



AGENDA

Graduate Education Council

Tuesday, April 10, 2018

3:10 p.m. – 5:00 p.m.

Governing Council Chambers, Simcoe Hall Room 214

1. **Approval of the Agenda** of Graduate Education Council – April 10, 2018
2. **Approval of the Minutes** of the Graduate Education Council – January 30, 2018
(Documentation Attached)
3. **Business Arising from the Minutes**
4. **Dean's Remarks**
5. **Student Academic Services** **Josie Lalonde**
 - 5.1 SGS Registration Statistics - Annual Report
6. Graduate Centre for Academic Communication **Jane Freeman**
 - 6.1 Activity Report
7. **Motions** *(Documentation Attached)*
 - 7.1 Proposal to Revise Entry in SGS Calendar Regulations - EdD Degree Regulations
8. **Other Business**
9. **Closing Remarks**

MINUTES
Graduate Education Council
Tuesday, January 30, 2018, 3:10 p.m. – 5:00 p.m.
The Council Chamber, Room 202, Galbraith Building

Meeting called to order 3:10 p.m.

The Dean called the meeting to order and welcomed all members and visitors at 3:10 p.m.

1. Approval of the Agenda of the Graduate Education (GEC) Meeting of January 30, 2018

MOTION (*duly moved by Luc De Nil and seconded by Marius Locke*)
THAT the agenda of the Graduate Education Council meeting of January 30, 2018 be approved.

The motion is **CARRIED**.

2. Approval of the Minutes of the Graduate Education Council Meeting of October 17, 2017

The Dean noted that the minutes of the October 17, 2017 meeting were distributed with the agenda.

MOTION (*duly moved by Luc De Nil and seconded by Marius Locke*)
THAT the minutes of the Graduate Education Council meeting of **October 17, 2017** be approved.

The motion is **CARRIED**.

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Dean's Remarks

The Dean summarized recent SGS initiatives in the PowerPoint presentation appended to the minutes.

- **Wellness Initiatives** - An additional Wellness Counsellor was hired in early January and will be profiled in the February Gradschool e-news to generate awareness of the service. More information on the embedded counsellors can be found here, <https://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Counselling-Services.aspx>.
- **Indigenous Graduate Travel Award** - In collaboration with SAGE (Supporting Aboriginal Graduate Enhancement UT) SGS launched a three-year pilot project to provide travel awards to Indigenous students who may not qualify for traditional sources of funding. More information can be found here <http://www.sgs.utoronto.ca/currentstudents/Pages/Travel-Conference-Awards.aspx>.
- **SGS Graduate Student Advisory Group** - To further expand opportunities to receive input and feedback from Graduate Students, a Graduate Student Advisory Group will be established. Draft Terms of Reference were distributed. An open call for nominations will be included in the February Gradschool e-news. A member suggested including a student from each Division from a professional program. **Action:** Membership to be announced at next GEC meeting.
- **Information Architecture Project Update** - The review of the SGS website continues. The external contractor has provided initial site maps and wireframes of key pages. SGS is gathering internal feedback on these documents.
- **Graduate Admissions Process (GAP) Update** - As part of the project to review the graduate admissions process, SGS has been meeting with faculties to gather input on new applications, evaluations, faculty decision documents, acceptance/rejection by applicants and system reporting. The goal of this is to help

identify a single solution to support the process and then to develop that system based on feedback in this first phase, scheduled to be completed by April.

