

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 128 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS

March 7, 2007

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Wednesday, March 7, 2007 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Andrea Sass-Kortsak (Chair)
Professor Douglas McDougall
(Vice-Chair)
Professor Edith Hillan, Vice-Provost,
Academic
Professor David Farrar, Deputy Provost
and Vice-Provost, Students
Professor Derek Allen
Professor Gage Averill
Mr. Tim Corson
Ms Bonnie Goldberg
Professor Louise Lemieux-Charles
Mr. Matto Mildenberger
Professor Cheryl Regehr
Miss Maureen Somerville

Non-Voting Assessors:

Professor John R. G. Challis, Vice-
President, Research and Associate
Provost
Dr. Tim McTiernan, Assistant Vice-
President, Research
Professor Susan Pfeiffer, Vice-Provost,
Graduate Education and Dean, School of
Graduate Studies
Ms Karel Swift, University Registrar

Secretariat:

Mr. Neil Dobbs
Mr. Henry Mulhall

Regrets:

Professor Ragnar Buchweitz
Mr. Ryan Mathew Campbell
Professor Luc De Nil
Professor Dickson Eyoh
Ms Linda B. Gardner
Mr. Billeh Hamud
Dr. Wajahat Khan

Dr. Chris Koenig-Woodyard
Dr. Lesley Ann Lavack
Professor Sioban Nelson
Professor Janet Paterson
Professor J. J. Berry Smith

In Attendance:

Mr. Jason Bechtel, Counsel, Office of the Vice-President, Research
and Associate Provost
Professor Normand Labrie, Associate Dean, Research and Graduate Studies, Ontario
Institute for Studies in Education of the University of Toronto
Ms Helen Lasthiotakis, Director, Policy and Planning, Office of the Vice-President
and Provost

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ITEMS 3 4 AND 5 CONTAIN RECOMMENDATIONS TO THE ACADEMIC BOARD FOR APPROVAL. ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Report of the Previous Meeting

Report 127 (January 17, 2007) was approved.

2. Student Financial Support: Annual Report of the Vice-Provost, Students, 2005-2006

The Chair said that the Report on Student Financial Support was an annual accountability report. The Committee was responsible to make known any concerns it might have about the efficacy of the student financial support programs to achieve the goal of the Policy on Student Financial Support – that no student offered admission to a program should be unable to enter or complete that program due to a lack of financial means. Apart from that, the report was for information and no Committee action was required.

Professor Farrar said that the University of Toronto was not only meeting its obligation under the Policy on Student Financial Support, but it was a leader in Canada in providing student financial support. Its approach was a very progressive one, and its need-based student aid had grown from about \$1.5-million in 1992-93 to about \$40.3-million in 2005-06.

Professor Farrar said that the structure of the annual report had not changed significantly over the years. The presentation of the data had improved, which was a credit to Ms Swift and her team. As a part of the Provost's commitment to performance indicators and to documenting the University's progress in achieving the things it valued, Professor Farrar had made a commitment to review the format of the document for future years' reports.

Professor Farrar reported that a major change reflected in the report was the significant improvement in the Ontario Student Assistance Program (OSAP), funded by the Governments of Canada and Ontario. The most notable improvement was the re-introduction of non-repayable grants to students from low-income backgrounds in their first and second years of study.

Professor Farrar referred to a new section in the report dealing with student part-time employment. The section was based on data from OSAP applications and from the National Survey of Student Engagement (NSSE). The conclusion reached by the review was that, while it would be appropriate to monitor the concern that students might be forced to work during the academic year to support their studies, it did not appear to be a major problem at the present time.

REPORT NUMBER 128 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS - MARCH 7, 2007**2. Student Financial Support: Annual Report of the Vice-Provost, Students, 2005-2006 (Cont'd)**

Professor Farrar referred to the Government of Ontario's new Student Access Guarantee, introduced for the current academic year. The University of Toronto was not only fully compliant with the requirements under that guarantee, its own access guarantee had provided the model for the Province's policy.

Professor Farrar recalled that the Governing Council had in 2002, at a time of significant increases in tuition fees, asked the Faculty of Law to undertake a study with respect to the accessibility to that Faculty of students from low-income backgrounds. That study had been updated for 2005-06, and a report was appended to the document now before the Committee. That study showed that the overall quality of the student body had not been affected adversely by the increase in tuition fees; on the contrary, the average entering grade and Law School Admission Test score had increased. The student body had become more diverse, with more than 30% of students being members of visible minorities. The net tuition, after bursary assistance, paid by students who received financial assistance had declined. Committee member Bonnie Goldberg was the author of the study on "Admissions, Financial Aid and Accessibility at the Faculty of Law, 2005-06," and she could answer any questions.

