive faculties of education in North America. OISE offers an intellectually rich and supportive environment guided by the highest standards of scholarship and a commitment to equity, diversity and social justice.

The Planning Context

OISE's last strategic plan covered the period from 2010 to 2015—a productive but difficult period for the Institute marked by a number of significant organizational changes. Some of these changes included restructuring that led to a shift from five academic departments to the current four, a discontinuation of OISE's undergraduate teacher education programs coupled with the expansion of graduate teacher education programs (particularly the Master of Teaching), the repositioning of OISE as an all-graduate faculty of education, and an administrative reorganization that led to major changes in staff complement. With almost every unit within OISE reorganized in some way, these changes have had major implications for our community.

During the transitional 2015-2016 year and the Provostial review of OISE, it became clear that the Institute needed to engage in a new academic planning exercise that would inform the articulation of priorities for the next phase of its development. Following the completion of the external review, and the appointment of a new Dean of OISE, the community engaged in an inclusive and participatory academic planning process. The process took the best part of 2016-2017, and represented a significant opportunity for community building and renewal.

With the first phase of the planning complete, there is a sense that a corner has been turned and that the OISE community is ready to move forward with a clear sense of direction, and renewed enthusiasm. A renewed OISE will continue to build on its strengths in research, scholarship and graduate studies in education and related fields, initial and continuing teacher education, and continuing and professional learning, as it explores new challenges and opportunities as the only all-graduate faculty of education in Canada.

The Process

One of the key goals of the academic planning process was to engage our community and stakeholders in reflecting on our current environment and envisioning an exciting future that moves us further towards enhancing our strengths and impact as a leader amongst the world's best education institutes. With a view to improving on previous planning processes by clearly recognizing our current context and challenges, and by emphasizing the importance of idea sharing within and across the various departments and units that make up our community, the aim was to ensure that the process—inclusive of all OISE's constituent groups—was as important as the plan itself. Providing a range of opportunities for participation, input and reflection, the process began with a series of department and unit based launch meetings that took place in September and October 2016, culminating with discussion at the Faculty Council meeting on October 19, 2016. To inform the consultation process, two documents were developed and published on the [Academic Planning website](#): (1) [OISE's New Reality: Trends and Analyses](#), and (2) [OISE Future Reality: Discussion Guide](#). These documents were later supplemented by the [OISE Truth and Reconciliation Commission Task Force Report](#), and the [OISE Equity and Diversity Policy](#) as key planning documents. In addition, [the Final Report](#) of the Steering Committee for the University of Toronto response to the Truth and Reconciliation Commission of Canada constituted an important reference in considering objectives and initial priorities related to OISE's commitment to Indigenization—a major priority outlined in this Academic Plan.

In order to foster community engagement in the process, an electronic bulletin, [lightBULB](#), was created to provide updates and sample the many ideas that were submitted. The consultation phase commenced in November 2016 and included meetings at the level of programs, departments, divisional support units, and constituent-based consultations such as staff-led and student-led sessions, alumni sessions, as well as consultations with external stakeholders including directors of education, the Ontario Principals Council members, and leaders representing Ontario's colleges and universities. In addition, two working groups were established: one on International led by the Associate Dean, Research, International and Innovation; and one on Student Experience led by the Associate Dean, Programs. Consultations were also held with Deans of cognate faculties and campuses at U of T, and members of OISE's external advisory boards. As part of the process, the Dean established the OISE Academic Planning Internal Advisory Group that included faculty, staff and student members from across departments and units. The group's mandate was to reflect on some of the key issues and opportunities facing the Institute, and provide feedback and advice to the Dean regarding the planning process and initiatives emerging from the community consultations.

Following the conclusion of the consultation phase in February 2017, the departments, units and constituent-based groups submitted their interim planning documents. A number of ideas were submitted via e-mail to oise.planning@utoronto.ca, and using the web-based submission tool. In March 2017, the document titled: [What We've Heard So Far: OISE's Academic Planning Process](#) was developed and disseminated to the community. It included a working list of ideas that emerged from a careful review of the departmental, unit and individual submissions. In April 2017, this document was discussed with various groups including the Deans and Chairs, the OISE Leadership Team, the OISE Academic Planning Internal Advisory Group, and OISE Council, as well as at departmental and unit meetings. Following the community members' feedback on the *What We've Heard* document, a new planning document was developed and disseminated to the community titled: [Towards Framing an Academic Plan: OISE's Planning Process](#). This brief report suggested overarching themes or *foci* that have received the most attention throughout the planning process, and members of the OISE community were once again invited to review and reflect on the overarching themes and their descriptions, and suggest priorities that might be considered under the themes. This round of community feedback informed the refinement of the themes, the identification of objectives and initial priorities included in this plan by members of OISE's Academic Leadership at a retreat held on June 14, 2017.