- **Change to International Tuition Fees** - Very recently a change in the tuition fee structure for most international Ph.D. students was announced. Most research stream international graduate students, in all years of study, will pay domestic tuition rates. The change comes into effect September 2018 and is not retroactive. SGS is examining the impact this change will have on units. Distribution of quota spots varies by Division.
- **Commitment to Data Transparency** - In September 2017 the Association of American Universities (AAU) issued a statement regarding data transparency, requesting that “all PhD granting universities and their respective Ph.D. granting colleges, schools, and departments, to make a commitment to providing prospective and current students with easily accessible information”. SGS already collects and publishes Time to Completion (TTC) and funding data on the SGS website. Employment outcomes from the 10,000 Ph.D.s project will be published this week. In the year ahead, SGS plans to improve the way we publish TTC and funding data while also adding data such as admissions and enrollment, and student demographics.
- **Next Generation Life Science** – SGS will collect and publish data using common standards established by our collaboration with the Ontario Council of Academic Vice-Presidents Task Force on Quality Indicators. SGS is one of four institutions selected to explore the feasibility of metrics around the graduate student experience.
- **SMA2 – 2017-2020** – UofT has signed an SMA agreement, <https://www.utoronto.ca/sites/default/files/University%20of%20Toronto%20SMA%202017-20%20%28for%20publication%29.pdf>. SMA2 has identified five priority areas. While graduate education is an integral part of each priority, initiatives in graduate education are specifically highlighted in the area of student experience and innovation, economic development and community engagement. UofT has been granted permission for 631 new masters and 198 new doctoral spots by Fall 2019.
- **Collective Bargaining Update** – Negotiations are currently underway with CUPE 3902 Unit 1 which represents approximately 7,000 employees, mainly graduate students, working as teaching assistants, teaching laboratory assistants, markers, graders, and instructors. At a meeting on January 22, those in attendance voted to set a strike deadline of February 26th. Updates on the bargaining process will be posted on this website www.utoronto.ca/collective-bargaining-information.
- **Tri-Campus Graduate Chair Search Fact Sheet** –The Faculty of Arts and Science is tri-campus in scope at the St. George Campus. A document was prepared to clarify the process of appointing graduate chairs within the Faculty of Arts & Science. Information for the Fact Sheet was drawn from the 2008 memo, “Guidelines on the Graduate Chair in Arts & Science Graduate Units: The Role, Responsibilities and Appointment Procedures (2008)”.
- **Vice-Dean Programs** – Professor Elizabeth Smyth’s term as Vice-Dean Programs will end in June 2018. A search is underway for a replacement. Duties in the Vice-Decanal roles will be reassigned between the Vice-Deans. Functions relating to graduate professional development, currently in the Vice-Dean, Students portfolio, will move to the Vice-Dean Programs & Innovations portfolio.
- **65 St. George Street** – The third floor of 65 St. George Street will undergo renovations that will affect the use of conference room 201, with some meetings, including FOEs, needing to be held in a different location. We appreciate your patience throughout this process.

5. 10,000 Ph.D. Survey Results

The 10,000 Ph.D. project was initiated by Professor Reinhart Reithmeier with funding support from the School of Graduate Studies. In 2016-17 outcome data on doctoral students graduating between 2000-2015 was collected from publically available sources. The study successfully located 88% of Ph.D. graduates. An overview report of the project was distributed. Two other documents have been created for internal and government audiences. The next step is to create four division-specific documents. A sign-up sheet was circulated for members to contribute to the consultation process to create divisional sheets. A tableau dashboard allowing users to interact with the data will go live tomorrow at <https://www.sgs.utoronto.ca/about/Pages/10,000-PhDs-Project.aspx>. The Dean introduced and thanked Grace Zhu who has been instrumental creating the Tableau presentation. This information will feed into many aspects of program changes/development, helping units understand the role of PhDs within the wider economy, and

helping prospective and current students as they begin to think about the range of employment opportunities open to them.

6. Motion – SGS Regulation Reviews

MOTION (*duly moved by Luc De Nil and seconded by Jan Mahrt Smith*)

that changes to the SGS Calendar Regulations be approved as circulated with the agenda.

- **Section 4.2.2.** (*Eligibility of Students for Second Graduate Degree of Same Title*);
- **Section 4.2.5.1** (*Transfers – Master’s to Doctoral*);
- **Section 6.1.11.1** (*Extension of Time for Completion of Degree Requirements – Master’s Students*),
and;
- **Section 6.1.11.2** (*Extension of Time for Completion of Degree Requirements – Doctoral Students*)
in the SGS Calendar for the 2018-19 academic year.

The SGS Calendar outlines the policies and regulations for graduate students entering a program. The wording of this ‘contract’ is significant as it governs their program and is the point of reference during the academic appeals process. Last year SGS undertook an editorial review, and during the process, several regulations were identified that required further clarification. Circulated with the agenda was a summary of these proposed changes. L. De Nil presented the current calendar wording, the proposed changes and explained the rationale.

