



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Governing Council

**SPONSOR:** Sioban Nelson, Vice-Provost, Academic Programs  
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**PRESENTER:** See above.  
**CONTACT INFO:**

**DATE:** December 2, 2014 for December 11, 2014

**AGENDA ITEM:** 9 (a.) (ii.)

**ITEM IDENTIFICATION:**

Follow-up Report on Reviews: Ontario Institute for Studies in Education

- a) Department of Curriculum, Teaching, and Learning and its programs
- b) Department of Leadership, Higher and Adult Education and its programs
- c) Department of Social Justice Education and its programs

**JURISDICTIONAL INFORMATION:**

This report is forwarded, together with the record of the Committee's discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues of general academic significance warranting discussion at the Board level. The same documentation is sent to the Executive Committee and the Governing Council for information.

**GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (October 28, 2014)
2. Agenda Committee [for information] (November 4, 2014)
3. Academic Board [for information] (November 13, 2014)
4. Executive Committee [for information] (December 1, 2014)
5. **Governing Council [for information] (December 11, 2014)**

**PREVIOUS ACTION TAKEN:**

*a) Department of Curriculum, Teaching, and Learning and its programs*

The Department of Curriculum, Teaching, and Learning and its programs were reviewed on March 5-6, 2012, and the report of the external reviewers was taken to the October 29, 2012 meeting of the AP&P. Given the departmental restructuring process that OISE was undergoing at

the time, the AP&P asked for a two-year (rather than a one-year) follow-up report regarding the proposed expansion of the Master of Teaching, Master of Education and flexible-time Doctor of Philosophy degree programs. As well, an update on program enrolment, quality issues, curriculum review, and faculty renewal plans was requested.

*b) Department of Leadership, Higher and Adult Education and its programs*

The Department of Leadership, Higher and Adult Education and its programs were reviewed on March 1-2, 2012, and the report of the external reviewers was also taken to the October 29, 2012 meeting of the AP&P. The AP&P requested a two-year follow-up report addressing the viability of the Master of Arts program, curricular coordination across multiple degrees and different areas, and major changes to program and departmental structure.

*c) Department of Social Justice Education and its programs*

The Department of Social Justice Education and its programs were reviewed on March 22-23, 2012. At the October 29, 2012 meeting, the AP&P requested a two-year follow-up report regarding the new curriculum model, student:faculty ratio in the thesis stream, faculty research, and the faculty renewal plan.

**HIGHLIGHTS:**

*a) Department of Curriculum, Teaching, and Learning and its programs*

Since the review of its four departments in 2012, OISE has received approval from the Provincial Government to focus exclusively on graduate-level teacher education, effective September, 2015. In addressing the requirements of the enhanced teacher education program, the Department of Curriculum, Teaching, and Learning has been reviewing and modifying the curriculum of the Master of Teaching (MT). The number of teaching subjects available in the MT program has been increased and a new research course has been added.

Plans are in place to increase the enrolment in OISE's professional master's programs and the Master of Education through concentrated recruitment efforts. Enrolment in the flex-time, doctoral programs will continue to be monitored and targets will be adjusted as needed. Building on OISE's more focused graduate recruitment strategy, the Department will develop a five-year recruitment and enrolment management strategy. As part of discussions about the MT program expansion, the Department's five-year faculty renewal plans were revisited, and two Assistant Professor positions have been filled, with a third search currently underway.

*b) Department of Leadership, Higher and Adult Education and its programs*

The new Department of Leadership, Higher and Adult Education (LHAE) offers three graduate programs – Adult Education and Community Development; Educational Administration; and Higher Education. A cross-departmental, collaborative review of program issues was undertaken through the Graduate Education Advisory Committee, and examination of programs and degree options will occur in 2014-15. As well, the Department's Curriculum Committee is in the

process of reviewing its courses and programs with the goal of establishing a core sequential curriculum and longer-term course planning. Other steps taken to ensure collaboration across programs include the creation of a forum of key stakeholders designed to facilitate knowledge exchange of developments in research, policy, and practice; a planned Departmental retreat; and departmental meetings.