With the centrality of teacher education to OISE's mission, it was important to put in place a cycle of visioning and curriculum mapping for the Master of Teaching program. While related to the academic planning, the [MT visioning process](#) is ongoing and will continue through the next academic year.

Our Purpose and Mission

One of the largest and most research-intensive faculties of education in North America, OISE is an integral part of the tri-campus University of Toronto—Canada’s most dynamic and comprehensive institution of higher learning. Throughout its history, OISE contributed to the University of Toronto’s mission, vision and priorities, and will continue to do so in the next phase of the Institute’s development. Through an inclusive and transparent academic planning process, OISE has developed clear purpose and mission statements that build on the Institute’s strengths and align with the University of Toronto’s aims and goals.

Purpose

The Ontario Institute for Studies in Education is committed to enhancing the social, economic, political and cultural well-being of individuals and communities locally, nationally and globally through leadership in teaching, research and advocacy.

Mission

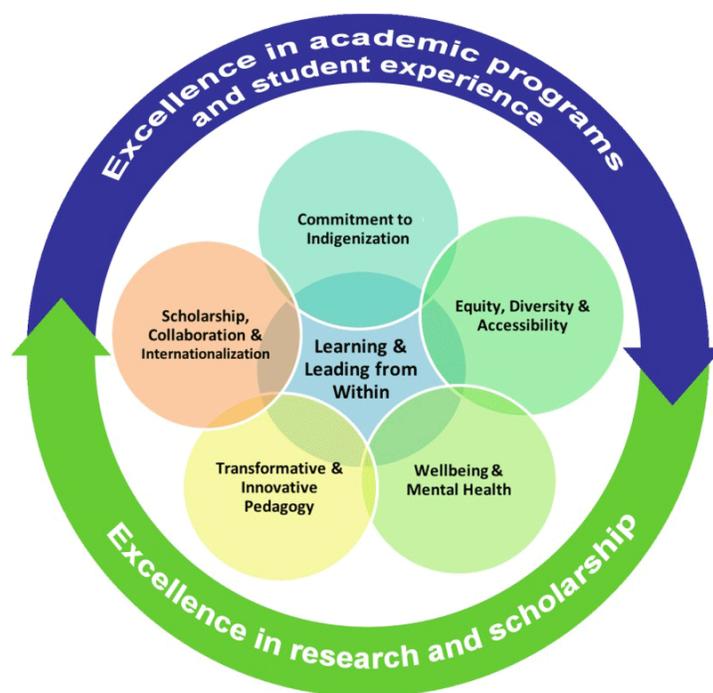
A unique place to work, learn and grow, OISE addresses current and emerging challenges with the scale, academic excellence and collaborative energy that few institutions in the world can claim. OISE’s mission is to:

- ▶ Prepare scholars, teachers and other professional leaders to be equipped with the skills and global awareness required by an increasingly challenging and complex society, ready to influence policy and practice in their fields.
- ▶ Discover and mobilize knowledge through leading-edge research, pedagogical and technological innovation, creativity, and scholarship-driven local, national and international collaboration.
- ▶ Advance lifelong learning through innovative professional development programming and capacity building for educational change.
- ▶ Contribute to public policy dialogue regarding key societal issues.