Among the matters that arose in questions and discussion were the following.

(a) Accessibility to professional faculties. A member commended the study of accessibility to the Faculty of Law and asked whether other professional faculties had undertaken comparable studies. Professor Farrar and Ms Swift replied that the study by the Faculty of Law was the result of a specific request made by the Governing Council at the time the Council had approved significant tuition-fee increases for that Faculty. While other professional faculties did review factors relating to their accessibility, there was no expectation of a formal report to the Governing Council.

(b) Anticipated debt load at graduation. Referring to Appendix 2, a member observed that there had since 2002 been a steady reduction in the proportion of students expecting to have debt of less than \$30,000 upon graduation from their undergraduate programs or less than \$70,000 upon graduation from programs in Dentistry, Law, Medicine and Pharmacy. Professor Farrar replied that while the University had retained the same debt-load threshold over the five years of the survey, costs had risen over the years with inflation. The termination of the three-year undergraduate degree at the University might well also have contributed, with the average number of years of study having increased over the period. Ms Swift noted that the re-introduction of a grant element to OSAP would help to alleviate the problem in future years. She also noted that the data was based on students' self-reported expectations, which was less reliable than actual data from such sources as OSAP applications. That might account for some variability from year to year.

REPORT NUMBER 128 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS - MARCH 7, 2007**2. Student Financial Support: Annual Report of the Vice-Provost, Students, 2005-2006 (Cont'd)**

The member asked whether there was any correlation between debt load and students living in residence. Ms Swift replied that students living away from home, whether in a University residence or elsewhere, did incur higher costs and did receive a higher level of OSAP support. However, the data were not broken out to differentiate between students living at home and away from home.

3. School of Graduate Studies / Ontario Institute for Studies in Education / UT: Doctor of Education Program in Curriculum Studies and Teacher Development – Program Closure

Professor Hillan presented the proposal from the Ontario Institute for Studies in Education of the University of Toronto (OISE/U.T.) and the School of Graduate Studies to cease admission to the Ed.D. Program in Curriculum Studies and Teacher Development. A copy of that proposal is attached hereto as Appendix "A". The Department of Curriculum, Teaching and Learning had in 2005 introduced a flexible-time Ph.D. program in Curriculum Studies and Teacher Development, which was the program to which most new students now applied. The Department had therefore suspended entry to the Ed.D. program, and it now proposed permanently to cease further admission to the program and to close it upon completion of the program by its current students. Students currently in the Ed.D. program would also be given the option of transferring to the Ph.D. program. The proposal had been reviewed and endorsed by the Department's Program Committee and its Council, by the Faculty Council at OISE/U.T., and by the Graduate Education Council.

Professor Pfeiffer reported that the Graduate Education Council had engaged in a very constructive discussion of the proposal. The current time was a very interesting one for graduate education in the broad field of Education. It was apparent that the meaning of the Ed.D degree was different in the different areas of Education. In the area of Curriculum Studies and Teacher Development, the Ph.D. degree was the clear preference. In general, the Ed.D degree was regarded as more a professional degree and the Ph.D. as more an academic degree. In the field of Curriculum Studies and Teacher Development, practitioners and well as academics had a strong analytical backgrounds and exercised analytical skills. Following a three-year period of consideration, it had been concluded that the Ph.D. degree was the appropriate one in this field. The Ed.D. degree would continue to be used in many other fields in Education.

A member observed that the matter of professional doctorates was becoming a very important issue and one that required clarity of thinking. The general view was that a professional doctorate was meant to signify the achievement of a very high level of professional learning whereas a PhD was regarded as more a research-based, academic

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**3. School of Graduate Studies / Ontario Institute for Studies in Education / UT:
Doctor of Education Program in Curriculum Studies and Teacher
Development – Program Closure (Cont'd)**

degree. Practitioners in some fields were actively seeking a specific professional degree. In this case, the opposite direction was being taken. Was the doctorate in Curriculum Studies and Teacher Development seen as a more academic- research-based field?

Invited to respond, Professor Labrie replied that the matter was not as clear-cut. A survey of theses in the field showed little distinction in the topics between those completed by Ed.D students and Ph.D. students. There was no clear distinction between professional and academic work as originally intended. The distinction in some other areas was also less clear; the situation varied substantially among fields. In this case, some graduates had found that having an Ed.D. degree rather than a Ph.D. had been an obstacle to their obtaining employment in desired positions. For that reason, students had tended to prefer the flexible-time Ph.D. program. It had been decided, therefore, to terminate admission to the Ed.D and to distinguish between professional and academic emphases within the Ph.D. degree.