*c) Department of Social Justice Education and its programs*

Over the past few years, the Department of Social Justice Education has focused on developing a unified intellectual community and a new curricular model for its degree programs. Following approval of a sequential curriculum with an interdisciplinary core and different disciplinary foci, a compulsory foundational master's course was developed, and a corresponding doctoral course will be launched in the Winter 2015 term. Changes to the Department's comprehensive examinations procedures have been reviewed, and the student:faculty ratio in the thesis stream program is being addressed through faculty renewal planning and a review of workload policies. The Chair has been taking steps to provide support to individual faculty members as a means of strengthening the Department's research culture, and faculty research collaborations are continuing. Under the Chair's guidance, long-term, faculty renewal plans have evolved, incorporating program needs and faculty leaves and departures, and two new, tenure-track searches are currently underway.

**FINANCIAL IMPLICATIONS:**

n/a

**RECOMMENDATION:**

For information.

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**DOCUMENTATION PROVIDED:**

OISE Follow-Up Letter from Dean Julia O'Sullivan, September 29, 2014



Professor Sioban Nelson  
Vice-Provost, Academic Programs  
University of Toronto

September 29, 2014

Dear Vice-Provost Nelson,

I am writing in response to your request for a two-year follow up report to the March 2012 external reviews of OISE's graduate programs offered in the following academic departments:

1. Curriculum Teaching and Learning
2. Leadership, Higher and Adult Education
3. Social Justice Education

### 1. Curriculum Teaching and Learning

- *The proposed expansion of the Master of Teaching, Master of Education and flexible-time Doctor of Philosophy degree programs*

Recognising the University's (and OISE's) differentiated status as a research intensive institution, in May 2014, the Ontario Government approved OISE's proposal to focus our teacher education exclusively at the graduate level. This signals a new era for OISE which will become an all-graduate institution in September 2015, the only all graduate faculty of education in Canada.

Over the summer of 2014, our two graduate teacher education programs—including the Master of Teaching in Teaching (MT)—have been reviewing their curriculum and developing program modifications to conform to the requirements of the enhanced teacher education program for Ontario. Specifically, the MT program is expanding in the following way:

- The program has changed its name from *Elementary and Secondary Education* to the *Teaching* program, which simplifies how prospective students view it, and allows for a creation of strands and/or options focused on different subject matter within the discipline such as technology, literacy, or inclusion. The new title reflects the greater scope of the program and allows for future program development while reducing the need of subsequent name changes.
- The program has increased the number of teaching subjects it offers in its Intermediate/Senior concentration by adding 18 new teaching subjects and corresponding curriculum and teaching courses for each of the newly added teaching subjects. This will allow for an increased number of choices and combinations of teaching subjects for potential applicants. As well, the MT's teaching subjects prerequisites have been augmented to ensure

MT is qualitatively distinct from other teacher education programs in Ontario, and is well positioned to educate teachers with a strong content knowledge in each of their subject areas.

- To address the research element of the program, a new continuous course was introduced—MT Research Paper (1.0 FCE)—which allows students to complete a research project including both theory and its practical application to teaching, a culminating activity for students in the program.

In terms of recruitment and enrolment, MT program is expanding in the following way:

	2013-2014	2014-2015	2015-2016
<b>Target</b>	130	262	350
<b>Applications</b>	548	862	
<b>Offers</b>	254	374	
<b>Registrants</b>	131	194*	

\*20 offers were made to international applicants resulting in additional 19 registered international students in the MT in 2014-2015

OISE plans to grow enrolment in professional masters programs including M.Ed., for which the targets have seen a modest increase over the past couple of years. However, the flex-time PhD enrolment in the department's two doctoral programs has been slightly declining. We will continue to monitor enrolment, and adjust our targets accordingly. Meanwhile, the enhanced and concentrated recruitment efforts that are being implemented across OISE are expected to result in improved enrolment outcomes.

