

Departmental Restructuring Proposal

Disestablishment of the Department of Adult Education and Counselling Psychology
and Renaming of Three OISE Departments

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Background

The study of education has a long and rich history at the University of Toronto dating back to 1894; notable milestones include the 1906 Royal Commission that resulted in the establishment of the Faculty of Education, the 1965 special act of the Ontario Legislature that established the Ontario Institute for Studies in Education as a research institute for the Province, and most recently, the 1996 merger between the Faculty of Education at the University of Toronto and the Ontario Institute for Studies in Education. Fifteen years post merger, the Ontario Institute for Studies in Education of the University of Toronto is recognized at home and around the world as a leader in initial and continuing teacher education, graduate studies in education and education research. OISE's current five-department structure has remained essentially unchanged since 1996. OISE currently offers 12 graduate programs through its five graduate departments.

1. Department of Adult Education and Counselling Psychology:
Constituent Programs:
 - Adult Education and Community Development (MA, MEd, PhD)
 - Counselling Psychology (MA, MEd, EdD, PhD)
2. Department of Curriculum, Teaching and Learning:
Constituent Programs:
 - Curriculum Studies and Teacher Development (MA, MEd, PhD)
 - Elementary and Secondary Education (MT)
 - Second Language Education (MA, MEd, PhD)
3. Department of Human Development and Applied Psychology:
Constituent Programs:
 - Child Study and Education (MA)
 - Developmental Psychology and Education (MA, MEd, EdD, PhD)
 - School and Clinical Child Psychology (MA, PhD)
4. Department of Sociology and Equity Studies in Education:
Constituent Programs:
 - Sociology in Education (MA, MEd, EdD, PhD)
5. Department of Theory and Policy Studies in Education:
Constituent Programs:
 - Educational Administration (MA, MEd, EdD, PhD)
 - Higher Education (MA, MEd, EdD, PhD)
 - History and Philosophy of Education (MA, MEd)

Along with its graduate programs, OISE offers a consecutive undergraduate Initial Teacher Education program (BEd/Dip. Tech. Ed) and, jointly with several other U of T partners, the University of Toronto's Concurrent Teacher Education Program (CTEP). Both undergraduate programs are offered in a matrix model where all departments contribute to Initial Teacher Education.

Strategic Planning

In the 2010-11 academic year the Dean instituted a strategic planning process, the first step that brought the OISE community together to write OISE's future. The next step, following the program reviews currently underway, will include the development of OISE's academic plan, enrolment management strategy and 5-year complement plan. This document describes the strategic planning process from which our academic plan will flow. OISE engaged the services of external consultants from ICA Associates to facilitate focus groups and Task Forces that included participation from more than 500 faculty, staff, students, alumni and representatives from other divisions of the University. The number and scheduling of the focus groups accommodated everyone who expressed interest in participating. The focus groups talked about OISE's principles, values and vision, as well as 9 strategies to rethink the organization as OISE moves forward with a renewed commitment to its mandate to contribute to education, in the broadest sense, at home and around the world. The second phase of the planning process commenced with the establishment of nine Task Forces. An open call to the OISE community asking for volunteers and confidential nominations for Task Force Convenors was sent out in mid February 2011. Task Forces typically included 12 members (a Convenor who was a full time faculty member, teacher candidate, graduate students, staff, and faculty members in addition to the Convenor). Where appropriate a member from within the University but external to OISE was also appointed. Each Task Force was dedicated to one of the nine strategies that emerged from the first phase of planning:

1. Enhance Collaboration
2. Rethink the Organization
3. Support Faculty and Staff
4. Address Student Needs
5. Reinvent Space
6. Sustain the Strategic Process
7. Enhance Transparency and Engagement
8. Promote OISE Around the Globe
9. Diversify Resource Base

Each Task Force established concrete goals for OISE, as well as the actions necessary to reach those goals. The recommendations of each Task Force were integrated into the OISE Strategic Plan, a summary of which is available at http://www.oise.utoronto.ca/oise/About_OISE/Governance/Strategic_Plan.html.

