

**Department of Integrated Studies in Education
(DISE)**

Annual Report, 2014



Introduction

The Department of Integrated Studies in Education (DISE) continues to be the largest academic unit within the Faculty of Education. Currently, it has 25 tenured/tenure-track faculty and five contract academic staff (CAS), two of whom are at the Associate Professor level and three Faculty Lecturers. In addition to academic tenured/tenure track faculty and CAS staff, DISE employs large numbers of sessional lecturers. While a significant number of these are drawn from the ranks of our own graduate students, many are also practising teachers and/or administrators within Montreal schools who are recruited because of their knowledge of pedagogical, curricula, and assessment practices required by the Quebec Education Program (QEP).

As will be made clear in what follows, DISE is the academic unit with primary responsibility for teacher education within the Faculty of Education, through for example, its eight undergraduate Bachelor of Education (B.Ed.) and Masters of Teaching and Learning (MATL) programs. Although numbers fluctuate slightly from year to year, DISE had approximately 1400 undergraduate students within its B.Ed./MATL programs in 2014. In addition to the B.Ed. and MATL, DISE also has Masters programs (M.A.) in Education and Society, Second Language Education (SLE), and a PhD in Educational Studies. Student registrations in these programs have been rising in recent years, so that by the end of the academic 2014-year, there were 399 students.

Over 2014, two significant changes affected the environment in which DISE operates. The first was that interim Dean Dilson Rassier was confirmed as permanent Dean for the next five years. This news was welcomed as an extremely positive development in the Faculty's administration, not least because Dean Rassier has instituted administrative reforms and processes that have rendered transparent, open and consultative governance and leadership – a stark contrast with the previous Dean's leadership style which was steeped in secrecy and closed door decision-making. The second development was the abrupt departure of the Chair (Dr Ralf St Clair) of DISE in mid-July for a position as Dean of Education at the University of Victoria (British Columbia). Following his departure, Dean Rassier appointed Dr Steven Jordan interim Chair from August, 2014. Between August and January 2015 an international search was conducted for a new permanent chair of DISE. Dr Jordan was confirmed the permanent chair in January 2015.

Research and Publications

Since its inception in September 2001, DISE has been gradually shifting its culture, aims and underlying philosophy away from that of a normal school (i.e. exclusively focused on teacher training) to one that is in line with the strategic aims and priorities of a research intensive university, such as those set out in McGill's ASAP (2003). This has been a gradual process, but in recent years has gathered pace with the appointment of new members of faculty who have an already established record of research, or who have just completed doctorates/post-doctoral studies and who show promise for scholarship and grantsmanship. This is reflected in the table (1) below that shows a gradual, but nevertheless, steady increase in the Department's scholarly productivity as measured in refereed articles, books, book chapters and polygraphs, and delivered conference papers:

Table 1: DISE Metrics on Scholarship

	2011	2012	2013	2014
Scholarly publications	78	107	83	90

Conference papers	125	196	141	163
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As well as increasing the scholarly profile of the Department, a second and interrelated strategy has been to focus time, energy and resources on building capacity in securing external funding from tri-council agencies, primarily SSHRC, as well as other sources including private foundations (e.g. the Casgrain Foundation) or government agencies (e.g. HRSDC). The Department has also shown steady progress in this respect too, as the following table (2) shows:

Table 2: DISE Grant funding

Year	Totals (\$)
2010	347,783
2011	1,022,939
2012	683,690
2013	825,242
2014	2,784,677

As can be seen, there has been steady increases, year on year, from 2010 with a dramatic increase between 2013 and 2014. While this might be partly explained by monetary incentives, such as merit-based pay increments, it is probably more likely due to the following factors: i) the addition of new faculty with strong research backgrounds and/or research potential; ii) increased support, at the level of the Faculty, for professors preparing grant applications (e.g. through offices such as OFFERING and the Associate Dean for Research); iii) better, clearer and continuous communication of the University's research priorities, through, for example, the office of the Dean and Associate Deans (particularly Dr Julie Cote's office); iv) the ongoing development of a research culture within the Department that acknowledges and rewards individuals' success in securing research funding.

Teaching and Learning

As noted in the Introduction, DISE has primary responsibility for teacher education programs which, excepting the Masters of Arts in Teaching and Learning (MATL), are mostly concentrated in 10, four year, undergraduate B.Ed. programs comprising Elementary (general) and Secondary education (Social Sciences, Science and Technology, Mathematics, English, TESL, and Music specialisations) with approximately 1450 students in total. The Department also has three graduate programs (MA, MATL and PhD), as well as three certificate programs in Leadership and SLE (English and French immersion) with a combined registration of 603 students.