Focusing Themes

The high level of creative engagement in the OISE academic planning process shown by the participation of faculty, staff, students and alumni along with many thoughtful contributions made by external partners, has been very encouraging. The number and quality of bold, compelling and practical notions about how to refresh and reset our purposes and chart a pathway forward that have emerged from the process has been nothing less than remarkable. In carefully reviewing all of these ideas, six major focusing themes emerged: *Building our Community*; *Commitment to Indigenization*; *Wellbeing & Mental Health*; *Equity, Diversity and Accessibility*; *Transformative and Innovative Pedagogy*; and *Building our Impact: Scholarship, Collaboration and Internationalization*. These themes are interdependent and overlapping, and permeate all aspects of our work, including the two foundational building blocks of our Institute that cut across all themes:

1. Excellence in academic programs and student experience; and
2. Excellence in research and scholarship



Building our Community: Learning and Leading from Within

Our ability to enhance the social, economic, political and cultural well-being of others begins with our own development as an organization. Our academic planning process, which was designed to improve what we do and how we do it together, has helped us determine what truly matters to our community. We are committed to a more equitable society, thus equitable and respectful relationships within the Institute should be our hallmark.

Therefore, we need to ensure a culture of respect within OISE regardless of roles and responsibilities. We aspire to lead and assist others with innovative research-informed pedagogy so we must embrace and retool what we do within our own programming and become a leading learning organization in Canada—an adaptive place that thrives on reflective practice and learning from our ongoing individual and collective experiences. Successful graduates are an important part of our legacy, so we must commit to a high quality experience for all of our students. Given our commitment to advancing research, policy and practice on wellbeing, mental health and education, creating effective wellness strategies within the Institute are vital. Given our strong commitment to

Indigenization, we need to recognize that there are no shortcuts regarding confronting our own colonizing behaviors and structures as we become more intentional about creating an OISE that is a truly a welcoming gathering place and space. To honour our commitment to preserving our earth for future generations, we need to start by modelling and teaching our own community how to be environmentally sustainable. Building on current relationships, we can seek new partnerships with other departments and units at the University to further our research and teaching priorities. We need to ensure that we are financially stable by making the best use of traditional sources of revenue, and generating new resources through advancement efforts, international contract activities and continuing and professional learning offerings.

Objectives

OISE will become a more welcoming, inclusive and supportive scholarly community where our members feel valued and are motivated, engaged and committed to contribute to the Institute's greater purpose.

- ▶ Enhance student experience through excellence in teaching and graduate supervision, and provide better access to professional development and support mechanisms our students need to complete their programs, and transition into productive and rewarding careers.
- ▶ Establish and maintain a supportive and healthy teaching, learning and working environment by ensuring sufficient resources and professional development opportunities to foster the capacity of all community members to contribute to the Institute's purpose and ongoing development.
- ▶ Strengthen community engagement through open and transparent communication, consultative practices, supportive and enabling governance structures and participatory decision making.
- ▶ Improve cross-departmental and cross-unit collaboration within OISE, and seek new creative partnerships with U of T divisions to strengthen our research and teaching priorities.
- ▶ Position OISE as a community hub of environmental and sustainability education that brings together partners from across society.

Initial Priorities

- Establish a permanent body that focuses on student experience comprised of students, faculty and staff to review and ensure the development and implementation of student-centred initiatives and services that will enhance the student experience at OISE.
- Create an implementation plan for student success that identifies goals and priorities to ensure that our students receive quality instruction, advising and supervision, can access resources including financial support, and have their voices heard as part of the ongoing development of the Institute.
- Prioritize faculty renewal to recruit and retain outstanding faculty in order to maintain and grow research strength, and ensure quality and sustainability of programs.
- Improve faculty and staff life through meaningful engagement strategies, mentorship and professional development programs.
- Celebrate the accomplishments of our faculty, staff and students by strengthening the existing and establishing new excellence awards, and by supporting the nomination of our faculty, staff and students for U of T and external awards and honours.
- Identify ways to engage and support our non-continuing instructors and faculty, acknowledging their contributions and the critical work they do.
- Establish an effective onboarding process for new faculty and staff so that they feel welcome, supported, and fully engaged in their new roles.
- Improve internal communication by developing an intranet and pursuing other methods designed to foster information sharing and increased participation and engagement of all who work and learn at the Institute.

- Foster organizational learning by applying the professional development expertise within OISE to organizational development, and establish an ongoing workplace learning plan.
- Increase networking and collaboration with other departments and programs at U of T in order to enhance opportunities to jointly apply for funding and/or increase collaboration in teaching and other initiatives.
- Continue to expand linkages with our alumni, including efforts to track and survey them to obtain feedback, and engage them as the Institute’s ambassadors and members of our growing community.
- Develop a space utilization plan that optimizes the efficient use of space and emphasizes community building, security and safety, accessibility, environmental sustainability and respect for cultural diversity.