- *Program enrolment, quality issues, curriculum review, and faculty renewal plans*

During 2013-2014 a stronger and more focused graduate recruitment strategy was implemented including significant improvement to the prospective students' website, established presence for OISE in major social media outlets including Facebook and Twitter, and launch of an on-line ad campaign to assist departments with recruitment. This year, the recruitment efforts continue with a recently published Viewbook, revitalized open house and other special recruitment events. As well, the department is committed to developing a 5-year recruitment and enrolment management strategy and is beginning to engage in this work. The strategy will include the adoption of a mentorship model for admission to doctoral programs, and concrete plans for increasing student diversity and establishing an optimal balance of part- and full-time students.

Further, the Curriculum Studies and Teacher Development (CSTD) and the Language and Literacies Education (LLE) programs have completed the following curricular modifications:

- The CSTD program introduced an *Emphasis in Critical Studies in Curriculum and Pedagogy* to better align with faculty expertise and address emerging issues in the field. The Doctoral Pro-seminar course was introduced to better orient doctoral students on the elements of doctoral studies including preparing literature review, the comprehensive exam, publishing and disseminating scholarship, etc.

- The LLE program has expanded its mandate since its earlier iteration as the former *Second Language Education* (SLE), and changed its name to better reflect the academic foci of the program on wider issues of literacy and languages.
- Both programs examined their course offerings to make sure courses offered are aligned with changes to the curriculum. The program committees reviewed each course proposal, as well as list of research methods courses to ensure there is a broad offering of methodology courses. The committees reviewed all of the courses appearing in the OISE Bulletin eliminating courses that are not likely to be offered in the future, which resulted in a more streamlined list of course offerings.
- The work on longer term course planning cycle continues.

All faculty renewal is dependent on our academic plans, and all departments developed fiscally responsible five-year faculty renewal plans which are revisited annually. Therefore, the department continually evaluates its faculty complement based on program needs. The first position filled after the self-study was the Assistant Professor in Aboriginal Education (July 2013). In July 2014 an Assistant Professor in Language and Literacies Education was filled, and a search is currently underway for an Assistant Professor in Science Education. Achieving a better balance of continuing and part-time instructors in the MT program continues to be a priority. The department's updated faculty renewal plan was submitted to the Dean in August as part of discussions about MT program expansion.

## **2. Leadership, Higher and Adult Education**

- *The Master of Arts program viability and curricular coordination across multiple degrees and different areas*

The review of the programs within the Department of Leadership, Higher and Adult Education (LHAE) took place at a time of significant change for OISE—that is, during the process of departmental restructuring. The new department brings together scholarship critical for the advancement of education in today's rapidly changing social, economic and policy contexts. While transition to LHAE has been a challenging process, the department's leadership believes that the most crucial areas have been addressed. The department offers three graduate programs with the following degrees:

- Adult Education and Community Development (M.Ed., MA, PhD)
- Educational Administration (M.Ed., MA, EdD, PhD)
- Higher Education (M.Ed., MA, EdD, PhD)

The Associate Dean, Programs, established a cross-departmental collaboration in program planning and development including collaborative review of issues such as faculty student ratios, degree options (e.g. academic masters compared to professional masters) and delivery options (e.g. in-class vs. online) through the Graduate Education Advisory Committee (GEAC) comprised of department Chairs, program coordinators, graduate student liaisons, the Registrar and others involved in the delivery of academic programs at OISE. During 2014-2015, GEAC will begin to consider the

viability of the programs and degree options to ensure OISE's academic programs are relevant to students, of high quality and at the forefront in their field.