One of the goals emerging from the "Rethink the Organization" Task Force was to rethink the structure of our departments to ensure a strong OISE in the years ahead. The Dean worked with the program coordinators of graduate, Initial Teacher Education and collaborative programs, department Chairs and Associate Deans to identify potential departmental models. To be considered, models had to support the guiding principles for departmental restructuring that had emerged during strategic planning:

1. Promote and support excellence in programs and research
2. Distinguish OISE from other faculties of education around the world
3. Foster innovation, inter-disciplinarity and internationalization
4. Build on existing strengths while nurturing new and emerging areas of research and programming
5. Strengthen the alignment between graduate and undergraduate programs
6. Reflect and respect academic disciplines/affiliations

After substantial consultation (see Internal Consultation Process, page 9), OISE decided on a four-department model that supported these six principles. OISE's new departments will be comprehensive, with each contributing to both graduate and undergraduate programs, Initial Teacher Education and research. The implementation of the new four-department model will require the disestablishment of one existing department, the renaming of three others, and a different configuration of programs within the new four-department model. The rationale for and implications of these proposed changes are described below.

Academic Rationale for Change

Principles

Looking at OISE's range of programs, four distinct yet interrelated areas of scholarship within the broader field of educational studies became apparent: Curriculum, Teaching and Learning; Applied Psychology; Leadership and Lifelong Learning; and Humanities and Social Sciences. Together, these areas of scholarship encompass the range of theoretical, methodological and educational issues and contexts that define the complex, multi- and inter-disciplinary field of educational studies. The proposed four-department structure arose from the identification of these areas of scholarship. Within this structure, all departments—through their combination of programs and affiliated faculty—would have a distinctive character and rationale, and would be committed to integrating theory and practice in education.

To date OISE has been highly respected as one of a very small number of truly research-intensive faculties of education around the world. By reorganizing OISE's resources to support four areas that are central to the study of education in the twenty-first century, this model would allow OISE not only to maintain but also to expand its reputation for excellence in its field:

- At the level of programs, this model would promote excellence by increasing opportunities for synergistic and integrative learning, collaboration and cooperation amongst both faculty and students.
- At the level of research, this model would promote excellence by providing a climate more conducive to the formation of synergistic research teams with complementary expertise, positioned to compete successfully in an institutional climate favoring large-scale, interdisciplinary research initiatives.
- At the level of knowledge transfer, this model would promote excellence by encouraging the synergies necessary to develop stronger partnerships and mobilize OISE's leading edge research to inform both policy and practice.

Specifics

Disestablishing the Department of Adult Education and Counselling Psychology

The 2009 review of the department concluded that both of the department's programs (Adult Education and Community Development, and Counselling Psychology) were "strong, highly relevant...[and] in demand." The reviewers observed that, Adult Education "has a long and distinguished history and is regarded highly internationally for the quality of its scholarship, the diversity of its faculty and students, and excellence of its teaching"; they observed that Counselling Psychology "is known ...for its excellent academic quality and the internationally recognized scholarship, teaching, and academic outreach of its faculty."

Despite the positive outcomes of this and previous department reviews, reviewers have always remarked that housing graduate programs in Adult Education and Counselling Psychology in a single department is not typical. Although the programs share a focus on adults in the community, their goals and methods are in most ways very different, resulting in very limited collaboration between the two programs and making it difficult to identify clear ways for the department to contribute to the undergraduate Initial Teacher Education programs.

By contrast, prior reviews repeatedly pointed to the possibilities for collaboration between OISE's two programs that are accredited by the Canadian Psychological Association: Counselling Psychology, and School and Clinical Child Psychology. Disestablishing the Department of Adult Education and Counselling Psychology and reconfiguring the psychology programs so that they are located in a single Department at OISE will foster collaboration and better use of resources through the sharing of core courses. More information about the positive impact of this reconfiguration, including clearer alignment between graduate and undergraduate programming, is provided below.

Disestablishing the Department of Adult Education and Counselling Psychology and grouping three programs, Adult Education and Community Development, Educational Administration and Higher Education, in a single Department will provide opportunities for new collaborations in the areas of leadership and policy, across multiple educational settings (community, higher education, Kindergarten to Grade 12, etc.). More information about the positive impact of this grouping of programs, including clearer alignment between graduate and undergraduate programming, is provided below.

