

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Programs Reviewed:	Master of Teaching (MT) Curriculum and Pedagogy (MEd, MA, PhD) Language and Literacies Education (MEd, MA, PhD)
Unit Reviewed:	Department of Curriculum, Teaching and Learning (CTL)
Commissioning Officer:	Dean, Ontario Institute for Studies in Education
Reviewers (Name, Affiliation):	Ali A. Abdi, Professor, Department of Educational Studies, Faculty of Education, University of British Columbia John Furlong, Emeritus Professor of Education, Oxford University Jin Sook Lee, Professor and Vice Chair of the Department of Education, University of California, Santa Barbara
Date of Review Visit:	February 6-7, 2020
Date Reported to AP&P:	October 27, 2020

Previous UTQAP Review

Date: March 5-6, 2012

Summary of Findings and Recommendations

Significant program strengths:

- High quality programs
- Unique MT program allows completion of initial teacher certification and master's degree
- High level of student satisfaction
- Faculty research productivity and output
- Faculty commitment to a collegial and supportive culture for colleagues and graduate students

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

- Restructuring current programs to build on faculty research and teaching strengths
- Re-examining course offerings to ensure appropriate breadth and depth, ongoing viability, and coverage of existing and new areas, including Second Language Education and Aboriginal Education
- Fostering interdisciplinary and cross-departmental collaborations and synergies in program planning and development as well as research
- Assessing the nature of teaching staff resources in the department
- Developing effective enrolment strategies for the proposed expansion of the MT, M.Ed. and Flex PhD programs that meet the needs and demands of students and external stakeholders while balancing resources

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response(s); OISE Academic Plan 2017-2022; Access to the Ontario College of Teachers Accreditation Decision for the Master of Teaching program's accreditation renewal (2016); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units; community partners including representatives of collaborating school boards and teacher federations.

Current Review: Findings and Recommendations

1. Undergraduate Program (n/a)

2. Graduate Program

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CTL excels in both in its teaching and research contexts
 - ▶ Unique and highly-regarded MT program integrates research and practitioner training; expansion and modification of the MT program, despite considerable budgetary constraint, is the department's single largest achievement since the last review
 - ▶ Curriculum and Pedagogy (C&P) and Language and Literacies Education (LLE) programs are among the best specialist programs in Canada, with excellent international reputations
 - ▶ Thorough, insightful, forward-looking self-study
 - ▶ Students appreciate the quality of the programs and the rich array of elective courses offered across the department
- Objectives
 - ▶ Students feel that the new C&P program title more clearly represents their scholarly identity
 - ▶ LLE: positive name change from "Second Language Education" better reflects the program's academic foci and current state of the discipline
- Curriculum and program delivery
 - ▶ Ongoing work to harmonize MT course offerings reflects commitment to equity, criticality and social justice
 - ▶ Nearly all MT students are supervised by instructors with doctoral qualifications and extensive field experience
 - ▶ MT: Emphases on developing students' research literacy, providing research experience on small projects, and developing research-informed core and elective courses, are vitally important aspects of the program
 - ▶ Students spoke positively of the C&P program move "from a more positivist tradition of analytic and theoretical training to a more humanistic tradition"
 - ▶ C&P and LLE students appreciate programs' non-prescriptive nature, allowing coursework and research pursuits to align with their individual interests

- ▶ Programs provide ample research participation opportunities; students report that they are well-trained in research and highly competitive for academic positions
- Accessibility and diversity
 - ▶ Students appreciate department's commitment to criticality, to issues of diversity and equity, and to Indigenous and antiracist education
 - ▶ C&P currently developing specialization in critically-needed area of Indigenous education
- Student engagement, experience and program support services
 - ▶ Student comments describe learning experiences as "transformative" and "eye-opening" and reflect positively on the accessibility of both faculty and administrative staff
 - ▶ Strong support structure and focus on student mental wellness
 - ▶ MT students' unique internship and community-engaged learning opportunities provide additional training outside of required practicum
 - ▶ LLE students appreciate the program's stimulating learning environment, strong sense of community, and experienced, approachable faculty
- Quality indicators – graduate students
 - ▶ CTL programs attract large numbers of highly-qualified applicants

