

**University of Toronto Quality Assurance Process (UTQAP)
Cyclical Review: Final Assessment Report & Implementation Plan**

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| Program(s): | Adult Education & Community Development (MA, MEd, PhD) Educational Administration (MA, MEd, EdD, PhD) Higher Education (MA, MEd, EdD, PhD) |
| Division/Unit: | <i>[review of programs only; as of July 1, 2012, programs belong to Department of Leadership, Higher & Adult Education, Ontario Institute for Studies in Education of the University of Toronto]</i> |
| Commissioning Officer: | Dean, Ontario Institute for Studies in Education of the University of Toronto |
| Reviewers (Name, Affiliation): | 1. Dr. Lesley Andres, Professor, Department of Educational Studies, University of British Columbia 2. Dr. Viviane Robinson, Distinguished Professor and Director, Centre for Educational Leadership, University of Auckland 3. Dr. Miriam Zukas, Executive Dean and Professor of Adult Education, School of Social Sciences, History & Philosophy, University of London, Birbeck |
| Date of review visit: | March 1-2, 2012 |
| Date reported to AP&P: | October 29, 2012 |

1. Outcome:

- The Committee on Academic Policy and Programs (AP&P) requested a follow up report in two years on MA program viability, curriculum coordination across nine degrees and different areas, and the major shifts and changes the programs and department are undergoing.

2. Significant program strengths:

- Innovative qualities and reputation of specific programs
- Strong international reputations of individual faculty
- High quality applicants
- Adult Education & Community Development: “exceptionally student-focused program”; well-integrated opportunities for learning beyond the classroom and opportunities for action research
- Educational Administration: program focus reflects current international policy and research themes
- Higher Education: strong courses in administration

3. Opportunities for program improvement and enhancement. The reviewers recommended that the following be considered:

- Reducing the number of degrees offered by the unit and establishing substantive differentiation amongst them
- Rationalizing course offerings including the development of common PhD, EdD and MA seminars to enhance student learning and research opportunities
- Developing a more structured research methods curriculum
- Developing a common understanding about comprehensive examinations across the department’s programs
- Assigning a research supervisor at admission
- Resolving the discrepancy between the numbers of registered and active students
- Renewing faculty at the junior level
- Developing strategies to ensure all faculty apply for research grants on a regular basis
- Developing a shared faculty vision of the Department’s collective purpose and identity, and committee and administrative structures to support this vision
- Higher Education program: developing strategies to improve student success in external funding competitions

4. Implementation Plan

The Dean undertook in consultation with the Department to support the following changes:

- Medium Term (1-2 years)
 - Developing a shared faculty vision and structures to support this

- i. The Department is identifying opportunities and activities to bring faculty from different programs together, including developing a shared vision for the Department and establishing new departmental committees with broad representation, collaborative decision-making and clear meeting schedules
- Reducing the number of degrees
 - i. The Department and the Office of the Associate Dean, Programs, along with other OISE departments will collaborate on program planning issues including reviewing degree and delivery options; the Department will also discuss these issues internally through its Curriculum Committee
 - ii. The Department will develop proposals to modify its programs addressing differentiation, consolidation of programs, differentiation between degree requirements and learning outcomes and development of a core sequential curriculum for each program
- Rationalizing course offerings; developing a more structured research methods curriculum
 - i. The Department is reviewing its course offerings to develop core departmental courses in quantitative methods and common PhD, EdD and MA seminars
 - ii. OISE's Department of Applied Psychology and Human Development will offer a course in multi-level modeling in social scientific and educational research open to all OISE students
- Developing a common understanding about comprehensive examinations
 - i. The Department will review comprehensive examination procedures to ensure consistency and transparency across programs
- Developing strategies to improve student success in external funding competitions (Higher Education programs)
 - i. The Department will establish a scholarship committee that will identify opportunities for and enhance the level of external funding for students
- Assigning a research supervisor at admission
 - i. The Department will reinforce its existing mentorship model to ensure that each student is assigned a supervisor on admission, and new admissions will be stabilized to ensure supervisory capacity and effective doctoral stream planning and balance
- Resolving the discrepancy between the numbers of registered and active students
 - i. The Department will address the issue of registered/active students by implementing a core sequential curriculum for each program requiring registration in fall and winter terms; publicizing expectations regarding completion dates and the lack of supervision outside of registration; implementing standardized annual reviews of student progress; and not providing workload credit for faculty supervising un-registered students
- Developing strategies to ensure all faculty are applying for research grants
 - i. The Department's Research Committee will support faculty applying for grants and provide seed money to stimulate new areas of inquiry
 - ii. The Department and Office of the Associate Dean, Research will establish a mentorship program to support faculty research and encourage faculty to engage in collaborative research with others as part of the Institute for Human Development
- Longer Term (3-5 years)
 - Renewing faculty at the junior level
 - i. The Department will develop a five-year faculty renewal plan this fall

The Dean's Office will follow up annually with the unit on these plans to assess progress.

5. Executive Summary

The reviewers identified the programs' strengths as innovation, strong international reputation of individual faculty and high quality applicants. The strengths of specific programs included exceptional focus on students, well-integrated opportunities for learning beyond the classroom and opportunities for action research (Adult Education & Community Development); program focus reflective of current international policy and research themes (Educational Administration); and strong courses in administration (Higher Education). The reviewers recommended that the following issues be addressed: number of and differentiation amongst degrees, need for rationalization of course offerings and more structured research methods curriculum, cross-program understanding of comprehensive examinations, access to research supervisors, discrepancy between the number of registered and active students, faculty renewal, support for student and faculty external funding applications, and shared departmental vision. The Department is identifying opportunities and activities to bring faculty from different programs together, to develop a shared vision and establish new committee structures, which will include scholarship and research committees that will support external funding applications for students and faculty respectively. The Department and the Office of the Associate Dean, Programs, along with other OISE departments will collaborate on program planning issues including reviewing degree and delivery options. The Department will develop proposals to modify its programs addressing consolidation of programs, differentiation between degree requirements and learning outcomes and development of a core sequential curriculum for each program. Implementing a core sequential curriculum for each program requiring registration in fall and winter terms will help address the issue of registered/active students, as will implementing standardized annual reviews of student progress and clarifying expectations to students and faculty regarding completion dates and supervision. The Department is reviewing its course offerings to develop core departmental courses in

quantitative methods and common PhD, EdD and MA seminars; students will also have access to an OISE-wide course in multi-level modeling in social scientific and educational research. The Department will review comprehensive examination procedures to ensure consistency and transparency across programs. The Department will reinforce its existing mentorship model to ensure that each student is assigned a supervisor on admission, and new admission will be stabilized to ensure supervisory capacity and effective doctoral stream planning and balance. The Department and Office of the Associate Dean, Research will establish a mentorship program to support faculty research. The Department will develop a five-year faculty renewal plan in Fall 2013. The Committee on Academic Policy and Programs (AP&P) requested a follow up report in two years on MA program viability, curriculum coordination across nine degrees and different areas, and the major shifts and changes the programs and department are undergoing.