In addition, with the goal of implementing recommendations from the 2012 external review, the LHAE Curriculum Committee has begun to review courses and programs offered in the department. For example, research methods courses have been rationalized across the three programs. Qualitative and quantitative research courses each are offered by two of the department's three programs and actively made available to all students in the department. The *Educational Administration* program changed its name to *Educational Leadership and Policy* to better reflect the program's academic foci, ensure alignment with disciplinary trends and allow for greater outreach. The Curriculum Committee also reviewed the comprehensive examination procedure and confirmed that requirements are clear to all students. As well, the practice to match each newly admitted registered student with an academic advisor (a faculty member who will likely supervise the students' thesis work) has been established. The formal supervisor for every PhD student is secured by the end of their second year of study in the doctoral program. Further, the 2014-2015 Graduate Student Committee is developing a mentorship program to support incoming students in the department. Faculty members from the three programs participating on the Curriculum Committee have been working to develop departmental core courses and have developed an interdisciplinary course to be offered each year, co-taught by faculty across programs. A jointly constructed course *Controversies in Leadership, Higher and Adult Education* was offered as a special topics course in the fall of 2013 to examine "burning issues" in education that overlapped throughout the learning lifespan. The department continues to review the curriculum and course offerings with the goal of establishing of a core sequential curriculum and a longer term course planning.

- *Major changes to program and departmental structure*

Professor Tony Chambers has been appointed as Chair of LHAE for a five-year term. He has done an excellent job as acting Chair over the past year. Professor Nina Bascia, former Chair of the department, has kindly agreed to serve as the Associate Chair, and has already made important contributions to the departmental infrastructure. With the stability and experience these colleagues bring to their leadership roles, issues pertaining to supporting a shared vision within the department are well on the way to being fully resolved.

Currently, the program coordinators and collaborative program coordinators constitute the above-mentioned Curriculum Committee, which meets bi-weekly throughout the academic year. The Committee has been a productive and cohesive group ensuring that program coordinators are connected and that there is collaboration across the programs. Toward the end of last year, the program coordinators began to develop a forum to bring educational system leaders and policy makers into the department to exchange knowledge about innovations and developments in research, policy and practice. Later in the fall term, a departmental faculty retreat is being planned aimed at establishing further and greater cohesion across the department's programs. The retreat will include four new tenured and tenure-track colleagues who joined the department since the self-study (i.e. Professor, Associate Professor, William Davis Chair in Community College Leadership, and two

Assistant Professors). Currently, the search is under way for a tenure-track position in Student Services and Student Development. Following the retreat, departmental meetings should enhance and reinforce connections established at the retreat.

The department of LHAE has worked hard towards building a strong faculty, student and staff culture that values excellent academic programs, productive scholarship, and a respectful, high performing collegial environment.

### 3. Social Justice Education

- *The new curriculum model, student: faculty ratio in the thesis stream, faculty research, and the faculty renewal plan*

The 2012 reviewers of degree programs within the Department of Social Justice Education (SJE) recognized the important scholarly contributions of faculty from the former Departments of Sociology and Equity Studies in Education (SESE) and Theory and Policy Studies (TPS) who came together to form the new department. They strongly endorsed the ongoing integration of the humanities and social sciences, noting the merit of interdisciplinary scholarship in education. Over the past couple of years, the work within the department focused on developing a unified intellectual community, as well as a new curricular model for the department's degree programs.

Following extensive consultations within the department and community, during 2013-2014, the department revised its name 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, M.Ed., PhD and EdD) offered in the department has also been changed to SJE.

During 2012-2013, a major program modification proposal was approved establishing a sequential curriculum with a common inter-disciplinary core and different disciplinary foci that blends some of the foundational courses into a shared base for all students. While the doctoral course—*Interdisciplinary Approaches to Humanities and Social Sciences: Theory and Praxis*—will be formally launched in the winter term of 2014-2015, the master course—*Major Concepts and Issues in Social Justice Education*—is now compulsory for all students, and will be offered in two sections in the fall term of 2014-2015.

