



OISE COUNCIL

MINUTES OF THE MEETING OF OISE COUNCIL, held on February 15, 2017 at 3:00 p.m. in the Nexus Lounge at the Ontario Institute for Studies in Education

Present:

Prof. Leslie Stewart Rose, Chair
Prof. Scott Davies, Vice-Chair
Prof. Glen Jones, Dean

Ms. Leila Angood
Ms. Vesna Bajic
Prof. Abigail Bakan
Prof. Clare Brett
Ms. Caitlin Campisi
Prof. Charles Chen
Dr. Rupert Collister
Dr. Rose Fine-Meyer

Ms. Monique Flaccavento
Ms. Diane Giang
Dr. Sheldon Grabke
Mr. Justin Holloway
Ms. Helen Huang
Ms. Sim Kapoor
Mr. Stephen Krencil
Prof. Clare Kosnik
Prof. Normand Labrie
Mr. Pierre Lee
Prof. Ann Lopez
Ms. Christine Lowe
Mr. Ian MacLeod

Prof. Doug McDougall
Prof. Michele Peterson-Badali
Prof. Angela Pyle
Prof. Mary Reid
Ms. Emma Sabzalieva
Prof. Katreena Scott
Ms. Setareh Shayanfar
Prof. Njoki Wane
Ms. Lise Watson
Prof. Leesa Wheelahan
Prof. Earl Woodruff

Ms. Biljana Cuckovic, Secretary

Guests:

Prof. Kathy Broad
Ms. Elizabeth Broccoli
Ms. Lara Cartmale
Mr. Alfredo Chow

Prof. Antoinette Gagné
Prof. Diane Gérin-Lajoie
Mr. Dominic Goveas
Ms. Mimi Hao
Ms. Denise Makovac

Prof. Roy Moodley
Mr. Mark Riczu
Mr. Doug Ullich

Regrets:

Ms. Nadeen Al-Hashimi
Prof. Jeff Bale
Prof. Nina Bascia
Mr. Kurt Binnie
Ms. Ai-Ri Brown
Prof. Ruth Childs
Mr. Christopher Cully
Prof. Todd Cunningham
Ms. Ke'Shana Danvers
Prof. Kathleen Gallagher
Prof. Ruben Gaztambide-Fernandez

Prof. Meric Gertler
Prof. Roy Gillis
Prof. Tara Goldstein
Prof. Jim Hewitt
Ms. Sona Kazemi
Mr. Fred Ma
Prof. Angela MacDonald
Ms. Christina Mitas
Prof. David Montemurro
Prof. Linda Muzzin
Ms. Veronica Ng
Ms. Karla Orantes Migoya

Ms. Elisabeth Rees-Johnstone
Prof. Cheryl Regehr
Mr. Dirk Rodricks
Ms. Rowena Rollon
Prof. Locke Rowe
Prof. Creso Sá
Mr. Said Sidani
Prof. Lana Stermac
Prof. Miglena Todorova
Prof. Marcelo Vieta
Mr. Matthew Yablonski
Justice Marvin Zuker

1. Review and Approval of Agenda

The Chair, Professor Leslie Stewart-Rose welcomed members and guests to the third meeting of OISE Council in 2016-2017. The Agenda for the meeting was approved.

2. Review and Approval of DRAFT Council Minutes of December 7, 2016

Mr. Justin Holloway, staff member, commented that while the minutes of the December 7, 2016 meeting of OISE Council constitute a comprehensive report, a comment made by Ms. Karla Orantes Migoya, student member, was missing from the report, and that it would be important to include student voices.

It was explained that the minutes could be amended to include Ms. Orantes Migoya's comment; however, since she was not in attendance at the February 15, 2017 meeting, she would have to be contacted to clarify her comment with the secretariat. As a result, the motion to approve the Minutes of the OISE Council meeting held on December 7, 2016 was tabled for the next meeting.

3. Chair's Report

The Chair advised members that while there was no special discussion topic included in the agenda for the February 15, 2017 meeting, at the coming meeting of OISE Council scheduled for April 19, 2017, there will be a report on the Academic Planning and the MT Visioning process, which will inform the discussion at that meeting.

4. Dean's Report

The Dean, Professor Glen Jones, began his report by reminding members of the recent executive order instituted by the President of the United States that constitutes a travel ban on individuals from select Muslim majority countries. He noted that there has been a great deal of public conversation especially regarding implications of the travel ban for the higher education community both in terms of limiting the ability of students to travel, as well as impact on those attending academic conferences. President Gertler issued a statement condemning the travel ban, and a series of events has been happening on campus in reaction to the ban including a town hall meeting at the Faculty of Law. The Dean noted that, under the leadership of the Equity Committee of OISE Council, a panel discussion will soon be organized at OISE regarding this topic.

