



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

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# OISE REVIEW 2020-2021

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Self-Study

FEBRUARY 22, 2021

Ontario Institute for Studies in Education (OISE)

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## **1. Executive Summary**

The Ontario Institute for Studies in Education of the University of Toronto (OISE) is Canada's only all-graduate institute of teaching, learning and research in the field of education. Recognized as a global leader in graduate programs in education, psychology and human development, initial and continuing teacher education, and research in education and human development, OISE is an integral part of the University of Toronto with collaborative specializations, combined degree programs, joint appointments and linkages to a variety of faculties and departments. For more than a century, OISE and its antecedent organizations have helped to transform education in Ontario, throughout Canada and around the world.

### ***The Review***

As a critical facet of the University's commitment to quality assurance, the Provost has commissioned an external review of OISE to coincide with the last year of a five-year term of the current Dean, Professor Glen A. Jones, and to inform the search for a new Dean. The Self-study provides an overview of OISE from 2016-2017 to 2020-2021 academic year. Informed by the 2019-2020 decanal reviews of OISE's four academic departments and their programs, the document was developed over the course of the fall term of 2020-2021 in consultation with OISE's academic and administrative leadership, faculty, staff and students.

### ***A Productive and Successful Period***

Following large scale organizational changes that took place at OISE between 2010 to 2015, the last five years have been stabilizing and highly productive years for the Institute. Many accomplishments have been achieved ranging from a highly participatory and inclusive academic planning process to the realization of several major goals outlined in the [Learning and Leading from Within: OISE Academic Plan 2017-2022](#). The major accomplishments and remaining priorities are described in detail in the section [below](#); however, here we would like to highlight a just a few including: (i) the successful redesign of three professional doctorate (EdD) programs and the development and approval of a new EdD in Child Study and Education; (ii) the successful accreditation, without conditions, of OISE's two graduate teacher education programs; (iii) the completion of the capital campaign and a major renovation project that provided a first-rate facility for the [Dr. Eric Jackman Institute of Child Study and its Laboratory School](#); (iv) a new dedicated community space for OISE's [Indigenous Education Network \(IEN\)](#), and increased support for its activities; (v) the completion of the OISE Lobby renovation project, (vi) the establishment of the Wellness Committee for OISE and a suite of resources, initiatives and programs that promote mental health and wellbeing within the Institute, etc.

### ***Looking Ahead***

Following a renewing and highly productive period for the OISE community; since March 2020, the world has been grappling with unprecedented challenges brought on by the COVID-19 pandemic and its impact on physical, mental, and economic wellbeing of individuals and communities worldwide. In this context, in the next phase of its development, OISE will have to explore these new challenges and opportunities while continuing to build on its strengths in research and graduate studies while adapting to a new reality of a post-pandemic world.

Going forward, OISE will continue to incorporate leading-edge pedagogical approaches to improve the quality and accessibility of its programs, domestically and internationally. OISE will seek to develop creative avenues for generating revenue while continuing to make a difference in how, where and what people learn as part of our commitment to the genuine value of lifelong learning. OISE will continue to strengthen the relationships among researchers, practitioners and policy makers through our convening and brokering capabilities in order to have the highest impact on the quality of learning domestically and globally.

The Self-study provides an overview of academic programs and supports for students, research, divisional support units, organization and governance, infrastructure and resources, intra-University and external relationships, equity, diversity and accessibility initiatives, and concludes with a summary of important themes and emerging academic priorities.

## **2. Overview and Context**

### **2.1. About OISE**

The Ontario Institute for Studies in Education (OISE) is Canada's only all-graduate institute of teaching, learning and research in the field of education. OISE is recognized internationally as a leader in graduate education, initial and continuing teacher education, and research in education and human development. OISE is an integral part of the tri-campus University of Toronto—Canada's most comprehensive institution of higher learning; consistently ranked as the #1 educational institution in Canada, as well as among the top universities in the world.

For more than a century, OISE has helped to transform education in Ontario, throughout Canada and around the world. OISE's history dates back to 1906, when the Faculty of Education at the University of Toronto (FEUT) was established 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." In the ensuing decades, the faculty went 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. For forty-five years, the faculty, then called the Ontario College of Education (OCE), was the sole publicly funded institution in the province preparing secondary school teachers.

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. As a graduate department of education affiliated with the University of Toronto, the Institute provided most of the master's level and nearly all of the doctoral programs in education in the province. The Institute was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate.

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 more than 100,000 alumni worldwide, over 3,000 students, approximately 6,500 continuing education registrants annually, four academic departments, and 17 research centres and institutes, OISE is among the University of Toronto's largest graduate divisions. Moreover, OISE 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.

In 2016-2017, OISE completed a period of innovative academic planning. The process of developing the academic plan was as important as the plan itself – fostering creative and meaningful participation for our faculty, staff, students, alumni, external partners and friends, and resulting in the Academic Plan 2017-2022. Through this 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.

In the next phase of its development, OISE will continue to pose and respond to the critical questions that inform change and inspire action in the professional practice of the many thousands of teachers, researchers, professionals, policy makers, leaders and influencers who make up OISE's community worldwide.

## **2.2. Context of the Review**

This Self-study has been prepared as part of the University of Toronto's process for reviewing its academic units as part of the regular cycle of quality assurance. The final report of the reviewers, and the response of the Dean and Provost to the review, will be presented to University governance and made broadly available to faculty, staff, students, alumni and community partners.

OISE's last review took place in 2015-2016 during Professor Glen A. Jones' term as Interim Dean of OISE (July 1, 2015 to June 30, 2016) and informed the decanal search at that time. Following Professor Jones' appointment as Dean of OISE for a five-year term (July 1, 2016 to June 30, 2021), the Institute experienced a highly productive period of stabilization and growth with many milestones completed including the completion of the above-mentioned [Academic Plan](#), the successful accreditation of its two graduate teacher education programs, the redesign of the existing and development of new Education Doctorates, the completion of the external

review of all of its academic programs, the completion of the expansion of the Dr. Eric Jackman Institute of Child Study, and the major renovation of the main OISE building lobby.

The Self-study provides an overview of the Ontario Institute for Studies in Education (OISE) from the academic years 2016-2017 to 2020-2021. The document was developed over the course of the fall term of 2020-2021 in consultation with OISE's faculty, staff and students, and with contributions from, OISE's Dean, Associate Deans, Chairs, and administrative unit heads, and with the support of staff throughout the Institute.

### **2.3. Self-Study Process**

The 2020-2021 external review and related Self-study process occurred after extensive decanal reviews of all four of OISE's academic departments and their programs in 2019-2020, and during challenging times of an ongoing pandemic and related significant shifts regarding how we teach, learn, work and engage our community. While the timeline for the current review has been steep, the Self-study process was nonetheless consultative and inclusive providing an opportunity for faculty, staff and students to reflect on OISE's accomplishments over the review period, and share their perspective regarding possible new directions that should be considered as the Institute moves forward.

Following the official launch of the review in mid-November 2020, the OISE community was kept up to date on the progress of the review by means of memoranda and other communications. A web page dedicated to external reviews of the Institute (<http://uoft.me/OISE-Review>), was used to share updates and documentation on the review with the OISE community. Consultations regarding the review were conducted in the course of regular meetings including OISE Council, Deans and Chairs meetings, OISE Leadership Team meetings, departmental meetings, and through informal conversations. Additionally, the 2019-2020 decanal reviews—and related consultations—of OISE's four academic departments and their programs informed the development of the 2020-2021 OISE Self-study.

These consultation meetings were well attended and represented an opportunity for OISE's academic leadership to convey information, present context, answer questions and, most importantly, to bring to light the concerns of OISE's constituents and generate new ideas through discussion. In addition to the consultation meetings, a draft of the Self-study report was published on the OISE Review webpage and members of the community were invited to view and respond to it. Members of the OISE community were invited to send comments and suggestions regarding the review to [oise.dean@utoronto.ca](mailto:oise.dean@utoronto.ca).

The resulting Self-study is broad-based and reflective, emphasizes critical analysis, and identifies key themes for OISE's future improvement.

### 3. Progress Towards Academic Priorities

Following the completion of the previous external review of OISE in 2015-2016, and the appointment of Professor Glen A. Jones as Dean of OISE for a five-year term, during the 2016-2017 academic year, the OISE community engaged in an inclusive and participatory academic planning process, which resulted in the Institute's current Academic Plan 2017-2022. The Plan leverages the Institute's strengths, and has guided the decision-making and major initiatives over the past three years.

#### 3.1. Academic Plan 2017-2022

The process of developing the plan was as important as the plan itself and was characterized by the high level of creative engagement shown by the participation of faculty, staff, students and alumni along with many thoughtful contributions made by external partners. The number and quality of bold, compelling and practical ideas about how to refresh and reset OISE's purposes and chart a pathway forward were significant and, through consultation, were shaped into six major focusing themes: (1) Building our Community; (2) Commitment to Indigenization; (3) Wellbeing & Mental Health; (4) Equity, Diversity and Accessibility; (5) Transformative and Innovative Pedagogy; and (6) 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 OISE that cut across all themes:

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



Figure 1: OISE Academic Plan 2017-2022 – Focusing Themes

## 3.2. Progress Report

The completion and approval<sup>1</sup> of OISE's Academic Plan 2017-2022 (Appendix 1) represented the conclusion of the first phase of cycle of renewal for OISE that builds on the Institute's proud history of excellence in teaching, research and advocacy. With the strategic objectives and corresponding initial priorities for action specified, in 2018-2019, OISE entered the next phase of the process focused on establishing concrete implementation plans for each of the major priorities including specific actions, timelines and metrics to measure our progress. Aligned with OISE's strong collaborative culture, the majority of our planning related initiatives realised to date have been accomplished collaboratively, by working across departments, units and functions and involving our faculty, staff, students and alumni. The Dean provided regular updates to the community and sought feedback on OISE's progress in translating its Academic Plan into concrete accomplishments in each area of focus through existing administrative and governance structures including student and alumni groups, departmental and unit committees and OISE Council.

OISE's commitment to accountability regarding the objectives and priorities identified in the Academic Plan did not preclude the identification of new priorities and/or modification of existing priorities based on unanticipated challenges such as the ongoing coronavirus pandemic. While we are very pleased with our accomplishments to date, the planning process remains an organic one and our ability to adapt and respond to emerging issues continues to be critical for successful implementation. There are several more goals to be achieved until the expiration of the Plan in 2022 and these will be realized by careful planning of initiatives and updating our implementation plans and actions in response to our changing context. These goals, as well as the accomplishments to date are described below.

### 3.2.1. Accomplishments to Date

#### *Commitment to Indigenous Education*

In response to OISE's commitment to Indigenous Education, an administrative staff position of Indigenous Education Liaison was established in 2018 to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. Additionally, since the approval of the Plan, three new Indigenous faculty members were hired and the Dean's Office continues to work collaboratively with the [Dean's Advisory Council on Indigenous Education](#) (DACIE), and the [Indigenous Education Network](#) (IEN) to increase participation of Indigenous students, faculty and staff at OISE. Additionally, a new space on the fifth floor of the OISE main building was allocated for the IEN along with increased

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<sup>1</sup> Approved in principle by OISE Council: October 25, 2017, reviewed for information and feedback by the University of Toronto Governing Council's Planning and Budget Committee on January 10, 2018 and Academic Board on January 25, 2018.

funding for its initiatives. In the domain of academic programs, there is a range of new initiatives within the departments from new courses that focus on Indigenous worldviews and ways of knowing, to new graduate emphases, retreats, and practicum placements. Moreover, DACIE members and IEN are in the process of developing an OISE-wide collaborative specialization in Indigenous Education in consultation with the Office of Associate Dean, Programs. The establishment of the Indigenous Educational Research Centre (April 2020) will support the Truth and Reconciliation Commission's Calls to Action on education and provide a space for Indigenous research across OISE. In June 2018, OISE's academic and administrative leaders attended the "Sparkling the Settlers' Spirit Leadership Retreat" which allowed the leadership team to explore reconciliation, deepened understanding of Indigenous-settler relationships, and imagine possibilities for the future. In addition to these, additional Indigenous education initiatives are described in [Section 9.1.4](#) below.

### ***Wellbeing and Mental Health***

In response to objectives and priorities related to the Wellbeing and Mental Health focusing theme, a Wellness Committee was established for the Institute. The Committee engaged in developing workshops and 'lunch and learn' series on wellness and mindfulness including the development of a co-curricular credit opportunity for OISE students entitled: "Cultivating Personal Health and Wellness through Mindfulness". All of these initiatives are featured on the new [OISE Wellness](#) website. Additionally, a post-doc position to support programing on special needs of Black and Indigenous students was advertised; however, the search was not successful and the position will be reviewed. Understanding differences in people's wellness and mental health needs will be an ongoing important step as OISE thinks about recruitment and retention of diverse students, staff and faculty. It is expected that a new advancement campaign focused on mental health and education will further enhance the realisation of priorities related to the Wellbeing and Mental Health focusing theme.

### ***Equity, Diversity and Accessibility***

In light of OISE's longstanding commitment to social justice, enhancing Equity, Diversity and Accessibility continues to be an important priority for OISE. Steps have been taken to increase the diversity of OISE faculty including dedicated faculty searches in Black Studies and Education; and anti-Black Racism in Mental Health and Education approved for the 2020-2021 academic year. Consistent with OISE's commitment to social justice – and in order to address the under-representation of women, Indigenous people, persons with disabilities and members of visible minorities within the Canada Research Chair (CRC) Program, OISE will conduct an internal search to nominate two additional OISE faculty members who self-identify as members of at least one of these four designated groups for a Tier 2 CRCs in the spring 2021 competition.

Over the course of the Fall term of 2020, OISE's Deans and Chairs have been meeting regularly to discuss systemic anti-Black racism, which has been illuminated by the ongoing coronavirus pandemic, and to identify steps to address the needs of our Black faculty, staff, and students. OISE's Black Faculty Caucus, through periodic meetings with the Dean, provided a list of recommended actions to address anti-Black racism within our community ranging from the development of a proposal to establish a Centre for Black Studies in Education to reviewing

admissions processes in order to diversify our student population. These important recommendations are described in detail in [Section 9.1.3](#) of this Self-study.

Through the recent and current building renovations, OISE is improving building accessibility. Examples include the newly installed subway access ramp, accessible washrooms and the lobby renovation project. In order to increase accessibility of OISE's programs, research and faculty expertise, increasing online courses and program offerings has been sped up due to the pandemic; however, during 2020-2021, the departments are beginning to engage in a more careful planning of online course offerings post-pandemic to ensure a meaningful use of technology and continued high-quality learning experiences for our students. The renewed mandate of the Equity Committee of OISE Council and increased funding for the Committee's initiatives will further contribute to knowledge building within the OISE community regarding equity, diversity and accessibility issues. Meanwhile, several Indigenous and Black OISE students have been nominated for the Provost's Postdoctoral Fellowship for Black and Indigenous Researchers. Two of our Black student nominees won the fellowships, which will enable them to grow their scholarly profiles, and strengthen the research environment at OISE and the University with diverse perspectives.

### ***Transformative and Innovative Pedagogy***

Under the Transformative and Innovative Pedagogy theme, since 2017-2018, OISE redefined [three existing](#) and established [one new](#) Doctor of Education (EdD) program with the 'dissertation in practice' as a culminating component of this professional degree. These revitalized programs demonstrate OISE's continuing leadership in linking our tremendous research strengths to issues of educational practice. In addition to completing the [Master of Teaching visioning](#) process along with the curriculum mapping exercise, a number of positive changes were made to the MT that have helped to strengthen the program resulting in a positive quality assessment during the 2019-2020 external review of the Department of Curriculum, Teaching and Learning and its programs. Regarding OISE's professional master's programs, over the past three years, innovative changes were made some of the Master of Education (MEd) programs including new fields (e.g., Global Mental Health within the Counselling Psychology program, Language Teaching within the Language and Literacies Education program) online courses and blended delivery mode program initiatives (e.g., Online Teaching and Learning within the Curriculum and Pedagogy program).

Experiential learning continues to be a key element of many of our programs. Over 1000 students complete a credited practicum or internship as part of their program requirements at OISE every year. The vast majority complete a practicum in school settings. This is the case of some 800 students enrolled in the Master of Teaching (MT) program, and 130 students in the Master of Arts in Child Study and Education (MA-CSE) program<sup>2</sup>. There are also practicum and/or internship placements in the Counselling and Clinical Psychology (CCP), Counselling Psychology (CP), and School and Clinical Child Psychology (SCCP) programs, as well as part of

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<sup>2</sup> Following OISE's transition to an all-graduate faculty of education, the MT and MA-CSE are OISE's two graduate programs of professional education accredited by the Ontario College of Teachers.

courses offered in various other programs. In light of the pandemic imposed shift to online course delivery, OISE's newly formed Special Committee on Practicum, Internships and Placements led by Associate Dean, Programs, is working to develop an alternative approach to placements that ensures provision of high-quality experiential learning while continuing to support the program learning outcomes, degree level expectations and accreditation requirements.

### ***Scholarship, Collaboration and Internationalization***

Since the approval of the Academic Plan, a number of initiatives to enhance Scholarship, Collaboration and Internationalization have taken place including, for example, strengthening support for research funding, enhancing communication and celebrating faculty research success. Relatedly, numerous events focused on building a strong and sustainable research culture were organized, some of which were sponsored by the Office of Associate Dean, Research, International and Innovation, and some by the departments. The International Advisory Committee was established to advise the Dean on Internationalization strategy, and a new administrative staff position within the Office of the Registrar and Student Services was established dedicated to enhancing international student recruitment, exploring opportunities for outbound student mobility including identifying international student funding opportunities.

### ***Community Building***

Starting with an inclusive and participatory academic planning process, the Dean and academic leadership have made important strides to strengthen the community and support community building through a range of community events and celebrations. These include initiatives such as the website redesign project, Inside OISE Newsletter, OISE Mentorship Program, Academic Social Club, Wellness programming, new faculty development programming, renewed community spaces within the building (lobby renovation project, feasibility study for the 5th floor rooftop garden), and the recently established staff position of the Institutional Research Analyst within the Dean's Office to support student experience initiatives and evidence-based decision making.

## **3.2.2. Remaining Priorities**

As noted above, while we are very pleased with our progress in translating our Academic Plan into concrete accomplishments in each area of focus, the implementation process continues and there are several more goals to be achieved until the expiration of the Plan in 2022. These will be realized by careful planning of initiatives and by updating our action plans in response to our changing context. These goals include:

### ***Enhancing Student Experience***

Following the completion of the academic planning process at OISE, the Office of Associate Dean, Programs established the Student Experience Committee comprised of students, faculty and staff with a mandate to promote and support the development and implementation of student-centered initiatives and services that enhance the student experience at OISE. Each year, the Students Experience Committee focuses on different priorities. Over the next two years, the

Committee will focus on developing a plan for student success that identifies concrete priorities to ensure that our students receive quality instruction, advising and supervision, and that they can access resources including financial support. In response to the recommendations from the 2019-2020 external reviews of OISE's departments and their programs, enhancing the availability of research methods courses, especially the quantitative methods, for research-stream students will also be part of this exercise, as well as enhancing opportunities for PhD students to gain teaching experiences both within OISE and at other departments within the University of Toronto.

### ***Online Teaching and Learning***

Beginning in March 2020, due to the ongoing coronavirus pandemic, the University ceased all in-person classes, and moved its critical operations online. In line with the University's COVID-19 Academic Continuity Strategy, teaching, learning and working remotely has continued during the fall term and the winter term of 2020-2021. During the winter term of 2020, OISE faculty members have shown commitment and a great deal of flexibility in transitioning quickly to online classes and to working remotely in support of student needs. Additionally, a number of resources were put in place at OISE and within the University to support online teaching and learning. OISE faculty collectively believe that in-person classes and on-campus instruction have a distinct value and should be our priority whenever possible and as conditions allow; however, travel restrictions and physical distancing measures may still be required during the 2021-2022 academic year. Therefore, in collaboration with the Office of Associate Dean, Programs, OISE departments and faculty are planning for the prospect of having to continue to offer at least some of our programs and courses online post-pandemic i.e., from 2022-2023 and onward. In this regard, in order to ensure continued high-quality learning experiences for our students, we are fortunate to be able to draw on OISE faculty members' collective expertise in online and hybrid delivery modes (normally used to complement in-person instruction), as well as on the [OISE Education Commons](#)' technical expertise and support for online learning environments and collaborative tools, and online courses delivered to students studying at a distance. To accomplish this important academic planning goal, under the leadership of the Associate Dean, Programs, a pedagogical innovation task force will be established 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.

### ***Space Planning***

As OISE continues to grow, the need for effective utilization of space has become an ongoing priority, which was recognized during previous consultations, planning, and review processes. While some of the space-related issues have been addressed through a number of strategic improvements made to the physical space within OISE (e.g., reconstruction of the Office of the Registrar and Student Services space on the 8<sup>th</sup> floor, OISE main lobby renovation), the development of a comprehensive space plan for OISE remains an important priority. To realize this important goal, the [OISE Space Planning Committee](#) comprised of representatives of students, faculty and staff was established during the 2018-2019 academic year. The Committee's mandate is to review community needs in terms of space, analyze and assess space usage in the building, and develop broad space planning options guided by established core

principles and community consultations. The Committee will also provide input on critical milestones, evaluation and phasing of space planning implementation. Over the next two years, the Committee will engage in consultations that will lead to the development of a principle-based comprehensive space plan for OISE that will benefit all of its departments and units. In addition to the completed space revitalization and enhancement projects described in detail in later this Self-study (see [Section 6.5.4 Space Infrastructure](#)), the next major project is the creation of the OISE Roof top Community Garden & Indigenous Education Network (IEN) Social and Cultural Practice Space on the 5<sup>th</sup> floor. This will be a community gathering place reflecting OISE's commitment to well-being and mental health, to Indigenous education, and to equity, diversity and inclusion, which are all important focusing themes in OISE's Academic Plan 2017-2022.

### ***Sustainability and Climate Action***

Positioning OISE as a community hub of environmental and sustainability education that brings together partners from across society is an objective highlighted in OISE's Academic Plan 2017-2022—under the focusing theme: “Building our Community: Learning and Leading from Within”. In January 2020, the first ever OISE Climate Action summit was held with well over 100 community members in attendance. The goal of the summit was to identify ways to shift curriculum, programs, operations, culture and outreach towards a sustainable OISE. Drawing on the participants insights, knowledge, and expertise, the summit resulted in a number of recommendations to enact sustainability across OISE. Following the summit, during the summer of 2020, research was undertaken to begin the development of OISE's Climate Action Plan including a literature review, a community survey, and interviews with a number of experts and stakeholders from across the University and beyond. Additionally, a scan of OISE courses and research related to the Sustainable Development Goals was conducted, and a series of briefing notes was created to share the research and offer possible paths forward. The information and data gathered was shared with the [Dean's Advisory Council on Climate Action](#), which is mandated to develop OISE's first Sustainability Climate Action Plan by the end of 2020-2021 academic year. Following the completion of the plan in February 2021, all members of OISE community will play a role in advancing sustainability and climate action goals at the Institute.

### **3.3. Consistency with the University of Toronto Mission & Long-Range Planning**

The University of Toronto's mission is to be “an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” The University has been remarkably successful at accomplishing this mission, and OISE is a very strong faculty of education that stands on the shoulders of a great University. Throughout its history, OISE has been contributing 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.

The University released a number of key forward-looking documents in the last decade, including [Towards 2030](#) and the follow-up piece [View from 2012](#). Following his installation as the 16<sup>th</sup> President of the University of Toronto (November 7, 2013), President Meric Gertler identified [three major priorities](#) that OISE has been working towards for the past six years. These

priorities, including: (1) internationalizing what we do; (2) quality undergraduate education; and (3) effective relationships with our surrounding “communities”, coincide with many of OISE’s strengths including a strong record of research that makes important contributions to scholarship, to practice, and to informed public debate of educational issues that, in turn, informs public policy. OISE has outstanding graduate programs in a wide range of educational and related fields, and it is able to attract and support excellent students. For example, OISE’s repositioning to an all-graduate faculty education corresponded well with the University’s long-term strategy to grow graduate enrolment including refocusing teacher education on the existing master’s programs at OISE. This was also a strong endorsement of the University’s differentiated role within the Province as a “research-intensive institution with a distinct leadership role in Ontario’s post-secondary education system”, which was recognized in the first Strategic Mandate Agreement between the University and the Ministry of Training, Colleges and Universities. Concrete examples of OISE’s contribution to each of the President’s three priorities are described in detail in the [OISE’s New Reality: Trends and Analysis, a 2016-2017 Academic Planning Document](#) (pp. 28-31); however, here we would like to highlight a few important examples. First, OISE’s contribution to re-imagining and reinventing undergraduate education is evident from our longstanding collaboration with our undergraduate partners within the University. This includes the development of Combined Degree Programs, and the participation of OISE faculty in the Provost’s Undergraduate Course Development Fund (UCDF) described in detail in [Section 7](#) of this Self-study. Second, strengthening and deepening key international partnerships is evident from OISE’s leadership role—as one of the founding members and the only Canadian faculty of education represented—within the International Network of Education Institutes (INEI). Most recently, in November 2019, OISE hosted the network’s annual meeting at which [the renewal of Memorandum of Understanding](#) between 11 partner institutions signalled a continuing global partnership. Third, OISE’s contribution to leveraging our urban location(s) more fully, for the mutual benefit of University and City, continues through enriching our school-university partnerships (e.g., school-based cohorts) within our teacher education programs, as well as through enhancing community partnerships within OISE’s graduate programs (e.g., Indigenous Education Network’s collaboration with [local Indigenous community groups and organizations](#) to support initiatives related to our academic priorities). These examples illustrate that OISE has not only contributed to the President’s three priorities, but—through successful academic planning, and through progress towards its academic goals over the past five years—OISE has been able to meet opportunities and respond to challenges both local and global, and break new ground in relation to these priorities.

### **3.4. Opportunities and Challenges**

As Canada’s only all-graduate institute of teaching, learning and research in education and human development, OISE has benefitted from an international reputation for graduate education and scholarship based on a remarkably robust record of research, the high quality of our faculty, students, and staff, as well as a strong network of alumni, friends and partners. With outstanding graduate programs in diverse educational and related fields ranging from early childhood education (including the [Dr Eric Jackman Institute of Child Study](#)), psychology and human development, to adult and higher education, OISE is able to attract and support excellent students

from Canada and around the world. Our relationships with community-based practitioners and other leaders are both strong and expanding.

At the same time, OISE is experiencing the ongoing financial pressures felt by other units within the University of Toronto, and by its peers in many parts of the world. The fiscal reality of our funding arrangements is such that our costs, especially salary costs, are rising faster than the revenues that we derive from government grants and tuition. Therefore, OISE must continue to look for ways of increasing revenues and creating new efficiencies in order to support ongoing faculty renewal, and to sustain its excellent programs and initiatives. Some of OISE's challenges are unique to the provincial context, and in particular to the government reforms related to teacher education that came into effect in 2015. The Government's decision to substantially reduce the enrolment of students in teacher education programs, decrease per-student funding, and shift towards a four-term degree framework has had dramatic repercussions for faculties of education throughout Ontario. OISE's response to these reforms has been to reposition itself as an all-graduate faculty of education in line with the University of Toronto's differentiated role as Ontario's leading research-intensive university. This has led to the discontinuation of OISE's undergraduate teacher education programs<sup>3</sup>, and a major expansion in our graduate teacher education programs, especially the Master of Teaching (MT), resulting in significant organizational restructuring in 2014-2015, impacting many members of our community.

While these complicated transitions are in the past, and the post-restructuring period since 2015-2016 to date has been restorative and productive for the OISE community; since March 2020, the world has been grappling with unprecedented challenges brought on by the COVID-19 pandemic and its impacts on physical, mental, and economic wellbeing of individuals and communities worldwide. Undoubtedly, the pandemic will have a significant impact on how we teach, learn and work at OISE and at the University of Toronto. Changes in our academic and administrative operations will be inevitable and adjustments will be challenging. Over the next phase of its development, OISE will need to explore and identify new ways to continue its primary academic mission of teaching and research while offering high quality learning and research opportunities for all students, and a safe and stimulating working environment for its faculty and staff. These important efforts will be especially challenging during a time of economic downturn, which will affect institutional funding but also the financial capacity of our students and their families.

However, it is becoming clear that, in times of pandemic, education is more necessary than ever and, as a leading faculty of education, OISE should seize this opportunity and continue with its important research, knowledge production, and education work in a post-pandemic world. For example, in enhancing online education offerings, OISE should ensure critical and reflective integration of technology to meaningfully enhance teaching and learning while providing high-quality educational experiences for our students. In this regard, OISE is fortunate to be able to draw on its faculty members' collective expertise in online and hybrid delivery modes, as well as

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<sup>3</sup> The Consecutive Bachelor of Education/Diploma in Technological Education (B.Ed./Dip.Tech.Ed); and the University of Toronto Concurrent Teacher Education Program (CTEP)

on the OISE Education Commons' technical expertise and support for online learning environments and collaborative tools. Additionally, conversations regarding equity and accessibility and online teaching and learning will be increasingly important in this regard.

In addition to continuing its important research, teaching and advocacy mission, going forward, collaboration with peer institutions, policy makers and members of the broader education community will be even more critical for OISE in order to forge strong partnerships in response to the crisis and contribute to the creation of a better future for all.

In addition to these general opportunities and challenges facing OISE as a whole, some specific strengths and opportunities related to OISE's programs, research, organizational features and relationships are described in the subsequent sections of the self-study.

## **4. Academic Programs**

OISE is committed to excellence in its academic programs. Our Academic Plan calls for professional and research-intensive graduate programs of the highest quality, that inspire innovative pedagogical approaches, and are informed by leading-edge research. The Plan also highlights the need to “recognize academic programs and curricula as an integral part of the overall student experience, and ensure a supportive academic environment that nurtures student success” (OISE Academic Plan 2017-2022, p. 22). The following pages describe OISE’s recent shift towards offering teacher education at the graduate level and appropriateness of this approach, and provides an overview of our teacher education program pathways and other graduate programs offered by our four academic departments. A presentation of student quality indicators and a discussion of OISE-wide initiatives and resources designed to support student success and OISE’s longstanding commitment to excellence in teaching are also provided.

### **4.1. Teacher Education**

Teacher education has been a central part of education at the University of Toronto since the implementation of the Degree of Pedagogy in 1894 and the establishment of the Faculty of Education in 1907. Since the merger of OISE and the University of Toronto’s Faculty of Education in 1996, teacher education at OISE has continued to deepen and diversify. By 2014-2015, OISE offered several distinct pathways to the teaching profession, some of which have been discontinued in response to government-imposed changes to teacher education in Ontario. As part this process, OISE has decided to focus its teacher education at the graduate level and phase out its undergraduate program pathways.

#### **4.1.1. Appropriateness of OISE’s Approach to Graduate Teacher Education**

OISE’s decision to focus on its graduate program offerings in teacher education since 2015-2016, aligned well with the Government’s overall policy objective of differentiation within the post-secondary education system in Ontario, and provided an opportunity to expand our research-informed professional master’s programs. In the summer of 2014, the University signed [its first Strategic Mandate Agreement](#) (SMA) with the Ministry of Training, Colleges and Universities (MTCU)—which represented a strong endorsement of the University’s differentiated role within the Province as a “research-intensive institution with a distinct leadership role in Ontario’s post-secondary education system.” The SMA confirmed that the University would add to its strengths by growing graduate enrolment including refocusing teacher education on the existing master’s programs at OISE.

With extensive expertise and longstanding tradition of training educators in research-informed practice, OISE has a special responsibility to lead in the preparation of the next generation of teacher-leaders who are equipped with the skills and knowledge they need to impact student learning and lead simultaneous change in the system. Therefore, our approach to offering teacher education at the graduate level allows us to augment this tradition of excellence and continue to attract the best students to our programs. Furthermore, as one of Canada’s largest and most research-intensive faculties of education, OISE has decades-long tradition of offering graduate

teacher education programs<sup>4</sup>. Research shows that the quality of teaching is the most significant factor influencing student performance and its impact is more significant than all other school inputs combined. Importantly, the quality of teaching is the only variable impacting student achievement that can be directly influenced by initial and continuing teacher education. Our graduate programs in teacher education are research-infused, qualitatively distinct and longer than most bachelor of education programs offered elsewhere in the province (5 academic terms). They involve rigorous academic standards, high expectations for students, integrated, comprehensive and sophisticated learning outcomes, and offer membership in a research and knowledge mobilization community that includes schools, faculty and research centers. Therefore, focusing on and growing our graduate teacher education programs allow OISE to maximize its contribution to the teaching profession in Canada.

#### **4.1.2. Graduate Teacher Education Program Pathways**

OISE's graduate programs in teacher education, the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) are infused with high quality innovative research and scholarship and provide teacher candidates with premier teacher education coupled with an advanced degree and the eligibility to apply for certification as elementary or secondary teachers in Ontario. Additionally, graduate teacher education at OISE provides graduates with a broad range of career options in Canada and internationally—not only in the school system but also in the public and private sectors including health care, governmental and non-governmental organizations, business and community. It also prepares graduates for the furtherance of their academic research in education through doctoral studies—MT and MA-CSE graduates are eligible to apply for admission to doctoral programs in education at OISE, other Ontario universities, as well as at leading universities in Canada and around the world.

Since their inception, the MT (2000) and the MA-CSE (1997) have embedded the requirements of professional teacher education within advanced study of education theory and research. Both programs include additional research components that, over the course of five academic semesters, deepen links between research and practice and prepare teacher candidates to undertake informed leadership roles within their profession. As graduate programs, the MT and the MA-CSE are governed by the University of Toronto School of Graduate Studies (SGS), which defines and administers university-wide policies and regulations for graduate education, ensuring consistency and high standards across the University. As programs of professional education, the MA-CSE and the MT adhere to the [Ontario College of Teachers \(OCT\)](#) accreditation requirements (O. Reg. 347/02: [Accreditation of Teacher Education Programs](#)) and are accredited the College.

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<sup>4</sup> The Master of Arts in Child Study and Education (MA-CSE) was established in 1997, and the Master of Teaching (MT) in 2000.

## Shared Conceptual Framework

Teacher education remains central to the vision and mission of OISE, with programs that are research-informed, cohort-based, closely linked with schools, and committed to inquiry. OISE's graduate teacher education programs reflect not only the Institute's and the University's priorities and values, but also the OCT's [professional standards](#) including the Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession. The conceptual framework for OISE's teacher education evolved over a lengthy period of continuous program improvement and includes seven shared principles derived from research on best practices in teacher education: (1) Teaching Excellence; (2) Research-based and Research-driven; (3) Cohort-based Learning Communities; (4) Coherence; (5) Faculty Collaboration; (6) School/Field/University Partnerships; and (7) Equity, Diversity and Social Justice. The figure below depicts OISE's conceptual framework for Teacher Education including the seven shared principles and how they inform the design of OISE's two graduate teacher education programs.

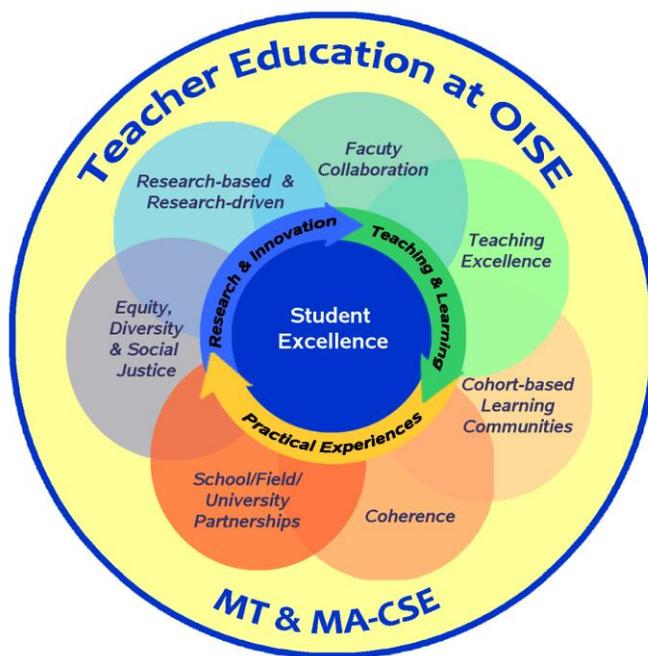


Figure 2: Teacher Education at OISE: The Conceptual Framework

### **Master of Teaching (MT)**

Established in 2000 and housed within the [Department of Curriculum, Teaching and Learning](#), the MT program is one of the premier teacher education programs in Canada, combining a master's degree with elementary or secondary teacher certification. The program was developed in the late 1990's in response to a general dissatisfaction with the length and comprehensiveness

of Ontario's conventional B.Ed. programs (8 months at that time). At the time of its development, it was felt that a longer program, infused with the latest teacher preparation pedagogies, and an active research component, would help to develop more effective and knowledgeable educators. Upon successful completion of this full-time program that deeply infuses research and advanced theory with professional education, graduates are recommended to the OCT for an Ontario Teacher's Certificate of Qualifications in one of the three following areas: (1) Primary/Junior, (2) Junior/Intermediate or (3) Intermediate/Senior. The MT program is built around courses, seminars, special events and practice teaching placements. In these courses, the students engage in oral and written communication and an exploration and understanding of educational research through essays, collaborative learning activities and practical experiences, all of which help prepare students to be effective teachers. Every course interweaves theory and practice helping students to gain a deep understanding of the teaching-learning process, while acquiring an extensive repertoire of teaching strategies. Strictly adhering to and incorporating OCT accreditation requirements, the MT program is research-infused and qualitatively strong. It involves rigorous academic standards and enhanced learning outcomes including emphasis on new content areas such as supporting English language learners and Indigenous education.

### ***Master of Arts in Child Study and Education (MA-CSE)***

Established in 1997 and housed within the [Department of Applied Psychology and Human Development](#), the Child Study and Education program is a full-time two-year, non-thesis MA that qualifies graduates to teach in elementary schools (Kindergarten to Grade 6) in Ontario. The program is housed in the [Dr. Eric Jackman Institute of Child Study](#), world-renowned for its teaching and research. The location of the program with the [Laboratory School](#), which in 2016 won [the International Association of Lab Schools \(IALS\) "Outstanding Lab School Award"](#), is particularly noteworthy due to the high quality of on-site elementary classrooms where practice teaching occurs. The majority of the MA-CSE candidates carry out at least one placement in the Lab School and experience first-hand exemplary practice with the Lab School teachers who are themselves researchers. The program's combination of teacher education and graduate degree is intended to produce teacher-leaders who can apply research and theory in child study to their careers as educators. Child Study is an orientation that includes broad child development theories and methods, along with understanding children through experience and direct observation. Strictly adhering to and incorporating OCT accreditation requirements, the program offers two fields of study: (1) the Practice-Based Inquiry (PBI) in Psychology and Educational Practice, which provides students with a foundation in the use of a broad range of information and data sources to address questions of practice using an inquiry cycle. Students complete a Professional Practice Project in their second year that connects to their practicum experience; and (2) the Research-Intensive Training (RIT)<sup>5</sup> in Psychology and Education, which provides a unique opportunity for future scholars interested in psychology and education to pursue concurrent training in research and elementary teacher certification. Typically interested in further graduate

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<sup>5</sup> Due to low enrolment, admissions to the RIT field have been administratively suspended for the 2021-2022 academic year, and the MA-CSE program faculty are discussing the future of this offering.

studies at the doctoral level, in the second year of the program students complete a Major Research Paper in an area of interest supervised by a faculty member.

#### **4.1.3. Accreditation Reviews**

As mentioned above, both MT and MA-CSE are accredited by the Ontario College of Teachers (OCT), the body that licenses, governs and regulates the Ontario teaching profession in the public interest. Following the initial verification of the two programs by OCT in 2015 as meeting the requirements of Ontario's [Enhanced Teacher Education Program](#) (ETEP), the programs received general accreditation without conditions by OCT in November 2016, followed by an additional accreditation of the programs' application for a substantial change in 2019<sup>6</sup>. In both cases, OISE's MT and MA-CSE were found to fully satisfy the requirements of [O. Reg. 347/02: Accreditation of Teacher Education Programs](#). Both accreditation decisions can be found [here](#), and the current accreditation of both programs expires on November 29, 2023, after which time the programs will submit an application for accreditation renewal and undergo a related review process.

#### **4.1.4. Cyclical Reviews**

As mentioned above, the MT and the MA-CSE have embedded the requirements of professional teacher education within advanced study of education theory and research since their inception. All graduate programs at the University of Toronto including MT and MA-CSE are governed by the University of Toronto [School of Graduate Studies](#) (SGS), which defines and administers university-wide policies and regulations for graduate education, ensuring consistency and high standards across the University. In addition to periodic accreditation reviews by OCT, as graduate programs, MT and MA-CSE have undergone rigorous cyclical reviews under the [University of Toronto Quality Assurance Process](#) – UTQAP with outstanding outcomes. The most recent external review of the two programs was in 2019-2020.

#### ***MT: Summary of 2019-2020 External Review Findings***

In 2019-2020, the MT program was reviewed as part of the external review of the Department of Curriculum, Teaching and Learning and its programs. The reviewers highlighted the MT as a “highly regarded teacher education graduate program in Canada that integrates research and

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<sup>6</sup> In 2019, in response to issues related to the [Qualifications Evaluation Council of Ontario \(QECCO\)](#) assessment of OISE's MT and MA-CSE graduates, OISE applied for a significant program change with the OCT in order to remove 2.0 FCE from the accredited program components. This was approved and the MT and MA-CSE now have 11.0 Full Course Equivalents (FCE) in total, 9.0 of which are professionally accredited program components, and 2.0 FCE (elective and research courses) are considered to be above and beyond the professionally accredited program components contributing to an improved assessment of graduates by QECCO towards a placement in a higher salary category.

practitioner training”. The reviewers also commended the program’s focus on equity, criticality, and social justice throughout the curriculum; however—given the program’s large size (880 students)—they noted that more effort is needed to ensure consistent quality of teaching, increase coherence and reduce redundancy across existing courses. In addition to enhancing coherence, rethinking the traditional ‘theory into practice’ model, and reconsidering the structure (including timing and the length) of practicums, one widely expressed concern was that a large number of MT courses were covered by sessional instructors – over 80%. Although the quality of the program’s sessional instructors—many of whom are experienced field practitioners—is strong, in order to more effectively integrate the MT program into the department, there is a need to fortify the ongoing efforts to involve more tenure-stream and teaching-stream faculty with continuing appointments within the MT.

### ***MA-CSE: Summary of 2019-2020 External Review Findings***

In 2019-2020, the MA-CSE program was reviewed as part of the external review of the Department of Applied Psychology and Human Development and its programs. The reviewers highlighted that one of the great strengths of the program is its ‘boutique’ nature, which creates an experience whereby the institutional rhetoric genuinely matches the educational practice. The program builds educational leaders for the future, in part through its relationship with the Laboratory School that was characterized by the reviewers as “a jewel in the educational crown at OISE offering a ground-breaking setting for research and practice in teaching and learning for faculty and students”. In light of the recent administrative suspension of admissions to the Research-intensive Training field within the program<sup>7</sup>, the reviewers recommended that the program faculty carefully consider how to expand research opportunities for all MA-CSE students without adding to the faculty workload. In addition to continuing to increase efforts to diversify faculty and students within the program, it was recommended that high priority should be placed on adding a faculty member with expertise in Indigenous pedagogy and elementary education, and seek philanthropic support to expand current educational initiatives in this area.

#### **4.1.5. Responding to the Pandemic**

As noted above, the pandemic imposed shift to online course delivery has necessitated rethinking of in-school practicum and internship placements that are completed as part of program requirements in OISE’s teacher education, as well as other professional programs. Courses pivoted online in March 2020, continue to be offered online in the academic year 2020-2021 and careful planning is underway to ensure the provision of online course offering and adapted experiential learning experiences during the 2021-2022 academic year. The pandemic crisis has deeply impacted our partner schools and our faculty are carefully considering how to meet professional requirements while also supporting school partners during this time. Resulting adaptations of practical experiences differ according to the structure of each program. A Special

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<sup>7</sup> The MA-CSE program offers two fields of study: (1) Practice-based Inquiry (PBI) in Psychology and Educational Practice; and (2) Research-intensive Training (RIT) in Psychology and Education.

Committee on Practicum, Internships and Placements has been set up by the Associate Dean, Programs, and has been meeting on a bi-weekly basis since May 2020 to coordinate OISE efforts to adapt to the complex and changing situation resulting from the pandemic. The Dean also meets on a regular basis with the [Ontario Association of Deans of Education \(OADE\)](#), and through the OADE, with the Council of Ontario Directors of Education, the Ontario College of Teachers, the Ministry of Colleges and Universities, and the Ministry of Education to coordinate the response of faculties of education with regard to the completion of certification requirements.

## **4.2. Other Graduate Programs**

OISE has four academic departments offering twelve graduate programs and four collaborative specializations for which OISE is a lead faculty. These programs are enriched by the varied and active research that is conducted throughout the Institute.

### **4.2.1. Department of Applied Psychology & Human Development**

The Department of Applied Psychology and Human Development (APHD) offers graduate degrees in five programs that focus on basic and applied research in the areas of counselling and clinical psychology, human development, special education and educational psychology pertaining to children, adolescents and adults.

#### ***Child Study & Education (MA, EdD)***

As noted above, the Child Study and Education program is a full-time two-year, non-thesis MA that qualifies graduates to teach in elementary schools (Kindergarten to Grade 6) in Ontario. The program's combination of teacher education and graduate degree is intended to produce teacher-leaders who can apply research and theory in child study to their careers as educators. The program offers two fields of study: (1) Practice-Based Inquiry (PBI) in Psychology and Educational Practice; and (2) Research-Intensive Training (RIT) in Psychology and Education. See [above](#) for more information regarding the MA program.

The Doctor of Education (EdD) in Child Study and Education is a new degree within the Child Study and Education program that enrolled its first cohort in the Fall term of 2020. Developed in 2018-2019, as part of the strategy on professional doctorates that emerged from OISE's Academic Plan 2017-2022, the new EdD received approval by OISE and the University of Toronto governance in the summer of 2019, and was approved by the Ontario Ministry of Colleges and Universities (MCU) on April 22, 2020, which represents the final level of approval for this new program. The EdD is designed for professionals in an education-related field (e.g., teachers, early childhood educators, speech and language pathologists, community-based educators, administrators) who are looking to enrich their education and improve their practice. Through an advanced study of special education, wellbeing, mental health, and security applying a child study lens, the program will empower professionals to become change agents in education, to improve practice and bring about systemic change in organizations and communities.

### ***Counselling & Clinical Psychology (MA, PhD)***

The Counselling and Clinical Psychology (CCP) program prepares students to be scientist-practitioners in the area of counselling and clinical psychology. The program provides students with a firm foundation in both research and clinical skills, and develops an understanding and appreciation for the dialectical relationship between the scientific and professional practice of psychology. The MA and PhD degree programs are normally full-time programs. The content areas include: counselling and psychotherapy interventions, psychological assessment and diagnosis, cognitive/affective foundations, social foundations, biological foundations, advanced research methods and the history and systems of psychology. The CCP Program comprises two fields: (1) Clinical and Counselling Psychology (MA, PhD) offered by OISE; and (2) Clinical Psychology (MA, PhD) offered by the University of Toronto Scarborough (UTSC). Established by a Memorandum of Understanding (MOU) signed between OISE and the UTSC in 2013, this arrangement is part of the framework for the current and future development of Clinical Psychology as a tri-campus offering at the University of Toronto. The framework necessitated the review of the UTSC-based field along with the review of the Department of APHD and its programs in 2019-2020. The reviewers found that, presenting the two fields as one program does not appear to accurately represent their true relationship to prospective students, and recommended clarifying the structure of the University's tri-campus framework for Clinical Psychology. In response to this recommendation, during the 2020-2021 academic year, the Vice-Provost, Academic Programs Office will convene meetings involving academic and administrative leaders and faculty from OISE and UTSC to work towards the renewal of the MOU. It is expected that this process will clarify the structures ensuring that they are sustainable and represent the true relationship between the two divisions and their respective departments.

### ***Counselling Psychology (MEd, EdD)***

The Counselling Psychology (CP) program prepares students to be scientist-practitioners in counselling psychology, and trains counsellors and psychologists in the general domain of psychological services. The program provides students with theoretical, research and professional training in preparation for work as psychologists and counsellors in educational, mental health, private practice and research settings. The CP program is renowned for excellence in professional training and its integration of diversity, equity and critical practice issues within the field of counselling psychology and counsellor education. The program offers three fields: (1) Counselling & Psychotherapy (MEd, EdD); (2) Guidance & Counselling (MEd); and (3) Global Mental Health (GMH) (MEd). The GMH field within the MEd program was established in 2017 and following its initial success in boosting international student enrolment, the proposal to establish a Dual Degree Program involving the GMH field (MEd) and a Master of Medicine in Psychiatry and Mental Health (MMEd) offered by the Department of Psychiatry, China Medical University, was developed and approved in the fall of 2020. Additionally, as part of OISE's strategy on professional doctorates, the Doctor of Education (EdD) in Counselling Psychology was redesigned in 2017 along with [two other professional doctorates](#) at OISE featuring the [Carnegie Project on the Education Doctorate \(CPED\)](#) inspired 'thesis – dissertation in practice' as the culminating component of the program. These innovative changes were made in response to the Academic Plan and its call to "redefine existing and develop new EdD programs in order

to differentiate this professional degree from the PhD degree, and renew its relevance for a broad range of education leaders” (OISE Academic Plan 2017-2022, p. 22). Most recently, the proposal to add a new field in School Psychology within the Counselling Psychology (EdD) was developed and approved in the Fall of 2020. The program fields are well-organized and present coherent areas of study and training opportunities for graduate students.

### ***Developmental Psychology & Education (MEd, MA, PhD)***

The Developmental Psychology & Education (DPE) program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational settings. Students take foundation courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development; cognition and instruction (language, literacy and mathematics); special education and adaptive instruction; developmental neuroscience; advanced research methodology and evaluation; and early childhood policy and programs. A full-time MA program is intended for students who wish to pursue a career in research, university or community college teaching, and related activities. An MEd degree program, is designed for students who are teaching in the school system or working in early childhood education settings, or in settings with children or adults with disabilities. A PhD degree program, which emphasizes knowledge in disciplines related to theory and research in the area of developmental psychology and education, may be taken full-time or on a flexible-time basis (for students in careers related to the field of study). Most recently, a new graduate emphasis in Program Evaluation within the MEd program in DPE was developed and received governance approval in the fall of 2020. The emphasis will encourage an exploration of program evaluation used in education, psychology, and social sciences allowing students to learn the concepts and theories needed to become a critical reviewer of evaluation designs and develop core components of program evaluation proposals and reports.

It is important to note that this, and other academic changes to OISE’s Master of Education (MEd) programs, described throughout this section, are the result of the response to an important priority outlined in OISE’s Academic Plan, i.e., to “rethink and redesign our MEd programs by developing new foci and related course clusters, and by modifying the delivery [...] using the technology to enhance the viability of this professional degree, and improve access for domestic and international students” (p. 22 OISE Academic Plan 2017-2022).

### ***School & Clinical Child Psychology (MA, PhD)***

The School & Clinical Child Psychology (SCCP) program provides students with theoretical, research, and professional training in preparation for leadership positions in psychological practice with children, adolescents and families in school, mental health, private practice, and research settings. The program is designed to provide professional training in psychological assessment, therapy and other psychosocial and instructional interventions, professional consultation, and prevention. Opportunities are available for research and professional work with infants, young children, adolescents, adults and families. The degrees are intended to meet the academic requirements of the College of Psychologists of Ontario (CPO) for registration as a

Psychological Associate (MA) or Psychologist (PhD). The SCCP program is the only program in Canada accredited by the Canadian Psychological Association (CPA) to offer combined training in school and clinical child psychology and the only school psychology training program in Ontario. In September 2011, the SCCP program spearheaded the development of the School & Clinical Child Psychology [Internship Consortium](#), with the Toronto District School Board and the Centre for Addiction and Mental Health, to offer advanced doctoral internship training to students from across Canada in school and clinical child psychology. This innovative Internship program is accredited by CPA and involves a number of local partner organizations and institutions.

