



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

OISE'S NEW REALITY: TRENDS AND ANALYSIS

A 2016-2017 Planning Document

TABLE OF CONTENTS

PREAMBLE	2
THE OISE STORY	3
EXTERNAL ENVIRONMENT	19
TEACHING PROFESSION	23
UNIVERSITY OF TORONTO PRIORITIES	28
CONCLUSION	32
APPENDIX	33
REFERENCES	41

PREAMBLE

As part of the OISE Planning Process, we must seize the opportunity to reflect on our current environment to chart an exciting and relevant future that moves us further towards our goal of excellence in graduate studies and research in education and human development. With an increasingly varied and diverse population, rapid advances in educational technology, and the moral imperative to understand the meaning and embrace the implications of the Truth and Reconciliation Commission report, we need to think and act thoughtfully about the “what, when and how” of our curricula and pedagogy. We need to focus attention on the student experience and find ways of enhancing student success. We need to build upon our base of research excellence to extend the reach and impact of our research and scholarship. We need a more strategic, integrated approach to our international activities that builds on our proud history of global engagement in research, teaching and development. We need to expand our connections to the urban environment in which we work and live, and extend our understanding of and relevance to the diverse populations of Toronto, Ontario, Canada and the world. As well, in the 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. All of this is needed on the heels of what I know has been a challenging period for our community, and so we also need to ensure a future of stability and mutual respect. In short, the status quo is not an option for the OISE community; we need a new, shared vision and creative, innovative ways of moving forward.

Our current goal is to set in motion a process that is informed, transparent and innovative, one that recognizes that participation cultivates creativity and commitment. It is designed to address the major flaws in previous planning processes by clearly recognizing our current context and challenges, and by emphasizing the importance of idea sharing within our various departments, units and community wide, thus providing a range of opportunities for reflection, input, and participation. The aim here is to make sure that the process, inclusive of all our constituent groups, is as important as the plan; that it will provide new ways of working, thinking and acting together that will continue well after this planning effort. Success should be judged, in part, by the notion that, regardless of their role, everyone will see their “voice” reflected as ideas are generated and reports written.

This document is designed to illuminate elements of our “new reality” context in order to assist in fostering innovative ideas. While far from exhaustive, the document highlights some key points of information and trends to consider as part of our work together. The [OISE Future Reality Discussion Guide](#) is a companion companion to this **Trends and Analyses** document, and is intended to provide a framework to facilitate the informed discussions that will generate innovative ideas for our very best future. I invite you to examine the information that follows, noting what implications it might have for what we need to do to either adapt to a trend or change it. As well, what’s missing? What other information would be helpful in considering our future possibilities? Thank you for your critically important participation in this work.

Glen A. Jones
Professor and Dean

1. THE OISE STORY: A MATTER OF STRENGTHS AND CHALLENGES

This section focuses on OISE’s context, an internal look at some of our strengths along with information and trends that pinpoint challenges going forward. This should help inform us on how best to develop and navigate an exciting, relevant and sustainable pathway forward. OISE’s strengths are many, beginning with core values that have expressed themselves implicitly or explicitly over several decades. While we now have a department dedicated to “social justice education,” a strong commitment to equity has been a part of OISE’s DNA from its earliest years, evidenced by our pioneering work in feminist studies beginning in the 1970s, and carried forward through the Centre for Women’s Studies in Education. Our collaborative relationships with diverse and varied partners and populations is a cross-cutting ethos in our scholarship and academic programming. Naturally, there is more to be done to ensure a consistent social justice ethic in all that we do. Another one of our centres and institutes that advances interdisciplinary research, practice and policy, is the new Centre for the Study of Canadian and International Higher Education. Reinforcing OISE’s commitment to global excellence in education, “thinking globally and acting locally” underscores this centre’s focus that brings together a remarkable group of scholars who connect effectively with domestic decision-makers in higher education and their international counterparts.

Thus, as Canada’s only all-graduate institute of teaching, learning and research in education and human development, OISE has benefitted from an international reputation for graduate education and scholarship based on the high quality of our faculty, staff, and students, and enriched by our network of alumni, friends and partners. With outstanding graduate programs in diverse educational and related fields ranging from early childhood education (including the Jackman Institute of Child Study), psychology and human development, to adult and higher education, OISE is able to attract and support excellent students from Canada and around the world.

It is because of our strengths that we are able to grow in our self-knowledge about what we know and what we need to learn. For example, the Truth and Reconciliation Commission’s (TRC) 94 “calls to action” include seven recommendations that deal directly with education. OISE is well positioned to engage in a thoughtful discussion of what indigenization means and to begin by deeply understanding our own history regarding colonizing educational practices, before we embark on an Indigenous journey forward. As we come to grips with our past, along with the breadth of our strengths, we can also begin to consider contributing to other TRC recommendations in areas such as “child welfare,” “language and culture” and “health.” We are hopeful that our recently launched program with the Martin Family Initiative (formerly the [Martin Aboriginal Education Initiative](#)) to provide leading edge professional development opportunities for First Nations’ school principals will have an impact and make a difference to communities across the country. Our vision is to respond to the needs identified by First Nations political and education leaders by providing a unique, practical learning community experience for the principals that, in turn, will ultimately improve student achievement and well-being for children and youth in First Nations communities.

As well, with our expanding focus on offering teacher education at the graduate level, the Institute is experiencing significant growth in our Master of Teaching program along with our Master of Arts in Child Study and Education program. This provides OISE with a major opportunity to impact the teaching profession in Canada. Notwithstanding this enrollment growth, are we offering the right things in the right way to address the needs of our students and the future of education?

In addition, OISE has a remarkably robust record of research, and this research makes important contributions to scholarship, to practice, and to informed public debate of educational issues that, in turn, informs public policy. Research indicators provide clear evidence that OISE is Canada's leading faculty of education in terms of research productivity and impact, and is highly ranked in terms of its global peers.

However, notwithstanding our many assets and the grounding nature of some core values, it is time to develop a new vision for OISE and to consider ways of strengthening the Institute's programs and research. This planning process represents an excellent opportunity for the OISE community to think about strategies to further our research, improve our programs, and ensure that our students are obtaining the best possible educational experience. This first section, then, "begins at home" with a look "within" regarding OISE's current environment.

SUMMARY OF CHANGES

The recent *OISE Self-Study* describes in greater detail some of the significant changes that occurred between 2010-2015 which included:

- Reorganization of five academic departments to four that has resulted in new "sub-cultures" coming together in several of the "new" departments
- Major structural and personnel changes, with implications for faculty and staff arrangements, as well as department and program identity
- Government decisions to reduce enrollment in teacher education programs, decrease per student funding, and shift to a new four-term teacher education degree framework
- Discontinuation of the OISE Consecutive Bachelor of Education program and phasing out of the Concurrent Teacher Education Program
- Significant expansion of graduate teacher education programs, particularly the Master of Teaching (MT)
- Teacher education restructuring that led to a major reduction in the number of support staff (with the loss of senior and experienced staff, along with shifting staff to new roles)
- Repositioning of OISE as an all graduate faculty of education
- Significant transition in the OISE academic leadership

Academic/Administrative Staff

The most notable trend at OISE during this period is the decline in both Academic and Administrative staff complement. Academic Staffing experienced an overall **decline in number of full-time continuing faculty members from 147 (2010) to 125 (2016)** and a **decrease in FTE of 19% in the total tenure stream and teaching stream faculty**. At the same time, a smaller contingent of limited term (CLTA and part-time) faculty has more than doubled while the number of sessional lecturer appointments has fluctuated over time: it is estimated that sessional lecturers made up 50% of the instructional complement in 2014-2015 compared to less than 40% in 2009-2010. The ratio of tenured/continuing status faculty to pre-tenure/pre-continuing status faculty is 12:1. As of 2016, the average age of OISE's 125 continuing faculty members is 57; 49 (39%) are age 60 or older and of which 27 (22%) are 65 or older. Since 2010, 41 faculty members have retired from OISE, with an additional nine known to be retiring in the next two or three years. There have also been a number of unexpected departures and unpaid leaves (for example 5 in 2015-2016) that have further impacted the teaching and research capacity at OISE. Faculty renewal efforts are critical to building academic excellence that is fiscally responsible.

The administrative staff FTE complement has also seen a significant **reduction from close to 178 (2011) to 150 (2015)**. This reduced staff complement was the result of previously described organizational changes that took place in 2014-2015 at a time when OISE experienced a \$3.1M budget cut in government funding. OISE continues to identify opportunities to improve business processes (i.e., streamlining around academic resource and program planning).

During a transitional year with an Interim Dean (2015-2016), the priorities included:

- Attention to complex organizational realities resulting from changes that occurred between 2010-2015
- Establishment of a new leadership team
- Efforts to change the tone and tenor of decision-making (i.e., more transparent, participatory decision-making)
- Efforts to build community by promoting effective communications and relations both internally and externally
- Recruitment of students for a rapidly expanding and developing MT program
- Establishment of a Strategic Advisory Group to help rebuild connections with external constituencies
- Facilitation of the external review of OISE
- Highlighting the internal budget processes and working with department leaders to strengthen linkages between academic decisions and resources
- Searching for a permanent Dean (concluding with the appointment of the Interim Dean as Dean for a 5-year term)

OISE SELF-STUDY: TOWARDS AN ACADEMIC PLAN (2015-2016)

The University of Toronto engages in careful planning in order to maintain its status as an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality. Faculties and divisions determine their vision, priorities and implementation plans, consistent with the University's goals. These divisional plans address the full scope of activity encompassing teaching, academic programs and enrollment, research, government advocacy, financial resource development, and capital plans.

OISE's last strategic plan covered the time period from 2010-2015. During the transitional 2015-2016 academic year, a Provostial Review of OISE was conducted. The self-study process allowed the OISE community to reflect on its achievements and challenges. As part of the review process, 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. Additionally, several broad themes to consider as the Institute moves forward were identified. These included the need to:

- Engage in a visioning process for the development of the MT – as OISE's flagship teacher education program
- Strengthen our programs to ensure they are at the forefront in their fields, and meet the needs of our students
- Continually monitor the success of our students, for example, by supporting excellence in graduate supervision, enhancing professional development opportunities, and helping our students to complete their programs and transition into productive careers
- Consider innovative ways to use technology to enhance teaching, learning, research, and knowledge mobilization, and strengthen OISE's leadership amongst its peer institutions
- Identify more efficient mechanisms for student financial support and increase the share of student funding provided through external research grants and fellowships
- Continue to promote and support excellence in research and research funding
- Develop an international strategy that encompasses OISE's strengths in research, programs, and international exchange opportunities, international student recruitment, and continuing and professional learning initiatives

Some of these themes were also identified as part of the January 2016 external review process which also included the need for a major academic planning exercise, the review of the Master of Teaching program, the coherence of our graduate programs, and the use of educational technology and e-learning. Furthermore, the reviewers identified the need for OISE to respond to the Truth and Reconciliation Commission as well as the need for new entrepreneurial directions such as revenue-generating programs, and partnerships with our external community and partners. Strengthening our capacity for fund raising was also noted and this functional area was recently realigned to support our advancement activities.

ACADEMIC PROGRAMS, STUDENT ENROLLMENT AND STUDENT EXPERIENCE

OISE offers 12 graduate programs—some with multiple fields and varied degrees—in a wide range of educational and related fields. The Institute's graduate programs are enriched by the varied and active research that is conducted throughout the Institute. This enhances OISE's ability to attract and support excellent students. All 12 of OISE's graduate programs were reviewed in 2011-2012 under the new University of Toronto Quality Assurance Process (UTQAP), with the next review scheduled for 2019-2020. Table 1 provides an overview of OISE's graduate programs and degrees by department.

