UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

What We've Heard So Far: OISE's Academic Planning Process

March 31, 2017

INTRODUCTION

This brief report represents an update on our academic planning journey thus far and includes an overview of the process, as well as a working list of ideas that have been generated through phase one consultation. The report includes a request for your feedback on the ideas submitted so far, and asks a few questions about the areas you think would help to inform the final academic plan document. Most importantly, my hope is that this document will stimulate further ideas and dialogue as we move closer to developing a final academic plan informed by creative, coherent and strategic ideas to move OISE forward.

We stated from the outset of the process that *how* we generated ideas through this journey was designed to alter the way we work together well beyond this formal planning process. That is, the need to constantly adjust what we do and how we do it must be informed by the latest data about our internal and external environments—that a planning process in its best form, never ends. Equally important is the need to ensure open and transparent ways for *all* of OISE's communities to continue to participate going forward.

With this in mind, it is heartening, but certainly not surprising, to see how much creativity and commitment has been unleashed by so many individuals and groups during the process thus far. Indeed, we should be proud of the level of participation and progress we are making in developing our future ability to contribute to education excellence locally, national and globally. Excellent reports have been provided by all departments and units within OISE, supplemented by submissions from staff, students and alumni, complemented by other idea-generating workshops within OISE and with key external partners. Of particular note is that both staff and student workshops were led by staff and student leaders respectively, further strengthening our resolve that participation breeds creativity and commitment as we ensure that more OISE colleagues provide leadership in improving what and how we work together.

I want to acknowledge and thank everyone within and beyond OISE for their sincere and thoughtful contributions to our academic planning process. The enthusiasm and dedication of our faculty, staff and students from across our departments, units, and various groups is evident and we have collectively generated insightful and diverse submissions that offer a sense of hope as we move forward.

Moving Forward and Questions for Discussion

We will discuss this report with various groups, including the Deans & Chairs Committee, the OISE Leadership Team, the OISE Academic Planning Internal Advisory Group, Faculty Council, Dean's Advisory Council on Indigenous Education, and the OISE Strategic Advisory Group. We also invite the departments and units to discuss the report at their own meetings and encourage additional horizontal conversations as we continue adding and refining ideas regarding the most important and future-defining priorities.

Therefore, this round of community feedback will inform the refinement of ideas received to date, and the identification of priorities or areas of focus that will be used to develop a draft academic planning document. While some initiatives can be acted upon more quickly and we will be clear about the "what, who, how and when", other tasks will take time because of their complexity but we will aim to establish clear priorities and timelines.

So, at this stage of the planning process, we are seeking your feedback by **April 30, 2017** on 'What We've Heard'. Specifically, we want to know:

i. As you scan the many ideas noted in the Working List of Ideas in this report, what is missing from the compendium that should be considered? Is your "voice" represented? We want to be sure that we captured the ideas generated through the submissions, but also any ideas that you wish to add at this time.
ii. What do you think should be the major priority areas that inform the academic plan based on the ideas found in the Working List or your own emerging analysis?
iii. Are there ideas included in the Working List that could also be embedded in your own departmental/unit plans?

While the ideas can be clustered in many different ways, we invite you to review the Working List of Ideas, consider your own thematic analysis and try to identify "big goals" or areas of focus that you see are emerging from this collective input.

We have much more to do as we continue the task of developing a plan for moving forward. With the ongoing participation and creative thinking evidenced so far, we can be confident that a bold and relevant renewal is well underway. I look forward to your feedback on this progress report.

Take care,

Glen A. Jones

Professor and Dean

THE PROCESS OVERVIEW & WORKING LIST OF IDEAS

The following provides a detailed overview of the academic planning process to date, and includes a working list of ideas received as of March 28, 2017. The ideas have been organized under content areas such as programs and curricula, research, student experience, etc.

THE PROCESS OVERVIEW

OISE's last strategic plan covered the period from 2010 to 2015. During the transitional 2015-2016 year and the Provostial review of OISE, it became clear that the Institute needed to engage in a more engaging and relevant academic planning process that would inform the articulation of a renewed vision and priorities for the next phase of its development.

Thus, in 2016-2017 the OISE community engaged in the renewing academic planning process. To facilitate engagement in the planning within OISE and externally, a highly participatory, transparent and innovative process was designed and is being implemented—one that was intended to cultivate creativity and commitment throughout the OISE community and beyond. With a view to addressing the major flaws in previous planning processes by clearly recognizing our current context 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—inclusive of all OISE's constituent groups—was as important as the plan itself.

Aiming to create new ways of working, thinking and acting together that will continue well after this planning effort, the OISE planning process is multi-level and multi-phased, 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 the presentation and discussion at the Faculty Council meeting on October 19, 2016. To inform the consultation process and engage the community in an iterative, transparent and accountable planning, two documents were developed and published on the Academic Planning website: (1) OISE's New Reality: Trends and Analyses, and (2) the 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. The discussion guide was used by individuals and informed the basis for a myriad of consultative workshops to generate the ideas represented in this compendium. In order to foster further participation and engagement in the planning process, an electronic bulletin, lightBULB, was created to provide both process updates and a sample of the many ideas that were submitted.