The Academic Planning process continues to unfold. In addition to discussions at the level of departments and units, consultations were organized for specific constituent groups. For example, two staff-led consultation meetings were organized for staff across the departments and units. In addition, there were several student-led discussions, as well as sessions for non-continuing faculty members, and alumni-led sessions. The Dean continues to meet with representatives from the University of Toronto central administration, and a meeting with Deans of cognate faculties and campuses will be organized in April, 2017. In terms of external stakeholders, the Dean has met with partners from the broader education community including principals, teachers, deputy ministers of education and leaders of Ontario colleges and universities. OISE's Strategic Advisory Group members will also meet by the end of the winter term for a planning related conversation. Following the initial consultation meetings, submissions to the process from departments and units were being finalized with a mid-February due date. Based on these submissions, and with a view to ensuring the iterative process, the Academic Planning Core Support team will develop a brief document summarizing key ideas that will be shared with the community for input. Consultation phase will end in early April, and the draft academic plan will be developed and shared with the community for input in May, 2017. The next draft of the academic plan will be submitted to the Provost's Office in July, 2017, and then move through the University Governance process including approval *in principle* by OISE Council in October 2017, followed by review and feedback by the

Planning & Budget Committee and the Academic Board. The Dean invited members to continue to be engaged in the planning process and continue to contribute ideas.

The Dean provided a brief update on the Master of Teaching Visioning process, which is intended to build upon and enhance a strong existing program through curriculum mapping and reviewing program outcomes. He commended the Chair of the MT Visioning Committee, Professor Clare Brett, Chair of the Department of Curriculum, Teaching and Learning, for her leadership with respect to this important initiative. While related to the academic planning, the MT visioning process is ongoing and will continue through the next academic year.

The Dean reported on the new OISE budget model which is intended to shift greater authority and responsibility to the academic departments over their budgets. The Deans and Chairs have been working collaboratively on this important initiative since the Fall term of 2015, and have established key principles that underscore a new budget model, as well as a shadow budget process that was tested this year. The new decentralized budget model will be implemented in 2017-2018.

In closing his remarks, the Dean spoke briefly to the Memo regarding Quality Council changes to the definition of intra-university collaborative program offerings, and impact of these changes on the recently approved Education, Francophonies and Diversity, and other collaborative programs at OISE.

Following the Dean's report, the Chair invited members to share comments or questions related to the Dean's report. Mr. Justin Holloway, staff member, expressed his concern regarding the decision making process with respect to certain initiatives taking place at OISE specifically those that are sponsored by organizations that undermine OISE's commitment to social justice. These initiatives included the Principals' event held last term, the Building Leadership for Change program currently underway, and the OISE Mentorship program.

The Dean thanked Mr. Holloway for his comments and explained that each of the three initiatives mentioned had a slightly different decision making process that was appropriate for the initiative and aligned with the University's policies and procedures. In regards to the Mentorship program, Ms. Sim Kapoor, staff member and Associate Director, Alumni Programs, stated that the University of Toronto has sponsorship agreement in place for all mentorship programs across the University including OISE's Mentorship Program. The Dean added that he is ultimately responsible for the successes and failures associated with these and other decisions and initiatives. There were no further questions or comments.

5. Reports from Standing Committees

- A. Academic Programs** – Professor Katreena Scott, Chair of the Academic Programs Committee reported on the Committee's proposals approved at the January 27, 2017 meeting.

For Approval:

i) Major Modification Proposals

- **Significant Changes: Developmental Psychology and Education (MA)**

Professor Scott presented the proposal highlighting that the MA program in Developmental Psychology and Education (DPE) is a one-year, full time program comprised of six half-courses and a thesis. She reported that faculty and students in the program expressed concerns that the amount of coursework required in this one-year MA program is not consistent with the important focus on the thesis element, and is keeping students from important academic learning opportunities, such as working on research projects being completed by the research lab as a whole, attending and presenting at conferences, and writing research papers for publication. These observations are borne out by comparison of the MA in

DPE with other MA degrees that have a similar focus. The proposed major modification reduces the number of elective courses required by the program from 3 to 1, thus reducing the overall number of required courses from 6 half-courses to 4 half-courses.

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

THAT the changes to the requirements and learning outcomes in the Developmental Psychology and Education (MA) program, be approved, effective September 1, 2017.

- **New Field: Global Mental Health and Counselling Psychology (M.Ed.)**

Professor Scott stated that this proposal is in line with the Department's visioning and academic planning process related to the internationalization and increased focus on mental health and wellbeing. She further noted that this internationally focused field is intended to equip students with the knowledge and skills needed to work in the field of global mental health and counselling psychology at a global context. The field will utilize and build on the expertise of the faculty who currently teach in the Counselling Psychology program.

Ms. Emma Sabzalieva, student member, raised a question regarding whether the new courses which are specific to the field will be core or electives. It was explained that the new courses will be core courses for students in the field. Ms. Sabzalieva further noted that this will go a long way in supporting the internationalization of the perspectives; however, given that the department is looking to recruit the majority of international students to the new field there will likely be multiple different perspectives. It was further explained that the goal of the new field is to transform the Eurocentric views about mental health and wellbeing by inviting multiple perspectives including traditional healing and indigenous knowledges.

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

THAT the new field in Global Mental Health and Counselling Psychology within the Counselling Psychology (M.Ed.) program, be approved, effective September 1, 2017.