Undergraduate Programs

DISE undertook a number of initiatives over 2014 to ensure that our programs would continue to attract high quality applicants. This was achieved through existing mechanisms such as 'open house' in October and the design and development of brochures for distribution at recruitment events in schools, CEGEPs and other post-16 educational institutions. However, of most significance perhaps was that 2014 witnessed the piloting of a Letter of Intent (LOI) that all applicants had to submit with their admission packages. Despite the administrative complexity and additional workload that this entailed for office staff and faculty, the rationale for its introduction was threefold: i) bringing DISE admission practices in line with other Canadian (and international) institutions; ii) to attract stronger and more able teacher candidates to work in schools and; iii) to ensure a better fit and, therefore, quality of teacher candidates admitted to our programs. Although we were concerned that the LOI might initially adversely affect applications to our programs, we have just learnt that we have in fact achieved our targets for

admissions in Fall 2015. However, the effects of the LOI on the quality and strength of candidates admitted will only be evident in the medium to long-term (i.e. 5-10 years). We plan to institute a longitudinal study to assess this.

As a primarily Anglophone university in the province of Quebec we are ideally situated to prepare qualified French immersion teachers. As a consequence, we continue to investigate ways in which to further promote and support programs to increase enrolment and meet the demands of the field. We have continued to do this through existing programs and by exploring new offerings as noted in what follows:

- Continued promotion of the B.Ed. (Kindergarten & Elementary - *Pédagogie de l'Immersion Française* Major) to meet the need for qualified French Immersion teachers in Quebec and across Canada. This included information provided to recruiters, presentations at career fairs etc., to attract potential students.
- The launch of the *Certificat d'études supérieures en pédagogie de l'immersion française*. This new certificate was promoted through information to alumni and school boards to attract in-service teachers to the program.

Currently, certain courses in these two programs are cross-listed (differentiated for level) due to low enrolment. Thus, our immediate goal is to increase enrolment such that separate courses can be offered. We are also investigating offering certificate courses online to other jurisdictions across Canada and possibly internationally.

In keeping with the mandate given to us by our accrediting bodies (CAPFE and the Ministry of Education), program coordination and coherence (i.e. L'approche Programme) continue to be of utmost importance. A number of ongoing initiatives have been designed to sustain L'approche Programme:

- Professional Learning Communities (PLCs) including all faculty and course lecturers, based on subject/research areas, met throughout the year culminating in the DISE retreat held in May (2015). Reports from these PLCs were given by the various PLCs on, for example, developing guidelines for attendance and assessment; technology and 21 century education; equity and diversity; and knowledge through the arts.
- Continued work on Centre Stage as a platform to house program curriculum maps and course outlines – to provide organization and easy access to information and content across courses, semesters, years and entire programs. Centre Stage will also allow efficient updating and archiving of past documents.
- A sub-committee of the Teacher Education Program Committee (TEPC) met throughout the year to establish e-portfolios as the medium for student professional development across B.Ed. and MATL programs. The committee also advocated a pedagogical approach aimed at integrating appropriate technology into course content, whilst simultaneously responding to demands for more technology in classroom practice.

Last, in collaboration with other departments that comprise the Faculty of Education (Educational Counselling and Psychology, Kinesiology and Physical Education), DISE has been pioneering a new undergraduate degree in Global Education under the leadership of Associate Dean (Academic Programs) Elizabeth Wood. This is envisaged to be a three-year, interdisciplinary, program (i.e. no teacher certification) that will lead to a BA in Educational Studies.

Financial constraints continue to impact our programs, particularly by reducing our ability to recruit professionals (e.g. Master teachers) from the field as sessional lecturers, or to offer honorariums for giving the occasional lecture. Class sizes continue to increase, while TA hours are cut leading to significant, albeit incremental, escalation in faculty workloads. With yet another round of cuts forecast for 2015-1, it is likely that this trend will continue to negatively affect the experience of students and faculty, while compromising the quality of our programs as we move forward.

Office of First Nations and Inuit Programs (OFNIE)

Through OFNIE (now a unit within DISE), the Faculty of Education has continued to maintain strong and enduring relationships with First Nations and Inuit communities for almost four decades (1978). Currently, OFNIE has Certificate and Bachelors' programs with the Cree, Mohawk, Naskapi, and Inuit. During 2014, 48 courses were delivered to the students of our four partners including four Summer Institutes. Nine students graduated with different degrees: three students were conferred a B. Ed. (for Certified Teachers); two others received a B.Ed. in First Nations and Inuit Education (B.Ed. FNIE); and four students accepted their Certificate in First Nations and Inuit Education. Although these numbers may seem trivial, they represent a huge accomplishment for each of these individuals and their communities, given the social, cultural, and linguistic barriers that they have had to overcome. The Director of OFNIE, James Howden, continues to provide outstanding leadership in its organisation, programming, development and good relations with our Aboriginal partners.