Commitment to Indigenization

Commitment to Indigenization, understanding and learning what it means, how to intentionally support Indigenous learners, and how to support systematic decolonization of educational and research practices, is clearly and broadly supported as a major priority going forward. The final report of the [*Truth and Reconciliation Commission \(TRC\)*](#) identifies key challenges for Canada, including hard truths that need to be acknowledged to move towards reconciliation with Indigenous peoples. The Commission notes the devastating consequences of the residential school program, a colonizing travesty that was committed in the name of “education”. At the same time, OISE needs to come to grips with its own history as a Canadian educational institution, including the effects of both past and ongoing practices that, by omission or commission, have contributed to the entrenchment of anti-Indigenous biases regarding academic disciplines, curricula, and pedagogical and professional practices such as the assessment, recruitment and retention of students, staff and faculty. Going forward, we need to increase the scope and visibility of our research and scholarship that focuses on the many calls to action arising from the TRC, and we need new strategies for applying such research to teacher education, policy formation, and community development both within and beyond OISE. As part of our commitment to assisting other educational institutions and communities, we need to focus on strengthening our own capacity through gathering of additional human and financial resources, and through new and creative collaborations.

Objectives

OISE will be a truly welcoming gathering place and space that inspires the infusion of Indigenous knowledges and perspectives into the fabric of our Institute, and ensures a positive experience for Indigenous peoples.

- ▶ Building on the initiatives past and present, implement an Indigenous Truth and Reconciliation process through developing and sustaining Indigenous initiatives in the following key areas: (1) programs and curricula; (2) research and scholarship; (3) Indigenous faculty, staff and students; (4) Indigenizing community spaces; and (5) deepening the understanding and responsibility of our faculty, staff and students.

Initial Priorities

- Continue to support and strengthen OISE’s Indigenous education activities through establishing an Indigenous Education liaison position to provide administration and coordination support for Indigenous activities including events and programs, student recruitment and support, alumni and advancement.
- Review programs with a view to decolonizing curricula, pedagogy and approaches to research, infusing Indigenous worldviews and ways of knowing. Introduce an understanding of Indigenous-settler relations in teacher education; develop new collaborative specialization in Indigenous education, and increase access and visibility of Indigenous courses in all programs.
- Strengthen the support for OISE’s Elders in Residence program to continue to center educational practices in Indigenous knowledges.
- Increase administrative and financial support for Indigenous research and scholarship within OISE.
- Commit attention and resources to recruitment and retention of Indigenous students, faculty and staff.
- Increase academic, administrative, cultural and social supports for Indigenous faculty, staff and students.

- Provide development and training for all students, faculty, and staff on Indigenous worldviews, culture and research methodologies.
- Create dedicated Indigenous spaces that honour and reflect Indigenous identities and cultures, and are inclusive, comfortable and welcoming for Indigenous students, faculty and staff.
- Establish Indigenization and Indigenous Education as a major fundraising priority.

Equity, Diversity and Accessibility

We are members of a remarkably diverse community with respect to culture, race, ethnicity, gender identity, sexual orientation, religion, language, citizenship/immigration status, family/marital status, ability, age and socio-economic status. There is strong support for the idea that OISE's historical commitment to social justice should permeate and drive all of our work. This means that all of our endeavours related to research, teaching, professional practice, policy, organizational behaviour and resources must be informed by issues related to diversity, equity accessibility and inclusion. We have much to offer others on the subject of awareness and actions regarding the devastating effects of inequity, assumptions of homogeneity and barriers to access. This focus also demands that we continue to commit to a wide range of urban partnerships in education, the arts, social services, law, the environment and technology to ensure equitable access to success in all facets of our communities.

Objectives

OISE will increase the diversity of our students, faculty and staff in order to better reflect and serve our local and global communities, and support members of our community in fulfilling their academic, research and employment goals.