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ Over 80% of MT courses taught by sessional staff, which leads to challenges with ensuring consistent, high quality, and research informed teaching
 - ▶ MT practicum meets minimum Ontario College of Teachers requirement, however the structure (four 4-week placements across the length of the program) does not provide experience teaching over a longer period of time; a longer placement toward the end of the program would align better with comparable programs internationally
 - ▶ MT practicum students commented on the need for more consistent opportunities to debrief with their fellow students
 - ▶ Theory-into-practice model used in MT program "is now being widely questioned in many countries" and may not align with current best practices for preparing "high quality professionals who can use and do research in their day-to-day practice."
 - ▶ Faculty and students commented on significant negative impacts of sharing courses between MT and C&P/LLE programs, including large class sizes and reports that teaching was moved to twilight sessions in order to accommodate MT students; reviewers also noted some difficulty aligning the academic needs and expectations of students in different programs, students expressed a desire for "more advanced courses... tailored to their particular needs"
 - ▶ Expansion of MT program has resulted in increased workload for faculty and staff and is likely to limit the "very wide range of courses" that have been offered in the department
 - ▶ Uncertainty about the coherence of the C&P program specializations and whether they align with the goals and vision of the program as a whole
 - ▶ Student complaints that a "significant number" of C&P courses listed in the program bulletin each year are not actually offered; reviewers observe that "not all of the rich array of specialist courses currently listed can or should be sustained"

- ▶ Students report that core LLE courses, such as those on language acquisition, are no longer offered due to reductions in faculty complement
- ▶ Boundaries in course offerings between C&P and LLE, and the coherent vision of LLE, “were not entirely clear”; reports of student confusion over courses offered within C&P that seem to align more closely with LLE program
- ▶ Across all programs, emphasizing qualitative over quantitative methods of instruction may limit students’ ability to engage with “an increasing proportion of international literature” and to secure employment internationally
- ▶ Consistent criticism from doctoral students regarding lack of opportunity to gain teaching experience; students entering the academic job market without this experience are at a serious disadvantage
- Accessibility and diversity
 - ▶ Unique internship and community-engaged learning opportunities in MT program are not readily available to all students
 - ▶ MT students appreciate department’s overall commitment to diversity but noted that “such commitment was not currently reflected in the staffing of the program”
- Student engagement, experience and program support services
 - ▶ MT students raised concerns about difficulty of offering honest feedback on practicum placements, due to personal relationships between university staff and the Associate Teacher at their placement
 - ▶ Students commented on variable quality of supervision and support, C&P students noted in particular a lack of guidance in choosing courses
- Student funding
 - ▶ Offering funding for one international PhD student per year is “highly problematic” and jeopardizes department’s international teaching and research connections and overall reputation as a centre of international excellence

The reviewers made the following **recommendations**:

- Objectives
 - ▶ Continue refining relational aspect of all three programs with a smaller and more coherent set of “inter-connected organizational emphases”
 - ▶ Consider additional ways to integrate the activities of the MT program into the academic life of the C&P and LLE programs and vice versa, in particular via the “teacher education and professional development” research theme
 - ▶ Refine rationale and intellectual vision for the LLE program to clarify the relationship and enhance links with C&P program, and to distinguish itself from other international programs in language and literacies
- Curriculum and program delivery
 - ▶ Implement more robust procedures to monitor and promote quality and consistency of teaching in the MT program
 - ▶ Reconsider timing and length of MT practicum placements, and provide practicum students with more consistent opportunities to share and discuss their experiences

- ▶ Consider ways to adapt MT program’s theory-into-practice model to align with current international best practices and ensure that students have the opportunity to develop research-informed teaching
- ▶ Address issues and tensions resulting from joint teaching and cross-listing of courses between MT and C&P/LLE programs as a matter of priority; ensure that C&P/LLE students have access to more advanced courses focused on their learning needs
- ▶ Undertake further efforts to define C&P program goals and strengths, in order to attract high-quality applicants and ensure that future faculty hiring is focused on the most important needs of the program
- ▶ Review program quality assurance procedures, particularly regarding supervision workload and consistency and quality of instruction
- ▶ Urgent need to devise a plan to enable doctoral students to gain teaching experience during their programs; review policy on appointing teaching assistants to increase teaching opportunities for students
- ▶ Increase course offerings in quantitative methods to enhance students’ research literacy and align with international best practices
- ▶ Rationalize course offerings to create a more coherent experience for students and ensure clarity regarding the courses that will be offered each year
- Accessibility and diversity
 - ▶ Emphasize importance of increasing teaching staff diversity when making new appointments
- Student engagement, experience and program support services
 - ▶ Develop avenues for MT students to confidentially provide candid feedback or register concerns about the program
- Student funding
 - ▶ Review the department’s funding practices for international PhD students, with a view to significantly increasing their numbers in the future.