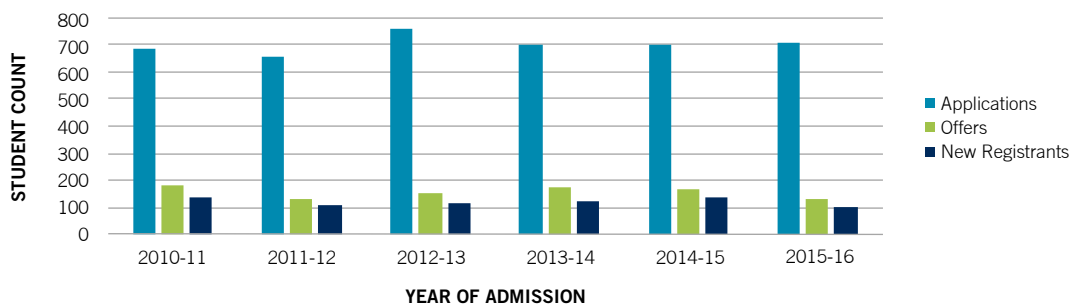
TABLE 1 OISE'S GRADUATE PROGRAMS AND DEGREES BY DEPARTMENT

DEPARTMENT	PROGRAM	FIELD (i.e., area of specialization)	DEGREES OFFERED
Applied Psychology and Human Development	Child Study and Education	Practice-Based Inquiry (PBI) in Psychology & Educational Practice	MA
		Research-Intensive Training (RIT) in Psychology and Education	MA
	Counselling and Clinical Psychology	Clinical and Counselling Psychology (OISE)	MA, PhD
		Clinical Psychology (UTSC)	MA, PhD
	Counselling Psychology	Counselling and Psychotherapy	MEd, EdD
		Guidance and Counselling	MEd
	Developmental Psychology and Education	Developmental Psychology and Education	MEd, MA, PhD
School & Clinical Child Psychology	School and Clinical Child Psychology	MA, PhD	
Curriculum, Teaching and Learning	Curriculum Studies and Teacher Development	Curriculum Studies and Teacher Development	MEd, MA, PhD
	Language and Literacies Education	Language and Literacies Education	MEd, MA, PhD
	Teaching	Primary/Junior Junior/Intermediate Intermediate/Senior	MT
Leadership, Higher and Adult Education	Adult Education and Community Development	Adult Education and Community Development	MEd, MA, PhD
	Educational Leadership and Policy	Educational Leadership and Policy	MEd, MA, EdD, PhD
	Higher Education	Higher Education	MEd, MA, EdD, PhD
		Health Professional Education	MEd
		Student Development and Student Services in Postsecondary Education	MEd
Social Justice Education	Social Justice Education	Social Justice Education	MEd, MA, EdD, PhD

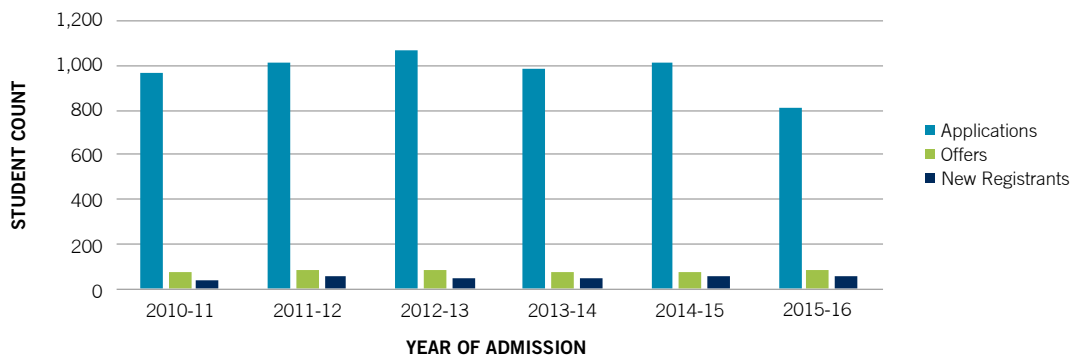
APPLICATIONS, OFFERS AND REGISTRATIONS

Acceptance into OISE's graduate programs remains very competitive and selective. Offer rates for OISE's research-focused and professional master's programs are consistently lower than those in comparable programs across the University, while offer rates for OISE's doctoral programs are close to parity with other doctoral programs university-wide. Figures 1 to 3 depicts applications, offers and registrations in OISE's doctoral, research master's and professional master's programs.

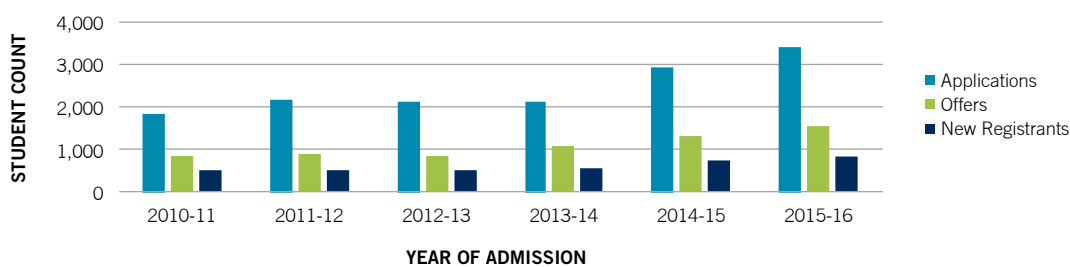
**FIGURE 1 OISE PHD PROGRAM
APPLICATIONS, OFFERS, REGISTRATIONS**



**FIGURE 2 OISE RESEARCH MASTER'S PROGRAMS
APPLICATIONS, OFFERS, REGISTRATIONS**



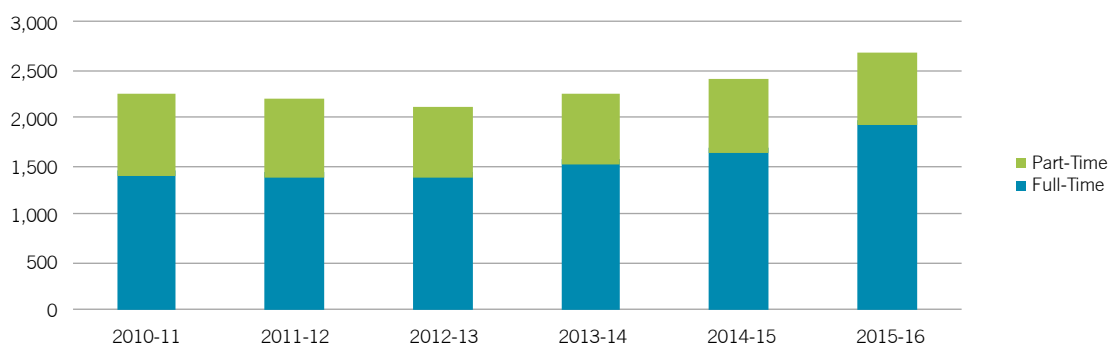
**FIGURE 3 OISE PROFESSIONAL MASTER'S PROGRAMS
APPLICATIONS, OFFERS, REGISTRATIONS**



ENROLLMENT

Given that enrollment-based government grants and tuition are OISE's two largest sources of income, it is critical that OISE maintains or even expands enrollment in its programs, and necessitates that the Institute continually increase the quantity and quality of its applicant pool. While enrollment in doctoral programs, the EdD in particular, has been on the decline, enrollment in professional master's programs has increased in response to government and University graduate expansion initiatives including OISE's move to all-graduate teacher education.

FIGURE 4 ENROLLMENT IN GRADUATE PROGRAMS AT OISE (FALL HEADCOUNTS)



Doctor of Philosophy (PhD), Master of Arts (MA) and Doctor of Education (EdD)

The student funding model has made it virtually impossible for OISE to increase enrollment in the PhD and MA research stream programs. In order to increase revenue, consideration must be given to increasing enrollment in Flex PhD and EdD programs, perhaps in cohort formats. Repositioning the EdD at the institutional level as a professional doctorate with a demanding, research-based but non-thesis exit requirement might be a viable option to consider. Perhaps the revised EdD could be a logical next step for practicing professionals who have completed the new MT. Several departments have already begun to rethink the role and structure of the EdD.

Teacher Education

With OISE's shift to offering all-graduate teacher education, the MT program experienced a significant increase in enrollment. This has introduced some growing pains in administration and program logistics. Table 2 shows the total projected enrollment in teacher education programs from 2016-2017 to 2020-2021 (i.e., when these programs will be at the maximum size approved by the government).

TABLE 2 TOTAL PROJECTED ENROLLMENT IN TEACHER EDUCATION PROGRAM

Intake & Total Enrollment	2016-17		2017-18		2018-19		2019-20		2020-21	
	Intake	Enrollment	Intake	Enrollment	Intake	Enrollment	Intake	Enrollment	Intake	Enrollment
Consecutive BEd & Diploma Programs (FTE)	-	-	-	-	-	-	-	-	-	-
CTEP (Years 3-5 Education FTE ONLY)	-	129.9	-	93.6	-	5.6	-	-	-	-
MT (Fall Eligible FTEs)	373.0	681.0	376.0	731.0	378.0	736.0	378.0	738.0	378.0	738.0
MA CSE (Fall Eligible FTEs)	75.0	150.0	75.0	149.0	75.0	149.0	75.0	149.0	75.0	149.0
TOTAL*	448.0	831.0	451.0	880.0	453.0	885.0	453.0	887.0	453.0	887.0

* Not including CTEP

Master of Education (MEd)

The MEd has always been a key element of our graduate programming and we will need to continue to examine the link between student demand and program offerings, streamline MEd program options, and explore on-line delivery formats to improve accessibility for domestic students outside of the GTA, as well as for international students.

International Student Enrollment

Figures 5 and 6 specify enrollment of international students in all of OISE's degree programs and how OISE compares with U of T Engineering and Arts and Science regarding enrollment of international students in professional master's programs. Increased enrollment of international students in professional master's programs, in addition to meeting domestic targets, would have a positive impact on OISE's revenue growth. For example, an increase between 80 and 100 international students in professional programs would bring about \$2M in net revenue. It will be important to consider the appropriate balance between international and domestic students. Not every program will be able to attract international students and, in some cases, increasing international enrollment may require cohort initiatives, partnerships with foreign universities, and/or focused marketing activities.

