



Professor Nicholas Rule, Vice-Provost, Academic Programs  
University of Toronto  
65 St. George Street, Room 106  
Toronto, Ontario M5S 2E5

June 5, 2025

Re: Request for an Interim Monitoring Report for the 2019-2020 review of the Department of Curriculum, Teaching and Learning and its programs.

Dear Professor Rule,

Thank you for the opportunity to provide the Interim Monitoring Report for the 2019-2020 review of the Department of Curriculum, Teaching and Learning (CTL) and its programs and the administrative response to the review.

At OISE, ongoing quality improvement initiatives, and engagement of our departments and programs in an extensive process of self-appraisal for the purpose of cyclical reviews, serve as important tools to assess our performance relative to international peer institutions and monitor progress towards realization of our academic priorities. Our academic leaders and colleagues welcomed the opportunity to reflect on the previous review while considering future directions. I want to take this opportunity to thank Professor Jen Gilbert, CTL Chair, and her colleagues for their engagement and contributions that have informed the development of this report.

Given the timing of the last UTQAP review, it is important to acknowledge that progress on some recommendations has been somewhat disrupted due to the coronavirus pandemic and related shifts in university operations, which occurred immediately following the site visit (February 2020). During that time, our departments shifted their focus to managing the transition to online learning, ensuring that programs ran effectively remotely while maintaining academic integrity and student engagement. The department of CTL has demonstrated great resilience and innovation during the pandemic, leveraging its online and distance education expertise to ensure academic continuity. Faculty-led advancements in online pedagogy (including the establishment

of a new field in Online Teaching and Learning within the Curriculum and Pedagogy, Master of Education, program effective September 2021) strengthened the department's adaptability and commitment to supporting students during this period.

Please find enclosed the Interim Monitoring Report on the progress of the implementation of recommendations from the 2019-2020 UTQAP review of the Department of CTL and its programs. Please contact me if you have any questions or require additional information.

Sincerely,



Erica N. Walker  
Professor and Dean  
Ontario Institute for Studies in Education  
University of Toronto

Cc: Professor Joseph Flessa, Associate Dean, Programs, OISE  
Professor Jen Gilbert, Chair, Department of CTL, OISE  
Biljana Cuckovic, Director, Governance, Policy & Planning, OISE  
Lachmi Singh, Director, Academic Programs, Planning and Quality Assurance, VPAP Office  
David Lock, Academic Reviews and Planning Specialist, VPAP Office  
Emma del Junco, Academic Reviews and Planning Specialist, VPAP Office

## Department of Curriculum, Teaching and Learning

UTQAP Cyclical Review, February 6-7, 2020

Review Reported to Governance, October 27, 2020.

Request Prompt <i>verbatim from the request</i>	Implementation Plan Update	Supported by VPAP Program Innovation Fund (PIF) Y/N
<p><i>Faculty/Resources</i></p> <p>The reviewers noted that over 80% of the Master of Teaching (MT) courses are taught by sessional instructors, leading to challenges ensuring consistent, high quality, and research informed teaching.</p>	<p>Regarding <b><i>Sessional Instructors</i></b>, it is important to note that the MT is a professional program 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, 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 (SI). With their strong links to schools and school districts, SIs bring to the program their knowledge, professional expertise, an understanding of the realities of life in Ontario schools and contribute to strengthening the partnership between the university and the field. Given the size of the MT program (800+ teacher candidates across two years), SIs deliver the majority of courses. In addition to the program’s substantial enrolment, the challenge in reducing the CTL’s reliance on SIs relates to the program’s cohort-based delivery model. In this model, cohorts of 30 students take classes together, and there are multiple sections of classes depending on the number of cohorts (usually 12-13 in each year of the two-year program), which surpasses the department’s teaching capacity.</p> <p>To help alleviate this ongoing challenge, the department continues to encourage teaching- and tenure-stream faculty engagement in the MT and emphasizes the program within its faculty renewal plans. Since 2020, five faculty with continuing appointments were hired in the MT incl. Mathematics in Teacher Education (tenure-stream, 2020-2021); Inquiry and Research Practice in Teaching and Teacher Education (teaching-stream, 2012-2022); Leadership for Racial Justice in Teacher Education (teaching-stream, 2021-2022); Science Education (tenure-stream, 2024-2025);</p>	<p>N</p>