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ CTL research activity is comparable to other Tier One Research Universities
 - ▶ Faculty members have established national and international research profiles with strong records for receiving grant funding, many having recently been recognized with prestigious awards
 - ▶ Positive recent developments in the department and OISE overall to be more deliberate and strategic with respect to building infrastructure support for externally funded research
 - ▶ LLE program has been central in managing and contributing to important and active research centers such as CERLL, CREFO, and CIDEC, which host seminars, guest lectures, and colloquia
 - ▶ CTL faculty also make valuable contributions to other research centers within OISE

- Faculty
 - ▶ Successful recruiting of highly qualified sessional teachers with doctoral level qualifications; significant steps in recent years to integrate sessional teaching staff more fully into the academic community at CTL
 - ▶ Positive recent efforts to increase the number of tenure-stream faculty teaching in the MT program; C&P faculty frequently divide teaching responsibility between C&P and MT programs, teaching many MT electives
 - ▶ C&P faculty edit *Curriculum Inquiry*, a leading international journal in the field of curriculum studies
 - ▶ Strong mentoring and support for new faculty hires

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Marginal decline in grant activity since 2015, possibly due to reduced number of faculty
 - ▶ Faculty research productivity has been impacted by a shortage of support staff and increases in student supervision and teaching responsibilities
 - ▶ Reviewers commented on lack of formal documentation of departmental research achievements, priorities, or future strategy; they noted a general sense that research is “taken for granted,” largely specific to individual faculty members, and not in need of management or goal-setting at the departmental level
- Faculty
 - ▶ Over 80% of MT courses taught by sessional staff, creating challenges in ensuring consistent, high quality, and research informed teaching; reviewers found little indication that this percentage will be significantly reduced in the foreseeable future
 - ▶ Recent faculty complement decreases in both C&P and LLE have resulted in very heavy supervision/teaching loads for faculty members and a serious lack of supervision capacity, and has reduced the number of students the department is able to admit each year
 - ▶ Recent faculty appointments have primarily been for teaching specialists in the MT program, rather than in areas that were of direct relevance to master’s and doctoral students in C&P
 - ▶ C&P faculty includes prominent scholars but the collective identity of the faculty is unclear
 - ▶ If unaddressed, the reduced number of LLE faculty members could negatively impact the program’s attractiveness to applicants and may threaten its long-term viability
 - ▶ “Overall, it seems that the [LLE] program with its current staffing is barely able to meet the needs of students to maintain the high level of training it has historically done.”

The reviewers made the following **recommendations**:

- Research
 - ▶ Create and regularly update a research strategy document covering various aspects of the department's research profile, goals (e.g., funding, publications, key achievements), and overall vision
- Faculty
 - ▶ Reinforcement of tenure-line faculty and support staff is an issue of critical importance for all of the department's major teaching programs
 - ▶ CTL and OISE should review the current approach to reducing the number of sessional teachers in the MT program, with a view to bringing the staffing structure more in line with comparable programs in other leading universities internationally
 - ▶ Increase the faculty complement of both the C&P and LLE programs, after further clarification of the programs' distinctive foci and intellectual coherence; new faculty appointments should align with program research priorities and staff/student ratios should align more closely with other OISE departments

4. Administration

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Faculty expressed great confidence in the department and OISE's leadership, as well as a commitment to developing strong interdisciplinary ties and establishing a unified academic front
 - ▶ Faculty, staff, and students alike all expressed a passionate commitment to establishing a culture of inclusiveness and collaboration across all levels of the department (also noted by the reviewers as a key factor in the successful integration of the expanded MT program)
 - ▶ CTL leadership team's efforts to communicate clearly with all members and to be transparent in administrative processes have helped resolve the initial challenges resulting from the integration of the MT program
 - ▶ Positive recent efforts to promote a student-centric culture in the department
 - ▶ Supportive and collegiate atmosphere amongst faculty, staff, students, and community leaders; faculty were for the most part "overwhelmingly positive about the overall situation of the unit"
 - ▶ Strongly positive and fully engaged administrative staff, many staff members with extensive length of service in the department commented on the strength of the community and the supportive relationships among their co-workers
 - ▶ CTL has been successful in forging valuable relationships with other academic units within the University, as well as valuable partnerships with community organizations; reviewers noted the considerable demand for further development of these partnerships
 - ▶ Relationships with external bodies have helped to establish innovative teaching and research opportunities, and made meaningful contributions to OISE's mission and the needs of the community