Regulation 4.2.2. will be amended to read “The University may confer upon a student a graduate degree having the same time as a previous degree, if that initial degree was obtained at a different institution. For students who already have obtained a University of Toronto degree, a second degree of the same name will not be conferred unless it is undertaken in a different field of study from the first.”

Regulation 4.2.5, will be amended to include the additional sentence at the end, “Such a transfer must occur within 24 months of initial registration.”

Regulation 6.2.11.1 paragraph two will be amended to read “To apply for an extension, the student must complete the Program Extension form and present to the graduate unit concerned the causes for the delay. If an extension request is made for a 3rd and final extension, the student and the department must each provide confirmation that the degree requirements can be made within the time limits of the final extension. No registration beyond the extension period will be permitted.”

Regulation 6.2.11.2 paragraph two will be amended to read “To qualify for an extension, the student must complete the Program Extension form and present to the graduate unit concerned the causes for the delay. If an extension request is made for a 4th and final extension, the student, the supervisor, and the department must each provide confirmation that the degree requirements can be made within the time limits of the final extension. No registration beyond the four-year extension period will be permitted.”

As part of the consultation process, these proposed changes to the SGS Calendar were discussed at meetings of the SGS Dean’s Leadership Group on January 16, 2018, and the SGS Council of Graduate Deans on January 23, 2018.

Graduate Education Council approval is final for SGS Calendar regulations which will be incorporated into the SGS Calendar for the 2018-19 academic year. These changes will only affect students registering in September 2018.

The motion was CARRIED.

7. For Information

- **Post-Doctoral Fellows Annual Report 2016-17** - This report reflects PDF engagements at the University of Toronto during the academic year from September 1, 2016 to August 31, 2017. Please contact Lisa Haley at l.haley@utoronto.ca for more information.
- **External Awards Report – 2016-17** – This report explains the outreach, process and results of the Federal Tri-Agency Awards (NSERC, SSHRC, CIHR, Vanier and Banting), and Provincial Awards (OGS, QEII-GSST, OTS) competitions for the past five years. Please contact Laura Stathopoulos at laura.stathopoulos@utoronto.ca for more information.
- **GCAC Annual Report – 2016-17** – This report summarizes activities (non-credit course modules, workshops, boot camps, talks/workshops imbedded within graduate course and Writing Centre consultations) offered by the Graduate Centre for Academic Communications (GCAC) during the 2016-17 year. Please contact Jane Freeman at jane.freeman@utoronto.ca for more information, or for a copy of the full report.

8. Other Business

There was no additional business.

9. Closing Remarks

MOTION (*duly moved by Luc De Nil and seconded*)

THAT the Graduate Education Council meeting of January 30, 2018 be adjourned.

The motion is **CARRIED**.

The meeting adjourned at 4:34 p.m.



Appendix to the Minutes
UNIVERSITY OF TORONTO - GRADUATE EDUCATION COUNCIL
Record of Attendance – January 30, 2018

Present (Voting & Non-Voting Members)

Aqrabawi, Afif
Audet, Julie
Barker, Joshua (Chair)
Berry-Crossfied, Brianne (*ex-officio*)
Brooks, Dina
Brummell, Alice
Buck, Leslie
Cresswell, Jess
Dalrymple-Fraser, Charles
De Nil, Luc (*ex-officio*)
Hu, Jim
Kaplan, Allan
Katz, Chaim
Koga, Midori
Lee, Chi-Guhn
Locke, Marius
Mahrt-Smith, Jan
Markovic, Melanie
McInroy, Lauren
Packer, Jeremy
Pirvulescu, Mihela
Segal, Hugh
Skira, Jerry (*ex-officio*)
Somigli, Luca
Steeves, Craig
Strong, Kimberly

In Attendance (Guests & SGS Staff)

Freeman, Jane
Haley, Lisa
Heximer, Dianne (*Secretary to Council*)
Kenzie, Alison
Lalonde, Josie
Plata, Angelique
Stathopoulos, Laura
Stinchcombe, Kristen