<p>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.</p>	<p>and Teacher Education (tenure-stream, 2024-2025). Additionally, all new faculty hires are expected to contribute to the MT program; the department offers small pedagogical grants to faculty who agree to take on a new course in the MT. Since the appointment of a new Chair of CTL, Professor Jen Gilbert, the department started to pilot a number of large classes taught by faculty with continuing appointments and supported by Teaching Assistants (TAs). While the department has made progress to address this review recommendation, some reliance on SIs to deliver the MT program will continue due to the size and nature of the OCT-accredited program. Going forward, the department will continue with and augment its strategies to increase participation of faculty with continuing appointments in the MT through a combination larger class sizes and increasing its teaching- and tenure-stream complement.</p> <p>Since the review, as part of <b><i>Faculty Renewal</i></b> efforts, the department has hired 14 tenure-stream and/or teaching-stream faculty with continuing appointments (including the above-mentioned MT-specific hires, and the CTL Chair). Specifically, two continuing faculty were hired in 2020-2021, five in 2021-2022, one in 2023-2024; four in 2024-2025; and two in 2025-2026). Over the coming years, building faculty complement to replace retiring faculty and address program needs, will continue through principled and fiscally responsible faculty renewal plans, which will be reviewed and updated annually. In terms of administrative staff resources, since the review, the department reviewed 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. Specifically, the position of Coordinator, Equity, Diversity and Student Experience was added, as well as the position of Manager, Academic Programs. The department has also reviewed and realigned its program administrator/graduate liaison officers to ensure that each program has a staff member who advises students and assists program coordinators and faculty with administrative work.</p>	
<p><i>Programs</i></p> <p>The reviewers noted comments from Curriculum &amp; 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.”</p>	<p>Immediately after the review, the <b><i>Curriculum and Pedagogy (C&amp;P)</i></b> program undertook a review of its curriculum and, over the summer of 2020, developed a major modification proposal to introduce a new field in Online Teaching and Learning within the MEd degree. The new field enrolled its first cohort in September 2021, providing a more structured academic experience focused on online teaching pedagogies. Additionally, during 2021-2022, the C&amp;P program faculty reviewed all emphases offered within the program and determined changes to their respective course lists based on pending faculty retirements at the time, course changes, and a revaluation of the course suitability. A related minor program modification was then developed and approved through governance to ensure that accurate list of the suitable courses provide students with subject matter expertise based on the Emphasis descriptions.</p>	<p>Y – Master of Teaching only (see p. 5)</p>