- ▶ Department faculty, students and programs are all highly respected in the community
- Organizational and financial structure
 - ▶ Staff expressed appreciation for professional development and growth opportunities within the department
- Long-range planning and overall assessment
 - ▶ Impressive ongoing efforts to bring individual program leaders to a mutual understanding of the core context of the department
- International comparators
 - ▶ MT is unique and difficult to compare with other domestic and international programs, but “appears to have all the programmatic components of an excellent teacher education program”; program is strongly positioned to become an international leader in teacher education
 - ▶ C&P program offerings and faculty reputation compare well with other programs focused on curriculum and pedagogy/instruction
 - ▶ LLE program has enjoyed a premier international reputation in the field of second language education studies

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Further development of community partnerships may be difficult given current levels of appropriate staffing resources
- Organizational and financial structure
 - ▶ Integration of the MT program has resulted in tensions about staffing levels and programmatic coherence; recent organizational changes seem to have been driven largely by structural needs rather than research or scholarly visions of the department
 - ▶ Large proportion of the budget spent on sessional staff represents a considerable lost opportunity in terms of staffing both for CTL and for OISE; reviewers note the challenges of staffing a program as large and complex as the MT but remain concerned that the program is staffed “in such an unusual way”
 - ▶ Current staffing levels may limit administrative staff members from taking advantage of opportunities for professional development and growth
 - ▶ Students and staff commented on the substandard state of some classrooms; complaints included insufficient available seating, classrooms with no windows, and inadequate technological equipment such as smartboards
 - ▶ A number of complaints were also made about the lack of proper spaces for eating and socializing
- Long-range planning and overall assessment
 - ▶ CTL appears to be in the last stages of a work-in-progress following the restructuring of its programs and the modification and expansion of the MT program; in particular, inter-programmatic coherence seems to still be in development
 - ▶ Reviewers had difficulty discerning the department’s overall vision and “connecting rationale”

The reviewers made the following **recommendations**:

- Organizational and financial structure
 - ▶ Review the timetable for the refurbishment of the main OISE building in order to ensure that appropriate facilities are available as quickly as possible
- Long-range planning and overall assessment
 - ▶ In preparation for its next phase of development, CTL should devote time to both clarifying and communicating its future vision “for the department as a whole, for its intellectual rationale, for its professional education, and for the higher degrees it offers and its research”
- International comparators
 - ▶ As the C&P program is smaller in size in comparison to other similar programs in Canada and elsewhere, a more focused approach to research and teaching, covering a smaller set of unique yet coherent specializations, would contribute to boosting its current national/international reputation

2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
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Glen A. Jones, Ph.D.
Professor and Dean

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

September 2, 2020

Re: Administrative Response to the 2019-2020 External Review of the Department of Curriculum, Teaching and Learning and its programs

Dear Professor McCahan,

Thank you for your request for the administrative response to the external review of the Department of Curriculum, Teaching and Learning (CTL) and its programs, and for the summary of the review.

The review took place during the 2019-2020 academic year, following a period of academic planning at OISE including the Master of Teaching (MT) visioning process, and the integration of a significantly modified and expanded MT program within the department. Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed members of the department to reflect on their achievements and challenges while considering the next phase of the department’s development. I would like to thank CTL’s leadership team, faculty, staff, and students for embracing the review as an opportunity for reflection, and for demonstrating a collective commitment to the department’s continued success. We are also appreciative of the contributions of external reviewers, professors Ali (University of British Columbia), Furlong (University of Oxford) and Lee (University of California, Santa Barbara), for their visit and consultation with us in February 2020; their report represents a thoughtful review of the challenges and opportunities facing the department. What follows is our response to the points raised (in italics) in your letter dated June 22, 2020. The administrative response was developed in consultation with Professor Clare Brett, CTL Chair, and reflects key elements of the unit response.

- *The reviewers noted that over 80% of MT courses are taught by sessional instructors, leading to challenges ensuring consistent, high quality, and research informed teaching.*

The MT is a program of professional education accredited by the Ontario College of Teachers (OCT). One of the accreditation requirements is that “the faculty members teaching the program are an appropriate combination of persons with appropriate academic qualifications; practitioners with appropriate experience in the field of education; and persons with appropriate expertise in the divisions and components of the program.” O. Reg. 347/02, ss. 9. (1) 12. As such, in order to offer an outstanding graduate teacher education program that meets the accreditation requirements, OISE and CTL relies on a diversified academic staffing model encompassing a variety of faculty from: (a) tenure-stream and teaching-stream faculty with continuing appointments; to (b) contractually limited term appointees (CLTA); (c) part-time faculty and (d) sessional instructors with contracts of less than twelve months.