FIGURE 5 INTERNATIONAL ENROLLMENT AT OISE

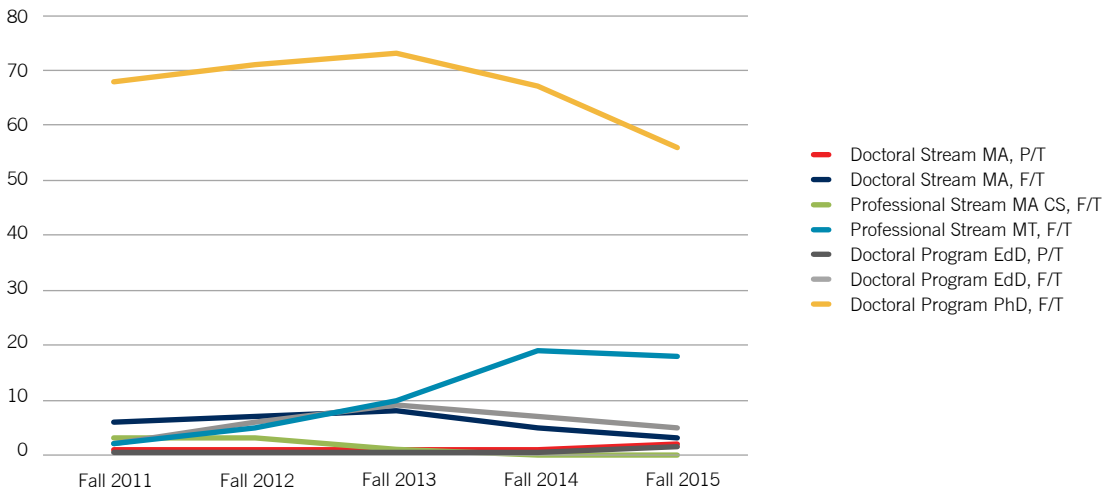
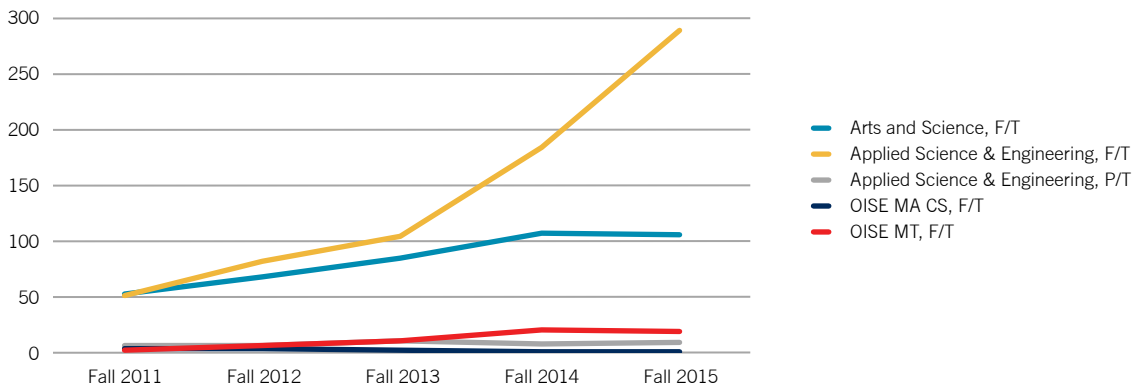


FIGURE 6 INTERNATIONAL ENROLLMENT AT THE UNIVERSITY OF TORONTO FOR PROFESSIONAL STREAM MASTERS



Student Experience

OISE recognizes the importance of student experience and, along with the U of T School of Graduate Studies, continues to direct its efforts to standards of program quality, time-to-completion, and student success. There are a number of committees at OISE that focus on student experience, particularly the Recruitment Committee, the Student Experience Committee and the Academic Programs Committee of OISE Council. In addition, the Dean's Office has made it a priority to provide information on student funding and the GA/TA processes to assist students so that they can be better equipped to understand the policies and procedures for student employment and funding. The Office of the Registrar and Student Services has been reorganized to provide services to students in order to enhance their experience at the University of Toronto.

OISE data on time-to-completion rates have consistently been on par with the standards that apply across the University for doctoral and professional master's programs. In the case of the research master's programs there is a slightly longer degree completion period for OISE programs when compared to the University average. This is reflective of the research-intensive, thesis-based nature of these degree programs at OISE. While time-to-completion is one measure of student success, there are other nuanced approaches that should be addressed and considered at the institutional, departmental and program level if OISE is to ensure an excellent graduate student experience.

RESEARCH AND INNOVATION

With four academic departments and [19 research centres and institutes](#) that facilitate interdisciplinary research, teaching and outreach activities, OISE is Canada's most research-intensive faculty of education, and one of the largest education institutes in North America. As members of a globally renowned research intensive institute, OISE faculty researchers answer critical questions that contribute to the advancement of theory, policy and practice in education, human development, and psychology. OISE faculty are internationally recognized for their expertise in education—from early learning and child care through to post-secondary and adult education, and psychology and human development across the lifespan. Many OISE faculty are recognized for their research excellence through prestigious international and national awards and honours.

Research Funding

OISE obtains the majority of its research funding from the Tri-Council (particularly the Social Science and Humanities Research Council (SSHRC)). OISE's Tri-Council funding and participation rates remained fairly steady from 2010 to 2014 even though the number of tenure stream faculty decreased during this period. OISE researchers adapted to changes in SSHRC's funding structure that – until the most recent Insight Grant competition in 2015 – resulted in funding fewer research projects, with an emphasis on those with larger budgets, multiple investigators, and a greater social impact. In 2015 SSHRC revised its process again, encouraging Insight Grant committees to fund more proposals and giving committees authority to reduce proposal budgets in order to achieve this goal. OISE's success rate in the 2015 Insight Grant competition was 46%, above both the university average of 38% (which includes OISE) and the national average of 31%. At the provincial level, OISE has maintained success obtaining

funding from the Ontario Ministry of Research and Innovation, the Ministry of Education, and the Ministry of Training, Colleges and Universities (now the Ministry of Advanced Education and Skills Development). Figures 7 and 8 depict OISE's research funding from Tri-Council programs, Institutional Initiatives (e.g., Connaught Global Challenge fund), Government other (e.g., KNAER), corporate, and not-for-profit, as well as OISE's SSHRC Insight Grant success rate compared with U of T and Canada.

FIGURE 7 OISE'S FUNDING SOURCES

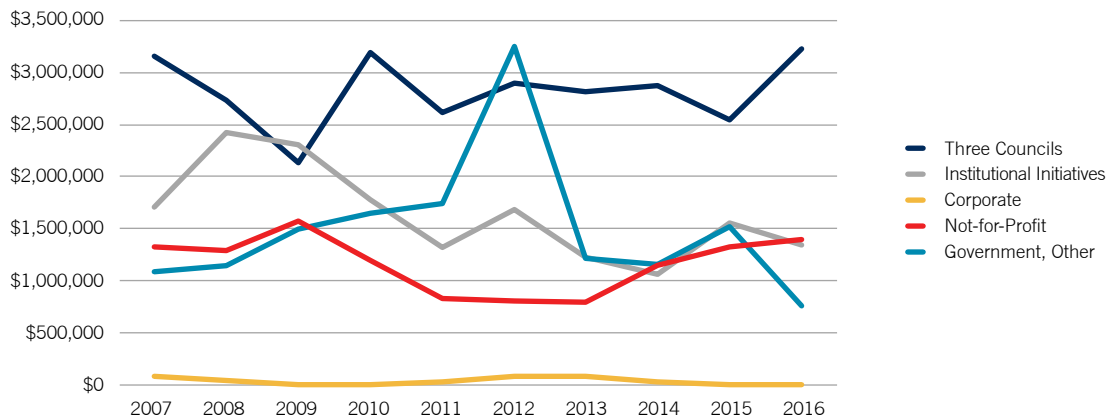
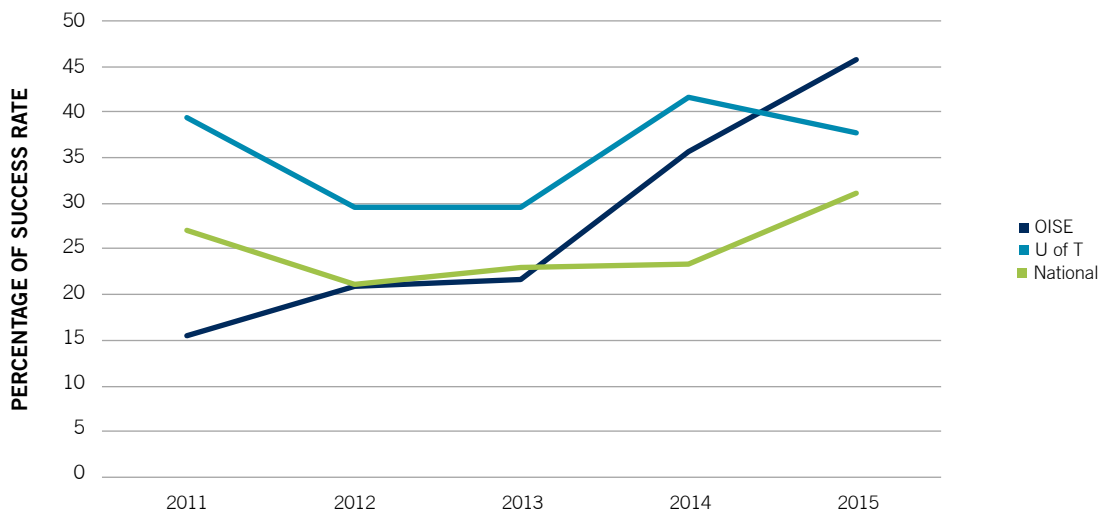


FIGURE 8 SSHRC INSIGHT GRANT SUCCESS RATE



Research Chairs and Endowed Chairs

U of T's share of Canada Research Chairs (CRC)¹ has decreased in recent years due to an increase in participation of other Canadian institutions since the program began in 2009, with a minimum of one CRC for each institution. As a result, OISE's allocation of CRC funding has also decreased in recent years. OISE currently has five CRCs (one Tier 1 and four Tier 2), with one Tier 2 application submission in the fall of 2016. OISE also has three Endowed Chairs and one Ontario Research Chair.

SELF-FUNDED AND REVENUE GENERATING UNITS

Continuing and Professional Learning

OISE Continuing and Professional Learning (CPL) develops/delivers non-credit learning solutions for education professionals and institutions across all sectors of education (PreK-12, Post-Secondary and Workplace). CPL solutions and offerings are categorized in Table 3.

TABLE 3 OISE'S CPL SOLUTIONS AND OFFERINGS

Direct Enrollment	Closed Enrollment	Contract Solutions
<ul style="list-style-type: none"> Non-credit professional development courses/programs (general public registration across four portfolios: PK-12, PSE, WLD, Community) Association/Regulatory Continuing Education Units courses and programs (e.g., Ontario College of Teachers, Institute for Performance and Learning, Ontario College of Psychotherapists) Solutions are online, blended, on-campus, primarily domestic although international colleagues do participate in online 	<ul style="list-style-type: none"> Non-credit professional development customized courses/programs delivered to intact organizational teams Solutions are online, on-campus, blended and/or offered onsite at client location Offered/delivered internationally and domestically 	<ul style="list-style-type: none"> Consulting services; consulting phases – needs assessment, solutions design/development, solutions implementation, solutions measurement/evaluation and train-the-trainer sustainability mechanisms International and domestic

Historically, CPL was the Additional Qualifications office (“AQ Office”) of OISE and its focus was to deliver additional qualification programming for teachers and principals to meet the professional licensing requirements of the Ontario College of Teachers (OCT). With the significant decline in the number of teachers in Ontario requiring additional qualifications, the division has seen a consistent 7-10% year-over-year decline in AQ enrollment and this decline is expected to result in an overall revenue shortfall of \$1.4M by the end of 2017. Additionally, with the reported surplus of 40,000 teachers in the province of Ontario, there is no anticipated return to healthy enrollment targets for AQ programs in the next decade or more.

¹ The Canada Research Chairs program is a federal government initiative that invests approximately \$265 million per year to attract and retain some of the world's most accomplished and promising researchers.

