OISE Strategic Plan Progress Report

October 2014

Contents
Background ................................................................................................................................. 2
Values, Goals & Strategies .......................................................................................................... 3
  Values ........................................................................................................................................ 3
  Goals ......................................................................................................................................... 3
  Strategies ................................................................................................................................. 3
Innovative and Integrated Programs ........................................................................................... 4
Stellar Student and Alumni Experience ......................................................................................... 7
Research and Innovation ........................................................................................................... 9
Internationalization .................................................................................................................... 10
Continuing and Professional Learning ......................................................................................... 11
Equity and Accessibility ............................................................................................................. 12
Aboriginal Education ................................................................................................................ 13
Resources and Renewal .............................................................................................................. 14
Advancement and Strategic Communications ........................................................................... 16
Implementation ......................................................................................................................... 17
BACKGROUND

The Ontario Institute for Studies in Education (OISE) at the University of Toronto (Institut d’études pédagogiques de l’Ontario de l’Université de Toronto) has, for more than a century, made a major contribution to advancing education, human development and professional practice around the world.

OISE is the largest and most research-intensive faculty of education in Canada and one of the largest in North America. A unique academic environment supporting a scholarly community second-to-none, OISE addresses today’s challenges with intellectual freedom, academic excellence and collaborative energy that few institutions in the world can claim.

Guided by the highest standards of scholarship and a commitment to equity and social justice, we examine major issues in education, human development and professional practice considering not only how they are now, but how they might be. We translate our work into actions brought to life by the thousands of teachers, researchers, professionals, policy makers, leaders and influencers who are part of our community worldwide. To that end, we:

- Generate new knowledge through research
- Prepare academic and professional leaders in Education, Applied Psychology, Leadership and Community Development
- Provide ongoing professional learning opportunities
- Contribute to public debate and policy
- Work with communities and partner organizations in support of their goals
- Consult and conduct commissioned research consistent with our mission and vision
VALUES, GOALS & STRATEGIES

Values

- Creation of New Knowledge
- Critical Perspectives
- Excellence
- Equity and Social Justice
- Inclusive Community
- Students
- Life-Long Learning
- Participatory Decision-Making
- Supportive Infrastructure

Goals

- Effective Organization Design
- Innovative and Integrated Programs
- Engaged Research and Teaching Community
- Innovative Technologies for Learning and Leading
- Supportive Physical Environment
- Social and Ecological Responsibility
- Stellar Student Experience
- Recognized as an Innovative World Leader

Strategies

- Enhance Collaboration
- Rethink the Organization
- Support Faculty and Staff
- Address Student Needs
- Reinvent Space
- Enhance Transparency and Engagement
- Promote OISE around the Globe
- Diversify Resource Base
- Sustain the Strategic Process
INNOVATIVE AND INTEGRATED PROGRAMS

Goal: Strengthen and build on OISE's world-renowned programs in graduate education and teacher education.

General Objectives

1. Enhance OISE's reputation as a world leader in graduate programs including teacher education.
2. Realign graduate programs and teacher education.
3. Fulfill the recommendations outlined in the graduate program reviews completed in 2011-2012.
4. Capitalize on the University of Toronto's resources and initiatives to support and promote programs.