Professor Scott also presented the several minor modification proposals approved by the Academic Programs committee on January 27, 2017, which are reported to Council for information.

For Information:

ii) Minor Modification Proposals – Changes to Existing Programs

- All Combined Degree Programs involving the Master of Teaching (MT)
- Master of Teaching (MT)
- Counselling and Clinical Psychology (MA)
- Educational Policy Collaborative Specialization (MEd)
- Workplace Learning and Social Change Collaborative Specialization (MEd)

iii) Minor Medication Proposal – New Courses

- APD1280H Symbolic Development and Learning
- APD1298H Imagination, Reasoning and Learning
- APD1299H Language Acquisition and Development in Early Childhood
- APD1286H Foundations of Literacy Development for School Age Children
- CTL7074Y Issues in Educational Law, Policy and Ethics
- LHA1114H Commons, Community and Social Justice

- LHA1857H Leadership in Student Affairs and Services
- SJE1970H Applied Ethics in Higher Education
- SJE 1974H Truth Commissions Reconciliation and Indian Residential Schools
- SJE1975H Indigenous Settler Relations Issues for Teachers
- SJE1976H Critical Media Literacy Education
- SJE1977H Sociology of Indigenous and Alternative Approaches to Health and Healing Practices: Implications for Education
- SJE1978H Women in Leadership Positions: Intersectionalities and Leadership Practices; Sociological Implications in Education

Professor Normand Labrie, faculty member, and Language and Literacies Education (LLE) program coordinator shared that he is thrilled to see the new courses being created on language and literacy; however, he expressed concern that the LLE faculty members have not been consulted regarding the development of these courses. He noted that the broad consultation regarding the development of new courses would enhance cross program collaboration especially in light of the academic planning that is ongoing. He further highlighted that the template for new course proposals includes a field regarding consultation and/or overlap with existing courses that is aimed to facilitate consultation between programs and departments regarding new courses.

Professor Scott thanked Professor Labrie for his comments and agreed that it is critical to ensure broad consultations regarding new course proposals. As Chair of the Academic Programs Committee, she noted that this issue seems to be a process issue and invited further conversation regarding this matter.

Professor Scott provided an update regarding a committee of faculty tasked with identifying a series of five quantitative statistics courses that will be offered institute wide. In addition to an introductory level statistics course; two courses will be intermediate level and two will be advanced statistics courses.

B. Appeals – No report.

C. Equity – Professor Ann Lopez, Chair of the Equity Committee, reported on behalf of the Committee that met on January 26, 2017 meeting.

Professor Lopez reported that, following the meeting with the Dean, the OISE's Equity Policy now constitutes one of the key planning documents and is posted on the Academic Planning website. She shared that the Equity Committee developed a submission to the academic planning process that suggests ways in which the Equity Policy and issues of equity can be further advanced at OISE. For example, the submission includes a recommendation that the issues of equity be embedded in all curricula and programs at OISE, especially in the Master of Teaching program. The submission also suggests that the Equity Policy should guide practices in all areas at OISE not only with respect to curricula and pedagogy. Related to the Equity Policy, Professor Lopez shared that the Faculty of Medicine has requested a copy of the Policy which speaks to OISE's leadership in this area. In closing, Professor Lopez shared that, in consultation with the Dean's Office, the Committee will organize a public forum for the OISE community regarding the travel ban imposed by the US President on people from several Muslim majority countries.

D. Research – Professor Michele Peterson-Badali reported on behalf of the Research Committee and noted that the Committee did not hold its regular meeting due to many members being unable to attend; however, she wanted to take the opportunity to provide an update regarding several initiatives. Professor Peterson-Badali invited faculty members to submit nomination for the outstanding dissertation award, as well as for the outstanding theses in organizational leadership award. The deadline for these awards has been extended to February 22, 2017. She reported on the academic planning activities including the work of the task group on Internationalization, which has submitted its interim report to the academic planning process. The Research Office has also developed a submission to the academic

planning process focused on advancing its services in support of faculty research. The Office has just supported the submission of seven insight development grants, as well as one partnership grant letter of intent in which OISE is the host institution, and one letter of intent in which OISE is a co-applicant. The Research Office is continuing to support the development of nominations for faculty research awards including the recently submitted nominator or the SSHRC impact award, and nominations for one of the largest education prize called the Yidan Prize. In closing, Professor Peterson-Badali noted that with a view to contributing to undergraduate education, OISE will seize the opportunity to submit an application for twelve undergraduate excellence awards, which will allow undergraduate students to work on research projects with OISE faculty in the summer.

6. Adjournment

In closing the meeting, the Chair, Professor Stewart-Rose acknowledged the land on which OISE and the University operates. For thousands of years it has been a traditional land of the Indigenous peoples including the Huron-Wendat, the Seneca, and most recently the Mississaugas of the Credit River. Today this land is still the home to many indigenous peoples from across Turtle Island, and we are grateful to have the opportunity to work on and learn from this land.

The meeting was adjourned at 4:00 p.m.