- ▶ Ensure appropriate admissions, recruitment and retention policies, based on clearly identified goals, in order to increase diversity among students, faculty and staff.
- ▶ Maximize and sustain effective supports for students, faculty and staff with diverse and multiple abilities.
- ▶ Ensure that the spirit and principles of OISE's Equity and Diversity Policy inform all decisions, initiatives and actions, and that equity is evident throughout all institutional practices.
- ▶ Expand online education offerings to facilitate access to our programs and expertise for domestic and international students.
- ▶ Leverage our location and strengthen partnerships with urban schools in the GTA.

Initial Priorities

- Develop a comprehensive recruitment strategy designed to increase the pool and quality of applicants, in order to enhance participation of students from underrepresented groups in all programs.
- Diversify faculty and staff by increasing diverse representation in all hiring practices to ensure the presence of otherwise marginalized voices.
- Review and strengthen the role of OISE's Equity Committee in order to foster awareness and greater understanding of equity, diversity and accessibility issues within the Institute.
- Enhance access to our programs by creating part-time options, differentiating and expanding the EdD programs, modifying MEd programs for online delivery, and improving timing and regularity of courses.
- Embed equity, diversity and accessibility issues in all curricula, pedagogy and research at OISE.
- Enhance a library collection that supports diversity and inclusion, and reflects the voices and needs of our community.
- Leverage OISE's equity, diversity and accessibility expertise to organize effective professional development activities for the U of T community, and external organizations and institutions.
- Deepen school-university partnerships in order to expand school-based cohorts in teacher education, and ensure our teacher candidates can learn and work with students from diverse backgrounds.

- Augment professional development and training for all staff to support a diverse community in areas such as challenging unconscious bias, and advancing wellbeing and mental health, equity, accessibility, gender expression and gender identity, etc.
- Ensure a barrier-free teaching, learning and working environment by reviewing and where necessary facilitating space accessibility audit.

Wellbeing and Mental Health

Mental health difficulties, from the earliest years through adulthood, are widely understood to be among the biggest challenges to healthy human development. With our expertise and external partnerships—particularly with educational institutions as a key nexus for improving wellbeing and mental health—OISE is well-positioned to play a leadership role in research and training aimed at reducing the prevalence and burden of mental health challenges. OISE’s research, clinical/counselling, and training assets collectively focus on how individual characteristics, home and school environments, and society can intersect to promote healthy outcomes for individuals along with social and economic progress for neighborhoods, communities and the nation at large. In addition to contributing to the development of an integrated systems approach to research, policy and practice on mental health and education, we need to adopt a broader, wellbeing lens to our work. In addition, we need to commit to creating and sustaining supportive teaching, learning and research environments that promote wellbeing and mental health within and beyond our community.

Objectives

OISE will enhance the wellbeing and mental health, both individual and collective, in our local, national and global communities.

- ▶ Influence policy, further research and practice on wellbeing and mental health in schools and communities through our faculty and graduate student research and clinical programs.
- ▶ Ensure OISE teacher education graduates are equipped with the knowledge and skills they need to deal with mental health issues in variety of learning environments.
- ▶ Create an institutional commitment to wellbeing and mental health.

Initial Priorities

- Advance research and scholarship on mental health and education.
- Promote OISE’s accomplishments in research and teaching in wellbeing and mental health in order to create effective partnerships to advance research, policy and practice on mental health and education.
- Review and improve the ways in which wellbeing and mental health issues are embedded in our teacher education programs, and ensure that OISE teacher candidates have an understanding of mental health problems, the conditions in which they develop, as well as knowledge and skills to address the strengths and needs of a diversity of learners.
- Develop a declaration, charter or institutional statement on wellbeing and mental health.
- Identify a list of courses focused on wellbeing and mental health, and establish a cluster or degree stream in this area.
- Establish effective strategies and protocols to monitor progress of all students in funded and non-funded programs through regular check-ins, and at least one annual meeting.
- Improve administrative and psychosocial supports to address wellbeing and mental health needs of our students via just-in-time supports, as well as through structured events and programming such as mindfulness, counselling (group and one-to-one).
- Establish a wellness committee representative of faculty, staff and students to make recommendations and lead the development and implementation of the institutional wellbeing and mental health initiatives.

- Explore ways to improve quality of work-life balance for staff, faculty and students, and support healthy lifestyles through, for example, yoga and mindfulness meditation opportunities.
- Establish wellbeing and mental health as a major fundraising priority.