Specific Actions: Graduate Education

Completed Actions

- Restructured OISE's academic departments to support the Strategic Plan. For the first time in OISE's history, academic departments are organized around distinct scholarly/conceptual cores.
- Completed and began to implement the recommendations from the external review of graduate programs, to ensure that they remain relevant to students and are in the forefront of their fields.
- Recommendations from the external reviews, along with our commitments outlined in the administrative responses to the reviews, constitute OISE's academic plans in graduate education.
- Introduced inter-departmental collaboration in program planning and development through collaborative review of macro and micro issues, such as faculty student ratios, degree options (e.g. MA compared to MEd), and delivery options (e.g. in-class vs. online).
- Implemented a stronger and more focused graduate recruitment strategy (i.e. improved the prospective students' website, launched an on-line ad campaign, published the Viewbook, held open house events, etc.).
- Established the Advisory Committee for Online Learning to achieve the following: (a) identify two to three degree programs that can be modified for online delivery over the next 5 years; (b) develop guidelines for decision-making regarding delivery mode(s) (e.g. online, blended); (c) recommend an OISE-wide approach to professional development for faculty; (d) identify challenges for expansion of online learning, and advise on a well-designed solution set that allows for a high quality teaching and learning experience via the innovative use of technology.
- Increased participation of graduate faculty in undergraduate teaching in the Faculty of Arts and Science through participation in the Provost's Undergraduate Course Development Fund (UCDF). For example, in 2013-2014, 7 courses were offered compared to 3 in 2012-2013.
- Contributed to the development of the following collaborative programs: (1) Collaborative Program in Engineering Education (Master’s and Doctoral), and (2) Collaborative Program in Human Development (Doctoral).
- Applied Psychology and Human Development (APHD)
- In partnership with UTSC, completed a Memorandum of Understanding and a major modification proposal leading to the establishment of the first bi-campus program in Counselling and Clinical Psychology at the University of Toronto.
- Developed the Internship Consortium in partnership with the TDSB, the Toronto Catholic School Board, and numerous mental health organizations such as CAMH, providing increased internship opportunities for students in the professional psychology programs.
- Introduced two new fields in the Master of Arts in Child Study and Education Program (MA-CSE) (i.e. Research-intensive Training in Psychology and Education [RIT], and Practice-based Inquiry in Psychology and Educational Practice [PBI]) to better reflect the existing student tendencies to opt for either a more practitioner-focused, or a more research-intensive course of study.

- **Curriculum, Teaching and Learning (CTL)**
  - Established a new emphasis in Critical Studies in Curriculum and Pedagogy within the Curriculum Studies and Teacher Development Program, and renamed the Second Language Education (SLE) to Language and Literacies Education (LLE) to better reflect the program’s foci.
  - Renamed the Elementary and Secondary Education program to Teaching (MT) to simplify how prospective students view it, and allow for a creation of areas of specialization focused on different subject matter within the discipline, such as technology, literacy, or inclusion.
  - Increased the number of teaching subjects in the MT from 4 to 18, and augmented teaching subjects prerequisites to ensure that the MT is distinguished from other programs of professional education in Ontario, and is well positioned to educate teachers with strong content knowledge.

- **Leadership, Higher and Adult Education (LHAE)**
  - Introduced a new field in Student Services and Development in the Higher Education program, the first of its kind in Canada.
  - Renamed the Educational Administration program to Educational Leadership and Policy to better reflect the program’s academic foci, ensure alignment with disciplinary trends, and allow for greater outreach.
  - Examined and rationalized research methods courses across the three programs. Qualitative and quantitative research courses are now offered by two of the department’s three programs and are actively made available to all students in the department.

- **Social Justice Education (SJE)**
  - Revised the name of the department to simplify it and bring it in line with the emerging consolidated understanding of the distinctive focus of faculty in the department.
  - The name of the graduate degree programs (MA, MEd, PhD and EdD) offered in the department has also been changed to SJE.
  - Established a new curricular model (i.e. introduced core courses) in the Social Justice Education degree programs, with a common interdisciplinarity core and different disciplinary foci that blend some of the foundational courses into a shared base for all students.