As a result of this market reality, in 2015, CPL redefined the direct enrollment market for educators and introduced four professional learning portfolios: PreK-12, Post-Secondary, Workplace Learning and Development, and Community, with a focus on developing role-based curricula for each portfolio in order to meet the various professional accreditation requirements for teachers, principals, psychologists, psychotherapists, instructional designers, and learning consultants. In redefining ‘who is an educator,’ CPL is poised to mitigate the revenue shortfall due to the decline in AQ and further grow sustainable enrollment for the long term.

Along with redefining the direct enrollment market, CPL has actively pursued international request for proposals which have resulted in various opportunities for custom and contract solutions. Contract solutions by their very nature are highly variable (i.e. for every five proposals CPL delivers, one will result in a contract) which results in revenue fluctuation from one fiscal quarter to the next. As well, the relationship management requirements for these solutions are ‘high touch’ and have a longer client cycle (average of eight months from time of client interest to time of solution delivery), which challenges the unit’s administrative workflow and team capacity. In 2015-2016, CPL initiated a go-to-market strategy to pursue various custom and contract solutions opportunities which netted a revenue increase of 29% (year over year average) and increased the contract size from an average of \$40,000CAD to an average of \$107,000CAD. For 2016-2017, CPL is poised for further revenue growth with contract and custom solutions.

Some of the opportunities for CPL and its capacity to attract alternative revenue sources lie in:

- The continued development of short duration, non-credit programs for the learning portfolios, which will continue to increase prospective learner market size and revenue;
- Developing direct enrollment learning content that is highly modularized so that learning modules can readily be re-packaged for custom/contract solutions;
- Activating cross-marketing strategies so that direct enrollment attendees consider contracting OISE CPL for contract/custom solutions and custom/contract solutions clients enroll in direct enrollment programming;
- A partnership/collaboration strategy where CPL engages with mutual interest education organizations to secure a project pipeline for the long term;
- A revised pricing strategy to ensure that CPL is competitive in the marketplace while continuing to meet and exceed margin requirements;
- An alumni engagement strategy (engaging alumni to come back to OISE and teach/develop programming for OISE CPL);
- Renewed administration and marketing/communications efficiencies as a result of an e-commerce system implemented in Fall 2016 that will support in expanding market reach.

Building on these successes, we have set the net contribution target for CPL at \$2.9M by 2021.

OISE'S FINANCIAL OUTLOOK

It is important to emphasize that **OISE has no accumulated deficit**; however our reserve funds have decreased over these past few years to offset year-over-year deficits. Coupled with the **reality of a structural deficit** (in which expense growth outpaces revenue growth), the budget model highlights the need to increase revenue and contain expenses. In this context, building a culture of linking academic decisions with financial implications, and increasing the transparency and effectiveness of business and academic processes is important.

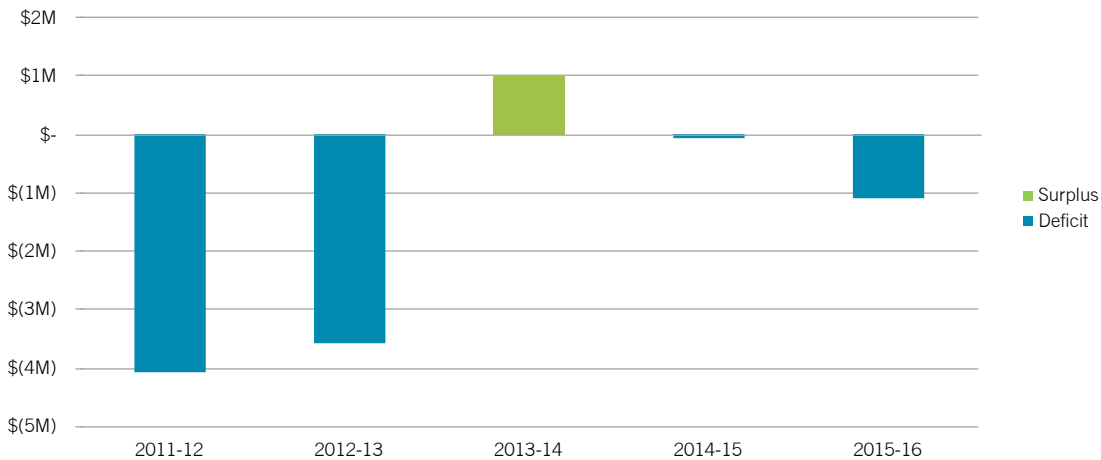
The U of T budget model calls for the revenue attributed to the Faculty to flow back to the Faculty, after university-wide cost deductions, and for the Faculty to manage all its operation costs. In recent years, in addition to the challenges already mentioned, the critical academic change that took place at OISE as a result of teacher education restructuring has had a substantial impact on the Institute's budget and operation.

**TABLE 4 OISE OPERATING FUND STATEMENT OF INCOME AND EXPENSES
IN THOUSANDS OF DOLLARS**

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual
Revenue					
Government grants and fees	61,582	59,462	62,137	63,308	58,681
University fund allocation	14,484	14,425	15,062	14,880	14,870
Other attributed income and divisional	10,463	11,933	12,543	11,835	12,231
Total revenue	86,529	85,820	89,742	90,023	85,782
Expenses					
OISE Divisional					
Total compensation	45,709	44,636	43,551	44,116	39,858
Student financial assistance administered	8,860	9,325	8,962	10,066	9,658
Other expenses	4,412	3,463	3,044	2,927	3,881
Total OISE Divisional expenses	58,801	57,424	55,557	57,109	53,396
U of T Central					
University wide costs and student aid	25,430	25,835	26,820	26,479	27,131
University fund contribution	6,353	6,126	6,369	6,491	6,352
Total U of T Central expenses	31,783	31,961	33,189	32,970	33,482
Total expenses	90,584	89,385	88,746	90,079	86,878
Surplus/(Deficit)	(4,055)	(3,565)	996	(56)	(1,096)

Although OISE projects balanced budgets for the years beyond 2015-2016, it is cognisant of the challenges associated with enrollments in its graduate programs, international market needs and fluctuations, and the lagging effect of past budget strategies employed at OISE. Table 4 summarizes OISE’s operating budget from 2011-2012 to 2015-2016 in terms of its major revenue and cost categories. Figure 8 indicates the faculty’s actual and planned surplus/(deficit) in millions of dollars, from 2010-2011 to (planned) 2019-2020.

FIGURE 8 OISE OPERATING SURPLUS AND DEFICIT IN MILLIONS OF DOLLARS



SPACE

OISE has facilities in three locations on the University’s St. George campus. As we look to the future, it will be important to consider how to assess and improve the usage of our space for efficient operations and community building. Changes to teacher education and corresponding infrastructure changes make timing ideal for space planning activities. The goal is to understand how we can collectively use space more effectively and efficiently so that savings can be directed to academic priorities. Some things to consider when thinking about space include:

- Build community
- Enhance wayfinding and branding
- Optimize space efficiency
- Connect to the University and the city
- Bring natural light into the building core
- Find flexible furniture solutions
- Mitigate sound
- Design for accessibility
- Create a safe and secure environment for the community
- Incorporate sustainability

252 Bloor Street West

Following the completion of the integration of the Office of the Registrar and Student Services and their move to the renovated 8th floor south suite, the 4th floor space formerly occupied by the Registrar's Office has been returned to the University for an annual savings of \$300,000 to the OISE budget. The 8th floor south renovation project was completed in a timely manner and already contributes to an improvement of the student experience and an increase in operational effectiveness for the unit. On the academic side, the space planning exercise with the Department of Applied Psychology and Human Development (APHD) – in which faculty, students and staff have been engaged to rethink the space holistically – is in its initial stage. This project will continue over the next couple of years with the development of a detailed design and timeline that aligns with the University's approval process and construction.

A priority for the Dean is community security and safety. As a first step, electronic controls have been installed for all exterior doors in the main OISE building, which can now be systematically locked and monitored by University security. The building is now fob accessed during non-business hours. These measures have increased overall security for the building, as well as helped save energy and security costs. A committee has been reviewing safety and security issues in the building and their efforts have resulted in the release a new manual. Security is one of the key considerations for the space planning exercise, and continuous monitoring and improvements are essential.

371 Bloor Street West

OISE will continue to work with the University, the University of Toronto Schools (UTS), the MT program leadership, and the Dr. Eric Jackman Institute of Child Study Laboratory School to determine the role that 371 Bloor Street will play in addressing our space needs. We plan to return most of the "OISE space" at 371 Bloor Street to the University, and simply pay for the use of customized classroom and gym facilities required by the MT program at that location.

Jackman ICS Facilities on Walmer Road/Spadina Road

A \$16M capital project to expand the Jackman ICS facilities for the Lab School, graduate programs and research activities has been approved and is underway with an estimated completion date of summer 2017.

2. EXTERNAL ENVIRONMENT

While our internal environment and trends suggest major challenges and opportunities, our “external world” provides another sphere of influence on OISE’s future possibilities. This section explores some key focus areas for consideration.

OISE is part of a higher education environment that is responding to a dynamic and rapidly shifting landscape that includes: (i) **digital technologies** and demand for on-line access to knowledge, programs and research; (ii) **internationalization** (e.g., curriculum and the global mobility of students and academics); (iii) **scarcity of public funding** coupled with increasing operational costs; (iv) diverse and increasing range of **student expectations**; (v) need for relevance to **local communities**; and (vi) higher education institutional **differentiation**.

The Canadian and Ontario context presents OISE with additional opportunities and challenges such as: (i) **rapid change in demographics** including population growth and aging, the persistence of racial inequality, growth of Indigenous/Aboriginal populations, etc.; (ii) **diminishment of public funding** for Ontario universities (per-student funding is already the lowest in Canada, almost 50% below the average of the other provinces (U of T, 2012)); (iii) despite lower per-student funding **Ontario education is a top performer** (HEQCO, 2015); (iv) Ontario government **reforms to teacher education**; and (v) positive correlation between **postsecondary education and labour market success**, individual earnings, citizen engagement, and contributions to the economy (HEQCO, 2015).

CHANGING DEMOGRAPHICS

Aging and Population Growth

According to the Statistics Canada, *Population Projections* (2015), the Canadian population has grown substantially in recent years, increasing from 30.7M (2000), to 35.2M (2013) and projected to increase to **51.0M by 2063**. Population aging has also emerged as a defining demographic trend with the median age of the Canadian population changing from 27.2 years (1956), 31 years (1985), 39.5 years (2006) and now the **oldest median age ever at 40.5 years (2015)**.

DIVERSITY

Ethno/Cultural/Racial Diversity

As a multicultural society, immigrants and their descendants have contributed to the diversification of Canada’s ethno/cultural/racial make-up over time (Statistics Canada, 2011a). While historically most immigrants came from Europe; more recently, the largest group of new immigrants to Canada is coming from Asia (including the Middle East). In 2011, **20.6% of the total Canadian population was foreign-born** (6,775,800 people), the highest proportion among the G8 countries. Approximately 6,264,800 of

the population, or **19.1%, identified themselves as a member of a visible minority** group.²

According to self-reported data (and recognition of the contested nature of these categories), South Asians, Chinese and Blacks accounted for 61.3% of this visible minority population in 2011 followed by Filipinos, Latin Americans, Arabs, Southeast Asians, West Asians, Koreans and Japanese. The vast majority live in Ontario, British Columbia, Quebec and Alberta in the country's largest metropolitan areas: Toronto, Montréal and Vancouver (Statistics Canada, 2011a).