Transformative and Innovative Pedagogy

With a large number of truly excellent teachers, OISE prides itself on both its outstanding teaching as well as knowledge about teaching, and has the potential to contribute to rethinking the pedagogy and learning at the University. In order to play a leadership role in researching, innovating, and assisting others in improving pedagogy at all levels of education, our work needs to be informed by an understanding of diverse ways of knowing, moving well beyond narrower notions of what should be learned, and how it can be learned. Research-informed pedagogy and the application of new and emerging digital technologies in ways that may be socially or educationally transformative should be another hallmark of our pedagogical leadership. Exploring arts-based, Indigenous methodologies and other transformative approaches to pedagogy is vital to our role in enabling important understandings for our learners, including new and experienced teachers and other educators. Listening to learners, understanding their needs through collaboration between them and educators, and the ability to co-construct new approaches to learning are also critical. Examining institutional practices, policies, programs and pedagogies that shape teacher education, professional learning and school practice helps to situate and identify spaces for pedagogical innovation and change. Additionally, OISE's teaching and research expertise in postsecondary education, including a focus on colleges and universities, as well as adult education, workplace learning and lifelong learning, can influence trends and developments in these domains and advance educational innovation. Taken together, these approaches will support OISE's leadership in transformative and innovative pedagogy at all levels of education, and ensure the outstanding quality of our academic programs.

Objectives

Through transformative and innovative pedagogy, OISE will reach more learners more effectively in order to meet the challenges and opportunities of a complex and changing world.

- ▶ Review and renew our commitment to pedagogical innovation, and critical and reflective integration of technology to meaningfully enhance teaching and learning.
- ▶ Ensure that our professional and research-intensive graduate programs are of the highest quality, inspire innovative pedagogical approaches, and are informed by leading-edge research.
- ▶ Recognize academic programs and curricula as an integral part of the overall student experience, and ensure a supportive academic environment that nurtures student success.

Initial Priorities

- By building upon a strong existing program, complete the Master of Teaching visioning process through curriculum mapping, reflecting OISE's tremendous strength in research and practice, and identifying innovative relationships between the MT and other programs at OISE.
- Enhance partnerships with schools for meaningful school-based placements and new school-based cohorts, and establish a professional development community where teachers from partner schools, OISE teacher candidates and faculty collaborate in teaching, learning, and research.
- Redefine existing and develop new EdD programs in order to differentiate this professional degree from the PhD degree, and raise and renew its reputation and relevance for a broad range of education leaders.
- Rethink and redesign our MEd programs by developing new foci and related course clusters, and by modifying the delivery where applicable using the technology to enhance the viability of this professional degree, and improve access for domestic and international students.
- Establish a pedagogical innovation task force to explore a range of methods for using new and evolving technologies in teaching and learning, and recommend strategies for designing high quality online learning initiatives, which enhance the student experience and increase the flexibility of our programs.

- Recognize the role of Education Commons in enhancing the flow of knowledge through the Institute, and supporting the meaningful use of technology in teaching, learning, research and workplace experiences.
- Examine creative ways to imbue pedagogical innovation in all programs with an environmental, experiential, arts-based and Indigenous lens.
- Increase interdepartmental collaboration in program planning and development through course planning (e.g. joint research methods courses), and institute wide consultations regarding changes to program requirements and new course offerings.
- Establish ongoing quality assessment for programs including collection of data on student experience such as exit surveys, focus groups, course evaluations and the role of students and staff in academic change in order to ensure continuous program improvement.

Building our Impact: Scholarship, Collaboration and Internationalization

Building on our existing accomplishments, we need to strengthen our impact through scholarship, collaboration and internationalization as we continue to work towards achieving our purpose and mission. We need to take advantage of our highly-regarded research and scholarship expertise, and our emerging capability in professional learning to create innovative programming for domestic and international learners. New international partnerships will provide an important foundation for international student recruitment, enhance international experiences for domestic students, inspire the inclusion of global perspectives in programs and curricula, and facilitate collaborative international research initiatives. Mobilizing research knowledge to improve practice and impact policy development should be a hallmark of our work. We have heard from several key education and government partners that they want to continue and enhance collaboration with OISE as a reliable partner providing research knowledge, ideas and innovative solutions in concert with other researchers, practitioners and decision-makers to improve education practice and policy development.