**In Progress**

- **Continue to implement recommendations from graduate program reviews. For example:**
  - Differentiate between degree programs in terms of degree level expectations and learning outcomes (e.g. MA and MEd), and consolidate programs where appropriate.
  - Establish 3-year course planning to ensure student access to courses and teaching capacity of departments.
  - Develop online courses and programs to improve access for students beyond the GTA.
Specific Actions: Teacher Education

Completed Actions

- Revised the decanal structure to support the alignment between teacher education and graduate studies.
- Established a Task Force to investigate models for the realignment of teacher education and its integration within our academic departments.
- In 2012-2013, the Task Force held community-wide consultations regarding the proposed three structural-organizational models.
- Following the announcement of the Government Plan for Teacher Education in Ontario (June 2013), established the Working Group on Teacher Education to examine the implications of the government plan, and make a recommendation on the future direction for OISE.
- The Working Group unanimously recommended focusing teacher education on OISE’s two graduate programs that meet the requirements for licensure to teach: MT and MA-CSE.
- In 2013-2014, enrolled the most diverse cohort of teacher candidates in the BEd program in OISE’s history, which resulted from improvements in the admission process (no changes to admission criteria). Increasing diversity of student population was a commitment in the Strategic Plan.
- Consultations regarding the future of teacher education continued during the winter term of 2013-2014. The Dean met with colleagues in each of the departments; those involved with the BEd and Diploma in Technological Studies programs, as well as with the executives of the Graduate Students Association and the Student Teachers Union to hear their ideas and suggestions regarding how we can make the government’s plan for teacher education a success for OISE.
- In the spring of 2014, established the Working Group on Graduate Teacher Education with a mandate to review various program matters, develop principles to inform program planning, identify possibilities for collaboration, sharing of resources and involvement all four departments in the delivery of graduate teacher education programs at OISE.
- Building on the long standing partnerships in teacher education with undergraduate partner campuses, faculties and colleges at the University of Toronto, initiated the development of combined Bachelor/Master’s programs leading to teaching certification with: (1) Victoria College, (2) Faculty of Music, (3) University of Toronto Mississauga, (4) University of Toronto Scarborough, and (5) Faculty of Kinesiology and Physical Education.
- Accreditation period for all of OISE’s teacher education programs extended for three years (from October 6, 2013 to October 6, 2016), providing additional time and resources to transition to the enhanced teacher education program.

In Progress

- Reflect OISE’s research strengths more clearly in teacher education, and establish shared ownership across the departments. For example:
  - Build on the unique strengths of each department and promote synergies to ensure institute-wide involvement in teacher education.
  - Redefine and invigorate school-university partnerships.
  - Complete the development and implementation of combined programs.
STELLAR STUDENT AND ALUMNI EXPERIENCE

Goal: Outstanding student experience from recruitment through graduation to alumni.

General Objectives

1. Foster a safe and welcoming environment for all students.
2. Enhance supports for undergraduate and graduate students in teaching, research and publishing.
3. Attend to unique needs of part-time and distance education students.
4. Foster a community of true intellectual freedom where students are comfortable to express their views and opinions freely.
5. Strengthen the relationship between the Institute and its alumni.
6. Capitalize on the University’s resources and initiatives to support and engage students and alumni.

Specific Actions: Students

Completed Actions

- Developed and implemented tools to improve communications with students through:
  - The use of Listservs (i.e. students have been included in all communications regarding the process of organizational changes such as departmental restructuring and realignment of teacher education and graduate education).
  - The Dean meets regularly with the Executives of the Graduate Student Association (GSA) and the Student Teachers Union (STU), to hear and help implement their ideas on how to improve the student experience at OISE.
- Established practices to encourage greater participation of students in governance, and other initiatives, such as student participation in transitional councils, program reviews, teaching and staff award selection committees, advisory committees for appointment of new faculty and department chairs, etc.
- Established membership for OISE in the Jackman Humanities Institute, opening opportunities for students.
- Refocused the role of Academic Director, Graduate Education to ensure greater responsibility for enhancing student experience. The Director is now responsible for working with the Executives of the Graduate Student Association on resolving student issues including student funding matters.
- Integrated the Registrar’s Office and the Office of Student Services and School-University Partnerships under the Associate Dean, Programs.
- Redesigned OISE’s Graduate Student Conference Travel Program from travel subsidy to professional development format.
- Increased professional development opportunities for graduate students through reconceptualising the Annual Graduate Student Research Conference, and offering several seminars and career events e.g. Education Connections career evening (November 2013), Social Innovation: Seeing our Way Forward seminar (February 2014), Social Enterprise and the 21st Century Job Market (March 2014).
- In partnership with the Centre for International Experience and the Office of the Registrar, instituted an International Transition Advisor to advise OISE international students on adjusting to Canadian life, finding resources for academic success, career strategies, etc.
Facilitated OISE-wide consultations within and across the departments on the new online course evaluation framework, specifically regarding choosing the core divisional and departmental questions, timelines, process, etc.