Absent

Alford, Larry (*ex-officio*)
Bascia, Nina
Benjamin, Dwayne
Cote, Stephane
Danieri, Amrita
Dubber, Markus
Gertler, Meric (*ex-officio*)
Goel, Vivek
Gough, William
Johnson, Linda
Mabury, Scott
McDougall, Doug
Nelson, Sioban
Pietropaolo, Nelly
Qudrat, Anam
Quinonez, Carlos
Ratto, Matt
Rice, Keren
Sabzalieva, Emma
Schuman, Boaz
Simpson, Andre*
Smyth, Liz (*ex-officio*)
Silcox, Mary*
Stevenson, Siobhan
Regehr, Cheryl
Versace, Carmela
Wachowich, Cameron
Zhang, Jonny

* I was unsuccessful connecting these members via teleconference



About the Multi-campus Graduate Chair Search Process at A&S

This information sheet provides a short summary of the key features of the graduate chair role and outlines the appointment process for graduate chairs in multi-campus A&S units. The information included here is drawn from a 2008 memo entitled [Guidelines on The Graduate Chair in Arts & Science Graduate Units: The Role, Responsibilities and Appointment Procedures](#) (2008).¹

1. What are the two models for graduate chairs within multi-campus graduate units in Arts & Science?

In units with significant graduate activity on at least two campuses, the role of the graduate chair is conceived to be distinct from that of the undergraduate chair.² This does not preclude an individual from taking on both roles, but it allows for the possibility that a separate person could be appointed as graduate chair. There are thus two main models for how the graduate chair appointment is structured:

- **INTEGRATED CHAIR MODEL**, where the graduate chair of the multi-campus graduate unit also serves as the chair of an associated undergraduate department on one of the three campuses.
- **SEPARATED CHAIR MODEL**, where the person appointed to be graduate chair does not serve as the chair of any of the associated undergraduate departments.

At present, the budgetary/administrative home of tri-campus graduate A&S units is typically the St. George department. Where the St. George undergraduate chair also serves as the multi-campus graduate chair, there is thus an alignment between who serves as head of the graduate unit and who serves as head of the budgetary/administrative unit. However, in the integrated chair model it is also possible for an undergraduate chair from UTM or UTSC to serve as the graduate chair.³

The integrated chair model is currently in place in most multi-campus A&S graduate units. Graduate units currently employing a separated chair model include Psychology and Sociology. (In addition to the graduate chair, most departments also have a graduate coordinator or graduate associate chair, who is appointed by the graduate chair, and who is responsible for day-to-day management of graduate affairs within the unit.)

2. How is the chair model determined and by whom?

Graduate units in A&S that have met the criterion of “substantial multi-campus involvement”⁴ have separate search processes for undergraduate and graduate chairs. Each process has its own advisory committee. The undergraduate process, led by the dean of the undergraduate unit, recommends candidates for the role of undergraduate chair. The graduate process, led by the dean of SGS, allows for consultation on whether an integrated or separated chair model will be employed, and recommends candidates for the role of graduate chair. The composition of the graduate chair advisory committee differs from that of undergraduate chair advisory committee in that it includes greater multi-campus representation.⁵ (See flowchart on page 2.)

¹ The 2008 memo remains the official [guidelines document](#) and should be consulted as the final word on these matters.

² *Guidelines*, p. 4.