Language

Canada is becoming an increasingly multilingual society. According to the 2011 census (Statistics Canada, 2011a), **English and French are the mother tongues of 56.9% and 21.3%** of Canadians respectively. In addition, the 2011 National Household Survey (NHS) estimated more than **200 additional languages** as mother tongue. Among these, Chinese languages were most common followed by Tagalog (Filipino), Spanish, and Punjabi. Rounding out the top 10 are Arabic, Italian, German, Portuguese, Persian (Farsi), and Polish.

Religion

In recent decades, the influx of new immigrants has contributed to the increase of religious diversity in Canada, and this trend is expected to continue. The overwhelming majority of Canadians identify as Christians (just over 22.1M) – mostly Roman Catholic (about 12.7M) and Protestants (about 2M), with smaller numbers of Orthodox Christians and small but, rapidly growing numbers of “other” Christians, including evangelicals (Statistics Canada, 2011a). Slightly over 1M individuals identified themselves as Muslim, 3.2% of Canada's total population. Hindus represented 1.5%, Sikhs 1.4%, Buddhists 1.1%, and Jewish 1.0%. More than 7.8M people or **23.9% had no religious affiliation** (Statistics Canada, 2011a).

Family Dynamics

According to Statistics Canada (2011b), results from the 2011 Census show a growing number of non-traditional families. For example, the 2011 Census reported a total of 64,575 same-sex couples, a **42.4% increase from 45,345 same sex families** in 2006. Of 64,575 same-sex couples in 2011, 21,015 were married couples and 43,560 were common-law couples. While 16.5% of same-sex couples were married in 2006, nearly doubled to 32.5% in 2011. This time frame coincides with the first five years of legal status of same-sex marriage in Canada.

Ontario

Ontario is Canada's most populous province at 13.5M people (2013) with the population projected to reach 15-18M by 2038, (Statistics Canada, 2015). Ontario's population is the most culturally diverse in Canada with more than **one in four residents born outside the country, with over 100,000 newcomers annually** – nearly half of all Canada's immigrants. More than **85% of the population live in urban centres**, largely concentrated along the Great Lakes. Aboriginal peoples make up about 2% of the population in Ontario, and represent about one-fifth of all Aboriginal people in Canada. Ontario's First Nations peoples include Algonquian-speaking Cree, Oji-Cree, Algonquin, Ojibwa, Odawa, Potawatomi and Delaware, plus the Iroquoian-speaking Six Nations (Mohawk, Oneida, Onondaga, Cayuga, Seneca and Tuscarora).³

² The Employment Equity Act defines as visible minorities “persons, other than Aboriginal persons, who are non-Caucasian in race or non-white in colour.”

Toronto

With nearly half of its population born outside the country (49%), Toronto is one of the most culturally diverse cities in the world. This percentage is higher than the rest of the GTA/H (38%) as well as the country's rate (21%) (City of Toronto, 2013).⁴ The 2011 National Household Survey had similar findings, 49% (1,264,395 people) of Toronto residents identified themselves as a visible minority, 38% in the rest of the GTA/H and 19% nationally. However, at 57%, Peel has the highest percentage of visible minorities in the GTA/H. The top three visible minority groups in Toronto were: South Asian (12%), Chinese (11%) and Black (9%). The high cost of living in Toronto presents financial challenges for not only residents but to those who have recently arrived to the city.

Aboriginal Population Growth

According to Statistics Canada (2011c), 1,400,685 people identified themselves as Aboriginal in 2011 (4.3% of the total Canadian population). Census data show that Aboriginal people:

- Account for 3.8% of the population in 2006, 3.3% in 2001 and 2.8% in 1996
- Represent Canada's fastest growing demographic (**Aboriginal population has grown by 20.1% between 2006- 2011, in comparison with 5.2% for the rest of the population**)
- Majority live in **Ontario**, the western provinces (Manitoba, Saskatchewan, Alberta, and British Columbia), Nunavut and the Northwest Territories

A tendency for higher fertility rates and a susceptibility to a shorter life expectancy are factors that contribute to an **Aboriginal population that is younger than non-Aboriginal** population with 28% aged 14 and under compared with 16.5% respectively. According to the NHS conducted in 2011, about 6% of the total Aboriginal population are aged 65 and over, less than half of the seniors representative in non-Aboriginal population (14.2%).

Toronto's Aboriginal peoples account for 0.8% of the total population in 2011. By comparison, 0.89% living in the rest of the GTA/H and 4.3% nationally. There are now more Aboriginal people living in urban centres across Canada than in Aboriginal territories and communities on reserves, in Métis settlements, and in Inuit communities (City of Toronto, 2013).

According to the [Environics Institute's *Urban Aboriginal People's Study: Toronto Report*](#) (2010), Canadian cities are becoming places of connection, engagement and cultural vitality for a large number of Aboriginal peoples. While the city is home, many maintain connections to their communities of origin, and feel very proud of their heritage. While urban Aboriginal peoples display a higher tolerance for other cultures (77%) than their non-Aboriginal neighbours (54%), the majority believe they face a negative stigma in society. However, according to this study, a unique feature to the Toronto Aboriginal experience is a higher degree of social acceptance coupled with attempts to break down stereotypes resulting in an easier transition to "blend in" in a city as diverse as Toronto.

³ Ontario, "People and Culture," July 4, 2016: http://www.ontarioimmigration.ca/en/about/OI_ABOUT_PEOPLE.html.

⁴ The Greater Toronto Area and Hamilton (GTA/H which includes Durham, York, Peel, Halton and Hamilton).

The Truth and Reconciliation Commission

The [final report of the Truth and Reconciliation Commission](#) identifies key challenges for Canada's efforts towards reconciliation with our aboriginal peoples. The Commission notes the devastating consequences of the residential school program: the travesty of colonization was committed in the name of "education." As Commission Chair, now Senator Murray Sinclair noted, "it is through the education system that non-Aboriginal Canadians have been taught what they've come to learn about Aboriginal peoples, or not learn about Aboriginal peoples in this country. We believe it is through the education system that information can be corrected." The Commission notes a number of key challenges that are directly related to education, which include:

- Repealing section 43 of the Criminal Code that deals with corporal punishment;
- Reducing the education and employment gap between Aboriginal peoples and non-Aboriginals;
- Ensuring education finance equity between off-reserve funding and on reserve;
- Development of culturally appropriate curricula;
- Development of culturally appropriate early child education programs.

While OISE has extensive expertise appropriate to responding to these and other "calls to action" posed by the TRC, the biggest challenge is to begin within, to educate ourselves and our students about the "truth" and "consequences" of the residential schools and its lasting effects to today. Moving forward with confidence that OISE can play a key role with education as a lever for a better future, requires an authentic reflection on our collective past.

PUBLIC OPINION

Since 1978, OISE has produced an independent survey of public opinion about education in Ontario. The 19th edition of the *OISE Survey of Education Issues* was published in 2015.

The highlights included:

- Major public support for increased spending on education;
- Support for provincial testing and for the important role of teachers in assessing students;
- Strong support for full day kindergarten and its emphasis on inquiry/problem solving/play curriculum/pedagogy;
- Strong support for increased use of technology;
- Favoured greater opportunities for students to earn more credit for learning outside of school setting.

3. TEACHING PROFESSION

Given our role in graduate-level teacher preparation and an opportunity to be a global leader in teacher education that is effectively responsive to the ever-changing needs of individuals and society at large, this section explores trends and provides information to stimulate conversations about teacher education at OISE.

PEDAGOGICAL CHANGE

Educational researchers agree that teachers and teaching are the most important influences on student learning, and that “teacher quality” is the single most important predictor of student achievement (OECD, 2005). The profession is becoming increasingly student and “learning” centered, and is often seen as a collaborative effort with students to ensure their long term success. There is an increasing pressure from the “learner of the future” to move away from the subject/discipline-based approach to trans-disciplinary and problem solving approaches to learning. As such, many of OISE’s competitive peers are shifting to different channels of delivery such as through online instruction.

SUPPLY AND DEMAND

Teacher Shortage

While the size of the teacher/educator workforce is considerable, the demand for teachers fluctuates over time due to changes in demographics, a rise and fall in student enrollment, and changes to government policy on the profession. For example, data from 1999-2005 illustrates the growth in the number of educators from 457,000 to 502,000, with three quarters as elementary and secondary school teachers, 15% college or university, and 12% as professors. In this same period, there was a 1% decline in the school-aged population (5-18) coupled with a 9% growth of the postsecondary-aged population (19-24), which resulted in employment growth of 29.6% for university professors, three times higher than the growth in employment for elementary and secondary teachers (8.8%). According to *Transitions to Teaching 2015* (OCT, 2015), due to the sharp increase in teacher retirements a shortage of teachers in Ontario began in 1998 and continued over the next five years.⁵

Teacher Surplus

Following the substantial fall in retirements in the province during the early 2000s there has been an expanding supply of new teachers from Ontario faculties of education, US border colleges, and teacher education programs with ministerial consent to operate in Ontario. This has been in tandem with an

⁵ During 1998-2002 Ontario experienced record-high teacher retirements, an average of about 7,200 annually. This is primarily due to a large numbers of teachers hired in 1960s-1970s all entering an age of retirement at the same time (OCT, 2015).

influx of teachers migrating to Ontario from other provinces and countries. By the mid-2000s, a **teacher surplus developed in Ontario and as a result more certified teachers entered the job market with fewer available jobs in the field**. Consequently, every year during those surplus years, a growing pool of unemployed new teachers, and those in daily supply teaching positions had a much slower process to long term contracts and permanent jobs. With an increasingly competitive job market, each year many new Ontario **teachers were finding employment in non-teaching positions** to either supplement their part time or occasional teaching, or as an alternative to elusive teaching positions. Given the diminishing job market, the number of **applicants to Ontario's teacher education programs declined** from a peak of approximately 16,500 applicants in 2007 to approximately 9,500 by 2013 and 2014.

Phases of Teacher Surplus

The Ontario teacher surplus peaked in 2013 and this prompted the government to reform teacher education in the province with a substantial reduction in the enrollment of students in these programs. Thus resulting in a decreased per-student funding model, and a shift towards a new four-term degree framework that came into effect in September 2015. The government reform to teacher education impacted the **annual intake to Ontario's teacher programs – an approximate 50% reduction compared with pre-2015 levels**. Furthermore, as the first cohort of teachers are to graduate from Ontario's Enhanced Teacher Education programs in 2017, the actual number of new teachers licensed in 2016 will be reduced. The College's most recent survey conducted in 2015, confirms that the **teacher surplus is receding** as new teachers report more positive job outcomes for the second year in a row. For French-language jobs, the teacher surplus is over and we are on the precipice of a new shortage in that area (OCT, 2015).

TEACHER DIVERSITY AND STUDENT POPULATION

Ethno/cultural/racial diversity in Canada continues to increase and thus impacts the diversity of students in our schools. Urban centres such as Toronto have a high percentage of school-age children who are visible minorities. For example, according to the [City of Toronto Diversity Facts](#), in 2006, 47% of Toronto's population (1,162,635 people) identified themselves as part of a visible minority, an increase from 42.8% (1,051,125) in 2001. A representative teacher workforce that mirrors the diversity in our schools is a critical and timely conversation. For example, the Ontario Alliance of Black School Educators (ONABSE) suggests that the teacher workforce does not fully reflect the diversity of students in Ontario's schools (ONABSE, 2015). According to Statistics Canada in 2011, more than one-quarter (26%) of the provincial population was identified as racialized; however, the diversity gap in Ontario schools has a significant demographic divide between teachers and students of colour in the province. In 2011, **only 13% of the province's 205,134 elementary and secondary school teachers were identified as being a member of a visible minority group** (ONABSE, 2015).