Smoothly implemented the new course evaluation questions (based on the U of T framework) for the 2014 summer sessions using Fluid Survey (with 76% response rate).

Improved the current students’ website and established the practice to distribute information on academic seminars, internship opportunities, calls for papers, etc. to students via Listervs.

**In Progress**

*Continue to improve the student experience. For example:*
  - Establish processes to increase diversity of our student population in all programs.
  - Work with all students in teaching, scholarship, research and publishing.

**Specific Actions: Alumni**

**Completed Actions**

- Created and filled the position of Associate Director, Alumni Relations.
- Developed a strategic plan with clear priorities for alumni engagement including targets, timelines and metrics.
- Launched a campaign to identify and locate alumni world-wide starting with recent graduate years (i.e. contact information updated for over 1,300 alumni to date).
- Established systems and practices to communicate effectively with alumni around the world (i.e. improved Alumni & Friends website, quarterly Newsletter, Facebook and LinkedIn pages, and established the OISE Alumni pages on Twitter, YouTube, Instagram and Google+).
- Connected with and hosted events for OISE alumni, coordinated events with Dean and senior leadership team travel (i.e. London UK, Beijing, China, San Francisco, and Newfoundland).
- Established involvement of Alumni Office at student events such as orientations, convocations, award ceremonies, information fairs, career events, etc.
- Established the program of activities for alumni engagement.
- Successfully recruited more than 20 alumni volunteers for a variety of alumni focused activities.
- Established alumni chapters and networks in Ottawa, UK, US, China, and Hong Kong.
- Launched a new initiative with Jobs in Education, where alumni and students have access to career opportunities and online resources.
- Continued to support the OISE Alumni Association with their plans (e.g. organized Spring Reunion, Arbor Awards nominations and election of a new President, etc.).

**In Progress**

*Continue to foster a culture of student and alumni engagement. For example:*
  - Develop and implement strategies to engage and recognize alumni & student volunteers.
  - Develop and implement the OISE Mentorship Program.
RESEARCH AND INNOVATION

Goal: Promote excellence and innovation in research and knowledge mobilization, opening new opportunities to expand the reach of OISE’s research and its uptake in policy and practice globally.

General Objectives

1. Support the creation and mobilization of new knowledge that contributes to public debate and policy.
2. Establish mechanisms to support new and emerging interdisciplinary/interdepartmental and international research ideas and groups.
3. Achieve greater success in research grants, awards and contracts by creating a strong system of equal support for faculty across OISE.
4. Increase the impact of OISE research domestically and internationally.
5. Capitalize on the University of Toronto’s resources and initiatives to support and promote research.

Specific Actions

Completed Actions

- Expanded the Research portfolio to include two distinct areas, one for traditional research and one for international and innovations.
- Completed a review of OISE investments in research to increase the creation of new knowledge, support collaboration and internationalization, and extend our research impact.
- Created benchmarks of our research performance to be used in assessing the effectiveness of our research investments.
- Established and expanded the research mentorship program, and developed a range of research workshops and supports for faculty at early, mid and late career.
- Provided targeted editorial and budget review and other supports to faculty to increase overall funding from Tri-Council and community, federal, provincial and international sources.
- Created a suite of online resources to support researchers from proposal to implementation phases (e.g. budget templates, exemplars of successful proposals, how-to videos, etc.).
- In 2013-2014, completed a full review of our research centres, their productivity and functioning to ensure they are sustainable and current.
- Launched a new program of competitive funding for centres (adjudicated first round of applications).
- Launched the new research website and piloted an electronic newsletter for OISE research as the first steps in enhancing knowledge mobilization strategies.
- Collaborated with U of T strategic communications to ensure OISE research gets coverage in the University’s publications.
- Established principles for divisional nominations of Canada Research Chairs and CFI grants.
- Secured OISE’s first program evaluation contract with UNICEF.
- Secured commissioned research project funded by McCain Foundation: $1.2 million.