Renaming Three OISE Departments

As part of the process of departmental restructuring, *all* departments reconsidered their names. The Department of Curriculum, Teaching and Learning reaffirmed the appropriateness of its name; the department that will house all four psychology programs proposed a rebalancing of its name; and two departments proposed names that were entirely fresh to reflect their new combinations of programs and faculty.

Department of Curriculum, Teaching and Learning: Proposed Change: None

The Department of Curriculum, Teaching and Learning will not change its name or constituent programs. It already has internal disciplinary coherence and reflects an area of scholarship that is part of a long established tradition at the core of studies in education. It has substantial ties to the undergraduate Initial Teacher Education programs, housing most of the programs' academic leadership. Clear alignment of graduate and undergraduate programming exists: two of the department's constituent programs, Curriculum Studies and Teacher Development, and Second Language Education, cover subject areas that are mainstays in the education of new teachers; its third constituent program, The Master of Teaching (Elementary and Secondary Education), is a graduate Initial Teacher Education program.

Department of Human Development and Applied Psychology: Proposed Change → Department of Applied Psychology and Human Development

The proposed name reflects the rebalancing of emphases within the new department that will house Child Study and Education, Developmental Psychology and Education, School and Clinical Child Psychology, and Counselling Psychology. Placing "Applied Psychology" first in the proposed name anticipates the department's strengths in this area. The continued inclusion of "Human Development" in the proposed name reflects the department's focus on development across the lifespan as well as the department's investment in U of T's new Institute of Human Development.

Housing all of OISE's psychology programs, the department will have substantial internal disciplinary coherence. This department's composition reflects an area of scholarship that is part of a long established disciplinary tradition at the core of studies in education. This grouping of expertise should strengthen the alignment between graduate and undergraduate programs through the department's contributions to the required Bachelor of Education course in Psychological Foundations in Learning and Development.

Department of Theory and Policy Studies in Education: Proposed Change → Department of Leadership, Higher and Adult Education

The proposed name reflects the new area of scholarship around which intra-departmental collaboration will primarily be organized. The department will house three existing programs: Educational Administration, Higher Education, and Adult Education and Community Development.

The department will bring together leading edge scholarship in areas that are vital for today's education systems faced with rapidly changing social, economic and policy contexts: finance and administration, policy and planning, institutions of higher education, institutional change and knowledge mobilization, and education across the lifespan. Application of theory to practice in these domains seeks to *bridge differences* across multiple sectors of education, from schools to post-secondary to workplaces and communities.

The department will become the supporting unit for all three graduate collaborative programs currently based at OISE (Comparative and International Development Education, Educational Policy, and Workplace Learning and Social Change). This positions it from the start as a major node for innovation, inter-disciplinarity, and internationalization and clearly illustrates its capacity for synergies and a unique bridging role.

The department will include expertise relevant to Initial Teacher Education in Aboriginal Education, Health, Business Studies and Technological Education. This suggests clear areas for alignment between graduate and undergraduate programming.

Department of Sociology and Equity Studies in Education: Proposed Change → Department of Humanities, Social Sciences and Social Justice Education

The proposed name reflects the new area of scholarship around which the department's activities will be organized. The department will house two existing programs Sociology and Equity Studies in Education and History and Philosophy of Education, which was formerly in the Department of Theory and Policy Studies.

The department will foster an integrated focus on the social sciences and the humanities in education, more specifically, the history, philosophy and sociology of education; and interdisciplinary scholarship, including anti-racist, feminist, critical disability and other equity studies. This combination of expertise will allow for the study of education as a powerful social, political and cultural system that imagines alternatives to the human condition.

This combination of faculty will make possible new collaborations in programs and research, including the potential for offering undergraduate courses in educational studies to the wider U of T community. It will also allow faculty to build on the connections that already exist with undergraduate programs in History, Caribbean and African Studies, Equity Studies, Disability Studies, Women and Gender Studies, Sexual Diversity Studies, Asian Studies, Media Studies, the Concurrent Teacher Education Program, the Centre for Ethics, and the Jackman Institute for the Humanities. It will address those aspects of Initial Teacher Education that focus on social foundations.