OTHER FACULTIES OF EDUCATION

Teacher Education Reform

In Ontario, there are 13 publicly funded faculties of education including OISE. In 2010, to address the growing oversupply of teachers, the provincial government reduced the number of funded spaces by about 850 over a three year period, and in the fall of 2011, pledged to extend the length of teacher education programs. Early in 2013, the government requested faculties of education to continue their effort to reduce intake in their teacher education programs to better align enrollment with actual market demand for teachers, and consequently put faculties on notice that further reductions in enrollment of teacher candidates would be negotiated. In the summer of 2013, the government revealed its plan for teacher education in Ontario including a **significant reduction in enrollment with an extension to programs from two to four semesters, an increase in the practice teaching component from 40 to 80 days coupled with a 33% cut to operating grant allocations for bachelor of education programs in Ontario**. This has had a very serious impact on several universities with a high involvement in teacher education.

OISE as “All Graduate”

In response to the government’s decision, OISE repositioned itself as an all-graduate faculty of education and Ontario’s only institute to offer graduate teacher education programs. This may be considered a move that is in line with the Ontario Government’s strategy to advance postsecondary education system in the province with a differentiation between the publicly funded universities according to their particular strengths (e.g., global rankings, research productivity, types of programs, size and structure). The latest HEQCO report on the *Differentiation of the Ontario University System* (2016) confirms the existence of distinct clusters among Ontario’s 20 universities. This report identifies the University of Toronto as “Ontario’s flagship institution” and the sole lead contender in the province for international top tier status. The report strongly suggests a need to restructure funding and enrollment expectations to ensure the University’s continued position as the leader in the province.

The University of Toronto signed a Strategic Mandate Agreement (SMA) with the Ministry of Training, Colleges and Universities in 2014.⁶ The SMA represents a strong endorsement of the University’s differentiated role within the province as a research-intensive institution with a distinct leadership role, and confirms that the University will add to its current strengths with growth in graduate enrollment and a refocus of teacher education on the existing master’s programs at OISE.

Graduate Education

Enrollment in graduate programs in Ontario has increased by 80% since 2001-2002, and about 14% of all university students in Ontario have studies at the graduate level. Some of the graduate enrollment growth particularly in master’s programs can be attributed to the expansion of online programs. For example, Western offers four degree programs of which two (EdD and MPed) are offered fully online. The Table 5 illustrates combined enrollment (full and part-time) of master’s degrees at faculties of education at the universities of Brock, Queens, Windsor, Western, York and U of T (OISE).

⁶ All publicly funded universities successfully negotiated a strategic mandate agreement with the province that demonstrates their unique strengths, future direction, the breadth of research, and the impact on society and the economy.

**TABLE 5 ENROLLMENT OF MASTER'S DEGREE AT FACULTIES OF EDUCATION
FULL AND PART-TIME COMBINED**

	2011	2012	2013	2014	2015	Total
Brock University	356	341	306	317	288	1608
Queen's University	116	101	110	94	170	591
University of Windsor	50	47	73	103	115	388
Western Main Campus	241	395	433	435	465	1,969
York University	257	228	211	212	198	1,106
Toronto > MA/MEd	1,153	1,116	1,132	1,176	1,191	5,768
Toronto > MT & MA (CSE)	242	243	321	465	681	1,952
Total	3,810	3,830	4,039	4,443	4,980	21,102

Data source: Data extracted from UofT Planning Cube data and the CUDO Common University Data Ontario website (extracted August 15, 2016).

GROWTH OF PROFESSIONAL DOCTORATES

There is discourse in academia about the relevance of professional education doctorates (EdD) in particular, how to distinguish and strengthen this program from other research-stream doctoral programs (PhD). There is much conversation about the topic. According to one study (Chiteng Kot & D. Hendel, 2011), the emergence and growth of professional doctorates can be attributed to several factors including employability of doctoral graduates and critique of the PhD, growth of the knowledge-based economy, the role of higher education, and the involvement of governments. This study examined the growth of professional doctorates in the United States, United Kingdom, Canada and Australia.

Since the establishment of the Doctor of Education degree in the United States by Harvard University (1920s), the first major wave of expansion of professional doctorates occurred in the early 1960s when 34 distinct doctoral degrees (other than PhD and EdD) were conferred including, for example, the Doctor of Nursing Science (DNSc) and Doctor of Psychology (PsyD). Among the professional doctorates offered by 32 American institutions in 2007, the **EdD was the most popular professional doctorate and was offered by 81% of the institutions examined.**

Since the emergence of professional doctorates in Australia in the late 1980s, these types of programs have expanded in late 1990s, and again in 2000, by which time, 72 programs were offered to over 1,600 students. Like Australia, professional doctorates emerged in the UK in the late 1980s and their numbers significantly increased in the last decade. Similarly, the number of UK universities offering professional doctorates has grown from 38 in 1998, to over 50 in 2005.

In Canada, the emergence of professional doctorates dates back to 1894 when the Doctor of Pedagogy (now EdD) was established at the University of Toronto. The University now offers three types of professional doctorates⁷ including the EdD at OISE. The University of British Columbia offers two professional doctorates (EdD and DMA) of the over 90 doctoral programs it offered in 2011.⁸ The Chiteng Kot & D. Hendel study (2011) found the contrasting trend and marked the **lack of expansion of professional doctorates in Canada** when compared to US, UK and Australia. Specifically, two trends characterize Canada's higher education landscape as it relates to doctoral level education. First, the lack of expansion of professional doctorates; and second, the establishment of flexible PhD programs (mainly at U of T) negatively impacts enrollment in EdD programs and their future. Another contributing factor is the lack of growth of professional doctorates in Canada due to public funding cutbacks.

⁷ Doctor of Education (EdD); Doctor of Juridical Science (SJD), and Doctor of Musical Arts (DMA).

⁸ UBC now offers 105 doctoral programs (2016).

4. UNIVERSITY OF TORONTO PRIORITIES

OISE is a key faculty of the University of Toronto, an institution that is consistently ranked as one of the world's top universities. This positions us to take advantage of a wide-variety of collaborative work with other academic units and to contribute to the broader priorities and goals of the University. This section discusses those priorities.

The University of Toronto's mission is to be “an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” Consistently ranked at the top in the world in terms of innovation, teaching, and the impact of its research publications, in 2015, U of T also ranked 10th in the world for the employability of its graduates. The University has released a number of key forward-looking documents in the last decade, including *Towards 2030* and the follow-up piece *View from 2012*. More recently, the President has identified three major priorities that need to be considered as OISE moves forward:

- Leverage the University's position in the Greater Toronto Area as one of the world's most vibrant and diverse urban regions
- Deepen international collaboration
- Enhance undergraduate education

These priorities align with many of OISE's strengths. As the examples outlined below illustrate, OISE has not only contributed to these priorities, but—through an inclusive academic planning process—is able to build on the Institute's strengths, address local and global education challenges, and break new ground in relation to these priorities.

LEVERAGE OUR LOCATION

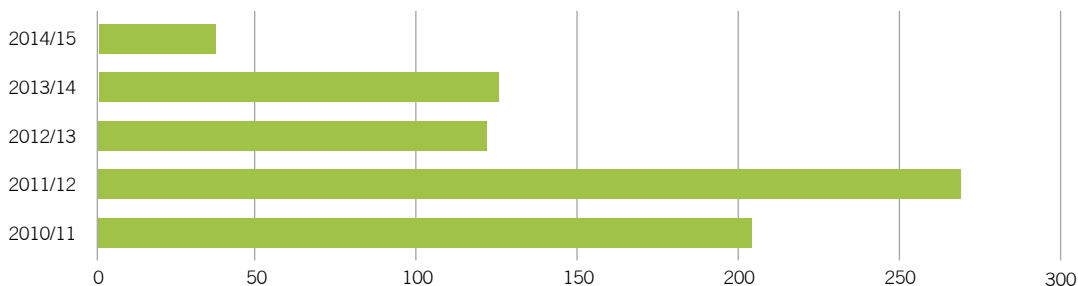
The University of Toronto is fortunate to be situated in the Greater Toronto Area, one of the world's most vibrant and diverse urban regions. It is a mutually beneficial relationship. The University has a commitment to explore new pathways to harness the benefits of its geography, and to deepen its relationships with local partners—public, private, and non-profit. As such, the University is able to continually build on its success as a world-class university with its ability to attract and retain great students, faculty and staff responsible for the University's impressive accomplishments in research, teaching and learning, and societal impact.

Teacher Education and Urban Engagement

OISE's teacher education programs have benefited from school-based cohorts, which deepen school-university partnerships, and provide multiple opportunities for connections between theory and practice. For example, OISE's B.Ed. program has had a longstanding tradition of site-based programming with three partner districts including schools in York Region and in the Toronto District School Board

(TDSB). Site-based programs are a desirable feature of many schools, and school districts are interested to invest as a feature of professional development. In its heyday, 30-40% of OISE's large B.Ed. program was site-based. After a decline in this type of programming in recent years, in 2015-2016, the Master of Teaching program established two school-based cohorts including the Primary/Junior cohort housed at Ryerson Community School in the TDBS, and the Intermediate/Senior cohort at the University of Toronto Schools (UTS). School-based experiences provide opportunities for OISE teacher candidates to connect the theories of teaching and learning to practice in the real world, and to engage in service-learning projects that focus and promote global citizenship.

FIGURE 9 B.ED STUDENTS IN URBAN COHORTS



Support to this type of programming as well as growth in school-based cohorts in the future could be one way of leveraging our location and strengthening partnerships with urban schools in the GTA. Other possibilities might include efforts to increase diversity of students in OISE's teacher education programs to better reflect the GTA's diversity. For example, establishment of special cohorts (e.g., Aboriginal student cohort) could help promote a vision for a stronger Aboriginal presence in post-secondary education and in the teaching profession as a whole.

Other graduate programs at OISE also have a long history of engagement with the urban community in which we live. Strengthening these relationships and community partnerships will be an important question to consider in the planning process.

INTERNATIONALIZATION

As a globally recognized and respected research-intensive university, the University of Toronto is engaged in numerous, diverse international activities with many formal relationships with other universities around the world. These relationships promote research collaboration, enable student mobility and faculty exchanges, contribute to the development of global citizenship and fluency of our students, reinforce the University's global reputation and profile, and support its ability to attract and retain talent in international recruitment markets. As outlined in President's discussion paper on the University's three priorities (2015), an international strategy should address: i) institutional partnerships, ii) student mobility (both outbound and inbound), iii) student recruitment, iv) international presence/profile, and v) coordination across different divisions/campuses.

Student Population/Mobility

According to the Association of the Universities and Colleges of Canada (2014), the proportion of Canadian students who study abroad is relatively low in comparison with many OECD countries. For example, **only 3.1% of total full-time Canadian students participated in a form of study abroad** in 2012-2013 – an increase since 2.2% in 2006. On the other hand, in 2014, the number of international students on Canadian campuses has grown rapidly to 89,000 full-time students in undergraduate programs (almost 11% of all full-time undergraduates), and 44,000 full-time international students in graduate programs (almost 28% of all graduate students). OISE has been internationally engaged throughout its history, and has a strong record of international research initiatives and partnerships, and international/comparative graduate program initiatives. While our community has benefited from the diverse views and perspectives of our international students, opportunities for outbound student mobility have been limited.