Graduate Programs

Drs Bronwen Low and Anila Asghar were appointed in May 2014, as co-directors of graduate programs. Since their appointment, they have administered a number of important changes in our doctoral and Masters programs.

PhD in Educational Studies

In relation to our doctoral program, they introduced a new funding formula that offers all incoming PhD students a three year base package, with some of this funding contingent on them completing key milestones in their studies (e.g. candidacy papers and dissertation proposal). This base package will be supplemented with Department awards, including P.Lantz, Max Bell and Gretta Chambers scholarships. In addition, extra funding has also been designated for the top three applicants to make the Department competitive with other universities. Although applications to the doctoral program have been somewhat depressed over the past few years, admission numbers for September 2014 were very close to our target of 20 (n=19).

DISE graduate students did quite well at the level of federal and provincial awards in 2015 (SSHRC PhD: 4, including 2 CGS; MA: 2, and FQRSC PhD: 6). This is up from 2014 (SSHRC PhD: 2, including 1 CGS; MA: 2; no numbers for FQRSC). We are continuing to offer 6 internal DISE awards (3 awards, one each for a PhD and MA student), with a deadline at the end of November. DISE did very well at the Faculty award level this year, winning 6 out of 10 awards. DISE student Amy Kim also won the inaugural Blum Award in Public Policy. Four incoming MA students also received the Wyng Trust Fellowship (2) and P. Lantz Fellowship for Excellence in Education and the Arts (2). Average funding for both PhD and Masters students is noted in the table (3) below:

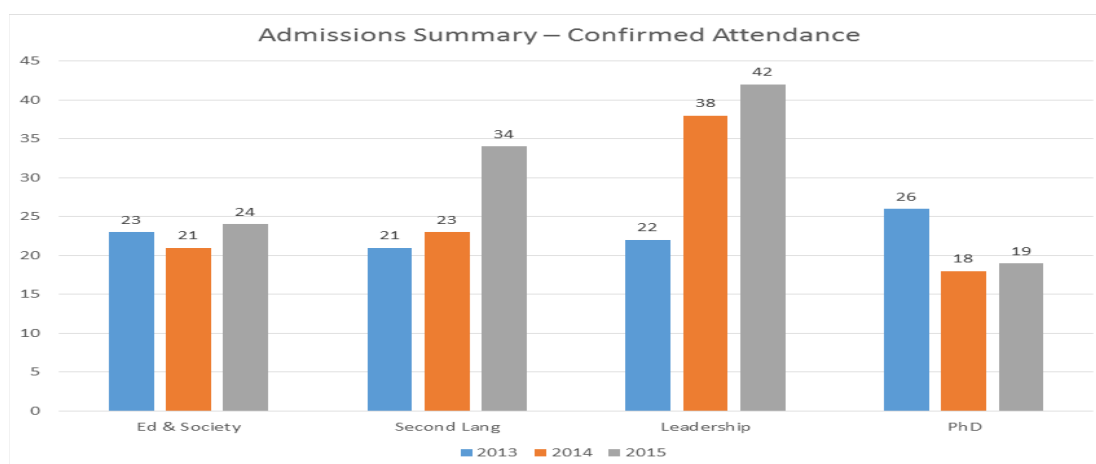
DISE Graduate Funding: Table 3

	PhD Quebec tuition (39)	PhD international (11)	Master's Quebec tuition (10)	Master's Canadian non- Quebec (8)	Master's international (8)
Avg	\$16,185	\$24,918	\$6,914	\$7,838	\$8,956

Masters Programs

As table (4) below indicates, admissions to our Masters programs over the past three years have been steadily increasing:

DISE Graduate Admissions, 2013-2015: Table 4



Although this increase has allowed the Department to maintain levels of funding for its graduate scholarships, it is unsustainable, as it has put pressure on graduate class sizes. A typical graduate seminar in DISE as we enter the 2015-16 academic year will have 35-40 students, an unenviable teaching and learning experience for students and professors.

