

OISE Guideline for Establishment of Extra-Departmental Unit Cs

This document is intended to accompany and expand upon the University of Toronto Guidelines for Extra-Departmental Units (EDUs) <https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2018/11/guidelines-extra-departmental-units.pdf>

Purpose of EDU: Cs

The University Guideline indicates that EDU: Cs are normally multi-disciplinary, multi-departmental units designed to foster research and scholarly interest in a defined research domain. At OISE, EDU: Cs are expected to cohere around a theme or domain in a way that extends beyond the work of individual faculty members – and even collaborations between faculty members. EDU: Cs have a clear and explicit purpose, with a corresponding structure and activities (that include but extend beyond research) to support that purpose. The work of EDU: Cs could not be done with the same impact without the structure of the EDU: the whole is greater than the sum of its parts.

Key Characteristics of OISE EDU: Cs

- Have a clear, thematically coherent purpose that provides the foundation for the EDU's structure and activities
- Provide a unique contribution to scholarship and are clearly distinct from other units (including other EDUs) at UofT in terms of their purpose, goals, and activities
- Involve at least two departments within OISE or the University, with an identified lead Department
- Involve multiple OISE faculty members (and often faculty members from other UofT divisions)
- Have a clear governance structure (including a Director who is supported by an executive committee and (often) an advisory board or council that will contribute to the directions and activities of the EDU) and explicit processes for decision-making
- Have clear criteria for membership – often with categories of membership that reflect differentiated roles in the EDU: C (e.g., full members, associate members, student members, community partners)
- Involve students and support students' scholarly development and capacity – within and beyond connections to students' programs of study
- Often have established connections to and relationships with external organizations (e.g., community organizations and groups)

Resources and Sustainability

The creation of an EDU: C does not guarantee department- or divisional-level resources, including space and funding. Sustainability of an EDU: C results from a variety of 'inputs', including a viable purpose, objectives, and plan for activities; resources (e.g., financial, space); a sufficient number of core faculty members (beyond the Director) who are substantively committed to the work of the centre; and a governance structure and processes that support the

- Include an Appendix with a list the faculty members who have agreed to become members and will be actively engaged in the proposed EDU: C

Proposal Document Template for the Establishment of OISE EDU: Cs

Reflecting the above Guideline, proposals for the establishment of a new EDU: C will include the following elements, which need to be developed with clarity and comprehensiveness in order to facilitate substantive consultation and review.

1. Statement of Purpose

In one paragraph, detail a clear, thematically coherent purpose that provides the foundation for the EDU's structure and activities. Note the proposed start date of the Centre.

2. Academic Rationale

Provide a description of the EDU's purpose and objectives, clearly specified in terms of the substantive field or problem area. Include possible metrics or measures of success in the relevant sections below.

- **Background** – address the foundation for the Centre and history to date
- **Vision** – what will this Centre achieve? What is the intended point of having this as a centre?
- **Objectives** – define at least three objectives of the Centre
- **Strategic Goals** – detail plans to achieve the articulated objectives
- **Distinctiveness**– Explain how the EDU will provide a unique contribution to scholarship and are clearly distinct from other units (including other EDUs) at UofT in terms of their purpose, goals, and activities, Describe the unique and/or additional contribution that the EDU will bring to the relevant department(s) and to OISE

3. Participation

Have clear criteria for membership – often with categories of membership that reflect differentiated roles in the EDU: C (e.g., full members, associate members, student members, community partners). Include an Appendix with a list the faculty members who have agreed to become members and will be actively engaged in the proposed EDU: C noting Name, Title, Department. Describe, with supporting evidence, how the EDU: C members will develop and

- **Communities (if this is an aspect of the Centre's purpose)** provide details of established and or planned connections to and relationships with external organizations (e.g., community organizations and groups)

5. Governance

Describe the structure and processes that through which the EDU: C will be governed. Provide details about a clear governance structure (including components such as a Director who is supported by an executive committee, an advisory board or council that will contribute to the directions and activities of the EDU, and explicit processes for decision-making)

6. Sustainability and Resources

Detail department and/or other commitments to resources, including space, funding, administrative support; provide a draft budget. Address the sustainability of the EDU: C beyond a single 5-year term.

Appendix: Governance Path for Establishing an EDU: C at OISE