The consultation phase commenced in November 2016 and included meetings and discussions at the level of programs, departments, divisional support units, as well constituent-based consultations (e.g. staff-led and student-led sessions, alumni sessions), and consultations with U of T and external stakeholders, including workshops with directors of education, the Ontario Principals Council members, and leaders representing Ontario's colleges and universities. In addition, two working groups were established: one on International led by the Associate Dean, Research, International and Innovation; and one on Student Experience led by the Associate Dean, Programs. Consultation meetings are forthcoming in April and May with Deans of cognate faculties and campuses, and members of OISE's Strategic Advisory Group.

In addition, as part of the process, the Dean established an internal advisory group consisting of members from diverse constituencies including faculty, staff, and students, while balancing representation across academic departments, divisional support units and community wide. The Group's mandate was to reflect on some of the key issues and opportunities facing the Institute, and provide feedback and advice to the Dean regarding the academic planning process and initiatives emerging from the community wide consultations related to the planning.

A key component of the academic planning is a comprehensive visioning process for the Master of Teaching program. With the centrality of teacher education to OISE's mission, it was important to put in place a cycle of visioning and curriculum mapping for this important degree program. While related to the academic planning, the MT visioning process is ongoing and will continue through the next academic year.

Following the conclusion of the initial consultation phase in February 2017, the departments, units and constituent-based groups have submitted their interim planning documents and ideas. Additionally, a number of ideas and suggestions were submitted via e-mail to oise.planning@utoronto.ca and via the web-based submission tool. The working list that follows is the result of taking all of the ideas submitted to date and clustering them into content areas. Both the categories, and the ideas within each, overlap somewhat with other categories, which is characteristic of the interdependent nature of many of the ideas. As well, some similar ideas have been merged. While the ideas can be clustered in many different ways, we invite you to review the list, consider your own thematic analysis and try to identify "big goals" or areas of focus that you see are emerging from this collective input.

Working List of Ideas

Programs & Curricula

- Recognize academic programs and curricula as an integral part of the overall student experience.
- Engage in structured curriculum mapping/planning at the graduate level striving to become a model for the University of Toronto in this respect.
- Advance and enhance the excellence of our research-intensive MA and PhD programs, while also advancing professional educational degree pathways.
- Differentiate the EdD and raise the status of this professional degree by reinventing existing EdD programs and also developing initiatives. The latter might include, for example, an EdD program that focuses on urban environments, teaching, child study, technology and education, special education, mental health, leadership, and/or community partnerships.
- Foster cross program interaction and connections reflected through research and teaching.
- Rethink and redesign the MEd to support its relevance, financial viability and growth by developing new foci and identifying related course clusters, etc. e.g. TESOL, Social Justice Learning.
- Differentiate coursework and degree requirements among research-stream (PhD & MA), and professional programs (EdD & MEd).
- Consider cohort model for MEd programs as a way of reducing isolation and building a community for students.
- Departments and programs should be more cognisant about how they create cohorts of students as this can go a long way in ensuring that students feel supported and are successful.

- Move to focus on "competencies" by creating OISE-wide courses for each degree stream that focus on core competency skills. Investigate what core competencies students are receiving from their program; consider how this is reflected in modes of teaching and delivery; and consider where the competencies are in curriculum.
- Establish core curriculum in key areas (e.g. leadership, professional skills).
- The hallmark of OISE programs should be that each student has knowledge about social justice and indigeneity. Ideally, every student should take one social justice course and one indigenous studies course as part of their degree. Sustainability should be required component of all programs as a more integrative elaboration on environmental issues.
- Consider ongoing and more sophisticated quality assessment for programs (e.g. exit survey of students, role of staff in program and curriculum development and review) and ensure continued program improvement.
- Increase coherence of programs and courses and reduce redundancy, e.g. through course planning and institute wide consultations regarding changes to program requirements and new course offerings.
- Create dedicated courses for PhD students only that could be shared across departments (e.g. PhD Pro-seminar course could be shared).
- Create joint OISE Research Methods courses (qualitative and mixed methods) and publicize various supports available for student research.
- Develop new collaborative specializations to increase interdepartmental collaboration and enhance interdisciplinary learning opportunities for students (e.g. Indigenous Higher Education, Language Pedagogy).
- Ensure program change and policy decisions are made in consultation with stakeholders including students and staff in implicated units and service providers that implement the changes. E.g. invitation should be extended to the OISE community to comment on the impact of proposed altered or new program offerings to help the proponents accurately assess impact.
- Students and faculty can collaborate in developing curricula and syllabi, i.e. students can help faculty understand what they need to learn. Together they can create better courses and stronger relationships.

TEACHER EDUCATION

- Ensure OISE teacher education graduates are leaders in education excellence through rigorous, relevant and high quality teacher education programs.
- Teach teachers to be collaborative co-constructors for learning; how to partner with parents and families, government and community leaders; teach evidence-based activism for future teachers.
- Enhance recruitment, offer institutional supports and expand French course offerings for Francophone students in the MT program.
- Make our teacher education programs more accessible, and recruit more teachers to teach in high demand subject areas such as French.
- Provide more opportunities for MT students to be more involved in faculty research e.g. by becoming members of faculty research teams to complete their MTRPs.
- Thorough the MT visioning process, identify ways for faculty in other programs and departments to contribute to the MT.
- Expand and enhance partnerships with schools in order to ensure meaningful school-based placements and new school-based cohorts. E.g. develop and deliver professional development opportunities and workshops for associate teachers and school principals.

