

OISE COUNCIL

MINUTES of the MEETING of OISE COUNCIL held on **April 24, 2024**, at 3:00 p.m. in Room 12-199

Present: Prof. Erica N. Walker (Dean), Prof. Mary Reid (Chair), Prof. Carly Manion (Vice-Chair), Prof. Kathy Bickmore, Prof. Andrew B. Campbell, Lara Cartmale, Prof. Ruth Childs, Emily Dobrich, Prof. Sameena Eidoo, Prof. Diane Farmer, Prof. Joseph Flessa, Prof. Patricia Ganea, Prof. Rubén Gaztambide-Fernández, Jesse Genereux, Prof. Jen Gilbert, Dr. Sheldon Grabke, Helen Huang, Merva Hutchinson, Prof. Linda Iwenofu, Ana Luisa Lacerda, Prof. Eric Lavigne, Prof. Michelle Lui, Prof. Kimberley MacKinnon, Denise Makovac, Dr. Soudeh Oladi Ghadikolaei, Prof. Denise Paneduro, Justin Patrick, Prof. Michal Perlman, Prof. Dr. Mara Reich, Jeananne Robertson, Joseph Rotich, Prof. Creso Sá, Latifa Soliman, Ahmet Su, Ana Tariq, Prof. Miglena Todorova, Prof. Njoki Wane, Mei Wang, Jenaya Webb, Brandon Wells, Desmond Wong, Prof. Earl Woodruff

Secretariat: Biljana Cuckovic (Secretary of OISE Council), Lisa Smith, Jennifer Tucker, Doug Ullrich

Guests: Rushain Abbasi, Tess Barclay, Zhanina Bregu, Ai-Ri Brown, Prof. Katyn Chmielewski, Prof. Anne Marie Chudleigh, Sugirthan Ganeswararajan, Mindy Harris, Sim Kapoor, Sayeed Orfan, Madelaine Panoulis, Leah Scherk, Dr. Jesse Sims, Flora Zhou

Regrets: Niki Anastasakis, Prof. Joshua Barker (Dean of SGS), Prof. Clare Brett, Prof. Mary Caravias, Indrani Chakraborty, Prof. Charles Chen, Prof. Jody Chong, Prof. Lisa Dack, Kimberly Dsilva, Julia Duncan, Michel Ferrari, Iman Fouad, Prof. Antoinette Gagné, Simran Gauba, Prof., Prof. Meric Gertler (President), Prof. Roy Gillis, Prof. Jennifer Jenkins, Fadi Kayale, Noah Khan, Prof. Kang Lee, Prof. Amal Madibbo, Prof. Alexandra Makos, Alanna McKnight, Prof. Sarfaro Niyozov, Nikoletta Papadopoulos, Prof. Michele Peterson-Badali, Prof. Shakina Rajendram, Dr. Elisabeth Rees-Johnstone, Ghayas Shams, Prof. Tracy Solomon, Prof. Angela Vemic, Yuze Yang, Prof. Trevor Young (Provost), Andrea Zdzylowski, Yang Zhang

Acknowledgement of Traditional Land

The Chair welcomed members and guests to the fourth meeting of Council in 2023-2024 and read the land acknowledgement statement.

1. Review of Agenda

The agenda for the meeting was reviewed and accepted.

2. Review and Approval of the Minutes of the Previous Meeting

Minutes of the February 21, 2024, meeting of OISE Council were approved.

3. Chair's Report

The Chair reported on the Executive Committee meeting held on April 15, 2024, and noted that the secretariat commenced the process to determine the governance schedule for 2024-2025, which will be finalized and published on the governance website no later than July 1, 2024. Given that this was the final meeting of OISE Council in 2023-2024, the Chair thanked all members for their participation and contributions to the governance process this year.

4. Dean's Report

Dean Walker commenced her report by thanking members of the community for their participation and contributions to the ongoing academic planning process with special thanks to the Deans and Chairs, members of the Academic Planning Engagement Team, and students, faculty and staff who participated in the focus groups, and the Big Questions survey. The Dean highlighted that multiple voices and stories shared during the consultation phase are important for creating a renewed vision for OISE and determining academic priorities for the next five years. She noted that a rich set of themes was emerging from the consultations that will guide the next phase of the planning including identifying priorities to better support faculty and staff, enrich student and learner experience; deepen OISE's existing and develop new partnerships, and leverage the network and support of alumni and donors for the future.

