

THE GOVERNING COUNCIL
REPORT NUMBER 80 OF
THE PLANNING AND BUDGET COMMITTEE

May 21, 2002

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, May 21, 2002 at 2:00 p.m. in the Council Chamber, Simcoe Hall, with the following members present

Professor Avrum Gotlieb (in the Chair)
Professor W. Raymond Cummins, Vice-Chair
Professor Robert Birgeneau, President
Professor Adel Sedra, Vice-President and Provost
Mr. Felix Chee, Vice-President, Business Affairs
Professor Derek McCammond, Vice-Provost, Planning and Budget
Professor Carl Amrhein
Professor Philip H. Byer
Mr. Brian Davis
Professor Ruth M. Gallop
Professor Marc Gotlieb
Professor Susan Horton
Professor Bruce Kidd
Ms. Françoise Ko

Professor Ian McDonald
Professor Robert H. McNutt
Professor David Mock
Mr. Kashif Pirzada
Mrs. Susan Scace

Non-voting Assessors:

Mr. Louis Charpentier, Secretary of the Governing Council
Professor Ron Venter, Vice-Provost, Space and Facilities Planning

Secretariat:

Mr. Neil Dobbs
Mrs. Beverley Stefureak, Secretary

Regrets:

Professor Paul Halpern
Ms. Shirley Hoy
Ms. Heather C. Schramm
Professor Victor R. Timmer

In Attendance:

Professor Angela Hildyard, Vice-President, Human Resources
Dr. Sheldon Levy, Vice-President, Government and Institutional Relations
Ms. Jennifer Adams, Planning and Budget Officer
Dr. Beata Fitzpatrick, Director, Office of the President and Assistant Vice-President
Professor Malcolm Levin, Acting Director, Institute of Child Study
Ms. Mary McGee, Assistant Provost
Ms. Elizabeth Morley, Principal, Institute of Child Study
Professor Paul Thompson, Principal, University of Toronto at Scarborough

ITEMS 4, 5, 6, 7 and 8 ARE RECOMMENDED TO THE ACADEMIC BOARD FOR APPROVAL.

ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Approval of Report Number 79 of April 16, 2002

Report Number 79 of April 16, 2002 was approved.

2. Business Arising from the Report of the last Meeting

There was no business arising from Report Number 79.

3. Senior Assessor's Report

Professor Sedra informed the Committee that the preliminary long-range budget guidelines for 2003-08 would be presented for information at the June 4 meeting. Working groups would soon be struck which, over the summer and fall, would make recommendations that in turn would provide the detailed background to the Long Range Budget Guidelines to be brought through governance in the latter part of 2002 or early 2003.

Professor Sedra gave an update on provincial funding for enrolment expansion. He recalled the anxiety among the members of the administration when the promised full average funding for increased undergraduate enrolment in 2001-02 had materialized as \$0.43 on the dollar. The University had requested the Government to fulfill its promise of full funding and, it had appeared for sometime that there would be the need to revisit enrolment expansion plans. However, the throne speech and the Minister's subsequent comments seemed to indicate that the balance of the operating funding would be forthcoming. As well, the Government would provide full average funding for the remainder of the expansion period. It was still unclear whether there would be any commitment from the Government on capital funding to support the enrolment expansion. Planning was proceeding on the assumption that Phase I expansion at Scarborough and Mississauga campuses was certain and offers of admission were going out.

The President added that he was hopeful the University would get some level of capital funding support. Though there were no assurances, the Government seemed cognizant of the interdependence between Ontario universities' capability to accept more students and assurances of funding for the infrastructure necessary to support those students.

4. Capital Project: OISE/UT, Institute of Child Study - Project Planning Report

The Chair welcomed Principal Morley and Professor Levin. He invited Professor Venter to introduce the item.

Professor Venter summarized the highlights of the Project Planning Report for the Institute of Child Study, outlined in his memorandum of May 6, 2002 that covered the Project Planning Report of May 13, 2002 (both attached hereto as Appendix "A"). The intent of the project was to renovate existing buildings at 45 Walmer Road and 56 Spadina Avenue and to add a new connector building between the two, so as to seamlessly accommodate all functions of the Institute for Child Study.

A member applauded the intent of the project, but queried why it was brought forward for approval at this time. Professor Venter responded that governance approval would give the project official status to allow fund-raising activities to commence, with the hope that construction could proceed two years from now.

4. Capital Project: OISE/UT, Institute of Child Study - Project Planning Report (cont'd)

Noting that Campus Co-op Daycare had recently been moved into 56 Spadina, a member asked if serious thought had been given to finding a permanent home for those daycare facilities. Professor Venter indicated that there was continuing discussion about this. At the time of its relocation, it had been intended that Campus Co-op would remain at 56 Spadina until June 2004. Within the next two years, he was hopeful that a revised policy on daycare would be in place and a permanent site for Campus Co-op would have been identified, but this would require conformity with University policy on daycare.