- Designate an MT unit within CTL to promote team work, better communication and logistics for the MT program that is complex since, in addition to academic study, it involves practical experiences and complex stakeholder relations.
- Bring students and faculty in OISE's teacher education programs together.

TECHNOLOGY & PEDAGOGY

- Help OISE develop as a learning organization by enhancing the flow of knowledge through the Institute via the technology (e.g. provide learning opportunities, enable collaboration and team learning, capturing and sharing learning, build community connections and minimize existence of silos).
- OISE should institute a practice of documenting successful projects using the technology so the whole story can be told, and the impact of these successful initiatives and the possibilities they present could be leveraged throughout the Institute.
- Explore a range of methods for using technology to increase the flexibility of our programs and course offerings. E.g. in collaboration with Education Commons introduce technological solutions for online and blended delivery of programs and courses (i.e. online MEd).
- Program design that includes alternative delivery formats using technology such as online delivery – can lead to OISE's competitiveness more broadly, i.e. bringing our programs and expertise to a much broader audience via the technology can bring great diversity into the classroom. Technology is an enabler.
- OISE should lead in creating a rich online curriculum that supports the same curriculum and quality of learning experience the students would get in a face-to-face environment. This may also improve student experience and access to courses for part-time students.
- Technology should be infused across all elements of the curriculum rather than individual courses. While we have quite a few online courses, fully online programs are uncommon.
- Aiming to meet and exceed the student experience, acknowledge the importance of planning and design of online learning program initiatives to ensure they are sustainable, of high quality, and coordinated to optimize the use of resources.
- Ensure professional development for faculty in the area of instructional technology (online and hybrid programing). OISE could become a beacon for how professors can be supported for easier transition to a tech-rich future. Enabling faculty and staff to effectively use technology translates to support for learners.
- Build institutional capacity for online teaching and learning by advocating for a team-based approach for faculty and staff development, e.g. develop a teaching success academy and peer mentoring network; develop and support "technology fellows" within departments; leverage faculty renewal to enhance online teaching capacity; hold events such as mini-series (lunch & learn) to showcase the effective use of technology.
- In order to share strategies, initiatives and promote the use of technology in teaching, learning and research, as well as everyday work, OISE should organize a community building and technology learning event e.g. expo on technology with students, faculty and staff.
- Install teaching stations and reliable communication technologies in all classrooms and halls at OISE that will further our ability to internationalize our classrooms, including global reach to students, speakers, experts and educators from other parts of Canada and the globe.
- Continuously engage with/evaluate educational technology developments (e.g. gamification, 3D printing, and robotics).

- In the past, OISE had field centres and now, OISE can create a virtual learning and research centre using technology. OISE can be virtual education laboratory to all those involved in education in Ontario.
- Promote and advance education technology for Canada by collaborating with U of T Innovation to develop an education technology incubator, i.e. determine and outline the resources and supports required to establish a breeding ground for the next generation of edtech start-ups, entrepreneurs and ideas.
- Technology can enable new models of engaging with students, creating an environment where they are further empowered to share their own journey, and where the OISE community is supported improving that experience. For example, an onboarding system where students can download a personalized orientation app based on their profile, which can help them find relevant activities, student associations, study groups and connections; or student intranet that integrates administrative tools, learning tools, education planning and collaboration possibilities.

STUDENT EXPERIENCE

- Create an environment where students receive quality instruction, feedback, advising and supervision, where they can access necessary information, and have their voices heard as part of the ongoing development of the Institute. For example, ORSS would like to collaborate with faculty members to determine more effective ways to help students connect with their faculty advisors.
- Increase student support around supervision e.g. supervisor selection, including clear and concise guidelines for the supervisory processes, relationships and expectations.
- Increase collaboration between faculty and students to decrease feelings of alienation and increase opportunities for mentorship.
- Organize more “meet & greet” events with faculty, staff and administration. This would improve ability of students to network and ensure they feel less isolated (e.g. Dean’s Office Pop-Ups).
- Administration should provide more support for student associations and student led events and initiatives to help them build communities.
- Ensure ongoing collection of data on student excellence in all programs such as exit surveys, questionnaires, focus groups, course feedback – in order to learn more about student needs, and tailor programs and services accordingly. For example, design and administer an overall survey about the student experience at OISE by modeling the Canadian Graduate Professional Survey.
- Provide a report of the yearly course evaluations and the steps different departments are taking to improve courses.
- Implement a template for tracking degree progress – doctoral and masters, to ensure timely advising and to improve time to completion.
- Recognize that student success should not be measured by exclusively or mainly by “time to completion” as many other factors are involved e.g. personal and family lives, delay in acquiring supports, systemic barriers to completion, etc. Note that good research takes time so the quality of research cannot be equated with time to completion; and time to completion is the result of multiple factors that need to be reviewed collectively involving students, faculty and staff.
- Review comprehensive requirements e.g. there could be a single comprehensive across OISE; proposal writing and ethical review submissions could be more standardized.
- Create an internal communication tool (e.g. portal) to guide students through graduate life cycle.