In Progress

- Continue to promote excellence and innovation in research. For example:
  - Create new opportunities for research associated with OISE’s lead in the Fraser Mustard Institute for Human Development.
INTERNATIONALIZATION

Goal: International leadership in graduate and teacher education, research, and lifelong learning.

General Objectives

1. Establish an explicit internationalization strategy for OISE in all areas including recruitment and retention, teaching and research, continuing and professional learning.
2. Establish guidelines and principles to inform decisions about internationalization (what we will do, who we will work with, and why).
3. Establish new and enhance international partnerships and agreements in support of our goals.
4. Facilitate mobility of students and scholars.
5. Capitalize on the University of Toronto resources and initiatives related to Internationalization.

Specific Actions

Completed Actions

- Chaired the International Alliance of Leading Education Institutes (IALEI), and hosted the 6th Annual IALEI Conference (June 13-15, 2011) focused on Knowledge Mobilization in Education.
- Created a clear protocol and “single door” entry for international institutions and organizations interested in visiting and working with OISE.
- Hosted scholars from around the world by building on OISE’s Visiting Scholars Program.
- Hosted delegations from Thailand, Netherlands, Norway and China among many others.
- Contributed to the University of Toronto’s International Recruitment Strategy through the Dean’s membership on the Provost’s International Committee.
- Established a strategy for OISE’s work in China as a first step and foundation for OISE’s broader institutional Internationalization strategy.
- Established a solid partnership with the Institute of Education in London (UK), and the faculties of education at the University of Melbourne (Australia) and Wisconsin–Madison (USA).
- Engaged in active recruitment of international students (for degree programs and continuing education opportunities) (e.g. in China and Saudi Arabia).
- In 2013-2014, hosted a successful annual conference of the Comparative and International Education Society (CIES) with more than 2,300 participants from around the world.
- Held business meetings with members of the International Education Funders Group (representing major foundations) and the Aga Khan Development Network about possible areas of collaboration e.g. sharing courses, quality assurance mechanisms, student exchange, etc.
- Established and approved a new shared course, Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization – in collaboration with our partners from the University of Wisconsin-Madison; University of Melbourne and the Institute of Education in London (UK). It involves participation of faculty and students from the four institutions.
- Expressed OISE support as an associate partner institution in the “International Masters in Adult Education and Social Change” Erasmus + Application submitted by the School of Education, University of Glasgow. OISE’s participation will entail student exchange under the existing exchange agreement between the University of Toronto and the University of Glasgow.
In Progress

- **Continue to strengthen internationalization at OISE. For example:**
  - Complete the Internationalization strategy.
  - Establish mechanisms to strengthen partnerships for research and commissioned consultancies.

**CONTINUING AND PROFESSIONAL LEARNING**

**Goal:** Expand the reach and excellence of OISE’s continuing education programs and professional development offerings.

**General Objectives**

1. Create a business strategy for OISE’s Continuing and Professional Learning unit ensuring it is widely communicated to the University and within OISE.
2. Ensure that all of OISE’s professional development programs in the following areas are of world class standing: (a) Additional Qualifications for teachers, (b) Training and development for professionals in education, and (c) International programs for educators, education leaders and policy makers.
3. Expand the domestic and international reach of OISE’s continuing education offerings.
4. Establish clear and transparent policies, and contracting and operating procedures that are fully aligned to University of Toronto policies and practices.