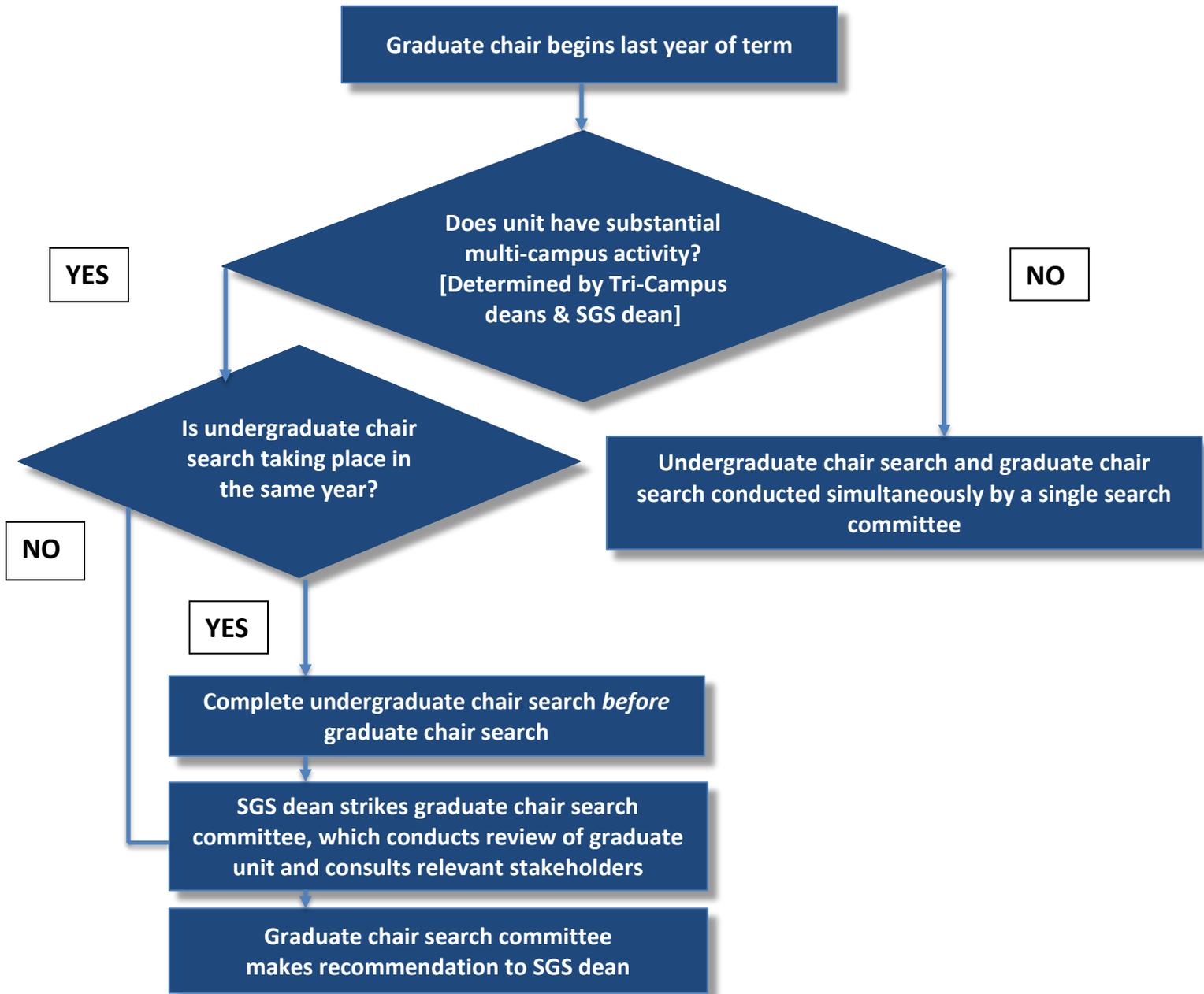
³ Protocols for such appointments are outlined in a June 19, 2017 CPAD memo entitled “Inter-campus Secondments for Graduate Administration.”

⁴ *Ibid.*

⁵ As per [The Policy on Appointment of Academic Administrators](#) (C-17, p. 6), its membership must include the deans of the relevant campuses; 3-5 members of the graduate teaching staff (at least one from each relevant campus); 2-3 graduate students (at least one from each relevant campus); and 2-3 members of cognate departments (at least one from each relevant campus). It may also include an alumnus/a and a member of the administrative staff.



Decision-Making Process: The Graduate Chair Search



What is the role of the Graduate Chair?

- Make graduate academic appointments and assess graduate unit members for progress-through-the-ranks (PTR) evaluation.
- Conduct long-term graduate academic planning, including graduate enrolment planning and recruitment.
- Administer the graduate program, appointing and working closely with a graduate coordinator (or graduate associate chair).
- Administer the University's [Code of Student Conduct](#) and the [Code of Behaviour on Academic Matters](#).
- Manage graduate student funding, including developing unit-level graduate student funding policies and managing the graduate funding packages.
- Manage and monitor graduate supervision, ensuring that every graduate student in the graduate unit has a faculty advisor/supervisor throughout the program.



MOTION

Graduate Education Council

Tuesday, April 10, 2018

Proposal to revise entry in SGS Calendar Regulations.

MOTION

THAT Graduate Education Council approve the proposal to change the EdD degree regulations in the SGS calendar with the new subsection that addresses the EdD thesis (Dissertation in Practice).