- Collaboratively identify shared processes across units and create documents or manuals, which are universally accessible to enable ease of access to information, prevent duplication, and encourage best practices to support students.
- Streamline and improve access to program and course information to students, i.e., to facilitate the administration of website and editing of content as a central component in the review and reimagining (e.g. balance structural and thematic coherence of the website with ease of maintenance, responsiveness and clarity of responsibly, purge redundant and outdated pages from the website).
- Increase awareness about library services for students by reaching out to part-time/flex-time students to send them more targeted information on e.g. personal librarian, student2scholar and other services.
- OISE librarians would be happy to support OISE's online/distance education students by facilitating workshops via Blackboard Collaborate or Adobe Connect.
- Ensure greater online course availability and greater access to courses for part-time students. For example, establish a common practice for how to effectively and equitably deal with course enrolment and waitlists; ensure current course information in the OISE bulletin and SGS calendar.
- Increase access to courses via varied delivery mechanisms e.g. hybrid and fully online courses, flipped/inverted classrooms and best practices for e-learning.
- Increase flexibility of part-time students to take more than one course per semester and establish Graduate Assistantship opportunities for part-time students.
- Enhance teaching and mentoring opportunities for PhD students e.g. create more TA-ships, consider ways to get PhD students involved in the MT program as mentors and tutors; or partner with undergraduate departments at U of T to create TA-ships; explore the potential for OISE students to TA in colleges that focus on issues that OISE has expertise in.
- Create more volunteer opportunities for MEd and international students to enhance experiential learning.
- Support career development and create more opportunities for current students to advance non-academic/professional skills e.g. career planning & networking, more job fairs with employers across multiple sectors not just focused on the teaching profession.
- Develop mentorship opportunities with people in business, government, etc. for students in professional programs. E.g. senior students could mentor new students.
- Support graduating students as they transition into new career paths i.e. promote exiting (e.g. SGS, ORSS) and develop new professional development opportunities for students, as well as program related advising that will enhance their employability.
- Improve communication around funding opportunities and identify sources of funding for students in research-stream programs e.g. that might guarantee funding through a 5^{th} year of full-time doctoral study.
- Coordinate entrance awards with offers of admission by aligning awards conditions with admission criteria, and altering timing of award adjudication committee meetings.
- In collaboration with SGS, create more targeted bursary programs for part-time and professional students, indigenous and students of colour, and increase availability of information on accessing funding for part-time students and students in professional programs.
- Schedule events, courses and seminar series with part-time and working students in mind.
- Provide more opportunities for students to meet faculty members and learn about their research.

- Support students in enhancing their role as leaders in research and knowledge mobilization.
- OISE needs to advocate for its students across the University of Toronto.
- OISE should continuously evolve to keep up with expectations and the learning styles of new and diverse generation of students.

RESEARCH

- Champion the creation, quality, recognition and impact of OISE research, and advance a strong collaborative and supportive research culture.
- Maintain strong support for faculty research and professional growth trajectories at every career stage.
- Build capacity for faculty research by offering specialized workshops for proposal and contract development, developing a suite of online resources and "how to" video tools (e.g. tips for specialized grant programs, exemplars of successful proposals, designing research surveys, etc.).
- Develop greater capacity for research support at the level of departments to support the daily work of researchers including pre-award and post-award administration e.g. by offering technical workshops on the CCV and Tri-Agency online databases; holding regular meetings to identify and share professional development opportunities; and continued expansion and enhancement of resources and tools.
- Enhance status, provide networking opportunities, and develop targeted professional development programing for postdoctoral fellows.
- Ignite collaboration between research centres by facilitating semi-annual meetings of centre heads to share ideas and best practices on types of supports centres need to foster high quality research.
- Enhance intra-departmental collaboration in research, e.g. by encouraging colleagues from different departments to work on SSHRC (and other) submissions.
- Acknowledge the work of Emeritus professors, who are often pursuing their scholarship with no UTFA money or other funding, e.g. establish small grants to support their research.
- Develop a comprehensive system of performance indicators to monitor how OISE is doing as an institution that will help us understand our research outputs and successes longitudinally, and in comparison with peer institutions.
- Institute a faculty awards and honours strategy as an important mechanism to support excellence in research and knowledge mobilization, to foster a culture of recognition for research excellence, and to contribute to OISE's reputation as a leader in education research and a home to world-class experts in multiple areas of research in education and human development.
- Create opportunities for collaborative action research projects between faculty and students.
- Enhance research and programing in the field of minority Francophone communities.
- Prioritize the development of research that specifically investigates the impact of the urban environment on development.
- As the U of T increasingly emphasizes the importance of educational research and the Scholarship of Teaching and Learning (SoTL) across disciplines, there is an important opportunity for OISE's leadership and engagement to be harnessed.
- Create more opportunities for sharing research among faculty and between faculty and students e.g. research galas, research cafés, etc.
- Ensure OISE research results and outputs are well promoted and accessible to policy makers and partners in the broader education community. I.e. be more proactive with the sharing of research

stories by facilitating closer links between the Research Office, External Relations and individual researchers.