The Department made a number of structural changes to its Masters programs over 2014. It voted to remove the two streams - “Culture and Values” and “Teaching, Learning, and Curriculum” - in the Education and Society MA program, as there was only a 3-credit difference between them. This change allowed more freedom in scheduling and proposing new courses for our graduate students. Along with changes to several graduate course titles and descriptions, to better fit current scholarship and course content, the Graduate Program Committee (GPC) also worked with a subcommittee of colleagues and students who piloted a “Teaching in Higher Education” mentorship course, which pairs doctoral students with professors willing to mentor them in undergraduate level teaching. We will encourage doctoral students and professors next year to continue to collaborate in this way, initially in the form of a Reading Course, in relation to guidelines developed by the subcommittee. The GPC also clarified and developed policies with regards to the ABDUL (all but dissertation award) and the candidacy papers. In order to support incoming MA students, a subcommittee of the Graduate Program Committee is exploring the option of pairing up initial faculty advisors with MA students in the Thesis Option. For the next admissions cycle, we are planning to ask the MA applicants to describe their research focus more specifically in order to assign them to expert advisors who could potentially serve as their thesis supervisors.

Although a graduate program, the MATL is considered here with our undergraduate programs as it is specifically aimed at students who will gain MELS certification to become teachers. While some issues that were reported on in the 2013 Annual Report remain problematic (e.g. MELS indecision concerning prerequisites for areas of specialisation such as ESL), registrations to this program have been constant, so that in September 2014, 75 new admissions were granted to the program. In the medium to long-run (i.e. 5-10 years) the Department hopes to extend the program beyond its current focus on secondary education, to include elementary/kindergarten. This is a route that OISE/University of Toronto has taken over the past year, so that all their teacher certification programs are now at the graduate level. This is also in line with educational policy internationally and is recommended by the OECD.

Graduate Certificates

For the past 15 years DISE has offered a Graduate Certificate in Educational Leadership (GCEL) which consists of two components: certificate 1 and 2, both of which consist of 15 credits (five courses) that are offered to school boards in Montreal and across Quebec to aspiring school administrators. In 2014, GCEL had 126 registrations within seven courses, some of which are offered off-campus. Registrations in this program continue to be steady, although it is expected at some point that numbers will decline with the diminution of the Anglophone school population and reduction/merger of school boards.

A new graduate certificate, eLEAD (executive Leadership in Education Administration and Development) is currently in the planning stages and will soon be presented for approval. This new program (15 credits) targets an international market of higher education professionals from around the world. The majority of courses will be delivered online, with a two-week intensive McGill Campus component. This face-to-face component will provide an opportunity for students to create an international network of peers. By providing the majority of courses online, students will be able to complete the course requirements while working full-time. Additionally, students will have the capacity to communicate with one another through online communication boards. The face-to-face intensive components will also provide students from across the globe the opportunity to meet and collaborate on course assignments. This opportunity will also provide the students with an opportunity to develop a global network of educational institution leaders and as a consequence, their professional network.

Involvement in the Community

The Department continues to be engaged with its respective communities. Building on its over 40-year history of partnering with First Nations and Inuit, the Department hosted the fourth Aboriginal Leadership symposium in July, 2014. Funded by the Casgrain Foundation, this initiative has brought together Aboriginal youth from northern communities in Quebec and Ontario.

Colleagues continue to engage extensively with the Faculty, University and their respective scholarly communities. The Faculty's Institute of Well-Being and Human Development is currently lead by Drs Claudia Mitchell and Shaheen Shariff.

Another outstanding example is the AiR's program, funded by a donation given by Pauline Lantz. Led by Dr Elizabeth Wood, the PLantz Artist in Residence initiative has recently recruited two Montreal-based artists to collaborate with students and faculty in creating art works within the Department and Faculty. This program will continue for the next four years. Last, Dr Aziz Choudry continues to hold his monthly seminars that bring faculty, graduate students and community activists together to explore contemporary issues in society and

culture.

Awards and Honours

Professor Aziz Choudry was named a Visiting Professor at the University of Johannesburg

Professor Ratna Ghosh became a Fellow at the Australia-India Institute, University of Melbourne

Professor Allison Gonsalves was appointed to the Advisory Board on Science Education, Sweden

Professor Roy Lyster became a member of the European Centre for Modern Languages

Professor Cladua Mitchell was nominated a Fellow, Royal Society of Canada and became Guest Professor, Midlandia University, Sweden

Professor Annie Savard became a Fellow of CIRANO

Professor Shaheen Shariff became an Affiliate Scholar, Stanford Law School; she was also appointed to Premier Couillard's advisory committee on cyber-bullying

Professor Boyd White was made a honorary lifetime member of CSEA

Milestones

Unfortunately, 2014 witnessed the departure of several senior members of the Department:

Professor Mary Maguire (retired)
Professor Anthony Pare (to take up a position at UBC)
Professor Donna-Lee Smith (retired)
Professor Lise Winer (retired)

However, we were very pleased to gain Allison Gonsalves as an Assistant Professor (tenure-track) in Science Education and were delighted by Annie Savard receiving tenure and being promoted to Associate Professor.