### ***Psychology Clinic***

The OISE [Psychology Clinic](#) serves the professional training needs of the Clinical and Counselling Psychology, and the School and Clinical Child Psychology programs, supports clinical research, and provides comprehensive and confidential assessment and intervention services to children, adolescents, and adults in the Toronto community. Faculty who are licensed psychologists provide direct supervision to students working in the Clinic. The Clinic has state-of-the-art facilities including equipment for video-recording of live psychotherapy sessions, a one-way mirror for in-vivo observation of sessions by faculty supervisors, and an extensive test library where students and faculty can access the latest assessment and instructional materials. Located on the 7<sup>th</sup> floor of the main OISE building, the Clinic has two student and two faculty offices, a reception and waiting area with eleven clinical rooms, two group rooms, a clinical training room with play therapy with a small desk for young clients to work. The last five years have seen significant development of the size and role of the Psychology Clinic. Through the Toronto Area Internship Consortium partnership, the Clinic is a “community meeting place” for excellence in the provision of psychological services. As such, the Clinic is increasingly viewed by APHD as a place where some of the real challenges of those living in the city can be addressed through assessment, academic remediation and psychological counselling services.

#### **4.2.2. Department of Curriculum, Teaching and Learning**

The Department of Curriculum, Teaching and Learning (CTL) is the largest of four academic departments within OISE. With a diverse community of faculty, staff and students, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

### ***Curriculum & Pedagogy (MEd, MA, PhD)***

The Curriculum and Pedagogy program (C&P) focuses on the study of curriculum and pedagogy, viewed in the broadest sense as educational experiences and relationships that occur in both formal and informal settings, including schools, communities, families, popular culture, and other social and cultural institutions. The program offers three degrees: PhD (flexible and full-time), MA and MEd (both offered full-time and part-time). Given the diverse academic and

research interests of its faculty, the program has been recently organized into seven emphases<sup>8</sup>, which showcase the broad areas/communities of research offered by the program. The research-stream degrees (MA, PhD) are primarily focused on developing research capacity and preparing students to pursue careers in research, whether in academia, in educational leadership and policy, or in research and development contexts. The practice-oriented MEd degree is primarily focused on the professional development of career educators (e.g., teachers, teacher trainers, museum educators, community-based practitioners, school leaders, consultants, curriculum developers, media designers, cultural producers, and textbook writers) who are looking to deepen their practice and learn new tools and concepts to enhance their work. Most recently, in response to one of the recommendations from the 2019-2020 external review of CTL and its programs, the C&P program added a new field in Online Teaching and Learning within its MEd degree, which received governance approval in the fall of 2020. The new field is intended for educators interested in becoming effective instructors and designers of online courses. The societal need for specialists who know how to design and deliver online courses for high school students, undergraduate students, medical students, businesses, etc., has become increasingly evident given the rise of global pandemics, student mobility and globalization.

### ***Language & Literacies Education (MEd, MA, PhD)***

The Language and Literacies Education (LLE) program investigates questions around the relationships of literacies in language, and language in literacies across communities, societies, instructional environments, and informal learning settings. The scope of the program encompasses: (a) the learning, teaching, and use of first and additional (non-native) languages in diverse settings; (b) curriculum, instruction, and assessment related to the development of first and additional language and K-12 literacy skills; (c) the development of bilingual, multilingual, and translinguistic abilities; (d) language and literacy education policies and planning; (e) pedagogy oriented towards multiliteracies development, including early literacy and adolescent reading, writing and oral language development, and children's literature across the curriculum; (f) social justice issues related to plurilingualism and cultural and linguistic diversity; and (g) pedagogical implications of the fact that language and literacy are infused into all aspects of learning in contexts characterized by linguistic diversity. The program offers three degrees: MEd, MA and PhD. In 2018-2019, the establishment of a new field in Language Teaching was approved within the MEd degree in LLE that integrates an engagement with scholarly research in language and literacies with a commitment to excellence in teaching to support graduates' careers as language teachers.

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<sup>8</sup> Arts in Education; Critical Studies in Curriculum and Pedagogy; Digital Technologies and Education; Indigenous Education and Decolonization; Qualitative Methodologies; Science, Mathematics and Technology Education; Wellbeing

### ***Master of Teaching (MT)***

The MT program is one of the premier teacher education programs in Canada, combining a Master of Teaching degree with elementary or secondary teacher certification. Built around a cohort model, to provide students with a more collegial and collaborative learning experience, the program is suited for those who want to pursue a career in teaching combined with graduate study that may lead to a doctoral program. Students choose one of three program specializations (divisions): Primary/Junior, Junior/Intermediate or Intermediate/Senior. As part of a graduate program, students are exposed to educational research across a wide variety of educational disciplines. More information about the MT program is provided in the section [above](#).

#### **4.2.3. Department of Leadership, Higher & Adult Education**

The Department of Leadership, Higher and Adult Education (LHAE) is home to three of OISE's graduate programs: Adult Education and Community Development, Educational Leadership and Policy, and Higher Education. LHAE is also home to three collaborative specializations in which students can pursue interdisciplinary work: Educational Policy; Comparative, International and Development Education; and Workplace Learning and Social Change.

### ***Adult Education & Community Development (MEd, MA, PhD)***

The Adult Education and Community Development (AECD) program is one of the largest and oldest graduate programs in adult education. The multi-disciplinary program develops community capacities and mobilizes leaders and organizations concerned with justice, equality and sustainability. The program's primary interest is in supporting and fostering learning which occurs beyond, alongside and within formal institutionally defined curricula. This catalytic learning, which is often informal, forms the bedrock of vibrant, engaged communities, which in turn creates opportunities for growth and facilitates equity for all individuals and groups, including those who are marginalized or disenfranchised. The program structure ensures exposure to both the breadth of the field and providing students with the opportunity to develop an in-depth focus. The program is unique in combining adult education with community development, giving it a mandate that emphasizes enhancing ties to external communities, both locally and globally. The program offers two research-stream degrees (MA, PhD), as well as a professional master's degree (MEd). The program also participates in a number of collaborative specializations offered within OISE and the University.

### ***Educational Leadership & Policy (MEd, EdD, MA, PhD)***

The Educational Leadership & Policy (ELP) program is devoted to the study and development of policy, leadership, change, social diversity and ethics and values in education. A combination of theory and practice assists students in developing skills, enabling them to cope with the complex demands of current education policies and procedures. The ELP program emphasizes PK-12 education in its research and teaching, and is designed to develop highly skilled educators, administrators, policy analysts, and academic practitioners. Within the program, students are able to explore the field more broadly or focus on one of four thematic strands: Policy, Leadership,

Change and Social Diversity. The program offers two research-stream degrees (MA, PhD), as well as two professional degrees (MEd, EdD) and participates in a number of collaborative specializations offered within OISE and the University. Related to the EdD, it is important to note that this degree was redesigned in 2017 along with [two other professional doctorates](#) at OISE featuring the ‘thesis – dissertation in practice’ as the culminating component of the program. These innovative changes were made in response to the Academic Plan and its call to redefine existing and develop new EdD programs in order to renew the reputation and relevance of this degree for a broad range of education leaders. Subsequent to this redesign, in 2018-2019, a new field in International Educational Leadership and Policy was added within the EdD in ELP. Offered in a hybrid format with the majority of courses offered online, the new field is designed for mid-career international education professionals who work for international organizations, governments, foundations and nongovernmental agencies on issues related to educational policy and leadership.

### ***Higher Education (MEd, EdD, MA, PhD)***

The Higher Education program is focused on the study of universities, community colleges, and other post-secondary institutions, the relationship between these institutions and the broader society in which they operate, and the nature of what takes place inside these institutions. The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. The Higher Education program has, since its inception, contributed to capacity building in Canadian colleges and universities. Many current and past institutional leaders in Ontario are graduates of the program and many are regarded as national and international scholarly leaders. While all students obtain a basic understanding of Canadian higher education, many also choose to learn about higher education from an international, comparative perspective. The program offers the MEd and EdD in Higher Education, as well as research-focused MA and PhD degree programs. Three professional fields are also offered within the MEd degree: Education and the Professions; Student Development and Student Services in Post-secondary Education; and the recently added Higher Education Leadership. This new field (approved in the Fall of 2020) was initially offered as a cohort delivery format within the regular program.

#### **4.2.4. Department of Social Justice Education**

Based on the diverse intellectual and activist traditions of the humanities and social sciences, the Department of Social Justice Education (SJE) is committed to multi and interdisciplinary studies in education, with a focus on equity and social justice from a variety of perspectives, including philosophy, sociology, history, anthropology and political science.

### ***Social Justice Education (MEd, EdD, MA, PhD)***

The department offers a multi and interdisciplinary research-stream (MA, PhD) and professional (MEd, EdD) graduate degrees and provides students with critical understandings of the social, historical, colonial, cultural, philosophical, political, economic, and ethical contexts of education, broadly conceived. The department’s approach is to engage students to explore such questions

as: what was, what is, and what should be the relationship between education and society? What kinds of knowledge do educators need to answer those questions? The department aims to provide its students with the interdisciplinary background, substantive knowledge, and theoretical language necessary to raise questions of critical importance to educational theory, practices, and society. Areas of focus include, but are not limited to: anti-racism, critical race theory, Indigenous studies; decolonization and anti-colonial studies; media studies and communication; feminist, gender and queer studies; francophone studies; disability studies; Black studies; postcolonial, diaspora and transnational studies; class and poverty studies; cultural, sociological, political and philosophical contexts in education; ethics, democratic theory, citizenship, and critiques of neoliberalism; social change and resistance; nationalism, language, spirituality, development, and social theories in education; youth, migration, land, law, environment, intersectionality and place in research. In 2017, along with [two other professional doctorates](#) at OISE, the SJE’s EdD program was modified in response to the commitment to redefine professional doctorates at OISE outlined in the Institute’s Academic Plan (2017-2022). Among the innovative changes, the practicum component speaks to the essential nature of the program and serves as an equivalent to comprehensive examinations for the EdD. Inspired by the Carnegie Project on the Education Doctorate, the ‘dissertation in practice’ as the culminating component of the degree is also an innovative feature of the EdD in SJE.

**Table 1: OISE Graduate Programs: Overview by Department**

Department	Program	Field (i.e., area of specialization)	Degrees Offered
<b>Applied Psychology &amp; Human development</b>	Child Study & Education	Practice-Based Inquiry (PBI); Research-Intensive Training (RIT)	MA
	Child Study & Education		EdD
	Counselling & Clinical Psychology	Clinical & Counselling Psychology (OISE)	MA, PhD
		Clinical Psychology (UTSC)	MA, PhD
	Counselling Psychology	Counselling & Psychotherapy Guidance & Counselling Global Mental Health School Psychology	MEd, EdD MEd MEd EdD
	Developmental Psychology & Education	Developmental Psychology & Education	MEd, MA, PhD
<b>Curriculum, Teaching and Learning</b>	School & Clinical Child Psychology	School & Clinical Child Psychology	MA, PhD
	Curriculum & Pedagogy	Curriculum & Pedagogy	MEd, MA, PhD
		Online Teaching and Learning	MEd
	Language & Literacies Education	Language & Literacies Education Language Teaching	MEd, MA, PhD MEd
Teaching	Primary/Junior Junior/Intermediate Intermediate/Senior	MT	
<b>Leadership, Higher &amp; Adult Education</b>	Adult Education & Community Development	Adult Education & Community Development	MEd, MA, PhD
	Educational Leadership & Policy	Educational Leadership & Policy	MEd, MA, EdD, PhD

		International Educational Leadership & Policy	EdD
	Higher Education	Higher Education	MEd, MA, EdD, PhD
		Education and the Professions	MEd
		Student Development & Student Services	MEd
		Higher Education Leadership	MEd
<b>Social Justice Education</b>	Social Justice Education	Social Justice Education	MEd, MA, EdD, PhD

#### 4.2.5. Collaborative Specializations

The Department of LHAE is home to three OISE-led Collaborative Specializations (CS) which provide students with exposure to cross-field and cross-disciplinary approaches to educational problem framing and problem solving to broaden possibilities for innovative and effective interdisciplinary analysis. Additionally, the new (fourth) OISE-led collaborative specialization in Education, Francophonies and Diversity for which OISE is the lead faculty was established in 2016-2017 and is housed within the [Centre de recherches en éducation franco-ontarienne](#) (CREFO).

The University of Toronto offers more than 40 graduate CSs, providing students enrolled in participating degree programs an additional multidisciplinary experience as they complete their home degree program. A CS requires students to: (a) complete a core academic activity (such as a core course); (b) participate in activities and seminars offered by the CS; and (c) incorporate the disciplinary focus of the CS into any final research requirements of the home degree programs. Upon successful completion of all CS requirements, students receive a certificate of completion and a notation on their transcripts.

#### *Comparative, International and Developmental Education (CIDE)*

CIDE collaborative specialization is a well-established interdisciplinary and intradepartmental offering with a defined and relevant academic focus i.e., the continued prevalence of comparative, international and development education issues related to educational policy and improvement in societies and economies generally. Established in 1998, the CIDE collaborative specialization is one of the largest collaborative specializations at U of T serving more than 150 students annually and engaging over 45 faculty members. Over time, the CIDE specialization has emerged as an important anchor in OISE’s overall efforts to internationalize teaching, student experience and research. Faculty interests span an exciting range of theoretical and practical issues—from the study of ethnicity and identity to the issues of globalization and global governance; from non-formal learning and citizenship education to concrete problems of educational reform, social equality, language education, conflict resolution and community development. Participating OISE programs include:

- Adult Education and Community Development—MA, MEd, PhD
- Curriculum and Pedagogy—MA, MEd, PhD

- Educational Leadership and Policy—MA, MEd, EdD, PhD
- Higher Education—MA, MEd, EdD, PhD
- Language and Literacies Education—MA, MEd, PhD
- Social Justice Education—MA, MEd, EdD, PhD

### *Educational Policy (EP)*

EP collaborative specialization serves students interested in educational policy development and implementation, with particular emphasis on improving educational process. EP provides students with exposure to cross-field and cross-disciplinary approaches to educational problem framing and problem solving to broaden the possibilities for innovative and effective policy analysis. Participating OISE programs include:

- Adult Education and Community Development—MA, MEd, PhD
- Curriculum and Pedagogy—MA, MEd, PhD
- Developmental Psychology and Education—MA, MEd, PhD
- Educational Leadership and Policy—MA, MEd, EdD, PhD
- Higher Education—MA, MEd, EdD, PhD
- Language and Literacies Education—MA, MEd, PhD
- Social Justice Education—MA, MEd, EdD, PhD

### *Workplace Learning and Social Change (WLSC)*

The WLSC collaborative specialization is designed for students interested in developing their understandings of work and learning trends in Canada and internationally, with a focus on social change. This collaborative specialization situates workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. It aims to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. The core faculty members provide a strong research foundation demonstrating both research and teaching expertise in issues related to workplace learning, coupled with connections with OISE's interdisciplinary and inter-departmental research centre – Centre for Learning, Social Economy and Work. Participating OISE and U of T programs include:

- Adult Education and Community Development—MA, MEd, PhD
- Industrial Relations and Human Resources<sup>9</sup>—MIRHR, PhD
- Rehabilitation Science<sup>10</sup>—MSc, PhD
- Social Justice Education—MA, MEd, PhD, EdD

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<sup>9</sup> Faculty of Arts & Science

<sup>10</sup> Faculty of Medicine

- Women and Gender Studies<sup>11</sup>—MA

### *Éducation, Francophonies et Diversité (EFD)*

Established in 2016-2017, the Collaborative Specialization in *Éducation, Francophonies et Diversité* critically examines educational issues in the context of Francophone linguistic minorities in Ontario, in Canada, and in the world, with the notions of equity, diversity, and minoritization at the core of this critical examination. The CS in EFD emphasizes understanding of social practices in education, looking specifically at how difference gets constructed, problematized, and transformed. Participating OISE programs include:

- Curriculum & Pedagogy—MA, MEd, PhD
- Language & Literacies Education—MA, MEd, PhD
- Social Justice Education—MA, MEd, EdD, PhD

#### **4.2.6. The 2019-2020 External Reviews of OISE's Graduate Programs**

All twelve of OISE's graduate programs were reviewed in 2019-2020 under the [University of Toronto Quality Assurance Process](#) (UTQAP). Last reviewed in 2011-2012, the 2019-2020 reviews of OISE's departments and their programs provided an excellent opportunity for analysis and reflection to ensure our programs are of high quality, continue to meet the needs of students and are at the forefront in their fields. To facilitate the reviews, four review teams, one for each department, were established over the summer of 2019, and site visits were scheduled. Following a participatory and inclusive consultation process, the departments completed and submitted their self-studies in the Fall term of 2019. The site visits occurred as follows:

- Department of Curriculum, Teaching and Learning (February 6-7, 2020);
- Department of Social Justice Education (February 13-14, 2020); and
- Department of Applied Psychology and Human Development (March 2-4, 2020).

The review reports for these three reviews were received in the Winter term of 2020, and administrative responses to the reviews were finalized in the summer months. Along with other review documents, the administrative responses were considered at the October 27, 2020 meeting of the Committee on Academic Policy and Programs (AP&P)—a committee of the University of Toronto Governing Council. Due to the COVID-19 pandemic, related travel restriction and social distancing measures put in place in Canada and around the world, the site visit for the Department of Leadership, Higher and Adult Education (LHAE) was postponed. Originally scheduled to take place on March 26-27, 2020 the rescheduled site visit for the Department took place from November 4-10, 2020. With the pandemic related public health measures in place in 2020-2021, the site visit was held virtually with meetings scheduled across five days rather than the more intense schedule that is typical for an in-person visit. Following

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<sup>11</sup> Faculty of Arts & Science

the receipt of the LHAE review report in January 2021, the administrative response to the LHAE review will be developed by the end of the winter term of 2021, and will be taken forward to governance in the fall term.

### ***Strengths, Opportunities and Recommendations from the 2019-2020 External Reviews***

In preparation for the 2019-2020 external reviews, each of OISE's academic department engaged in a self-study process that was broadly consultative and inclusive – involving the participation of faculty, staff and students. Conducting the reviews of all four departments concurrently, represented an opportunity to benefit from economies of scale while encouraging inter-departmental collaboration during this important process. The Dean's Office played a key role in coordinating and supporting the review processes and employed communication strategies such as the establishment of the "OISE Program Reviews" team space on MS Teams—an online platform, which enabled departmental colleagues to access documents, resources and customized materials related to external reviews of OISE programs.

Overall, the experience with the 2019-2020 program reviews was positive and resulted in meaningful findings and recommendations by the external reviewers that are informing the next phase of development OISE's four academic departments and their programs. Some of these recommendations are program-specific and some transcend individual programs and departments. While some of the program-specific findings are mentioned [earlier in this section](#), here, we provide a brief summary of general strengths, opportunities and recommendations that transcend individual programs.

Among strengths, the reviewers noted that OISE departments are characterized by high-quality research, well-regarded graduate degrees, and exceptional professional/professionally accredited programs. They were impressed by the high calibre of students in all programs and praised numerous initiatives to enhance accessibility, diversity, and Indigenous education initiatives across administration and academic offerings.

Among opportunities, reviewers recommended prioritizing faculty renewal plans and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority. The reviewers also noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of the student population through selection procedures. The reviewers commented on the variety of graduate funding structures across programs, and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.

The reviewers recommended enhancing the provision and availability of quantitative research methods for students in research-stream programs (MA & PhD), and well as increasing opportunities for PhD students to gain practical teaching experience via teaching assistantships.

Following consideration of the review reports and administrative responses to the reviews, along with other review documents, at the October 27, 2020 meeting of the University of Toronto

Committee on Academic Policy and Programs, plans are now underway to address the recommendations from the reviews.

It is important to highlight here that recommendations from the 2019-2020 reviews of OISE's academic departments and their programs connect well to the priorities set in OISE's Academic Plan 2017-2022, which attests to the continued relevance of OISE's academic planning goals.

For example, the Academic Plan calls for increasing the diversity of faculty, staff and students in order to better reflect the communities we serve, which, along with our commitment to equity and social justice, continues to be a vital priority for all of our departments and units. With a view to realizing this commitment and ensuring that equity is evident throughout all institutional practices and at every level of engagement, [OISE's Guiding Principles on Equity and Diversity](#) inform all decisions and initiatives, including recruitment, hiring, retention, evaluation and promotion of faculty. At the institutional level, the Dean's office works collaboratively with the Dean's Advisory Council on Indigenous Education (DACIE), the Indigenous Education Network (IEN), and the Black Faculty Caucus to increase participation of under-represented groups.

Related to the goal of increasing student diversity, under the Equity, Diversity and Accessibility focusing theme, the OISE Academic Plan 2017-2022 includes an objective to "ensure appropriate admissions, recruitment and retention policies, based on clearly identified goals, in order to increase diversity among students". To respond to this objective, in collaboration with the Office of Associate Dean, Programs, the Office of the Registrar and Student Services (ORSS), and the Office of Communications and External Relations, the new [recruitment website](#) was launched and supports diverse student recruitment. Additionally, as per the Academic Plan, a staff position to support the departments with recruitment and retention of international students, including identifying sources of funding for international students, was established within the ORSS. Similarly, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention.

Furthermore, to concretize the review recommendation on increasing student diversity, the Office of Associate Dean, Programs will convene a committee of faculty and staff involved in student recruitment and admissions activities at OISE to develop a comprehensive recruitment strategy designed to increase the pool and quality of applicants with a view to enhancing participation of students from underrepresented groups in all programs. Additionally, a subcommittee of the OISE Programs Strategic Advisory Committee (OPSAC) will be established to review current and investigate new mechanisms for providing student financial support and identify means of increasing the share of student funding provided through external research grants and fellowships. Both the development of a recruitment strategy and improved student funding mechanisms are important priorities outlined in the OISE Academic Plan 2017-2022, and are expected to be completed within the next two years.

Related to the provision of quantitative research methods courses for students in research-stream programs, another subcommittee of OPSAC will be formed to review the research courses across OISE in order to ensure a solid foundation in research methodology for MA and PhD across

programs. The subcommittee will review existing courses, identify duplication and gaps/areas for course development, with the goal of increasing the number of and access to quantitative, as well as qualitative research methods courses for all research-stream students consistent with the decentralized budget model at OISE.

Finally, related to enhancing opportunities for PhD students to gain teaching experiences, it is important to note that teaching opportunities have diminished with OISE's transition to an all-graduate institute. Working with the Student Experience Committee, over the next two years, the Office of Associate Dean, Programs will initiate an institute-wide discussion on enhancing teaching experiences for PhD students at OISE. This will include the exploration of possibilities with undergraduate departments at U of T to create opportunities for OISE students to TA in departments and faculties that focus on issues that OISE has expertise in. It is expected that this will result in creating more teaching opportunities through the Teaching Assistantship process.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 2020 site visit and the year of the next site visit, will be prepared. The next review of OISE's academic departments and their programs will be in the 2027-2028 academic year.

### **4.3. Graduate Student Demand and Quality**

Below are a series of tables and figures regarding quality indicators about OISE's various graduate degrees including doctoral programs and master's programs. These include: (1) the number of applications, offers and registrations for each graduate degree program; (2) enrolments in each graduate degree program; (3) student success rate at obtaining financial support (i.e., scholarships and fellowships); (4) time-to-completion; and (5) student satisfaction.

#### **4.3.1. Applications, Offers and Registrations**

Acceptance into OISE's graduate programs remains very competitive and selective, ensuring the high-quality nature of the programs, and the number of applications is rising. Offer rates for OISE's research-focused and professional master's programs are comparable with professional master's programs across the University. The offer rates for OISE's doctoral programs are also close to parity with offer rates in doctoral programs University-wide.

*Professional Master's Degrees*

**Table 2: Applications, Offers and Registrations – Professional Master's Degrees Incl. Teacher Ed. (MA-CSE & MT)**

		2014-15	2015-16	2016-17	2017-18	2018-19
<b>Applied Psychology &amp; Human Development (APHD)</b>						
<b>MA<sup>12</sup></b>	Applications	253	381	363	382	390
	Offers	76	91	98	95	89
	New Registrants	61	75	72	68	66
<b>MED</b>	Applications	556	534	611	665	890
	Offers	161	165	201	236	279
	New Registrants	102	107	109	129	151
<b>Total APHD</b>	<b>Applications</b>	<b>809</b>	<b>915</b>	<b>974</b>	<b>1,047</b>	<b>1,280</b>
	<b>Offers</b>	<b>237</b>	<b>256</b>	<b>299</b>	<b>331</b>	<b>368</b>
	<b>New Registrants</b>	<b>163</b>	<b>182</b>	<b>181</b>	<b>197</b>	<b>217</b>
<b>Curriculum, Teaching &amp; Learning (CTL)</b>						
<b>MED</b>	Applications	468	429	373	442	544
	Offers	318	293	217	280	343
	New Registrants	137	129	114	117	157
<b>MT<sup>13</sup></b>	Applications	1,023	1,436	1,842	1,976	2,609
	Offers	394	649	852	724	930
	New Registrants	212	334	415	360	474
<b>Total CTL</b>	<b>Applications</b>	<b>1,491</b>	<b>1,865</b>	<b>2,215</b>	<b>2,418</b>	<b>3,153</b>
	<b>Offers</b>	<b>712</b>	<b>942</b>	<b>1,069</b>	<b>1,004</b>	<b>1,273</b>
	<b>New Registrants</b>	<b>349</b>	<b>463</b>	<b>529</b>	<b>477</b>	<b>631</b>
<b>Leadership, Higher &amp; Adult Education (LHAE)</b>						
<b>MED</b>	Applications	519	463	522	587	681
	Offers	283	256	307	315	373
	New Registrants	187	142	194	163	234
<b>Social Justice Education (SJE)</b>						
<b>MED</b>	Applications	125	161	160	207	189
	Offers	98	126	127	159	134
	New Registrants	39	56	50	54	56
<b>Total OISE</b>	<b>Applications</b>	<b>2,944</b>	<b>3,404</b>	<b>3,871</b>	<b>4,259</b>	<b>5,303</b>
	<b>Offers</b>	<b>1,330</b>	<b>1,580</b>	<b>1,802</b>	<b>1,809</b>	<b>2,148</b>
	<b>New Registrants</b>	<b>738</b>	<b>843</b>	<b>954</b>	<b>891</b>	<b>1,138</b>

<sup>12</sup> Master of Arts in Child Study and Education (MA-CSE)

<sup>13</sup> Master of Teaching (MT)

**Table 3: Offers Rates – Professional Master’s Degrees**

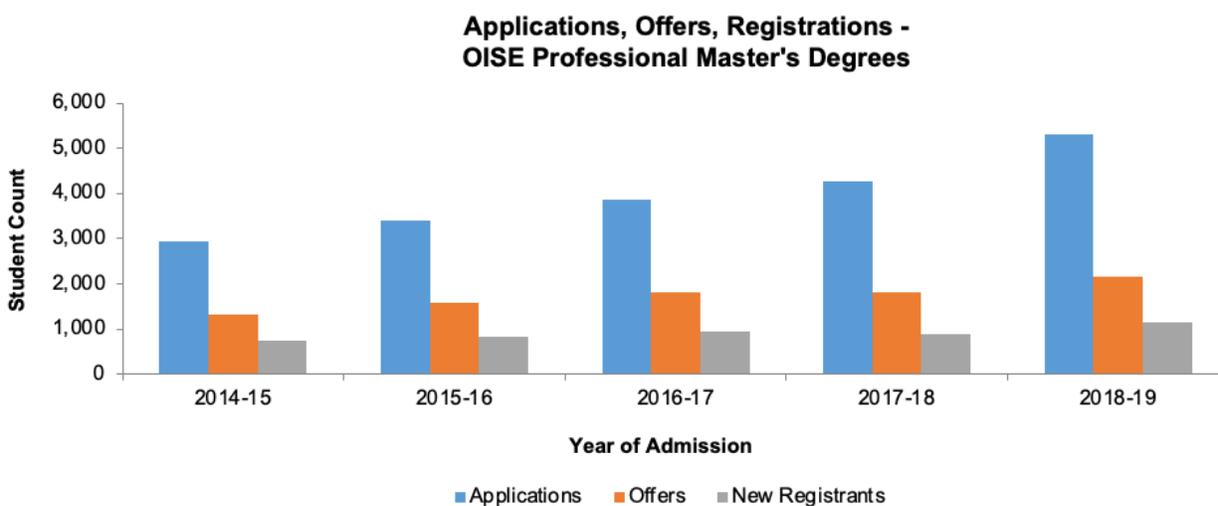
	2014-15	2015-16	2016-17	2017-18	2018-19
APHD	29.3%	28.0%	30.7%	31.6%	28.8%
CTL	47.8%	50.5%	48.3%	41.5%	40.4%
LHAE	54.5%	55.3%	58.8%	53.7%	54.8%
SJE	78.4%	78.3%	79.4%	76.8%	70.9%
Division II Social Sciences	42.1%	45.5%	47.8%	48.5%	53.2%
U of T	39.5%	40.0%	40.1%	37.7%	37.1%

‘Offer rate’ is calculated by dividing the number of offers by the number of applications for a given academic year.

**Table 4: Acceptance Rates – Professional Master’s Degrees**

	2013-14	2014-15	2015-16	2016-17	2017-18
APHD	68.8%	71.1%	60.5%	59.5%	59.0%
CTL	49.0%	49.2%	49.5%	47.5%	49.6%
LHAE	66.1%	55.5%	63.2%	51.7%	62.7%
SJE	39.8%	44.4%	39.4%	34.0%	41.8%
Division II Social Sciences	55.6%	59.0%	53.8%	46.1%	48.1%
U of T	59.8%	59.1%	57.6%	56.8%	58.6%

‘Acceptance rate’ is calculated by dividing the number of new registrants by the number of offers made for a given academic year.



**Figure 3: OISE Professional Master’s Degrees: Applications, Offers & Registrations**

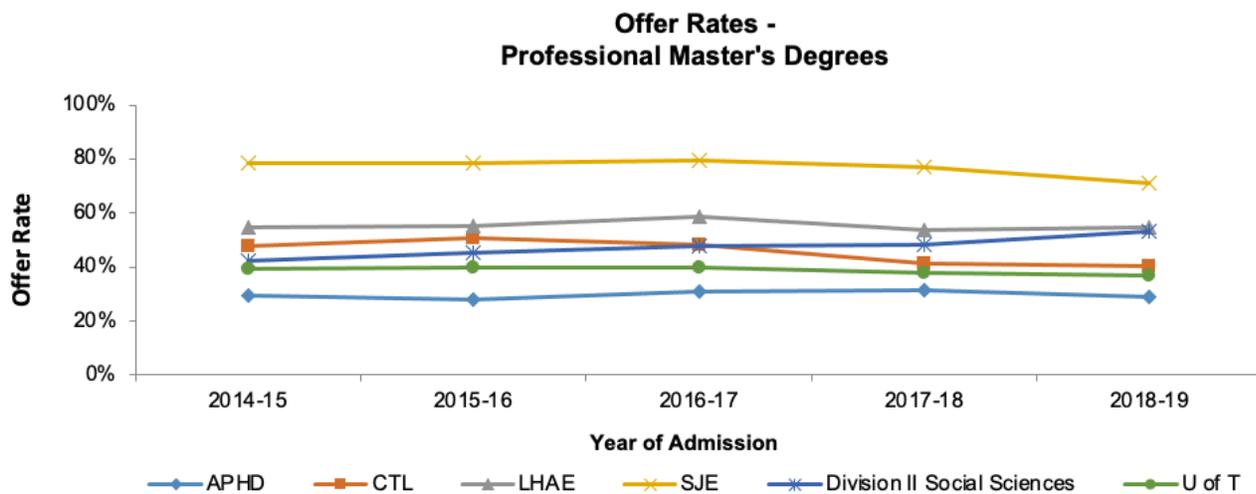


Figure 4: OISE Professional Master's Degrees: Offer Rates

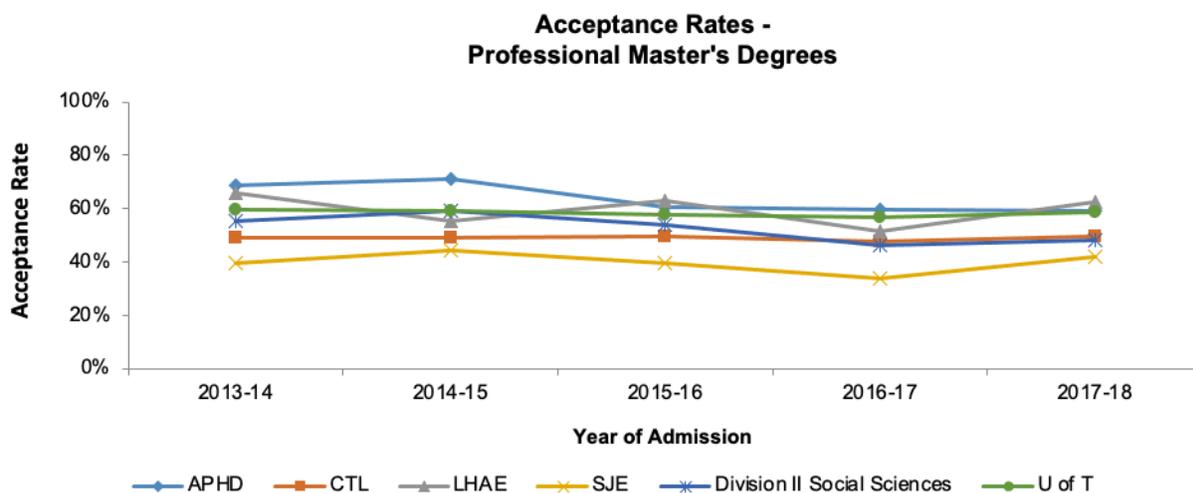


Figure 5: OISE Professional Master's Degrees: Acceptance Rates

### Research Master's Programs

Table 5: Research Master's Degrees – Applications, Offers and Registrants by POST Code

		2014-15	2015-16	2016-17	2017-18	2018-19
<b>Applied Psychology &amp; Human Development (APHD)</b>						
MA	Applications	622	394	373	418	485
	Offers	20	23	26	17	23
	New Registrants	17	17	17	17	18

<b>Curriculum, Teaching &amp; Learning (CTL)</b>						
<b>MA</b>	Applications	184	179	137	150	143
	Offers	21	19	11	12	22
	New Registrants	16	16	8	9	11
<b>Leadership, Higher &amp; Adult Education (LHAE)</b>						
<b>MA</b>	Applications	88	90	69	84	87
	Offers	17	16	15	10	17
	New Registrants	10	7	8	9	8
<b>Social Justice Education (SJE)</b>						
<b>MA</b>	Applications	119	145	160	159	172
	Offers	15	23	23	13	24
	New Registrants	11	14	18	9	15
<b>Total OISE Research Master's</b>						
<b>MA</b>	<b>Applications</b>	<b>1,013</b>	<b>808</b>	<b>739</b>	<b>811</b>	<b>887</b>
	<b>Offers</b>	<b>73</b>	<b>81</b>	<b>75</b>	<b>52</b>	<b>86</b>
	<b>New Registrants</b>	<b>54</b>	<b>54</b>	<b>51</b>	<b>44</b>	<b>52</b>

Source: ROSI using screen 4BEG (Admissions Statistics).

**Table 6: Research Master's Degrees – Offer Rates**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
APHD	3.2%	5.8%	7.0%	4.1%	4.7%
CTL	11.4%	10.6%	8.0%	8.0%	15.4%
LHAE	19.3%	17.8%	21.7%	11.9%	19.5%
SJE	12.6%	15.9%	14.4%	8.2%	14.0%
Division II Social Sciences	23.7%	25.0%	26.1%	23.9%	23.5%
U of T	28.3%	30.3%	29.7%	27.0%	26.7%

'Offer rate' is calculated by dividing the number of offers by the number of applications for a given academic year.

**Table 7: Research Master's Degrees – Acceptance Rates**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
APHD	85.0%	73.9%	65.4%	100.0%	78.3%
CTL	76.2%	84.2%	72.7%	75.0%	50.0%
LHAE	58.8%	43.8%	53.3%	90.0%	47.1%
SJE	73.3%	60.9%	78.3%	69.2%	62.5%
Division II Social Sciences	54.9%	49.5%	50.4%	49.8%	50.7%
U of T	59.0%	58.8%	61.8%	61.0%	58.1%

'Acceptance rate' is calculated by dividing the number of new registrants by the number of offers made for a given academic year.

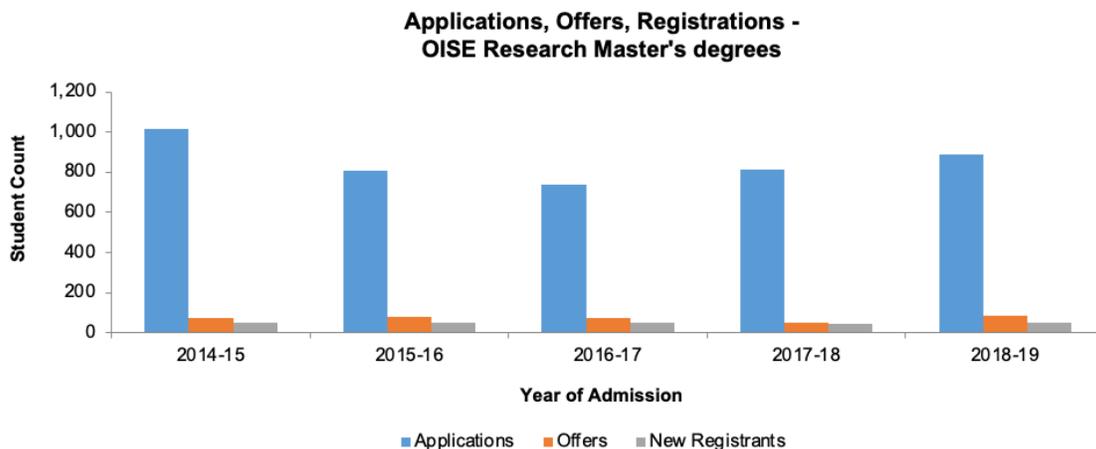


Figure 6: OISE Research Master's Degrees: Applications, Offers & Registrations

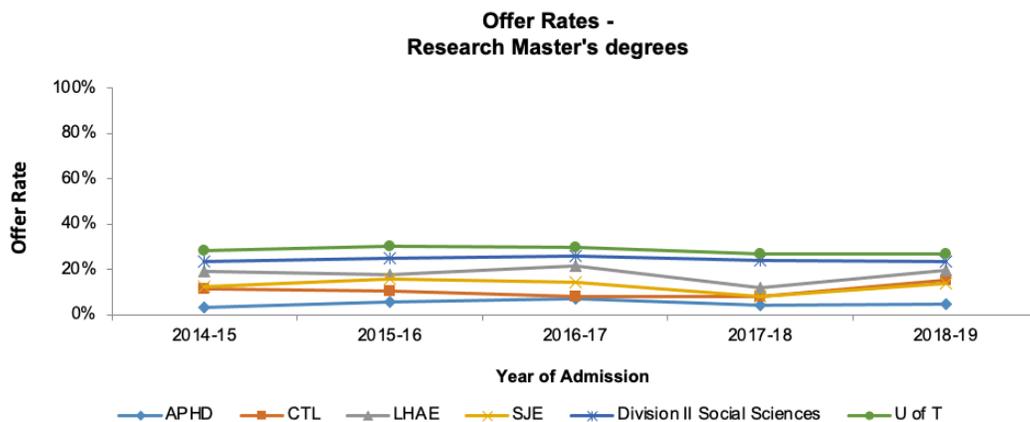


Figure 7: OISE Research Master's Degrees: Offer Rates

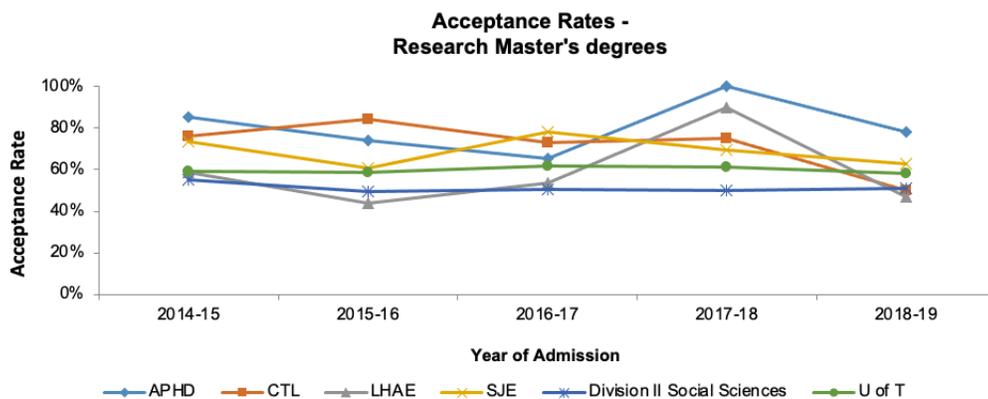


Figure 8: OISE Research Master's Degrees: Acceptance Rates

## Doctoral Programs

As noted above, applications, offers and registrations in OISE’s doctoral programs are close to parity with offer rates in doctoral programs University-wide.

### Doctor of Education (EdD)

During the 2017-2018 academic year, three departments APHD, LHAE and SJE redesigned their Doctor of Education (EdD) programs. The aim was to invigorate the EdD, differentiate it from the PhD degree and renew its relevance to a broad range of education professionals while realizing an important goal outlined in OISE’s Academic Plan 2017-2022. Rethinking the EdD was especially important in light of OISE’s involvement with the [Carnegie Project for the Educational Doctorate](#) (CPED). While each of the three redefined EdD programs have specific features unique to their respective fields, they share the new culminating requirement called thesis (dissertation in practice), which is expected to have impact beyond that of traditional doctoral dissertations in education in that it will have meaningful generative impact on education practice and policy and be used by others in the field. Since these innovative changes came into effect in 2018-2019, the departments are beginning to see a spike in interest in the EdD.

**Table 8: Doctor of Education (EdD) – Applications, Offers, Registrations – by department**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Applied Psychology &amp; Human Development (APHD)</b>					
Applications	31	35	41	11	44
Offers	2	2	1	0	8
New Registrants	1	2	1	0	7
<b>Leadership, Higher &amp; Adult Education (LHAE)</b>					
Applications	39	52	47	64	65
Offers	8	33	19	27	28
New Registrants	4	23	11	20	18
<b>Social Justice Education (SJE)</b>					
Applications	23	21	17	31	40
Offers	12	13	9	16	15
New Registrants	4	8	2	10	9
<b>Total OISE Doctor of Education (EDD)</b>					
<b>Applications</b>	<b>93</b>	<b>108</b>	<b>105</b>	<b>106</b>	<b>149</b>
<b>Offers</b>	<b>22</b>	<b>48</b>	<b>29</b>	<b>43</b>	<b>51</b>
<b>New Registrants</b>	<b>9</b>	<b>33</b>	<b>14</b>	<b>30</b>	<b>34</b>

Source: ROSI using screen 4BEG (Admissions Statistics).

**Table 9: OISE EdD – Offer Rates**

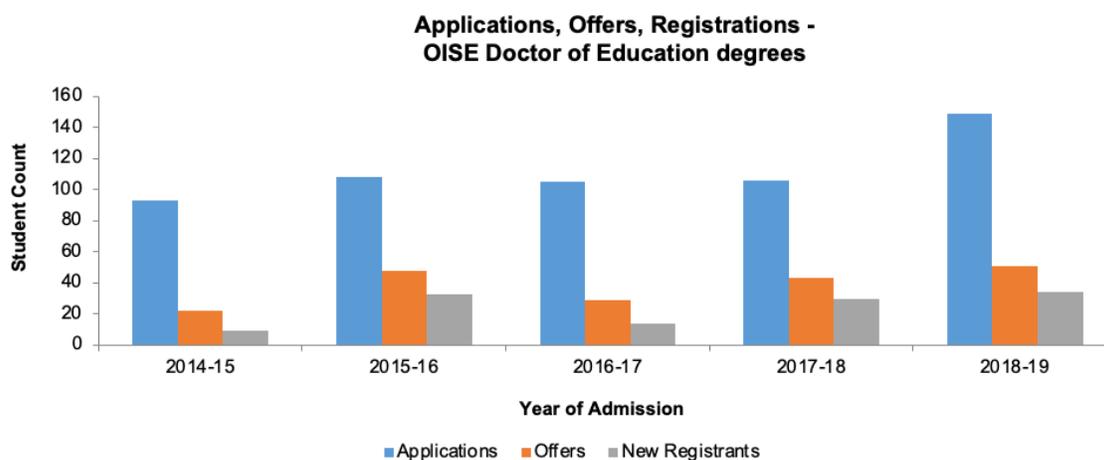
	2014-15	2015-16	2016-17	2017-18	2018-19
APHD	6.5%	5.7%	2.4%	0.0%	18.2%
LHAE	20.5%	63.5%	40.4%	42.2%	43.1%
SJE	52.2%	61.9%	52.9%	51.6%	37.5%
Division II Social Sciences (DOC)	19.6%	19.4%	19.4%	17.7%	18.3%
U of T (DOC)	24.7%	25.8%	23.7%	22.1%	24.4%

‘Offer rate’ is calculated by dividing the number of offers by the number of applications for a given academic year.

**Table 10: OISE EdD – Acceptance Rates**

	2014-15	2015-16	2016-17	2017-18	2018-19
APHD	50.0%	100.0%	100.0%		87.5%
LHAE	50.0%	69.7%	57.9%	74.1%	64.3%
SJE	33.3%	61.5%	22.2%	62.5%	60.0%
Division II Social Sciences (DOC)	67.7%	66.7%	66.8%	70.4%	68.5%
U of T (DOC)	65.3%	62.7%	67.8%	66.3%	68.2%

‘Acceptance rate’ is calculated by dividing the number of new registrants by the number of offers made for a given academic year.



**Figure 9: OISE Doctor of Education (EdD): Applications, Offers & Registrations**

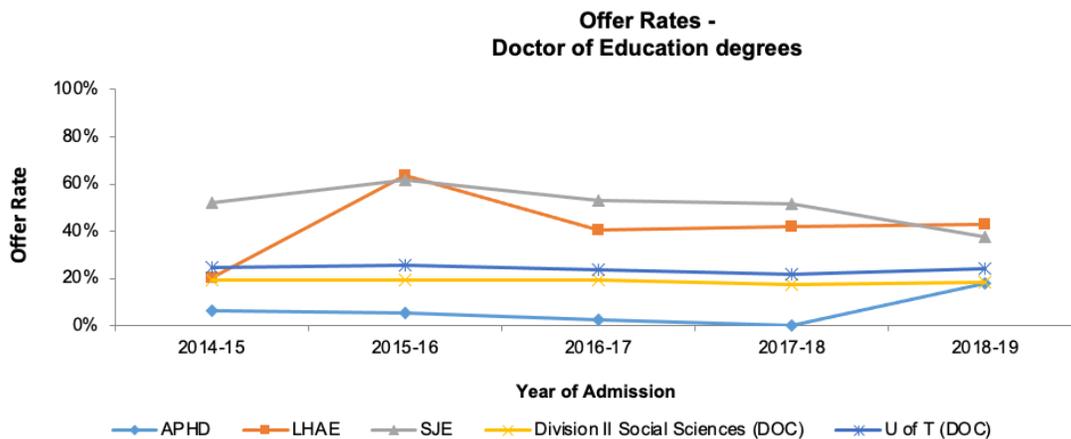


Figure 10: OISE Doctor of Education (EdD): Offer Rates

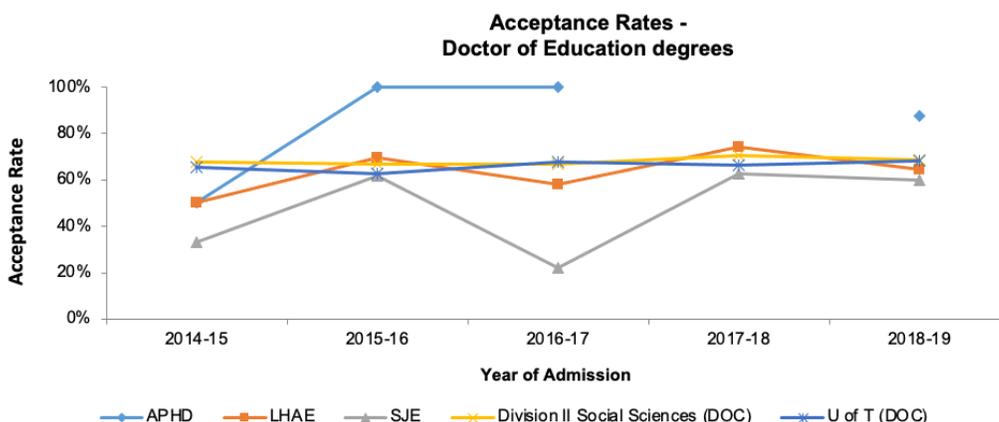


Figure 11: OISE Doctor of Education (EdD): Acceptance Rates

### Doctor of Philosophy (PhD)

In addition to full-time PhD programs, OISE offers the flexible-time PhD, which is intended for working professionals in relevant fields of study who require a modified time period and content delivery to complete the requirements of their program. The flexible-time PhD is a registration option that differs from the full-time PhD program only in design and delivery of the program while the degree requirements and program curriculum of the flexible-time PhD program option are the same as for the full-time PhD. Because the option involves continued professional practice, it allows a student to complete the program over a longer period of time. Flexible-time PhD students must register full-time for the first four years of the flexible-time program while maintaining their employment, and with departmental approval may be part-time thereafter. The data below include both full-time and flexible-time PhDs; however, the full-time registration is prevalent.

**Table 11: Doctor of Philosophy (PhD) – Applications, Offers, Registrations – by department**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Applied Psychology &amp; Human Development (APHD)</b>					
Applications	119	145	139	120	116
Offers	22	23	40	22	31
New Registrants	20	22	38	22	28
<b>Curriculum, Teaching &amp; Learning (CTL)</b>					
Applications	200	191	185	170	202
Offers	50	48	37	45	36
New Registrants	44	35	29	38	28
<b>Leadership, Higher &amp; Adult Education (LHAE)</b>					
Applications	250	249	246	234	288
Offers	71	37	51	46	61
New Registrants	58	27	38	37	42
<b>Social Justice Education (SJE)</b>					
Applications	127	121	97	128	109
Offers	28	26	23	35	25
New Registrants	18	18	18	22	16
<b>Total OISE Doctor of Philosophy (PHD)</b>					
<b>Applications</b>	<b>696</b>	<b>706</b>	<b>667</b>	<b>652</b>	<b>715</b>
<b>Offers</b>	<b>171</b>	<b>134</b>	<b>151</b>	<b>148</b>	<b>153</b>
<b>New Registrants</b>	<b>140</b>	<b>102</b>	<b>123</b>	<b>119</b>	<b>114</b>

Source: ROSI using screen 4BEG (Admissions Statistics).

**Table 12: OISE PhD – Offer Rates**

	2014-15	2015-16	2016-17	2017-18	2018-19
APHD	18.5%	15.9%	28.8%	18.3%	26.7%
CTL	25.0%	25.1%	20.0%	26.5%	17.8%
LHAE	28.4%	14.9%	20.7%	19.7%	21.2%
SJE	22.0%	21.5%	23.7%	27.3%	22.9%
Division II Social Sciences (DOC)	19.6%	19.4%	19.4%	17.7%	18.3%
U of T (DOC)	24.7%	25.8%	23.7%	22.1%	24.4%

‘Offer rate’ calculated by dividing the number of offers by the number of applications for a given academic year.