- An internal communications strategy is needed to help us overcome difficulties in obtaining updated information on the research activities and accomplishments of faculty members.
- OISE can become a global hub of expertise and natural "go to" centre of excellence where the brightest minds in all stakeholder sectors come together to discuss trends and developments in international education and education research.
- Work with OISE library to support faculty research, e.g. through involvement of a librarian in the research standing committee and build strong connections between the Research office and Library to offer a variety of initiatives and workshops that will support faculty and student research.
- Develop a better system to acquire and promote faculty publications by ensuring that publications of OISE faculty member are purchased by the University of Toronto Libraries and added to the library collections.

INTERNATIONALIZATION

- Increase the quantity, quality and reach of scholarship, program and policy development and professional practice that addresses issues of global relevance.
- Support a more comprehensive international impact or our research and expertise.
- Expand our approach to internationalization by increasing outbound mobility of students and faculty.
- Draw upon classroom technologies to expand our reach to international scholars in classrooms, research symposia, and exchanges from the global south.
- To remain competitive in the evolving market, OISE could benefit from continued focus on international learning opportunities for students. This would enhance our international visibility, enhance student experience and crate foundation for partnerships with various countries.
- Increase the number of highly qualified international students. For example, revise admissions process to boost applications from international students and ensure these applications are treated equitably.
- Ensure more of a global focus on curriculum planning, and increase the number and diversity of faculty with global expertise.
- Internationalize our programs and courses, i.e. conduct an audit and engage a consultant to provide recommendations to departments.
- Establish an International Advisory Committee for OISE to build on initial work, and develop an action plan for internationalization.
- Identify international funding possibilities for students and faculty members.
- Develop a comprehensive set of metrics to gauge our impact (e.g. thesis topics, number of publications of faculty members with international students).
- Allocate resources to support internationalization efforts.
- Collaborate with international programs across U of T to provide more support for international students.
- Consider establishing an International Educational Leadership (or similar) network to engage alumni.
- Consider the name of the Institute in light of its impact well beyond Ontario and more than just studies.

PARTNERSHIPS

- Develop strategic external connections with external organizations and partners to strengthen OISE's influence in broader contexts, foster recognition of OISE as a leading research institution, and support knowledge mobilization, i.e., develop a database of strategic external connections and partnerships.
- Expand upon our collaborative linkages with departments, institutes and programs from across the University of Toronto.
- Increase networking and collaboration with other departments and programs at U of T that are interested in "education" e.g. Global Health, Engineering, Medicine, Global Affairs, etc. This may increase opportunities to jointly apply for funding and/or raise OISE's profile within U of T.
- Leadership, collaboration and/or participation in CITSI programs and events will set the stage for increased influence, visibility and internal relationship building while also connecting OISE to a range of resources available in the broader community.
- Establish connections with our communities, for example, by enhancing communications, creating advisory committees and through partipcation in youth and community events and conferences.
- Renew outreach to Francophone community in Toronto and Canada in the area of bilingual and francophone education.
- OISE could become a virtual think tank to provide timely evidence-based advice to the public service on key issues related to effective public policy and program development.
- OISE researchers should treat educators and practitioners as genuine partners when conducting research in schools and communities.
- Develop partnerships with local community organizations and service providers to enhance experiential learning opportunities for students (e.g. internships, teaching and practica in Local Language Service provider).
- Rebuild connections with urban schools and ensure better coordination of community partnerships.
- Ensure staff development and training regarding internal and external communications.
- Expand our linkages with our alumni, including continued efforts to track and survey our alumni to obtain feedback.

LIFELONG LEARNING

- Develop and deliver a graduate education entry preparation (bridging) program for international students designed to augment English language capabilities, understanding and experience with Canadian pedagogical practices.
- Consider new non-credit certificate programs to meet the professional development needs of wide range of education professionals' e.g. critical media literacy education, TEFL or TESL that could complement graduate programs and improve OISE graduate competitiveness in global marketplace.
- Develop and promote an OISE Learner Competency Model to enable all OISE learners with relevant knowledge, skills and behaviours they could model and apply in their life's work.
- Promote lifelong learning and learner equity by removing student vs learner barriers to service at OISE e.g. by providing access to the technology, library and career services at OISE to lifelong learners.
- Apply instructional systems design/OISE learning experience design (LxD) methods to both credit and non-credit programing. LxD is the evolution of the instructional system that combines

pedagogy, technology and communications methodology to enhance and engage the learner experience.

- Leverage OISE CPL unit for student research-based activities e.g. in adult learning, online learning, organizational learning, international learning and professional education.
- Improve OISE organizational insights; centralize data collection, analysis and reporting e.g. by establishing cross-functional Big Data Team that will help determine Data Goals for OISE, people and technology resources required to meet those goals and methods for implementation.
- Commit to organizational learning by applying CPL expertise in professional development to OISE workplace development and internal professional development by engaging the combined expertise of OISE CPL and OISE HR to establish an annual workplace learning plan for OISE.
- OISE should be a leader and effective partner in training school principals.
- The Lab School and EJICS could join forces to develop a certificate programs on inquiry for in-service teachers.