International Presence/Profile

international delegations and initiatives with regions from around the world. Several Memoranda of Understanding (MOUs) were established that allowed faculty members to further develop research and programmatic collaboration.⁹ While a comprehensive international strategy for the Institute has yet to be developed, OISE did establish a strategy for its work in China, and this presented itself as a first step and foundational work for the Institute's broader institutional Internationalization strategy.

ENHANCE UNDERGRADUATE EDUCATION

The University provides leading edge education to large numbers of undergraduates. Efforts to rethink undergraduate education are driven by the need to better prepare students for lifelong success in the labour market so that they can contribute to the economic, social and political growth of the region, province, nation, and the world (Gertler, 2012). These goals can be accomplished with the provision of more opportunities for **experiential learning, research-based learning, international learning experiences, innovative use of technology and assistance to students in order to manage the transition from study to work** (Gertler, 2015).

Combined Degree Programs

OISE maintains strong relationships with other divisions at the University of Toronto through a host of research, teaching and outreach opportunities, some of which involve collaboration at the undergraduate level. For example, OISE has been involved in Early Teacher programs with colleagues at the Scarborough and Mississauga campuses of the University, as well as our **Concurrent Teacher Education Program (CTEP)**. As CTEP winds down, the next phase of collaboration in teacher education between OISE and its undergraduate partners is the suite of **Combined Degree Programs**. These programs will provide students with an opportunity to gain early (conditional) graduate admission,¹⁰ as well as offer a clear pathway towards the teaching profession and access to an enriched combination of academic programs.

⁹ A list of MOUs signed over the past five years is included in the *OISE Self-Study*.

OISE's two graduate teacher education programs link with undergraduate programs (MT and MA-CSE)

to offer students an advanced degree and teaching certification along with a broader range of career options in Canada and internationally, as well as a path to doctoral level education. To date, **33 Combined Degree Programs have been approved between OISE and its undergraduate partners** including: Faculty of Music;¹¹ Faculty of Kinesiology and Physical Education; Department of Psychology at the University of Toronto Mississauga;¹² Victoria College; Departments of English, History, Mathematics, Psychology, and Sociology at the Faculty of Arts and Science; Departments of Computer and Mathematical Sciences, Physical and Environmental Sciences, and Centre for French and Linguistics at the University of Toronto Scarborough.

Undergraduate Course Development Fund (UCDF)

Participation in the Provost's Undergraduate Course Development Fund (UCDF) is another important way OISE can make contributions to undergraduate education at the University of Toronto.¹³ Over the past five years, all of OISE's academic departments have participated in undergraduate teaching in the Faculty of Arts and Science through UCDF. Courses range from Equity and Activist Education, Women and Revolution in the Middle East, Critical Race and Anti-Racism Studies, etc. OISE's participation in this initiative helps to inform our development of "big ideas in education" courses for undergraduates at the University. Furthermore, these offerings build on the understanding and importance of education and its impact on individuals, communities and nations. The number of OISE courses offered through **UCDF has grown from two courses in 2011-2012 to nine courses offered in 2015-2016** for a total of \$225,000 in funding generated for OISE. Participation in the UCDF represents not only the opportunity for interdivisional teaching and collaboration for OISE faculty, but also a recruitment strategy for those top undergraduate students into our graduate programs.

Centre for Teaching Support and Innovation (CTSI)

OISE's collaboration with U of T's Centre for Teaching Support and Innovation (CTSI) is evident in the contributions of our faculty (i.e., Professor Carol Rolheiser's leadership at the centre and through several OISE graduates who have and continue to work at the Centre). There may be other opportunities in which OISE we enhance our contributions to this centre.

¹⁰ Eligible undergraduates may apply for a conditional admission to the graduate program year 3 of undergraduate study.

¹¹ The CDP between the Faculty of Music and OISE (MT) was the first CDP to receive governance approval in 2014-2015. All the remaining CDPs listed above were approved in 2015-2016.

¹² This is the only CDP involving OISE's MA-CSE program while the rest of the programs mentioned above are involving the MT program.

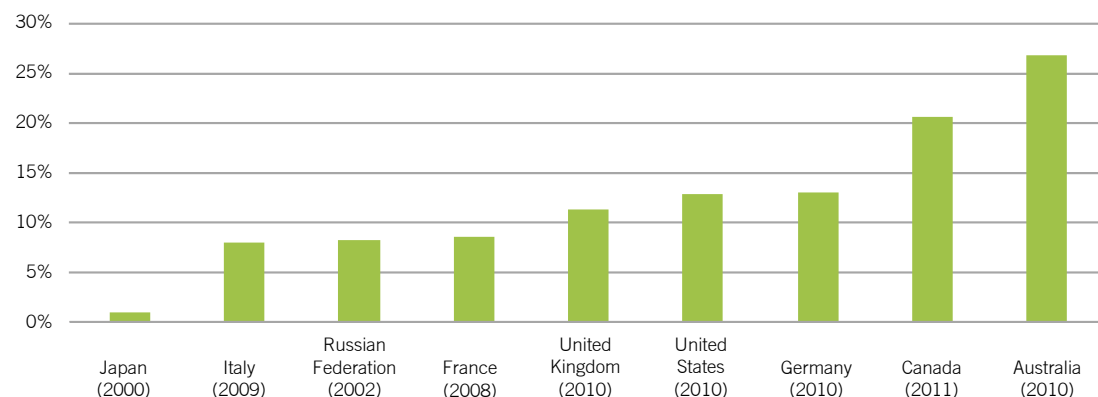
¹³ Established in 2011-2012, the UCDF supports the development and delivery by graduate only divisions of innovative undergraduate courses of interest to particular undergraduate programs allowing undergraduate students to have access to the full range of world-class faculty at U of T.

5. CONCLUSION

As noted, this document is intended to ensure that our planning discussions are informed by what is taking place within and beyond OISE. The companion discussion guide, *OISE Future Reality Discussion Guide*, will raise important questions about where we want to go, and key issues that we should consider, drawing heavily on the information in this brief report. At the same time we recognize that this brief overview of our context is far from complete. Please let us know what contextual features are missing and what should be considered as we move forward, and we will try to address these gaps. In the meantime, as you offer your own advice about our “best future,” feel free to substantiate your ideas with information you feel supports your offerings. Thank you for your participation in this important process.

APPENDIX

**FIGURE 1 FOREIGN-BORN POPULATION, AS PROPORTION OF THE TOTAL POPULATION
G8 COUNTRIES AND AUSTRALIA**



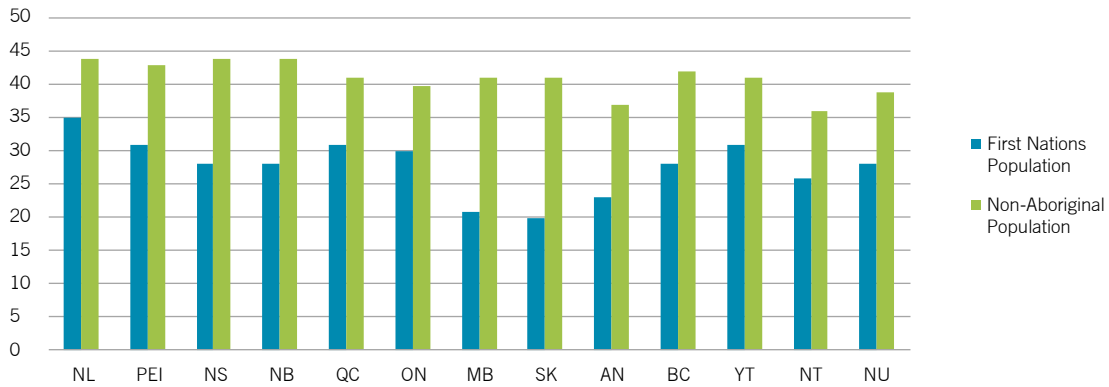
Data Sources: Organization for Economic Cooperation and Development, International Migration Outlook (2012); OECD Publishing (2012); and Statistics Canada, National Household Survey (2011).

TABLE 1 BREAKDOWN OF ABORIGINAL IDENTITY POPULATION

Aboriginal Identity	Number	Percent
Total Aboriginal identity population	1,400,685	100.0
First Nations single identity	851,560	60.8
First Nations single identity (Registered or Treaty Indian)	637,660	45.5
First Nations single identity (not a Registered or Treaty Indian)	213,900	15.3
Métis single identity	451,795	32.3
Inuit single identity	59,445	4.2
Multiple Aboriginal identities	11,415	0.8
Aboriginal identities not included elsewhere	26,475	1.9

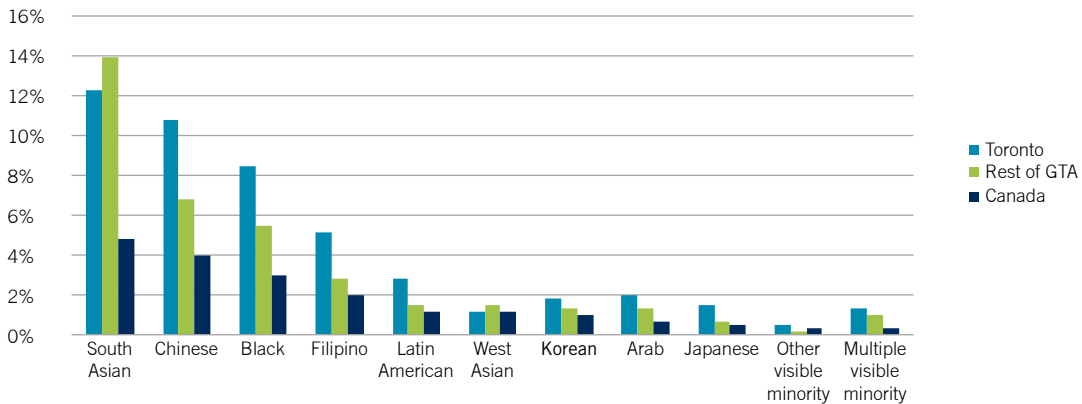
Data Source: Statistics Canada, National Household Survey, 2011.

FIGURE 2 MEDIAN AGE FOR FIRST NATIONS AND NON-ABORIGINAL POPULATION IN PROVINCES AND TERRITORIES (2011)



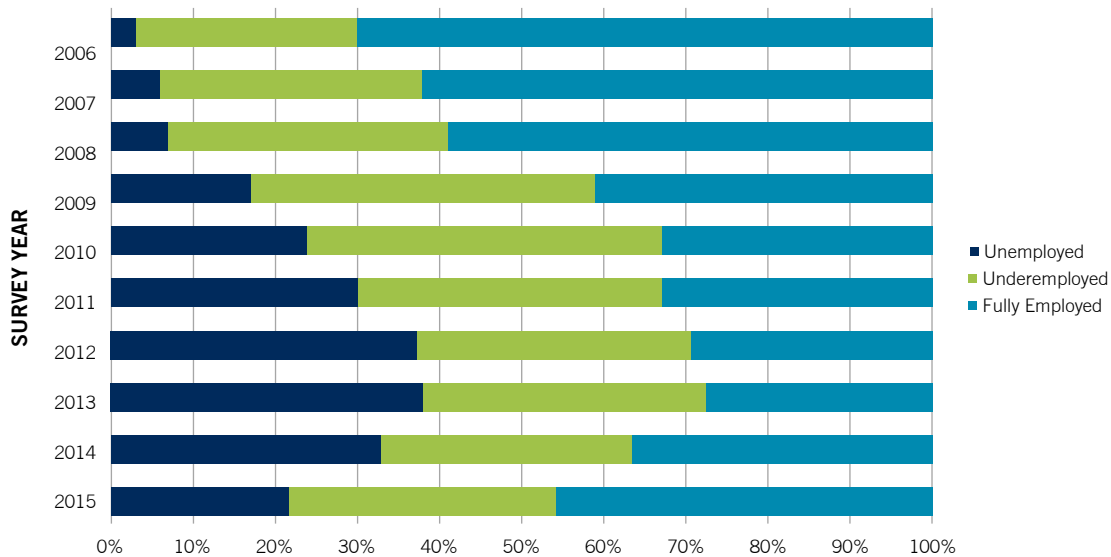
Data Source: Statistics Canada, National Household Survey, 2011.