**Table 13: OISE PhD – Acceptance Rates**

	2014-15	2015-16	2016-17	2017-18	2018-19
APHD	90.9%	95.7%	95.0%	100.0%	90.3%
CTL	88.0%	72.9%	78.4%	84.4%	77.8%
LHAE	81.7%	73.0%	74.5%	80.4%	68.9%
SJE	64.3%	69.2%	78.3%	62.9%	64.0%
Division II Social Sciences (DOC)	67.7%	66.7%	66.8%	70.4%	68.5%
U of T (DOC)	65.3%	62.7%	67.8%	66.3%	68.2%

‘Acceptance rate’ is calculated by dividing the number of new registrants by the number of offers made for a given academic year.

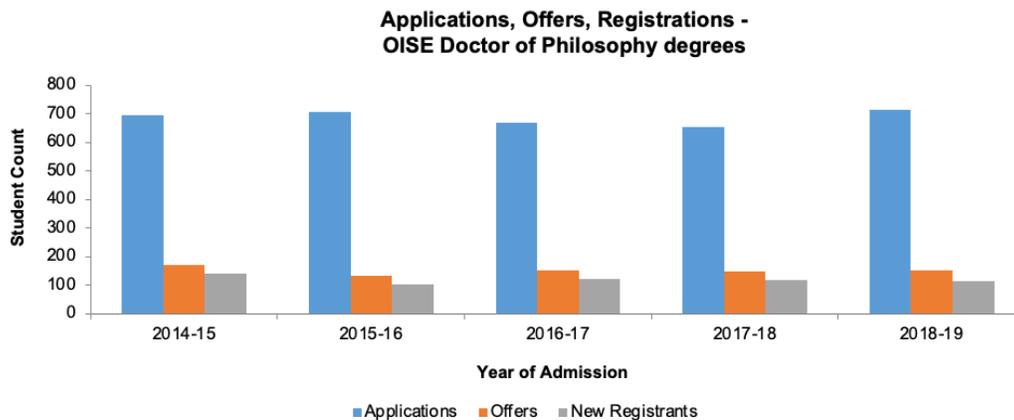


Figure 12: OISE Doctor of Philosophy (PhD): Applications, Offers & Registrations

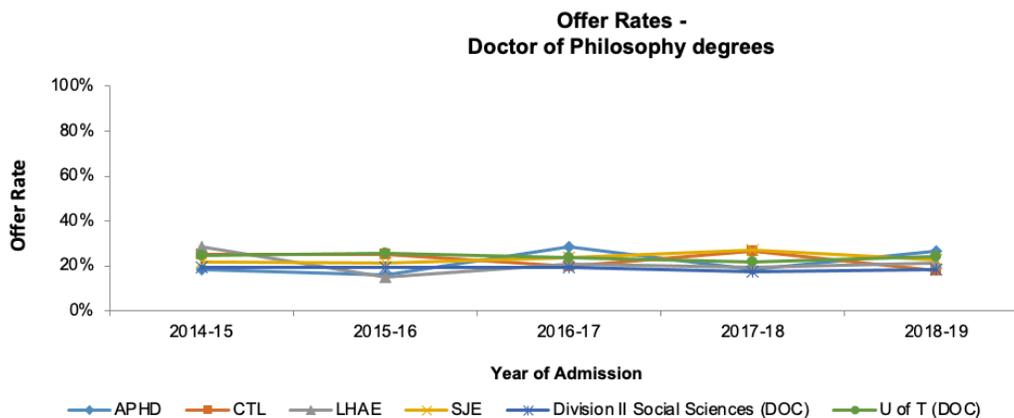


Figure 13: OISE Doctor of Philosophy (PhD): Offer Rates

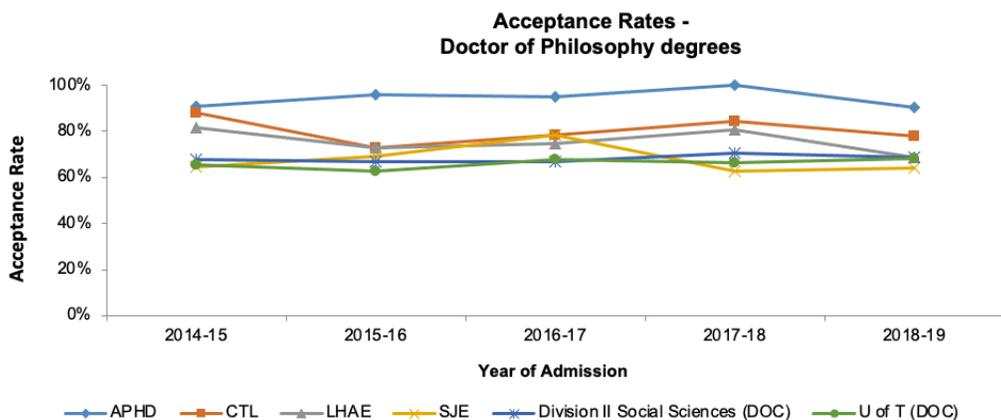


Figure 14: OISE Doctor of Philosophy (PhD): Acceptance Rates

**Notes:**

1. Academic Year runs from Fall to Summer. For example, 2018-19 runs from Fall 2018 to Summer 2019.
2. Division II Social Sciences includes the following graduate programs: Accounting & Finance, Adult Education and Community Development, Advanced Study in Information Studies, Anthropology, Architecture, Child Study and Education, Counselling and Clinical Psychology (APHD), Counselling and Clinical Psychology (UTSC), Counselling Psychology, Criminology, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Economics, Educational Leadership and Policy, European and Russian Affairs, Finance, Financial Economics, Financial Risk Management, Geography, Global Affairs, Global Professional Law, Higher Education, History & Philosophy of Education, Industrial Relations and Human Resources, Information, Investigative & Forensic Accounting, Landscape Architecture, Language and Literacies Education, Law, Management, Management and Professional Accounting, Planning, Political Science, Professional Accounting, Public Policy, School and Clinical Child Psychology, Social Justice Education, Social Service Administration, Social Work, Sociology, Teaching, Urban Design, Urban Design Studies.

### **4.3.2. Enrolments**

The enrolment and registration of students in OISE programs are critical, and necessitate that the Institute continually increase the quantity and quality of its applicant pool. Over the past five years, faculty and staff involved in recruitment and admissions activities worked together with colleagues in Communications and External Relations to develop and implement a stronger and targeted graduate recruitment strategy including the [new recruitment website](#) launched in 2018-2019 that supports diverse student recruitment. A staff position to support recruitment and retention of international students, including identifying sources of funding for international students, was established within the Office of the Registrar and Student Services (ORSS). Similarly, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. Additionally, an OISE-wide Viewbook (see Appendix 2: [OISE Viewbook 2021-2022](#)) was designed to showcase OISE's programs, and annual Open House events were streamlined and broadly advertised in print and digital media, resulting in improved attendance. A digital marketing campaign using social media leading to the new recruitment website was piloted in February 2020 for the MT program, and is being extended to other programs in the 2020-2021 academic year. While the School of Graduate Studies is starting to implement the Slate platform to process future applications, OISE is working with the vendor to start implementing the Customer Relation Management (CRM) functionalities offered by the platform to enhance communications with prospective students starting in winter 2021.

In addition to these recruitment-focused initiatives—in response to academic priorities under the “Transformative and Innovative Pedagogy” theme outlined in the Institute’s Academic Plan—over the last five years, OISE faculty made tremendous efforts in academic change and program innovation to enhance the quality, relevance and accessibility of our programs. Described in the earlier sections of this Self-study, these changes are contributing to expanding the reach of our programs, both locally and internationally. The [MT Visioning](#) process and related curricular mapping initiative resulted in greater clarity and stronger links between various courses and practical experiences with program-level learning outcomes. The above-mentioned changes to OISE’s professional doctorate programs (EdDs) are enhancing interest in this degree from

amongst the working professionals, and are beginning to have a positive impact on EdD enrolment. New fields of study in our Master of Education (MEd) programs, including the new Online Teaching and Learning field within the Curriculum and Pedagogy program, are expected to have a positive impact on enrolment in professional master's programs. Over the past few years, we have seen an increase in international enrolment in all programs, and this continues to be a major priority. The goal for the next five years is to continue to increase enrolment in professional programs and gradually shift towards more international student enrolment. The need to increase revenue and reduce risk by rebalancing revenue sources provides a foundation for the development of strategic enrolment planning across academic departments.

Table 14: OISE Enrolment by graduate unit, by degree 2015-2019

Type of Program	Graduate Unit	Degree	FT/PT	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
DOC	Applied Psychology & Human Development (APHD)	EDD	FT	12	10	8	15	17	
			PT	2	1	1	1	2	
		PHD	FT	138	151	140	148	143	
			PT	11	8	15	12	12	
	Curriculum, Teaching & Learning (CTL)	EDD	FT	0	0	0	0	1	
		PHD	FT	222	212	205	176	190	
			PT	28	25	29	31	22	
	Leadership, Higher & Adult Education (LHAE)	EDD	FT	18	15	18	30	48	
			PT	38	39	31	22	16	
		PHD	FT	194	191	194	200	220	
			PT	33	32	41	36	42	
		Social Justice Education (SJE)	EDD	FT	16	16	16	15	17
				PT	7	6	6	12	12
	PHD		FT	111	113	130	120	123	
			PT	8	18	13	14	17	
	<b>DOC</b>			<b>Total</b>	<b>838</b>	<b>837</b>	<b>847</b>	<b>832</b>	<b>882</b>
MAST	Applied Psychology & Human Development (APHD)	MA	FT	35	30	32	32	30	
			PT						
	Curriculum, Teaching & Learning (CTL)	MA	FT	31	24	19	21	23	
			PT	37	29	25	25	23	
	Leadership, Higher & Adult Education (LHAE)	MA	FT	22	20	21	25	29	
			PT	13	23	19	23	27	
Social Justice Education (SJE)	MA	FT	14	19	18	22	17		
		PT	10	8	10	8	5		
<b>MAST</b>			<b>Total</b>	<b>162</b>	<b>153</b>	<b>144</b>	<b>156</b>	<b>154</b>	
PMAS	Applied Psychology & Human Development (APHD)	MA CS	FT	137	144	142	134	129	
			PT						
		MED	FT	132	157	183	231	282	
			PT	107	97	88	70	58	

	Curriculum, Teaching & Learning (CTL)	MED	FT	164	124	143	171	185	
			PT	118	127	124	118	138	
		MT	FT	542	739	779	827	854	
			PT	2	3	0	3	0	
	Leadership, Higher & Adult Education (LHAE)	MED	FT	119	118	120	157	194	
			PT	293	325	318	365	398	
	Social Justice Education (SJE)	MED	FT	63	64	57	78	70	
			PT	33	38	41	37	40	
<b>PMAS</b>			<b>Total</b>	<b>1,710</b>	<b>1,936</b>	<b>1,995</b>	<b>2,191</b>	<b>2,348</b>	
<b>TOTAL</b>					<b>2,710</b>	<b>2,926</b>	<b>2,986</b>	<b>3,179</b>	<b>3,384</b>

Table 15: OISE Enrolment by degree 2015-2019

Type of Program	Degree	FT/PT	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
DOC	EDD	FT	46	41	42	60	83	
		PT	47	46	38	35	30	
	PHD	FT	665	667	669	644	676	
		PT	80	83	98	93	93	
<b>DOC</b>		<b>Total</b>	<b>838</b>	<b>837</b>	<b>847</b>	<b>832</b>	<b>882</b>	
MAST	MA	FT	102	93	90	100	99	
		PT	60	60	54	56	55	
<b>MAST</b>		<b>Total</b>	<b>162</b>	<b>153</b>	<b>144</b>	<b>156</b>	<b>154</b>	
PMAS	MA CS	FT	137	144	142	134	129	
		PT	478	463	503	637	731	
	MED	FT	551	587	571	590	634	
		MT	FT	542	739	779	827	854
			PT	2	3	0	3	0
<b>PMAS</b>		FT	1,157	1,346	1,424	1,598	1,714	
		PT	553	590	571	593	634	
		<b>Total</b>	<b>1,710</b>	<b>1,936</b>	<b>1,995</b>	<b>2,191</b>	<b>2,348</b>	

Table 16: School of Graduate Study Division II: Social Sciences: Enrolment by degree 2015-2019

Type of Program	FT/PT	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
DOC	FT	1,569	1,569	1,563	1,590	1,657
	PT	131	133	139	131	127
MAST	FT	439	438	422	444	415
	PT	80	82	72	66	72
PMAS	FT	4,283	4,662	4,842	5,234	5,545
	PT	710	737	743	833	886

Data Source: Graduate Enrolment Cube, Fall 2015 to Fall 2019.

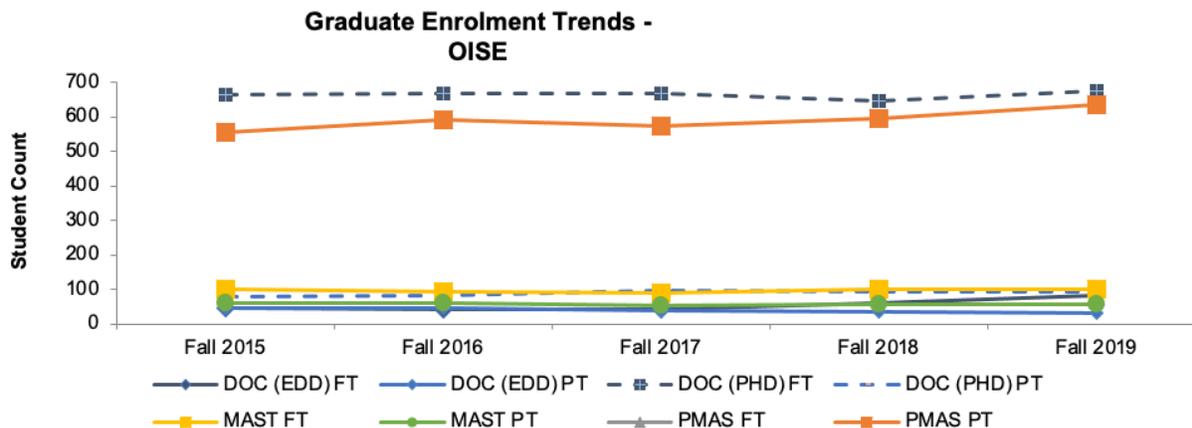


Figure 15: OISE - Graduate Enrolment Trends

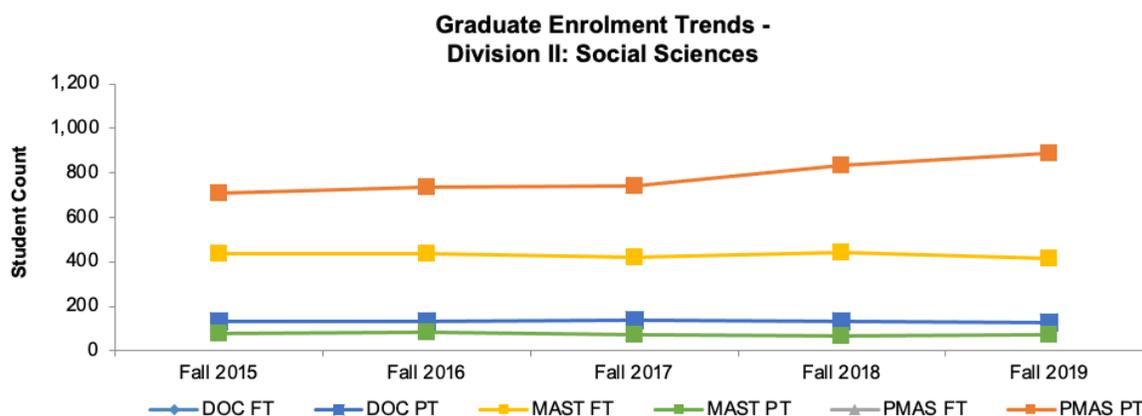


Figure 16: Division II: Social Sciences - Graduate Enrolment Trends

### 4.3.3. Scholarships and Fellowships: Success Rate

OISE strives to ensure that its graduate students have fellowship and scholarship support consistent with the rigorous academic expectations of its programs and the financial demands of graduate education on students. The percentage of students with fellowships or scholarships in OISE professional master’s and doctoral programs has generally been lower compared to the University of Toronto Division II: Social Sciences, whereas the percentage of students with fellowships or scholarships in OISE research-focused master’s programs has consistently been higher than the University average. Students in OISE Doctor of Education (EdD) and Flexible-time PhD programs are frequently working professionals who may be working part-time on their degree-program while maintaining full-time employment. Because it is a research-stream degree, flexible-time PhD students can apply for external awards like OGS and Tri-Council. On the other hand, EdD students, in pursuing a professional degree, typically do not apply for these awards; however, some are able to secure external scholarships from their home countries.

**Professional Master's Programs**

**Table 17: Professional Master's Degrees – Students with External Scholarships by department**

	Applied Psychology & Human Development (PMAS, FT)			Curriculum, Teaching & Learning (PMAS, FT)		
Academic Year	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	3	252	1.2%	11	532	2.1%
2015-16	1	283	0.4%	13	733	1.8%
2016-17	3	317	0.9%	20	893	2.2%
2017-18	3	336	0.9%	17	938	1.8%
2018-19	2	369	0.5%	13	1,013	1.3%
	Leadership, Higher & Adult Education (PMAS, FT)			Social Justice Education (PMAS, FT)		
Academic Year	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	0	156	0.0%	0	45	0.0%
2015-16	1	160	0.6%	0	73	0.0%
2016-17	1	162	0.6%	0	68	0.0%
2017-18	0	148	0.0%	0	68	0.0%
2018-19	1	186	0.5%	0	81	0.0%
	OISE (PMAS, FT)			Division II: Social Sciences (PMAS, FT)		
Academic Year	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	14	3,919	0.4%	104	3,919	2.7%
2015-16	15	4,251	0.4%	105	4,251	2.5%
2016-17	24	4,628	0.5%	118	4,628	2.5%
2017-18	20	4,770	0.4%	114	4,770	2.4%
2018-19	16	5,136	0.3%	113	5,136	2.2%

**Research Master's Programs**

**Table 18: Research Master's Degrees – Students with External Scholarships by department**

	Applied Psychology & Human Development (MAST, FT)			Curriculum, Teaching & Learning (MAST, FT)		
Academic Year	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	11	40	27.5%	10	33	30.3%
2015-16	9	35	25.7%	4	36	11.1%
2016-17	13	30	43.3%	6	26	23.1%
2017-18	17	32	53.1%	4	20	20.0%
2018-19	21	32	65.6%	7	22	31.8%
	Leadership, Higher & Adult Education (MAST, FT)			Social Justice Education (MAST, FT)		
Academic Year	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	4	24	16.7%	5	20	25.0%
2015-16	2	24	8.3%	3	19	15.8%
2016-17	3	24	12.5%	5	19	26.3%
2017-18	4	27	14.8%	5	20	25.0%
2018-19	5	29	17.2%	7	24	29.2%
	OISE (MAST, FT)			Division II: Social Sciences (MAST, FT)		
Academic Year	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	Students with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	30	117	25.6%	88	501	17.6%
2015-16	18	114	15.8%	77	455	16.9%
2016-17	27	99	27.3%	79	447	17.7%
2017-18	30	99	30.3%	87	436	20.0%
2018-19	40	107	37.4%	102	457	22.3%

## Doctoral Programs

Table 19: Doctoral Degrees – Students with External Scholarships by department

	Applied Psych, & Human Development (EDD, FT)			Applied Psych. & Human Development (PHD, FT)		
Academic Year	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	1	13	7.7%	50	149	33.6%
2015-16	1	13	7.7%	43	141	30.5%
2016-17	0	10	0.0%	43	155	27.7%
2017-18	0	9	0.0%	37	143	25.9%
2018-19	0	15	0.0%	40	152	26.3%
	<b>Curriculum, Teaching &amp; Learning</b>			<b>Curriculum, Teaching &amp; Learning (PHD, FT)</b>		
Academic Year	<b>No EDD</b>			# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15				34	241	14.1%
2015-16				38	229	16.6%
2016-17				38	222	17.1%
2017-18				35	212	16.5%
2018-19				33	188	17.6%
	<b>Leadership, Higher &amp; Adult Education (EDD, FT)</b>			<b>Leadership, Higher &amp; Adult Education (PHD, FT)</b>		
Academic Year	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	0	20	0.0%	29	215	13.5%
2015-16	0	22	0.0%	29	200	14.5%
2016-17	0	21	0.0%	27	201	13.4%
2017-18	0	33	0.0%	28	205	13.7%
2018-19	0	51	0.0%	31	215	14.4%
	<b>Social Justice Education (EDD, FT)</b>			<b>Social Justice Education (PHD, FT)</b>		
Academic Year	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	0	22	0.0%	26	120	21.7%
2015-16	0	17	0.0%	25	125	20.0%
2016-17	1	18	5.6%	24	123	19.5%
2017-18	0	17	0.0%	26	135	19.3%
2018-19	0	16	0.0%	23	125	18.4%

Academic Year	OISE (EDD, FT)			OISE (PHD, FT)		
	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships
2014-15	1	56	1.8%	139	725	19.2%
2015-16	1	52	1.9%	135	695	19.4%
2016-17	1	49	2.0%	132	701	18.8%
2017-18	0	59	0.0%	126	695	18.1%
2018-19	0	82	0.0%	127	680	18.7%
Division II Social Sciences (DOC, FT)						
Academic Year	# with External Fellowships/Scholarships	All Students	% with External Fellowships/Scholarships			
2014-15	374	1,656	22.6%			
2015-16	373	1,617	23.1%			
2016-17	401	1,645	24.4%			
2017-18	385	1,638	23.5%			
2018-19	392	1,678	23.4%			

Data Source: Student Accounts cube

**Notes:**

1. The academic year consists of Fall, Winter, Summer terms. For example, 2018-19 academic year consists of Fall 2018, Winter 2019 and Summer 2019 terms.
2. PMAS = Professional Master's Degrees; MAST = Research Master's Degrees; DOC = Doctoral Degrees; FT = Full-time
3. 'Students with Fellowships/Scholarships' data represent the number of full-time students receiving external, merit-based awards in the given year.
4. 'All Students' data represent the distinct student count of full-time students registered in the department in the given academic year.
5. The Student Accounts cube includes all students in all programs for transactions that are processed through ROSI and HRIS. OSAP loans and Grants are excluded.
6. External fellowships/scholarships include: Income - awards grad - Fellowships/scholarships (Federal-CIHR, Federal-NSERC, Federal-SSHRC, Outside-Other, Provincial-Any, Provincial-OCGS) plus Other (Federal-NSERC, Federal-SSHRC, Outside-Any, Province-Other); Award Income Source=External to U of T.

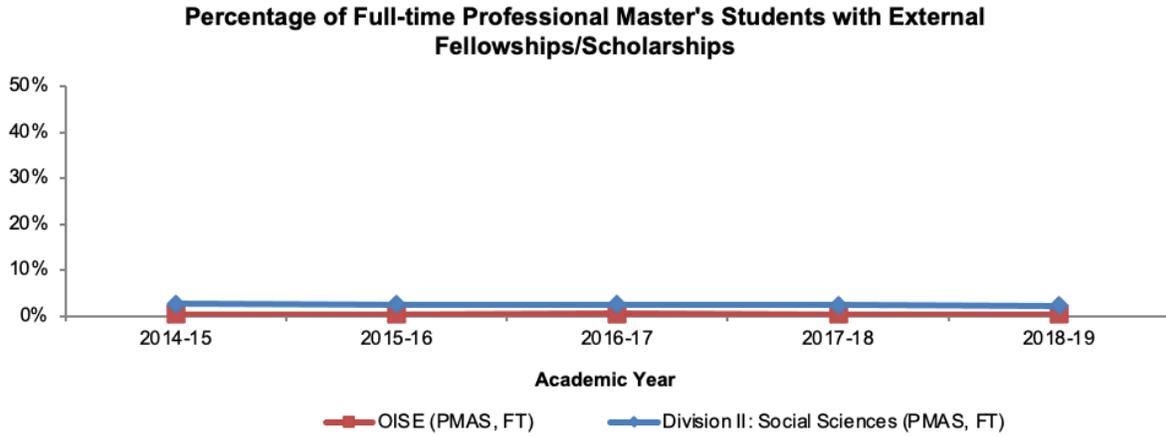


Figure 17: Percentage of Full-time Professional Master's Student with External Fellowships/Scholarships

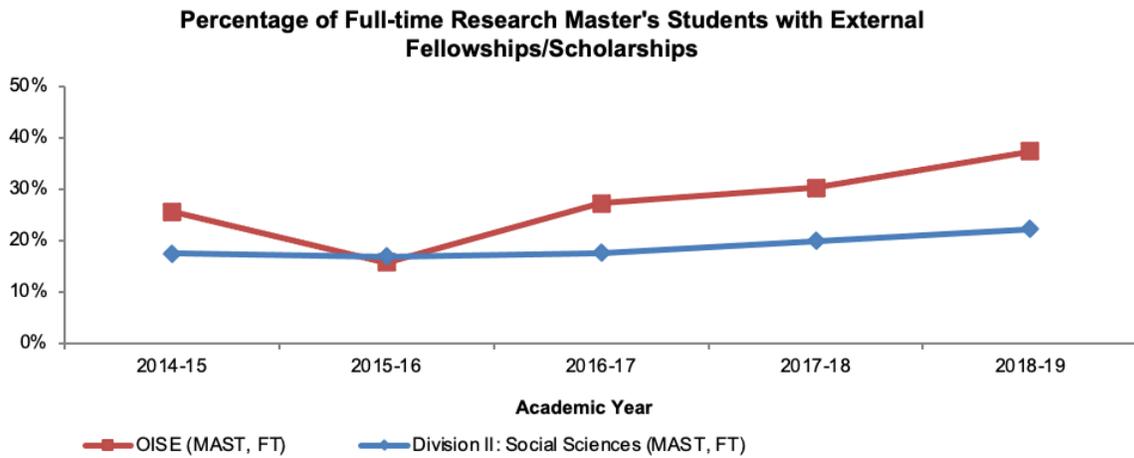


Figure 18: Percentage of Full-time Research Master's Student with External Fellowships/Scholarships

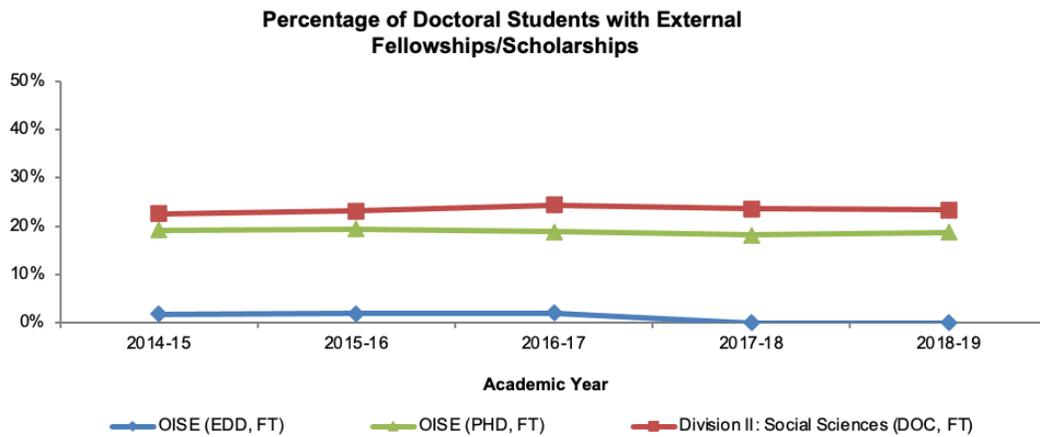


Figure 19: Percentage of Doctoral Student with External Fellowships/Scholarships

#### 4.3.4. Time to Completion

In the School of Graduate Studies, the academic year begins in September and ends in August. The academic year is divided into three sessions: (1) Fall (F) session (September to December); (2) Winter (W) session (January to April); and (3) Summer (S) session (May to August).

Program length is established at the time of initial approval of the program and refers to the period of time (in sessions or academic years) for an academically well-prepared student to complete all program requirements while registered full-time.

The data compiled below illustrates how mean time-to-completion rates in OISE’s graduate programs have consistently been on a par with the standards that apply across the University for doctoral and professional master’s programs. In the case of its research master’s programs, a slightly longer degree completion period for OISE programs compared to the University average reflects the research-intensive, thesis-based nature of these degree programs at OISE.

#### ***Professional Master’s Programs***

The typical registration sequence for full-time professional master’s program at OISE—excepting the MT and MA-CSE<sup>14</sup>—is 4 sessions full-time (typical registration sequence: F/W/S/F); 10 sessions part-time.

**Table 20: Professional Master’s Time to Completion by Degree Type (Full Time)**

Graduation Year	Applied Psychology & Human Development (PMAS, FT)		Curriculum, Teaching & Learning (PMAS, FT)		Leadership, Higher & Adult Education (PMAS, FT)		Social Justice Education (PMAS, FT)	
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2014-15	121	1.5	193	1.5	39	1.4	17	1.2
2015-16	108	1.5	276	1.6	56	1.3	19	1.3
2016-17	142	1.6	388	1.6	48	1.5	34	1.3
2017-18	143	1.6	460	1.6	49	1.4	20	1.5
2018-19	158	1.5	423	1.6	54	1.4	27	1.5

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<sup>14</sup> MT and MA-CSE program length is 5 academic sessions (F/W/S/F/W) with no part-time registration option.

Graduation Year	OISE (PMAS, FT)		Division II Social Sciences (PMAS, FT)		All U of T (PMAS, FT)	
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2014-15	370	1.5	1,766	1.6	2,777	1.6
2015-16	459	1.5	1,910	1.6	3,163	1.6
2016-17	612	1.6	2,157	1.6	3,545	1.6
2017-18	672	1.6	2,217	1.6	3,664	1.6
2018-19	662	1.6	2,382	1.6	3,885	1.6

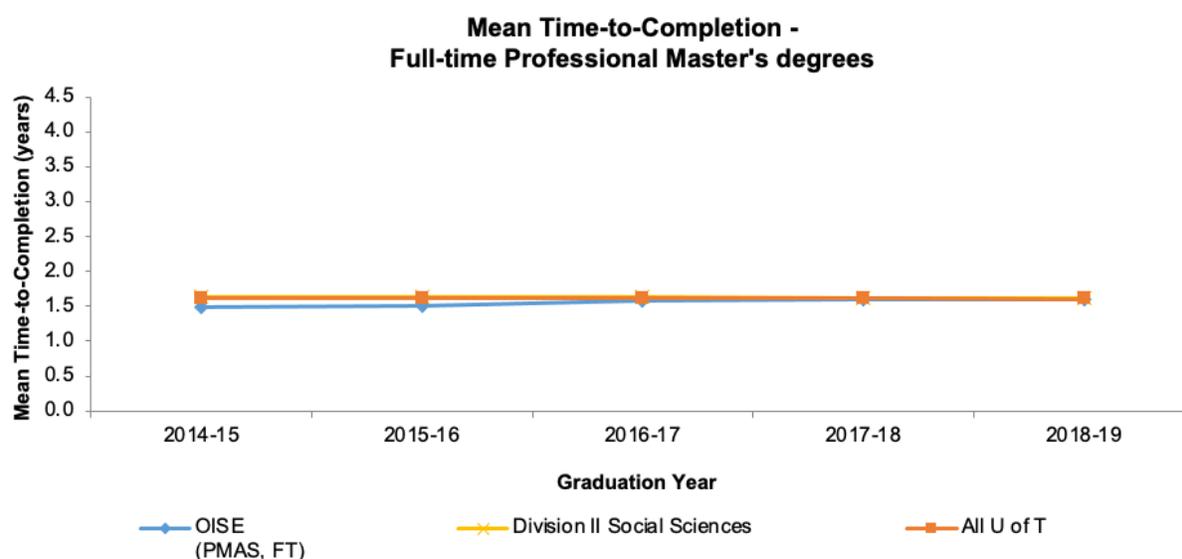


Figure 20: Mean Time-to-Completion: Full-time Professional Master's Degrees

Table 21: Professional Master's Time to Completion by Degree Type (Part-time)

Graduation Year	Applied Psychology & Human Development (PMAS, PT)		Curriculum, Teaching & Learning (PMAS, PT)		Leadership, Higher & Adult Education (PMAS, PT)		Social Justice Education (PMAS, PT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	57	2.6	61	2.7	84	2.7	12	2.8
2015-16	33	2.7	68	2.7	112	2.7	13	2.9
2016-17	38	2.6	50	2.4	81	2.8	16	2.6
2017-18	38	2.8	50	2.7	102	2.9	13	2.7
2018-19	45	2.5	44	2.8	90	2.9	16	2.6

Graduation Year	OISE (PMAS, PT)		Division II Social Sciences (PMAS, PT)		All U of T (PMAS, PT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	214	2.7	292	2.7	448	2.5
2015-16	226	2.7	284	2.7	401	2.6
2016-17	185	2.6	231	2.7	350	2.6
2017-18	203	2.8	238	2.8	374	2.5
2018-19	195	2.7	255	2.5	391	2.3

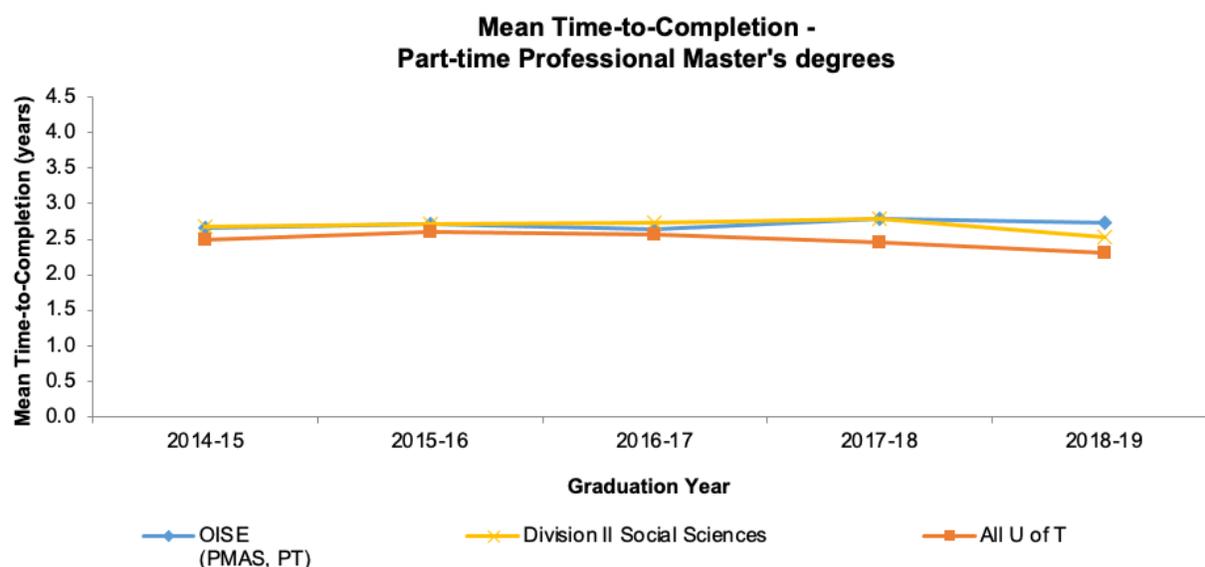


Figure 21: Mean Time-to-Completion: Part-time Professional Master's Degrees

Data Source: ROSI, screen 4BEA (Years to Graduate).

Related to professional master's programs time-to-completion data, it is important to note that part-time enrolment in professional master's programs at OISE is an important part of OISE's enrolment strategy since many of our students are working professionals often engaged in full-time employment while completing their degree. For this reason, OISE's professional master's part-time enrolment represents a large proportion of the University of Toronto's professional master's part-time enrolment overall. On the other hand, as evident from the data below, research-stream master's programs are a lesser part of the mix at OISE relative to U of T overall.

### Research Master's Programs

The typical registration sequence for full-time research master's program at OISE—excepting the MA in DPE<sup>15</sup>—is 6 sessions full-time (typical registration sequence: F/W/S/F/W/S); 10 sessions part-time.

**Table 22: Research Master's Time to Completion by Degree Type (Full Time)**

Graduation Year	Applied Psychology & Human Development (MAST, FT)		Curriculum, Teaching & Learning (MAST, FT)		Leadership, Higher & Adult Education (MAST, FT)		Social Justice Education (MAST, FT)	
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2014-15	17	2.0	12	2.2	12	2.1	9	2.2
2015-16	22	2.0	16	2.1	8	1.9	7	2.4
2016-17	17	1.7	12	2.8	8	2.2	5	1.7
2017-18	17	1.8	7	2.5	6	1.9	6	2.3
2018-19	17	1.9	8	2.4	4	2.2	5	2.1
Graduation Year	OISE (MAST, FT)		Division II Social Sciences (MAST, FT)		All U of T (MAST, FT)			
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years		
2014-15	50	2.1	295	1.3	1,318	1.7		
2015-16	53	2.1	309	1.3	1,339	1.7		
2016-17	42	2.1	285	1.4	1,265	1.7		
2017-18	36	2.1	292	1.3	1,306	1.7		
2018-19	34	2.1	301	1.3	1,387	1.7		

<sup>15</sup> Developmental Psychology and Education (DPE) MA program length is 3 sessions full-time (typical registration sequence: F/W/S) with no part time registration option.

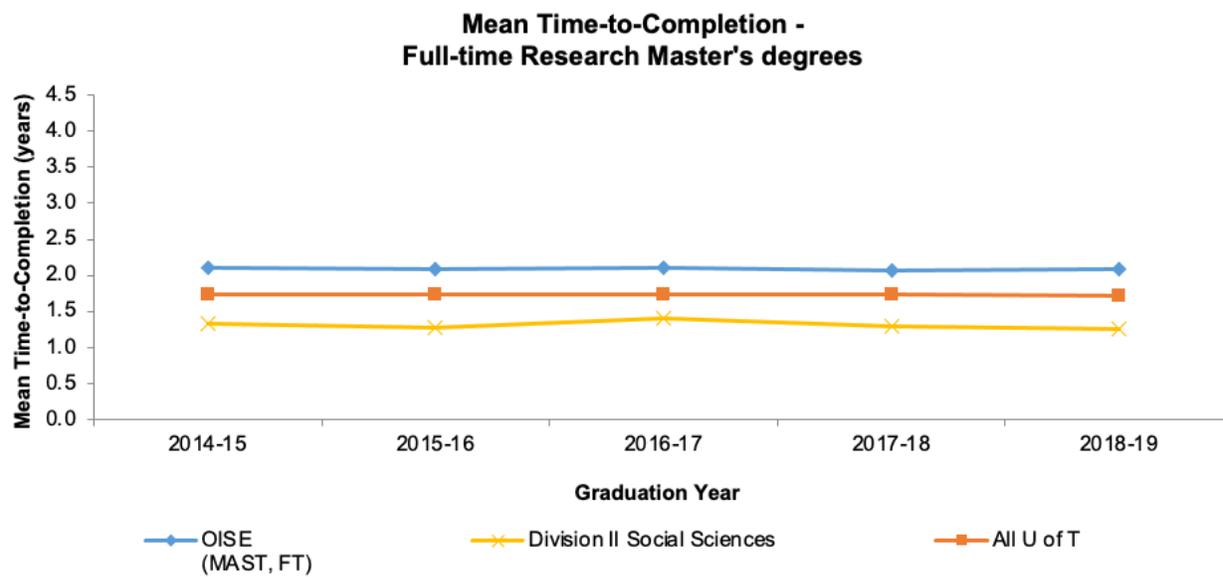


Figure 22: Mean Time-to-Completion: Full-time Research Master's Degrees

Table 23: Research Master's Time to Completion by Degree Type (Part-time)

Graduation Year	Applied Psychology & Human Development (MAST, PT)		Curriculum, Teaching & Learning (MAST, PT)		Leadership, Higher & Adult Education (MAST, PT)		Social Justice Education (MAST, PT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	3	2.9	9	4.0	3	3.4	3	3.2
2015-16	1	3.0	11	3.9	4	2.8	3	3.3
2016-17	0		5	2.9	0		3	4.0
2017-18	0		3	3.9	3	3.9	2	5.8
2018-19	0		3	4.9	2	3.8	1	3.0
Graduation Year	OISE (MAST, PT)		Division II Social Sciences (MAST, PT)		All U of T (MAST, PT)			
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)		
2014-15	18	3.6	27	3.2	61	3.0		
2015-16	19	3.5	29	2.9	62	2.8		
2016-17	8	3.3	13	3.3	40	2.9		
2017-18	8	4.4	17	3.2	44	2.9		
2018-19	6	4.2	18	2.5	63	2.6		

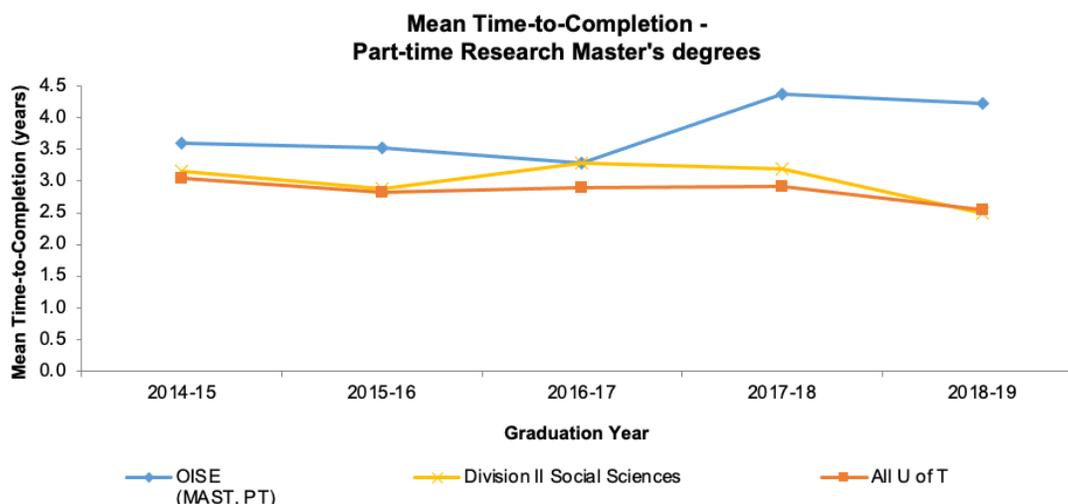


Figure 23: Mean Time-to-Completion: Part-time Research Master's Degrees

### Doctoral Degrees

Typical program length for doctoral programs at OISE is four years (full-time) to seven years (part-time).

Table 24: Doctoral Degrees Time to Completion by Degree Type (Full Time)

Graduation Year	Applied Psychology & Human Development (EDD, FT)		Curriculum, Teaching & Learning (EDD, FT)		Leadership, Higher & Adult Education (EDD, FT)		Social Justice Education (EDD, FT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	1	6.7	N/A		1	6.7	2	4.2
2015-16	1	5.3	N/A		0		1	7.0
2016-17	1	5.0	N/A		1	4.0	0	
2017-18	1	9.0	N/A		2	5.7	2	4.3
2018-19	0		N/A		0		1	10.0
Graduation Year	Applied Psychology & Human Development (PHD, FT)		Curriculum, Teaching & Learning (PHD, FT)		Leadership, Higher & Adult Education (PHD, FT)		Social Justice Education (PHD, FT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	22	5.4	36	6.1	23	5.4	16	6.6
2015-16	25	6.0	28	6.0	33	5.4	15	7.3
2016-17	20	6.5	39	6.0	21	6.0	17	7.4
2017-18	23	6.2	37	5.8	22	6.3	12	7.2
2018-19	24	5.9	26	6.4	26	6.3	13	7.0

Graduation Year	OISE (EDD, FT)		OISE (PHD, FT)		Division II Social Sciences (DOC, FT)		All U of T (DOC, FT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	4	5.4	97	5.9	192	6.0	908	5.9
2015-16	2	6.2	101	6.0	190	6.2	852	5.9
2016-17	2	4.5	97	6.3	208	6.6	868	6.0
2017-18	4	5.0	94	6.2	225	6.4	957	6.0
2018-19	2	9.5	89	6.3	193	6.7	901	6.1

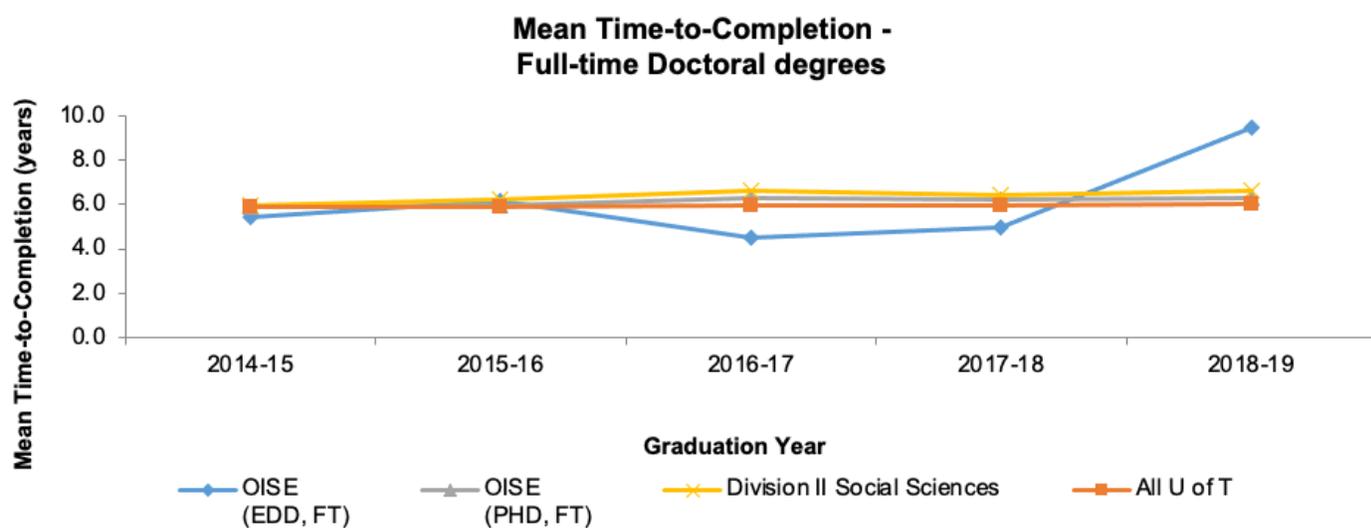


Figure 24: Mean Time-to-Completion: Full-time Doctoral Degrees

Table 25: Doctoral Degrees Time to Completion by Degree Type (Part-time)

Graduation Year	Applied Psychology & Human Development (EDD, PT)		Curriculum, Teaching & Learning (EDD, PT)		Leadership, Higher & Adult Education (EDD, PT)		Social Justice Education (EDD, PT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	2	4.2	0	/	4	5.3	2	4.5
2015-16	1	5.7	1	6.0	8	5.1	1	5.7
2016-17	1	8.7	0	/	9	5.2	1	4.0
2017-18	0	/	0	/	6	5.5	3	6.2
2018-19	0	/	0	/	4	5.6	0	/

Graduation Year	OISE (EDD, PT)		Division II Social Sciences (DOC, PT)		All U of T (DOC, PT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2014-15	8	4.8	8	4.8	8	4.8
2015-16	11	5.3	11	5.3	11	5.3
2016-17	11	5.4	11	5.4	11	5.4
2017-18	9	5.7	9	5.7	9	5.7
2018-19	4	5.6	4	5.6	4	5.6

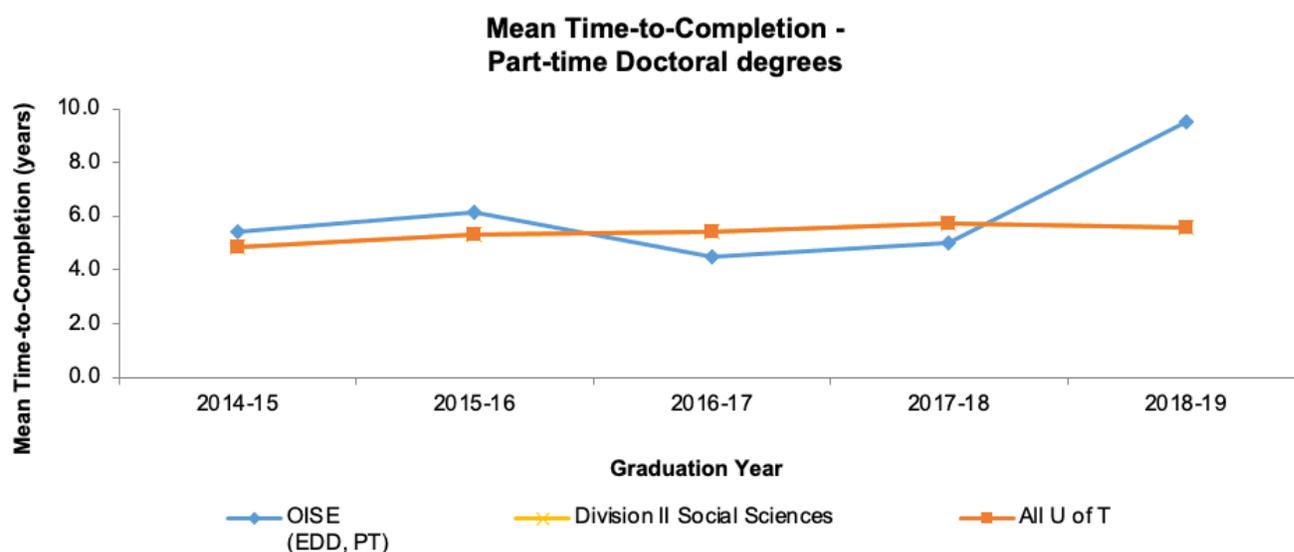


Figure 25: Mean Time-to-Completion: Part-time Doctoral Degrees

Data Source: ROSI, screen 4BEA (Years to Graduate).

**Notes:**

1. Time-to-completion (TTC) calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values.
2. Time-to-completion values are based on a student’s first to last registered session. For students that transfer from a research master’s to a PhD degree, TTC is counted from the first session of the master’s program to the last session of the doctoral program.

**4.3.5. Graduate Student Satisfaction**

OISE judges the quality of its academic programs through peer review and student response. One important source of information on student experience is the Canadian Graduate and Professional Student Survey (CGPSS), which measures student satisfaction at ten peer institutions in Canada, and provides information that helps identify aspects of academic and student life that can be improved through changes in policies and practices. U of T administered the CGPSS in 2010, 2013, 2016 and most recently in 2019. Below, we include benchmark reports for doctoral

degrees, research and professional master’s programs. Full reports, as well as means for the five general assessment and satisfaction questions can be found in the Appendix 3.

### **Benchmark Report – Doctoral Students**

Benchmarks 1 and 2 Means are out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Benchmark 3 Mean is out of 4 (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

<b>Benchmarks</b>	<b>CGPSS</b>	<b>OISE*</b>	<b>U15 (Education<sup>1</sup>)</b>	<b>U of T (All disciplines)</b>	<b>U15 (All disciplines)</b>	<b>Ontario (All disciplines)</b>
Number of Respondents	2010	227	550	2,086	8,047	4,685
	2013	271	724	2,681	10,015	5,585
	2016	228	757	2,253	10,181	6,423
	2019	213	922	2,208	11,686	6,770
1. Quality of Teaching	2010	4.02	3.75	3.86	3.73	3.74
	2013	3.99	3.70	3.80	3.74	3.77
	2016	3.87	3.75	3.84	3.77	3.80
	2019	3.80	3.74	3.79	3.78	3.82
2. Research Training and Career Orientation	2010	3.03	2.70	2.88	2.74	2.70
	2013	2.86	2.70	2.81	2.70	2.70
	2016	2.83	2.82	2.83	2.82	2.78
	2019	2.90	2.82	2.89	2.85	2.80
3. Supportive Dissertation Advisor	2010	3.37	3.31	3.30	3.29	3.33
	2013	3.29	3.30	3.30	3.31	3.36
	2016	3.24	3.32	3.33	3.34	3.38
	2019	3.28	3.32	3.31	3.33	3.41

\* OISE and Program comparison group is based on the Classification of Instructional Programs 130101 (Education, general), 130401 (Educational leadership and administration, general), 130601 (Educational evaluation and research), 130901 (Social and philosophical foundations of education), 131210 (Early childhood education and teaching), 131399 (Teacher education and professional development, specific subject areas), 420201 Clinical Psychology - old code), 420601 (Counselling Psychology - old code), 421701 (School Psychology - old code), 421801 (Educational Psychology - old code), 422801 Clinical Psychology - new code), 422803 (Counselling Psychology - new code), 422805 (School Psychology - new code), and 422806 (Educational Psychology - new code).