Reflecting on her work as a mathematics education professor and researcher, the Dean shared her enthusiasm for working on puzzles as a metaphor for collaborative creativity and action, noting that there are several puzzles in the Dean's Office available for members of the community to join in helping to solve them. With regards to the past academic year and work with members of her immediate team, the Dean noted that working on puzzles helps to generate ideas, develop a clear path forward, and gain a sense of accomplishment. She then thanked members of her office and her leadership team for their work and support for the many activities during the 2023-2024 academic year.

Turning to awards and honours, the Dean highlighted OISE's Excellence Awards program and acknowledged several faculty and staff members whose achievements were recognized at the annual Excellence Awards celebration held on April 2, 2024. She also acknowledged faculty recipients of external awards including Professor Cassie Brownell, the winner of the AERA Division C Jan Hawkins Award; Professor Chloe Hamza, the recipient of the Ontario's Early Researcher Award; Professor Kang Lee, the recipient of the Social Sciences and Humanities Research Council (SSHRC) Insight Award; and Professor Amal Madibbo, the recipient of the SSHRC Scholarly Book Award. The Dean also acknowledged OISE student recipients of prestigious awards including doctoral candidate Shezadi Khushal, the winner of the Ludwik and Estelle Jus Memorial Human Rights Prize (Emerging Leader).

In addition to the already mentioned successful OISE Excellence Awards Celebration held on April 2, 2024, the Dean highlighted the annual R.W.B Jackson Lecture featuring Professor Jarvis Givens of the Harvard Graduate School of Education, which was held on April 17, 2024, and was a success with attendance from OISE, the University of Toronto and beyond. OISE's annual reception at AERA held on April 13, 2024, was an opportunity to highlight and celebrate the work of the Institute's faculty and students in carrying out impactful and innovative research. Additionally, the Dean reported that several research conferences were held at OISE in the winter term and acknowledged graduate student organizers of the successful Graduate Student Research Conference held on March 22-23, 2024.

Further on the academic planning activities, the Dean acknowledged members of the two working groups: on Doctoral Student Experience chaired by Professor Joseph Flessa, Associate Dean, Programs; and on Pedagogical Excellence chaired by Professor Clare Brett. Comprised of students, faculty and staff, both groups have done a lot of work over the course of the academic year. The Working Group on Doctoral Student Experience completed its work and submitted a report to the Dean, which was being reviewed. The Working Group on Pedagogical Excellence will continue its work throughout the spring and has come up with creative ways to share their findings that will benefit educators within and beyond OISE. The working group reports, as well as the outcomes of the academic planning, will inform the work at the coming OISE's Leadership retreat, which will be held in early July 2024. The Dean highlighted that she looks forward to welcoming three new department Chairs who will commence their terms in July, and thanked faculty, students and staff serving on the advisory committees that will help select the next academic leaders of the three departments including Applied Psychology and Human Development (APHD); Leadership, Higher and Adult Education (LHAE); and Social Justice Education (SJE). The

Dean then thanked the outgoing Chairs of APHD and SJE, Professor Earl Woodruff and Professor Njoki Wane, for their leadership of their respective departments, and for their contributions to OISE.

In closing her report, the Dean highlighted that she looks forward to the spring convocation ceremonies to celebrate OISE graduates and honour two alumnae, Rosemary Sadlier and Zanana Akande, who will receive the University of Toronto honorary doctorates at OISE's two ceremonies on June 7 and June 19, 2024. She then thanked members and guests in attendance for a productive academic year, and extended wishes for a restful and restorative summer.

Following the Dean's report, a student member asked a question whether the reports of the working group on pedagogical excellence will be shared with the community. The Dean confirmed that this report will be made available once it is finalized.

5. Reports from Standing Committees

- A. Academic Programs** – Professor Carly Manion, Chair of the Academic Programs Committee, reported on the Committee's proposals approved at the meeting held on March 22, 2024.

Prof. Manion reported that, at its final meeting of the year, the Committee approved one major modification – significant change to an existing program recommended to Council for approval; three minor program modifications, and four new courses presented to Council for information. The Committee also received updates from the Associate Dean, Programs on initiatives in the portfolio.

FOR APPROVAL: Doctor of Education (EdD) in Educational Leadership and Policy

Prof. Manion invited Prof. Katyn Chmielewski to present the proposal. Professor Chmielewski described the proposed changes, which included: (1) adding the hybrid delivery option; (1) changing the program requirements; and (3) revising the program description.

The hybrid delivery option will appeal to working professionals allowing students to take between one-third and two-thirds of their courses online. The in-person delivery option will remain available to students who take no more than one-third of their courses online, and will appeal to international students, and domestic students who prefer in-person engagement. The delivery option of each student's degree will depend on their selection of elective and research methods courses.