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

1. THAT the Project Planning Report for the Institute of Child Study Expansion be approved in principle.
2. THAT the project scope totaling 4310 gross square meters (of which 1250gsm will be new construction), will allow for renovations to the existing 45 Walmer Road and 56 Spadina Road and the addition of a *connector* building between the two existing buildings, requiring municipal approvals.
3. THAT the University of Toronto initiate discussions with the City of Toronto for the rezoning of the proposed site for new construction.
4. THAT the project cost of \$8,000,000 be approved, with funding sources to be sought through fundraising.

5. Administrative Priorities Fund: Allocations – Various

The Chair referred the Committee to Professor McCammond's memorandum of May 1, 2002 and its attachment of the same date (both attached hereto as Appendix "B") which provided the background to the allocations being proposed from the Administrative Priorities Fund.

Responding to a question, Professor Sedra said that, because the budgets with which these administrative units operate were very small, it was necessary to protect some of them from budget cuts. Small budgets simply had no capability to take an across-the-board budget reduction.

The President added that the administrative budgets at the University of Toronto were relatively frugal. The reality was that academic budgets were rising by 6% per year at a time when administrative budgets had had an extraordinarily modest increase. The expanding academic function required proportionately increased administrative support. Offices were straining to meet that obligation and this could not continue. He was sensitive to the concerns about budget cuts, but equally cognizant of the importance to provide quality administrative support to the academic function.

5. Administrative Priorities Fund: Allocations – Various (cont'd)

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

THAT the following allocations from the Administrative Priorities Fund be approved:

- (a) Vice President, Human Resources: \$85,850 in base for 2002-03, a further \$65,000 in base in 2003-04 and \$119,000 OTO in 2002-03,
- (b) Vice President, Business Affairs: \$200,000 in base for 2002-03, a further \$50,000 in base in 2003-04 and \$50,000 OTO in 2002-03,
- (c) Vice President, Research and International Relations: \$205,000 in base for 2002-03, a further \$150,000 in base in 2003-04 and \$120,000 OTO in 2002-03,
- (d) Office of the Governing Council: \$30,000 in base for 2002-03, a further \$12,000 in base in 2003-04 and \$67,200 OTO in 2002-03.
- (e) Internal Audit: \$17,500 in base for 2002-03, a further \$10,000 in base for 2003-04 and \$25,000 OTO in 2002-03;
- (f) Vice-President, Government Relations: \$60,000 in base for 2002-03 and a further \$61,000 in base for 2003-04;
- (g) University of Toronto Archives and Records Management Services: \$54,000 OTO in 2002-03 and \$56,000 in base for 2003-04.

6. University of Toronto at Scarborough: Establishment of Division of Mathematical Sciences

The Chair welcomed Principal Paul Thompson to the meeting for this item. He referred members to Professor McCammond's memorandum of May 7, 2002 (attached hereto as Appendix "C") which outlined the proposal to establish a Division of Mathematical Sciences at the University of Toronto at Scarborough. The resources for the new Division would be found within the existing budget of the Division of Physical Sciences and no additional University resources were required.

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

THAT the establishment of the Division of Mathematical Sciences at the University of Toronto at Scarborough, effective July 1, 2002 be approved

7. New Structure of Academic Administration for the Three Campuses

The Chair referred members to the document *Framework for a New Structure of Academic Administration for the Three Campuses* (attached hereto as Appendix “D”) which had been forwarded to them electronically last week and a copy of which had been placed on the table. Professor Sedra made brief comments and Professor Tuohy was invited to make a presentation.

Professor Tuohy spoke from a PowerPoint presentation, a copy of which is attached as Appendix “E”. She began by saying that this proposal had taken shape out of extensive and broad consultation at the departmental and council levels. It had also been considered by the President/Vice-Presidents group and was before the Committee today for endorsement to proceed with detailed discussion.

Professor Tuohy continued by explaining why this exercise had been undertaken. The dramatically expanded enrolment expected on the Scarborough and Mississauga campuses would present new challenges. A fuller suite of programs, both in arts and science and in other areas would require intensive attention to curriculum development. Each of the two suburban campuses was expected to grow to the size of a medium-sized Ontario university. There would be a need to enhance the graduate presence at both the University of Toronto at Mississauga (UTM) and the University of Toronto at Scarborough (UTSC), and to integrate graduate and undergraduate programs across all three campuses.

The key characteristics of the proposed new structure would provide the autonomy to allow each campus to develop distinctive programs that made sense for them and to maintain a unitary graduate school, with one graduate program in any given discipline across all three campuses. The administrative base for a three-campus graduate program could be at any of the three locations. Overall, the proposed new structure was very symmetrical to facilitate horizontal co-ordination across campuses at various levels.

The proposed revised structure would augment the academic/administrative structure already in place at UTM and UTSC. Because of their expanded responsibilities, each of the Principals should be recognized as the Chief Executive Officer of a campus and it was proposed to change the title to Principal and Vice-Chancellor. The *Framework* proposed that, reporting to the Principal and Vice-Chancellor, there would be a Vice-Principal, Academic and Dean, who would have day-to-day responsibility for academic administration and to whom additional deans, if these were appointed in the future, would report. Departmental structures, with budgets, appropriate power and headed by chairs, were proposed for all three campuses. It was anticipated that co-ordination across campuses would be facilitated by this structure. A tri-campus decanal committee was proposed with departmental structures as mutually agreed and appropriate to each campus.