**Notes:**

1. U of T, U15, and Ontario values only include responses from doctoral students.
2. U15 and Ontario values exclude University of Toronto
3. U15 includes Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montreal, Ottawa, Queen’s, Saskatchewan, Waterloo, Western.

**The four survey items that were included in the benchmark scores for ‘Quality of Teaching’ were:**

1. The intellectual quality of the faculty
2. The intellectual quality of my fellow students
3. The relationship between faculty and graduate students
4. Overall quality of graduate level teaching by faculty (where 1 = ‘Poor’ and 5 = ‘Excellent’)

**The nine survey items that were included in the benchmark scores for ‘Research Training and Career Orientation’ were:**

1. Advice/workshops on the standards for academic writing in your field
2. Advice/workshops on writing grant proposals
3. Advice/workshops on publishing your work
4. Advice/workshops on career options within academia
5. Advice/workshops on career options outside academia
6. Advice/workshops about research positions
7. Advice/workshops about research ethics in human subject research
8. Advice/workshops about research ethics in the use of animals
9. Advice/workshops on intellectual property issues  
(where 1 = ‘Poor’ and 5 = ‘Excellent’)

**The 12 survey items that were included in the benchmark scores for ‘Supportive Dissertation Advisor’ were:**

1. Served as my advocate when necessary
2. Gave me constructive feedback on my work
3. Returned my work promptly
4. Promoted my professional development
5. Overall, performed the role well
6. Was available for regular meetings
7. Was very helpful to me in preparing for written qualifying exams
8. Was very helpful to me in preparing for the oral qualifying exam
9. Was very helpful to me in selecting a dissertation topic
10. Was very helpful to me in writing a dissertation prospectus or proposal
11. Was very helpful to me in writing the dissertation
12. Was very helpful to me in selecting the dissertation committee  
(where 1 = ‘Strongly Disagree’ and 4 = ‘Strongly Agree’)

Data Source: Canadian Graduate and Professional Student Survey, 2010, 2013, 2016, 2019.

***Benchmark Report – Research Master’s Students***

Benchmarks 1 and 2 Means are out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Benchmark 3 Mean is out of 4 (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

Benchmarks	CGPSS	OISE <sup>1</sup>	U15 (Education <sup>1</sup> )	U of T (All disciplines)	U15 (All disciplines)	Ontario (All disciplines)
Number of Respondents	2010	51	347	868	7,582	5,687
	2013	59	343	1,397	9,172	6,401
	2016	55	557	1,139	9,060	6,966
	2019	47	400	1,112	9,658	6,464
1. Quality of Teaching	2010	4.04	3.85	3.92	3.85	3.84
	2013	4.08	3.86	3.93	3.83	3.85
	2016	3.90	3.91	3.95	3.89	3.91
	2019	3.86	3.96	3.96	3.94	3.93
2. Research Training and Career Orientation	2010	3.08	2.73	3.06	2.82	2.79
	2013	3.08	2.78	2.91	2.77	2.80
	2016	2.84	2.97	3.04	2.94	2.93
	2019	2.84	2.97	3.08	2.98	2.94

3. Supportive Dissertation Advisor	2010	3.27	3.27	3.32	3.29	3.31
	2013	3.10	3.27	3.28	3.31	3.33
	2016	3.28	3.32	3.36	3.37	3.42
	2019	3.19	3.41	3.37	3.38	3.40

OISE and Program comparison group is based on the Classification of Instructional Programs 130101 (Education, general), 130401 (Educational leadership and administration, general), 130601 (Educational evaluation and research), 130901 (Social and philosophical foundations of education), 131399 (Teacher education and professional development, specific subject areas), 420201 Clinical Psychology - old code), 420601 (Counselling Psychology - old code), 421701 (School Psychology - old code), 421801 (Educational Psychology - old code), 422801 Clinical Psychology - new code), 422803 (Counselling Psychology - new code), 422805 (School Psychology - new code), and 422806 (Educational Psychology - new code).

**Notes:**

1. U of T, U15, and Ontario values only include responses from research master's students.
2. U15 and Ontario values exclude University of Toronto
3. U15 includes Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montreal, Ottawa, Queen's, Saskatchewan, Waterloo, Western.

**The four survey items that were included in the benchmark scores for 'Quality of Teaching' were:**

1. The intellectual quality of the faculty
2. The intellectual quality of my fellow students
3. The relationship between faculty and graduate students
4. Overall quality of graduate level teaching by faculty  
(where 1 = 'Poor' and 5 = 'Excellent')

**The nine survey items that were included in the benchmark scores for 'Research Training and Career Orientation' were:**

1. Advice/workshops on the standards for academic writing in your field
2. Advice/workshops on writing grant proposals
3. Advice/workshops on publishing your work
4. Advice/workshops on career options within academia
5. Advice/workshops on career options outside academia
6. Advice/workshops about research positions
7. Advice/workshops about research ethics in human subject research
8. Advice/workshops about research ethics in the use of animals
9. Advice/workshops on intellectual property issues  
(where 1 = 'Poor' and 5 = 'Excellent')

**The 12 survey items that were included in the benchmark scores for 'Supportive Dissertation Advisor' were:**

1. Served as my advocate when necessary
2. Gave me constructive feedback on my work
3. Returned my work promptly
4. Promoted my professional development
5. Overall, performed the role well
6. Was available for regular meetings
7. Was very helpful to me in preparing for written qualifying exams
8. Was very helpful to me in preparing for the oral qualifying exam
9. Was very helpful to me in selecting a dissertation topic
10. Was very helpful to me in writing a dissertation prospectus or proposal
11. Was very helpful to me in writing the dissertation
12. Was very helpful to me in selecting the dissertation committee

(where 1 = 'Poor' and 5 = 'Excellent')

Data Source: Canadian Graduate and Professional Student Survey, 2010, 2013, 2016, 2019.

### Benchmark Report – Professional Master’s Students

Means are out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Benchmarks	CGPSS	OISE*	U15 (Education <sup>1</sup> )	U of T (All disciplines)	U15 (All disciplines)	Ontario (All disciplines)
Number of Respondents	2010	286	511	1,861	5,110	4,012
	2013	278	864	2,411	6,782	5,038
	2016	373	573	2,121	6,308	5,454
	2019	413	1390	2,721	11,132	9,045
1. Quality of Teaching	2010	4.10	3.86	3.89	3.77	3.76
	2013	4.09	3.82	3.88	3.79	3.74
	2016	3.78	3.94	3.84	3.82	3.78
	2019	4.02	4.00	3.84	3.88	3.83
2. Research Training and Career Orientation	2010	3.25	3.05	3.19	3.15	3.17
	2013	3.30	3.06	3.23	3.17	3.08
	2016	3.09	3.18	3.29	3.21	3.19
	2019	3.46	3.28	3.31	3.29	3.28

\* OISE and Program comparison group is based on the Classification of Instructional Programs 130101 (Education, general), 130401 (Educational leadership and administration, general), 130601 (Educational evaluation and research), 131210 (Early childhood education and teaching), 131399 (Teacher education and professional development, specific subject areas), 420601 (Counselling Psychology - old code) and 422803 (Counselling Psychology - new code)

#### Notes:

1. U of T, U15, and Ontario values only include responses from professional master’s students.
2. U15 and Ontario values exclude University of Toronto
3. U15 includes Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montreal, Ottawa, Queen’s, Saskatchewan, Waterloo, Western.

#### The four survey items that were included in the benchmark scores for ‘Quality of Teaching’ were:

1. The intellectual quality of the faculty
2. The intellectual quality of my fellow students
3. The relationship between faculty and graduate students
4. Overall quality of graduate level teaching by faculty  
(where 1 = ‘Poor’ and 5 = ‘Excellent’)

#### The six survey items that were included in the benchmark scores for ‘Research Training and Career Orientation’ were:

1. Advice/workshops on the standards for writing in your profession
2. Advice/workshops on career options
3. Advice/workshops on professional ethics
4. Advice/workshops on job preparation and professional practice
5. Opportunities for internships, practicum, and experiential learning as part of the program

6. Opportunities for contact (lectures, seminars, discussion) with practicing professional (where 1 = 'Poor' and 5 = 'Excellent')

Data Source: Canadian Graduate and Professional Student Survey, 2010, 2013, 2016, 2019.

Data from the Canadian Graduate and Professional Student Survey (CGPSS) survey indicates that OISE student responses are comparable with those of other U15 peers and the University of Toronto programs, and, for some degree programs, are more positive.

#### **4.4. Supporting the Student Experience**

OISE is committed to providing an enriched student experience for all of its students. In cooperation with its academic departments, student associations, University of Toronto services and the School of Graduate Studies (SGS), OISE strives to provide an array of research, teaching, co-curricular, professional development and mentoring opportunities for all of its students, which complement the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens.

The 2019-2020 external reviews of OISE's academic departments and their programs found that, broadly, the quality of the educational experience at OISE is good, including classroom learning, research supervision and practical experiences. The reviewers also noted that students were pleased with the multi-level support system and the increasing focus on mental health and wellness within OISE and the University of Toronto.

The external reviews also highlighted some areas of improvement including, for example, the need for increased support and community-building among part-time students; more equitable teaching, learning and mentoring experiences for faculty and students alike, especially considering the small size of faculty relative to the large student body; and improved opportunities for PhD students to gain teaching experiences.

As noted in the earlier sections of this Self-study (i.e., [3.3.2. Remaining Priorities](#); and [4.2.6. The 2019-2020 External Reviews of OISE's Graduate Programs](#)), the Office of Associate Dean, Programs is leading the OISE-wide initiatives that are aimed addressing these issues within the next two years.

##### **4.4.1. School of Graduate Studies Student Services**

OISE students have access to registrarial services and co-curricular programs at the [School of Graduate Studies](#) (SGS) that assist students in meeting their academic goals.

Administrative staff at SGS provide registrarial services to graduate students including but not limited to recruitment, admission, orientation, registration, fees, program progress, awards/financial assistance and graduation. Fully equipped meeting rooms, which can be booked by student groups when not used for Final Oral Examinations, are distributed across two locations, the recently renovated 63 St. George Street (home of SGS Student Services) and 65 St.

George Street. Financial advising, health & wellness and accessibility counselling services are also available at 63 St. George.

Two multi-purpose spaces, provided by SGS, are dedicated to graduate students. Grad Room is an accessible space on the St. George campus which provides graduate students with a lounge area and a space for academic, social and graduate professional skills programming. An additional lounge area for graduate students is available at 63 St. George, which provides graduate students with a quiet place to read, relax or study. Grad Room is also home to the [Graduate Professional Skills Program](#) (GPS). GPS is a non-academic program consisting of a variety of offerings that provide doctoral stream students a range of opportunities for professional skills development. The program focuses on skills beyond those conventionally learned within a disciplinary program, skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academe. GPS aims to help students communicate effectively, plan and manage their time, be entrepreneurial, understand and apply ethical practices, and work effectively in teams and as leaders.

The [Graduate Conflict Resolution Centre](#) (Grad CRC) offers support to all members of the University of Toronto graduate community in taking steps to prevent or resolve conflict. The Grad CRC services for students include peer-to-peer conflict coaching, where students connect confidentially with trained G2G Peer Advisors to talk about options and strategies for addressing a concern and available university supports and resources. The G2G Peer Advisors also facilitate workshops and connect across departments to share tips and strategies for early and effective conflict management including, for example, dealing with supervision, escalating a concern, group work, lab/classroom dynamics or any other challenging graduate school issue.

The [Graduate Centre for Academic Communication](#) (GCAC) provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, GCAC helps students cultivate the ability to diagnose and address the weaknesses in their oral and written work. GCAC offers four types of instruction designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, and writing boot camps.

In addition to the centrally provided services, OISE students have access to a number of services offered at OISE through OISE's divisional support units such as the Office of the Registrar and Student Services (ORSS), the Education Commons (EC), and the Office of the Associate Dean, Programs through its Thesis in Motion initiative<sup>16</sup>. These services are described in [Section 6.3](#) below on OISE divisional support units.

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<sup>16</sup> The Thesis in Motion initiative provides mentoring and guidance to research-stream students who are struggling with the writing of their dissertations by an emeritus faculty who offers writing workshops and one-to-one consultations to students.

#### 4.4.2. Teaching Opportunities

OISE provides graduate students with teaching opportunities through Teaching Assistantships (TA) and Course Instructor (CI) positions<sup>17</sup>. For funded students, these opportunities serve as employment income that can be counted towards their funding package, however in the majority of cases, funded students who hold TA position at OISE are also scholarship holders; therefore, their TA income is in addition to their base funding package. Moreover, due to the limited number of TA opportunities, these positions are extremely competitive and are mostly held by upper year PhD students outside the funded cohort. Prior to OISE’s transition to an all-graduate faculty of education, TA and CI positions were more readily available in the now discontinued undergraduate teacher education programs: The Consecutive Bachelor of Education/Diploma in Technological Studies (B.Ed./Dip.Tech.Ed), and the Concurrent Teacher Education Program (CTEP). While OISE’s full transition into an all-graduate institute in 2015-2016 has reduced the number of CI teaching positions, students continue to gain teaching experiences through TA opportunities in the [OISE Student Success Centre](#) (OSSC), the professional Master of Arts in Child Study & Education and the professional Master of Teaching. Additionally, some OISE students take on TA and CI opportunities in other departments within the University of Toronto.

In the context of the online delivery of courses since May 2020, additional TA positions have been created in some OISE departments to support online teaching and learning.

**Table 26: OISE TA Totals 2014-2015 to 2019-2020**

<b>Academic Year</b>	<b>Total Value of TA funding</b>	<b>No. of contract hours</b>	<b>No. of Students supported</b>
2015-2016	\$ 371,542.64	7590	42
2016-2017	\$ 406,164.33	8305	48
2017-2018	\$ 328,422.60	6600	37
2018-2019	\$ 443,542.31	8755	45
2019-2020	\$ 475,679.42	9205	53

Source: OISE student funding database.

The scarcity of teaching opportunities for doctoral students at OISE has been noted as a concern by the 2019-2020 external reviews of OISE’s academic departments and their programs. As such, exploring opportunities for OISE PhD students to gain teaching experience will be the subject of an Institute-wide discussion lead by a newly formed sub-committee on Student

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<sup>17</sup> While the CI positions have diminished with the discontinuation of OISE’s undergraduate teacher education programs, in the Fall term of 2020, 11 CI positions were posted to graduate students and post-docs. Of the 11 CI positions, 4 were filled by graduate students.

Teaching Experience. The sub-committee is a branch of the OISE Student Experience Committee and will spend the next two years engaged in consultation and examining possibilities for expanding teaching opportunities for OISE students. The committee will explore the possibility of increasing TA opportunities in the MT program, as well as the potential for collaborations with undergraduate departments across U of T that focus on issues where OISE has expertise with the hope of creating more TA and CI opportunities for OISE students.

#### 4.4.3. Research Opportunities

OISE is Canada's largest and most research-intensive faculty of education, [ranking among the top 5 Faculties of Educations in the world](#). OISE students engage in research through both formal and informal relationships with researchers and are supported by institutional, domestic, and international grants and scholarships. Through faculty advisor and thesis supervisor roles, OISE's scholars guide and mentor students throughout their research program in a supportive environment. In addition to these mentoring relationships between faculty and students, OISE offers opportunities to engage in research projects through Graduate Assistantships (GA), Research & Development Graduate Assistantships (R&D GA), Research Assistantships (RA), and Research Fellowships (RF). OISE students are also provided with many external research opportunities including travel awards and grants offered in partnership with SGS.

#### ***Research Employment and Fellowships***

The main funding mechanism is the GA program, which is funded through the operating budget and is intended to enhance graduate student academic and professional development while contributing to the research programs of faculty members. Students work a maximum of 10 hours per week ensuring a continued focus on their graduate program. Consistently over the last five years, OISE has spent an annual average of \$3.34 million on the GA program and approximately \$150,000 on the R&D GA programs, supporting approximately 280 GA and 11 R&D GA students per year. As described in [Section 4.5.2](#). below, in addition to students in research-stream programs, a provision in the collective agreement allows a determined number of students outside the funded cohort to access GA-ships. Non-funded cohort students may also receive money by working on faculty research grants or winning external scholarships.

Table 27: OISE GA Totals 2015-2016 to 2019-2020

Year	Total value of GA funding	No. of students supported
2015-2016	3,487,981.20	315
2016-2017	3,314,062.08	287
2017-2018	3,481,259.04	284
2018-2019	3,188,118.53	262
2019-2020	3,237,339.17	259

**Table 28: R&D GA Totals 2015-2016 to 2019-2020**

<b>Year</b>	<b>Total amount of R&amp; D GA funding</b>	<b>No. of students supported</b>
2015-2016	\$153,628	11
2016-2017	\$146,323	11
2017-2018	\$139,811	11
2018-2019	\$156,836	11
2019-2020	\$116,547	8

In addition, faculty members with significant research grants can engage students in their research programs through the combined Research Fellowship Graduate Assistantships (RF/GA) packages and by hiring them as Research Assistants (RA). The RF/GA packages are offered to funded students and combine a GA Fall and a RF in the winter term providing students with the opportunity to engage in a major research project with a supervisor. Many OISE researchers also provide graduate students with research opportunities in the form of Research Assistantships.

### ***Research Design, Quantitative & Qualitative Data Analysis Support***

Through OISE’s Education Commons, students have access to a variety of free and fee services to support their research needs. Support comes in the form of consultations, workshops and access to technologies. Research design consultations include the development of design and methodologies for graduate theses and research projects, the development and validation of surveys, questionnaires and measurement scales, conducting qualitative and quantitative data analysis and the graphic communication of results for research reports and peer-reviewed publications. Clients are assisted in using qualitative and quantitative analysis software. Consultations for thesis-related research are free for students and are provided by a full-time staff member in the Education Commons. Workshops are offered throughout the year for all students at a nominal cost. The Education Commons also operates a Mini-Data Analysis Lab with of a suite of 5 PC workstations with advanced data analysis software for both quantitative and qualitative research that are available to students on a drop-in basis; however, during the pandemic, these services are being offered virtually.

#### **4.4.4. Conference Funding**

OISE is committed to providing graduate students with opportunities to participate in professional development activities including presenting research at national and international conferences. OISE recognizes that participation in such professional development experiences can be costly, and provides graduates students with the opportunity to offset costs by applying for a variety of conference and travel grants administered by the Dean’s Office and SGS.

#### ***OISE Student-Focused Conference Funding Program***

Introduced in 2019-2020, this program supports program-based, student-focused conferences or research events organized collaboratively by students and a faculty lead in an OISE program.

This program is intended to support (but not fully fund) eligible conferences or research events preapproved by the Department Chair as a program-related departmental activity. OISE student-focused conferences foster communities of learning while building research competency and facilitating the mobilization of innovative research. These initiatives also present an opportunity for students to gain experience in academic event planning and administration. Applications for up to \$1,000 per event are invited on an ongoing basis, and the application submitted in the inaugural year of the program was funded. Due to COVID-related restrictions, funding is currently unavailable for in-person events and applications are invited for eligible virtual events.

### ***SGS Conference Grant***

The SGS Conference Grant provides modest financial support to encourage eligible students to actively present their research at an academic conference during the early stages of their graduate studies. This grant aims to provide successful applicants with funds to cover at least the minimum registration fee for the proposed conference. Depending on availability of funds, in-person presentations that require travel may receive top-ups based on the location of the conference; virtual presentations are eligible for the registration fee portion only. The grant is not intended to provide dollar-for-dollar reimbursement for conference expenses. As such, applicants are expected and encouraged to seek support from various other sources in order to supplement their travel and other related expenses. The SGS Conference Grant value is not impacted by other sources of support reported by the student on the application. OISE contributes \$20,000 annually to the SGS travel grant program. Over the 2015-2020 period, approximately 550 students received funding from the OISE program to attend conferences to present their research.

Additionally, U of T offers a number of awards to graduate students and postdoctoral fellows. Funding opportunities for graduate students vary depending on whether they are enrolled in a professional or research-stream program. Students can explore these awards through the U of T [Award Explorer](#) website.

#### **4.4.5. Professional Development Opportunities**

In addition to the abovementioned SGS [Graduate Professional Skills Program](#) (GPS) for professional skills development, OISE also offers a number of professional development opportunities for students. These opportunities help students broaden their perspective, acquire new professional skills, and gain a competitive advantage. In addition to workshops and events that promote academic and career skills development, of note are the annual Professional Preparation Conference (PPC) for Teacher Candidates offered through the Office of the Registrar and Student Services (ORSS), and the Graduate Student Research Conference sponsored by the Dean's Office.

The 2019-2020 external reviews of OISE's academic departments and their programs recommended both expanding professional development opportunities (e.g., research and teaching opportunities, partnerships with policy bodies, professional skills to support non-academic careers); and continuing to rethink services and resources to allow for better coordination of professional development opportunities for students.

### ***Professional Preparation Conference***

The Professional Preparation Conference is an annual two-day event organized by the Office of Student Services and sponsored by OISE's Teacher Education programs. Typically held each year in December, the event is open to all students enrolled in teacher education programs at OISE and provides them with the opportunity to attend various sessions centered around teacher preparedness and employment opportunities. The 2020 conference was held virtually on December 7-8, and featured a number of presentations and workshops on topics ranging from safe and inclusive schools, culturally relevant and responsible teaching, to the role of occasional teaching and professional conduct in the age of social media. The conference includes a career fair with lots of school boards and international recruiters from Ontario, Canada, and from all over the world.

### ***Graduate Student Research Conference***

For the last 20 years, OISE hosts a Graduate Student Research Conference (GSRC). This annual event provides graduate students with an inclusive and accessible space for showcasing student inquiries at all stages. It provides a rich platform for exchange of ideas across departments, disciplines and programs. It is an event that gives graduate students the opportunity to share and discuss their original research contributions while gaining experience in a formal academic conference setting. Students can submit and use course work, directed study projects, internship or practicum projects, and other forms of inquiry and research. The event is normally held in the spring. Each year, a theme is identified for the conference. The 2020 conference was canceled due to the pandemic and related public health measures including closures and social distancing requirements. The 2021 GRSC will be held online in March 2021 and the program will include paper and poster presentations, round-table discussions, performance art sessions and workshops. Conference participants are invited, but not required, to address any of the following themes to explore diverse theoretical perspectives, methodological and empirical approaches: (1) Education through time: civilization, history, and philosophy Education across space: global policy and governance; (2) Education into practice: inclusivity and participation; (3) Education and community: teachers, pedagogies and professionals; (4) Education and society: theories and technologies; and (5) Education for future: challenges and visions.

### ***Student Workshops and Events***

There are a variety of workshops and events to support the interests of OISE students and meet their professional development needs offered through the Office of Student Services and the Education Commons at OISE. For example, the Office of Student Services also provides just-in-time and single-event [workshops](#) that respond to the needs and promote academic and career skills development. The Education Commons offers [workshops to OISE students](#), now virtually from learning with Zoom and Quercus to using MS Teams, and digital accessibility.

## **4.5. Graduate Student Funding & Financial Support**

Securing adequate funding is crucial to help our research-stream master's and PhD students offset the cost of their education, earn income during their graduate studies, and serves as an important tool to recruit the best graduate students. Students accepted into most research-stream master's and PhD programs receive funding from their department and/or Faculty. Funding typically covers one year of master's study and four to five years of doctoral study.

Variation in both Base Funding and Actual Income is related to Faculty and department decisions, as well as the composition and sources of funding. Faculties and department decisions take many things into account, including student recruitment, faculty research foci, program enrolment and resources, and time to degree completion. The individual student's funding package may comprise a combination of U of T fellowships, scholarships or awards, and teaching and research assistantships.

Decisions about the availability, composition, sources and annual amount of graduate funding over the course of a student's program are made primarily at the Faculty and department levels, not by the University overall.

### **4.5.1. OISE Base Funding Policy**

Initially implemented in 2003-2004, OISE continues to provide a base funding package to students enrolled in the funded cohort. Eligible funded cohort students include those who are enrolled in full-time research stream programs:

- PhD years 1 to 4 (excluding the professional and flexible-time programs<sup>18</sup>), and
- MA year 1 (excluding the MA-CSE and the MT)

There is no formal application process for the base funding package. Students who are eligible for a base funding package are provided with details as part of their offer of admission. As the academic year approaches and each annual year thereafter, each student in the funded cohort receives a personalized information package. The information package confirms the composition of their base funding for the year and provides students with instructions and next steps to securing their funding.

OISE's Base funding includes a minimum of \$15,000 plus other GA and faculty top-ups that bring it to \$17,000, plus tuition and incidental fees. In 2019-2020, the minimum funding level was \$24,851 for domestic students and \$25,487 for international doctoral students and consisted

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<sup>18</sup> Flexible-time PhD is a registration option designed for practicing professionals whose program of study and research focus is related to their employment. Students must register full-time for the first four years of the flexible-time program while maintaining their employment, and with departmental approval may be part-time thereafter.

<sup>19</sup> MA students in the School and Clinical Child Psychology program are eligible for funding in years 1 and 2. If they subsequently enter the PhD program, they receive funding for the first three years of their PhD.

of internal/external awards and scholarships, employment income and top-ups. The funding package is OISE’s commitment to ensuring that every student in the funded cohort is provided with a minimum level of financial support to offset the cost of their graduate education. Funding packages typically include five components in varying amounts depending on the student’s individual situations. The five components are;

- (i) OISE Fellowship – funded through OISE’s operating budget
- (ii) Scholarships – internal or external, worth at least 40% of the graduate funding level
- (iii) Graduate Assistant (GA) – a half GA is 120 hours over one session. A full year GA is 240 hours over both the fall/winter academic year.
- (iv) Research Fellowship (RF) – funded through faculty research grants
- (v) Teaching Assistant (TA) or Course Instructorships (CI) – hours vary over the fall/winter academic year depending on the contract.

Over the course of their degree, the components and weight of each element can change. For example, in year one, a PhD student who has won an OGS<sup>20</sup> award would have a funding package consisting of the OGS and OISE fellowship. In year 2, the student might hold a GA and OISE fellowship. In year 3, the student might hold a TA and GA and OISE fellowship. Then in year 4, if the student wins an OGS again, their package consists of the OGS, OISE fellowship and as a top-up, the TA component of their subsequent appointment.

**Table 29: Components of OISE Graduate Student Funding Packages 2016-2017 to 2019-2020**

	<b>No. of Students with Scholarships as part of their funding package</b>	<b>No. of Students with GA as part of their funding package</b>	<b>No. of Students with RF as part of their funding package</b>	<b>No. of Student with TA as part of their funding package</b>
2016-2017	103	197	37	10
2017-2018	100	204	38	6
2018-2019	99	189	46	7
2019-2020	108	187	35	8

Source: OISE Student Funding files

Almost all OISE students in the funded cohort receive some grant funding from the OISE operating budget to make up the difference between their OISE employment or scholarship income, and OISE’s base funding commitment. The majority of funded cohort students receive a package that includes OISE Fellowship and employment (GA position), which is funded through OISE’s operating budget. In 2019-2020, OISE’s funded cohort students received over \$6.1 million from the OISE operating budget through OISE fellowships and employment income (i.e.,

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<sup>20</sup> Ontario Graduate Scholarship.

GA, TA, CI). This represents 9.3% of OISE’s overall operating budget. However, students often receive more than the minimum level through additional work as RAs, TAs, and summer GAs or through travel/conferencing funding, U of T, OISE or departmental awards and financial need-based awards or bursaries. In 2019-2020, funded cohort students received over \$9.25 million in total. Over the last five years, the average funding level for funded cohort students was approximately \$31,504 for PhD students and \$28,435 for MA students.

**Table 30: All Sources of Income for Funded Cohort Students**

Year	Average Domestic PhD Funded Cohort Funding	Average International PhD Funded Cohort Funding	Average Domestic MA Funded Cohort Funding	Total Amount of Funding	Total Number of Funded Court Students
2015-2016	\$ 30,083	\$ 44,275	\$ 28,056	\$ 10,026,306	316
2016-2017	\$ 30,830	\$ 39,007	\$ 28,978	\$ 10,038,226	322
2017-2018	\$ 30,972	\$ 42,996	\$ 27,727	\$ 9,783,171	313
2018-2019	\$ 31,278	\$ 30,169*	\$ 28,273	\$ 9,555,169	310
2019-2020	\$ 30,679	\$ 30,176*	\$ 28,528	\$ 9,252,962	305

\*In 2018-19, international tuition for full-time PhD students was reduce to the same level as domestic PhDs; Source: Graduate Income Cube

#### 4.5.2. Funding for Non-Funded Cohort Students

Once students exit the funded cohort, OISE continues to offer financial support through various employment and awards opportunities. Many of these opportunities are available to both research stream and professional stream students, while others are department or program specific. In addition to the seven main funding opportunities listed below, OISE provides needs-based funding to full-time professional master’s students through its Professional Master’s Financial Aid (PMFA) fund. Amounting to about \$1.2 million a year, the PMFA amount is determined formulaically based on data received from the University related to assessed needs, which remain unmet above the OSAP<sup>21</sup> maximum, and are expected to be covered by a combination of non-repayable grants from the University (OISE PMFA) and other forms of loans or lines of credit. The seven main funding opportunities for non-funded students include:

- (1) Graduate Assistantships (GA) or Research and Development GA (RD&GA): research and/or field development projects that contribute to their academic and professional development funded by OISE’s operating budget. Roughly 90 GAs and RD&GA positions are offered to unfunded students each year.
- (2) Teaching Assistantships/Course Instructor positions (TA/CI): teaching-related employment funded by OISE’s operating budget. TAs provide teaching-related support

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<sup>21</sup> Ontario Student Assistance Program

mainly in the professional master’s programs and the Office of the Registrar and Student Services. CIs teach and lead course activities, including preparing courses material, lecturing and evaluating student performance.

- (3) Research Assistantships (RAs): research-related employment funded by faculty research grants. Students are hired on an hourly basis to assist in specific research projects.
- (4) Faculty and Department-specific Awards: there are over 70 awards available to students. Some awards require an application, while other are based on department nomination.
- (5) Bursaries: needs-based funding from various sources administered through the Office of the Registrar and Students Services<sup>22</sup>.
- (6) SGS Doctoral Completion Award: provides support to full-time PhD students once they exit the funded cohort and prior to the end of their sixth year of registration.
- (7) Scholarship Recognition Award: valued at tuition plus \$2,000 and awarded to funded PhD students who have won major scholarships for all or most of their years.

**Table 31: All Sources of Income for Non-Funded PhD and EdD Students**

Year	Average Domestic PhD funding for Non-Funded Students	Average International PhD funding for Non-Funded Students	Average Domestic EdD funding	Average International EdD funding
2015	\$ 7,310	\$ 13,917	\$ 1,811	\$ 20,235
2016	\$ 5,918	\$ 23,803	\$ 918	\$ 9,615
2017	\$ 6,407	\$ 16,221	\$ 1,945	\$ 28,317
2018	\$ 6,619	\$ 13,107	\$ 2,231	\$ 33,042
2019	\$ 6,311	\$ 10,336	\$ 3,594	\$ 21,892

Source: Graduate Income Cube

**Table 32: All Sources of Income for Non-Funded MA and MT Students**

Year	Average Domestic MA funding for Non-Funded Students	Average Domestic MEd funding for Non-Funded Students	Average International MEd funding for Non-Funded Students	Average Domestic MT funding for Non-Funded Students
2015	\$ 5,150	\$ 2,512	\$ 2,486	\$ 4,622
2016	\$ 4,560	\$ 1,911	\$ 2,155	\$ 4,721
2017	\$ 4,210	\$ 1,690	\$ 1,117	\$ 3,190
2018	\$ 3,357	\$ 1,546	\$ 718	\$ 1,945
2019	\$ 3,881	\$ 1,117	\$ 1,472	\$ 1,136

Source: Graduate Income Cube

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<sup>22</sup> The annual budget for bursaries is \$800,000.

### 4.5.3. Improving Student Funding Opportunities & Experiences

#### **Scholarship Writing Workshop**

One of terms and conditions for the OISE funding package is the requirement to apply for external scholarships. To better support students through this process, the four OISE departments, the Office of the Registrar and Student Services and the Graduate Funding Office have worked together to design and offer an annual Ontario Graduate Scholarship (OGS) Workshop for students interested in applying for the OGS award. The OGS workshop is offered in late January or early February just prior the annual March deadline. Attendance at this workshop has grown over the last 3 years. So much so that in 2019, the workshop was moved to the OISE auditorium. Students are presented with an overview of the application and adjudication process, but also have the chance to hear from members of the department adjudication committees and past or current OGS winners in their department. Students are also provided with examples of successful applications, tips for writing and helpful SGS and OISE sources.

**Ontario Graduate Scholarship (OGS)**

What does OGS mean for graduate students?  
Why is it important and why might I want to apply?

These and other questions will be discussed at our OGS workshop:

- ✓ Overview of the awards
- ✓ Eligibility
- ✓ Components of a successful application
- ✓ Tips on writing
- ✓ Sample plans of study
- ✓ OSSC supports available

Wednesday, February 6, 2019  
12 p.m. to 1:30 p.m. – OISE, Room 5250  
RSVP to attend: <http://uoft.me/3Ro>

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OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

The feedback from students has been positive. Many students have indicated that attending the workshop, learning about the process and hearing from previous winners was extremely helpful. Students have also expressed how valuable the annual application experience has been in helping them organize and focus their thoughts around their research goals.

#### **Online GA Posting and Tracking System**

In 2015, OISE refined the online Graduate Assistants job posting and tracking system to introduce the ability to track student applications and job offers allowing for UTORID digital signatures. The development of the system reduced administrative workload and created a fully digital process from the initial supervisor job posting to the upload of HRIS payroll files. Moreover, a Memorandum of Agreement with CUPE3907 signed in October 2016 and later

written into the collective agreement in September 2018 has allowed for revisions in the hiring process. The online system and changes to the collective agreement have allowed for a more succinct process where Summer positions are posted in March and offers are made in early April. Fall/Winter positions are posted in June and July and offers are made the next month. These improvements have enabled timely communications and allowed supervisors the ability to detail the nature of their research and what the position entails, which allows students to tailor their applications and apply for specific positions within their area of expertise, leading to better student-faculty matches and a more meaningful research experience.

### ***Transition to SharePoint***

In the fall of 2019, the Graduate Funding Office began the migration of student funding files over to SharePoint. Using shared folders, students and the office can now exchange files and information securely and seamlessly. It has also created a natural system where documents can be archived and shared with appropriate individuals, which has been instrumental in reducing the number of enquiries from students. Additionally, it positioned the office to transition off campus seamlessly when the pandemic occurred. Student files are all accessible digitally and the office continues to support students via email or Zoom meetings. The Graduate Funding Office staff members were acknowledged for these efforts in the spring of 2020 when they received the [OISE Staff Excellence Innovation Award](#).

## **4.6. Supporting Excellence in Teaching**

The University of Toronto is committed to both enhancing student experience and supporting and celebrating teaching. OISE puts strong emphasis both on enhancing student experience and on supporting and celebrating teaching. The Institute's Academic Plan 2017-2022 includes objectives related to supporting and advancing excellence in academic programs and student experience including priorities aimed at supporting and promoting excellence in teaching. Among these priorities are: (1) enhancing student experience through excellence in teaching and graduate supervision; (2) improving faculty life through meaningful engagement strategies, mentorship and professional development programs; and (3) celebrating the accomplishments of our faculty by strengthening the existing and establishing new divisional excellence in teaching awards, and by supporting the nomination of our faculty for U of T and external awards and honours.

### **4.6.1. Central Supports**

#### ***Centre for Teaching Support and Innovation (CTSI)***

The University of Toronto's [Centre for Teaching Support and Innovation](#) (CTSI) was created in 2009 through the amalgamation of the Office of Teaching Advancement (OTA) and the Resource Centre for Academic Technology (RCAT). OISE Professor Carol Rolheiser of the Department of Curriculum, Teaching and Learning oversaw the development of CTSI and served as its Director for two terms (2010-2020).

CTSI provides leadership in teaching and learning at the University and provides support for pedagogy and pedagogy-driven instructional technology for all teaching staff and graduate teaching assistants across the University. Additionally, CTSI works with divisions on all matters related to the implementation of the course evaluation framework, including the design of course evaluation questions, the interpretation of course evaluation data, and consultations. OISE Faculty members work with CTSI for individual consultation, particularly with respect to the development of teaching dossiers, and both faculty and support staff attend CTSI workshops in their domains. Faculty members also often actively participate in the Centre's annual [Teaching and Learning Symposium](#). Additionally, in collaboration with the Association of College and University Educators (ACUE), CTSI offers the Certificate in Effective University Teaching Practice, which is a one-year hybrid course (June 2019 - June 2020). OISE has incentivized participation in the Certificate by promoting the program to Chairs and faculty and by covering registration fees for participating faculty members.

### ***President's Teaching Awards and the University of Toronto Teaching Academy***

The University of Toronto Teaching Academy, founded in 2006, consists of members who have received the [President's Teaching Award](#), the highest honour for teaching at the University of Toronto. While individual members of the Academy serve as teaching ambassadors, the collective advances teaching as a valued pillar at the University of Toronto. Through their activities, these educators play a prominent role in increasing the profile of the University's commitment to high quality learning and teaching. OISE Professor Carol Rolheiser—former Director of CTSI—was one of the inaugural recipients of the President's Teaching Awards (2006). In 2017, Professor [Njoki Wane](#) of the Department of Social Justice Education, was the second OISE professor to receive the President's Teaching Award.

#### **4.6.2. OISE Supports**

As described in [Section 6.5.2](#), Academic Staff, over the past five years, OISE has been focusing on halting faculty decline and intensifying faculty renewal activities resulting in a number of new faculty joining the Institute each year. Related to this, the 2019-2020 external reviews of OISE's academic departments and their programs, in one case, noted that the structure and nature of institutional support available to new/junior faculty could be clearer, and recommended the development of a more active mentoring program for new/junior faculty so that they are able to take advantage of various institutional supports of which they might otherwise be unaware.

Valuing and supporting excellent teaching has been a chief priority of OISE for a number of years, and this will continue to be an ongoing priority. For this reason, OISE will continue to review and improve its supports and services for faculty development. For example, the 2019-2020 review of OISE's Teaching Excellence Awards (described below) resulted in positive changes to the awards criteria (including the establishment of a new award), as well as to related nominations and selection procedures. We believe that similar improvements can be accomplished with respect to our other faculty development supports and services.

In addition to supports provided within the academic departments (e.g., the Department of Curriculum, Teaching and Learning has a faculty member appointed as Teaching and Learning Coordinator—responsible for identifying and facilitating learning opportunities to support faculty development related to program curriculum renewal), OISE supports faculty teaching development through centrally provided services and programming including the Dean’s Office and the Education Commons.

### ***Dean’s Office Support***

The Office of the Dean at OISE organizes a regular series of Early Career Faculty Development meetings for pre-tenure faculty (usually 4 to 6 sessions each year). These sessions are facilitated by a senior colleague but coordinated by senior academic leadership. Participants influence the agenda of these conversations, and topics frequently include issues related to teaching development. Recent sessions have included, for example, discussions of approaches to graduate supervision, teaching in relation to interim review, tenure review, and continuing status review, use of teaching evaluation guidelines, and preparing a teaching portfolio. Meetings typically include, as a resource, senior faculty members and/or administrative staff with expertise in the topic under discussion.

The Dean and Associate Deans also provide individualized mentoring to faculty related to the development of teaching and research. The Dean has a touch-base lunch with all faculty (usually in their first term) to obtain feedback on their transition and to identify any concerns with their research and teaching activities.

Additionally, the roles of staff members in the Office of the Dean, i.e., Director of the Dean’s Office, Executive Assistant to the Dean, and Director of Governance, Policy and Planning also include some responsibilities for supporting excellence in teaching. For example, the Director of the Dean’s Office provides individual support and advice to faculty at all levels undergoing reviews that assess teaching (e.g., Interim Review, Tenure, Continuing Status, Promotion), as well as to Chairs and committees responsible for assessment. The Executive Assistant to the Dean supports faculty development programming including organizing the above-mentioned series of faculty development meetings for early career and pre-tenure faculty. The Director of Governance, Policy and Planning supports the development and administration of the divisional teaching excellence awards. Staff in the Dean’s Office also collaborate on one-off initiatives aimed at advancing and supporting teaching excellence at OISE, such as revision of teaching evaluation guidelines, promoting examples of teaching excellence in communication materials, and supporting faculty applications/nominations for university and external teaching awards. The Provost and the Dean’s Office also cover all costs for faculty who participate in the [Faculty Success Program](#) offered by the National Center for Faculty Development and Diversity.

### ***Education Commons***

OISE’s Academic Plan 2017-2020 calls for a review and renewal of OISE’s commitment to pedagogical innovation, and critical and reflective integration of technology to meaningfully enhance teaching and learning. In order to engage in this process, it is important to recognize the

role of Education Commons (EC) in enhancing the flow of knowledge through the Institute, and supporting the meaningful use of technology in teaching, learning, research and workplace experiences.

The EC plays a multifaceted role in meeting the diverse and complex needs of researchers, faculty, staff and students at OISE. The unit endeavors to enable excellent learning, teaching, research and workplace experiences and success through the use of technology. For example, OISE’s academic departments offer a number of courses that feature an online or hybrid delivery modes. The EC provides both technological and instructional design support for these courses of which we have seen growth of in the past three years. The table below depicts the number of sections of courses delivered through a hybrid or online delivery mode compared to traditional classroom courses over the past three years.

**Table 33: Course Delivery Modes: Number of Sections 2017-18 to 2019-20**

<b>Year/Mode</b>	<b>Number of sections of courses</b>
<b>2017_18</b>	<b>628</b>
CLASS	516
HYBRID	49
ONLINE	63
<b>2018_19</b>	<b>700</b>
CLASS	574
HYBRID	42
ONLINE	84
<b>2019_20</b>	<b>796</b>
CLASS	634
HYBRID	66
ONLINE	96
<b>Grand Total</b>	<b>2124</b>

Given that we are witnessing a significant growth in hybrid/online courses due to the ongoing coronavirus pandemic, in addition to the existing services provided by the EC, we see the opportunity for future growth for the EC in supporting teaching development. Due to the pandemic, all courses were pivoted online in March 2020 to protect the health and safety of our community. The EC worked in close collaboration with the Department of Curriculum, Teaching and Learning, which developed a mentoring and resources website on online teaching and learning (<https://teachingonline.oise.utoronto.ca/>). This growth in online course offerings could entail increasing the availability and visibility of workshops and supports for e-learning including, for example, designing distance and blended learning courses and interactive content, the user experience of technology-enhanced collaboration, instructional design, the application of technology to the enhancement of learning, teaching and assessment. OISE recently recruited a new Director of the EC who has led the development of the EC’s latest [strategic plan](#) which

renewed the EC's mandate including strategic prioritization and adoption of educational technologies in teaching and learning.

### ***OISE's Teaching Excellence Awards***

Teaching is a core mission of OISE, and it is extremely important for our community to recognize excellence in this central area of our work and to promote a strong teaching culture. Established by OISE Council in 2004-2005 and administered through the Dean's Office, OISE's [Teaching Excellence Awards](#) represent one important way of recognizing excellence in teaching, both within OISE and with a view to facilitating the development of application dossiers for University-wide and external teaching awards. Each year, nominations are welcome from the OISE community including faculty, staff, students and education partners for the following awards:

The [David E. Hunt Award for Excellence in Graduate Education](#) recognizes faculty members for sustained contributions to teaching, supervision and mentorship of students in graduate education inspiring students to reach excellence in scholarship and become successful professionals. Nominations are assessed based on demonstrated ability to foster an enriching teaching and learning experience and impact on graduate students, as well as demonstrated excellence in teaching and supervision at the graduate level.

The [Award for Excellence in Initial Teacher Education](#) recognizes outstanding contributions to teaching and learning in teacher education programs at OISE impacting the development of the next generation of excellent teachers. Nominations are assessed based on demonstrated impact on teacher candidates and the ability to foster enriching teaching and learning experience, as well as demonstrated excellence in teaching and/or supervision in teacher education programs.

The [Award for Excellence in Educational Leadership](#) (**new, effective 2020**): recognizes faculty members for sustained contributions to the advancement of teaching, broadly conceived, and to educational change and innovation within and beyond the Institute. Nominations are assessed based on demonstrated ability to impact student learning by leading major initiatives that promote effective teaching, foster curricular innovation and pedagogical/professional development, shape education policy and practice, and contribute to research on teaching.

The [Award for Distinguished Contributions to Teaching](#) recognizes OISE's inspiring educators who have continually demonstrated deep commitment to excellence in teaching, and have made outstanding contributions to teaching and learning at OISE.

In addition to these awards, the [Award for Excellence in Continuing and Professional Learning](#) recognizes continuing and professional learning instructors/facilitators for contributions to continuing and professional learning programs at OISE. This award is administered by the [Office of Continuing and Professional Learning](#) at OISE.

A list of past winners of OISE's Teaching Excellence Awards (2004-2005 to 2019-2020) is included in Appendix 4.

### ***2019-2020 Review of OISE's Teaching Awards***

Since the inception of OISE's Teaching Excellence Awards, the nomination process continued to evolve and be refined in order to allow for greater transparency, flexibility and efficiency in preparing, collecting and reviewing nominations. Most recently, during the 2019-2020 academic year, the teaching awards were reviewed by a Special Committee of OISE Council. The Special Committee's mandate was to conduct a review of OISE's Teaching Awards, for which nominations are welcome from the OISE community each year, focusing on the award categories, nomination and eligibility criteria, and to consider the possibility of establishing a new award category that would recognize the contributions of faculty members engaged in diverse forms of teaching activity that may not be captured by the existing awards.

Over the course of the summer of 2020, the Special Committee reviewed the existing awards, their descriptions and criteria, as well as the data analysis on the award winners since the inception of the awards in 2004 to date. The Committee also discussed and identified changes to the existing three awards, and developed the description and the nomination and eligibility criteria for the new award category entitled: Award for Excellence in Educational Leadership. The Special Committee also discussed and provided advice on strategies to improve the nomination and selection procedures for OISE's Teaching Awards including the development of the nomination guidelines, and the development of evaluation rubrics. The representative from the abovementioned CTSI was involved in this review, provided insights regarding the alignment of OISE's Teaching Awards with the broader institutional and national teaching awards, as well as consultation in the process of developing changes to the descriptions and criteria for the existing awards, as well as for the new award category. Changes to OISE's teaching awards, including the new Award for Excellence in Educational Leadership, were approved by OISE Council on October 28, 2020 and are reflected on the [Teaching Awards website](#).

### ***Annual Community Celebration***

The importance of the Teaching Excellence Awards within the institution is also evident from the annual [Excellence Awards Celebration](#), organized by the Dean's Office and typically held in the end of March each year. In addition to celebrating the accomplishment of OISE's teaching excellence awards winners, the event also presents an opportunity to recognize the winners of annual [Administrative Staff excellence Awards](#), as well as faculty who have achieved tenure or promotion to the rank of Professor, or Professor, Teaching Stream.

### ***OISE Faculty Recognized by Institutional Teaching Awards***

With a large number of truly excellent teachers, OISE prides itself on both its excellent teaching and knowledge about teaching and is making great contributions to the advancement of teaching and learning at the University. Among the recent achievements of particular importance for the Institute are OISE professors who have been awarded significant institutional teaching awards including the JJ Berry Smith Doctoral Supervision Award, and the University of Toronto's highest teaching honour—the President's Teaching Award.

In 2020, Professor [Doug McDougall](#), Department of Curriculum, Teaching and Learning, became the third OISE professor to receive the JJ Berry Doctoral Supervision Award for his outstanding performance in the multiple roles associated with doctoral supervision at the University of Toronto.

In 2017, Professor [Njoki Wane](#), currently serving as Chair, Department of Social Justice Education, was named to U of T's highest teaching honour—the President's Teaching Award. Only the second OISE professor<sup>23</sup> to ever win this prestigious award, Professor Wane was designated as member of the President's Teaching Academy for her outstanding contributions and sustained excellence in teaching, educational leadership, research on pedagogy, and the integration of teaching and research.

Also, in 2017, Professor [Judith Wiener](#), Department of Applied Psychology and Human Development, became the second OISE professor<sup>24</sup> to receive the JJ Berry Doctoral Supervision Award. Professor Wiener is often referred to as a “gold standard” for doctoral supervision in her Department and within OISE.

### ***Divisional Teaching Guidelines***

OISE's current [Divisional Teaching Guidelines](#) were approved by OISE Council on October 25, 2017 and by the Committee on Academic Policy and Programs of the University of Toronto Governing Council on November 2, 2017. These Guidelines updated the previous 2008 Guidelines to reflect recent policy changes. At the time of approval of the current Guidelines, it was noted that OISE's criteria for assessing teaching effectiveness potentially set a higher standard than is expected under University policies and guidelines. For this reason, in the winter term of 2018, OISE Council established the Special Committee on Divisional Teaching Guidelines with a mandate to review the current OISE's Guidelines, to refine and update the criteria and information used to assess teaching effectiveness, and to ensure alignment with University policies. Since its establishment, the Committee held several meetings and consulted with recently promoted tenure stream and teaching stream faculty members regarding their experiences having their teaching evaluated under the current Guidelines. Consultation and discussion emphasized the need for Guidelines that are flexible enough to reflect the diverse teaching-related activities in which OISE faculty are engaged, and specific enough to provide faculty with guidance to organize their cases for review. Over the course of 2020-2021 academic year, the Committee is working to improve the OISE Guidelines, which will entail making a clearer distinction between criteria and examples of teaching effectiveness, an alignment with University policies, and refining the structure of the document to make it less prescriptive, and

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<sup>23</sup> As noted above, OISE Professor Carol Rolheiser of the Department of Curriculum, Teaching and Learning was one of the inaugural winners of the President's Teaching Award (2007).

<sup>24</sup> In 2014, OISE Professor Clare Kosnik of the Department of Curriculum, Teaching and Learning was the recipient of the JJ Berry Smith Doctoral Supervision Award.

more flexible. It is expected that the revised Divisional Teaching Guidelines for OISE will receive governance approval this academic year.

#### 4.6.3. Evaluation of Teaching in Courses

An essential component of OISE's commitment to teaching excellence is the regular evaluation by students of teaching in courses. At the University of Toronto, course evaluations are conducted to collect formative data for instructors to improve their teaching, and to provide summative data for administrative purposes such as annual merit, tenure and promotion review, as well as program and curriculum review. Course evaluations are part of an overall teaching and program evaluation framework that includes regular peer reviews, instructor self-assessments, cyclical program reviews and other forms of assessment. As part of this framework, course evaluations are a particularly useful tool for providing students with an opportunity to provide feedback on their own learning experiences.

In 2011, Governing Council approved the *University Policy on the Student Evaluation of Teaching in Courses*. Subsequently, several divisions at the University began a phased implementation of a new course evaluation framework. The new framework incorporates institutional and divisional guidelines for the development, administration and use of course evaluations and flexible, customizable evaluation forms that combine core institutional questions with the ability for instructors, units and divisions to add additional questions relevant to their particular teaching context.

During 2013-2014, OISE underwent a comprehensive consultation process to establish OISE-wide course evaluation questions. Unit heads consulted their own units to establish their unit-specific questions. In the summer of 2014, the new course evaluation questions were implemented in OISE's existing online environment and were later transitioned to the online system managed by the CTSI.