See attached document.

Changes are effective (July 1, 2018)

Consultations

Council of Graduate Deans (March 27, 2018)

SGS Dean's Leadership Group (April 3, 2018)

Governance

This motion is at the request of OISE in line with the major modifications to the EdD that are working their way through OISE governance and we are asking for approval In Principle subject to the OISE Faculty Council approval.

EdD Degree Regulations

The EdD degree regulations have been reviewed and several changes have been suggested. The OISE Dean's office asked that a new subsection that addresses [the Ed-D thesis \("dissertation in practice"\)](#) be added to SGS Degree Regulation (12.2), Doctor of Education (EdD).

The new sections, 12.2.3 [Ed-D Thesis \(Dissertation in Practice\)](#), and 12.2.4 Final Oral Examination, are as follows:

12.2.3 [EdD Thesis \(Dissertation in Practice\)](#)

The EdD candidate, through the graduate unit, shall present a thesis (dissertation in practice), which is the culminating component of the Doctor of Education degree. The thesis (dissertation in practice) shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. It must be the result of original research undertaken while the candidate is a registered student.

A thesis (dissertation in practice) should have a coherent topic, describe a challenge in educational practice, include a review or research literature and/or policy analysis related to the challenge, as well as the investigation of the challenge and/or possible solution(s) to address the challenge. It should have direct implications for policy and/or practice and uphold common standards of high quality (well written, conceptualized and structured, rigorous and coherent approach to methodology, yield generative impacts in the field). The thesis (dissertation in practice) can take two formats: (1) a traditional format where, similarly to a traditional doctoral thesis, the research problem is a complex problem of practice and the inquiry is presented in an authored, multi-chapter document; (2) a mixed format where the problem of practice and related review and analysis of applicable scholarship and policy is presented in a written research document combined with a practical component, which may take form of, for example, school/community improvement project, organization restructuring plan, policy or guideline, installation, film or website or other endeavour relevant to the field.

The thesis (dissertation in practice) should normally be written/produced in English, but with the permission of the School of Graduate Studies, a graduate unit may permit or require students in that unit to write the dissertation in practice in French.

See General Regulations sections [8.2](#) and [8.4](#)

12.2.4. Final Oral Examination

All students must defend the thesis (dissertation in practice) at a Final Oral Examination organized by the graduate unit with the cooperation of SGS. See General Regulations section [8.3 Doctoral Final Oral Examination](#) for detailed requirements and deadlines.

It was also noted that the sentence in point 5 of section 12.2.2, Program Requirements, contains sentence that is a remnant from the time when OISE was the graduate unit for education within the University of Toronto:

12.2.2 Program Requirements

For specific program and registration requirements, see the [Programs by Graduate Unit](#) section of this calendar.

1. Normally, a minimum of one Fall session and one Winter session of full-time study must be taken consecutively, i.e., Fall session (September to December) followed by Winter session (January to April) or Winter session (January to April) followed by Fall session (September to December).
2. In some programs, students may begin their studies on a part-time basis.
3. A minimum of eight half courses are required for students who have an MEd or MA degree or the equivalent in the same area of specialization proposed at the doctoral level. An eight half-course EdD program should include at least four half courses in the home graduate unit except as otherwise stated in graduate unit program descriptions.
4. Students in some graduate programs may be required to take a comprehensive examination. Consult the specific graduate unit entry for details.
5. A thesis (dissertation in practice) embodying the results of original investigation conducted by the student under the direction of an Ontario Institute for Studies in Education (OISE) thesis (dissertation in practice) committee.
6. Students undergo an SGS Final Oral Examination on the content and implications of the thesis (dissertation in practice) to determine the adequacy of both the thesis (dissertation in practice) and its defence by the student.
7. All requirements for the EdD must be completed within six years of first enrolment as an EdD student.

To be consistent with the fact that it is a graduate unit that constructs the thesis ([dissertation in practice](#)) committee, and in line with the descriptions of other professional doctorates, SGS proposed eliminating this phrase from the 2018/9 calendar. The OISE Registrar responded that OISE is in favour of this recommendation. The OISE Registrar noted that the chair of an EdD thesis ([dissertation in practice](#)) defence comes from OISE, but the chair of a PhD FOE comes from across U of T.