**Specific Actions**

**Completed Actions**

- Contributed to the University’s Continuing Education Strategy through the Dean’s membership on the Provostial Working Group on Continuing and Professional Education.
- Piloted new programs for Chinese students in undergraduate education programs bringing in new revenue in summer 2013.
- Established three main professional development offerings for Chinese and other international educators in the fields of school leadership, content based second language instruction, instructional practices, and higher education.
- Established new certificate programs with policy and procedures for revenue sharing in departmentally sponsored certificate programs.
- Hosted a new teacher development program for teachers and teacher educators from India.
- Developed two new certificate programs in Counselling Psychology and expanded the existing certificate program in Adult Education.

**In Progress**

- **Continue to offer professional development programs of excellent quality. For example:**
  - Create a three to five year business plan.
  - Establish clear and transparent policies and procedures.
EQUITY AND ACCESSIBILITY

**Goal:** Improve equity and accessibility within OISE.

**General Objectives**

1. Ensure appropriate admissions, recruitment and retention policies.
2. Increase diversity among students, faculty and staff.
3. Expand online education offerings to facilitate access to our programs and expertise for domestic and international students.
4. Capitalize on the University of Toronto’s resources and initiatives to improve equity and access.

**Specific Actions**

**Completed Actions**

- Appointed Special Advisor to the Dean on Equity and Accessibility.
- Advisor established an Advisory Committee on Equity and Accessibility.
- Developed and offered a Massive Open Online Course (MOOC) to extend OISE’s reach and impact in education, and improve access to education beyond formal education settings.
- In the BEd program, enhanced recruitment and admissions process to diversify the incoming cohort, resulting in the most diverse cohort of teacher candidates in OISE’s history—the class of 2014.
- Designated funds and established principles to expand online learning so as to increase access to our programs and expertise for domestic and international students.
- Introduced strategies to ensure increasing diversity is given consideration in both the principles and process of faculty renewal (e.g. through professional development for search committees).
- Established mechanisms and promotion strategies to publicize and open departmental research seminars (e.g. brown bag events) and symposia to the community.

**In Progress**

- **Continue to enhance equity and accessibility at OISE. For example:**
  - Develop recruitment, admissions and retention guidelines designed to increase the diversity of our student population, and improve participation of students from underrepresented populations.
ABORIGINAL EDUCATION

Goal: Realize our responsibility to lead in Aboriginal education.

General Objectives

1. Honour OISE’s signature and commitment to the Accord on Indigenous Education; aspire to its vision, principles, and goals in programs and research.
2. Ensure that all programs at OISE reflect and respect Aboriginal perspectives and history.
3. Engage all departments in Aboriginal Education.
4. Increase recruitment and retention of Aboriginal students in all programs.
5. Increase the profile of Aboriginal issues in education and research within OISE.
6. Create and sustain a respectful and welcoming learning environment for Aboriginal peoples.
7. Ensure institutional policies, practices and programs reflect and respect the interests and needs of Aboriginal communities.

Specific Actions

Completed Actions

- Appointed Special Advisor to the Dean on Aboriginal Education.
- Advisor established a community-based OISE Aboriginal Council.
- Established principles, protocol and process to facilitate advice and implement recommendations of OISE’s Aboriginal Council regarding Aboriginal initiatives in all areas at OISE.
- Guided OISE group tour of Sakhan – Indigenous Art Exhibit in the National Gallery in Ottawa to enhance knowledge about Aboriginal art among faculty, students, staff and alumni.
- Offered OISE’s first MOOC Aboriginal Worldviews and Education to more than 25,000 people around the world, which marked a great professional development opportunity for participants to develop a deeper appreciation and respect for the histories, cultures, values, and contemporary realities of Aboriginal peoples.
- Established and filled a tenure-track position in Aboriginal Education.
- Established Aboriginal education as a fundraising priority.
- Raised $5 million for Indigenous Education Initiative (research) at OISE—the largest donation ever made to a Canadian faculty of education for Indigenous education research—a comprehensive five-year program to explore the educational needs and aspirations of Indigenous peoples in Canada and around the world.
- Appointed Chief Shawn A-in-chut Atleo as the first William A. Macdonald, Q.C Distinguished Fellow in Indigenous Education at OISE to support OISE’s new Indigenous education initiative.