INDIGENIZATION

- Enhance recruitment and retention of indigenous students.
- Establish Indigenization as an important institutional objective including developing and implementing indigenization strategies at OISE, JICS and the Lab School in order to maintain a leadership position for OISE in indigenous education.
- The learnings from OISE's first MOOC Aboriginal Worldviews and Education and the First Nations Principal course can be used to broaden and improve indigenization initiatives.
- Use TRC to frame indigenization as a key priority in the overall diversification of OISE, and as another area in which OISE can push the University further.
- Explore and educate ourselves about Indigenous peoples, knowledges, arts and culture through information sharing and self-directed learning, and by encouraging and supporting grass roots initiatives (e.g. OISE Staff Indigenous Alliance).
- Focus on understanding settler colonialism and the resilience of indigenous nations.
- Develop a mandatory course or other type of learning module on research with indigenous people. Indigenous perspectives on research would be useful for student researchers.
- Find ways to incorporate indigeneity into everything we do, e.g. start all public meetings and community gatherings with an acknowledgment of the traditional land.
- Infuse our programs and curricula with Indigenous world-views and ways of knowing.
- Provide resources for course development in the area of indigenous language revitalization and indigenous knowledge systems, and be responsive to the dynamic needs to the indigenous student body as it continues to grow.
- Offer mandatory indigenous studies course in every program, and examine the role of teacher education in changing the paradigm of educating indigenous and settler students.
- Organize departmental retreats on Indigenization including faculty, staff and students.
- Hire faculty members in the areas of indigenous community development, sustainability and leadership.
- Develop and carry out faculty/student/community curriculum exchange forums towards increasing the quality of inclusion of indigenous perspectives, research and course offerings.
- Establish concentrations or collaborative specializations focused on indigenous issues e.g. "Indigenous Higher Education" that would include courses from across departments.
- Recognize and acknowledge the role of education in residential schools and colonial practices.

- Ensure staff and faculty have a better understanding of how TRC obligations are affecting our work.
- Create a dedicated indigenous student space that is supported by the institution to ensure access to information and supports. E.g. review space in the OISE building including the Library to determine how spaces could be modified to make them more comfortable, welcoming and inclusive for our indigenous students, faculty and staff.
- Build library collections to include indigenous voices, worldviews, and ways of knowing e.g. by acquiring dual language (Anishinaabe/English; Cree/English) children's books, limited run indigenous curriculum resources and children's literature for teacher education programs, and indigenous materials for adult education and applied psychology collections; and by reviewing Library collection development policy on language education to include indigenous languages instruction materials.
- Consult with indigenous faculty members and students to determine how the Library can best support their library/research needs e.g. build capacity for culturally sensitive research and reference support for indigenous students.
- Explore the possibly to co-organize and co-sponsor events with OISE's Indigenous Education Network.
- In support of the OISE TRC response, be proactive and offer assistance and support for indigenous initiatives planned by the Indigenous Education Initiative, Indigenous Education Network and Dean's Advisory Council on Indigenous Education.
- Preserve the history of Indigenous education programs at OISE by collaborating with the indigenous community and historians of education to archive information on programs that occurred at OISE and provincially (e.g. the Circle Program developed in the 1980s by the Modern Language Centre)

MENTAL HEALTH & WELLBEING

- Advance research scholarship on mental health and education, and embed mental health and wellbeing issues in curricula and courses e.g. Learning How to Succeed course.
- Influence policy and practice on mental health and wellbeing in schools and communities through faculty research programs in this area, as well as through teacher education. I.e. OISE teachers should be well equipped to deal with mental health issues in classrooms.
- Identify and list all courses focused on mental health and wellbeing and establish a cluster or degree stream in this area.
- Promote OISE's accomplishments in research and teaching in mental health and wellbeing to the U of T and the broader education community.
- Create an institutional commitment to mental health and wellbeing e.g. Declaration, Charter or Institutional Statement on Mental Health & Wellbeing.
- Ensure structures are in place in each department to monitor the progress of all students in funded and non-funded programs through e.g., at least one annual meeting and regular check-ins.
- Address workload issues for an improved quality of life and work-life balance for staff, faculty and students, and support healthy lifestyles through e.g. yoga and mindfulness mediation opportunities.
- Encourage faculty and staff to attend professional development workshops on mindfulness and wellbeing offered through the Organization Development and Learning Centre.
- Improve administrative and psychosocial supports to students by addressing mental health and holistic wellbeing needs of our students in all programs via just-in-time support, as well as

structured events and programming such as yoga, mindfulness, counselling (group and one-to-one), having a list of resources which is shared throughout the building to ensure all departments and staff working with students have the tools to best direct or support students in crisis or help them avoid crisis.

- OISE Library hopes to provide students with a space that will support their overall wellbeing and provide them with opportunities to connect with other members of the OISE community, E.g. "Unstudy Spot", "Blind Date with a Book", "Typewriter Tuesdays", "St. John's Ambulance therapy dog visits".
- Pursue partnerships between the OISE Library, ORSS, GSA and other student groups at OISE, IEN, departments and faculty members organize events that promote mental health and wellbeing for OISE community members.