Diagram of Proposed Changes

(see next page)

2011-12 Proposed Changes to OISE Department Structure & Department Names

Current Five-Department Structure

Department of Sociology & Equity Studies in Education
Sociology in Education

Department of Theory & Policy Studies in Education
Educational Administration
Higher Education
History & Philosophy of Education

Department of Adult Education & Counselling Psychology
Adult Education & Community Development
Counselling Psychology

Department of Human Development & Applied Psychology
Child Study & Education
Developmental Psychology & Education
School & Clinical Child Psychology

Department of Curriculum, Teaching & Learning
Curriculum Studies & Teacher Development
Elementary & Secondary Education
Second Language Education

Proposed Four-Department Structure

NEW NAME:
Dept. of Humanities, Social Sciences & Social Justice Education
Sociology in Education
History & Philosophy of Education

NEW NAME:
Department of Leadership, Higher & Adult Education
Educational Administration
Higher Education
Adult Education & Community Development

DISESTABLISHED

NEW NAME:
Department of Applied Psychology & Human Development
Child Study & Education
Developmental Psychology & Education
School & Clinical Child Psychology
Counselling Psychology

Department of Curriculum, Teaching & Learning
Curriculum Studies & Teacher Development
Elementary & Secondary Education
Second Language Education

FOR GOVERNANCE APPROVAL:

- Disestablishment of Dept. of Adult Education & Counselling Psychology
- Three departmental name changes

**** No program names are changing. No program requirements are changing. No new programs are opening. No programs are closing.*

Proposed Changes

Disestablishment of the Department of Adult Education and Counselling Psychology (for approval)

OISE proposes to disestablish the Department of Adult Education and Counselling Psychology. As outlined in this document:

- None of the department's constituent programs will close; they will move to other departments
- The department's faculty will move with their programs
- The department's students will move with their programs
- The impact on the department's staff is described below

Renaming of Three Departments (for approval)

OISE proposes to rename three of the four remaining departments as follows:

- I. **unchanged**: Department of Curriculum, Teaching and Learning
- II. **new name**: Department of Applied Psychology and Human Development
(current Department of Human Development and Applied Psychology)
- III. **new name**: Department of Leadership, Higher and Adult Education
(current Department of Theory and Policy Studies in Education)
- IV. **new name**: Department of Humanities, Social Sciences and Social Justice Education
(current Department of Sociology and Equity Studies in Education)

For Information

As part of the process of restructuring the departments, the twelve programs will be housed as follows and the three OISE based collaborative programs will have a single Department act as lead supporting unit.

1. Department of Curriculum, Teaching and Learning:

Constituent Programs:

- Curriculum Studies and Teacher Development (MA, MEd, PhD)
- Elementary and Secondary Education (MT)
- Second Language Education (MA, MEd, PhD)

2. Department of Applied Psychology and Human Development
(current Department of Human Development and Applied Psychology)

Constituent Programs:

- Child Study and Education (MA)
- Counselling Psychology (MA, MEd, EdD, PhD)
- Developmental Psychology and Education (MA, MEd, EdD, PhD)
- School and Clinical Child Psychology (MA, PhD)

3. Department of Leadership, Higher and Adult Education
(current Department of Theory and Policy Studies in Education)

Constituent Programs:

- Adult Education and Community Development (MA, MEd, PhD)
- Educational Administration (MA, MEd, EdD, PhD)
- Higher Education (MA, MEd, EdD, PhD)

+Lead supporting unit for OISE-Based Collaborative Programs:

- Comparative, International and Development Education (*collaborative*)
- Educational Policy (*collaborative*)
- Workplace Learning and Social Change (*collaborative*)

4. Department of Humanities, Social Sciences and Social Justice Education
(current Department of Sociology and Equity Studies in Education)

Constituent Programs:

- History and Philosophy of Education (MA, MEd)
- Sociology in Education (MA, MEd, EdD, PhD)

The two graduate programs currently housed in the department OISE proposes to disestablish: Adult Education and Counselling Psychology, will be reconfigured within a different department each. The remaining program is History and Philosophy of Education currently of the Department of Theory and Policy Studies in Education, which will be housed in the renamed Humanities, Social Sciences and Social Justice Education department. The renamed Department of Leadership, Higher and Adult Education) will be the lead supporting unit for all OISE based graduate collaborative programs.