In Progress

- Continue to strengthen Indigenous education and research. For example:
  - Establish adequate academic and cultural supports and resources for Aboriginal students and scholars.
  - Create culturally responsive, respectful and inclusive curricula to infuse Aboriginal content and ways of knowing into all programs.
RESOURCES AND RENEWAL

Goal: Ensure that we have human, financial and other (e.g. structural, technological) resources to support our mandate and vision.

General Objectives

1. Ensure equitable distribution of resources across departments/units.
2. Sustain fiscally-responsible academic operations.
3. Establish systems and processes for effective planning and administration of programs and services.
4. Capitalize on the University of Toronto’s services and resources.

Specific Actions: Faculty & Staff

Completed Actions

- Established principles for faculty renewal.
- Departments established 5-year faculty renewal plans that are fiscally-responsible, based on program needs, these are reviewed annually.
- Halted a steady decline (2002-2012) in faculty complement at OISE.
- Established equitable faculty workload policies in all departments.
- Reviewed the annual PTR process by conducting an assessment of the current practices and procedures to ensure equity and transparency for faculty.
- Strengthened professional development and team building among staff through Working Together, Professionals/Managers Group and similar initiatives.
- Strengthened the existing and established two new staff excellence award categories to celebrate the accomplishments of OISE administrative staff.
- Encouraged the use of Information Technology in the business process to improve operation efficiencies and the reporting capacity, such as the development and implementation of the TA/TEPA database.
- Instituted various community building events for faculty and staff, e.g. monthly Dean’s drop-ins in the various departments/units and two annual celebrations: Holiday Open House with the Staff Excellence Awards Presentation, and Celebration OISE’s Inspiring Educators with the Teaching Awards Presentation.

In Progress

- Continue to strengthen human resources. For example:
  - Strengthen faculty complement by recruiting and retaining outstanding faculty.
  - Establish clear staff roles and responsibilities that meet the needs of a modern university.
  - Develop more tools (e.g. systems, procedures) for the most effective operation and administration of academic programs and services.
Specific Actions: Financial Resources

Completed Actions

- In 2012-2013 conducted budget education sessions in OISE’s departments and units to link financial implications with academic decisions.
- Established and implemented Standard Operating Procedures (SOP's) for consistent, sustainable and efficient academic operations and planning.
- Generated program and degree information and budget for planning purposes.
- Instituted regular meetings with departments to monitor admissions and recruitment to help meet our domestic enrolment target, and enhance international recruitment for professional programs.
- On the revenue side, achieved the highest total graduate enrolment in 10 years including domestic and international students. OISE exceeded the graduate domestic targets for 2013-2014, and enrolled 53 international students – a 56% increase over the previous year.
- The community has done very well in recruiting and admitting domestic students, and for the first time, separating domestic enrolment from international student admissions.
- Achieved financial savings through the implementation of various strategies to streamline academic operations and improve operation efficiency, while maintaining academic excellence such as increased class size in the BEd and graduate programs, reduced academic stipends, etc.
- Established the profit sharing model for professional development programs between departments and Continuing and Professional Learning to provide incentives for revenue generating initiatives.

In Progress

- Continue to implement strategies to achieve a balanced budget. For example:
  - Devolve authority over budget to departments.
  - Establish new revenue generating initiatives through national and international consultancies, online programing, professional development programs, and commissioned research.