The change to the program requirements replaces two required research methods courses (LHA3005H & LHA3006H) with any two research methods courses selected by the student in consultation with the faculty advisor. Two additional required courses (LHA3004H & LHA3041) will be replaced with one new required continuous seminar course: LHA3009H Professional Development Seminar for the EdD, and 0.5 elective FCE. The continuous Professional Development Seminar will foster a community of practice within the EdD cohort, and the added flexibility regarding course requirements will allow students to customize course selections to a more diverse range of interest.

Revising the EdD program description will re-articulate the program's objectives in order to align with current trends in the discipline, with the recently revised program descriptions for three other ELP degrees (PhD, MA, and MEd), and with the other program descriptions in the LHAE department.

Following the presentation of the proposal, a student member commended the department on this innovative change that enhances flexibility for students in terms of course selection, while building the community with the new required continuous seminar course.

On a motion duly moved, seconded and carried, IT WAS RESOLVED,

THAT changes to the Doctor of Education (EdD) in Educational Leadership and Policy including (1) the added hybrid delivery option; (2) the modified course requirements, and (3) the revised program description BE APPROVED effective September 2024.

Of 38 members present and voting, all were in favour, none abstained, none opposed.

Prof. Manion also reported that the Committee approved the following minor program changes and new courses:

FOR INFORMATION: Minor Program Modifications

- Child Study and Education (MA) – changed title of one of the required courses
- Collaborative Specialization in Comparative, International and Development Education (MA, MEd, EdD, PhD) – modified lists of core and elective courses
- Counselling Psychology, Field in School Psychology (EdD) – changed program requirements

FOR INFORMATION: New Courses

- APD1229H Fostering Black Mental Health from Childhood to Emerging Adulthood Through Anti-Racist Practices
- SJE1415H Méthodologies narratives en éducation: récits, contre-récits et récits alternatifs RM
- SJE1418H Sociologie de l'enfance, éducation et inégalités entre élèves
- SJE2050H Disability Studies Through Narrative Inquiry

B. Equity – Professor Andrew B. Campbell, Chair of the Equity Committee, reported on the Committee's discussions at the meeting held on April 2, 2024.

Professor Campbell began his report by thanking members of the Equity Committee for their commitment and contributions to the Committee's work this year. At their fourth meeting of the year, the Committee reflected on learning and insights from the second annual Equity Symposium, which was held on March 20, 2024, and was well attended by faculty and staff. The Committee also heard presentation from Dr. Sheldon Grabke, Registrar and Senior Director, Student Experience, regarding applications and admissions data with a focus on diverse student recruitment. For the coming year, the Committee will focus on diverse recruitment as a priority, as well as on reviewing and reflecting on the broader purpose of the Equity Committee.

A question was raised whether data on applications and admissions will be accessible to the Departments. It was explained that Dr. Grabke would be pleased to attend departmental meetings to share this data with faculty and staff.

C. Research – Professor Rubén Gaztambide-Fernández, Chair of the Research Committee provided an update on the Committee's discussions from the March 20, 2024, meeting.

At its final meeting of the year, the Committee had a productive discussion with Jenaya Webb, Director of OISE Library, regarding open access policy and practices. Professor Gaztambide-Fernández also reported on the outcomes the review of OISE's research centres type EDU:C that was central to this year's activities. During the fall term of 2023, the centre Directors were invited to submit self-studies on behalf of their EDU-Cs in accordance with the divisional review process. On March 6, 2024, the EDU:C Reviews Subcommittee met to review the self-studies, discuss findings, and arrive at recommendations regarding the renewal of the EDU-Cs. These recommendations were presented at the March 20, 2024, meeting of the Research Committee. Professor Gaztambide-Fernández highlighted that two centres were not reviewed including the Centre for Black Studies in Education (CBSE) (recently established); and the Institute for Knowledge Innovation and Technology (IKIT) (at a point of transition not yet finalized). Based on the subcommittee recommendations, the Research Committee approved the renewal of the thirteen EDU-Cs, albeit for different term lengths. The following centres were renewed for a five-year term, effective May 1, 2024:

- Atkinson Centre for Society and Child Development

- Comparative, International, and Development Education Centre (CIDEDEC)
- Centre for Educational Research on Languages and Literacies (CERLL)
- Indigenous Educational Research Centre (IERC)
- Centre for Integrative Anti-Racism Studies (CIARS)
- Centre de recherches en éducation franco-ontarienne (CREFO)
- Centre for the Study of Canadian & International Higher Education (CIHE)
- Centre for Urban Schooling (CUS)