EQUITY & DIVERSITY

- Ensure equity principles and concerns are at the forefront of any academic planning.
- Increase partipcation of students from underrepresented groups at the doctoral and master's level including people with disabilities, and Indigenous, Black, racialized, queer, trans and two-spirit people.
- Diversify teaching staff by prioritizing diversity in faculty searches and instructor hiring practices, i.e., hire more Indigenous and Black faculty.
- Ensure equitable access to programs, equity in the provision of service, decision-making which is democratic and informed by our shared commitment to social justice, and is clearly and effectively communicated so that all stakeholders clearly understand OISE's direction.
- Embed equity in all curricula and pedagogy at OISE, particularly in the MT program.
- Ensure that the Equity Policy guides practices in all areas at OISE, and develop a concrete guideline or the implementation plan backed by resources for the Equity Policy.
- Attract and retain diverse student body to ensure our teachers, psychologists, educators and community leaders are representative of the population that they serve.
- Review and revise staff recruitment, hiring and retention practices to diversify staff.
- Issues of equity should be at the forefront for rollout of any initiatives related to technology.
- Increase economic diversity and diversity of life and work experience among our student body by enhancing access to our programs to those who might not otherwise be able to attend for financial reasons among others. For example, create part-time option for MT and PhD programs, differentiate and expand EdD, introduce an optional supplementary declaration for applicants to disclose and contextualise exceptional circumstances which may have negatively impacted their education and/or employment history.
- Create administrative mechanisms and fee structures to support equitable implementation of reduced course load accommodations recommended by Accessibility Services for students with a disability e.g. by establishing pro rata, per-course fees for graduate programs.
- Increase resources for diverse recruitment efforts and for programs to enhance supports for indigenous students, new Canadian students, international students, and part-time students.
- Build a library collection that supports diversity and inclusion, and reflects the voices and needs of our community. For example, find a better way of soliciting input so that we receive suggestions from more of our faculty, instructors and students.
- Develop and deliver staff training to support a diverse community, e.g. workshops on: Gender Identity, Gender Expression; Unconscious Bias; Equity, Diversity and Inclusion, AODA customer service, etc.

- Tap OISE experts on diversity and organize a professional development conference on diversity for U of T community, and bring inspirational speakers on topics related to diversity.
- OISE is uniquely positioned to push the University's diversity and equity agenda further given our successes and priorities in this area.
- Identify equity and diversity ambassadors amongst faculty, staff and students.
- Recognize the range of visible and non-visible diversity and make people more aware of these forms of diversity.
- Recognize the efforts of staff, faculty and students who contribute to creating and sustaining an inclusive working and learning environment.
- Promote and model diversity through inclusive practices e.g. committee structures.
- Take advantage of Provostial initiatives for the recruitment and retention of diverse staff and faculty.
- Have an office that promotes and deals with issues of diversity.

COMMUNITY ENGAGEMENT

- Act as an institution without silos and develop a new vision that brings us together.
- Continue to move from a culture of blame towards one of trust through open communication and demonstrating forward thinking in action. For example, indigenizing space, resourcing staff complement, following through on Academic Plan that benefits all members of the OISE community.
- Enhance our humane and respectful workplace in ways that demonstrate equitable practices (administrative, interpersonal and in our teaching) for all staff, students and faculty.
- Identify multiple ways to support our non-continuing instructors and faculty, and acknowledge their contributions and the critical work they do.
- Improve coordination and planning of events and initiatives.
- Improve cross-departmental and cross-unit collaboration within OISE (e.g. cross-program initiatives, cross-functional teams).
- Conduct annual survey of students, faculty and staff to measure quality of life and experiences.
- Improve internal communications by ensuring a more open flow of information about OISE budgets, decision-making processes, and the ways in which institutional priorities are set e.g. via weekly email update, a blog, a newsletter, quarterly town hall meetings with the Dean.
- Broaden an understanding of international and intercultural, and enable more cross-cultural learning.
- Build interest networks/nodes and communication systems for students support and community building to increase collaboration, access resources and encourage transdisciplinary connections.
- Encourage more communication between units and departments; do a better job of sharing about new services, challenges that have arisen that may impact others e.g. by hosting open house in departments and units for colleagues across the institute to learn more about what they do.
- Improve organizational culture by instituting a "thank you" culture truly valuing people's roles, experience and contributions, and by providing opportunities to share ideas.
- Establish ways to value members of our community (staff, students, faculty) which will in turn increase productivity and create a culture that is safe and inspires our community to be creative and feel valued enough to put new ideas forward (i.e. OISE High Five – recognizing everyday actions and moments).

Financial Flexibility & Sustainability

- Enhance departmental capacity for financial planning.
- Seek additional sources of revenue e.g. professional development offerings and non-credit certificates in CPL, children's camps (e.g. summer, March break).
- Reach other markets through online learning within and beyond Ontario and internationally (decrease the use of physical space – footprint).
- Increase fundraising efforts by generating more champions among donors.
- Establish a fundraising campaign to advance an OISE Centre for Education Technology, i.e. a Canadian incubator for technology to improve Canadian/International education systems with a focus on engaging entrepreneurs to look for solutions to challenges in education; a space devoted to research on education and technology; and a professional learning lab where education technology initiatives are implemented in various education systems K-12, PSE, Workplace).
- Funding structure should build in flexibility to expand infrastructure, resources and sustainability for both international and domestic efforts.
- Clearer vision, better planning, better technology and systems, effective and streamlined processes.
- Ensure faculty apply for research funding annually.
- Ensure program and policy decisions are made based on clear, concrete and accurate commitment of resources to support the decision/initiative.
- Review SOPs to increase efficiency and streamline and automate processes by minimizing duplication of effort, reducing redundancy and increasing innovation and creativity, identifying and sharing best practices.
- Ensure better alignment of data and decision-making, i.e., effective use of analytics and data from university, divisional, as well as external sources including social media can be analyzed to provide insights into areas such as recruitment trends, retention, performance, benchmarking, space utilization and the delivery of content and courses through new modalities.
- Incentivize our faculty to teach larger classes, expand corss-deparmetnal course offerings and online learning opportunities.
- In the environment of diminishing resources, OISE should find ways to become more creative with given resources by, for example, realigning processes and resources for optimal organizational development.