With their strong links to schools and school districts, sessional instructors bring to the program their knowledge, professional expertise, enthusiasm and an understanding of the realities of life in Ontario schools, and contribute to strengthening the partnership between the university and the field. The course

content of the MT program—largely regulated by the OCT—benefits from being addressed by educators with a longstanding experience in the school system. In addition to being experienced educators, sessional instructors appointed in the MT program meet the requirements of the School of Graduate Studies (SGS) to teach at the graduate level. Relatedly, it is important to highlight that the process for hiring sessional instructors is highly selective; the department has a pool of excellent educators to draw from many of whom have made sustained contributions to the program over many years. However, since these instructors are on short-term appointments, maintaining continuity has been an issue in the MT. This has been overcome to a certain extent by establishing a number of continuing faculty positions for the department's experienced CLTA members to take on administrative roles within the MT and provide program continuity. As well, assigning CLTA opportunities to promising early career sessional instructors who wish to eventually apply for continuing faculty positions as those become available has been a positive development and a possible model to achieve a greater staffing balance within the MT.

The disbalance between contract faculty and faculty with continuing appointments in the MT program has been identified as an issue in previous reviews and while certain steps have been taken to address it, the disbalance continues to be a challenge especially with the recent MT enrolment expansion from a program enrolling 139 students across two years (in 2013-2014) to 880 students (in 2019-2020). Now that teacher education at OISE is offered at the graduate level, the department has taken steps to increase engagement of faculty with continuing appointments in the MT, both tenure-stream and teaching-stream, and will continue to work on this important priority.

Implementation Plan

(a) Immediate to Medium-term Actions (Department)

In addition to the above-mentioned model where long time CTLA faculty have been presented with an opportunity to apply for continuing faculty positions within the MT, one of the effective strategies the department has been working on includes the increased participation of tenured and tenure-stream faculty from CTL's two other programs (the Curriculum and Pedagogy; and the Language and Literacies Education) in the MT in a variety of ways including course development and teaching electives, collaborating on instructional teams, etc. Another strategy entails increasing collaboration among instructional teams through the role of the Teaching and Learning Coordinator—a senior teaching-stream faculty member who is responsible for supporting faculty development activities related to program curriculum renewal; as well as the role of Course Leads—experienced instructors whose main role involves mentoring and supporting fellow instructors of a specific course, which contributes to building coherence within the MT. It is expected that these strategies will continue to be implemented over the next two years.

(b) Long-term Actions (Department and the Dean's Office)

Additionally, in close collaboration with the Dean's Office, strategic and principled faculty renewal planning will be critical for the department and will need to shift from the replacement-only focused model of faculty hiring to a program-needs focused model, which will better support the MT program. Hiring tenure-stream and teaching-stream faculty in continuing positions in the MT will be prioritized in order to strengthen the MT and contribute to achieving a more balanced academic staffing within the program. To that effect, a faculty search to fill a tenure-stream position within the MT has been successful this year and a new faculty member has joined OISE as Assistant Professor – Mathematics Education effective July 1, 2020. For the coming year, a new faculty position received approval and a search will be launched for an Assistant Professor, Teaching Steam – Inquiry and Research Practice in Teaching and Teacher Education, which, if successful, will fill an identified need and strengthen the continuing faculty complement within the MT program.

- *The reviewers noted comments from Curriculum & Pedagogy students that “a significant number of courses that were listed were not actually offered on a regular basis” and recommended that the program undertake “further work to define the strengths, coherence and rationale of what is offered.”*

The Curriculum and Pedagogy (C&P) program is an interdisciplinary program with multiple disciplines represented among the current faculty members who are associated with multiple research units within OISE and across the University. In addition to the recent renaming of the program from the Curriculum Studies and Teacher Development to its current name, in 2018-2019, the C&P program introduced seven graduate emphases to better reflect the range of research areas the program offers. These include: Arts in Education; Critical Studies in Curriculum and Pedagogy; Digital Technologies and Education; Indigenous Education and Decolonization; Qualitative Methodologies; Science, Mathematics and Technology Education; and Wellbeing.