FIGURE 3 PERCENTAGE OF TOTAL POPULATION BY VISIBLE MINORITY



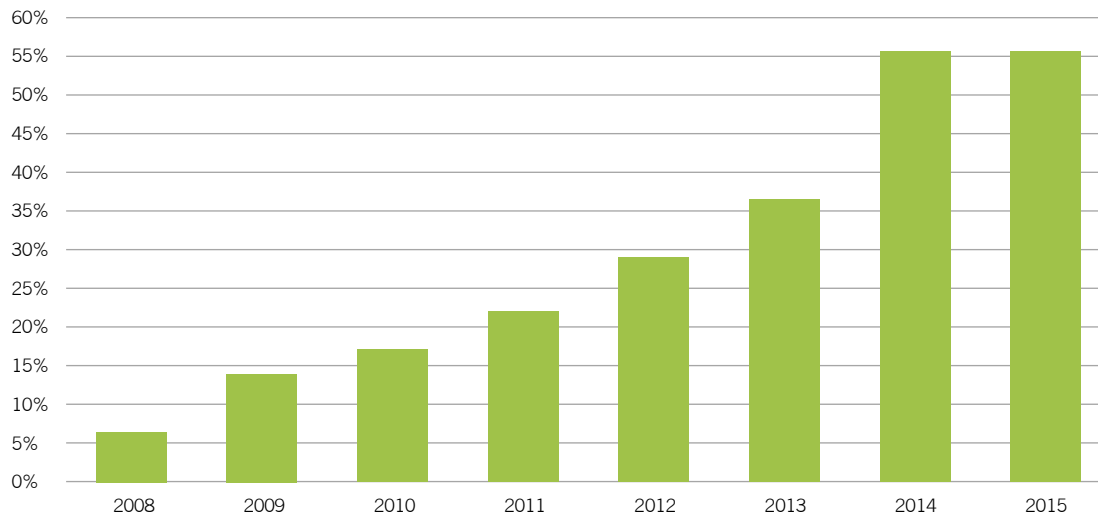
Data Source: Statistics Canada, National Household Survey, 2011.

FIGURE 4 FIRST-YEAR TEACHER JOB OUTCOMES – ALL ONTARIO GRADUATES



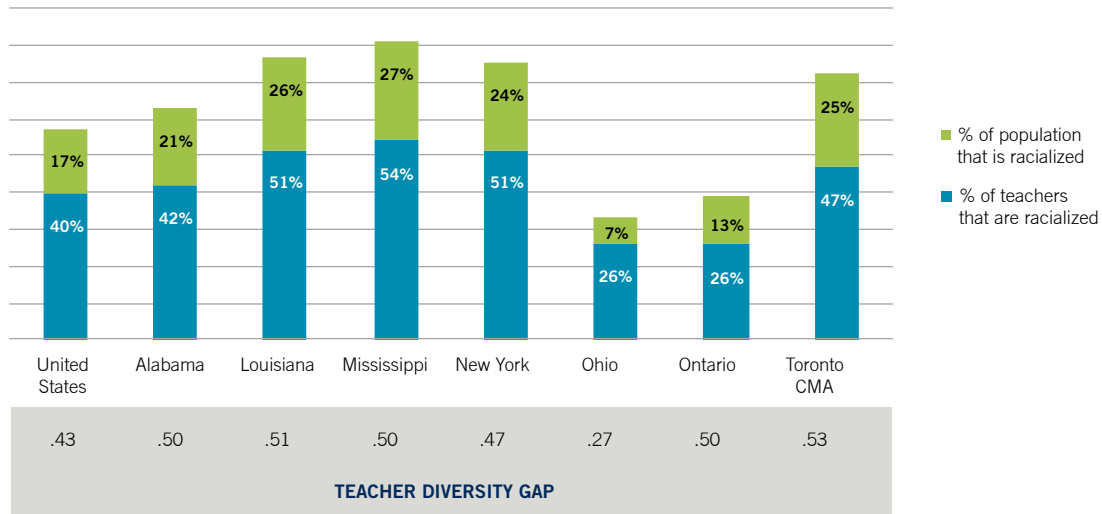
Data Source: Ontario College of Teachers: Transitions to Teaching (2015).

FIGURE 5 FIRST-YEAR TEACHERS WORKING IN OTHER OCCUPATIONS



Data Source: Ontario College of Teachers: *Transitions to Teaching* (2015).

FIGURE 6 TEACHER DIVERSITY



Data Source: Ontario Alliance of Black School Educators

TABLE 2 B.ED STUDENTS ENROLLED IN INNER CITY OR URBAN SCHOOL COHORTS

Year	Inner City				Teaching and Learning for Change in Urban Schools				Total Students
	P/J (0105)	J/I (0115)	SP1 (0150) Bloor	SP1 (0151) Sir Sanford Fleming	SP1 (0150) Bloor CI	SP1 (0163) Central Tech CI	SP1 (0164) Winston Churchill CI	SP1 (0151) Winston Churchill CI	
2010/11	66	66	35	35	-	-	-	-	202
2011/12	65	65	-	-	35	35	35	35	270
2012/13	33	28	-	-	31	-	-	26	118
2013/14	38	24	-	-	29	-	-	30	121
2014/15	N/A	N/A	-	-	29	-	-	-	29

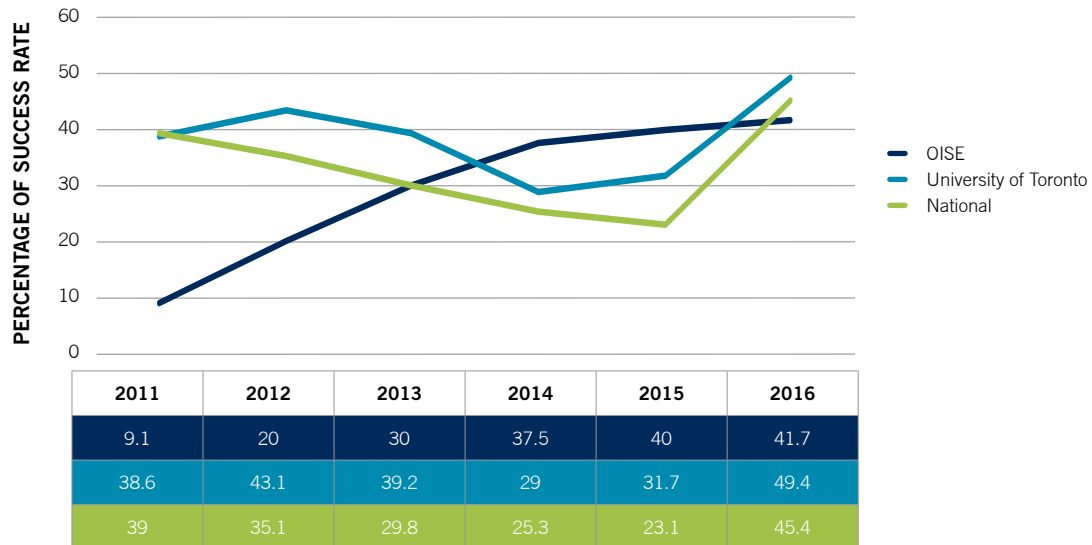
TABLE 3 OISE ACADEMIC STAFF COMPLEMENT BY ACADEMIC YEAR

Employment Category	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Fall 2015
Tenure Stream Faculty	129	129	123	116	112	110	112
Teaching Stream Faculty	18	16	18	20	19	15	14
CLTA Faculty	2	2	2	1	1	1	6
Part-Time Faculty	8	10	13	16	16	15	15
Subtotal UTFA Faculty	157	157	156	153	148	141	147
Sessional Lecturers	108	130	131	125	104	118	87
ICS Lab School Instructors	23	22	25	23	22	22	22
TOTAL	288	309	312	301	274	281	287

TABLE 4 OISE ADMINISTRATIVE STAFF COMPLEMENT BY ACADEMIC YEAR

Year	Total Staff
2011	177.98
2012	170.23
2013	166.93
2014	164.74
2015	149.80

FIGURE 7 SSHRC INSIGHT DEVELOPMENT GRANT SUCCESS RATE



Data Source: Data for unit, faculty and U of T derived from Research Information Systems, 2011 to 2015 national data from SSHRC reports 2011-2015.

TABLE 5 OISE RESEARCH AND ENDOWED CHAIRS

Type of Chair	Area	Faculty Member	Tier (CRC)
Canada Research Chair	Data, equity and policy in education	Scott Davies	Tier 1
Canada Research Chair	Family violence prevention and treatment	Katreena Scott	Tier 2
Canada Research Chair	Moral development and developmental neuroscience	Kang Lee	Tier 2
Canada Research Chair	Aboriginal homelessness and life transitions	Suzanne Stewart	Tier 2
Ontario Research Chair	Research that will refocus scholarship and policy discussions about the quality, efficiency and accessibility of postsecondary education	Glen Jones	-
Endowed Chair	Early child development and education	Jennifer Jenkins	-
Endowed Chair	Education and knowledge technologies	Marlene Scardamalia	-
Endowed Chair	Role of community colleges and other non-university post-secondary institutions	Elizabeth Wheelahan	-

Note: Two applications for Research Chairs are in progress with outcome expected during 2016-2017.

TABLE 6 OISE CONTINUING AND PROFESSIONAL LEARNING OFFERINGS

	Direct Enrollment	Closed Enrollment
PREK-12	<ul style="list-style-type: none"> • Additional Qualifications: Primary and Junior Basic, Intermediate Basic, Senior Basic • Additional Qualifications: Honour Specialist, Three Session Qualification Programs • Additional Qualifications: Tech Ed Basic • Principal Qualification Programs 	<ul style="list-style-type: none"> • Future Educators Summer Program • Teaching English as an Additional Language (TEAL) • Innovation in Pedagogy • Instructional Leadership • Teaching and Learning Walks for K-12 Leaders • School Improvement for Systems Leaders
Post-Secondary	<ul style="list-style-type: none"> • PSE Leaders Program (in redesign) • Faculty Development Program (in redesign) 	<ul style="list-style-type: none"> • Quality and Innovation in Higher Education • Teaching Quality • Teaching and Learning Walks for PSE Leaders
Workplace Learning and Development	<ul style="list-style-type: none"> • Adult Learning Development Program • Online Learning Environments • Workplace Learning Initiative • Professional Series (in development) • Management Series (in development) 	<ul style="list-style-type: none"> • Advanced Facilitation for Workplace Educators • Aligning Learning to Business Needs • Digital Learning Experiences: Considerations for Workplace Educators
Community	<ul style="list-style-type: none"> • Motivational Interviewing • Cognitive Behavioural Therapy – Foundational Program & Specialist 	<ul style="list-style-type: none"> • Future Counsellors Summer Program

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