In 2017, OISE developed its divisional [Guideline for the Student Evaluation of Teaching in Courses](#), which describe the divisional process and outlining roles and responsibilities of various participants in the process (e.g. from the Dean's Office to department Chairs and course instructors).

Below we present a series of tables and figures depicting course evaluation data from 2016-2017 to 2018-2019 for OISE departments. In addition to data on the number of course evaluations completed and response rates from 2016-2017 to 2018-2019, we present mean ratings and distribution for departments and OISE overall for the three core OISE-wide course evaluations questions: (1) I found this course intellectually stimulating; (2) The instructor created an atmosphere that was conducive to my learning; and (3) Overall, the quality of my learning experience in this course was. Mean ratings and distribution for the three remaining OISE-wide course evaluation questions can be found in the Appendix 3.

### Number of Courses and Reponses Rates

Table 34: OISE Course Evaluations – No. of Courses & Response Rate 2016-17 to 2018-19

Academic year	Applied Psychology & Human Development (APHD)				Curriculum, Teaching & Learning (CTL)			
	Distinct Courses	Total Invited	Total Responded	Response Rate	Distinct Courses	Total Invited	Total Responded	Response Rate
2016-17	73	2,568	1,508	58.7%	126	8,575	4,318	50.4%
2017-18	80	2,739	1,559	56.9%	141	7,983	3,635	45.5%
2018-19	94	2,438	1,115	45.7%	150	9,545	4,465	46.8%

Academic year	Leadership, Higher & Adult Education (LHAE)				Social Justice Education (SJE)			
	Distinct Courses	Total Invited	Total Responded	Response Rate	Distinct Courses	Total Invited	Total Responded	Response Rate
2016-17	85	1,966	1,341	68.2%	28	561	363	64.7%
2017-18	94	2,053	1,250	60.9%	33	570	332	58.2%
2018-19	86	1,847	951	51.5%	40	557	255	45.8%

Academic year	OISUT (SGS)			
	Distinct Courses	Total Invited	Total Responded	Response Rate
2016-17	313	13,681	7,538	55.1%
2017-18	350	13,353	6,783	50.8%
2018-19	371	14,392	6,790	47.2%

### Core Questions: Mean ratings and Distribution for Department and Faculty

Question: I found this course intellectually stimulating

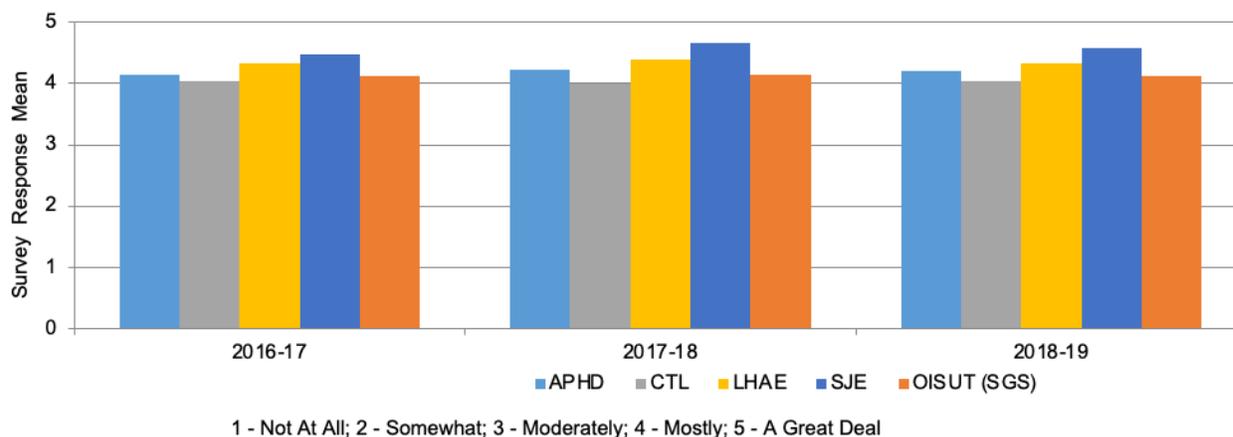


Figure 26: Q: I found this course intellectually stimulating

		2016-17	2017-18	2018-19
APHD	Mean	4.14	4.22	4.21
CTL	Mean	4.04	3.99	4.03
LHAE	Mean	4.33	4.38	4.33
SJE	Mean	4.48	4.65	4.58
OISUT (SGS)	Mean	4.13	4.15	4.13

Table 35: Q: I found this course intellectually stimulating

**Applied Psychology & Human Development (APHD)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	73	4.14	1,501	1.8%	6.1%	12.9%	35.2%	44.0%
2017-18	80	4.22	1,546	1.3%	6.1%	11.3%	31.8%	49.5%
2018-19	94	4.21	1,100	0.9%	6.6%	13.7%	28.1%	50.6%

**Curriculum, Teaching & Learning (CTL)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	126	4.04	4,260	4.1%	8.3%	13.8%	27.4%	46.4%
2017-18	141	3.99	3,591	5.7%	9.0%	12.4%	26.3%	46.5%
2018-19	150	4.03	4,364	4.8%	8.1%	12.5%	28.0%	46.6%

**Leadership, Higher & Adult Education (LHAE)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	85	4.33	1,329	1.1%	4.7%	9.2%	30.2%	54.8%
2017-18	94	4.38	1,233	1.0%	4.7%	8.4%	27.1%	58.9%
2018-19	86	4.33	935	1.8%	5.1%	8.3%	27.2%	57.5%

**Social Justice Education (SJE)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	28	4.48	361	1.1%	4.2%	6.4%	22.7%	65.7%
2017-18	33	4.65	328	1.5%	2.1%	2.7%	17.1%	76.5%
2018-19	40	4.58	252	--	4.0%	5.6%	19.0%	71.4%

**Ontario Institute for Studies in Education (SGS)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	313	4.13	7,459	3.0%	7.0%	12.4%	29.3%	48.3%
2017-18	350	4.15	6,705	3.6%	7.2%	10.9%	27.2%	51.0%
2018-19	371	4.13	6,655	3.6%	7.3%	11.9%	27.5%	49.8%

Question: The instructor created an atmosphere that was conducive to my learning

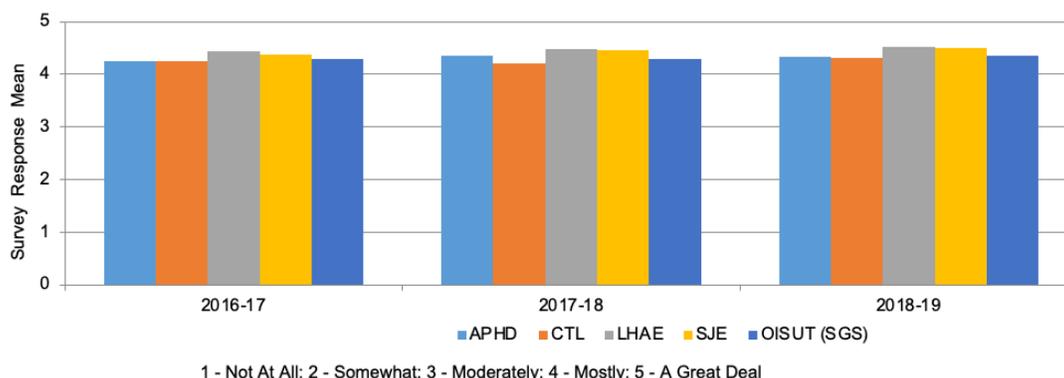


Figure 27: Q: The instructor created an atmosphere that was conducive to my learning

		2016-17	2017-18	2018-19
APHD	Mean	4.25	4.35	4.33
CTL	Mean	4.24	4.20	4.30
LHAE	Mean	4.44	4.48	4.51
SJE	Mean	4.36	4.45	4.50
OISUT (SGS)	Mean	4.28	4.30	4.34

Table 36: Q: The instructor created an atmosphere that was conducive to my learning

**Applied Psychology & Human Development (APHD)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	73	4.25	1,499	2.2%	6.6%	10.7%	25.3%	55.1%
2017-18	80	4.35	1,542	1.6%	5.3%	9.5%	24.0%	59.6%
2018-19	94	4.33	1,100	1.5%	5.6%	11.1%	22.4%	59.5%

**Curriculum, Teaching & Learning (CTL)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	126	4.24	4,254	4.3%	6.8%	8.9%	20.3%	59.7%
2017-18	141	4.20	3,590	4.9%	8.2%	8.1%	19.3%	59.5%
2018-19	150	4.30	4,365	3.9%	7.1%	7.4%	18.4%	63.3%

**Leadership, Higher & Adult Education (LHAE)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	85	4.44	1,324	1.6%	5.1%	6.9%	20.6%	65.9%
2017-18	94	4.48	1,231	2.4%	3.6%	6.2%	19.1%	68.6%
2018-19	86	4.51	934	1.6%	4.3%	4.9%	19.4%	69.8%

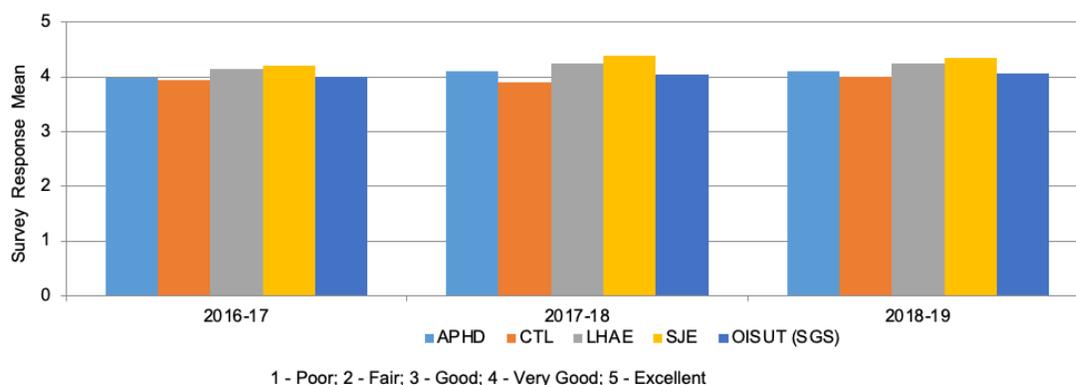
**Social Justice Education (SJE)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	28	4.36	359	3.1%	5.3%	7.0%	21.4%	63.2%
2017-18	33	4.45	326	4.0%	3.7%	4.9%	18.4%	69.0%
2018-19	40	4.50	252	2.0%	5.6%	6.0%	13.5%	73.0%

**Ontario Institute for Studies in Education (SGS)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	313	4.28	7,444	3.3%	6.4%	8.8%	21.5%	59.9%
2017-18	350	4.30	6,696	3.6%	6.5%	7.9%	20.3%	61.7%
2018-19	371	4.34	6,655	3.1%	6.4%	7.6%	19.0%	64.0%

*Question: Overall, the quality of my learning experience in this course was*



**Figure 28: Q: Overall, the quality of my learning experience in this course was**

		2016-17	2017-18	2018-19
APHD	Mean	3.98	4.10	4.10
CTL	Mean	3.94	3.91	4.00
LHAE	Mean	4.15	4.25	4.24
SJE	Mean	4.21	4.38	4.35
OISUT (SGS)	Mean	4.00	4.04	4.06

**Table 37: Q: Overall, the quality of my learning experience in this course was**

**Applied Psychology & Human Development (APHD)**

Academic year	Distinct Courses	Mean	Total Responded	Poor (=1)	Fair (=2)	Good (=3)	Very Good (=4)	Excellent (=5)
2016-17	73	3.98	1,497	2.9%	7.1%	18.2%	32.7%	39.1%
2017-18	80	4.10	1,547	2.2%	7.2%	15.4%	28.5%	46.7%
2018-19	94	4.10	1,101	2.2%	6.2%	18.9%	25.2%	47.5%

**Curriculum, Teaching & Learning (CTL)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	126	3.94	4,258	5.8%	8.8%	15.6%	25.0%	44.8%
2017-18	141	3.91	3,590	7.9%	8.9%	14.2%	22.7%	46.3%
2018-19	150	4.00	4,368	6.3%	8.5%	13.2%	23.3%	48.7%

**Leadership, Higher & Adult Education (LHAE)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	85	4.15	1,327	2.6%	5.9%	13.1%	30.8%	47.6%
2017-18	94	4.25	1,233	3.2%	5.1%	10.4%	25.9%	55.4%
2018-19	86	4.24	934	3.0%	4.8%	11.2%	27.3%	53.6%

**Social Justice Education (SJE)**

Academic year	Distinct Courses	Mean	Total Responded	Not at All (=1)	Somewhat (=2)	Moderately (=3)	Mostly (=4)	A Great Deal (=5)
2016-17	28	4.21	359	3.3%	6.4%	10.0%	26.5%	53.8%
2017-18	33	4.38	327	4.3%	4.0%	5.8%	21.1%	64.8%
2018-19	40	4.35	252	2.8%	6.0%	8.3%	19.8%	63.1%

**Ontario Institute for Studies in Education (SGS)**

Academic year	Distinct Courses	Mean	Total Responded	Poor (=1)	Fair (=2)	Good (=3)	Very Good (=4)	Excellent (=5)
2016-17	313	4.00	7,449	4.5%	7.8%	15.4%	27.7%	44.6%
2017-18	350	4.04	6,704	5.6%	7.6%	13.3%	24.5%	49.0%
2018-19	371	4.06	6,659	5.0%	7.5%	13.7%	24.0%	49.8%

Source: Course Evaluations Cube: ‘Program Quality Indicators - Course Evaluation Component - Graduate Version’ Report

**Notes:**

1. The data presented here are based on students’ online course evaluation ratings.
2. All statistics are weighted by student.
3. Data for Units are an aggregate of responses for all courses owned by the Unit, weighted by students/
4. This report contains data for the following academic years and sessions:  
 2016-17 academic year (Fall 2016, Winter 2017, Summer 2017).  
 2017-18 academic year (Fall 2017, Winter 2018, Summer 2018).  
 2018-18 academic year (Fall 2018, Winter 2019, Summer 2019).

As evident from the above presented course evaluations data from 2016-2017 to 2018-2019 for OISE departments, the mean responses to all core coursed evaluations questions are in the range between “very good” and “excellent.”

## **5. OISE Research**

### **5.1. Scope and Quality of Research Activities**

With four academic departments and 17 research centres and institutes that facilitate interdisciplinary research, teaching and outreach activities, OISE is Canada’s most research-intensive faculty of education, and one of the largest education institutes in North America. As members of a globally renowned research-intensive institute, OISE faculty researchers answer critical questions that contribute to the advancement of theory, policy and practice in education, human development, and psychology. OISE faculty are internationally recognized for their expertise in education—from early learning and child care through to post-secondary and adult education, and psychology and human development across the lifespan. Many OISE faculty members are recognized for their research excellence through prestigious international and national awards and honours.

OISE research impacts teachers, psychologists, researchers, professionals, policy makers, leaders and influencers. In the 2020, QS World University Rankings has placed [OISE as the 5th best educational institution in the world](#) – its highest ranking to date.

### **5.2. Research Funding Success**

#### **5.2.1. Research Funding, Participation and Success**

OISE obtains the majority of its research funding from the major research granting bodies of the Canadian government, also referred as the national Tri-Council or Tri-Agency, which include the Social Sciences and Humanities Research Council (SSHRC), Canadian Institutes of Health Research (CIHR) and the Natural Sciences and Engineering Research Council (NSERC). OISE’s Tri-Council funding and participation rates have remained fairly steady from 2015 to 2019 even though the number of tenure-stream faculty declined during this period<sup>25</sup>. OISE researchers adapted to changes in the funding structure of the granting councils, which have resulted in the funding of fewer research projects overall with an emphasis on those with larger budgets, multiple investigators and a greater social impact. In 2015 SSHRC revised its program architecture, encouraging Insight Grant program committees to fund more proposals with additional funding provided to the programs. OISE’s success rate in the 2015 Insight Grant competition was 46%, above both the university average of 38% (which includes OISE) and the national average of 31%. At the provincial level—in the context of our faculty conducting contract research for the Ministry—OISE has approval as a Vendor of Record, and obtains funding from the Ontario Ministry of Education and the Ministry of Colleges and Universities.

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<sup>25</sup> OISE has been experiencing a decline in tenure-stream faculty for a number of years due to being unable to replace retirements. By 2016, OISE moved to a position of being able to replace all faculty retirements; however, many retirements were already in progress, and with the budget approval and search process, there is a two-year delay between a faculty member retiring and filling their spot with a new hire. Since 2017, the decline has been halted and OISE is holding steady with about 100 tenure-stream faculty, and, with faculty replacements moving forward this figure is expected to increase to 120 by 2024.

The Canada Research Chairs (CRCs) program described in more detail in [Section 5.4.](#) below, is an important federal government initiative aimed at encouraging leading researchers to work in Canada. U of T's overall number of CRCs and its share of Tri-Council funding has been decreasing in recent years. U of T's portion of CRCs is smaller as there has been an increase in the number of Canadian institutions participating since the program began in 2009 with a minimum of one CRC for each institution. As a result, OISE's allocation of CRC funding has also decreased over the review period. OISE currently has six CRCs (two Tier 1 and four Tier 2). A recent review of CRC allocations based on research performance has led to an increase of two new Tier 2 CRCs at OISE and nominations for these new positions will be submitted in the spring of 2021. OISE also has three Endowed Chairs and one Ontario Research Chair.

**Table 38: OISE Research Funding Amount Awarded – Pro-Rated to Grant Year (April to March)**

<b>Funding Source</b>	<b>2015 \$ millions</b>	<b>2016 \$ millions</b>	<b>2017 \$ millions</b>	<b>2018 \$ millions</b>	<b>2019 \$ millions</b>
Tri-Agency	\$2.534	\$2.997	\$3.030	\$2.699	\$2.716
Institutional Initiatives	\$1.461	\$1.247	\$1.289	\$1.007	\$1.543
Government, Other	\$1.489	\$1.074	\$1.147	\$1.233	\$0.536
Corporate	\$0.000	\$0.002	\$0.025	\$0.113	\$0.073
Not-for-profit	\$1.263	\$1.337	\$1.162	\$1.204	\$1.297
<b>Total</b>	<b>\$6.747</b>	<b>\$6.657</b>	<b>\$6.653</b>	<b>\$6.256</b>	<b>\$6.164</b>

**Table 39: OISE Research Active Award Count – Pro-Rated to Grant Year (April to March)**

<b>Funding Source</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Tri-Agency	128	94	96	107	100
Institutional Initiatives	27	25	24	20	17
Government, Other	16	15	13	12	12
Corporate	1	1	2	2	2
Not-for-profit	36	44	41	42	40
<b>Total</b>	<b>208</b>	<b>179</b>	<b>176</b>	<b>183</b>	<b>171</b>

Data Source: UTBI Research Datacube (last updated February 2020)

**Notes:**

1. This table includes all funding administered through the unit, regardless of the nature of the PI's appointment (e.g., cross-appointed, part-time)
2. The Grant Year runs from April to March (e.g., 2019 refers to April 1, 2018 to March 31, 2019).
3. Award amounts are pro-rated to the grant year in which they are held.
4. Tri-Agency includes Canadian Institute of Health Research, Natural Sciences & Engineering, Social Sciences & Humanities.  
Canadian Institute of Health Research includes: Grant Programs, Research related activity, salary programs, training programs.  
Natural Sciences & Engineering includes: General Research Fund (GRF), Miscellaneous Division.  
Research Grants & Scholarships (Faculty), Research Partnerships Programs, Scholarships and Fellowships.  
Social Sciences & Humanities includes: General Research Fund GRF, Initiative on the New Economy (INE), Insight and Connection, Joint Initiatives, Prizes and Awards, Research and Communication Grants, SSHRC Institutional Grant (f/GRG), Strategic Grants, Targeted Research.

5. The category ‘Institutional Initiatives’ describes any awards for which applications are made at the institutional level (though they may be initiated by a faculty member).
6. ‘Institutional Initiatives’ include: Canada Foundation for Innovation, Canada Research Chairs, Province of Ontario, Research and Innovation Ministry of (ON), Research Support Fund, Training Colleges and Universities Ministry of (ON), Tri-Agency Institutional Program Se.
7. ‘Government, Other’ include: Federal Government, International Orgs, Municipal Government, NetCentres Excellence, Ontario Prov. Govt., Prov. Govt. - other, ProvCentresExcellence, United States Govt.
8. ‘Not-for-profit’ includes: Associations, Education, Federations, Foundations, Hospitals, Research Institutes, Societies, Internal Customers (Banting & Best Diabetes Centre, Community Partnership Lab/Connaught), Connaught Fund, Other, Unknown.
9. The Research by Grant Year (April-March) cube aligns with the fiscal year of our largest group of sponsors, the federal and provincial governments.
10. Award amount - Pro-rated: Dollar amount of awards pro-rated by month across the time period of the award. (For example, a one-year award for \$24,000 is reported as \$2,000 in each month of the award)
11. Active Award count - Pro-rated: Number of awards active in each April-March (Grant Year) period. Multiyear awards are counted as many times as the number of years in which their grant period extends, whether or not there is a new budget instalment.

The table below depicts participation rates for Tri-Council funding comparing OISE and its academic departments, Division II Social Sciences and all of U of T.

**Table 40: Faculty participation rates for Tri-Council funding by OISE departments, OISE total, Division II Social Sciences and all U of T**

<b>PERCENT PARTICIPATING</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Dept. of Applied Psychology & Human Development	67.7%	66.7%	51.7%	53.6%	63.0%
Dept of Curriculum, Teaching & Learning	64.1%	63.2%	60.5%	60.5%	51.4%
Dept of Leadership, Higher & Adult Education	46.4%	41.7%	44.0%	56.5%	50.0%
Dept of Social Justice Education	69.2%	56.3%	69.2%	75.0%	78.6%
OISE	61.3%	58.3%	55.2%	60.0%	58.0%
All Division II: Social Sciences	55.4%	52.6%	53.9%	58.0%	59.6%
All UT Departments	67.5%	64.4%	66.3%	68.9%	70.0%

Data sources: Fall 2013 to 2018 academic databases (VP-FAL) for eligible faculty; Research Information System for participating faculty.

**Notes:**

1. Participation in tri-council CRC-eligible programs 2013-14 to 2017-18 as reported by Office of Research Services.
2. ‘Percent Participating’ refers to the participating faculty of the current year and the eligible faculty of the previous Fall session to reflect the cycle of application and funding. e.g., Participation rate for 2017-18 = and so on for prior years.
3. Eligible faculty are defined as tenure/tenure stream professorial ranks paid by the University of Toronto. Clinicians and status-only members are excluded. Faculty appointed in central administrative units (e.g., Office of the Dean, Provost’s office etc.) are excluded.
4. Faculty members included in the ‘Participating’ columns were selected from Research Services’ internal records if they fulfilled one of the following criteria: (a) Holds a grant from a Tri-Council CRC-eligible program (excluding NCEs), with an instalment between April and March of each year; (b) Applied for a grant from a Tri-Council CRC-eligible program between June of the preceding year and December of the

stated period. For example, 2017-18 participating faculty either held a grant in April 2017 to March 2018 or applied for a grant between June 2017 and December 2018.

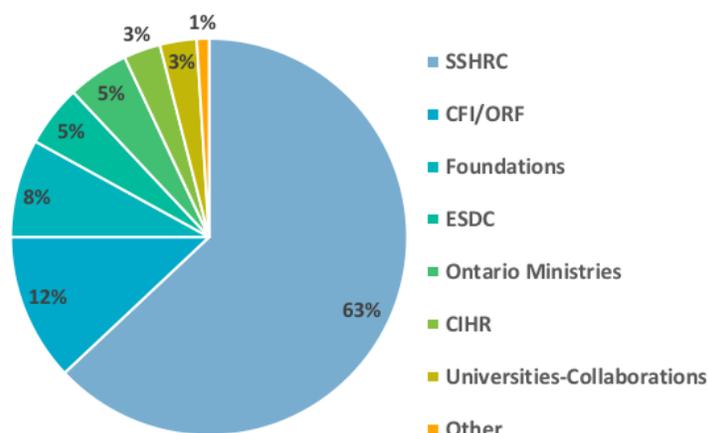
5. Participation rates relate to the faculty member's unit of primary appointment, regardless of which unit approved an application or is administering a grant.
6. Note that this approach, although the best available, cannot distinguish between faculty members who are practitioners from those who are researchers. This leads to an under-estimation of participation rates in Faculties like Dentistry, Music and Architecture.
7. Division II: Social Sciences is based on the SGS Division categories, and includes the following departments: A & S: Ctr, for Industrial Relations, Ctr. of Criminology, Dept. of Anthropology, Dept. of Economics, Dept. of Geography, Dept. of Political Science, Dept. of Sociology, Munk School of Global Affairs; Daniels Faculty of Arch., Land & Design; Faculty of Information, Museum Studies Program; Faculty of Law; Joseph L. Rotman School of Management; OISE: Dept. of Applied Psychology & Human Development., Dept. of Curriculum, Teaching & Learning, Dept. of Social Justice Educ., Dept of Leadership, Higher & Adult Educ., Faculty of Social Work; Transitional Year Program; UTM: Inst: CCIT, UTM: Anthropology, UTM: Economics, UTM: Geography, UTM: Management, UTM: Political Science, UTM: Sociology; UTSC: Dept. Anthropology, UTSC: Dept Human Geography, UTSC: Dept. Management, UTSC: Dept. Political Science, UTSC: Dept. Sociology.

## **Grants**

As mentioned above, OISE faculty members actively pursue research funding from a variety of different sponsors; for example, in 2018 approximately 90 grant applications were submitted. Over 62% of OISE faculty members hold research funding totalling \$17.9M.

- Insight Grants National Average: 45.3%; OISE success rate 61.4% (2018 competition)
- Insight Development Grants National Average: 50.1%; OISE success rate 72.7% (2019 competition)
- Total Value of SSHRC grants (2018) \$8.8 Million

**TOTAL GRANTS BY SPONSOR (\$17.9M)**



**Figure 29: OISE Total grants by sponsor (\$17.9M)**

### SSHRC GRANTS BY PROGRAM (\$8.6M)

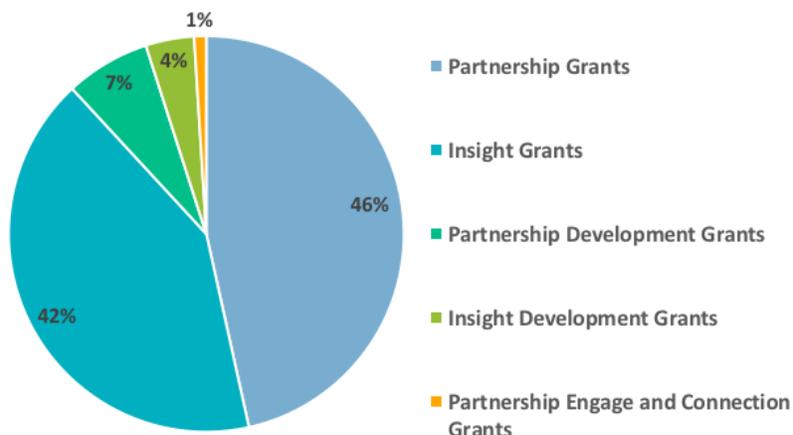


Figure 30: OISE SSHRC Grants by Program (\$8.6M)

The largest number of OISE faculty projects are funded by Canada’s Social Sciences and Humanities Research Council, (SSHRC) with most projects funded by SSHRC’s Insight Grant funding stream.

### 5.3. Research Support

A key OISE research goal has been to improve success rates (and increase funding dollars) in the primary sources of federal government research funding. To this end, OISE’s Office of the Associate Dean, Research, International and Innovation has enhanced two main types of support for faculty. First, it provides more general, ‘big picture’ research development support, including early career faculty research mentorship, individual consultations with faculty members to discuss research trajectories and/or funding opportunities and regular communication about diversified funding opportunities. Secondly, it provides enhanced support for faculty who are applying for grant funding, including grant information workshops, hands-on writing sessions, peer review of proposals and proposal development.

In the last five years, OISE faculty members have had increased success in securing funded research in Tri-Agency programs. While these results are, in part, due to increased federal research funding, attention placed on support to applications in SSHRC’s Insight Grants stream has resulted in OISE’s success rate not only increasing over time but consistently exceeding the national average. For example, success rates in 2015 at OISE in the Insight Grant competition were 43%, with the national average at 40%, climbing to 50% or higher at OISE in subsequent years (with 10-20% over the national average). In the Insight Development Grant competition, success rates at OISE have climbed from 40% in 2015 to 100% in 2019, well over the 22% to 45% national success rates in the same period. These funding successes resulted in the allocation of an additional Canada Research Chair to OISE in 2020.

The following diagram notes the Direct and Indirect Supports for OISE faculty research:



Figure 31: Direct and Indirect Supports for OISE faculty research

Direct support is also provided to faculty in the application and management of large institutional research funding programs. Increasingly diverse funding opportunities and the administration of research contracts have become more central to the work of the Office of the Associate Dean, Research, International and Innovation. In addition, OISE provides a number of financial supports for research-related activities.

**Consultation and Editorial Support for Proposals** through engagement of external editors with expertise in Tri-Agency funding programs.

**Matching Contributions for Partnership Stream Grants** beyond those contributions offered through graduate student assistantships in departments.

**OISE Visiting Scholars Funding Program** helps OISE faculty members to fund visits to OISE by outstanding scholars from outside the University of Toronto. This program enriches the OISE community by supporting public talks, lectures, and classroom activities that engage OISE faculty, students, and staff. OISE faculty members may apply for funding, which is provided by the Office of the Associate Dean, Research, International & Innovation. The Program is intended to contribute to, but not fully fund, visits from faculty members from across Canada and around the world. Both short (less than 6 months) and longer (more than 6 months) visits have been supported. In the last 5 years, 36 visiting scholars have been sponsored, from locations such as other Canadian institutions, as well as the USA, Germany, Austria, Australia, Hong Kong, South Africa, and the UK.

**Research & Development Graduate Assistantships** (R&D GAs) provide opportunities for graduate students to work closely with faculty members on particular research and/or field development projects. These positions further students' development of skills in research design and methodology, data analysis, and scholarly writing, and foster professional scholarly and community connections while providing faculty members with high-level research support. Since 2015, 46 R&D GA-ships have been awarded to OISE students.

**ADRII Faculty Conference Funding Program** supports OISE faculty who are organizing a conference or research event for the synthesis or mobilization of knowledge. Since it was introduced in 2016, nine applications have been funded.

**ADRII Student-Focused Conference Funding Program.** Introduced in 2019, this program supports program-based, student-focused conferences or research events organized collaboratively by students and a faculty lead in an OISE program. The application submitted in the inaugural year of the program was funded.

**ADRII Graduate Student Conference Travel Program.** Under this program, AD,RII allocates \$50,000 annually to OISE students and contributes \$20,000 to the SGS travel grant program. Over the 2015-2020 period, approximately 550 students received funding from the OISE program to attend conferences to present their research.

#### **5.4. Research Chairs and Endowed Chairs**

The [Canada Research Chairs](#) (CRC) program is the cornerstone of Canada's innovation strategy. Chairholders advance their fields, not only by achieving excellence in their own research, but also by coordinating the efforts of other researchers within their area of expertise.

The CRC program is a federal government initiative that invests approximately \$265 million per year to attract and retain some of the world's most accomplished and promising researchers. Tier 1 Chairs, tenable for seven years and renewable, are for outstanding established researchers. Tier 2 Chairs, tenable for five years and renewable once, are for exceptional emerging researchers. Currently, OISE has six Canada Research Chairs (CRCs), two Tier 1, and four Tier 2.

OISE also has three Endowed Chairs and one Ontario Research Chair. In 2019, Professor James Slotta, Department of Curriculum, Teaching and Learning, was appointed as President's Chair in Education and Knowledge Technologies to a third five-year term. Professor Elizabeth (Leesa) Wheelahan, Department of Leadership, Higher and Adult Education, was recruited and appointed to the William G. Davis Chair in Community College Leadership in 2014. In 2015, Professor Jennifer Jenkins was re-appointed to the Atkinson Chair in Early Child Development and Education for another five-year term, and Professor Ruth Childs was appointed as the Ontario Research Chair in Post-Secondary Education Policy and Measurement in 2017.

Consistent with OISE's commitment to social justice – and in order to address the under-representation of women, Indigenous people, persons with disabilities and members of visible minorities within the Canada Research Chair (CRC) Program, OISE will conduct an internal

search to nominate two additional OISE faculty members who self-identify as members of at least one of these four designated groups for a Tier 2 CRCs in the spring 2021 competition.

**Table 41: OISE CRCs, ORC, Endowed Chairs & Distinguished Professors**

Type of Chair	Area	Faculty Member	Tier 1 or 2 (CRC)
Canada Research Chair	Critical Studies in Indigenous Health and Social Action on Suicide	Jeffrey Ansloos	Tier 2
Canada Research Chair	Data, Equity and Policy in Education	Scott Davies	Tier 1
Canada Research Chair	Psychology of Emerging Adulthood	Abby Goldstein	Tier 2
Canada Research Chair	Moral Development and Developmental Neuroscience	Kang Lee	Tier 1
Canada Research Chair	Indigenous Methodologies with Youth and Communities	Eve Tuck	Tier 2
Canada Research Chair	Iethi'nihsténha Ohwentsia'kékha (Land), Resurgence, Reconciliation and the Politics of Education	Sandra Styres	Tier 2
Ontario Research Chair	Postsecondary Education Policy and Measurement	Ruth Childs	-
Endowed Chair	Early Childhood Education	Jennifer Jenkins	-
Endowed Chair	Education and Knowledge Technologies	Jim Slotta	-
Endowed Chair	Community College Leadership	Elizabeth Wheelahan	-
University Distinguished Professor	Curriculum, Teaching and Learning	Kathleen Gallagher	-
University Distinguished Professor	Science Policy, Higher Education, and Innovation	Creso Sá	-
University Distinguished Professor	Knowledge, Innovation & Technology	Marlene Scardamalia	-

## 5.5. Research Honours and Awards 2015-2020

OISE researchers are recognized for their research excellence through prestigious international and national awards and honours. OISE recently added Professor Normand Labrie, Department of Curriculum, Teaching and Learning (2016), Professor George Dei, Department of Social Justice Education (2017), Professor Kathleen Gallagher, Department of Curriculum, Teaching and Learning (2019), Professor Diane Gerin-Lajoie, Department of Curriculum, Teaching and Learning (2020) and Professor Marlene Scardamalia, Department of Curriculum, Teaching and Learning (2020) to its list of Fellows of the Royal Society of Canada. In 2015, Professor Kathleen Gallagher was appointed as Distinguished Professor, and in 2020, Professors Creso Sá, Department of Leadership, Higher and Adult Education, and Marlene Scardamalia, Department of Curriculum, Teaching and Learning, were appointed as Distinguished Professor. OISE faculty

have also received numerous honours and recognition for influencing theory, policy and practice from various education-related associations and societies. The series of tables below include a list of OISE faculty awards and honours from 2015 to 2020 by department.

**Table 42: Department of Applied Psychology and Human Development Faculty Honours & Awards**

<b>Surname</b>	<b>First Name</b>	<b>Award</b>	<b>Organization</b>	<b>Award Start Date</b>
Ganea	Patricia	Editor's Choice Award	Journal of Cognitive Development	2015-01-01
Jang	Eunice Eunhee	Best Short Paper Award	Learning Analytics and Knowledge Conference	2017-01-01
Jenkins	Jennifer	Pickering Award for Outstanding Contribution to Developmental Psychology in Canada	Pickering Centre for Human Development, Carleton University	2018-01-01
Moodley	Roy	Award of Recognition	International Conference on Counselling, Psychotherapy and Wellness	2019-01-15
Olson	David	Inclusion in the Routledge Encyclopedia of Educational Thinkers	Routledge Encyclopedia of Educational Thinkers	2016-01-01
Piran	Niva	Distinguished Publication Award	Association for Women in Psychology	2018-08-01
Pyle	Angela	Early Research Career Award	American Educational Research Association - Early Education and Child Development Special Interest Group	2018-04-14
Stanovich	Keith	Professional and Scholarly Excellence (PROSE) Award	Association of American Publishers	2017-02-06
Stermac	Lana	Distinguished Member Award	Canadian Psychological Association - Section on Women and Psychology	2018-01-01

**Table 43: Department of Curriculum, Teaching and Learning Faculty Honours & Awards**

<b>Surname</b>	<b>Given Name</b>	<b>Award</b>	<b>Organization</b>	<b>Award Start Date</b>
Gallagher	Kathleen	Fellow	Royal Society of Canada	2019-09-10
Gallagher	Kathleen	President's Impact Award	University of Toronto	2018-02-26
Gerin-Lajoie	Diane	Fellow	Royal Society of Canada	2020-09-07
Kosnik	Clare	Outstanding Paper Award	American Educational Research Association - Constructivist Theory, Research and Practice Special Interest Group	2017-04-01
Labrie	Normand	Fellow	Royal Society of Canada	2016-09-07

Labrie	Normand	Honorary Doctorate	Université du Québec à Rimouski	2019-11-02
Morgan	Cecilia	Sir John A. MacDonald Prize – Shortlist	Canadian Historical Association	2018-01-01
Sandwell	Ruth	Best Edited Collection	Canadian Studies Network	2017-01-01
Scardamalia	Marlene	Fellow	Royal Society of Canada	2020-09-07
Slotta	James	Pedagogical Innovation and Lifetime of Contribution Award	Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE)	2015-06-02

**Table 44: Department of Leadership, Higher & Adult Education Faculty Honours & Awards**

<b>Surname</b>	<b>Given Name</b>	<b>Award</b>	<b>Organization</b>	<b>Award Start Date</b>
Childs	Ruth	Cover Graphic/Data Visualization Award	National Council on Measurement in Education	2015-12-17
Flessa	Joseph	Best New Paper Award	Educational Management Administration & Leadership Journal	2018-01-01
Hayhoe	Ruth	Honorary Doctor of Letters	Open University of Hong Kong	2015-11-20
Hayhoe	Ruth	Ming Yuan Award for Outstanding Contributions to Chinese Education Research	Ming Yuan Foundation	2015-01-01
Jones	Glen	Sheffield Award	Canadian Society for the Study of Higher Education	2016-06-01
Jones	Glen	CIHE Award for Significant Research on International Higher Education	Association for the Study of Higher Education - Council for International Higher Education	2017-11-13
Jones	Glen	Honorary Doctor of Letters	University of Manitoba	2018-06-06
Jones	Glen	Catalyst Award	Canadian Bureau for International Education	2020-11-18
McCready	Lance	Change Maker Award: Distinguished Research Scholar	Ontario Education Research Symposium	2018-03-02
Sa	Creso	Research and Scholarship Award	Canadian Society for the Study of Higher Education	2015-01-01
Sa	Creso	Distinguished Professor	University of Toronto	2020-01-07
Waterman	Stephanie	Senior Scholar Award	American College Personnel Association	2018-01-01

**Table 45: Department of Social Justice Education Faculty Honours & Awards**

Surname	Given Name	Award	Organization	Award Start Date
Dei	George	Fellow	Royal Society of Canada	2017-09-07
Dei	George	Whitworth Award for Education Research	Canadian Education Association	2016-10-01
Dei	George JS	Paulo Freire Democratic Project Award of Social Justice	Paulo Freire Democratic Project, Chapman University	2019-01-01
Heller	Monica	Honorary Doctorate	University of Bern	2017-01-01
Titchkosky	Tanya	Fellow	The Critical Institute	2015-01-01
Todorova	Miglena	Paula J. Giddings Best Essay Award	Meridians: feminism, race, and transnationalism	2018-01-01

Data Source: Awards & Honours Database (Office of Vice-President, Research and Innovation).

**Notes:**

1. Database includes records from 2012 to 2019 (data extracted Jan. 2020).
2. The database remains a work in progress (i.e., not every award is tracked consistently and data quality issues still exist). The OVPRI’s awards database is not comprehensive, so feel free to add information to this table and update OVPRI and your divisional awards coordinator with your additional data.
3. Please note that the Research Awards and Honours database tracks only research prizes, awards and honours received by faculty members during their time at University of Toronto. It does not include the following types of awards: salary awards (e.g., CRC, ERA); grants; teaching or education awards; fellowships at specific institutions; honorary or administrative positions in academic associations or societies or other universities; unelected fellowship or membership in academic associations or societies.

## 5.6. Scholarly Activity

### 5.6.1. Publications and Citations

OISE’s publications and citations (included among the University’s indicators below) showcase our research output and productivity in the fields of education and psychology. The University of Toronto ranks highly among peer universities in the fields of education and psychology: first for publications and citations in the education and psychology fields compared to peer Canadian universities and first for publications in education compared to both private and public North American peer universities.

The table below includes all faculty at the University of Toronto who publish in the Research Area of ‘Education & Educational Research’, not limited to OISE faculty members. Education & Educational Research covers resources on the full spectrum of education, from theoretical to applied, from nursery school to PhD. Included in this category are resources on pedagogy and methodology, as well as on the history of education, reading, curriculum studies, education policy, and the sociology and economics of education, as well as the use of computers in the classroom.

Scope notes for Social Sciences Citation Index (SSCI): <https://mjl.clarivate.com/help-center>

**Table 46: Publications and Citations: Education & Educational Research – Ranking of the Top 20 North American Peers**

PUBLICATIONS RANKINGS				CITATIONS RANKINGS			
Institution Short Name	All North Am. Peers	North Am. Public Peers	Canadian U15 Peers	Institution Short Name	All North Am. Peers	North Am. Public Peers	Canadian U15 Peers
Michigan State	1	1		Michigan State	1	1	
TORONTO	2	2	1	Harvard	2		
Penn State	3	3		Stanford	3		
Harvard	4			Michigan	4	2	
Columbia	5			Columbia	5		
Wisc - Madison	6	4		Penn State	6	3	
Ohio State	7	5		Wisc - Madison	7	4	
Stanford	8			TORONTO	8	5	1
Purdue	9	6		Texas - Austin	9	6	
Michigan	10	7		Maryland - Coll Park	10	7	
BRITISH COLUMBIA	11	8	2	Pittsburgh	11	8	
Indiana	12	9		U Penn	12		
Minnesota	13	10		Vanderbilt	13		
Maryland - Coll Park	14	11		Calif - Berkeley	14	9	
Texas - Austin	15	12		New York U	15		
Illinois - Urbana	16	13		Ohio State	16	10	
U Penn	17			BRITISH COLUMBIA	17	11	2
New York U	18			Calif - Los Angeles	18	12	
Calif - Los Angeles	19	14		Virginia	19	13	
Virginia	20	15		Indiana	20	14	

The table below includes all faculty at the University of Toronto who publish in the Research Area of ‘Psychology, Developmental’ not limited to OISE faculty members. Psychology, Developmental covers resources concerned with the study of developmental changes in social and cognitive abilities. Key areas include adult development and aging, child and adolescent psychology, cognitive, perceptual, motor and language development as well as psychosocial and personality development.

Scope notes for Social Sciences Citation Index (SSCI): <https://mjl.clarivate.com/help-center>

Table 47: Publications and Citations: Psychology, Developmental – Ranking of the Top 20 North American Peers

PUBLICATIONS RANKINGS			
Institution Short Name	All North Am. Peers	North Am. Public Peers	Canadian U15 Peers
Harvard	1		
TORONTO	2	1	1
N Carolina - Chapel Hill	3	2	
Michigan	4	3	
Pittsburgh	5	4	
Penn State	6	5	
Calif - Los Angeles	7	6	
Johns Hopkins	8		
Minnesota	9	7	
U Washington	10	8	
U Penn	11		
Yale	12		
Indiana	13	9	
Columbia	14		
New York U	15		
Ohio State	16	10	
Vanderbilt	17		
Maryland - Coll Park	18	11	
Calif - Davis	19	12	
Texas - Austin	20	13	

CITATIONS RANKINGS			
Institution Short Name	All North Am. Peers	North Am. Public Peers	Canadian U15 Peers
Harvard	1		
N Carolina - Chapel Hill	2	1	
TORONTO	3	2	1
Michigan	4	3	
Calif - Los Angeles	5	4	
Minnesota	6	5	
U Washington	7	6	
Pittsburgh	8	7	
Penn State	9	8	
Vanderbilt	10		
U Penn	11		
Columbia	12		
Yale	13		
Calif - Davis	14	9	
Wisc - Madison	15	10	
Duke	16		
New York U	17		
Johns Hopkins	18		
Ohio State	19	11	
Stanford	20		

## 5.7. Research Centers

OISE has 17 centres and institutes that facilitate interdisciplinary collaborative research, teaching and outreach activities<sup>26</sup>. The centres support faculty, students and research staff from different departments or with different disciplinary specializations to collaborate on research in a unified substantive field or problem area. Centres also play an important role in the provision of research opportunities for graduate students. Two of OISE’s Centres support collaborative

<sup>26</sup> OISE’s research centres fit within the University’s formal system of extra-departmental units or EDUs, as described in the U of T [Guidelines for Extra-Departmental Units](#). There are four types of EDUs at the University, distinguished according to their ability to appoint faculty and/or offer programs. Most of OISE’s research centres are EDU Cs, which do not offer programs or appoint faculty.

specializations<sup>27</sup>. Through public events, centres disseminate research and promote OISE’s scholarship and programs. Below is the list of all of OISE’s research centres and institutes.

Table 48: OISE Research Centres and Institutes

Name	Type
<a href="#">Dr. Eric Jackman Institute of Child Study (JICS)</a>	EDU-B
<a href="#">Atkinson Centre for Society and Child Development</a>	EDU-C
<a href="#">Centre de recherches en éducation franco-ontarienne (CREFO)</a>	
<a href="#">Centre for Educational Research on Languages and Literacies (CERLL)</a>	
<a href="#">Centre for Integrative Anti-Racism Studies (CIARS)</a>	
<a href="#">Centre for Leadership and Diversity (CLD)</a>	
<a href="#">Centre for Learning, Social Economy and Work (CLSEW)</a>	
<a href="#">Centre for Media, Culture, and Education (CMCE)</a>	
<a href="#">Centre for Science, Mathematics and Technology Education (SMT)</a>	
<a href="#">Centre for the Study of Canadian &amp; International Higher Education (CIHE)</a>	
<a href="#">Centre for Urban Schooling (CUS)</a>	
<a href="#">Comparative, International, and Development Education Centre (CIDEDEC)</a>	
<a href="#">Indigenous Educational Research Centre (IERC)</a>	
<a href="#">Institute for Knowledge Innovation and Technology (IKIT)</a>	
<a href="#">Dr. R.G.N. Laidlaw Centre</a>	
<a href="#">Centre for Diversity in Counselling and Psychotherapy (CDCP)</a>	EDU-D
<a href="#">Centre for Smart Learning and Development (CSLD)</a>	

Since the last external review of OISE in 2015-2016, three centres were disestablished<sup>28</sup>, one centre changed its status from an EDU-D to an EDU-C<sup>29</sup> and two new centres were established<sup>30</sup>.

In order to provide clarity and guidance regarding the process for establishing new extradepartmental units at OISE, including purpose, consultation process, proposal checklist and governance requirements, the Office of Associate Dean, Research, International and Innovation developed and issued the OISE [Guidelines for the Establishment of the EDU-Cs](#) (in 2019), followed by the separate [Guideline for the Establishment of EDU-Ds](#) (2020).

Consistent with OISE’s commitment to social justice and equity, and as one of the recommended actions to address anti-Black racism within our community, a new centre for Black Studies in Education is under development. Subject to approval by governance, the centre will provide a dynamic environment where members of the university community can convene and engage in

<sup>27</sup> CIDEDEC supports a delivery of the [Collaborative Specialization in Comparative, International and Development Education](#); and CREFO supports a delivery of the [Collaborative Specialization in Education, Francophonies and Diversity](#).

<sup>28</sup> Dr. Fraser Mustard Institute for Human Development (FMIHD) in 2019-2020; the Centre for Women Studies in Education (CWSE) in 2018-2019, and the Transformative Learning: Centre for Community Activism in 2017-2018.

<sup>29</sup> Centre for Study of Canadian and International Higher Education (CIHE) in 2017-2018.

<sup>30</sup> Indigenous Educational Research Centre; and Centre for Smart Learning and Development in 2019-2020.

Black Studies learning and scholarship. The centre will also support the needs of Black faculty, staff and students, and assist the OISE community in addressing anti-Black racism.

The Dr. Eric Jackman Institute of Child Study (JICS) is OISE's only EDU-B research institute that includes a Laboratory School. Last reviewed in 2017-2018, the JICS subject to an external review commissioned by the Dean. JICS is described in detail in [Section 6.2.1](#), below.

While the EDU-Ds are department-based and are reviewed within their academic departments, the majority of OISE's centres are EDU-Cs and are reviewed periodically through an internal process led by the Office of Associate Dean, Research, International and Innovation.

### **5.7.1. Review of Centres 2018-2019**

Extra-Departmental Unit EDU-Cs are normally multidisciplinary, multi-departmental units designed to foster research and scholarly interest in a defined research domain. According to the [University of Toronto Guidelines for Extra-Departmental Units](#) (EDU Guidelines), EDUs should be reviewed every 5-7 years to assess the EDU's sustainability, performance, and achievements relative to the goals set out at its establishment. Aside from serving this accountability purpose, the review process provides a valuable opportunity for Centres to reflect on accomplishments, opportunities, and challenges, as well as to plan for the future.

At OISE, EDU-Cs are normally reviewed every 5 years. The review process begins with submission of a self-study report, which is normally due early in the November prior to the Centre's renewal period end-date. The self-study process is the responsibility of the Centre Director and should normally be an inclusive and broadly consultative involving the Centre faculty, staff and students.

A subcommittee of the Research Committee of OISE Council is appointed by the Associate Dean Research, International & Innovation to review each Centre's self-study. The subcommittee normally meets in late November or early December to discuss the self-study report, formulate formative feedback, and provide a recommendation to the Research Committee on whether the Centre should be renewed for another 5-year term. With respect to each Centre, the Research Committee discusses the subcommittee report and recommendations and votes on a motion regarding Centre renewal; this normally occurs at its January meeting. Research Committee motions proposing changes in EDU status or disestablishment of the EDU-C come to the following OISE Council meeting for approval. Motions to extend the EDU-C for another term are presented to OISE Council meeting for information.

OISE EDU-Cs were last reviewed in the 2018-2019 academic year. The review found that OISE EDU-Cs are contributing to fostering interdisciplinary research and collaboration in their respective areas of focus, and that their objectives and activities are aligned with OISE's overall mission and values. Therefore, the majority (ten) of the centres were renewed for a five-year term, one was disestablished and the review of three centres was postponed for the coming year due to changes in leadership of the centres and related transition.

## **6. Organizational Structure**

OISE is one of the largest faculties of education in North America. Organizationally, it comprises four academic departments, 17 extra-departmental units (research centres and institutes), the Office of the Dean, and a variety of divisional support units including the Education Commons, OISE Library, the Office of the Registrar and Student Services, the Office of Continuing and Professional Learning and the Office of the Chief Administrative Officer (inclusive of Finance, Human Resources and Facilities and Services) (see Appendix 5: [OISE Organizational Chart](#)).

### **6.1. Academic Departments**

The current departmental structure dates back to 2011-2012 when OISE restructured itself from five to four academic departments with programs grouped under four distinct yet interrelated areas of scholarship within the broader field of educational studies. As of July 1, 2012, OISE's academic departments are:

1. [Applied Psychology and Human Development](#) (APHD)
2. [Curriculum, Teaching and Learning](#) (CTL)
3. [Leadership, Higher and Adult Education](#) (LHAE), and
4. [Social Justice Education](#) (SJE)<sup>31</sup>

Each academic department has its own academic administrative and governance structures to administer its programs and initiatives and guide academic policy decisions at the departmental level. Students are normally represented on departmental executive and other committees, and each department has its own student organization that students may join in addition to belonging to the OISE-wide International Student Association (ISA) in the case of international students. There is currently no other OISE-wide students association, as the former OISE Graduate Students Association has ceased its activities in 2019. Along with department Chairs and Associate Chairs, departmental committees, program coordinators and support staff such as Business Officers, Program Assistants and Student Liaison Officers all contribute to the development and execution of the department's academic goals including supporting faculty research and teaching development. Departments and their programs are reviewed on a regular basis. As discussed in [Section 4.2.6](#). above, in 2019-2020, all twelve of OISE's academic programs were reviewed under the University of Toronto Quality Assurance Process (UTQAP).