Pending approval of the omnibus proposal and the movement of programs, the renamed departments and their constituent programs will consult with the School of Graduate Studies to make any necessary changes to existing Memoranda of Agreement for U of T graduate collaborative programs.

Internal Consultation Process

Determining a New Departmental Structure

The consultation process for departmental restructuring took the better part of the 2010-2011 academic year. It was rooted in a mix of informal and formal discussions that emerged from strategic planning, and involved a wide spectrum of the OISE community including academic and administrative leaders, administrative staff and students.

Formal discussions on a potential OISE departmental structure began when the Dean asked the program coordinators of graduate, Initial Teacher Education and collaborative programs to meet with their colleagues and “blue sky” on a departmental structure that would support the following guiding principles that emerged during strategic planning:

1. Promote and support excellence in programs and research
2. Distinguish OISE from other faculties of education around the world
3. Foster innovation, inter-disciplinarity and internationalization
4. Build on existing strengths while nurturing new and emerging areas of research and programming
5. Strengthen the alignment between graduate and undergraduate programs
6. Reflect and respect academic disciplines/affiliations

Subsequently, the Blue Sky group was established and included all the program coordinators, department Chairs and Associate Deans. It became the hub where all ideas and potential departmental models were considered. A number of interesting models emerged from the discussions that ranged from four departments to a program-based model with no departments. It was agreed that OISE would retain a department-based structure and that two holistic models would be presented to the OISE Community for consideration: a three-department and a four-department model. Both models, the Blue Sky group agreed, supported the aforementioned principles. It was understood that no structure in and of itself would allow OISE to achieve the six principles or promote a culture of increased participation and transparency in decision-making, but both models provided a good foundation upon which to build.

Next, two subgroups of the Blue Sky group were established and asked to develop a brief outline for each of the two proposed departmental models. These outlines were circulated to the OISE community for review, and feedback was solicited in the form of a web-based survey (anonymity assured), which was distributed to all constituents including: tenure-stream faculty, lecturers, contract instructors with appointments of 50% or more, administrative staff and students. Survey respondents were asked to evaluate the two department models in light of the six principles and consider which model served the best interests of OISE. A summary of the survey views, process and outcomes was disseminated to the community.

The Blue Sky group reconvened to discuss the outcomes from the community survey and the discussions that had taken place throughout OISE over the last six months. The outcomes indicated that there was strong and broad support for the four-department model from the OISE community. The Blue Sky group voted and affirmed the four-department model and made a recommendation to the Dean to move it forward to Faculty Council. Subsequently, the Dean brought forward a motion to approve in principle a four-department model at a special meeting of OISE Faculty Council on June 22nd, 2011. The motion passed.

Throughout this process regular updates were sent to the OISE community to highlight particular milestones, to identify next steps, and solicit feedback.

Implementation: Transitional Councils

The first action mandated by OISE's final strategic planning document was to establish Transitional Councils to manage the changing departmental structure, and move recommendations forward to the Dean's Institutional Planning Committee (includes all department chairs, Associate Deans, Academic Directors, and Registrar) for decision and action. The Terms of Reference for OISE's Transitional Councils were developed to ensure that the Councils have a clear and common mandate in order to facilitate transparency, encourage engagement and maximize their overall effectiveness. The Terms of Reference were posted on the OISE website.

The Councils were established in September and will be operational until the new departmental structure is in place. They are advisory to the Dean, and are chaired by the current department Chair. The Membership includes (at least):

- Department Chair and Associate Chair
- All coordinators of current programs remaining in the Department
- Two representatives from programs moving in (program coordinator plus one other)
- A representative from Initial Teacher Education (BEd continuing appointments)
- A representative from graduate students
- A representative from staff

In every case Transitional Council membership has exceeded the above minimum standard particularly in the staff and graduate student categories. Initial Teacher Education students have been informed about the implementation process for departmental restructuring since it was impractical to include them on Transitional Councils due to the length of their program (9 months). Variability between academic departments existed regarding the selection process for Transitional Council members who were not automatically appointed based on position. Some members volunteered, some were nominated and some were appointed. In some cases, subgroups were established to deal with specific issues. To ensure transparency in communication, some departments are using their departmental councils to share highlights from their Transitional Councils' discussions and some are emailing updates to their faculty, staff and students. In most cases, the Transitional Councils' meetings are open and schedules are publicized to allow non-members to attend.