Implementation Plan

(a) Immediate to Medium-term Actions (Department and the Dean’s Office)

The SGS Calendar and the OISE Bulletin list all approved courses although not all courses are offered each year depending on availability or preferences of faculty. Courses which have been inactive for five years, are regularly removed from the SGS Calendar and the OISE Bulletin. Related to the emphases, the reviewers noted that they signify a positive development and are reflective of the profiles of the current faculty; however, it is unclear how they are connected to one another in the broader context of CTL. They recommended that, in order to improve coherence and differentiate the program from other similar programs, it may be beneficial to focus on a smaller set of unique but coherent specializations while streamlining course offerings. To act on this recommendation, in collaboration with the Office of Associate Dean, Programs, over the summer of 2020, the department developed a major modification proposal to introduce a new field entitled: Online Teaching and Learning within the MEd degree. Following governance approval in the fall of 2020, the new field will enroll its first cohort of students in September 2021 and will provide a more structured academic experience focused on online teaching pedagogies. The societal need for specialists who can effectively design and teach online courses has become increasingly evident in the context of the current coronavirus pandemic, ongoing student mobility issues and globalization.

(b) Long-term Actions (Department)

The consistency and availability of courses is an issue the department will continue to work on through current efforts to engage in long-term course planning by reviewing course offerings, by increasing support for faculty in classroom-based teaching, and—with the shift to online courses due to the pandemic—by providing additional support for online teaching and learning. Specifically, over the next three years, the C&P program will consider how the recently established Emphases can build community for students and faculty; how extra-curricular programming might be organized in line with the Emphases; and how the academic coordinator of each Emphases can engage more directly in course planning in order to establish a curated sequence of courses for each emphasis as opposed to the current open menu of courses.

- *The reviewers recommended increasing opportunities for quantitative research methods training for M.A. and Ph.D. students across the department.*

The need for greater availability of research methods courses, especially quantitative methods, was identified during the 2016-2017 academic planning process at OISE. The plan suggested that OISE create joint research methods courses (quantitative and mixed methods) and enhance supports for student research. In

order to broaden the offering of quantitative research methods courses for all research-stream students, two jointly offered quantitative research methods courses have been made available under the auspices of the Office of Associate Dean, Programs including JOI1287H: Introduction to Applied Statistics, and JOI6000H: Special Topics in Advanced Quantitative Research Methods. Although these courses are offered by instructors from two other OISE departments (i.e. Applied Psychology and Human Development; and Leadership Higher and Adult Education), registration is open to all OISE students. Strengthening capacity in this area within the department and within OISE will continue to be a priority.

Implementation Plan

(a) Immediate to Medium-term Actions (Department)

The work on a longer-term course planning cycle will continue after the 2019-2020 review and a number of steps to strengthen the department's course offering, especially the quantitative research methods courses will be taken. First, over the coming year, the C&P and LLE program committees will consider strategies to increase methodology course offerings beyond: CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries; CTL1847H Data Analysis and Integration in Mixed Methods Research (C&P); and CTL3810H Second Language Classroom Research Methods (LLE). One of the strategies will involve considering the possibility of developing and offering core departmental courses in quantitative methods, and negotiating and enhancing access for C&P and LLE students to the quantitative research methods courses offered in other departments and across OISE. Additionally, a newly cross appointed faculty member from the Department of Languages Studies at UTM with background in quantitative research has joined the LLE program in July 2020.

(b) Long-term Actions (Deans Office)

Following the completion of the academic planning process at OISE, the Office of Associate Dean, Programs started two initiatives that will enhance inter-departmental collaboration and ensure a more systematic approach to program planning. These include: (1) the creation of the Student Experience Committee comprised of students, faculty and staff with a mandate to promote and support the development and implementation of student-centred initiatives and services that enhance the student experience at OISE; and (2) the establishment of the OISE Programs Strategic Advisory Committee (OPSAC) comprised of Associate Chairs, Academic Coordinators, Graduate Liaison Officers, and other individuals at OISE involved in the planning and delivery of academic programs. The mandate of OPSAC is to advise on issues that have the most significant impact on the development and delivery of OISE's programs, including ensuring that our programs continue to be strong and relevant in terms of their content and learning outcomes, and that they are sustainable and meet the needs of students. Over the next two years, a subcommittee of OPSAC will be formed to review the research courses across OISE in order to ensure a solid foundation in research methodology for students in research-stream programs (MA & PhD). The subcommittee will review existing research methods courses, identify duplication and gaps/areas for course development, with a view to increasing the number of and access to quantitative research methods courses for all research-stream students consistent with the decentralized budget model at OISE.