<p>The reviewers recommended increasing opportunities for quantitative research methods training for M.A. and Ph.D. students across the department.</p> <p>The reviewers recommended a review of the current model of joint teaching between the Master of Teaching and the department's other programs, noting difficulty aligning the needs and expectations of different student groups and faculty members.</p>	<p>Regarding <b>Quantitative Research Methods (RM)</b> courses, since 2020, OISE increased its offer of “JOI” – jointly offered quantitative RM courses open to all OISE research-stream (MA &amp; PhD) students. In addition to JOI1287H: Introduction to Applied Statistics, there are now five more JOI courses including: JOI1288H Intermediate Statistics and Research Desing; JOI3043H Development and use of Surveys in Education Research; JOI3048H Intermediate Statistics in Educational Research: Multiple Regression Analysis; JOI3035H Quantitative Research Practicum; and JOI3228H Mixed Methods Research Desing in Social Sciences. Within the department, CTL1041H Research Methods in Education / Introduction à la recherche empirique en education, and CTL1841H Research Seminar in Science, Mathematics and Technology Education, focus on both qualitative and quantitative methods. The 2021-2022 tenure-stream higher in Applied Linguistics has brought quantitative methods expertise to the Language and Literacies Education (LLE) program within CTL. The department will continue to strengthen capacity in this area. For example, advertisements for most new faculty positions within CTL now require experience conducting both quantitative and qualitative research methods.</p> <p>The <b>Master of Teaching</b> program is in the midst of a significant curriculum renewal process. The 2019-2020 review outlined areas of action for the program including the reassessment of its structure, building deeper field-practice connections, greater involvement of the expertise of CTL's continuing faculty in the program, and addressing the contingent nature of instruction of MT courses. Beginning in 2020, some resequencing and changes to program components were made as a result of the curriculum mapping and ongoing student and community data collection. More intensive curricular and structural renewal was interrupted by the pandemic and followed by an OCT accreditation review in 2022-2023. With the pandemic-related transition and significant resource investments in the accreditation process concluded, and with the program now being at the mid-point between the past and the upcoming UTQAP review, during 2024-2025, the MT leadership and faculty have resumed the curriculum renewal work. The earlier curricular mapping, ongoing survey data collected from teacher candidates, faculty and field partners, and extensive data gathered for the accreditation review are now being analyzed. The process is also integrating the new educational context in schools and substantial policy changes made by the Ministry of Education that permits teacher candidates to begin work as certified teachers while still in the teacher education program. Supported by the PIF funding, this curriculum renewal process and ongoing consultation will lead to the minor program modifications and course reconfigurations, which will be undertaken during 2025-2026 academic year.</p>	
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<p><i>Students</i></p> <p>The reviewers recommended increasing opportunities for Ph.D. students to gain practical teaching experience via teaching assistantships.</p>	<p>OISE provides graduate students with <b><i>teaching experiences</i></b> through Teaching Assistantships (TA) and Course Instructor (CI) positions. Prior to OISE's transition to an all-graduate institute, these positions were more available as PhD students could teach in the now discontinued undergraduate teacher education programs (BEd/Dip.Tech.Ed.). Although limited, teaching opportunities, continue to be provided in the OISE Student Success Centre (OSSC), and beyond OISE. During 2021-2022, the Associate Dean, Programs established the Student Teaching Experience Working Group with the mandate to identify ways to enhance teaching experiences for OISE's doctoral students. The group made several recommendations including exploring opportunities for OISE's doctoral students to gain teaching related experiences in the MT program. The group also made recommendations related to enhancing TA opportunities available at other undergraduate faculties and campuses and improving communication regarding these. Accordingly, OISE negotiated with Victoria College in the Faculty of Arts and Science (VIC) to hire OISE students as TAs in the VIC's Education and Society minor program. In addition to the 6 TA positions at VIC advertised to OISE students, in 2021-2022, OISE amplified its pilot project with the Department of Language Studies at the University of Toronto Mississauga (UTM) to hire OISE students as TAs in their undergraduate programs. Accordingly, during the summer and early fall 2022, 39 TA positions and 7 CI positions at UTM were posted and distributed to OISE students. More recently, TA opportunities have been expanded within the MT program. In addition to distributing these opportunities via the departments, dedicated research-stream student listservs were created centrally to communicate more effectively with students regarding teaching opportunities.</p> <p>Additionally, a new Office of Student Financial Support within the Dean's Office was created in 2024 under the leadership of Vice-Dean, Academic Operations. A new Director of Student Financial Support and Operations was hired to lead a team of staff and coordinate the administration of all OISE student financial support programs in collaboration with the departments. In addition to student funding, internal awards, as well as need and merit based financial aid, this includes information and resources on teaching opportunities (TA, CI) for OISE's doctoral students. Previously, student funding and financial support portfolios existed cross-functionally across the Registrar's Office, Associate Dean, Programs Office, as well as within the departments. The new office consolidates these functions and creates a 'one stop shop' for student financial support within the Dean's Office, which will increase efficiency of OISE's student funding operations. During 2023-2024, the Working Group on Doctoral Student Experience, chaired by the Associate Dean, Programs, among other topics, revisited the state of affairs related to the availability of teaching experiences for doctoral students, and made further recommendations on enhancing information sharing about TA opportunities outside OISE to improve access to these opportunities for students. Since then, the new Office of Student Financial Support created a central repository of job postings on CI and TA opportunities on their website to</p>	
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	<p>ensure that OISE students are aware of these opportunities. The Office also utilizes the centrally created research-stream student listservs to promote teaching opportunities to eligible students.</p> <p>The Department has also made significant strides towards increasing teaching opportunities for its PhD students who are now working as TAs in several large MT classes, as well as in smaller specialized classes that need extra support (i.e., research classes in the MT). Previously (2020-2021 to 2023-2024) there were 12-17 TAs positions annually for the MT. Since the introduction of large classes in 2024-2025, there are now 35 TA opportunities in the MT program. In collaboration with the Dean's Office, the department will continue to attend to the funding issues including increasing teaching opportunities for its doctoral students.</p>	
<p><i>Vison</i></p> <p>The reviewers recommended that the department develop and communicate their vision and strategy for programs, research, and future advancement.</p>	<p>The <b><i>department's work on vision and strategy</i></b> has been disrupted by the pandemic-related shift to online operations and the need to shift the focus to academic continuity during covid crisis. Additionally, since the review, CTL has gone through leadership transition between the former Chair (July 1, 2016 to June 30, 2022), the Interim Chair (July 1, 2022 to December 31, 2023) and the current Chair (January 1, 2024 to December 31, 2028).</p> <p>Since the appointment of a new department Chair for a full term, clarifying departmental vision has become the focus. As noted above, the MT is in the middle of a significant curriculum renewal that the Chair trusts will foster significant innovation in graduate teacher education at OISE. The growth of early career faculty within the department necessitates that the programs now need to respond to new trends in educational research. Consequently, both the LLE and the C&amp;P programs are having conversations about the programs' future directions.</p> <p>The appointment of Professor Jen Gilbert as Chair, effective January 1, 2024, presents an opportunity to revisit the CTL vision to ensure its alignment with the department's evolving strategic priorities. This leadership transition is expected to bring a fresh perspective to addressing challenges identified in the review and driving meaningful change. Aligned with OISE's new Academic Plan 2025-2030, and involving consultation with CTL faculty, students, and staff, the department will undertake its own implementation planning and identify its unique contributions to realizing the shared goals and objectives contained in the OISE plan.</p>	N