Human Resources

- Prioritize faculty renewal at OISE to maintain and grow research strength, and quality and sustainability of programs.
- Achieve a better balance between continuing and non-continuing faculty teaching in the MT program.
- Enhance faculty life through meaningful engagement and provide more support for faculty in areas of professional development, faculty mentorship (including tenure, promotion and award support), research support and equity in student supervision.
- Strengthen administrative supports for faculty research.
- Create a sustainable human resources strategy to strategically address support needs and capacity gaps in order to facilitate excellent and timely service to students and faculty, and ensure sustainable management and implementation of priorities and activities. I.e. staff should participate in consultations regarding staffing needs.

- Institutional researcher/Institutional data analyst capacity is needed.
- Increase flexibility for staff members to balance the demands of their professional and family lives.
- Ensure staff can participate in the decision-making that affects their day-to-day workflow and effectiveness.
- Review all jobs and staffing arrangements post the 2015 restructuring to assess effectiveness of current staffing structures.
- Enhance professional development and training of staff through mentoring programs, job shadowing and cross-training. E.g. workplace learning, mental health certificate free of charge for staff.
- Establish formal onboarding process for new staff that would involve visits and torus of OISE departments and units. It would also be helpful to have access to organizational chart with people's names, titles, and a few brief notes about what they do.

Space & Accessibility

- Proactively remove barriers for persons with disabilities at OISE and U of T, and create a welcoming and barrier-free teaching, learning and research environment for persons with disabilities.
- Establish a checklist of considerations respecting persons with disabilities for all renovations of physical space at OISE.
- Develop an Action Plan in order to identify priority areas to facilitate accessibility and safety.
- Provide training for instructors regarding including disability and accessibility awareness issues in course design.
- In thinking about space renovations, ensure lab space and student work spaces are optimal.
- Significantly improve classroom spaces for MT students in Science, Drama, Dance, Arts and Physical Education subject areas.
- Space seems very restricted and "gated" at OISE and more work should be done to emphasize places where students can talk, relax and make social connections. I.e. consider increasing flex space, collaborative study space and shared community spaces, and ensuring that spaces are inviting, comfortable, safe and accessible.
- Maximize the use of currently underused space to increase opportunities to expand our programs.
- Provide non-binary washrooms through the building by designating a subset of washrooms for universal use and changing signage accordingly.
- Ensure baby-changing facilities in restrooms and private space for nursing mothers.
- Create multi-faith quiet/prayer space with significantly greater capacity than currently available by repurposing underused space for communal quiet/mediation/prayer space.
- In keeping with the TRC task force recommendations, invite indigenous experts to undertake space audit to recommend ways to indigenize OISE's physical, visual, auditory & social spaces.
- Ensure more dedicated spaces for students of colour and indigenous students/faculty/staff.
- Ensure that OISE Auditorium is accessible in compliance with built environment per AODA by installing access ramps, accessible seating and stage.
- Continue to improve accessibility at the OISE Library e.g. by: (a) promoting library services to users; (b) purchasing wheelchair accessible tables for the Concourse, 2nd and 3rd floors of the Library; (c) making collections more accessible by reducing the number of items located on top and bottoms shelves; and (d) installing more accessible and welcoming signage, etc.

- Repurpose the seldom used Facilities and Services touch screen in the OISE Lobby as an interactive OISE building directory.
- Ensure that the OISE Library Ground Floor study / events space remains clean and inviting for the entire community by requesting that OISE departments and units sponsoring events with food in the Library allocate funds to ensure that Ground Floor and the Library is adequately cleaned after each event.

List of Acronyms

AODA – Accessibility for Ontarians with Disabilities Act
CCV – Common Curriculum Vitae
CITSI – Centre for Teaching Support and Innovation
CPL – Continuing and Professional Learning
EJICS – Dr. Eric Jackman Institute of Child Study
GSA – Graduate Students Association
HR – Human Resources
MOOC – Massive Open Online Course
MT – Master of Teaching
MTRP – Master of Teaching Research Paper
OISE – Ontario Institute for Studies in Education
ORSS – Office of the Registrar and Student Services
PSE – Post Secondary Education
SGS – School of Graduate Studies
SOP – Standard Operating Procedures
SSHRC – Social Sciences and Humanities Research Council
TA – Teaching Assistantships
TEFL – Teaching English as a Foreign Language
TESL – Teaching English as a Second Language
TESOL – Teaching English to Speakers of Other Languages
TRC – Truth and Reconciliation Commission of Canada
U of T – University of Toronto
UTFA – University of Toronto Faculty Association