The following centres were renewed for a three-year term, effective May 1, 2024

- Centre for Leadership and Diversity (CLD)
- Centre for Learning, Social Economy and Work (CLSEW)
- Dr. R. G. N. Laidlaw Centre
- Centre for Science, Mathematics and Technology Education (SMT)

Related to the centres renewed for a three-year term, the subcommittee noted that EDU-Cs have a multidisciplinary emphasis with faculty connections with colleagues beyond their individual host departments, which was not apparent from the self-studies of these centres. Therefore, the subcommittee recommended that these centres consider whether their work was more closely aligned with department-focussed (EDU-D) centres.

The following centre was renewed for a two-year term, effective May 1, 2024

- Centre for Media and Culture in Education (CMCE)

Related to CMCE, the subcommittee recommended that, pending a new Director being named effective July 1, 2024, the Centre be renewed for a two-year term to allow the time for the director and members of the centre to engage in a strategic planning exercise regarding the centre's future.

A student member raised a question regarding the elements of the self-study the centres are required to submit. It was explained that these documents typically include a review of activities and collaborations of the center, a discussion of structure and administration, a section on knowledge mobilization and outputs, and the plan for the future.

6. OISE GSA Student Experience Survey: Full Report

Justin Patrick, President of OISE's Graduate Students Association (GSA), and Zhanina Bregu, GSA volunteer, presented the GSA Student Experience Survey (full report). The preliminary survey data was presented to OISE Council at its December 13, 2023, meeting and was focused on academic publishing and teaching opportunities. It was highlighted that the 2023 Student Experience Survey represented the follow up to the similar survey conducted in 2016. A total of 286 students (estimated 8%) participated in the 2023 Survey. The presented data included breakdowns by department, degree type, year of study, and study option (i.e. full-time, part-time). In terms of the funding, the survey data indicated that most students (more than half of those surveyed) were not satisfied with the funding they receive for their graduate studies and are looking for more support in this area including opportunities for bursaries, grants, and scholarships, as well as funding support for travel and participation in academic conferences. Regarding the process to obtain academic advising and secure a supervisor, the majority of students in the thesis-based programs (35.7%) are satisfied with this process, while 29.7% are not satisfied, and 34.6% are neutral. The majority of students surveyed (50.3%) are satisfied with the timely and beneficial feedback provided by their supervisor, while 16.4% are not satisfied, and 33.2% are neutral concerning this aspect of their study. Relatedly, 56.3% of students surveyed perceive their relationship with their supervisor to be positive and supportive, while 8.7% disagree and 35.0% are neutral. In terms of the

equity, diversity and inclusion related supports, the majority of students surveyed 59.4% believe that OISE provides sufficient resources, programs and support to foster the academic success of its diverse student body, while 15% disagree, and 25.5% are neutral. Relatedly, 61.2% of students surveyed are satisfied with access to equal opportunities at OISE regardless of their identities or backgrounds, while 15.3% disagree, and 23.4% are neutral. In terms of facilities, the majority of students 48.3% have no opinion/preference related to office space allocated for students, while 24.1% are satisfied with the existing student offices, and 27.6% are not satisfied and would like to see improvement to student office spaces. Relatedly, 55.6% of students surveyed believe that the departmental student associations should have their dedicated physical space in the OISE building, while 12.6% of students disagree and 31.8% are neutral regarding this matter. Related to effective communications, the majority of students surveyed (66.8%) are in support of the departmental student associations having their dedicated student listservs, while 22.4% are unsure, and 10.8% do not support this. Currently, as per the Constitution of OISE Council, GSA President is a non-voting *ex-officio* member of the Council, and the majority of students surveyed (70.3%) believe that this position should have voting rights. Ideas for the future emerging from the survey included establishing a squad system where students across departments and years of study could be grouped together by research interests, the development and offering of courses on education and how it intersects with other disciplines catered to undergraduate students outside OISE that could be taught by OISE doctoral students (e.g. Introduction to Medical Education, Introduction to Political Science Education), and applying EDI principles to OISE governance.

In closing, GSA President invited Council members to review the full survey report available on the GSA website. A member commended the GSA on conducting the survey and sharing the data that is helpful to inform student experience related services and programs at OISE.

7. Adjournment

The formal part of the meeting was adjourned at 4:05 p.m. and transitioned into a reception for members and guests of Council.