- *The reviewers recommended increasing opportunities for Ph.D. students to gain practical teaching experience via teaching assistantships.*

OISE provides graduate students with teaching opportunities through Teaching Assistantships (TA) and Course Instructor (CI) positions. Prior to OISE's transition to an all-graduate faculty of education, these positions were more available as graduate students had opportunities to teach in the now discontinued undergraduate teacher education programs: the Consecutive Bachelor of Education/Diploma in Technological Studies (B.Ed./Dip.Tech.Ed), and the Concurrent Teacher Education Program (CTEP).

With OISE's full transition into an all-graduate institute in 2015-2016, opportunities for PhD students to gain teaching experience have diminished. However, OISE continues to provide teaching opportunities in the academic writing centre—the OISE Student Success Centre (OSSC). Some OISE students take on TA opportunities in other departments at U of T, namely LLE students in language related departments at UTM and UTSC. In addition, in the context of the online delivery of courses since May 2020, additional TA positions have been created in CTL to support online teaching and learning. As well, enrolment growth in the MT program represents an opportunity to explore ways to involve the C&P and LLE PhD students in the MT program as mentors and tutors.

Implementation Plan

(a) Immediate to Medium-term Actions (Department)

The Department of CTL is committed to providing an enriched student experience for all of its students. Over the next academic year, the department will work with the Associate Chair, Student Experience to identify opportunities to enhance teaching experiences for its PhD students. These may include: (a) connecting the C&P and LLE Student Associations with the MT Student Association to organize weekly seminar series where PhD students can present a completed study or a project in progress; and (b) creating a mentorship program where the C&P and LLE PhD students can become involved in the MT program as mentors and tutors, which will help them prepare for the post-degree demands of the workplace.

(b) Long-term Actions (Deans Office)

Working with the aforementioned Student Experience Committee, over the next two years, the Office of Associate Dean, Programs will initiate an institute-wide discussion on enhancing teaching experiences for PhD students at OISE. This will include the exploration of possibilities with undergraduate departments at U of T to create opportunities for OISE students to TA in departments and faculties that focus on issues that OISE has expertise in. It is expected that this will result in creating more teaching opportunities through the Teaching Assistantship process.

- *The reviewers recommended a review of the current model of joint teaching between the M.T. and the department's other programs, noting difficulty aligning the needs and expectations of different student groups and faculty members.*

The above-mentioned enrolment expansion in the MT program, from 139 students in 2013-2014 to 880 students in 2019-2020, has had serious implications for staffing and support. This dramatic increase in the size of the MT resulted in a need to consider ways to productively structure the relationship among the CTL's three programs. Most academic departments have programs that are largely independent of one another and while there may be some cross-program teaching, program faculty groups are often largely separate. However, in CTL, scholarship broadly related to teacher education is now the largest area in terms of the number of students and faculty requiring a different way to conceptualize the relationships among the three programs. Particularly, the C&P faculty have been and continue to be instrumental in the integration of the expanded MT program within the department as many of them divide their teaching responsibility across the two programs.

Implementation Plan

(a) Immediate to medium-term Actions (Department)

Now that the enrolment in the MT program has been stabilized, the department will focus on finding an organizational model that supports a strong sense of community, program coherence and collaboration, as well as faculty research in a financially viable way. This plan involves several elements, some of which are

already in place such as: (a) ensuring department meetings are held at a time when most faculty members from all three programs are available to attend; (b) organizing presentations of faculty from each program so that colleagues become increasingly aware of the excellent research being produced across programs and faculty groups; and (c) having annual retreats bringing together faculty, staff and student leaders to tackle issues that are relevant across programs such as Indigenous resurgence, environmental education and climate change, student experience, etc. The next departmental retreat will focus on how to move forward with implementing the recommendations from this review, including reconsidering the current model of joint teaching between the MT and the department's other programs with a view to finding and realizing an optimal organizational model that supports all three programs.

- *The reviewers commented that reinforcement of tenure-stream faculty and support staff is “an issue of critical importance” for sustaining and advancing the department’s programs.*

The Department of CTL is the largest academic department at OISE and it takes great pride in being a dynamic, engaged, and collaborative community with a clear sense of purpose and direction. However, since the 2011-2012 review, due to organizational changes including OISE's transition to an all-graduate institute, budgetary constraints, and faculty retirements, academic competencies in areas once broadly supported by the department (e.g. Mathematics, Early Childhood Education, Educational Technology, the Learning Sciences, Language Acquisition, Teacher Development) have diminished while, at the same time, previously under-supported areas (e.g. Indigenous Education, Anti-racism Education, Plurilingual Education) are now only beginning to be addressed. Supervision loads among most tenure-stream faculty grew rapidly in the last five years and continue to be at high levels, and both faculty and staff are experiencing a significant level of job intensification.