Objectives

OISE will strengthen its leadership in teaching, research and advocacy, and enhance its impact through scholarship, collaboration and internationalization.

- ▶ Enhance OISE's excellence and innovation in research, knowledge mobilization and policy impact.
- ▶ Champion the creation, quality and impact of OISE research within Canada and internationally, and advance a strong collaborative and supportive research culture.
- ▶ Expand on existing and build new relationships with local, national and international partners to strengthen OISE's influence in broader contexts, and enhance collaboration in research, internationalization and lifelong learning.

Initial Priorities

- Achieve greater success in research funding by creating a strong system of support for faculty research including increasing capacity for research support at the level of departments.
- Develop a comprehensive system of metrics that will help us better understand our research outputs, impact and successes longitudinally, and in comparison with peer institutions.
- Institute a faculty awards and honours strategy as an important mechanism to support excellence in research and knowledge mobilization.
- Enhance interdepartmental collaboration by encouraging faculty from different departments at OISE and U of T to work collaboratively on research proposals, boost collaboration between research centres, and support undergraduate research, for example, by creating opportunities for undergraduate students to work on research projects with OISE researchers.

- Increase opportunities for collaboration with our current and emerging external partners by developing a database of external contacts, offering public lectures and conferences, and establishing a system to recognize longstanding partnerships.
- Enhance collaboration with colleges and universities through research and innovative programming to improve educational outcomes and strengthen postsecondary education.
- Aligned with OISE's distinct institutional mandate, create new not-for-credit certificates and professional learning solutions that meet the professional development needs of a broad spectrum of education professionals, and open opportunities for collaboration.
- Establish an international advisory committee for OISE to build on initial work, and develop an action plan for internationalization.
- Expand our approach to internationalization by introducing international dimensions in courses and programs, identifying opportunities for outbound student mobility, and increasing the number of international students.
- Develop a strategic approach to international recruitment including establishing a staff position to support the departments with recruitment and retention of international students, including identifying sources of funding for international students.
- Establish strategies to strengthen OISE's education policy impact.

Resources

Sufficient resources are essential to OISE's ability to advance the objectives and priorities outlined in this academic plan. It is important to emphasize that OISE has faced structural deficits over the past five years that have been offset using our reserve funds. While OISE has no accumulated deficit, in the context of a fiscal environment where our costs are increasing faster than our traditional sources of revenue, we must seek out new sources of income, direct our energies towards initiatives that matter most, and closely examine how we can do what we do more efficiently while increasing the quality of our work.

We are planning to support the objectives and priorities outlined in this academic plan primarily through modest growth in our graduate programs including redesigning our professional doctorates and increasing enrolment of international students in professional programs. Additionally, we are planning to grow revenue generating activities through continuing and professional learning offerings and major advancement activities.

With a view to building a culture of linking academic decisions with financial implications, in the fall of 2015, OISE's Chairs and Deans began working collaboratively to develop a new budget model that was intended to shift greater authority and responsibility to the academic departments over their budgets. In addition to establishing key principles that underscore the model, a 'shadow budget' process was created and tested in 2016-2017 with the intention of fully implementing OISE's new budget model in 2017-2018. It is expected that the new budget model will enhance departmental capacity for financial planning including the ability to review the cost effectiveness of program delivery especially regarding course planning, class sizes, instructional and administrative costs.

The departments have commenced the work on redesigning our professional doctorate (EdD) programs in order to better differentiate them as programs emphasizing creative professional activity and final doctoral projects distinct from the PhD programs, and renew the reputation of this degree for a broad range of education professionals. In addition, our professional Master's (MEd) programs will be reviewed and revised by developing new foci, identifying related course clusters and modifying delivery using technology to enhance their relevance and improve access. It is expected that these innovations will lead to growth in enrolment of international students in professional programs. We are in the process of establishing a staff position to support the departments with recruitment and retention of international students. In order to grow enrolment in all programs, recruitment strategies will continue to be enhanced and focus not only on attracting the highest quality applicants but also on recruiting and retaining students from underrepresented populations.