Professor Pfeiffer added that there had been a substantial discussion across North America concerning differentiation between the Ed.D and the Ph.D. degree. The discussion was continuing both across North America and at OISE/U.T. The University of Toronto was fortunate to have a very large faculty of Education, where the discussion could be worked through. The matter raised by the member was a very important one with respect to the field of Education and more generally. There was, as the member had observed, increased interest in professional doctoral degrees. Unfortunately, no clear position had to this point emerged from the discussion of the matter.

On motion duly made and seconded,

YOUR COMMITTEE RECOMMENDS

THAT the proposal from the School of Graduate Studies and the Ontario Institute for Studies in Education to cease admission to the Curriculum Studies and Teacher Development Program Ed.D. be approved and,

THAT the closure of the Ed.D. program be approved when no students are registered in it. The entry for the program will be removed from the School of Graduate Studies calendar on a permanent basis, effective September 2007.

The Chair observed that the proposal had been approved with no votes contrary and one abstention.

REPORT NUMBER 128 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS - MARCH 7, 2007**4. Research Policies: Policy on Research Agreements and the Recovery of Indirect Costs of Research**

Professor Challis said that the policies on the agenda were two further outcomes of the major review of all research policies. The proposed Policy on Research Agreements and the Recovery of Indirect Costs of Research would revise a policy most recently amended in 1999. The proposal had emerged from a process of extensive consultation. The key characteristic of the revised policy was the principle of seeking the recovery of the indirect cost of all externally funded research, whether funded by contracts or grants. The objective in all cases would be to seek recovery of costs amounting to 40% of the direct cost. The proposed policy would remove the formula for the internal distribution of indirect-cost payments to reflect the new budget model whereby all overhead revenue would flow to the academic division of the principal investigator. Invited to comment, Mr. Bechtel said that the proposed revised policy would also set out clearly the steps for institutional review of research agreements and the requirement for their approval by the Vice-President, Research and Associate Provost. The proposed Policy would also use the current title of that Vice-President.

On motion duly made and seconded,

YOUR COMMITTEE RECOMMENDS

THAT the proposed revised Policy on Research Agreements and the Recovery of Indirect Costs of Research, a copy of which is attached hereto as Appendix "B", be approved, replacing the Policy on Research Contracts and the Recovery of Indirect Costs of Research approved by the Governing Council on January 25, 1999.

5. Research Policies: Connaught Fund Terms of Reference

Professor Challis said that the Terms of Reference of the Connaught Fund had been most recently revised in 1992. The proposed changes were minor. The new Terms of Reference would reduce the specificity of the membership of the Connaught Committee and would bring up to date information concerning the investment of the Connaught Fund.

Professor Challis responded to a number of questions concerning details of the proposed Terms of Reference, and he agreed to make two minor corrections / amendments, including making provision for the Dean of the School of Graduate Studies, like most other *ex officio* members, to designate another individual to serve on the Connaught Committee.

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5. Research Policies: Connaught Fund Terms of Reference

On motion duly made and seconded,

YOUR COMMITTEE RECOMMENDS

THAT the proposed revised Terms of Reference of the Connaught Fund, a copy of which is attached hereto as Appendix "C", be approved, replacing the Terms of Reference approved by the Governing Council on June 25, 1992.

The Chair said that many members would know that Professor Challis would be standing down as Vice-President at the end of the current academic year. Professor Challis was one of the University's leading medical scientists, who had published something in the order of 500 scientific papers and articles in his area of hormone mechanisms during pregnancy, fetal development and the control of birth. For the past four years, he had maintained his very active research program while holding the portfolio of Vice-President, Research. In that role, he had made many significant contributions. The Committee had received the annual reports of the Vice-President, Research, outlining outstanding accomplishments on Professor Challis's watch. This year he had also lead a complete review of University-wide research policies and the Committee had been receiving the outcome in the form of revised policies brought for approval. The University of Toronto owed Professor Challis a great debt of gratitude. The Chair, and the Committee expressed their thanks and best wishes to Professor Challis.

6. Date of Next Meeting

The Chair reminded members that the next regular meeting was scheduled for Wednesday, March 28, 2007 at 4:10 p.m.

The meeting adjourned at 4:55 p.m.

Secretary

Chair

March 20, 2007