Implementation Plan

(a) Medium-term to Long-term Actions (Department)

Over the past four years as part of the faculty renewal efforts, the department has hired two to three tenure-stream and/or teaching-stream faculty in continuing appointments annually and this trend will continue over the coming years to replace retiring faculty and address program needs. This will be accomplished through principled and fiscally responsible faculty renewal planning that will be reviewed and updated annually. In terms of administrative staff resources, over the next two years, the department will review the staffing structure with a view to building capacity among staff, especially in the area of equity, diversity and inclusion to strengthen the support for students in the department, particularly the significantly expanded MT program.

- *The reviewers recommended that the department develop and communicate their vision and strategy for programs, research, and future advancement.*

Since its inception in 1996, the Department of CTL has been in constant transition, undergoing periods of self-reflection and assessment, resulting in many changes in composition, scholarship, and programs. The 2019-2020 external review of the department and its programs is viewed as part of an ongoing focus of self-reflection and continuous improvement. In the next phase of its development, the department will face interesting and unique challenges that need to be carefully addressed in order to ensure that each of its three programs continues to be of high quality, meets the needs of students, has an adequate complement of continuing faculty, and is able to continue to attract excellent students, faculty, staff and funding to ensure the department's sustainability and financial viability.

Implementation Plan

(a) Medium-term to Long-term Actions (Department)

The 2019-2020 CTL self-study outlined a number of themes and goals at the program and department levels that represent a starting point for developing more detailed plans and strategies. These include: (a) principled and strategic faculty renewal planning that meets emerging program needs; (b) reviewing the department's staffing structure with a view to building capacity among staff especially in the area of equity, diversity and inclusion; (c) embracing Indigeneity (e.g. the recent establishment of the Centre for Indigenous Educational Research); (d) enhancing student experience (e.g. community building, academic support, wellness programming); (e) enhancing coherence, collaboration and communication within and across all programs; and (d) supporting, disseminating and celebrating research. Over the next two years, beginning at the next departmental retreat, the department will revisit its current vision to ensure that it reflects the department's current state of development, its identity and values. Further, the department will develop detailed action plans to act on and implement each of the above outlined goals and will monitor their progress annually by identifying and celebrating concrete accomplishments and updating actions as necessary.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the February 2020 site visit and the year of the next site visit, will be prepared. The next review of the department and its programs will be in the 2027-2028 academic year.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Glen A. Jones', written in a cursive style.

Glen A. Jones, PhD
Professor and Dean
Ontario Institute for Studies in Education

Cc: Professor Clare Brett, Chair, Department of Curriculum, Teaching and Learning

3. Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the Reading Group reported that the summary covered the full Review. The Group agreed that the Dean's administrative response fully addressed the issues identified.

No follow-up report was requested.

4. Institutional Executive Summary

The reviewers praised the commitment to a culture of inclusiveness and collaboration, evident at all levels of the department; they noted CTL students' appreciation of the rich array of elective courses, accessibility of faculty and staff, and the Departmental commitment to issues of diversity and equity; they highlighted the modification and expansion of the Master of Teaching program since the phasing out of undergraduate programs in Education; they noted that the non-prescriptive nature of the Curriculum and Pedagogy program enables students to take courses relevant to their own interests; the reviewers also remarked on the stellar international reputation of the Language and Literacies Education programs in the field of second language education studies; and noted the department's success in forging valuable relationships with other academic units at the University, and with community organizations. The reviewers recommended that the following issues be addressed: ensuring consistent, high-quality, research informed teaching in the MT courses, which are predominantly taught by sessional instructors; undertaking further work to define the strengths, coherence and rationale course offerings in the Curriculum and Pedagogy program; increasing opportunities for quantitative research methods training for M.A. and Ph.D. students across the department; increasing opportunities for Ph.D. students to gain practical teaching experience via teaching assistantships; reviewing the current model of joint teaching between the M.T. and the department's other programs; prioritizing reinforcement of tenure-stream faculty and support staff; and developing and communicating a departmental vision and strategy for programs, research, and future advancement.

The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the February 2020 site visit and the year of the next site visit, will be prepared.

The next review of the department and its programs will be in the 2027-2028 academic year.

6. Distribution

On June 30, 2021, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of OISE, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.