



Learning and Leading from Within

OISE Academic Plan 2017-2022

10/11/2017

Introduction

OISE is pleased to submit the Academic Plan 2017-2022 that will guide the next phase of the Institute's development. The process of developing the plan was as important as the plan itself, presented a valuable opportunity for our community to come together and reflect on our context and challenges, share ideas about our future, and establish goals and priorities to move us forward. This plan leverages our strengths, and will guide our decision making and major initiatives for the next five years.

About OISE

The Ontario Institute for Studies in Education (OISE) is Canada's only graduate institute of teaching, learning and research, recognized as a leader in graduate education, initial and continuing teacher education, and research in education and human development.

OISE's history dates back to 1906, when the Faculty of Education at the University of Toronto (FEdS) was founded following a Royal Commission report arguing that the teaching of education is best performed where the theory and practice can be made to supplement each other. Decades later, in 1965, a special act of the Ontario legislature established OISE to offer graduate programs, conduct research and disseminate findings engaged in field development activities in education. OISE in its current form dates back to 1996, when the Faculty of Education at the University of Toronto and the Ontario Institute for Studies in Education merged to form the Ontario Institute for Studies in Education of the University of Toronto.

Today, OISE provides an exciting context for teaching, learning and research. With approximately 100,000 alumni worldwide, over 3,000 students, 7,500 continuing education registrants annually, four academic departments and 19 research centres and institutes, OISE is among the University of Toronto's largest graduate divisions and is one of the largest and most research-intensive faculties of education in North America. OISE offers an intellectually rich and supportive environment guided by the highest standards of scholarship and a commitment to equity, diversity and social justice.

The Planning Context

OISE's last strategic plan covered the period from 2010 to 2015—a productive but difficult period for the Institute marked by a number of significant organizational changes. Some of these changes included restructuring that led to a shift from five academic departments to the current four, a discontinuation of OISE's undergraduate teacher education programs coupled with the expansion of graduate teacher education programs (particularly the Master of Teaching), the repositioning of OISE as an graduate faculty of education, and an administrative reorganization that led to major changes in staff complement. With almost every unit within OISE reorganized in some way, these changes have had major implications for our community.

During the transitional 2015-2016 year and the Provostial review of OISE, it became clear that the Institute needed to engage in a new academic planning exercise that would inform the articulation of priorities for the next phase of its development. Following the completion of the external review and appointment of a new Dean of OISE, the community engaged in an inclusive and participatory academic planning process. The process was the best part of 2016-2017, and represented a significant opportunity for community building and renewal.

With the first phase of the planning complete, there is a sense that a corner has been turned and that the OISE community is ready to move forward with a clear sense of direction, renewed enthusiasm. A renewed OISE will continue to build on its strengths in research, scholarship and graduate studies in education and related fields, initial and continuing teacher education, and

The Process

One of the key goals of the academic planning process was to engage our community and stakeholders in reflecting on our current environment and envisioning an exciting future that moves us further towards enhancing our strengths and impact as a leader amongst the world's best education institutions. With a view to improving on previous planning processes by clearly recognizing our current strengths and challenges, and by emphasizing the importance of idea sharing within and across the various departments and units that make up our community, the aim was to ensure that the process was inclusive of all OISE's constituent groups as important as the plan itself. Providing a range of opportunities for participation, input and reflection, the process began with a series of department and unit based launch meetings that took place in September and October 2016, culminating with discussion at the Faculty Council meeting on October 19, 2016. To inform the consultation process, two documents were developed and published on the [Academic Planning website](#): (1) [OISE's New Reality: Trends and Analyses](#) and (2) [OISE Future Reality: Discussion Guide](#). These documents were later supplemented by the [OISE Truth and Reconciliation Commission Task Force Report](#) and the [OISE Equity and Diversity Policy](#) as key planning documents. In addition,

Focusing Themes

The high level of creative engagement in the OISE academic planning process shown by the participation of faculty, staff, students and alumni along with many thoughtful contributions made by external partners, has been very encouraging. The number and quality of bold, compelling and practical notions about how to refresh and reset our purposes and chart a pathway forward that have emerged from the process has been nothing less than remarkable. In carefully reviewing all of these ideas, six major focusing themes emerged: Building our Community; Commitment to Indigenization; Wellbeing & Mental Health; Equity, Diversity and Accessibility; Transformative and Innovative Pedagogy; and Building our Impact: Scholarship, Collaboration and Internationalization. These themes are interdependent and overlapping, and permeate aspects of our work, including the two foundational building blocks of our Institute that cut across all themes:

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

Indigenization, we need to recognize that there are no shortcuts regarding confronting our own colonizing behaviors and structures as we become more intentional about creating an OISE that is a truly welcoming gathering place and space. To honour our commitment to preserving our earth for future generations, we need to start by modelling and teaching our own community how to be environmentally sustainable. Building on current relationships, we can seek new partnerships with other departments and units at the University to further our research and teaching priorities. We need to ensure that we are financially stable by making use of traditional sources of revenue and generating new resources through advancement efforts, international contract activities and continuing and professional learning offerings.

Objectives

OISE will become a more welcoming, inclusive and supportive scholarly community where our members feel valued and are motivated, engaged and committed to contribute to the Institute's greater purpose.

- ▶ Enhance student experience through excellence in teaching and graduate supervision, and provide better access to professional development support mechanisms our students need to complete their programs and transition into productive and rewarding careers.
- ▶ Establish and maintain a supportive and healthy teaching, learning and working environment by ensuring sufficient resources and professional development opportunities to foster the capacity of all community members to contribute to the Institute's purpose and ongoing development.
- ▶ Strengthen community engagement through open and transparent communication, consultative practices, supportive and enabling governance structures and participatory decision making.
- ▶ Improve cross-departmental and cross-unit collaboration and communication.

- x Provide development and training for all students, faculty, and staff on Indigenous worldviews, culture and research methodologies.
- x Create dedicated Indigenous spaces that honour and reflect Indigenous identities and culture and are inclusive, comfortable and welcoming for Indigenous students, faculty and staff.
- x Establish Indigenization and Indigenous Education as a major fundraising priority.

Equity, Diversity and Accessibility

We are members of a remarkably diverse community with respect to culture, race, ethnicity, gender identity, sexual orien

- x Augment professional development and training for all staff to

- x Recognize the role of Education Commons in enhancing the flow of knowledge through the Institute, and supporting the meaningful use of technology teaching, learning, research and workplace experiences.
- x Examine creative ways to imbue pedagogical innovation in all programs with an environmental, experiential, arts-based and Indigenous lens.
- x Increase interdepartmental collaboration in program planning and development through course planning (e.g. joint research methods courses), and institute wide consultations regarding changes to program requirements and new course offerings.
- x Establish ongoing quality assessment for programs including collection of data on student experience such as exit surveys, focus groups, re-evaluation and the role of students and staff in academic change in order to ensure continuous program improvement.

Building our Impact: Scholarship, Collaboration and Internationalization

Building on our existing accomplishments, we need to strengthen our impact through scholarship, collaboration and internationalization as we continue to work towards achieving our purpose and mission. We need to take advantage of the following opportunities:

Resources

Sufficient resources are essential to OISE's ability to advance the ~~objectives~~ ~~and~~ priorities outlined in this academic plan. It is important to emphasize that OISE has faced structural deficits over the past five years that have been offset using our reserve funds. While OISE has no accumulated ~~deficit~~, context of a fiscal environment where our costs are increasing faster than our traditional sources of revenue, we must seek out new sources of income ~~and~~ direct our energies towards initiatives that matter most, ~~and~~ closely examine how we can do what we do more efficiently ~~while~~ ~~increasing~~ the quality of our work.

We are planning to support the objectives and priorities outlined in this academic plan primarily through modest growth in our graduate programs including ~~re-design~~ our professional doctorates ~~and~~ increasing enrolment of international students in professional programs. Additionally, we are planning to grow revenue generating activities through continuing and professional learning offerings.

Measuring our Progress

The completion and approval of OISE's Academic Plan 2012022 represents the conclusion of the first phase of a renewing cycle for OISE that builds on the Institute's proud history of excellence in teaching, research and advocacy. With our strategic objectives and corresponding initial priorities for action identified, we enter the next phase of the process focused on establishing concrete implementation plans for each of our priorities including specific actions, timelines and metrics, which will assist us in measuring our progress. In addition, some more complex priorities will result in specific implementation plans for each of those priorities such as, for example, a strategic advancement plan, an implementation plan for student success, an action plan for internationalization (see