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<sup>31</sup> Initially as the Department of Humanities, Social Sciences and Social Justice Education (HSSSJE); the department's name was changed in 2013-2014.

## 6.2. Extra Departmental Units

Engaging students and faculty across departmental boundaries, OISE has 17 research centres and institutes. OISE's EDU-Cs and EDU-Ds are described in [Section 5.7.](#) above. In this section, we describe OISE's only EDU-B, the Dr. Eric Jackman Institute of Child Study (JICS)—a research institute that includes a Laboratory School.

### 6.2.1. Dr. Eric Jackman Institute of Child Study

The [Dr. Eric Jackman Institute of Child Study](#) (JICS or Jackman ICS) is Canada's most integrated and dynamic centre committed to children's education and well-being. Identified as an EDU-B<sup>32</sup> under the University's [Guidelines for Extra-departmental Units](#), JICS has tripartite mission—bringing together graduate teacher education through the [Master of Arts in Child Study and Education \(MA-CSE\)](#) program, exemplary educational practices for the [Laboratory School](#) children in nursery to Grade 6, and multidisciplinary research in child development at the endowed [Dr. R.G.N. Laidlaw Research Centre](#). By connecting research, training and practice, JICS leads the way as Canada's foremost teaching and learning environment, with an international reputation for leadership.

Established in 1925 by renowned psychologist and pediatrician Dr. William E. Blatz, the Institute was the first of the University of Toronto's multi-disciplinary research centres, and was among child study centres at Yale, Berkeley, Minnesota, and Columbia universities which were initially supported by grants from the Laura Spelman Rockefeller Memorial Fund. Because of its EDU-B status, faculty members are cross-appointed to JICS and the Department of Applied Psychology and Human Development to support JICS's integral role in the MA-CSE program and interdisciplinary research. JICS is located at 45 Walmer Road and 56 Spadina Rd, rather than at 252 Bloor Street West, the main OISE building.

#### ***Laboratory School***

One of the ways JICS fulfills its tripartite mission, is through its sustained relationship with the [Laboratory School](#), a Nursery to 6th Grade School, that serves as a laboratory for learning about child development. Consistent with the educational goals of JICS, the Lab School provides an environment that fosters research and professional inquiry and is involved in initiating and disseminating new ideas related to improving education. The Lab School makes a significant contribution to the education, human development, and applied psychology work within the

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<sup>32</sup> An EDU-B is multidisciplinary, multi-divisional or multi-departmental unit designed to foster research and teaching in a new or highly specialized area of academic study and scholarship. An EDU B may not hold primary academic appointments (e.g., can only make minority budgetary appointments of 49% or less) and may offer degree programs and administer research funds. The Director is appointed under the University's *Policy on Appointment of Academic Administrators*.

University of Toronto and in the wider educational community in Canada and internationally. In 2016, the Lab School was the winner of the International Association of Lab Schools (IALS) “[Outstanding Lab School Award](#)”. All students in the MA-CSE program have the opportunity to complete one of their practicum placements in the JICS Laboratory School. The 2010-2020 external review of the Department of Applied Psychology and Human Development (APHD) and its programs including the MA-CSE, highlighted that the program builds educational leaders for the future, in part through its relationship with the Laboratory School that was characterized by the reviewers as “a jewel in the educational crown at OISE offering a ground-breaking setting for research and practice in teaching and learning for faculty and students”.

The Laboratory School is a self-funded unit reporting to the JICS Director and the Dean of OISE. The School enrolls 200 children, ages 3 to 12, from kindergarten to Grade 6. The Laboratory School is a clinical setting where teachers-in-training observe and learn about best practices in inquiry-based early childhood education, a site for classroom-based research on children’s learning and development, and a secure, home-like learning environment for young children. The School’s program is designed to foster personal inquiry, integrity, a sense of social responsibility and an appreciation of learning in an intentionally diverse community. The Table below depicts the Lab School at a glance.

**Table 49: Dr. Eric Jackman Institute of Child Study Laboratory School at a Glance**

<b>Dr. Eric Jackman Institute of Child Study Laboratory School at a Glance</b>	
<b>Mission:</b>	Excellence in childhood education, teacher education, and research in a culturally and economically diverse environment.
<b>Number of Students:</b>	200
<b>Average Class Size:</b>	22
<b>Diversity:</b>	Gender: <b>50% Boys, 50% Girls</b> Self-identified Visible Minority: <b>55%</b> Economic Diversity: <b>10%</b> of current students receive some financial assistance. <b>\$183,662</b> financial support awarded for the 2020-2021 school year. Learning Styles: <b>15%</b> of current students receive Special Education support
<b>Approach:</b>	Inquiry, security, and child development
<b>Community:</b>	<ul style="list-style-type: none"> <li>• 150 families</li> <li>• 27 teachers (11 self-Identified visible minority)</li> <li>• 5 educational assistants</li> <li>• 8 administrators</li> <li>• An extended family of 1,870 graduates</li> <li>• 140 teacher candidates</li> </ul>
<b>Specialty Subjects:</b>	Physical Education, Visual Arts, Library, Drama/Movement, Music, French

Students are admitted on a first-come, first-served basis, with consideration of the diversity of the student body and priority given to siblings of current students. The School has over 2,400 names on its waiting list. A [Dean’s Advisory Board for the Jackman ICS Laboratory School](#) was established in 2008 to inform discussions of tuition and admissions policies and the relationship between OISE and the Laboratory School.

OISE raised \$16 million to fund the renewal of the Jackman ICS facilities. This resulted in a major renovation project that provided a first-rate facility with which to welcome the wider community and engage in research, teaching and learning. The much needed, expanded space has been outfitted with state-of-the-art technology and high-technology facilities to support the Institute's tripartite mission. A central part of the new facilities is the Margaret and Wallace McCain Pavilion, which is home to a multi-purpose auditorium/gymnasium, new seminar rooms and classrooms for the MA-CSE graduate teacher education program, the Lab School, and the Dr. R.G.N. Laidlaw Research Centre. Officially [opened on January 26, 2018](#), the renovated JICS facility represents more than a location or physical space. It strengthened the JICS community of students, faculty, staff and community partners.

Last reviewed in 2017-2018 under the *University of Toronto Policy for Assessment and Review of Academic Programs and Units*, the reviewers praised JICS's remarkable profile nationally and internationally, and its ability to meet its tripartite mission of excellence in childhood education, teacher education, and research. The reviewers also highlighted some areas of improvement such as improving communications within JICS, increasing diversity within the Lab School's student population, and integrating a culturally relevant approach to teaching within the MA-CSE program. As mentioned above, the MA-CSE program<sup>33</sup> was last reviewed in 2019-2020 under the University of Toronto Quality of Assurance Process (UTQAP) as part of the external review of the Department of APHD and its programs. In addition to the Lab School specific observation highlighted above, other findings and recommendations from this review is described in the section [4.1.4. Cyclical Reviews](#). In the next phase of its development, the JICS will continue to serve Toronto families for best-practice teaching and learning, and will serve as the centre of its community as it forges ahead with renewed momentum to continue to engage in pioneering research and practice in early childhood development and education.

### **6.3. Divisional Support Units**

A variety of specialized units reporting to the Dean's Office provide essential support to OISE's academic mission.

#### **6.3.1. Education Commons**

The Education Commons (EC) was created after the 1996 merger of OISE and the Faculty of Education of the University of Toronto (FEUT) to integrate library and information technology (IT) services. Reporting to the Chief Administrative Officer, the EC plays a multifaceted role to meet the diverse and complex needs of researchers, faculty, staff and students at OISE.

The EC serves to advance OISE's strategic goals through the design, development, integration and architecture of solutions that adopt forward-looking technology in a culture promoting

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<sup>33</sup> Although, the program is housed within JICS, it is offered with the Department of APHD as a graduate unit.

discovery, innovation and collaboration while providing added value, differentiating services and rapid response, high quality support.

The EC acts as the liaison and client relationship point, as well as added value unit for OISE stakeholders on all technology aspects relating to services provided by other units on campus, which include technology adoption and technology application to OISE context and use cases. Through collaborative partnerships and bridging the value of services with the needs of OISE community, the EC acts as a gateway and an “enhancer” to services of the U of T Library, Information Commons, U of T Information and Technology Services (ITS) and other central service providers by making services relatable, applicable and usable for OISE context and use cases. These coordinated services are delivered in a coherent manner that achieve economies of scale, satisfy the gap in a service application, improve customer satisfaction and enhance the client experience at the point of use.

**Table 50: Centrally Provided IS Infrastructure Supported by the Education Commons**

Service	Value Add Support Unit	Infrastructure Provider
Network backbone	Education Commons	ITS
Administrative E-mail (Exchange)	Education Commons	ITS
Student E-Mail (Office365)	Education Commons	ITS
Usernames/Passwords (UTORid)	Education Commons	ITS
Institutional Learning Management System	Education Commons	ITS
Finance/HR systems	Education Commons	ITS
Centrally provisioned solutions such as SharePoint, MS Teams, MS Bookings	Education Commons	ITS

### ***EC Services***

As the EC endeavors to enable excellent teaching, learning, research and workplace experiences and success through the use of technology, the unit’s service offerings go well beyond those of a traditional IT support service and could be grouped as follows:

- (1) Post Production services and Collaborative technology (multimedia design, event video production, video conferencing, podcast and webcasting, technology enhanced meetings, video and audio editing, emerging technology application for OISE use cases, support for graduate research, enablement of knowledge mobilization for researchers);
- (2) Computers & Software (virtual computer lab, OISE specific software availability through Ministry licensed software repository, managed computer environment – remote software installations and remote assistance, asset management and renewal, adaptive technology lab, data storage, OISE web presence);
- (3) Research Support (collaborator and co-investigator, infrastructure design for a particular research project, data analysis, prototype and design of technology solutions part of a research project, pre-award and post award research project support, data controls design and implementation to secure research data, REDCap online survey tool);
- (4) Workshops and Events;
- (5) Web Design and Publishing;

- (6) Teaching and Learning (Online Learning, Quercus; Connect 2 Create [C2C]; classroom tools, digital whiteboard [SmartBoard];
- (7) File Storage and Sharing (file sharing, personal file storage, research project space;
- (8) Help and Support (technical support, equipment and facilities bookings, consulting, self-help); and
- (9) Applications Development (mobile apps, web apps, automation of business processes, consultations, research projects portfolio, institutional projects portfolio).

Of note is the newly created [Virtual Computer Lab](#), which allows OISE faculty to teach students in a scheduled class, using OISE-licensed software, observe students' progress, and assist them in their work by visiting their virtual desktops. Both students and faculty can drop in to the Virtual Computer Lab any time to use the available licensed software including: SPSS, v. 26, MPlus 8.4 Base Program and Combination Add-on, Nvivo, Stata, v. 15, R Studio, Covidence, MS Office Pro, RedCap, IRTPRO, and Access to OneDrive.

### ***New Strategic Plan***

OISE recently recruited a new Director of the EC who engaged the EC team and the community in a strategic planning exercise during the 2019-2020 academic year. Following an extensive consultation, the [Education Commons Strategic Plan 2020-2022](#) was completed and presented to OISE Council on February 12, 2020. Linked to OISE's Academic Plan 2017-2022, the EC Strategic Plan is underpinned by the following core values: Inspire, Transform, Collaborate, Learn and Sustain. The strategic priorities for the planning period include: transforming the EC into a community partner; becoming an ambassador of emerging technology to enable innovative pedagogy; ensuring digital leadership that strengthens teaching, research, scholarship, partnerships and advocacy; and enabling transformative impact of technology to influence and empower productivity and optimization to enhance wellbeing and environmental sustainability. Each of the strategic priorities includes a number of concrete actions that will help realize the priorities.

The next step in the planning process was the development of an organizational structure for the unit that would match the strategic directions articulated in the plan. The new structure involves numerous shifts in position roles and responsibilities. Transitioning to this new structure will involve a number of iterative steps; however, it is expected that the new structure will be fully in place in the spring of 2021.

### ***Future Developments***

OISE's Academic Plan 2017-2020 calls for a review and renewal of OISE's commitment to pedagogical innovation, and critical and reflective integration of technology to meaningfully enhance teaching and learning. In order to engage in this process, it is important to recognize the EC's role in enhancing the flow of knowledge through the Institute, and supporting the meaningful use of technology in teaching, learning, research and workplace experiences.

As mentioned in the section regarding the institutional supports for teaching, OISE's academic departments offer a number of courses that feature online or hybrid delivery modes. The EC provides both technological and instructional design support for these courses. We have seen growth of online course offerings over the past three years; especially during the winter term of 2020, and the 2020-2021 academic year with a major shift to online teaching and learning accelerated by the pandemic. While the pandemic-related changes to course delivery mode are temporary and linked to public health restrictions, they are likely to remain in place for the 2021-2022 academic year. Nonetheless, under the leadership of the Office of Associate Dean, Programs, OISE faculty and departments are beginning to engage in the planning process for possible changes to course delivery modes for 2022-2023 and onward.

Given that we are witnessing a growth in hybrid/online courses, in addition to the existing services provided by the EC, we see the opportunity for future growth for the EC in supporting teaching development. This growth could entail increasing the availability and visibility of workshops and supports for e-learning including, for example, designing distance and blended learning courses and interactive content, the user experience of technology-enhanced collaboration, instructional design, the application of technology to the enhancement of learning, teaching and assessment. It could also entail involving the EC in consultations regarding the delivery of programs and the development of academic change proposals that result in significant changes to the program delivery (e.g., different campus, online delivery, inter-institutional collaboration), which is also linked with the OISE's Academic Plan 2017-2022, particularly OISE's focus on pedagogical innovation using the technology and enhancing online teaching and learning.

### **6.3.2. OISE Library**

The University of Toronto Libraries (UTL) are consistently ranked among the top five university library systems in North America. Under the jurisdiction of UTL, the OISE Library is the largest education library in Canada. The Library supports teacher education programs, graduate studies, professional development, and research and teaching in the field of education, and assists in meeting graduate (MA, MEd, MT, PhD, and EdD) degree level expectations. In particular, OISE librarians and library staff help students develop critical thinking skills, library research skills, and skills pertaining to research knowledge management and production. During the 2018-2019 academic year, OISE's 4 librarians provided 337 hour-long research consultations for OISE's graduate students and facilitated 112 library research skills sessions ranging from 30 minutes to 3 hours across all departments at OISE, and all degree levels. In addition, the OISE librarians provided support for faculty with their research, teaching and scholarly communications, and provided research support to other campus services and their staff. The librarians also assist Faculty with the preparation of their course syllabi to ensure the readings are accessible online with proper digital reference and copyright safeguards.

The relationship between research, theory, and practice requires a unique collection of library resources and services. The OISE Library has the largest collection of print and online education materials in Canada and the third largest collection in North America, including over 3,000 education journal titles; an extensive [research collection](#); [current](#) and [historical](#) curriculum

documents, materials, and textbooks; and [children's literature](#). At its core, the Library's Research Collection focuses on higher education, adult education, and children's psycho-social and cognitive development. Additional collection strengths include social justice education, Indigenous education, additional language learning, and women's studies in education.

The University of Toronto Libraries supports open access to scholarly communication through its institutional research repository (known as [T-Space](#)), its [open journal production services](#), and subscriptions to open access publications. In cooperation with the Internet Archive, UTL has digitized its monograph holdings published before 1923 and made these freely and openly available through the [Internet Archive's Canadian Libraries collection](#).

The OISE Library is actively working to digitize its archival and historical materials and make these openly available. The [OISE Library's Internet Archive collection](#) houses over 3500 items, including historical textbooks, government publications and curriculum documents, and periodicals published by OISE. Other OISE Library archival collections have been made freely available online through [Discover Archives](#), and online exhibits such as the [Canadian Public Figures on Tape](#) exhibit and the [Paulo Freire](#) research guide.

As previously noted, in 2015-2016, OISE repositioned itself as an all-graduate faculty of education by discontinuing its undergraduate teacher education programs and expanding its graduate programs of professional education—the MT and MA-CSE. The OISE Library has responded well to this change by updating its collections and services and through expanded liaison activities and support for faculty and students, collection development for growing electronic and special collections, and special research and learning services to meet the unique needs of both faculty and students. Now in its 6<sup>th</sup> year, the OISE [Personal Librarian Program](#) is one of the Library's most successful initiatives.

The recent review and revisions to OISE's Constitution and By-laws described in [Section 6.4.3](#) below, have resulted in changes that, we trust, will improve the integration of the Library within the Institute. Specifically, these changes include the allocation of a designated Librarian position on OISE Council and its Research Committee, and the inclusion of the Director of OISE Library *as ex-officio*, non-voting member of OISE Council. The Director is also member of OISE's Leadership Team that includes academic leadership (Deans and Chairs), heads of divisional support units and directors of various institutional portfolios (e.g., research, academic operations).

Since the start of the pandemic, the OISE Library team has been working online to continue to provide support for faculty and student research, teaching, learning, and scholarly communications. While most libraries across campus are physically closed, most of the Library's materials remain accessible, either online through UTL or the [Hathi Trust Emergency Temporary Access Service](#), or in print through the [Curbside Pickup Service](#). Librarians continue to provide support for students (e.g., virtual research and reference desk, [online research consultations](#), [Ask Chat with a Librarian](#), [research guides](#), [customized research modules](#), citation management tools, etc.), for instructors (e.g., online video resources, [Syllabus Service](#), teaching and learning online,

etc.), and for researchers (research software, T-space, research design and analysis, etc.) (see Appendix 6: OISE Library Report 2020).

### **6.3.3. Office of the Registrar and Student Services**

The Office of the Registrar and Student Services (ORSS) supports OISE's mission by facilitating all matters pertaining to the recruitment, application, admission, registration, student success and graduation processes for OISE's programs, and administering related academic and administrative policies, often in collaboration with other offices and agencies.

As part of the reorganization in 2014-2015, the amalgamation of the Registrar's Office and the Student Services Office resulted in the creation of the integrated unit. Reporting to the Associate Dean, Programs, the unit is led by the Registrar and Senior Director, Student Services who is supported by a Business/Publications Officer & Executive Assistant. The unit is composed of three functional teams:

1. Student Services and Recruitment;
2. Admissions; and
3. Registration, Records and Systems.

The Student Services and Recruitment (SSR) team focuses on recruitment, marketing, prospective student communications, financial aid, awards, student counselling, student success and diverse student support, and is one of the first places a prospective student, inquirer, applicant, admitted student, registered student or lapsed student comes to ask questions. Led by the Director of Student Services and Recruitment, the team includes two Student Success Advisors, a Student Career and Co-curricular Record Coordinator, a Recruitment and Diverse Student Success Coordinator, an International Student Recruitment & Success Coordinator, a Student Success Counsellor, a Financial Aid Advisor and a Student Communications Coordinator. The SSR team also shares a Student Awards & Registration Officer with the Registration team.

The Admissions team focuses on admissions assessment. Led by the Associate Registrar, Admissions, this team is supported by the Admissions and Enrolment Management Specialist, an Admissions Assessor and Systems Coordinator, an Admissions Associate Assessor and seasonal casual Admissions Assessor(s). The Admissions team also shares an Admissions & Doctoral Registration Officer, and a Registration & Admissions Specialist with the Registration team.

The Registration, Records and Systems team focuses on supporting the registration of students and on student records management, ROSI<sup>34</sup> and ACORN<sup>35</sup> systems and data expertise. This

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<sup>34</sup> Repository of Student Information ROSI is the institutional system that supports the operations, planning and management of student academic records, accounts and awards. It is the definitive source of institutional data on applicants, students and alumni with respect to their work in degree, diploma & certificate programs at U of T.

<sup>35</sup> ACORN is the University's student information service for everything students need to manage their student life.

team has a second-tier registration counter with three Registration Specialists who assist students with extended registration needs. Led by the Associate Registrar, Registration, Records and Systems, the unit is supported by a Registration Specialist, a Doctoral Registration Specialist, a Student Systems and Records Coordinator and a Statistics, CRM and Data Administrator. As noted above, an Admissions & Doctoral Registration Officer and Registration & Admissions Specialist are both shared with the Admissions team. Likewise, a Student Awards & Registration Officer is shared with the SSR team.

From May 2020, DocuSign has been rapidly introduced to allow for the signature of the 50 different PDF forms in usage at the ORSS in order to facilitate their signing and avoid the usage of printed copies.

Along with the reorganization of the Office and the amalgamation of the Registrar's Office and the Student Services Office<sup>36</sup>, a major space renovation was completed in 2016. The 7,500 square ft space on the 8<sup>th</sup> floor of the main OISE building was renovated to house the new unit. The revitalized space accommodates programmatic requirements specific to the needs of the Office including a front triage staff, Student Success, a dedicated Final Oral Exam room, Counselling office and Financial Aid. The renovated space also supports the University's sustainability goals, as well as goals aimed at improving the student experience and increasing operational effectiveness of the Office. Additionally, the creation of collaborative, inviting and open spaces provides opportunities for informal learning and spontaneous interaction between staff and students alike.

The ORSS is often the first and last point-of-contact with students. The ORSS engages, guides, serves and supports a broad range of diverse constituents to facilitate a positive experience for all students. The ORSS services are student-centered, community-focused, seamless and integrated in an environment of mutual respect that promotes student satisfaction, engagement and success. Through collaborative partnerships, the ORSS's goal is to promote equitable access to academic, financial, professional development programs and services beneficial to students. The ORSS proactively pursues innovation in all services, processes and clear/transparent communications, and to provide an environment that assists in attracting, supporting and engaging students. The ORSS team works together to make the OISE a great place to work, learn and grow.

At the ORSS, students, faculty and staff are able to request, receive, and retrieve a wealth of information: viewbooks, admission, digital forms, course registration, student record management, account information, fee payments, financial advice, bursaries, scholarships, awards, OISE Bulletin, counseling, well-being, accommodations, student communications, career services, the OISE Student Success Centre, professional development, convocation and

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<sup>36</sup> Prior to the reorganization, the Student Services Office was part of the former School-University Partnerships Office that was disestablished during the larger restructuring at OISE and the Institute's transition to an all-graduate faculty of Education. Prior to the reorganization, the Registrar's Office was located on the 4<sup>th</sup> floor, and the Student Services Office was located on the 8<sup>th</sup> floor of the main OISE building at 252 Bloor Street West.

much more. The Customer Relations Management functionalities of the Stale platform are being developed to optimize recruitment and conversion.

The two main publications of the ORSS, the [Viewbook](#) and the [OISE Bulletin](#), have been revamped and streamlined, in 2020 and 2019 respectively, to better suit their recruitment and registration functions.

### ***ORSS Services***

In addition to the centrally provided services and supports, our students have access to a number of services offered at OISE through academic departments and through ORSS and its Student Services portfolio. The mandate of the Student Services team within the ORSS is to assist and enhance the development of students as they engage in academic and professional learning at OISE.

As mentioned earlier, the 2019-2020 external reviews of OISE's academic departments and their programs recommended both expanding professional development opportunities for students (e.g., professional skills to support non-academic careers); and continuing to rethink services and resources to allow for better coordination of professional development opportunities for students. This will be addressed through an OISE-wide initiative lead by the Associate Dean, Programs, working with the Student Experience Committee to develop a plan for student success that identifies concrete priorities to ensure that our students receive adequate supports and that they can access resources including financial support. Meanwhile, with a focus on engaging students and improving the student experience, Student Services Office offers the following services.

#### ***Counselling and Well-being***

OISE's Student Success Counsellor provides personal and confidential counselling to students, and facilitates the implementation of academic accommodations recommended by Accessibility Services for students with a disability. Students can meet one-on-one to explore their concerns, assess obstacles, and develop strategies for academic success and personal well-being. Students who encounter personal, health, or situational circumstances that interfere with their studies can receive assistance in managing these challenges.

#### ***Financial Aid and Awards***

OISE's Financial Aid Coordinator provides support related to OISE bursaries, general financial aid inquiries, and emergency financial assistance. The Coordinator also administers internal awards, which are open to the general OISE student population and provides administrative support to academic departments in the operation of departmental/program specific awards.

#### ***Writing and Academic Skills Support***

OISE Student Success Centre (OSSC), is a full-service academic and cultural communication resource and support centre. Most OSSC advising is provided by OISE doctoral students who are

employed as TA's on a sessional basis. For Fall/Winter 2020-2021 there are 13 TA's working as advisors in the OSSC. Students can access writing support, including assistance with structuring, planning, organizing and revising papers; presentation skills; and lesson planning. OSSC advisors also present academic skills workshops. The operational lead of the OSSC is the Recruitment and Diverse Student Success Coordinator. Advisors are also supported by a Faculty Advisor (on course release) who provides academic oversight of OSSC activities.

### *Career Planning and Support*

OISE's Student Career and Events Coordinator supports students with career-related queries and exploration including the organization of career-related workshops and programming. One-to-one support is offered mainly through the OSSC via resume and cover letter writing support appointments. Examples of career programming include the annual Professional Preparation Conference (PPC) for Teacher Candidates and the spring employment fair.

### *International Students*

OISE's International Student Recruitment & Success Coordinator supports international student recruitment and helps students navigate through the comprehensive support system offered by the University of Toronto for international students.

#### **6.3.4. Office of Continuing and Professional Learning**

The Office of OISE Continuing and Professional Learning (OISE CPL) was created after the 1996 merger, as an expansion of the Additional Qualifications (AQ) program developed by the former Faculty of Education. Led by an Executive Director, the unit reports to the Office of the Associate Dean, Research, International and Innovation. With approximately 6,500 continuing education registrants annually, OISE CPL develops, delivers and administers a wide range of high-quality non-credit learning solutions for education professionals and institutions across all sectors of education (PK-12, Post-Secondary, Workplace Learning and Human Services) that support the professional learning and career development needs of education professionals in Canada and abroad.

#### ***PK-12***

OISE CPL is one of Ontario's largest and most prestigious suppliers of professional learning for PK-12 education professionals (e.g., teachers, curriculum leaders, principals, etc.). The unit's programming assists professionals with re-skilling and up-skilling that supports career transitions and/or advancement to school and district leadership positions. Examples of courses and programs for practising teachers include Additional Qualifications (AQs)<sup>37</sup>, the First Nations

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<sup>37</sup> AQs are a required education pathway for K-12 teaching licensure in Ontario.

Schools Principals Course (leadership skills for principals and vice-principals working in band-operated schools), and the OISE Certificate in International Education for International Baccalaureate (IB) – a leading certificate for professionals who aspire to teach in an international school and/or in a recognized IB school in Canada.

### ***Post-Secondary Programming***

The unit's Post-Secondary Education learning solutions assists professionals who are employed in higher education (e.g., colleges, universities, and polytechnics) and in diverse professional roles from student services and academic advising to administration and governance. The Serving Students in Higher Education (SSHE) is a popular offering that provides participants with a greater understanding of the complex higher education working environment, and the practical skills needed to address current issues facing campuses and students in the 21st century.

### ***Workplace Learning and Development***

OISE CPL's Workplace Learning and Development programs are designed for education professionals who are accountable to design, develop, deliver and evaluate education and talent development solutions in diverse workplace settings. Professional learning solutions include the Adult Learning and Development and Learning Experience Design certificate programs, as well as the popular Brief Coaching program.

### ***Human Services***

The unit's Human Services learning solutions are oriented to meet the continuing education needs of licensed psychologists, psychotherapists, health and wellness professionals and bereavement specialists. The Orientation to Human Services program introduces professionals to the human services workplace and Solutions Focus Brief Therapy (SFBT), Cognitive Behavioural Therapy (CBT), and Bereavement Education are programs that support Human Services professionals in meeting their continuing and professional designation requirements.

OISE CPL engages the Canadian and international education marketplace through the following channels:

- **Direct enrolment** revenue is derived from learner fees applied to individual registration in short intensive workshops (1-5 days), as well as online/blended or in-class courses (6-14 weeks in duration). On average, OISE CPL welcomes 6500 registrants annually to its courses and programs.
- **Custom learning and contract services** revenue is derived from client fees applied to custom programs (intensive multi-day or multi-week classroom/blended solutions delivered onsite at OISE, onsite at client site or online) and contracts for services (strategic planning, facilitation, instructional design and program evaluation services for clients, as well as consulting services that enable organizational capacity building through education solutions implementation). In 2019-2020, the unit engaged education

organizations in China, UAE, Jordan, Qatar, Ghana, Rwanda, Norway, Denmark, Sweden, and UK.

OISE CPL is a cost-recovery and revenue-generation unit that contributed \$12.9 million to OISE's annual operating budget (2015-2020).

In 2019-2020, the OISE Office of Research, International and Innovation, with OISE CPL, launched **InnovED**—an entrepreneurship initiative within the University of Toronto Entrepreneurship (UTE) ecosystem—and joined the UTE community as the 11<sup>th</sup> campus-linked accelerator and the only incubator dedicated to education entrepreneurship. InnovED was conceived in response to OISE and U of T students and alumni seeking to develop and launch entrepreneurial solutions into the non-profit and for-profit education marketplace, and is designed as a mechanism to identify the knowledge and practice needs of education entrepreneurs in order to develop education solutions that are oriented to improving education solutions' quality and sustainability in alignment with the sustainable development goal, Quality Education (SDG 4 – Target 4.7). While there is keen interest in education technology across U of T's three campuses, the historic focus of ed-tech has been web and app-based solutions that are designed for broad-market application rather than an education-first design. InnovED applies the human performance definition of 'technology'—technology is the application of knowledge for practical use and includes innovating education methods, processes and models of practice in addition to education programming, software and hardware—and in orienting to this expanded definition of ed-tech, strives to encourage greater diversity and inclusion of members into the UTE ecosystem. In 2020-2021, following a year of community consultation and needs discovery, InnovED achieved U of T Provost funding and developed the Innovation in Action program – an action learning approach supported by OISE CPL programming, UTE programming, mentor coaching and resources. The program is currently in its pilot stage and has been recognized by Mitacs so that InnovED members may access Mitacs' Accelerate and International Entrepreneur funding.

Challenges for OISE CPL include:

- **Declining AQ Market:** Overall the AQ market share for Ontario Faculties of Education has been decreasing annually since 2013-2014 as has the size of the Ontario AQ market itself. This is the result of two market realities: (1) Ontario College of Teachers (OCT) has increased the number of AQ providers (unions and school boards now offer AQs at lower tuition fee rates); and (2) the number of new teachers requiring AQs has been steadily declining. These two market realities have resulted in lower enrollment for all Ontario Faculties of Education and contribute to the continued erosion of AQ programming as a revenue pathway.
- **Geo-Politics and Global Marketplace:** As OISE CPL is a unit which monitors and responds to market realities to gain opportunity advantages, it also directly experiences the disadvantages. Shifting diplomatic relationships have impacted CPL activities. Further, the effects of COVID-19 were felt by OISE CPL in January to February 2020 as planned delegation visits from abroad paused and were eventually cancelled in March 2020.

Opportunities for OISE CPL include:

- **New Direct Enrolment Programs:** A series of program maps have been developed in areas of PSE, Workplace, and Human Services, which will enter the market in late 2021.
- **Refreshed Professional Learning Model:** With a view to advancing its online learning membership business model, OISE CPL has been actively developing, internally to determine market viability, cost unit structure and a plan for launch in FY2023-2024.
- **Virtual Consultation Services:** COVID-19 has resulted in more education clients open to engaging in virtual consultation, which is resulting in a new consulting model and new services for international clients. Through extensive relationship development activities from January 2020 to present, OISE CPL has secured new clients who have adapted to the online world of work and are seeking partners who can serve them within the current virtual work environment.
- **U of T Engagement:** OISE CPL has increased its visibility and collaboration with various U of T offices including the Office of Vice President Research and Innovation (inclusive of Institutional Strategic Initiatives and Entrepreneurship), Vice President International, Sustainability Office, UTM, and UTSC. The unit has been actively providing these offices and teams consultation and facilitation services that has resulted in revenue, business referrals and increased relationship development.
- **Market Shift:** With the shortage of teachers experienced by the school system caused by the pandemic, the influx of new teachers and the shift to online schooling may translate in an increased demand for AQ courses, as well as for online professional development programs.

In 2015-2016, OISE CPL outlined a five-year plan to improve the operational infrastructure of the unit for future growth. The 2020-2021 academic year marks the concluding year of the 1-3-5+ plan for OISE CPL and although COVID-19 brings new challenges, it also presents the conditions for significant improvement and innovation. OISE CPL seeks to advance education's big ideas and bold goals in response to education systems' needs locally, nationally and internationally in alignment with the OISE Academic Plan, the U of T Strategic Mandate Agreement, the Sustainable Development Goals (SDGs) and Global Framework 2030 (Agenda 2030).

### **6.3.5. Office of the Chief Administrative Officer**

The Office of the Chief Administrative Officer (CAO) is the strategic partner in developing and implementing OISE's academic and strategic plans and providing administrative and infrastructure support to ensure efficient and effective management of the Institute's resources. The Office provides comprehensive and professional services to the OISE community with expertise in the areas of financial planning and management, human resource management, system and data development, legislation and policy compliance, space management and the Education Commons: information technology infrastructure and support.

**The Financial Management** team within the CAO Office provides leadership and community training in planning, budgeting, accounting, reporting, contract administration, financial administration including support for larger research contracts such as CFI, partnership grants and oversight of revenue generating activities at OISE. The CAO Office also provides analysis and scenario-building support to enable informed decision-making and the linking of academic decisions with financial implications.

**The Human Resources Management** team provides HR expertise, advice and support to OISE's academic departments and divisional support units including organizational and professional development, labour relations, employee relations, performance management, compensation, job evaluation and recruitment. The office also provides payroll service and pension and benefits information to all OISE academic, administrative and casual employees. Its support in the area of labour relations includes not only USW 1998 (administrative and technical staff), CUPE 3902 Unit 1 (student teaching assistants) and Unit 3 (sessional lecturers), but also two bargaining units unique to OISE at U of T: OPSEU 578 (research officers) and CUPE 3907 (graduate assistants).

**The Facilities and Services** unit provides services and supports related to space and facilities management including coordination with University Facilities and Services to provide safe and secure space for the OISE community. OISE facilities include the main OISE building at 252 Bloor Street West, the Dr. Eric Jackman Institute of Child Study at 45 Walmer Road and 56 Spadina Road, and a shared facility at 371 Bloor Street West where the [University of Toronto Schools](#) (UTS)<sup>38</sup> is housed. The space planning and capital project management for CFI and space revitalization projects at OISE is also provided by OISE Facilities and Services. The unit works closely with the community and the University on accessibility, sustainability and health and safety issues and compliance.

**The Education Commons** is covered [in Section 6.3.1.](#) above.

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<sup>38</sup> UTS is an independent school affiliated with the University of Toronto, organized into foundation (grades 7 and 8), middle (grades 9 and 10) and senior (grades 11 and 12) years.

Other areas in which the CAO office has also taken a leadership and support role include:

- Managing risk and compliances for all operations at OISE;
- Acting as the lead for administrative issues with the University central administration;
- Establishing and refining standard operating procedures to streamline business processes, developing and implementing data management strategies for informed decision making;
- Community building and the establishment of cross-functional teams such as the Working Together Group including staff involved in HR, finance and space functions; Managers group for communication, team building and sharing information and best practices, etc.;
- Developing and implementing integrated wellness strategies and activities to promote healthy work places and foster community spirit;
- Developing and administrating the [Staff Excellence Awards](#) for recognition and appreciation of OISE’s administrative staff;
- Developing and implementing professional capacity building strategies at OISE;
- CAO also leads initiatives such as the Sustainability Advisory Committee, Joint Health and Safety Committee, and Space Planning Committee.

## **6.4. Administration & Governance**

OISE has an academic administrative structure of academic administrators who report to the Dean, who in turn reports to the Provost. OISE has a governance structure, which works through OISE Council, the decisions of which must be consistent with the University of Toronto policies. Together these structures and bodies are responsible for OISE’s policy and direction.

### **6.4.1. Academic Leadership Team: Deans and Chairs**

OISE’s Academic Leadership Team is composed of the Dean, two Associate Deans and four Department Chairs. The team meets weekly in different configurations, supported by the CAO and key staff, and serves as the key institutional planning committee tasked with the planning and implementation of high-level strategic and operational issues in support of OISE’s academic mandate.

### **6.4.2. Dean and Associate Deans**

The Dean, who serves as the chief executive officer of OISE, reports directly to the Vice-President and Provost, and exercises decanal responsibilities under the authority of the *University’s Policy on Appointment of Academic Administrators*. The Dean is responsible for the management of OISE, the implementation of University policy, the creation of an environment conducive to the growth of intellectual life within the division, and the handling of external relations within the University and beyond to facilitate support for OISE’s educational and research activities. Divisional reviews, undertaken in accordance with the *University Policy for Approval and Review of Academic Programs and Units* normally coincide with the conclusion of the Dean’s term.

As per the University policy, one or more Associate Deans may be established, after appropriate consultation with the teaching staff and with the approval of the Vice-President and Provost, to assist the Dean in carrying out the academic and administrative work of the division.

Prior to its transitioning to an all-graduate Institute, OISE had three Associate Deans including a dedicated Associate Dean for teacher education with primary responsibility for the now discontinued undergraduate teacher education programs. The Associate Deans' portfolios have changed since the transition began and effective July 1, 2013, a reduction in the Associate Deans' portfolios at OISE from three to two was approved by the Provost. OISE's current decanal structure now includes two Associate Deans:

**Associate Dean, Programs** – is responsible for maximizing the educational impact of OISE's academic programs and works closely with the Dean and Chairs to manage and support academic programs through curricular modifications and new programs development, periodic quality assessments and accreditation reviews, etc. The Associate Dean collaborates with the School of Graduate Studies and various stakeholders to maintain overall compliance with the University of Toronto Quality Assurance framework and enhance student experience.

**Associate Dean, Research, International and Innovation** – is responsible for promoting and supporting excellence and innovation in research and knowledge mobilization by opening new opportunities for OISE research and expanding the reach of OISE research and its uptake in policy and practice globally. The Associate Dean also steers the development and implementation of OISE's international strategy, guides strategic planning and the incubation of new opportunities in the areas of professional development, provision of educational services, commissioned research and consultancies.

### **6.4.3. OISE Council and Committees**

[OISE Council](#) is the highest governing body regarding academic matters at OISE and oversees governance activities of the Faculty. OISE Council and its Standing Committees make decisions about academic policies and priorities for teaching, learning and research activities at OISE. Council's specific responsibilities include approving new degree programs and modifications of existing programs including program requirements (e.g., changes to courses, program lengths, admissions requirements, etc.)<sup>39</sup>. OISE Council's responsibilities are to:

- establish policies regarding academic matters
- establish committees for the conduct of council business
- advise the Dean on academic matters
- approve and regulate standards of admissions

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<sup>39</sup> In addition to divisional approval (i.e., OISE Council) new program proposals require university-level approval (i.e., Academic Board, and Governing Council) and provincial government approval (i.e., Ministry of Universities and Colleges).

- approve new, or changes to the existing, academic programs and units

Council is composed of 61 elected voting members (30 teaching staff, 5 other academic appointees, 1 librarian, 15 graduate students and 10 administrative staff), who are elected by their constituencies. There are 11 ex-officio voting members and 8 ex-officio non-voting members. Nominations and elections for vacant elected positions on OISE Council and its Committees are run each year in the early fall and the elections process is electronic. There are a minimum of four governance meetings of Council each academic year (July 1 - June 30), and a schedule of meetings of the Council and its Standing Committees is circulated among the OISE community and posted on the [governance website](#).

### ***Review of Constitution and Bylaws***

As per the By-Laws of OISE Council, in 2018-2019, OISE Council established the Special Committee on Constitutional Revisions to conduct the review of the Constitution and By-Laws and recommend to Council any changes deemed appropriate. As a result of the work of the Special Committee and related community consultations, the Constitution and By-Laws of OISE Council were amended to: (1) reflect the transition of OISE to an all-graduate institute; (2) align the documents with the best governance practices within the University; and (3) ensure a more inclusive governance process at OISE. The changes, approved by OISE Council on October 30, 2019 are summarized below.

### ***OISE Constitution***

The main changes to the Constitution are concerning the Council's elected membership as follows: 30 Teaching Staff; 5 Other Academic Appointees; 1 Librarian; 15 Graduate Students (an increase from 10) and 10 Administrative Staff. Teaching Staff positions now include CLTA<sup>40</sup> and part-time faculty members with appointments of 50% or more (previously excluded from participating in the governance process). Other Academic Appointees (previously only sessional instructors) now include sessional lecturers and part-time academic staff with appointments of less than 50%. Librarians now have a designated seat on the Council, which was previously not the case. In terms of the ex-officio positions, the position of Director of the Dr. Eric Jackman Institute of Child Study (JICS) has been moved from the non-voting, ex-officio group to the voting group along with other academic administrators (i.e., Deans and Chairs) who are appointed to their roles under the *University Policy on Appointment of Academic Administrators*. The list of non-voting, ex-officio members has been updated by removing positions that no longer exist, and by adding the Director of OISE Library to this group.

### ***OISE By-Laws***

The By-Laws of OISE Council have been updated to align definitions in the By-laws with the Constitution (e.g., the deletion of the definition and reference to "Initial Teacher Education

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<sup>40</sup> Faculty with Contractually Limited Term Appointments.

Students”, which pertained exclusively to undergraduate students). Another important change was the disestablishment of the Appeals Committee of OISE Council that dealt with academic appeals of undergraduate students.

As a result of the 2018-2019 changes to the Constitution and By-laws, reporting up through OISE Council are [four standing committees](#) including the Equity Committee, Executive Committee, Academic Programs Committee, and the Research Committee. These changes allowed for a more inclusive governance process, while increasing effectiveness.

Over the review period, OISE Council has seen an increase in community engagement in governance, which has transformed the Institute’s highest governing body into an important forum that inspires participation and allows for productive discussions while fulfilling its formal governance mandate. This shift attests to the Dean and academic leadership’s efforts in changing the tone and tenor of decision making and fostering a collaborative approach to getting things done.

With the pandemic-imposed shift to working remotely, in the winter term of 2020, OISE Council meetings seamlessly and swiftly shifted to an online format, which has had a positive impact on attendance given increased accessibility and efficiency of virtual meetings.

#### **6.4.4. Advisory Boards**

Standing on the shoulders of a great University, OISE is committed to collaborating and partnering with the communities it serves, and welcomes the participation of members both internal and external to OISE on advisory boards and committees. Advisory bodies create bridges of understanding and enhance our relations with public and the broader education community.

While the Advisory Boards were put on hold during the major organizational change at OISE that included both departmental restructuring in 2011-2012, and teacher education restructuring in 2014-2015, since 2015-2016, OISE’s Advisory Boards have been revived and have expanded. OISE now has five advisory boards that provide advice to the Dean and the OISE community, and present a forum for lively discussion on key directions and priorities for the Institute.

**Dean’s Advisory Council on Indigenous Education (DACIE)** was established in January 2017 following consultations with OISE’s Indigenous faculty. DACIE includes the Dean, Indigenous faculty and staff at OISE and meets on a monthly basis to provide collective advice on Indigenous education initiatives.

The **Dr. Eric Jackman Institute of Child Study Laboratory School Advisory Board**’s mandate is to provide non-binding advice to the Dean on the mission of, and policies affecting the Laboratory School including those pertaining to programs, admissions, code of behavior, financial arrangements, relationships with alumni and external constituencies, and relationship with the University of Toronto. In relation to the MA-CSE program, the Board advises on the key role of the Lab School especially related to placement opportunities, professional

development and research activities for teacher candidates in the School. Members are chosen for their insights, commitment and involvement in the School community and include representatives of Lab School leadership, parents, alumni, teachers, administrators and MA-CSE students.

The **OISE Strategic Advisory Group**'s mandate is to provide advice to the Dean and the OISE community regarding issues that have the most significant impact on the accomplishments of the Institute's mission and goals, including the advancement of research, teaching and academic programs. Given the centrality of Teacher Education to OISE's mission, the SAG also acts in an advisory and liaison capacity in relation to OISE's teacher education programs—the MT, and the MA-CSE. External members are drawn from diverse communities and chosen for their expertise and insight.

The **OISE Climate Action Advisory Group**'s mandate is to provide advice to the Dean on a strategic plan that will embed sustainability and climate action into OISE's work in teaching, research and advocacy. This supports the OISE Academic Plan that aims to position OISE as a community hub for Environmental and Sustainability Education, in part by modelling environmentally sustainable practices for the OISE community and beyond. The plan was completed and launched on February 25, 2021.

The **OISE Black Faculty Caucus** meets with the Dean periodically to provide guidance and advice on a range of activities and critical issues affecting Black communities at the University of Toronto, in the GTA and beyond including actions aimed at addressing anti-Black racism within the community, meeting the needs of Black faculty, students and staff, and promoting Black excellence through events and initiatives.

## **6.5. Infrastructure & Resources**

### **6.5.1. Financial Resources**

The University budget model clearly aligns financial accountability with divisional authority and provides transparency and incentives to divisions for sustainable academic operations. The model calls for the revenue attributed to the Faculty to flow to the Faculty, after university deductions, and for the Faculty to manage all its operating costs.

A culture of linking academic decisions with financial implications is the necessary foundation for OISE's sustainable future. In recent years, OISE has been exploring and implementing various budget strategies both on the revenue and cost sides, including:

- Engaging the community in developing effective recruitment and retention strategies to meet and exceed enrolment targets;
- Close monitoring and tracking of application and acceptance processes for better conversion rates;
- Increasing the recruitment of international students in non-funded professional programs;
- Exploring the development of innovative professional and international programs to build international reputation and to generate revenue;
- Examining program mix and delivery modes to maximize government grants;
- Principled and fiscally responsible faculty renewal processes;
- Expanding non-credit programs and contracts by utilizing OISE academic assets to generate revenue;
- Decreasing operating costs by eliminating duplication between paid-for central services and OISE services;
- Process reengineering to improve operation efficiencies, and general reduction in the use of space;
- Exploring and establishing mechanisms to provide incentives to departments for innovative and sustainable operations.

### ***New OISE Budget Model***

As a mechanism to build and strengthen the culture of linking academic decisions with financial implications, starting from the fall of 2015, OISE's Chairs and Deans began working collaboratively to develop a new budget model that was intended to shift greater financial authority and responsibility to the academic departments. In addition to establishing key principles that underscore the model, a shadow budget process was created and tested in 2016-2017 for full implementation in 2017-2018. The model is grounded in the following principles:

1. Ensures academic integrity and quality of OISE programs and academic priorities
2. Maximizes transparency and understandability of the budget and budget planning
3. Aligns authority, responsibility, and accountability
4. Budget model and practices are consistent with OISE and U of T policies

5. Incentivizes new revenue generation and cost savings for departments
6. Ensures the Dean has flexibility to respond to academic priorities

The Dean is assigned overall responsibility for the OISE budget under University policy, but the new model requires Chairs and Deans to work closely together to develop budgetary goals and review central costs. The budget model provides departments with greater authority and responsibility over budgetary decisions; incentivizes innovation and entrepreneurship; and increases OISE’s capacity as an Institute to move forward to address its priorities.

The key elements of the departmental budget models are: the base allocation based on 2014-2015 budget, incremental enrolment revenue, research and study leave cost savings, student funding including OISE’s Professional Master’s Financial Aid fund (PMFA-OISE), ATB<sup>41</sup> & PTR<sup>42</sup>. The mechanism provides transparency, predictability, flexibility and accountability for departments to plan for their academic operations, and ensures that OISE has the necessary resources for academic priorities, such as faculty renewal.

With the implementation of the new budget model, and the strategies that aim at developing professional programs and increasing international recruitment and partnerships, OISE has been able to balance the budget in the last five years as indicated in the following chart.

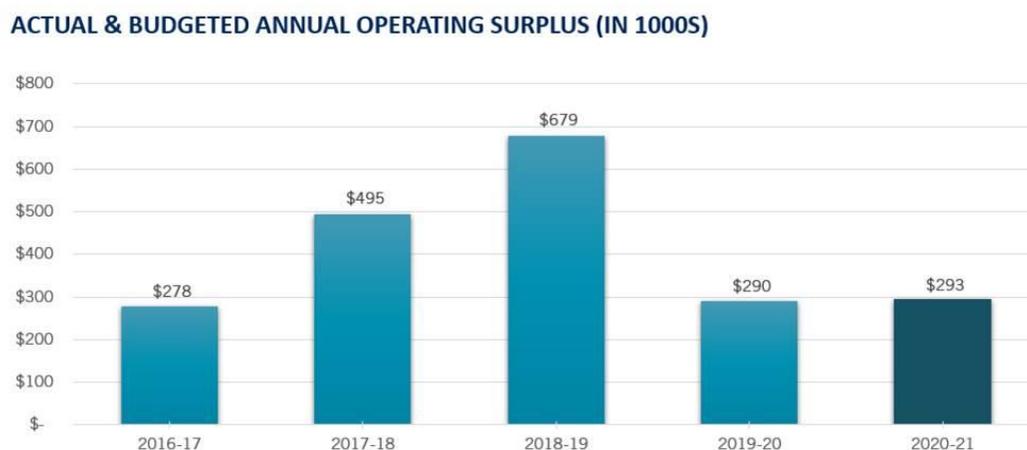


Figure 32: OISE Actual & Budgeted Annual Operating Surplus (in 1000s)

### 6.5.2. Academic Staff

As one of North America’s largest, most research-intensive faculties of education, OISE comprises an enormous pool of faculty expertise. OISE’s more than 100 full-time continuing faculty members, along with many more affiliated educators and researchers, represent excellence in their fields of teaching and research with wide-ranging interests and active research

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<sup>41</sup> Across the Board

<sup>42</sup> Progress through the Ranks

programs. OISE is committed to cultivating leading experts in education and human development and empowering them to make contributions that shape education systems around the world and improve learning in real-world situations.

For a number of years, OISE has been experiencing a decline in tenure-stream faculty due to being unable to replace retirements. By 2016, OISE moved to a position of being able to replace all faculty retirements; however, many retirements were already in progress, and with the budget approval and search process, there is a two-year delay between a faculty member retiring and filling their spot with a new hire. Since 2017, the decline has been halted and OISE is holding steady with about 100 tenure-stream faculty, and, with faculty replacements moving forward this figure is expected to increase to 120 by 2024.

The need to “prioritize faculty renewal to recruit and retain outstanding faculty in order to maintain and grow research strength, and ensure quality and sustainability of programs” was recognized as a key goal in the OISE Academic Plan 2017-2022. Actions to address this goal include: (a) principled and fiscally-responsible faculty renewal planning that is reviewed and updated annually that replaces retiring faculty while addressing program needs; (b) maintaining and improving recruitment and retention strategies for world-class faculty; (c) supporting the pursuit of research opportunities and funding; and (d) ensuring broad consultation regarding the development of workload policies.

### ***Faculty Complement***

In order to continue to offer outstanding teacher education and graduate programs while maintaining flexibility in the face of budgetary challenges and changes to programs, OISE relies on a diversified academic staff. Its faculty complement encompasses a variety of employment categories defined by policies and collective agreements in effect at the University of Toronto:

- Tenure stream faculty: Assistant Professors, Associate Professors, and Professors with tenure or on track to tenure;
- Teaching stream faculty (continuing): Assistant Professors, Teaching Stream, Associate Professors, Teaching Stream, and Professors, Teaching Stream with continuing status or on track to continuing status;
- Contractually limited term appointments (CLTA): full-time, non-continuing faculty holding either research stream or teaching stream ranks on appointments of 1 to 3 years, to a maximum of 5 years;
- Part-time faculty: part-time, non-continuing faculty holding either research stream or teaching stream ranks, normally on renewable annual contracts (but see Changes to Part-Time Faculty Policy, below);
- Sessional lecturers: course instructors with contracts of less than twelve months who are part of the CUPE 3902 Unit 3 bargaining unit;
- JICS Lab School Instructors: elementary teachers at the Dr. Eric Jackman Institute for Child Study Laboratory School, either directly employed by OISE or temporarily seconded from GTA school boards.