Strengthening faculty complement by recruiting and retaining outstanding faculty continues to be a significant priority to maintain and grow research strength, and ensure quality and sustainability of our programs. The most notable trend at OISE during the previous planning cycle was the decline in faculty complement. OISE experienced an overall decline in number of full-time continuing faculty members from 147 (2010) to 126 (2015) and a decrease in FTE of 17% in the total tenure stream and teaching stream faculty. While we anticipate a number of faculty retirements over the next five years, we will endeavour to maintain and expand the size and diversity of our current faculty complement in a principled and fiscally responsible manner. In addition to replacement, we are in the process of hiring faculty in strategic areas outlined in our academic plan. To honour our commitment to diversity and excellence, we will continue to refine our recruitment and retention strategies to diversify our teaching staff.

The administrative staff complement has also seen a significant reduction as a result of the organizational changes that took place in 2014-2015 at a time when OISE experienced a \$3.1 million budget cut in government funding. However, over the next five years, in order to support our academic plan, we will make investments to increase staff resources. In addition to the above mentioned staff position to support international student recruitment, the plan calls for a new institutional researcher—a position that is expected to improve accuracy and access to data for administrators from different departments and units, and support data informed decision making. Given the importance of Indigenization, we will establish an Indigenous Education liaison position to provide administration and coordination support for Indigenous activities including events and programs, student recruitment and

support, alumni and advancement. In addition to creating these new positions in strategic areas, we will continue with our efforts to support existing staff by implementing strategies for capacity and team building, and by providing professional development and training programs.

The development of this academic plan has highlighted the need for space planning activities. The goal is to optimize use of space and renovate existing space to support our programs, research and student initiatives while directing savings to academic priorities. Important considerations for space planning include Indigenization, community building, security and safety, accessibility, efficiency and environmental sustainability.

OISE Continuing and Professional Learning will continue to play a significant role in supporting the Institute's mission and financial viability. While we have experienced a drop in enrolment in AQ (Additional Qualifications) courses for licensed teachers, we continue to experience revenue growth, especially in non-credit certificate programs and new international contract activities. We anticipate that new entrepreneurial directions and revenue-generating initiatives including those developed by our academic departments and other units will continue to grow over the next five years and contribute to the Institute's financial wellbeing and achievement of our academic goals.

In order to support the implementation of the academic plan, as noted, we will continue to invest in faculty and staff development, information technology and infrastructure, research supports, student experience and outreach. These investments will be funded through existing resources, growth in revenue generating initiatives, and advancement activities. To strengthen the culture of advancement within the Institute and increase long-term philanthropic support, we will develop a new strategic advancement plan which will focus on priorities outlined in this academic plan, and articulate how philanthropic resources will assist us in advancing our programs and research, enhancing experience and success of our students, and making a difference in the communities we serve.

Measuring our Progress

The completion and approval of OISE's Academic Plan 2017-2022 represents the conclusion of the first phase of a renewing cycle for OISE that builds on the Institute's proud history of excellence in teaching, research and advocacy. With our strategic objectives and corresponding initial priorities for action identified, we enter the next phase of the process focused on establishing a concrete implementation plan for each of our priorities including specific actions, timelines and metrics, which will assist us in measuring our progress. In addition, some more complex priorities will result in specific implementation plans for each of those priorities such as, for example, a strategic advancement plan, an implementation plan for student success, an action plan for internationalization, and a space imagination plan.

Aligned with our strong collaborative culture, we will accomplish the majority of our planning related initiatives and actions collaboratively, by working across departments, units and functions and involving our faculty, staff, students and alumni.

We will review our progress in implementing our academic planning goals annually, updating our implementation plans and actions as necessary. In addition to accessing and reviewing the available quality indicators to assess our accomplishments in research, teaching and social impact, we will identify additional indicators of success specific to particular areas of focus and related objectives.

As we engage in the implementation phase, we will provide regular updates and seek feedback on our progress in translating our academic plan into concrete accomplishments in each area of focus through existing administrative and governance structures including student associations, OISE's academic and administrative leadership, departmental and unit committees and OISE Council.

Finally, our commitment to accountability regarding the objectives and priorities identified in this academic plan does not preclude the identification of new priorities and/or modifying existing priorities based on unanticipated challenges or opportunities. While we are very pleased with our plan, the planning process remains an organic one. Our ability to adapt and respond over time will be critical to successful implementation.