Specific Actions: Space & Technology

Completed Actions

- Conducted accessibility audit of OISE buildings to ensure our spaces are accessible, safe and welcoming for our students, faculty, staff, and visitors.
- Engaged community members in cleaning up the basement space, which was returned to the University resulting in cost savings for OISE.
- Consulted widely with departments and units to review security and safety of OISE buildings.
- Began to improve safety and security at OISE (i.e. installed more visible signage, implemented routine inspections to ensure barrier-free hallways, installed sufficient lighting outside the building, new exterior doors that can be locked electronically and monitored remotely, etc. Note: Effective November, 2014 introduced closure hours for OISE building in the evenings and weekends).
- Renewed community spaces, and created “smart” spaces through the use of technology (i.e. Nexus, Tech Lounge, renovated classroom and community spaces, etc.).
- Reviewed Information Technology services at OISE to ensure they are best positioned to support OISE’s institutional mandate and mission.
In Progress

- Continue to improve the use of space and technology. For example:
  - Explore different ways to use and share physical space more effectively.
  - Strengthen the delivery of Information Technology services to support teaching, learning, research and administration.

ADVANCEMENT AND STRATEGIC COMMUNICATIONS

Goal: Raise profile and enhance the reputation of OISE as a world leader in education.

General Objectives

1. Establish a successful and sustainable advancement program in support of OISE’s mandate and vision.
2. Develop a strategic communications plan with key communication objectives, key audiences and communications tools.
3. Establish the infrastructure to support communications goals and objectives.
4. Enhance the impact of OISE’s research and its uptake in policy and practice.
5. Capitalize on the University of Toronto’s resources and initiatives related to strategic communications and advancement.

Specific Actions: Advancement

Completed Actions

- In 2012, completed the capital campaign for Dr. Eric Jackman Institute of Child Study expansion project.
- Raised more than $1.4 million in philanthropic support plus an additional $1 million in research philanthropy. In total, nearly $2.5 million was raised towards our campaign goal.
- Since 2011, donations attributed to OISE for the Fraser Mustard Institute for Human Development exceed $1.5 million.
- Expanded leadership position in Advancement.
- Strengthened engagement of major donors and prospective donors through special invitations to events and meet/greet opportunities e.g. Annual R.W.B. Jackson Lecture.
- Established Indigenous Education as an advancement priority.
- Raised $5 million to support the Indigenous Education Initiative (research) at OISE—the largest donation ever made to a Canadian faculty of education for Indigenous education research.

In Progress

- Continue to strengthen advancement. For example:
  - Build capacity of and strengthen OISE’s advancement team.
  - Generate innovative initiatives for advancement.
Specific Actions: Strategic Communications

Completed Actions

- Significantly improved inter-OISE communications by utilizing the University of Toronto listserv system to send institution-wide announcements and updates to the OISE community members including faculty, staff and students, and in some instances, alumni and professors emeriti.
- Improved the OISE website to keep the community updated about what is happening at OISE, including an increase in daily news items and events and spotlights featuring OISE faculty and students in the media.
- In light of organizational renewal at OISE, conducted a thorough review of institutional communications.
- Commenced a complete overhaul of the OISE website, within the context of the University’s Boundless campaign.
- Created and filled a position for Director, Strategic Communications.
- Established a communications network comprised of communications leads from academic departments and non-academic units to support consistency of internal and external communications.
- Redesigned the OISE homepage to showcase OISE’s new brand idea, “With OISE, I can...” tagline and visual identity, resulting in considerable positive feedback.
- Increased the promotion of OISE in new international markets and within Canada by leveraging our research news through social media channels and web content.
- Launched an integrated multimedia marketing communications and digital ad campaign to support student recruitment and reputational goals

In Progress

- Continue to enhance strategic communications. For example:
  - Build capacity of and strengthen OISE’s communications team.
  - Finalize and implement the Strategic Communications Plan.

Implementation

Implementation of the Strategic Plan includes ongoing assessment of progress and reflection on achievements to date. OISE’s leadership team—including leaders of academic and non-academic units—is responsible for achieving the strategic goals relevant to their areas of responsibility, as well as for establishing annual objectives and plans for the Institute, departments, and units. The Dean reports annually to the community on progress.