Additionally, faculty members cross-appointed from the University of Toronto Mississauga (UTM) and the University of Toronto Scarborough (UTSC) campuses, as well as a number Adjunct faculty support OISE’s programs. A number of emeriti professors are active in research or making other contributions to OISE such as the earlier mentioned “thesis in motion” program.

**Table 51: Academic Staff Complement by Academic Year (Headcounts)**

<b>Employment Category</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Tenure Stream Faculty	112	114	108	103	100	100	99
Teaching Stream Faculty	14	12	13	14	13	15	14
<b>Subtotal Continuing Faculty</b>	<b>126</b>	<b>126</b>	<b>121</b>	<b>117</b>	<b>113</b>	<b>115</b>	<b>113</b>
CLTA/Part-Time Faculty	17	21	23	24	29	26	26
<b>Total UTFA Faculty</b>	<b>143</b>	<b>147</b>	<b>144</b>	<b>141</b>	<b>142</b>	<b>141</b>	<b>139</b>
Sessional Lecturers*	109	N/A	N/A	N/A	N/A	105	124
ICS Lab School Instructors	20	20	20	20	18	19	19

\* Number of Fall/Winter instructors; this data was not regularly collected prior to 2019, but a baseline from 2014-15 is provided.

Tenure stream, teaching stream, CLTA and part-time faculty are members of the University of Toronto Faculty Association. For continuing tenure stream and teaching stream faculty, the years 2014 to 2017 saw the continuation of a decline in numbers that had been underway for several years, during a period when faculty renewal could not keep pace with retirements. This situation began to stabilize in 2015, and since 2017, the number of continuing faculty has remained relatively constant as positions have been replaced.

On an FTE basis, the decline in continuing faculty has not been as dramatic, and the overall level of UTFA staffing has remained fairly consistent since 2014. The reason for this discrepancy between headcount and FTE is twofold: (i) a majority of continuing faculty who departed between 2014 and 2017 were participants in the phased retirement program, and hence on partial FTE appointments during those years; (ii) departments have significantly increased their hiring of limited term, mostly part-time faculty to mitigate the reduced number of continuing faculty in their programs.

Sessional Lecturers are hired by course rather than by annual or continuing appointment, fluctuating in number from session to session. They are therefore not included in headcount or FTE totals. However, it is evident that the number of sessional faculty employed at OISE has grown only since the expansion of the MT program began in 2015-2016.

The 2019-2020 external review of the Department of Curriculum, Teaching and Learning (CTL), which houses the MT program found that over 80% of MT courses are taught by sessional instructors, leading to challenges ensuring consistent, high quality, and research informed teaching. It is important to note here that the MT is a program of professional education accredited by the Ontario College of Teachers (OCT). One of the accreditation requirements is

that “the faculty members teaching the program are an appropriate combination of persons with appropriate academic qualifications; practitioners with appropriate experience in the field of education; and persons with appropriate expertise in the divisions and components of the program.” O. Reg. 347/02, ss. 9. (1) 12. As such, in order to offer an outstanding graduate teacher education program that meets the accreditation requirements, in addition to faculty with continuing appointments, OISE and CTL will continue to engage sessional instructors in the MT program. With their strong links to schools and school districts, sessional instructors bring to the program their knowledge, professional expertise, enthusiasm and an understanding of the realities of life in Ontario schools, and contribute to strengthening the partnership between the university and the field. In addition to being experienced educators, sessional instructors appointed in the MT program meet the requirements of the School of Graduate Studies (SGS) to teach at the graduate level. Relatedly, it is important to highlight that the process for hiring sessional instructors is highly selective; the department has a pool of excellent educators to draw from many of whom have made sustained contributors to the program over many years.

However, since these instructors are on short-term appointments, maintaining continuity has been an issue in the MT. This has been overcome to a certain extent by establishing a number of continuing faculty positions for the department’s experienced CLTA members to take on leadership roles within the MT and provide program continuity. As well, assigning CLTA opportunities to promising early career sessional instructors who wish to eventually apply for continuing faculty positions as those become available has been a positive development and a possible model to achieve a greater staffing balance within the MT. During the period 2014 to 2020, several experienced sessional lecturers in the MT program were hired into newly created CLTA faculty positions with leadership roles, and a number of CLTA faculty in both the MT and MA-CSE teacher education programs have since moved into continuing positions as well.

Issues of balance between contract faculty and faculty with continuing appointments in the MT continues to be a challenge especially with the recent MT enrolment expansion from a program enrolling 139 students across two years (in 2013-2014) to 880 students (in 2019-2020). Now that teacher education at OISE is offered at the graduate level, the department has taken steps to increase engagement of faculty with continuing appointments in the MT, both tenure-stream and teaching-stream, and will continue to work on this important priority. This will be accomplished through strategic and principled faculty renewal planning focused on program needs, which will better support the MT program. To that effect, a faculty search to fill a tenure-stream position within the MT was successful last year and a new faculty member joined OISE as Assistant Professor – Mathematics Education effective July 1, 2020. For the coming year, a new search is underway for an Assistant Professor, Teaching Steam – Inquiry and Research Practice in Teaching and Teacher Education, which, if successful, will fill an identified need and strengthen the continuing faculty complement within the MT program. This reflects the value that OISE places on high quality, research-infused instruction by faculty on regular appointments.

Table 52: Faculty FTE by Academic Year

Employment Category	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tenure Stream Faculty	106.76	107.51	102.01	97.75	96.00	96.75	97.00
Teaching Stream Faculty	13.83	11.66	12.33	13.33	12.83	14.33	13.33
<b>Subtotal Continuing Faculty</b>	<b>120.59</b>	<b>119.17</b>	<b>114.34</b>	<b>111.08</b>	<b>108.83</b>	<b>111.08</b>	<b>110.33</b>
CLTA/Part-Time Faculty	10.51	15.10	16.61	17.55	20.49	19.41	18.29
<b>Total UTFA Faculty</b>	<b>131.1</b>	<b>134.27</b>	<b>130.95</b>	<b>128.63</b>	<b>129.32</b>	<b>130.49</b>	<b>128.62</b>

### **Faculty Departures and Renewal**

With the number of continuing faculty well below historical levels, faculty renewal is a clear priority for OISE. OISE has stabilized its faculty complement, maintaining a fairly consistent level of continuing academic staffing since 2017, following the introduction of OISE’s new budget model, which included a plan for the strategic replacement of retiring faculty members. OISE has continued to sustain its academic mandate for excellence at a reduced complement of around 115 continuing faculty, with the need for a strong and targeted strategy for faculty renewal becoming all the more important with its transition to an all-graduate faculty of education. Increasing the diversity of OISE’s faculty through renewal and retention efforts has also become increasingly urgent, as recognized in OISE’s Academic Plan 2017-2022, which stresses the need to “diversify faculty and staff by increasing diverse representation in all hiring practices to ensure the presence of otherwise marginalized voices.” The 2019-2020 external reviews of OISE’s academic departments and their programs also recommended prioritizing faculty renewal plans and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority. Some of the strategies that are being put into place to increase faculty diversity in response to the recommendations from the 2019-2020 external reviews are described in [Section 4.2.6](#), above, as well as further below in this section. In addition to these important efforts and related strategies, budgetary realities, changing enrolment patterns and the rate of faculty retirement have to be taken into account.

### **Departures**

The loss of continuing faculty has been driven mainly by retirements rather than other reasons for departure. OISE offers many incentives to retain outstanding faculty members of all ages, such as the teaching and research supports described earlier in this self-study. Nevertheless, shifting faculty demographics have made an increased rate of retirement inevitable, while the elimination of mandatory retirement in 2006 has made it difficult to project future retirements and plan for faculty renewal needs. Even as retirements are replaced, the average age of faculty increases. From 2014-2015 to present, the percentage of tenure stream and teaching stream faculty at OISE who are of retirement-eligible age has increased from 37.3% to 42.5%.

**Table 53: Table: Continuing Faculty by Age and Academic Year (Headcounts)**

Faculty Age	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Under 60	79	75	70	65	69	67	65
<i>% of complement</i>	62.7%	59.5%	57.9%	55.6%	61.1%	58.3%	57.5%
60-64 (Early Retirement Eligible)	26	25	27	26	23	23	22
<i>% of complement</i>	20.6%	19.8%	22.3%	22.2%	20.4%	20.0%	19.5%
65+ (NRD & Post-NRD)	21	26	24	26	21	25	26
<i>% of complement</i>	16.7%	20.6%	19.8%	22.2%	18.6%	21.7%	23.0%
<b>Total</b>	<b>126</b>	<b>126</b>	<b>121</b>	<b>117</b>	<b>113</b>	<b>115</b>	<b>113</b>

From 2014-2015 to present, 31 continuing faculty members retired from their positions at OISE, while 6 departed for other reasons including transfers to other divisions, resignation, or death. Retirement has tended to spike in certain years rather than take place at a constant rate, due to faculty uptake of University initiatives like the Phased Retirement Program (PRP) and Special Retirement Program (SRP). The PRP, which allows faculty members to reduce their FTE over a period of 3 years (with a minimum of 25% in a single year and not more than 200% over the course of 3 years) before retiring, has gradually declined in popularity, with a peak of 13 participants in 2015-2016. The one-time SRP, which allowed faculty members to retire in 2019-2020 or 2020-2021 with a financial or leave of absence incentive, had 5 OISE participants. Such arrangements can be mutually beneficial, with financial and ease-of-transition benefits for the faculty member and increased ability for departments to plan for retirement, staffing and renewal needs. Nevertheless, with multiple faculty members retiring in special program cohorts, replacement of positions can span a number of years in order to distribute recruitment efforts efficiently across hiring cycles and departments.

**Table 54: Tenure Stream & Teaching Stream Faculty Departures by Reason and Academic Year (Headcounts)**

Reason for Departure	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Retired early (pre-NRD)	3	1	1		1	1
Retired on or after NRD	4	3	8	2	2	5
<b>Subtotal Retired</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>6</b>
Other Departures (transfers, resignations, deaths)	1	1	1	2	3	
<b>Total Departures</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>6</b>
<i>Participating in PRP (not in total)*</i>	13	9	7	4	4	3

\* New (Year 1) or continuing (Year 2 & 3) in the PRP. Participants are not included in totals because the same participants are counted in consecutive years. Retirees from the PRP are included in the “retired” counts the year that they retire.

### **Renewal**

For several years at OISE, fiscal challenges and the difficulty of anticipating retirements meant that faculty renewal was not able to keep pace with faculty retirements and other departures. In the period 2015 to 2017, the Deans and Chairs worked collaboratively to develop and introduce a

new budget model which included increased departmental responsibility for non-continuing academic staffing, and a plan for the replacement of retired tenure stream and teaching stream faculty whenever fiscally possible. Each year OISE assesses its budgetary situation and academic staffing needs and engages in faculty recruitment efforts. The Dean reviews departmental proposals for new hires in relation to agreed upon principles and financial considerations, submits recommendations to the Provost for approval to search, and reports to Planning and Budget as part of OISE’s annual academic budget review. Departmental hires are based on program priorities rather than the position area being replaced, and the savings realized in the interim between faculty retirement and replacement helps to ensure the stability of the model.

From 2015-2016 to 2019-2020, OISE appointed 23 new continuing faculty members (19 tenure stream and 4 teaching stream), in addition to 8 searches underway in 2020-2021 (6 tenure stream and 2 teaching stream) for positions set to start in July, 2021. Faculty renewal plans include an additional 11 faculty positions over the next two years.

**Table 55: New Faculty Hires by Employment Category and Academic Year (Headcounts)**

<b>Employment Category</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<i>Searches in progress for 2021-22</i>
Tenure Stream	4	1	2	5	3	4	6
Teaching Stream		1	1		2		2
<b>Subtotal Continuing</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>8</b>
Limited Term (CLTA & Part-Time)*	5	5	4	6	3	3	
<b>Total New Faculty Hires</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>TBD</b>

\* First-time CLTA hires (does not include contract renewals)

Faculty renewal planning at OISE is principled and fiscally-responsible, recognizing that the preservation of the excellence of OISE’s academic programs requires the adoption of a “smart” renewal strategy that is sensitive to internal exigencies and adaptive to external constraints.

### ***Equity and Diversity***

Both OISE and the University of Toronto are deeply committed to equity and diversity of faculty, staff and students, and increasing faculty diversity is among the core principles guiding faculty renewal at OISE. Commitment to equity, diversity and accessibility is one of the six key focusing themes in OISE’s Academic Plan 2017-2022, which calls for increasing the diversity of faculty, staff and students in order to better reflect the communities served by OISE. This commitment, along with a commitment to equity and social justice, continues to be a vital priority for all OISE departments and units. With a view to realizing this commitment and ensuring that equity is evident throughout all institutional practices and at every level of engagement, [OISE’s Guiding Principles on Equity and Diversity](#) inform all decisions and initiatives, including recruitment, hiring, retention, evaluation and promotion of faculty.

In light of the Truth and Reconciliation Commission's Calls to Action, and the growing recognition of the pervasiveness of anti-Black racism in our society and institutions, increasing the number of Black and Indigenous faculty at OISE has become a particular priority. Since 2015, OISE has recruited 5 Indigenous and 3 Black faculty into continuing academic positions, in addition to a number of faculty hires from other designated groups. OISE has successfully taken advantage of funding incentives offered by the University, such as the Diversity in Academic Hiring Fund and the Indigenous Faculty Hiring Fund, and strongly encourages departmental search committees to engage in diversity-focused recruitment practices that can lead to such opportunities. At the divisional level, the Dean works collaboratively with the Dean's Advisory Council on Indigenous Education (DACIE) and the Black Faculty Caucus to increase the participation of Indigenous and Black faculty in high level discussions affecting a variety of constituents and issues at OISE.

In working with department Chairs on their faculty renewal priorities, the Dean encourages Chairs to consider faculty diversity in addition to program needs. When possible, the content of new positions is designed with specific designated groups or the goal of broad diversity in mind. Faculty specializations for which OISE has advertised and/or hired since 2015 include:

- Indigenous Education
- Indigenous Mental Health
- Adult Learning in Indigenous Education
- Critical Race/Indigenous Studies in Education
- Clinical and School Psychology: anti-Black Racism in Mental Health and Education
- Black Studies in Education (Assistant Professor)
- Black Studies in Education (Associate Professor/Professor)
- Queer+ Disability Studies in Education
- Disability Studies in Education
- Minority Education in Francophone and Plurilingual Settings
- Diversity & Place in Teaching & Teacher Education
- Equity in Teaching & Teacher Education
- Educational Leadership, Policy and Social Diversity

Regardless of area of specialization, all advertisements include language emphasizing OISE's and the University's commitment to diversity and highlighting the diversity of our community and city. In terms of advertising, the Dean's Office posts advertisements not only in venues focused on the broad academic job market, but also in venues focused on specific designated groups in higher education: racialized persons/persons of colour, women, Indigenous/Aboriginal people of North America, persons with disabilities, and LGBTQ persons. Furthermore, in approving the membership of search committees, the Dean ensures that committees include members of both genders and, wherever possible, members of other designated groups. A decanal representative is appointed to each committee to ensure compliance with University guidelines and procedures, including those that relate to excellence, diversity and equity. The Dean's Office works with departments to ensure that committee members have read and discussed University best practices documents such as [Better Practices in Recruitment](#) and

[Strategies for Recruiting an Excellent & Diverse Faculty Complement](#). The Dean also meets with the search committee at its first meeting to speak to members about the integrity of the search process and the importance of including diversity as an element of excellence in selecting the best possible shortlist of candidates. The Dean’s Office also strongly urges all committee members to undertake unconscious bias training and makes training resources available to them.

OISE is committed to a model of faculty diversification that recognizes the importance of opportunities not only during, but also before and after the recruitment of continuing faculty. Recently, the University introduced the Provost’s Postdoctoral Fellowship for Black and Indigenous Researchers, which OISE promoted heavily among its faculty and supported with staff time and research funds. The goal is to create opportunities for talented Black and Indigenous postdoctoral scholars to work with OISE supervisors, and hopefully to create pipelines to future faculty opportunities for these researchers. As a result of these efforts, OISE successfully sponsored 2 postdoctoral fellowships since the program was introduced in 2019, with plans to continue supporting applications in the future. With respect to established faculty, in September 2020, OISE issued a special call for nominations for two Tier 2 CRC appointments, which was open only to individuals who self-identified as members of one of the four under-represented groups designated by the Tri-Agency Institution Programs Secretariat (women; Indigenous people; persons with disabilities; and members of visible minorities). This call is in addition to a search underway in 2020-2021 for a senior scholar specializing in Black Studies in Education, which is positioned for a possible Tier 1 CRC nomination for a qualified person. The promotion of initiatives such as these is intended to establish, support, reward and retain a critical mass of diverse scholars at all levels at OISE.

In terms of gender distribution, OISE is a model for the University, with 68% of faculty positions (including 64% of continuing positions) held by women. 74% of OISE’s new tenure stream and teaching stream hires since 2015 have been women, and 60% of OISE’s Full Professors are women (the percentage of female Full Professors in 2020 is down from the 63% -64% rate that held from 2014 to 2019—this is reflective of several recent retirements rather than a lower rate of promotion).

**Table 56: Faculty by Gender, Rank and Academic Year (FTE)**

Faculty Rank*	Gender**	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CLTA/Part-Time Assistant Professor / Assistant Professor, Teaching Stream	Female	14	15	18	19	24	21	22
	Male	2	3	3	3	3	3	2
	<b>Subtotal</b>	<b>16</b>	<b>18</b>	<b>21</b>	<b>22</b>	<b>27</b>	<b>24</b>	<b>24</b>
Assistant Professor / Assistant Professor, Teaching Stream	Female	6	7	7	9	13	16	15
	Male	2	1	2	2	3	5	5
	<b>Subtotal</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>16</b>	<b>21</b>	<b>21</b>
Associate Professor / Associate Professor, Teaching Stream	Female	34	35	33	29	25	23	25
	Male	25	25	23	22	17	16	16
	<b>Subtotal</b>	<b>59</b>	<b>60</b>	<b>56</b>	<b>51</b>	<b>42</b>	<b>39</b>	<b>41</b>
	Female	38	38	37	36	36	36	32

Professor / Professor, Teaching Stream	Male	22	23	21	21	21	21	21
	<b>Subtotal</b>	<b>60</b>	<b>61</b>	<b>58</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>53</b>
<b>All Ranks</b>	Female	92	95	95	93	98	96	94
	Male	51	52	49	48	44	45	44
	<b>Total</b>	<b>143</b>	<b>147</b>	<b>144</b>	<b>141</b>	<b>142</b>	<b>141</b>	<b>138</b>

\* Lecturers and Senior Lecturers prior to rank conversion (2016 continuing; 2020 non-continuing) are counted here as Assistant Professor, Teaching Stream and Associate Professor, Teaching Stream.

\*\* Totals do not include faculty members self-reporting as other than female or male.

### ***Changes to the Tenure Stream and Teaching Stream***

Amendments to the Policy and Procedures on Academic Appointments (PPAA) were approved by Governing Council for both the tenure stream (on February, 2015) and the teaching stream (on June 25, 2015), the outcome of the Special Joint Advisory Committee (SJAC) process involving representatives of the University and UTFA. OISE has enthusiastically welcomed these changes and the way in which they both recognize and foster the special excellence of its tenure stream and teaching stream faculty. Among the changes to the policy, full-time teaching stream faculty (continuing and CLTA) are now recognized with professorial rank. As a result, since 2016, all of OISE’s full-time teaching stream faculty have held the rank Assistant Professor, Teaching Stream or Associate Professor, Teaching Stream, an acknowledgment of their superlative teaching skills, engagement in teaching-related scholarship, and educational leadership. The amended PPAA also established procedures and criteria for probationary review and continuing status review in the teaching stream, bringing teaching stream faculty promotion timelines in line with their tenure stream counterparts. To date, two OISE teaching stream faculty members have successfully undergone probationary review and one has successfully undergone continuing status review.

The new Policy and Procedures Governing Promotions in the Teaching Stream were approved by Governing Council in December 2016. This policy established the new rank of Professor, Teaching Stream, as well as criteria and procedures for promotion to this rank. Two OISE teaching stream faculty members, Professors Mark Evans and Bonnie Burstow, were among the very first at the University to undergo this new promotion review and were acknowledged with the rank of Professor, Teaching Stream in 2018. Professor Evans retired in 2018 and Professor Burstow passed away in 2020.

OISE’s Divisional Teaching Evaluation Guidelines were approved by OISE Council in October, 2017. These guidelines had been carefully revised throughout 2016-2017 to reflect the new ranks, reviews, procedures and other changes introduced by the above-mentioned University policies. They established how OISE’s teaching effectiveness criteria were to be employed in the specific cases of teaching stream probationary review, continuing status review/promotion to Associate Professor, Teaching Stream, and review for promotion to the rank of Professor, Teaching Stream.

### **Changes to the Part-Time Faculty Policy**

In October, 2020, the Governing Council of the University of Toronto approved changes to the Policy and Procedures on Employment Conditions of Part-time Academic Faculty. This policy revision includes a number of changes that will be beneficial to OISE faculty members in part-time faculty positions. One change that took immediate effect was a change in rank and title for part-time faculty in the teaching stream. Like their full-time colleagues, who have been recognized in this way since 2016, all 20 of OISE’s part-time teaching stream faculty now hold the rank “Assistant Professor, Teaching Stream” rather than “Lecturer.” This conferral of professorial rank acknowledges the enormous contribution that OISE’s part-time teaching stream faculty make to the Institute and the University through their superlative teaching skills, creative educational leadership, teaching-related scholarship, and innovations in teaching. Another change, upcoming in 2021, will be the creation of a pathway to review for continuing appointment for long-serving part-time faculty members. OISE looks forward to this change, which will better reflect the crucial teaching and service roles that these faculty members play in their programs and departments, particularly as we have come to rely more on these positions than in the past.

#### **6.5.3. Administrative Staff**

OISE’s dedicated and hardworking administrative, technical and managerial staff in all academic departments and divisional support units have been a key and integral part of OISE’s operations. Since the start of the pandemic, all OISE staff have transitioned to working remotely from home, and have adjusted business processes and procedures to support critical operations. The staff complement has been stable since 2016 as indicated in the following table:

Table 57: Faculty by Gender, Rank and Academic Year (FTE)

<b>Year</b>	<b>Union</b>	<b>Non-Union</b>	<b>Total</b>
2016	109	24	<b>133</b>
2017	108	25	<b>133</b>
2018	115	23	<b>138</b>
2019	114	25	<b>139</b>
2020	114	24	<b>138</b>

#### **Improving Business Processes**

We continue to focus on providing capacity building and professional development opportunities to staff, improving processes and systems, and providing data for decision making to increase efficiencies.

In order to help the departments to make timely and informed decisions, OISE engaged the community in categorizing academic operation processes in order to identify data needed for

decision making, and to find opportunities to improve operation efficiencies. The following chart demonstrates the major academic operation clusters at OISE and the inter-connected nature of the various data/decision systems. Each process produces sets of data that are critical for informed academic decision making. We have been developing tools to streamline processes and utilize databases to improve reporting capacity.

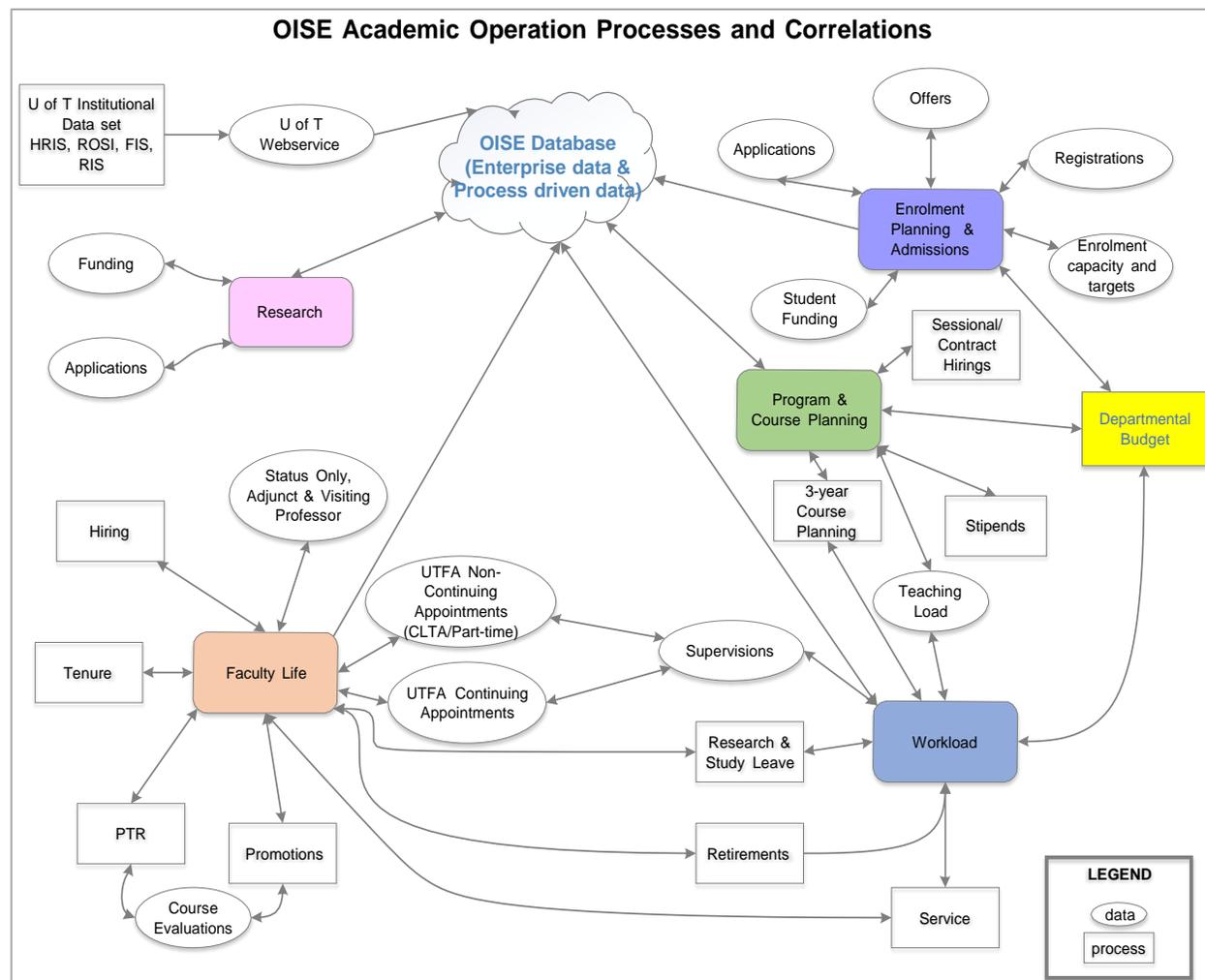


Figure 33: OISE Major academic operation clusters & the inter-connected nature of the data/decision systems

For example, instead of repetitive data entry and paper-based process, a course planning tool was developed that allows the departments and programs to plan their courses with faculty workload and enrolment information. The course planning data informs the needs for additional teaching costs, which is an important part of departmental budgets. This tool makes it easier for the department to do three-year course planning and facilitates transfer of the data to the University registration system, as well as the University of Toronto [Academic + Campus Events \(ACE\)](#) for classroom allocations.

Another example of process improvement over the review period is the transitioning of the hiring process for Teaching Assistants to a completely online process, saving 70% of staff time while enhancing student and supervisor experience with easy access to contracts and forms, and significantly improving reporting capability. The TA system was adapted to manage the hiring and tracking processes for OISE Graduate Assistants, as well as the hiring of sessional instructors. In 2019-2020, OISE's Graduate Funding Office envisaged and implemented a major transformation of the student funding management system using SharePoint—a project for which the team received the [OISE Staff Excellence Innovation Award in 2020](#).

Furthermore, in recent years, we have seen a spike in colleagues from other U of T divisions contacting OISE to consult regarding various divisional processes that are being increasingly emulated by other departments and units across U of T. Nevertheless, efficient data management will need to continue to be optimized over the coming years.

The more decentralized budget model, process improvements and improved data reporting capabilities are important tools for strengthening the quality of academic decision-making and creating a foundation for a more financially sustainable and innovative division.

### ***Professional Development Initiatives***

In addition to improving business processes for academic resource and program planning, the Dean and leadership team prioritised staff development and capacity building by enhancing professional development opportunities and promoting effective collaboration within the community. Over the review period, several professional development and training workshops were brought to OISE staff from: “Positivity and Respect in the Workplace”, “Gender Identify, Gender Expression and Navigating the University”, “Sexual Violence Education & Prevention” to “Indigenous Cultural Safety Workshop”, “Unconscious Bias”, as well as other workshops and sessions aimed at knowledge and skills building such as team work, writing for the web, etc. Of note is the OISE CPL led program entitled: “Leadership in Action” that brought together OISE's managerial staff who worked in teams to develop solutions for specific institutional priorities such as the international student recruitment, student success, excellence in research and research funding, and employee engagement. The program was completed in the winter term of 2016 and has had a positive impact on collaboration and teamwork amongst the Institute's managerial employees.

In the context of the ongoing COVID-19 pandemic and related transition to working and learning remotely, examples of professional development include the “Integrating Mental and Wellbeing into Organizational Leadership” workshop held on January 27, 2021 for OISE's academic and administrative leaders; and the “Understanding our own Responsibility to Preventing Racial Discrimination and Harassment in the Work Environment” seminar held on March 9, 2021 for OISE's faculty and staff. Organized by the Anti-racism and Cultural Diversity Office (ARCDO), the interactive seminar was sponsored by the Equity Committee of OISE Council. Increasing mental health and wellbeing and preventing racial discrimination and harassment continue to be important foci during the pandemic.

#### **6.5.4. Space Infrastructure**

OISE has facilities in three locations on the University's St. George campus:

1. 252 Bloor Street West – Main OISE Building
2. 371 Bloor Street West – shared space within the University of Toronto Schools (UTS)
3. 45 Walmer Road and 56 Spadina Road – Dr. Eric Jackman Institute of Child Study and Laboratory School

##### ***Main OISE Building***

The main OISE building at 252 Bloor Street West was completed in 1970 and has a gross area of 38,200 sq. m. (411,000 sq. ft.). OISE occupies the majority of the building space and houses the faculty and administrative offices, meeting rooms, student spaces and the Education Commons. The OISE Library in the building is associated with the University of Toronto Libraries system. The University's Office of Academic and Campus Events (ACE) is responsible for the 66 classrooms in the building ranging in size from a 500-seat auditorium to 20-seat seminar rooms. The building has major deficiencies with its HVAC system, air quality, noise and vibration from the subway, as well as substandard classrooms, and was not designed for instructional purposes. As the principal way to circulate in the building, the elevators with high usage at peak times, also represent a challenge. In addition to noise and vibration issues, the main OISE building's location above a subway station also represents some security risks due to its easy accessibility to the general public.

One of the priorities in the OISE academic plan is to 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" (OISE Academic Plan 2017-2022). To that effect, the Deans and Chairs developed the following core design principles to guide the development of the space plan:

1. Reflect the values and mission of OISE
2. Reflect and facilitate current and future academic and community needs
3. Contribute positively to the faculty, student and staff experience at OISE
4. Facilitate community building
5. Incorporate Indigenous land acknowledgements and design elements
6. Designed for accessibility and sustainability
7. Create a safe and secure environment for the community
8. Incorporate technology for innovation and collaboration
9. Increase efficiency and effectiveness of space usage
10. Enhance wayfinding and identity branding

An OISE [Space Planning Advisory Committee](#) was established with the objective of consulting with the community and providing the OISE leadership team with advice on a number of key elements, which include:

- Guide and review community needs and priorities;
- Review, analyze and assess space usage in the building;
- Develop broad space planning options guided by established core principles and community consultations, with architectural assistance; and
- Provide input on critical milestones, evaluation and phasing of space planning implementation.

In the past five years, OISE adopted a holistic and multiphase approach to space planning, which demonstrates how core design principles can be followed to transform space to reflect OISE values and meet the needs of current and future academic operations and community needs.

In 2016, the OISE Registrar’s Office was renovated to demonstrate how open office space can be built to foster collaboration and improve student and community experiences with proper signage and design. The OISE lobby renovation was completed in 2020 with design elements reflecting our commitments to Indigenous education, equity, diversity, accessibilities and sustainability. In response to the direction of DACIE members, and in collaboration with Two Row Architects, the Dish With One Spoon (DWOS) Wampum was incorporated into the OISE Lobby redesign. We are continuing to explore ways of learning and sharing knowledge about the DWOS wampum belt agreement and its representation in the lobby as a central guiding point for how the OISE community can understand their responsibilities as they work and learn on this territory.

Both the Registrar’s Office reconstruction and the OISE lobby redesign projects emerged from extensive community consultation and received tremendous support from the community. The same design principles and processes will be followed for any future projects at OISE. The key features will include branding, wayfinding, technology infusion, Indigenous land acknowledgement design elements, sustainable and accessible aspects, and innovative designs for flexible spaces.

### **New OISE Lobby:**



**OISE ORSS with open space:**



The next project is the creation of the OISE Roof top Community Garden & Indigenous Education Network (IEN) Social and Cultural Practice Space. This will be a community gathering place reflecting OISE’s commitment to well-being and mental health, to Indigenous education, and to equity, diversity and inclusion, which are all important focusing themes in OISE’s Academic Plan 2017-2022. The project will reopen the large roof top patio space on the 5<sup>th</sup> floor that has not been used for almost a decade due to its non-compliance with the modified provincial Building Code and offer outdoor amenity space to students, staff and faculty. The project will also increase informal study space for students, support community wellness and sustainability, and create meaningful spaces for Indigenous social and cultural practices. Due to the complexity of the project, OISE engaged the University Design and Engineering team to do a feasibility study to explore building code, preliminary design, structure, mechanical, and construction aspects, as well as the Indigenous elements that are core to the design. With the successful conclusion of the feasibility study, we have announced that we are moving forward on this initiative. The community response has been enthusiastically positive. We are now following the University planning process by putting a proposal forward to the University of Toronto Capital Projects and Space Allocation (CaPs) Executive Committee for approval.

### **371 Bloor Street West**

Elements of the building at 371 Bloor Street West are shared between OISE and the University of Toronto Schools (UTS)<sup>43</sup>. OISE has dedicated space at 371 Bloor Street West for specialized teaching needs associated with our MT and Continuing Professional Learning programs. These facilities are adequate at best, with many of the rooms in need of renewal. The science laboratories are especially in need of updating and upgrading to better reflect the facilities that students may encounter in newer schools.

UTS has moved out temporarily to accommodate their major renovation since the fall of 2019. On-line course delivery due to COVID-19 has actually reduced the stress associated with maintaining the academic operation with the on-going construction. However, the University is planning a major redevelopment for the site. The planning for the temporary relocation of OISE's academic operations for the University's planned redevelopment has proven extremely difficult due to the amount of space and the unique space requirements of the MT program. We continue to assume that OISE's large footprint within this building, space that is essential for our large MT program and CPL activities, will be accommodated as part of the University's redevelopment of this site, and we look forward to consultations on addressing our academic programs needs as part of any redevelopment planning process.

### ***Dr. Eric Jackman Institute of Child Study and Laboratory School***

Jackman ICS occupies the adjacent blocks of land at 45 Walmer Road and 56 Spadina Road. This site houses the JICS Laboratory School, the Dr. R.G.N. Laidlaw Research Centre, the MA-CSE program, and the offices and research labs of OISE faculty affiliated with JICS. In 2008, the adjacent lot at 58 Spadina Road was purchased to enable the construction of a much-needed expansion of JICS. A \$16 million capital project to expand the facility was completed resulting in a first-rate facility with which to welcome the wider community and engage in research, teaching and learning. The expanded space has been outfitted with state-of-the-art technology and high-technology facilities to support the JICS's tripartite mission. A central part of the new facilities is the Margaret and Wallace McCain Pavilion, which is home to a multi-purpose auditorium/gymnasium, new seminar rooms and classrooms for the MA-CSE graduate teacher education program, the Lab School, and the Dr. R.G.N. Laidlaw Research Centre. Officially [opened on January 26, 2018](#), the renovated JICS facility represents more than a location or physical space.

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<sup>43</sup> UTS is an independent secondary school affiliated with the University of Toronto. The current affiliation agreement between UTS and U of T was approved by the Governing Council in mid-December 2015.

## **7. Relationships with the University of Toronto Campuses & Divisions**

Both formal and informal collaboration and partnerships are critically important to OISE's programs and research. A host of fruitful research, teaching and outreach relationships exist between OISE and other divisions and departments at the University of Toronto. A variety of research collaborations exist between OISE and U of T, as well as other universities and research institutions. Many OISE faculty members are PIs, co-applicants and co-investigators on research teams and networks involving researchers elsewhere at U of T, other universities and hospitals associated with the University Health Network.

Regarding collaboration at the undergraduate level, OISE was involved in Early Teacher Programs with colleagues at the University of Toronto Scarborough (UTSC) and the University of Toronto Mississauga (UTM), as well as in the conception, development and offering of the—now discontinued—University of Toronto Concurrent Teacher Education Program (CTEP). However, the fruitful collaboration in teacher education between OISE and its undergraduate partners from all three campuses continues through the suite of the Combined Degree Programs developed since 2015 that lead from a variety of undergraduate program pathways to OISE's graduate teacher education programs: the Master of Teaching (MT), and the Master of Arts in Child Study and Education (MA-CSE).

Collaboration at the graduate level is widespread. In addition to offering courses and supervising students in the collaborative specializations listed in the table below, the OISE community is also enriched by the contributions of cross-appointed and affiliate faculty from other divisions and institutions. The University's tri-campus framework for Clinical Psychology involving Psychology departments at OISE and the University of Toronto Scarborough was established to improve access to leading-edge clinical psychology programs in Ontario and Canada and contribute to the enhanced provisions of clinical psychology services.

### **7.1. Collaboration in Teacher Education**

Historically, OISE has had a longstanding collaboration in teacher education with its undergraduate partners. In early 2000s, OISE partnered with each UTM and UTSC through the Early Teacher Programs (ETP), which guaranteed entry to OISE's BEd Consecutive program to undergraduate science and mathematics students interested in becoming teachers who successfully completed the program requirements. OISE's collaboration with UTM and UTSC through ETPs led to the inception of the Concurrent Teacher Education Program (CTEP), which was a result of unique partnership established to enhance the undergraduate student experience by expanding teacher education across all three campuses of the University of Toronto. As mentioned above, the program was closed as a result of government-imposed changes to teacher education in Ontario and OISE's transition to an all-graduate faculty of education.

### **7.1.1. Combined Degree Programs**

With the restructuring of teacher education in Ontario and the discontinuation of undergraduate teacher education programs at OISE, a suite of the Combined Degree Programs (CDPs) that lead to teaching certification was developed and implemented since 2014.

Building on the longstanding collaboration in teacher education between OISE and its undergraduate partner campuses, faculties and colleges, the CDPs allow students interested in the teaching profession to apply to the master's program in Year 3 of undergraduate study. In addition to providing students with the opportunity to gain early (conditional) graduate admission, the CDPs offer a clear pathway towards the teaching profession and access to an enriched combination of academic programs. For example, the undergraduate programs provide the students with an exceptional content background required for teaching preparation including education-focused courses and practical experiences in educational settings. OISE's two graduate teacher education programs that are combining with the undergraduate programs (MT & MA-CSE) provide students with a broader range of career options in Canada and internationally, not only in the school system, but also in the private and public sectors, or a path to doctoral level education. Students who successfully complete the Combined Degree Program, will have earned two University of Toronto degrees—an undergraduate degree and a master's degree—and be recommended to the Ontario College of Teachers for a Certificate of Qualification, which certifies them to teach in Ontario schools.

Since the discontinuation of undergraduate programs of professional education including CTEP, a total of 81 CDP program pathways have been established and approved between OISE and its undergraduate partners including: Faculty of Music; Faculty of Kinesiology and Physical Education; Faculty of Arts and Science (Victoria College); the University of Toronto Mississauga; and the University of Toronto Scarborough. The majority of the existing CDP program pathways involve the MT program (76), while only five CPD pathways are linked with the MA-CSE program. A full listing of all CDP pathways is available in the Appendix 7.

While these programs pathways are administratively complex and have taken a long-time to develop<sup>44</sup>, the enrolment of students in these programs has been very modest so far. The table below depicts the number of students admitted to the MT program via some of the existing CDP program pathways. To date, we have not had any students admitted to the MA-CSE program via the MA-CSE specific CDP programs.

All partner campuses, faculties and colleges involved in the Combined Degree Programs—including OISE—appreciate the partnership and deem CDPs to be valuable for student recruitment and for providing pathways for excellent undergraduate students into graduate programs that lead to the teaching profession. However, we would like to highlight the following

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<sup>44</sup> The first CDP pathway between OISE and the Faculty of Music, involving the Master of Teaching and the Bachelor of Music degrees, was approved in the Fall of 2014.

issues related to these programs: (1) higher GPA required for admission preventing many students from applying to CDPs<sup>45</sup>; (2) complicated applications and admissions process involving manual work by registrarial staff on verifying eligibility of potential students and on tracking for completeness of admissions conditions for conditionally admitted students; (3) technical difficulties concerning reflecting graduate courses (1.0 FCE) that count both towards the undergraduate and graduate degree on students’ transcripts; and (4) lack of information and awareness of CDP program pathways within undergraduate divisions, which creates issues for student advising. The representatives from all CDP partner campuses, faculties and colleges—including registrarial staff and Deans—continue to meet to discuss these issues and find solutions, some of which have had a positive impact. For example, related to the transcript issue, a technical solution was found that recognizes graduate courses on the undergraduate transcript with a distinct code that includes a “CDP” prefix and an explanatory comment that the course was completed as part of a Combined Bachelor/Master’s program. The same course is also recognized on the graduate transcript with its original code including graduate unit prefix. If a CDP student does not meet conditions of full admission into the graduate program, the explanatory comment would be removed from the undergraduate transcript but the course would be accepted as a credit towards the undergraduate degree.

Table 58: Combined Degree Programs – Enrolment 2017-2020

Degree	Post Cd	Candidacy Post Cd	Immistat	Fall			
				2017 FT	2018 FT	2019 FT	2020 FT
MT-IS	CTHISMT E	CTGBAMTIS	Domestic			1	1
		CTKINMTIS	Domestic				1
		CTMUSMTIS	Domestic				1
		CTSBSMTIS	Domestic			1	2
	Total					2	5
MT-JI	CTHJIMT E	CTGBAMTJI	Domestic				1
		CTKINMTJI	Domestic			1	2
		CTMUSMTJI	Domestic			2	2
	Total					3	5
MT-PJ	CTHPJMT E	CTGBAMTPJ	Domestic				2
		CTKINMTPJ	Domestic				1
		CTSBAMTPJ	Domestic				1
	Total						4

<sup>45</sup> The GPA requirement for admissions to the CDP is B+ (or A- for CPDs involving the MA-CSE), while is mid-B or better is the requirement for admissions to both MT and MA-CSE following graduation from an undergraduate program.

## 7.2. Collaboration in Graduate Education

OISE’s four academic departments collaborate with cognate departments across the university through participation in collaborative specialization, the Undergraduate Course Development Fund (UCDF), the Tri-campus Framework for Clinical and Counselling Psychology, and through the Higher Education program.

### 7.2.1. Collaborative Specializations

Unique to U of T is the range of collaborative specializations involving the cooperation of two or more graduate units (departments, centres or institutes). As mentioned earlier, collaborative Specializations (CS) are intra-university graduate program offerings that provide an additional multidisciplinary experience for students enrolled in a regular graduate degree program. Students meet the admission requirements of and register in the participating (home) program, but complete, in addition to the degree requirements of that program, the additional requirements for the CS. Upon successful completion of all CS requirements, students receive a certificate of completion and a notation on their transcripts. Related to this, it is important to note that students complete the required courses of their CS as part of the elective courses of their home program. In addition to the CSs mentioned [Section 4.2.5.](#) above for which OISE is the lead faculty, the Table below includes the list of the University of Toronto CSs in which OISE departments and programs are participating in addition to other U of T divisions involved.

**Table 59: University of Toronto Collaborative Specializations in which OISE is participating.**

Program	OISE Departments	U of T Divisions Involved	Degrees Offered (OISE)
<b>Indigenous Health</b>	APHD, LHAE, SJE	Arts and Science, Medicine, Nursing	MEd, MA, EdD, PhD
<b>Addiction Studies</b>	APHD	Applied Science and Engineering, Arts and Science, Information, Medicine, Nursing, Pharmacy, Social Work	MA, PhD
<b>Aging, Palliative and Supportive Care Across the Life Course</b>	APHD, LHAE	Arts and Science, Dentistry, Information, Medicine, Nursing, Pharmacy, Physical Education and Health, Social Work	MEd, MA, EdD, PhD
<b>Community Development</b>	APHD, LHAE	Arts and Science, Medicine, Nursing, Social Work	MEd, MA
<b>Diaspora and Transnational Studies</b>	SJE	Arts and Science	MEd, MA, EdD, PhD
<b>Engineering Education</b>	CTL, LHAE	Engineering	MA, PhD
<b>Environmental Studies</b>	LHAE, SJE	Applied Science and Engineering, Arts and Science, Forestry, Information, Management	MEd, MA, EdD, PhD
<b>Ethnic and Pluralism Studies</b>	LHAE, SJE	Arts and Science, Nursing, Social Work	MEd, MA, EdD, PhD
<b>Knowledge Media Design</b>	CTL	Applied Science and Engineering, Architecture, Arts and Science, Information, Medicine	MEd MA, PhD
<b>Neuroscience</b>	APHD	Arts and Science, Dentistry, Medicine, Pharmacy	MA, PhD
<b>Sexual Diversity Studies</b>	CTL, LHAE, SJE	Arts and Science, Information, Law, Medicine, Public Policy and Governance, Physical Education and Health	MEd, MA, EdD, PhD

<b>South Asian Studies</b>	SJE	Arts and Science, Music, Social Work	MEd, MA, EdD, PhD
<b>Women and Gender Studies (CWGS)</b>	CTL, LHAE, SJE	Arts and Science, Information, Law, Medicine, Nursing, Physical Education and Health, Social Work	MEd, MA, EdD, PhD

In addition to these collaborative specializations, OISE is a leading faculty for the following CSs: (1) [Comparative, International and Development Education](#); (2) [Éducation, Francophonies et Diversité](#); (3) [Educational Policy](#); and (4) [Workplace Learning and Organizational Change](#). As mentioned earlier, a CS in Indigenous Education is currently being developed in collaboration with DACIE members, OISE departments and the Office of Associate Dean, Programs.

Enrolment in OISE-lead CSs ranges from 34-55 (WLSC) to 130-150 (CIDE) students annually, which is aligned with originally projected enrolment; however, student enrolment from non-OISE participating programs is typically significantly lower. This is also the case with participation of OISE students in the above listed non-OISE CSs. While it is reasonable to expect that the graduate departments within the lead faculty would feature stronger enrolment, the CS Program Committees and faculty members involved in these programs should consider ways of promoting these academic offerings beyond the lead faculty. This is especially important because Collaborative Specializations provide an additional multidisciplinary experience for students and represent an important way of customizing and tailoring their graduate degree.

### **7.2.2. Undergraduate Course Development Fund**

The Undergraduate Course Development Fund (UCDF) was established in 2011-2012 by the Provost to foster ongoing, mutually beneficial teaching relationships between graduate only divisions and divisions that offer undergraduate degree programs. The UCDF was originally funded on a pilot basis, but has since been established as a continuing program. It supports the development and delivery by graduate only divisions of specific innovative undergraduate courses of interest to particular undergraduate programs, allowing U of T undergraduate students to have access to the full range of world-class faculty at U of T. Through this program, annual funding is provided to the graduate unit for approved courses based on total course enrolment. Sections with enrolment of at least 10 students receive \$12,500 and sections enrolling at least 20 students, receive funding of \$25,000.

All of OISE’s academic departments have participated in undergraduate teaching in the Faculty of Arts and Science through participation in UCDF. Courses ranging from Equity and Activist Education, Women and Revolution in the Middle East, Critical Race and Anti-Racism Studies, etc. inform OISE’s notion of developing “big ideas in education” courses for undergraduate students at the University of Toronto aimed at enhancing their understanding of education and what it can mean to individuals, communities and nations. In addition to the opportunity for interdivisional teaching and collaboration, participation in UCDF represents a recruitment and revenue generating opportunity for OISE. In 2019-2020, four courses were offered for a total of

\$90,000 in funding for OISE, less than in previous years<sup>46</sup>. In order to ensure regular maintenance of UCDF courses and partnerships, each UCDF course undergoes an evaluation process every three years coordinated by the Office of the Vice-Provost, Innovations in Undergraduate Education, in collaboration with participating divisions.

The evaluation of UCDF courses taught by OISE faculty offered in the Faculty of Arts and Science was completed in 2018-2019. The average number of undergraduate students that take these courses ranges from 10 to 50. Even though the offering of these courses has decreased in the last two years, UCDF program continues to be valued by both participating undergraduate units and OISE due to its positive impact on building relationships for research and teaching activities between OISE and its undergraduate partners.

### **7.2.3. Tri-campus Framework for Clinical and Counselling Psychology**

OISE's Counselling and Clinical Psychology (CCP) program housed within the Department of Applied Psychology and Human Development (APHD) is part of the framework for the current and future development of Clinical Psychology as a tri-campus offering at the University of Toronto. The framework was established by the Memorandum of Understanding (MOU) signed by OISE and the University of Toronto Scarborough (UTSC) Deans and Chairs of Psychology Departments on May 6, 2013. According to this framework, OISE's program in Counselling Psychology was renamed 'Counselling and Clinical Psychology' with two fields: 'Clinical and Counselling Psychology (CCP)'—based at OISE and offered within the Department of APHD, and 'Clinical Psychology (CP)'—based at UTSC and offered within the Graduate Department of Psychological Clinical Science (GD-PCS).

The rationale for the establishment of the tri-campus framework for Clinical Psychology, was in keeping with the principles and objectives of the University's Towards 2030 long-range planning document including: (1) the development of graduate programs on all three campuses; and (2) non-duplication of doctoral stream graduate programs across the three campuses. The framework necessitated the review of the UTSC-based CP field along with the review of the Department of APHD and its programs in 2019-2020. Although this arrangement added to the complexity of the review process from selecting reviewers, harmonizing input from each department within the self-study, and coordinating a more demanding review schedule that involved a visit to two University of Toronto campuses, the review also represented an opportunity for collaboration between the two divisions and their respective departments. In their review report (received in March 2020), the reviewers observed that "this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice." They noted that, presenting the two fields as one program does not appear to accurately represent their true relationship to prospective students, and recommended clarifying the structure of the University's tri-campus framework for Clinical Psychology. In response to this recommendation, during the 2020-2021 academic year,

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<sup>46</sup> For example, in 2017-2018, OISE received 125,000\$

the Vice-Provost, Academic Programs Office will convene meetings involving academic and administrative leaders and faculty from OISE and UTSC to work towards the renewal of the MOU. It is expected that this process will clarify the structures ensuring that they are sustainable and represent the true relationship between the two divisions and their respective departments.