As a result of the recently approved curricular changes, the SJE degree programs (MA, M.Ed., PhD., EdD) continue to focus on social justice and equity issues relative to education from a wide range of perspectives, thereby formally recognizing the range of faculty expertise and disciplinary approaches in the program that include philosophy, sociology, anthropology, history, political science, cultural and media studies.

Changes to the department's comprehensive examinations procedures were reviewed to clarify processes, and to keep in line with the University's policies. Such changes also serve to differentiate between the PhD and EdD degrees. With respect to the PhD stream, for example, with the approval of the supervisor, the publication of an article for a professional peer-reviewed journal is seen as an



acceptable means to meet the requirements of the comprehensive examination. With respect to the EdD program, the practicum component speaks to the essential nature of the program, and serves as an equivalent to comprehensive examinations for professional EdD training. The issue of *student: faculty ratio* in the thesis stream degree programs is being addressed as a central issue in the process of our faculty renewal planning, and through the review of the workload policies.

The Department is developing a plan to strengthen its research culture with the goal to improve success in securing funded research, particularly with Tri-Council (SSHRC) programs, while enhancing departmental administrative systems for research proposal support and budget preparation. The Department has been working with the Office of Associate Dean, Research, International and Innovation (RII) towards this goal. To strengthen faculty research, the Chair meets regularly with individual faculty members to discuss research goals and strategies, and administrative support for pre-award stages of grant applications through budget preparation and planning has been put in place.

Given an enhanced focus on multidisciplinary research across the University through building of strategic partnerships, the SJE Chair serves as OISE representative on the Jackman Humanities Institute Advisory Committee. The development of a collaborative research project with Curtin University (Department of Media, Culture and Communications) is underway to build a digital archive on social justice with a focus on issues of racial violence. Faculty members working on this project from both institutions will apply for a number of Australian (Australian Infrastructure) and Canadian (SSHRC Insight and Partnership) grants.

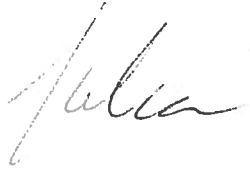
In 2014-2015, the department will focus on defining research needs and goals of faculty members at various career stages, exploring multi-researcher opportunities for social justice education including support for colloquia, educational impact, publishing and grants, as well as on strategic outreach with community groups dedicated to social justice education.

In terms of faculty renewal, as noted above, all departments developed fiscally responsible five-year faculty renewal plans which are revisited annually. With the integration of SESE and TPS, the department of SJE has a faculty complement of 15 FTE. This includes Professor Abigail Bakan hired externally as Chair of SJE for a five-year term, effective August 1, 2013. She has made an outstanding contribution to the department's achievements outlined in this report. Two new tenure-track searches—one in the area of *Critical Race/Indigenous Studies in Education*, and one in the area of *Transnational Feminisms and Qualitative Research in Education*—are underway this year, with the expectation of new hires in July 2015. Plans for faculty renewal have evolved to accommodate longer term planning based on program needs, and recent anticipated and unanticipated faculty leaves and departures. Continuing to strengthen the faculty complement in SJE will allow the department to reinforce existing disciplinary areas and move into new inter-disciplinary areas of inquiry while ensuring quality programming and the capacity to attract students who are truly committed to interdisciplinary studies in education. The department will contribute to the Master of Teaching program by developing a specialization for candidates in Social Justice Education.

The Department has moved into a new era in its evolution, has come together as a community and is well-placed to expand its reach, qualitatively in terms of research impact, and quantitatively in terms of new students, new faculty and enhanced resources that will support OISE and the University of Toronto.

I trust that this addresses the issues raised in your letter dated August 8, 2014. Please contact me if you have any questions or require additional information.

Sincerely from,

A handwritten signature in cursive script, appearing to read "Julia".

Julia O'Sullivan, PhD  
Professor and Dean  
Ontario Institute for Studies in Education