The specific responsibilities of the Councils include determining:

- Name of the department
- The academic mission and vision of the new department
- Academic mission in Initial Teacher Education, and undergraduate education
- Goals of the programs, and their relation to the departmental mission
- Goals of collaborative programs
- Resource needs (physical, human, financial, etc.)
- Governance issues

The principles that guide the work of Transitional Councils include: full and open consultation and communication, transparent decision making and alignment with OISE's Strategic Plan and the University of Toronto's Towards 2030 initiative.

Impact on Students

Under this proposal:

- No program names are changing
- No program requirements are changing
- No existing programs are closing
- No new programs are being proposed

OISE plans to move the following number of students with their programs (based on November 2010 headcounts):

- Adult Education and Community Development (MA, MEd, PhD) = 353
- Counselling Psychology (MA, MEd, EdD, PhD) = 167
- History and Philosophy Of Education (MA, MEd) = 42
- Total students to be moved: 562 (out of 2312 total OISE graduate students)

OISE's academic leadership is consulting with its Office of the Registrar on an ongoing basis to ensure that students whose programs move can continue their programs with little to no disruption, even as administrative matters such as bulletin and calendar updates, course code changes, and transcript notations are adjusted to reflect the proposed new department names and disestablishment of the Department of Adult Education and Counselling Psychology.

Additionally, a set of Frequently Asked Questions were developed recently and will be posted on the OISE website shortly to keep the community informed of the proposed changes and their progress.

How Faculty Complement Will Be Determined

Departmental restructuring will not affect OISE's total faculty complement. While the restructuring of the departments will entail some faculty movement across departments, movements will be based on building capacity relative to disciplinary needs and will not reduce or increase OISE's overall net number of faculty. Program reviews and the new department structure will be the bases for academic planning and complement planning for the next five years.

Impact on Faculty

The Dean has been in close contact with the Provost's Office regarding faculty issues related to OISE's departmental restructuring. Most faculty transfers will result from tenured/tenure-stream faculty and teaching-stream lecturers/senior lecturers moving into a new department because their program is moving. For these faculty, transfer is automatic and appointment letters will accompany their formal date of transfer (July 1, 2012). Faculty may also apply to move from one department to another independent of their program where it is academically justified. OISE has established a set of principles and processes to govern these requests and all faculty members who may contemplate an independent transfer have been informed about how to proceed.

For faculty who are transferring departments, all academic HR processes for the 2011-12 academic year (tenure, promotion, third-year review) have been taken into account and will proceed according to U of T policy. This year's PTR processes will take place within the current department structure.

Impact on Staff

No reduction or increase to OISE's total administrative staff complement is anticipated as a result of departmental restructuring. The Dean has been in contact with the Union representing the majority of OISE's administrative staff (USW) and additionally has met with the University's Labour Relations office to ensure all collective agreement provisions and processes are adhered to. Additionally, OISE processes have been put in place to ensure that vacancies due to attrition will only be filled on a temporary basis until staffing needs within the new department structure have been determined. While the restructuring of the departments will affect certain positions and may result in some redundancy there is an expectation that new positions will also be created. This will provide affected OISE staff with the opportunity to apply for new positions for which they are qualified.

Impact on Space

There is no change to OISE's space requirements. Transitional Councils will make recommendations regarding space requirements to the Dean's Institutional Planning Committee. This may result in reallocation of OISE's existing space in the future.

Resource Implications

There is no change to OISE's resource requirements. Principles for resource allocation will be established. Transitional Councils will make recommendations regarding resource requirements to the Dean's Institutional Planning Committee.

Effective Date

Pending governance approval, the following will be effective July 1, 2012:

- Disestablishment of Department of Adult Education and Counselling Psychology
- New department names

The following will also be effective July 1, 2012:

- Program reconfiguration within the new four-department model
- Faculty transfers