#### **7.2.4. Higher Education Program**

The Higher Education program housed in the Department of Leadership, Higher and Adult Education opened the door for collaboration with units, centers and colleagues from across the University. Many of the University of Toronto staff members have completed a degree or a certificate in Higher Education Leadership. For example, the Education in the Professions field offered within the program attracts professionals interested in pursuing administrative, research or teaching careers in the professional sector. Applicants from a wide-range of sectors are welcome to the field, including health, engineering, law, and law enforcement, as well as those with diverse but relevant backgrounds. The Student Development and Services in Higher Education field within the MEd program prepares students to become experienced practitioners and educational leaders, knowledgeable student development and student services scholars, and reflective and critical thinkers guided by a commitment to equity and the creation of maintenance of inclusive learning environments. Endorsed by the Office of Vice-President, Human Resources and Equity at the University of Toronto, the post-secondary certificate in Leadership in Higher Education represents a significant professional development opportunity for the University of Toronto staff since its inception in 2007. Within its MEd degree the program also all offers a cohort-based option in Higher Education Leadership to address the needs of senior staff and administrators at the University, as well as other postsecondary institutions in the region. Due to its success and high demand, in the fall term of 2020, the cohort option received governance approval to be established as a formal field within the Higher Education program.

## **8. External Relations**

During the 2016-2017 Academic Planning process, OISE renewed its purpose and mission statement to highlight its commitment 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” (OISE Academic Plan 2017-2022, p. 8). In addition to excellence in academic programs and research, important elements of OISE’s mission include discovering and mobilizing knowledge through leading-edge research, pedagogical and technological innovation, creativity, and scholarship-driven local, national and international collaboration, as well as active contributions to public policy dialogue regarding key societal issues. These important goals are accomplished through expanding on existing and building 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.

To date, OISE is known for the work of its highly regarded scholars, its research grants’ successes, its partnerships with schools and post-secondary institutions and its impact on practice and public policy. Naturally, OISE’s reputational progress is informed by the quality of its network of well over 100,000 graduates and those who continue to choose to pursue their studies here. OISE is committed to capitalizing on this network and building on these achievements to extend and improve its external relations profile.

OISE’s development activities, such as annual giving, small and major gifts and larger capital campaigns, have been met with recent success, providing an encouraging base upon which to build a stronger and more effective approach going forward. External relations also encompass alumni engagement, informed by the simple fact that developing a long-term commitment to OISE begins not with graduation but with their first acceptance into the institution. Beyond fostering fond memories and alumni gift giving, this commitment extends to a desire to learn from the alumni community about how best to move forward. OISE’s approach to external relations also includes community outreach and public events, which aim to expand reciprocal relationships with increasingly diverse partners. It also includes strategic communications efforts aimed at creating a clear brand that corresponds with the quality of OISE’s outstanding academic programs and leading-edge research. International strategy and partnerships are also an integral part of this nexus.

### **8.1. Alumni Engagement**

The portfolio of Alumni Programs and External Relations has evolved significantly with the appointment of a Director, Advancement, Communications and External Relations who leads the Office of Advancement, Communications and External Relations encompassing staff members in charge of alumni programs and donor relations, as well as outreach programs, marketing and communications.

Over the last five years, there has been many successes in our alumni engagement campaigns and initiatives, including a 500% increase in [OISE Mentorship Program](#) participation among alumni

and graduate students and over 16,000 OISE alumni engagements at the University of Toronto since 2015. Each year, we capture the interest, involvement and support of hundreds of alumni and potential donors who wish to make a positive impact in their communities – and a fond appreciation for OISE and the University is often the common denominator.

By leveraging our in-house communications and advancement marketing team, and stewarding strong relationships with dedicated volunteer and Institute leaders—comprised of alumni, recent grads, students, faculty, staff and friends—we have not only increased but modernized and improved the programs, services and events we offer, both on and offline. Part of our success can be attributed to new revenue streams, for example, we have received \$21,000 from sponsors in the [U of T Pillar Program](#)<sup>47</sup> over five years. However, it is the talented people we collaborate with and champion that matter most. We also logged 150 meetings with alumni, donors and volunteers in 2019-2020 to date. As we enter 2021, we continue to recognize the everyday heroes from our 100,000 alumni around the world and celebrate their individual and collective impact through philanthropic endeavours, new award opportunities, meaningful experiences and incredible storytelling.

Our 100,000 alumni are a renewable asset who extend the reach and the reputation of OISE through the scale, impact and breadth of their presence around the world and enable our mission through their involvement and financial support. On the other hand, OISE is a renewable resource of options for our alumni to explore, create and share; what begins as a place of education and research is actually a lifetime resource of ideas, networks, connections & support.

The [OISE Alumni Association](#) (OISEAA) is an important arm of alumni engagement and development at OISE. The Association recently held the election for a new Executive Board, which helped raise awareness about the OISEAA and attract new talent into various volunteer roles. With community-building as a key component of OISE's Academic Plan 2017-2022, the Alumni Office delivers 20+ events and programs, for exclusive and public audiences, annually. In 2020, over 2600 unique attendees at alumni events were recorded. Meetings, events, volunteer and giving opportunities efforts have helped OISE Alumni Office reach 97% of their newly engaged alumni target, well ahead of the 2021 fiscal year end. When the pandemic hit, the Office and OISE at large were quick to create new virtual spaces for community members to share and connect with ideas, research, resources and new people at the University. By further developing their web, social media and online community groups and channels during the pandemic, the Office has reached wider audiences including those in the United States, UK, China, Hong Kong, Africa, and beyond.

Alumni programming efforts are focused on engaging alumni and students through meaningful development and delivery of communications, programming, services, volunteer and

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<sup>47</sup> The Pillar Sponsorship program invests annually in alumni and student initiatives, while promoting the affinity products that sponsors offer to individuals in the University of Toronto community.

philanthropic opportunities. The aim of alumni engagement is to inspire increased levels of alumni pride, engagement and support for OISE and the University of Toronto. In recent years, a number of initiatives have been taken to improve the quality of alumni engagement.

The following are few key accomplishments and impacts:

- A multi-year Alumni Relations Strategic Plan has been developed with the participation and involvement of key internal and external stakeholders;
- Renewed energy and enthusiasm of the [OISE Alumni Association Executive Council](#) with the installation of a new [President](#) and six new table officers, and recruitment of well over 20 members at large to the Association;
- Established Alumni Chapters and Network Chairs in Canada, US, UK, Hong Kong, China, Africa and Japan with many more in progress;
- Hosted events for OISE alumni coordinated with Dean and senior leadership team travel (to the UK, Beijing, Shanghai, New York, Hong Kong, Calgary, Vancouver, Ottawa);
- Expanded scope and scale of intellectual/academic offerings for students, alumni, friends and donor audiences (such as the OISE Alumni & Friends Leadership Series, U of T in the Neighbourhood, Stress-Free Degrees, Webinars, Career Workshops and Continuing and Professional Learning opportunities);
- Alumni participation and volunteerism continues to rise (e.g., record attendance at the OISE Spring Reunion in 2019 – 120 guests in attendance, OISE Mentorship Program Launch 2019 – 250 alumni and students in attendance);

Since 2015, existing systems and practices have been improved to communicate broadly with alumni around the world, including an [Alumni & Friends website](#), an e-Newsletter and various social media channels. The alumni newsletter has over 45,000 subscribers and provides a forum for sharing the latest OISE news, research, events and alumni stories and accomplishments. Social media platforms including Facebook, LinkedIn and Twitter are also being used effectively to engage alumni with each other and with OISE.

**Table 60: Alumni Social Media Followers Statistics 2016-2020**

	<b>April 2016</b>	<b>April 2017</b>	<b>April 2018</b>	<b>April 2019</b>	<b>April 2020</b>
<b>Twitter</b>	7,800	10,606	13,192	15,392	17,858
<b>Facebook</b>	767	1,300	3,734	5,821	6,571
<b>LinkedIn</b>	1,648			19,962	22,173
<b>Instagram</b>	-	365	407	1,485	2,499

**Table 61: Alumni Engagement from 2016-2017 to 2020-2021**

Activity	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Newly	Total	Newly	Total	Newly	Total	Newly	Total	Newly	Total
Events	71	148	218	376	676	1,234	402	1,034	406	1,609
Donor	18	306	29	327	40	359	73	401	3	99
Volunteer	8	54	1	56	158	307	58	420	86	427
Meeting Attendee	-	7	2	23	20	78	22	133	4	15
Future Intention	-	3	1	3	-	2	-	2	-	-
<b>Total - Unique</b>	<b>94</b>	<b>494</b>	<b>250</b>	<b>742</b>	<b>728</b>	<b>1,618</b>	<b>486</b>	<b>1,630</b>	<b>464</b>	<b>1,962</b>

### 8.1.1. Strengthening Connections between Alumni and Students

Strengthening connections between alumni and current students has been an ongoing priority of OISE’s alumni engagement team. In addition to events, the OISE Mentorship Program described below has grown into a robust program that fosters a culture of alumni involvement and engagement by developing a sense of affinity between students and alumni.

During the pandemic, a new program—the OISE Stay at Home Club was launched—a Twitter live web series, that has seen donors, alumni and friends of OISE heed the call to speak directly to and interact with the community by leading sessions with live music, book readings, math lessons and more for children and adults alike. The series has attracted thousands of viewers including members of OISE and the broader education community.

The alumni office collaborates extensively with academic departments and offices and is involved throughout the entire academic career cycle of OISE students, including recruitment events, new student orientations, award ceremonies, networking events, career workshops, and convocation ceremonies, etc. This investment is necessary to build and strengthen lifelong relationships with OISE’s students, the alumni of the future.

#### ***OISE Mentorship Program***

Launched in 2014-2015, the [OISE Mentorship Program](#) fosters a culture of alumni involvement and engagement by developing a sense of affinity between students and alumni. Over 900 prospective alumni mentors and student mentees have participated in the program since its inception. This year, 300 students have already successfully been matched through the program. The Mentorship Program provides a great opportunity for alumni from around the world to engage with OISE and the University of Toronto and make a difference in students’ lives. In 2020, the program welcomed nearly 600 participants from many fields of education, all with unique experiences to share.

With an annual launch event for participants to meet for the first time, followed by a series of mentorship “how-to” workshops, seminars and resource packages, participants are encouraged to meet and collaborate or job shadow often and by any means they prefer – whether it is via telephone or online.

Student mentees discuss everything from academic interests, learning opportunities, to career potential with their mentors. The program provides a personal and community-based approach to learning and professional development. It creates an opportunity for students to build their networks, and offers students professional development opportunities in the following areas:

- **Skill Building** e.g., better listening skills, conflict resolution, skills relevant to mentorship and basic career/workplace skills;
- **Knowledge Advancement** e.g., participants present their experience and expertise with fellow mentees and mentors. Format: podcast, audio, online or in group workshops. Students benefit by sharing their research and knowledge with alumni mentors who offer great advice, coaching, and resources; and
- **Insight Generation** e.g., going beyond our own resources including conversations that are carefully designed to inspire new ideas and connections.

## **8.2. Community Outreach and Public Events**

OISE has vibrant and plentiful intellectual capital, a community of scholars who have the breadth, the depth of knowledge and resources to positively impact individuals and communities locally, nationally and globally through leadership in teaching, research and advocacy.

Today more than ever before, this community is motivated by the belief that education will be at the centre of Canada’s ability to be successful economically, to create social cohesion and to provide the opportunities students need to make a difference to a better future domestically and internationally. OISE thus aspires to foster diverse audiences united in their desire to be a part of significant, positive change and has adopted a strategic approach to community outreach based on sustaining and enhancing global leadership and impact. This strategic approach includes:

- Welcoming delegations of researchers and educators from around the world;
- Providing professional development programs for educational leaders and teachers, including second language instruction, system reform and school improvement;
- Welcoming international students from many countries around the world (the top 5 are China, South Korea, the United States, India and Hong Kong);
- Nurturing partnerships with universities and research institutions around the world.

This convening and brokering role is best illustrated by OISE’s varied offering of public events, some of which include:

- The R.W.B. Jackson Lecture series—established as a tribute to the founding director of OISE, R.W.B. Jackson, who served as the Institute’s director from 1965-1975. This

annual lecture presents outstanding educational leaders speaking on major social and educational issues. The series is funded by donations from friends, colleagues, alumni, and educational and charitable institutions. The [2019 Jackson Lecture](#) featured the Honourable William G. Davis in conversation with Steve Paikin. The event attracted over 500 community members in person (and over 200 members watched online). The 2020 Jackson Lecture was held virtually with over 1000 community members in attendance and featured alum and literary giant, Dionne Brand, in conversation with renowned Black studies scholar, Professor Rinaldo Walcott.

- The [Robbie Case Memorial Lecture](#) features a speaker who brings the educational and psychology community, and others, together, to help advance our understanding of children’s development and learning.
- OISE [Graduate Students’ Research Conference](#) is an inclusive and accessible space that provides a rich platform for exchange of ideas across departments, disciplines and programs. It is an event that gives graduate students the opportunity to share and discuss their original research contributions while gaining experience in a formal academic conference setting. Students submit and use course work, directed study projects, internship or practicum projects, and other forms of inquiry and research.

While the OISE Graduate Students’ Research Conference is offered to OISE’s graduate students, the Jackson Lecture series and the Robbie Case Memorial Lecture are open to students, faculty, staff, alumni and friends, and members of the broader education community including domestic and international audiences. Attendance at these events has grown over the years, particularly in the context of the pandemic and related increased access and ease of attending events held using the technology.

### **8.3. Advancement**

Garnering support for the important work of OISE—raising funds for student scholarships, endowed chairs, securing donor gifts large and small, and developing a major campaign—is ultimately about “friend-raising.” Our donors strongly believe that OISE is a place to make a difference. For more than 100 years, our diverse community of innovators, collaborators, and leaders has been advancing education, human development and professional practice around the world. We ignite possibilities by putting award-winning faculty, top researchers and bright, passionate students together with world-class resources, a tradition of excellence, and a rich network of collaborators.

Following a period of shifting personnel, the Office of Advancement and External Relations leadership has now been stable for the past three years, and relationship-building has seen a positive growth. OISE has met its fundraising targets and, as a result, was able to establish new scholarships and bursaries to help to support its students. Current fundraising initiatives include:

- Mental Health and Wellbeing Initiative
- Early Childhood Education
- The JICS Endowment Fund

- Student Access and Opportunity
- The OISE Commons Project
- OISE's Indigenous Education Programs and Initiatives
- Professor David Booth Memorial Bursary
- William G. Davis Golden Anniversary Leadership Scholarship
- Graduate Teacher Education
- OISE Psychology Clinic Fund
- OISE Black Excellence Education Initiative
- She created, she wrote, she led: Honouring Professor Bonnie Burstow

Over the last five years OISE raised \$7,613,292 in fundraising revenue, planned gift intentions and grants. OISE's Annual Giving and Leadership Annual Giving programs have raised an average of \$175,000 per year over the past five years. Through relationship-building activities, several major gifts have been secured from this pool of donors. OISE also receives an annual average of three bequest intentions with a total estimated value of \$610,482 per year.

Moving forward, OISE is building on the success of the Dr. Eric Jackman Institute of Child Study's capital campaign, and is poised to establish a new set of fundraising priorities.

#### **8.4. Communications**

Strengthening OISE's communication with both its internal and external audiences was identified as a priority in the Academic Plan. Internal communications have been improved by the release of regular [community updates from the Dean](#) and the development of the new [Inside OISE](#) internal community newsletter, both of which are the responsibility of the Dean's Office.

In order to further the impact of its scholars and their research on educational practice and policy the OISE communications team has placed considerable emphasis on effective external communications. A lot of progress has been made in this area over the review period from the successful website redesign project, more effective and frequent storytelling, to the development of a [new recruitment website](#) that supports diverse student recruitment. OISE's social media presence has seen a spike over the review period from, for example, 526 Facebook fans in 2015 to more than 7,500 Facebook fans in 2020. OISE's following on Twitter has grown from 6,800 fans in 2015 to 19,880 followers in 2020.

OISE has continued striving for excellence in media relations. Our experts are regularly featured by major media and broadcast outlets. The OISE news team continues to generate compelling stories about the Institute, whether its profiling stellar research and faculty awards, showcasing new faculty, or telling compelling donor stories. For example, 35 original web stories were published last year, and plans are underway to increase the number of stories in the next academic year, which will be achieved with the help the new digital communications officer, who joined the team in November 2019. Furthermore, the communications team continues to generate engaging multi-media content where relevant to reach different audiences – to showcase the OISE story, highlight our community, and engage and steward current and potential donors.

The improved OISE website (1.9m hits in 2019); has seen spike in first-time users. The table below depicts the number of first-time users who visited the OISE site each year November from 2015-2016 to 2019-2020.

**Table 62: OISE Website – No. of First-time Users 2015-2016 to 2019-2020**

No. of first-time users	November 2015-2016	November 2016-2017	November 2017-2018	November 2018-2019	November 2019-2020
Website	144,080	386,327	513,484	564,644	578,566

In addition to the above-mentioned OISE Stay at Home Club a Twitter live series that was launched in the winter term of 2020 to connect OISE alumni and friends with members of the OISE students, staff and faculty, of note is the establishment the [OISE Together Hub](#) that includes a wealth of community updates and resources including news, health and safety, and wellness resources.

Going forward, OISE will strengthen its integrated approach to external relations to ensure that effective communications permeate all aspects of the institution’s activities. This will include:

- Strong and effective support to student recruitment leadership to help achieve enrolment targets, as well as to professional and continuing education leadership to assist in securing important global and domestic partnerships;
- Establishing a quick response desk that media and others can contact for timely and knowledgeable information about OISE;
- Enhancing professional development to faculty for effective media response and editorial support in reaching out to non-academic communication outlets;
- Further developing and enhancing OISE’s ability to engage in “evidence-based story telling” to wide publics to increase visibility of faculty and student research;
- Continuing to improve digital and social media communications by undergoing periodic website reviews informed by analytics intended to better deliver information, as well as zeroing in on social media content and engagement strategy designed to expand OISE’s reach and influence; and
- Expanded knowledge mobilization activities featuring OISE faculty delivering lectures in the global arena – in this way, OISE professors will increasingly become global ambassadors for both alumni development and recruitment of future graduate students.

## **8.5. Internationalization**

Internationalization is an important aspect of work in all OISE departments and units, and many people contribute to OISE’s internationalization objectives. For example, over 50% of OISE faculty are actively engaged in research with international partners; over 30% hold international academic fellowships and appointments.

OISE is committed to engaging in scholarship, teaching, and advocacy to enhance the social, economic, political and cultural well-being of individuals and societies in Canada and around the world. Our key objective is to increase the quantity, quality, and reach of scholarship, program and policy development, and professional practice that addresses issues of global relevance. To achieve this objective, we aim to:

- Enhance internationalized learning experiences of our learning communities
- Increase the number of highly qualified international students
- Increase the number and diversity of faculty with global expertise

Building our Impact: Scholarship, Collaboration and Internationalization emerged from the 2016-2017 academic planning process as one of the six focusing themes. One of the initial priorities under this theme was to establish an international advisory committee for OISE to build on initial work of the International Working Group that was established during the planning process under the leadership of Associate Dean, Research, International and Innovation. Established in the fall term of 2017-2018, the [International Advisory Committee](#) is comprised of approximately 25 members including faculty, staff and students from across departments and units, and advises the Dean regarding the implementation of initial priorities and the development of an action plan for Internationalization. The Committee also provides feedback regarding current international activities, and advises on future possibilities and strategies to enhance international partnerships and initiatives.

The Office of Associate Dean, Research, International and Innovation provides high-level coordination in implementing OISE's international objectives and activities including: (1) leading/supporting Advisory Committee work; (2) bringing stakeholders together; and (3) communicating and coordinating activities with the University. Connected with the Office, the International Coordinating Team supports communication and undertakes and assists with divisional projects and activities that cut across units.

### **8.5.1. International Partnerships**

OISE has formal partnerships with 21 institutions in 15 nations. Some partnerships between OISE and other organizations remain informal. Many partnerships, however, are formalized through Letters of Intent, Memoranda of Understanding (MOUs), contracts, and other forms of agreement. Additionally, OISE has been active hosting international delegations and continues to forge international initiatives with regions from around the world, making it a truly global institution. MOUs allow our faculty members to further develop research and programmatic collaboration with partners from Canada and around the world. The table below includes a list of MOUs signed over the past five years.

Table 63: MOUs Signed 2015-2020

Country	Institution/Period	Contact	Activities
Canada	Toronto Area Internship Consortium in Clinical Psychology 2015-2020	Earl Woodruff	Training programs/internships
China	Sichuan Normal 2018-2023	Earl Woodruff	Research activities
China	Beijing Institute for Technology 2016-2021	Earl Woodruff	Student mobility and research
China	Peking University 2017-2022	Earl Woodruff	Research activities, visits
China	Peking University Dept of Psych 2018-2023	Earl Woodruff	Student mobility and research
China	Shenzen University 2017-2022	Earl Woodruff/ Kang Lee	International cooperation, visits
China	Zhejiang University 2015-2017, renewed 2017-2022	Earl Woodruff/ Kang Lee	International cooperation, visits
China	Xiaosha District 2018-2023	OISE CPL	Professional teacher training
China	East China Normal University 2018-2023	Earl Woodruff/ Kang Lee	Research activities, visits
China	Southwest University 2018-2023	Michael Connelly	Research activities, research projects, visits
China	China Medical University 2019-2024	Earl Woodruff/ Kang Lee	Student mobility and research, dual degree program between OISE and CMU
Chile	Pontifica Universidad Catolica 2016-2021	Stephen Anderson	Research activities, visits
Ghana	Mountcrest Signed 2018	George Dei	Research activities, visits
India	Christ University, Bangalore 2016-2021	Roy Moodley	Research activities, conferences, visits
India	Montfort College, Bangalore India 2017-2022	Roy Moodley	Research activities, conferences, visits
Japan	Nagoya University 2010-2015	John Miller	Research activities, visits
Kenya	Embu University 2015-2020	Njoki Wane	Research activities, visits
Malaya	University of Malaya 2017-2022	Jack Quarter	Research activities, visits
Pakistan	Aga Khan University 2015-2019	University-Wide	Student exchanges, research activities, visits
South Africa	University of Western Cape, Cape Town 2014-2019	Jeanne Watson/ Roy Moodley	Research activities, visits

USA	Centre for Applied Linguistics 2013-2015	Alister Cumming	Research
OTHER	International Network of Education Institutes 2015-2020	Glen Jones	Peer institutions, international collaboration

### 8.5.2. International Network of Education Institutes (INEI)

OISE is the only Canadian faculty of education member of the International Network of Education Institutes (INEI) (formerly International Alliance of Leading Education Institutes). Formed in 2007, the INEI is a network of natural partners – leading faculties of education from all continents except Antarctica – which prioritize both teacher education and educational research. As an international consortium of world-class educational institutions, INEI strives to advance research, policy and practice in education, and address educational issues locally and globally. Member institutions include:

- UCL Institute of Education
- School of Education, University of Melbourne
- School of Education, University of São Paulo
- Ontario Institute in Studies of Education, University of Toronto
- Faculty of Education, Beijing Normal University
- School of Education, Aarhus University
- Graduate School of Education, Hiroshima University
- National Institute of Education, Nanyang Technological University, Singapore
- School of Education, University of Cape Town
- College of Education, Seoul National University
- School of Education, University of Wisconsin-Madison

In the fall term of 2019, at the annual meeting at OISE, the [INEI renewed its MOU](#) signaling a continuing, strengthening global partnership. The MOU affirmed that the organization would continue for a new five-year term – ending in 2024. In August 2020, the INEI issued a statement on the coronavirus pandemic. The statement reiterates the member institutions’ commitment to supporting individuals and groups in the development of their social, physical, mental, and emotional wellbeing through processes of inclusive and responsive teaching and learning. The statement acknowledges that during the pandemic many schools, colleges, and universities have suspended regular classes moving to online teaching, or have ceased classes in cases of lacking internet access or inadequate technological infrastructure. The member institutions agree that in times of pandemic, education is more necessary than ever and commit, as educators, to undertake the necessary intellectual and practical research work that must continue for the purposes of knowledge production and human development in a post-pandemic world. The statement concludes by issuing a call to all policy makers, higher education institutions, and interested parties to collaborate and connect and, in so doing, bring together our common interests in forging a new and positive means of meeting the crisis and creating a better future for all.

## 9. Commitment to Equity, Diversity and Accessibility

The University of Toronto strives to be a diverse, equitable and inclusive community—the one that is based upon understanding and mutual respect for the dignity and worth of every individual, and that protects the human rights of all persons. In addition to its [Statement on Equity, Diversity and Excellence](#) (2006), the University continues to build policies, practices, and procedures that reflect its commitment to equity, diversity, and inclusion.

OISE has a long-standing commitment to social justice in all aspects of the institution, and our community strongly believes that a commitment to social justice should permeate and drive the Institute's work (OISE Academic Plan 2017-2022). One of the few institutions of higher learning in North America that has a department dedicated to social justice education, OISE is committed to the just treatment of each individual member of our community, as well as the communities we serve, and makes every effort to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination.

In addition to research-stream and professional degree programs in [Social Justice Education](#), many of OISE's programs embed social justice, equity, diversity and accessibility issues within curricula and courses. For example, Equity, Diversity and Social Justice is one of [the seven core principles](#) underpinning OISE's graduate teacher education programs. Additionally, Equity, Diversity and Accessibility is one of the six key focusing themes included in [OISE's Academic Plan 2017-2202](#).

### 9.1. OISE Equity, Diversity and Accessibility-focused Initiatives

While we have discussed some diversity, equity and accessibility initiatives in earlier sections of this study (e.g., accessibility services and academic accommodations for students, faculty diversity), below we present additional notable OISE-wide initiatives that enhance equity, diversity and accessibility within the Institute.

#### 9.1.1. Guiding Principles on Equity and Diversity

OISE has its own [Guiding Principles on Equity and Diversity](#), which were approved by OISE Council in 2005 and updated by the Equity Committee of OISE Council in 2018. The document includes a set of principles applied to OISE's administration, its research and academic programs, its professional and continuing learning offerings, as well as to its field development and community outreach programs. The OISE Guiding Principles on Equity and Diversity inform all decisions and initiatives, including, for example, recruitment, hiring, retention, evaluation and promotion of faculty.

#### 9.1.2. Equity Committee of OISE Council

OISE is one of the few divisions at the University of Toronto that has an Equity Committee as part of its formal governance structure. The Equity Committee of OISE Council includes elected

and ex-officio representatives of faculty, instructors, students, and staff. Its mandate is to identify, discuss and advise Council on issues of equity, diversity and accessibility, as well as to make recommendations to Council on equity policy and strategies as they pertain to teaching, learning and research activities at OISE. OISE's Academic Plan 2017-2022 includes an important priority to "review and strengthen the role of the Equity Committee in order to foster awareness and greater understanding of equity, diversity and accessibility issues within the Institute." Since the approval of the Plan, the Equity Committee mandate has been expanded to include educating the OISE community around issues of equity, diversity and accessibility. To that effect, the Committee sponsored and organized a series of workshops entitled "Windows on Equity" that welcomed and engaged OISE faculty, students and staff in discussions about equity, diversity and accessibility issues. Examples include: "Invisible Disabilities & Academic Accommodations (March 2018), Documentary Screening & Panel discussion "Three Women: About Slavery & Freedom" (March 2019), "OISE Black Faculty in Conversation: Addressing Anti-Black Racism in Education" (May 2020), and "Understanding our own Responsibility to Preventing Racial Discrimination & Harassment in the Work Environment" (March 2021).

During the 2019-2020 academic year, the Committee worked with the OISE Library to create resources for the community including the equity-focused research guide, and the anti-Black racism reading list for families and educators. The Committee also conducted a survey to gain insights into the equity-focused issues and topics that the community would like to learn more about, and is exploring some of these ideas during the 2020-2021 academic year. At the start of the pandemic and OISE's rapid transition to teaching, learning and working remotely, the Committee issued a statement [Focusing on Equity in Times of Crisis](#), which included tips and ideas for faculty and staff on creating safe and equitable teaching, learning and working environments.

### **9.1.3. Addressing anti-Black Racism**

Over the course of the Fall term of 2020, OISE's Deans and Chairs have been meeting regularly to discuss systemic anti-Black racism, which has been illuminated by the ongoing coronavirus pandemic, and to identify steps to address the needs of our Black faculty, staff, and students. OISE's Black Faculty Caucus, through periodic meetings with the Dean, provided a list of recommended actions to address anti-Black racism within our community. These include:

- (1) Developing a proposal to establish a Centre for Black Studies in Education which, in addition to research, will support the needs of Black faculty, staff and students, and assist the OISE community in addressing anti-Black racism;
- (2) Reviewing admissions processes in order to increase the diversity of our students;
- (3) Reviewing hiring processes for sessional lecturers, while adhering to our obligations under collective agreements, in order to increase the diversity of our instructors;
- (4) Identifying ways in which issues of anti-Black racism are addressed within our curriculum, and academic programs. The Department of Social Justice Education has a long history of considering and moving forward on these issues;
- (5) Continuing to increase the diversity of faculty and staff including increasing unconscious bias training among search committees and providing professional development to

faculty and staff, including OISE security staff, about understanding our responsibilities for preventing anti-Black/anti-Indigenous racism and harassment; and

- (6) Advancing the level of scholarship and bursary support available to our Black students through the OISE Black Excellence Education Initiative, which will help remove financial barriers to success for Black students and support students conducting anti-Black racism research. Meanwhile, several Indigenous and Black OISE students have been nominated for the Provost's Postdoctoral Fellowship for Black and Indigenous Researchers. Two of our Black student nominees won the fellowships, which will enable them to grow their scholarly profiles, and strengthen the research environment at OISE and the University with diverse perspectives.

#### **9.1.4. Indigenous Education Initiatives**

Commitment to Indigenous Education was identified as a key priority within the Academic Plan. While some of OISE's Indigenous education initiatives are mentioned briefly earlier in this Self-study (see [Section 3.2.1.](#)), here we provide a more detailed account of OISE's Indigenous education initiatives:

- (1) The Dean's Advisory Council on Indigenous Education (DACIE) established in 2016-2017 following consultations with OISE's Indigenous faculty with an interest to meet on a monthly basis to provide advice as a collective on Indigenous education initiatives;
- (2) The [Indigenous Education Network \(IEN\)](#)—The IEN was formed in 1989 by a group of faculty, staff, and community members at OISE to advocate for Indigenous education and research. It is a discursive space for Indigenous education that works to advance Indigenous education praxis. The IEN's primary role is in convening conversations around critical issues that intersect with Indigenous people's lives. They also provide a range of co-curricular supports and are invested in advocating for and supporting Indigenous, Black-Indigenous, and Black students, staff, and faculty. Inward facing programming and supports for students include: academic advising, wellness supports, advocacy for financial needs, writing assistance, virtual tea times and social events, celebration events, and sessions with visiting scholars and Knowledge Keepers. Outward facing offerings open to all those with an interest in Indigenous education include: bi-monthly newsletters, annual lecture series, YouTube channel, visiting Knowledge Keeper discussions and drop-ins, and traditional teachings with Kokomis Jacque Lavalley. The IEN also often collaborates with other parts of the university and community groups to strengthen initiatives related to their priorities.
- (3) Increasing the presence of Indigenous knowledge and perspectives on critical issues that intersect with Indigenous people's lives across all levels of education is central to OISE's Indigenous Initiatives. Examples include: (a) OISE's first Massive Open Online Course (MOOC), [Aboriginal Worldviews and Education](#) has enrolled more than 10,000 learners from around the world. This course marked a great professional development opportunity for participants to develop a deeper appreciation and respect for the histories, cultures, values, and contemporary realities of Indigenous peoples; (b) OISE's [Deepening Knowledge Project](#) seeks to infuse Indigenous peoples' histories, knowledges and

pedagogies into all levels of education in Canada; (c) Examples of OISE courses that centre Indigenous knowledge and critical issues include: Indigenous Healing and Counselling in Psychoeducation; Land-centred Approaches to Research and Community Engagement; Indigenous Maternal Pedagogies: Teaching for Reconciliation; Indigenous Worldviews: Implications for Education; Race, Indigeneity, and the Colonial Politics of Recognition; Centering Indigenous-Settler Solidarity in Theory and Research, etc. As mentioned above, a Collaborative Specialization in Indigenous Education is also currently being developed in collaboration with DACIE members, IEN, OISE departments and the Office of Associate Dean, Programs.

- (4) Last but not least, many faculty members at OISE address Indigenous issues in their research. Some examples include: Indigenous students' access and experiences in post-secondary education; social movements and approaches to decolonization; sociopolitical dimensions of Indigenous mental health; racism and colonial politics of state recognition; land-centered approaches to language, literacy, and curriculum; ethical representation of Indigenous knowledge in digital spaces; critical studies in Indigenous health and social action on suicide; Indigenous methodologies with youth and communities. [The recent establishment of the Indigenous Educational Research Centre](#) will provide a space for Indigenous research across OISE – where Indigenous faculty and students can meet, work on research projects, and engage in critical conversations about their work.

#### **9.1.5. Diversifying OISE's Canada Research Chairs**

As mentioned in the Research section of this Self-study, OISE currently has six Canada Research Chairs (CRCs) of whom three Chair holders are Indigenous faculty members, and one is a member of visible minorities. With OISE's commitment to social justice – and in order to address the under-representation of women, Indigenous people, persons with disabilities and members of visible minorities within the Canada Research Chair (CRC) Program, OISE will conduct an internal search to nominate two additional OISE faculty members who self-identify as members of at least one of these four designated groups for a Tier 2 CRCs in the spring 2021 competition. This initiative follows the provisions for [special programs](#) as described by the Ontario Human Rights Commission. The identification of outstanding candidates from these designated groups contributes to OISE's commitment to social justice, equity, diversity, and inclusiveness and supports the University's commitment to equity, diversity, and excellence, and – in particular – its ability to meet the objectives of the [Canada Research Chair Equity, Diversity and Inclusion Action Plan](#).

#### **9.1.6. Diverse Student Recruitment**

OISE attracts excellent applicants to its programs, both domestic and international, allowing for admission of strong students who have a high rate of success in securing both external scholarships, as well as academic and other research positions. With most applicants coming from GTA versus the rest of Canada and internationally, the need to continue to diversify our applicant pool is critical. Since the previous review, OISE has increased its international applicant pool and student enrolment through reinvigorating programs and creating new

specializations (e.g., New field in Global Mental Health within the Counselling Psychology MEd; New Field in International Educational Leadership and Policy within the Educational Leadership and Policy EdD), and increased international marketing initiatives.

One of the initial priorities emerging from OISE’s Academic Plan 2017-2022 is to “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”. To respond to this priority, in collaboration with the Office of Associate Dean, Programs, the Office of the Registrar and Student Services (ORSS), and the Office of Communications and External Relations, the new [recruitment website](#) was launched and supports diverse student recruitment. Additionally, as per the Academic Plan, a staff position to support the departments with recruitment and retention of international students, including identifying sources of funding for international students was established within the ORSS. Similarly, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. In 2017-2018, OISE’s Diverse Recruitment and Admissions Working group (DRAW) released a report on outcomes of the OISE Applicant Survey, which was distributed to the departments to help identify and address applications and admissions process issues that may inhibit diversity. Currently, the Office of Associate Dean, Programs is in the process of establishing a committee of faculty and staff involved in student recruitment and admissions activities at OISE that will develop a comprehensive recruitment strategy designed to increase the pool and quality of applicants with a view to enhancing participation of students from underrepresented groups in all programs. Additionally, a subcommittee of the OISE Programs Strategic Advisory Group (OPSAC) will be established to review current and investigate new mechanisms for providing student financial support and identify means of increasing the share of student funding provided through external research grants and fellowships. Both the development of a recruitment strategy and improved student funding mechanisms are important priorities and are expected to contribute to diversifying student population at OISE and increasing participation from underrepresented groups.

### **9.1.7. Leading the University-wide Equity, Diversity and Inclusion Initiatives**

OISE is home to influential, world-renowned scholars, and has a strong reputation for its commitment to critical scholarship, scholar activism, and community engagement. As such, OISE faculty members are often called to lead University-wide initiatives aimed at enhancing equity, diversity and accessibility. For example, former OISE professor Suzanne Stewart<sup>48</sup> is serving as [Provostial Advisor on Indigenous Research](#). Professor Ann Lopez of the Department of Leadership, Higher and Adult Education is currently serving as [Provostial Advisor on Access Programs](#). Professor Lopez’s work, [feature in a recent article](#), focuses on ways the University can better coordinate and build on its access, outreach, and bridging programs to enhance the ability

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<sup>48</sup> Previously faculty member at OISE’s Department of Applied Psychology and Human Development, Professor Stewart is currently Director of the Waakebiness-Bryce Institute for Indigenous Health at the Dalla Lana School of Public Health.

of students from diverse backgrounds to attend the University of Toronto. Formerly the Special Advisor on Status of Women Issues at the University of Toronto (2011-2014), in October 2019, Professor Njoki Wane of the Department of Social Justice Education was appointed as Advisor on Equity, Diversity & Inclusion to the Vice-President, Human Resources & Equity. In this role, Professor Wane informs the work of the Anti-racism and Cultural Diversity Office, and the general creation of an Equity, Diversity and Inclusion community of practice within the University. Professor Wane is also one of the four Co-Chairs of the University of Toronto [anti-Black Racism Task Force](#).

In addition to academics, OISE students are often at the forefront of equity, diversity and inclusion initiatives within the University. Most recently, Entisar Yusuf, Master's student, Educational Leadership and Policy, received the International Day for the Elimination of Racial Discrimination ([IDERD](#)) [Student Leadership Award](#) for her contributions to improving the U of T graduate student experience by founding a group called the Black Graduate Students Association (BGSA).

#### **9.1.8. Accessibility Initiatives**

As already mentioned, through the recent and current building renovations, OISE is improving building accessibility. Examples include the newly installed subway access ramp, accessible washrooms and the lobby renovation project. The development of a comprehensive space utilization plan is underway led by the OISE [Space Planning Committee](#). Once completed, it is expected that the space plan will optimize the efficient use of space while emphasizing community building, security and safety, accessibility, environmental sustainability and respect for cultural diversity.

In order to increase accessibility of OISE's programs, research and faculty expertise, enhancing online courses and program offerings has been accelerated due to the pandemic; however, during the 2020-2021 academic year, under the leadership of the Associate Dean, Programs, the departments are beginning to engage in a more careful planning of online course offerings post-pandemic (i.e., 2022-2023 and onward) to ensure a meaningful use of technology and continued high-quality learning experiences for our students.

## **10. Looking Ahead**

The process of developing this Self-study provided members of the community with a chance to share their thoughts and observations on OISE's challenges and opportunities, including several new directions the Institute should consider over the next few years. It is clear that OISE needs to complete remaining priorities from its Academic Plan 2017-2022, and—taking into account unprecedented COVID-19 pandemic related challenges—consider new ways to continue its primary academic mission of teaching and research while offering high quality learning and research opportunities for all students, and a safe and stimulating working environment for its faculty and staff. It is expected that the external review will provide helpful advice regarding the issues and possibilities the next Dean of OISE should prioritise. The Dean will play an essential role in implementing the best ideas and plans arising from this process and leading OISE forward. In this section, prior to discussing possible new directions that have emerged from the Self-Study process, the recommendations from the previous review of OISE (2015-2016) are addressed.

### **10.1. Recommendations from the Previous Provostial Review**

The last Provostial review (2015-2016) was conducted after a volatile time for OISE and during a period of transition. However, the review informed the decanal search and provided helpful advice on key strategic directions for OISE's development over the next five years. The review recognised OISE's stellar record of academic offerings and scholarship and highlighted the Institute's global leadership in education research and policy influence. The review also identified some opportunities related to academic planning and programs, culture and relationships, resources, and OISE's leadership in Indigenous education and research. For previous external review report and administrative response to the review see Appendix 8.

#### **10.1.1. Academic Planning**

In response to the recommendations from the 2015-2016 review, during 2016-2017, OISE community engaged in a comprehensive and inclusive planning process that created new directions and priorities. With a view to addressing the major flaws in previous planning processes by clearly recognizing our 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 OISE multi-level and multi-phased planning process provided a range of opportunities for participation, input and reflection. In addition to a comprehensive and forward-looking academic plan, the academic planning process resulted in a renewed vision for OISE that enabled us to move ahead in a principled and sustainable fashion while retaining our distinctiveness and building on our existing strengths and leadership in teacher education, graduate studies, research in education, and continuing and professional learning. As outlined in [Section 3.2.1.](#) above, OISE is well on its way in implementing academic planning goals and priorities.

### **10.1.2. Master of Teaching Visioning**

A key component of the 2015-2016 review was a comprehensive visioning process for the MT program. Given the government-imposed changes to teacher education in Ontario that came into effect in 2015, and OISE's focus on teacher education at the graduate level, enrolment in the MT program expanded significantly<sup>49</sup>. The program also undertook significant curricular changes to align with the requirements for Ontario's [Enhanced Teacher Education Program](#) (ETEP). With the centrality of teacher education to OISE's mission, the post-review period was the opportune time to put in place a cycle of visioning for this important degree program. The [MT visioning process](#) resulted in [a renewed program vision and expectations](#) along with a completed curriculum mapping exercise. Since the 2015-2016 review, the MT revised its practicum expectations, introduced new cohort coordinators and course leads to improve program coherence, and implemented strategies to increase the math competencies of elementary teacher candidates. As mentioned above, as a program of professional education, the MT is accredited by the Ontario College of Teachers (OCT). Following the initial verification of the program by OCT in 2015 as meeting the ETEP requirements, the MT<sup>50</sup> completed an accreditation review process and received general accreditation without conditions by OCT in November 2016, followed by an additional accreditation of the program's application for a substantial change in 2019. Both accreditation decisions can be found [here](#), and the current accreditation expires on November 29, 2023, after which time the program will submit an application for accreditation renewal and undergo a related review process. As mention in [Section 4.1.4.](#) above, in 2019-2020, the MT was also a subject of external review of the Department of Curriculum, Teaching and Learning and its programs. In their report, the reviewers praised the program quality and observed that the MT "is strongly positioned to become a leading program in teacher education internationally".

### **10.1.3. Culture and Relationships**

As already mentioned, the 2015-2016 review occurred after a volatile time for OISE and during a period of transition. Reviewers expressed concerns regarding OISE's level of engagement with the rest of the University. They also observed challenges within OISE's culture and encouraged the development of a culture of collaboration and respect between faculty and staff.

As already mentioned, OISE has maintained strong links and a host of fruitful research, teaching and outreach relationships with other divisions at the University. These relationships are described in detail in [Section 7](#) of this Self-study; however, here, we would like to highlight initiatives led by the Dean that bring together OISE and its U of T partner campuses, faculties and colleges. Over the last three years, the U of T Deans gathered together for breakfast meetings at OISE prior to the regularly scheduled Principals and Deans (P&D) meetings, which are hosted by the Provost. Initiated and hosted by OISE Dean, these informal breakfast meetings of U of T

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<sup>49</sup> MT enrolment grew from 139 students across two years (in 2013-2014) to 880 students (in 2019-2020).

<sup>50</sup> Along with OISE's other graduate teacher education program, the Master of Arts in Child Study and Education (MA-CSE)

Deans provided an excellent forum for exchange of information on key issues and priorities, and discussion of new relationships and possibilities. While these breakfast meetings have no relationship to formal university governance or decision-making; they have created a space for sharing and collaboration between the Deans. Additionally, since OISE is the leading partner in the development of post-CTEP Combined Degree Programs (CPDs) that link the various undergraduate programs with OISE's graduate teacher education programs (MT & MA-CSE), the OISE Dean is the Chair and convener of the Combined Degree Programs Deans & Principals Council that meets biannually to discuss issues regarding the development and implementation of the CDP pathways that lead to the teaching certification.

Related to the intra-OISE relationships, during the 2015-2016 transitional year, the focus of collective attention included consideration of intricate organizational realities that resulted from the complex and far-reaching organizational changes that occurred at OISE between 2010 to 2015. The Dean and the new leadership team played a key role in changing the tone and tenor of decision-making and made huge strides towards a more open, collaborative approach to getting things done. Throughout this Self-study, we have described numerous initiatives aimed at community building and developing a culture of collaboration and respect between faculty and staff ranging from the inclusive and highly participatory academic planning process, dedicated training on positivity and respect in the workplace, to constitutional revisions for a more inclusive governance process, and improvements to internal communications. These initiatives have resulted in a restorative and productive post-restructuring period for the OISE community.

#### **10.1.4. Resources**

The 2014-2015 critical academic change that took place at OISE as a result of the government-imposed changes to teacher education in Ontario has had a substantial impact on the Institute's budget and operation. Related to this, it is important to emphasize that OISE has faced structural deficits over the past five years that have been offset using our reserve funds. However, 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. Since the approval of the Academic Plan in the fall of 2017, OISE supported the objectives and priorities outlined in the Plan in a fiscally responsible manner, primarily through modest growth in our graduate programs (including redesigning our professional doctorates and increasing enrolment of international students in professional programs), as well as by growing revenue generating activities through continuing and professional learning offerings and major advancement activities.

In 2017-2018, OISE implemented its new departmental budget model described in [Section 6.5.1.](#) above. The new budget model enhanced 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. Regarding physical resources, in addition to community building, safety and security, it is expected that the outcomes of the above-mentioned space planning exercise will also result in optimal use of existing space to

support our programs, research and student initiatives while directing savings to academic priorities.

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. In order to accomplish our academic priorities, we will continue to invest in our faculty and staff development, information technology and infrastructure, research support, student experience and outreach. These investments will be funded through growth in continuing and professional learning offerings, and advancement activities. While there continue to be many challenges ahead, we are pleased to note that OISE's new departmental budget model contributed to the realization of a balanced budget over the last three years.

#### **10.1.5. Response to the Truth and Reconciliation Commission**

The reviewers' recommendation that OISE should assume an active leadership role in Indigenous education, including playing a central role in the University's response to the challenges raised by the Truth and Reconciliation Commission, was very much aligned with OISE's commitment to Indigenous Education—one of the six key focusing themes in the Institute's Academic Plan 2017-2022. Since the approval of the Plan in the fall of 2017, OISE made progress in 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) Indigenousizing community spaces; and (5) deepening the understanding and responsibility of our faculty, staff and students. These initiatives have been described throughout this Self-study ranging from strengthening OISE's Indigenous education activities (e.g., established an Indigenous Education Liaison staff position to provide support for Indigenous activities including events and programs, student recruitment and support, alumni and advancement), to hiring Indigenous faculty, providing support for their research, and reviewing programs to increase the presence of Indigenous knowledge and anti-colonial perspectives across curricula and pedagogy (e.g., introduction of an understanding of Indigenous-settler relations in teacher education; developing new collaborative specialization in Indigenous Education, and increasing access and visibility of Indigenous courses in all programs). Going forward, OISE will continue to invest attention and resources into Indigenous education and research. This commitment is an important part of fulfilling our ongoing responsibilities to advance the TRC's Calls to Action (particularly in relation to its sections on Education, Health, and Education for Reconciliation) and as part of our treaty obligations on this territory now known as Toronto. We will continue to increase our understanding of and attend to these responsibilities as critical components of making OISE a safer and deserving place for Indigenous people and knowledge.

#### **10.2. Some New Directions**

The 2020-2021 external review and related Self-study process occurred after extensive decanal reviews of all four of OISE's academic departments and their programs, and during challenging times of ongoing pandemic and related significant shifts regarding how we teach, learn, work

and engage our community. While the timeline for the current review has been steep, the Self-study process was nonetheless consultative and inclusive providing an opportunity for faculty, staff and students to reflect on OISE's accomplishments over the review period, and share their perspective regarding possible new directions that should be considered as the Institute moves forward.

### ***Student Success***

OISE offers a wide range of programs and services that are designed to support student success, and these are complemented by services and programming offered by the University and the School of Graduate Studies. There is a need to continually monitor the success of our students, to search for ways of supporting excellence in graduate supervision, and to ensure that our students have access to the professional development and support mechanisms that they need to complete their programs and transition into productive, rewarding careers. This is also connected with continuing work of the Student Experience Committee on developing a plan for student success that identifies concrete priorities to ensure that our students receive quality instruction, advising and supervision, and that they can access resources including financial support—an important goal in OISE's Academic Plan 2017-2022.

### ***Faculty Renewal***

Many OISE faculty are renowned scholars who are committed to the advancement of applied knowledge in various areas including educational practice, policy, and research that informs our understanding of education and human development. Despite challenges related to the declining faculty numbers and a slow rate of replacement, over the past three years, OISE invested tremendous energy and resources to improve our programs, create new specializations and mount new programs, while implementing strategies to meet and exceed enrolment targets, increase operational efficiencies and achieve a balanced budget. Going forward, building and sustaining a strong faculty complement through principled and fiscally-responsible faculty renewal planning will be critical to sustain the quality of our programs and research.

### ***Pedagogical Innovation using Technology***

In the wake of COVID-19 pandemic, since March 2020, OISE ceased all in-person classes and moved its critical operations online. While this has been a rather rapid shift, OISE faculty have shown commitment and a great deal of flexibility in transitioning to online classes and to working remotely in support of student needs. During 2020-2021, we are planning for the prospect of having to continue to offer courses and program components online in the coming year and beyond. This presents us with an opportunity to plan more strategically and demonstrate our commitment to pedagogical innovation, and critical and reflective integration of technology to meaningfully enhance teaching and learning. In this regard, we are fortunate to be able to draw on OISE faculty members' collective expertise in online and hybrid delivery modes, as well as on the Education Commons' technical expertise and support for online learning environments and collaborative tools.

### ***Equity, Diversity and Inclusion***

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. While we have made progress on this important front, it is vital for OISE to build on these initial successes and continue to increase the diversity of our students, faculty and staff in order to better reflect and serve our local and global communities. 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.

### ***Sustainability and Climate Action***

Sustainability and climate action are integral components of OISE's work and commitment to both individual and collective wellbeing and to a more equitable and sustainable world. On February 25, 2021, the Dean's Advisory Council on Climate Action launched OISE's first Sustainability and Climate Action Plan. As a leading faculty of education, the plan allows us to demonstrate our commitment to utilizing our influence in teaching, research and advocacy to address the climate crisis by embedding Sustainability and Climate Action into our curriculum and teaching, research, governance, and facilities and services. It also allows us to minimize our carbon footprint and amplify our contributions to a more just, equitable and sustainable world. Related to this, it is important to note that OISE's focus on sustainability and climate action has the potential to also help advance the Institute's commitment to Indigenous education, particularly in the area of land-based education (and vice versa). Indigenous knowledge and land stewardship practices have a lot to offer in this regard. Thus, consultation and collaboration with DACIE and the Indigenous Education Liaison will be helpful to integrate Indigenous knowledge within OISE's climate action work in meaningful ways.

### ***Strengthening Research and Partnerships***

As Canada's most research-intensive faculty of education, it is extremely important for OISE to build on its research strengths by continuing to promote and support excellence in research, especially in an era of increasing competition and new funding opportunities. We also need to take advantage of our highly-regarded research and scholarship expertise, and our capacity in continuing and professional learning to create innovative programing for domestic and international learners. Strengthening existing and building new international partnerships will provide an important foundation for international student recruitment and enhance international experiences for domestic students. It will also inspire the inclusion of global perspectives in programs and curricula, and facilitate collaborative international research initiatives while ensuring OISE's continued leadership and impact on education policy and practice locally and globally.

## **11. List of Appendices**

↳ Note: The list below includes links to the webpages with specific documents referenced in this Self-study (i.e., Appendices 1, 2, 4 & 5). Appendices 3, 6, 7 and 8 are provided as separate attachments.

**Appendix 1:** [OISE Academic Plan 2017-2022](#)

**Appendix 2:** [OISE Viewbook 2020-2021](#)

**Appendix 3: OISE Review 2020-2021 – Supplemental Data**

(see separate attachment)

**Appendix 4:** [OISE Teaching Excellence Awards – Past Winners](#)

**Appendix 5:** [OISE Organizational Chart 2019-2020](#)

**Appendix 6: OISE Library Report 2020**

(see separate attachment)

**Appendix 7: U of T Combined Degree Programs Leading to the Teaching Profession**

(see separate attachment)

**Appendix 8: Previous External Review Report & Administrative Response**

(see separate attachment)