Professor Tuohy reviewed the proposed organizational structure. On each campus, the base organization was at the department level, headed by chairs. This group would be important for purposes of strategic planning at the undergraduate and graduate levels. Vice-Principals and Dean would report to the Principal and Vice Chancellor at UTM and UTSC, who had overall budgetary and academic responsibility for that campus. These in turn would report to the Provost on some matters and directly to the President on matters of overall campus management and external relations.

7. New Structure of Academic Administration for the Three Campuses (cont'd)

Professor Tuohy noted that the proposed changes would involve revisions to some frozen policies. Necessary negotiations with the University of Toronto Faculty Association had commenced. It would also be necessary to make changes to the constitutions of UTM and UTSC and these would be worked out with their councils.

Professor Tuohy concluded by saying that she hoped this could go forward with a recommendation for approval in principle by the Academic Board and the Governing Council. By this fall, constitutional changes would be considered by the UTM and UTSC councils and proposals for policy changes would come forward through governance. During the academic year 2002-03 she hoped the initial departmental structure would be established at UTM and that academic planning would be initiated for the 2003-04 to 2007-08 cycle across the three campuses.

A discussion about budgetary implications followed. Professor Sedra said that there would be additional costs, some of which were academic costs that were already part of enrolment expansion. Additional administrative costs were yet undetermined but these were likely to be modest. Members from UTM added that much of what would be required was simply re-organization and where additional costs were incurred these would be to fund changes that were required whether or not the revised structure were undertaken.

A member noted the lack of a link between the Provost and the Vice-Principal, Academic and Dean. Professor Tuohy assured the member that there would be regular linkages through mutual membership on the Principals and Deans Committee. For significant academic issues, both would be dealing with the Provost directly but for purposes of reporting and accountability line authority went from the Vice-Principal, Academic and Dean to the Principal and Vice-Chancellor.

A member proposed changed wording regarding three-campus representation on search committees that would, in the member's view, be less restrictive. Another member responded, stating that it would not be wise to make the change. Sufficient flexibility was imbedded in the statement as it appeared and this wording had been worked out after extensive consultation among academic colleagues. It was consistent with what was intended, that in principle each department, regardless of campus, would have equal standing in all matters. In this member's view, the wording was there for good reason and he believed it should remain, trusting in academic colleagues to determine when it was "feasible" to have representation on search committees from all three campuses. Paragraph three on page 8 mentioned "departments on two or three campuses" relative to searches but this was intended to refer to the departmental structure itself. Professor Tuohy agreed with the argument against changed wording on page 7, noting that it was important for the language to reflect the underlying philosophy that departments should have equal status regardless of campus.

There was discussion about whether the term "Vice-Chancellor" was appropriate to describe what was proposed for the CEOs of UTM and UTSC. A member recalled discussion at the Committee on Academic Policy and Programs, where the view had been that the term "Vice-Chancellor" normally designated the head of an independent university. There is no Vice-Chancellor on the St. George campus and there was concern that use of the term in this way could be confusing outside the University.

7. New Structure of Academic Administration for the Three Campuses (cont'd)

President Birgeneau explained that the term had not been used at the University of Toronto since the early 1900s. He believed that it signaled the appropriate elevation of the Chief Executive Officer at each of UTM and UTSC and would be helpful in signaling the status of these individuals where that clarity was important. In response to a further question, he indicated that there was no intent for these two Vice-Chancellors to substitute for the Chancellor at ceremonial functions when the latter was unavailable. That responsibility would remain with him. Another member expressed a strong concern that the term would be confusing externally. Within the Commonwealth, the term Vice-Chancellor signified the head of an independent institution. Adding this designation to the title of the Principals of the Scarborough and Mississauga campuses might send the incorrect signal that the University was considering an evolution to independent status for these two campuses.

As a final comment, a member from UTM stressed that the President had discussed this proposal extensively with colleagues at UTM. It was clear to him that this proposal did not in any way signal a move to independent status. Rather, it was clearly a proposal to ensure “single-brand status” for all three campuses of the University of Toronto. Graduates of any one of the campuses would be considered equal to graduates from the other two. In his view, it was important for this principle to be understood.

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

THAT the *Framework for a New Structure of Academic Administration for the Three Campuses* (attached hereto as Appendix “D”) dated May 15, 2002, be approved in principle.

8. Terms of Reference: Proposed Revisions

The Chair invited Mr. Charpentier to present this item. Mr. Charpentier reviewed the highlights of his memorandum of May 17, 2002, noting the intent and impetus for the changes proposed (attached hereto as Appendix “F”). Late last week, some further revisions, which were minor clarifications and correction of typographical errors and grammar, had been brought to the attention of the Secretary and he noted that these would be incorporated as well.

A member expressed confusion about the bracketed statement in 4.4.1 and, in particular, what “to concur” meant in these circumstances. The member had not recalled an instance where the Committee on Academic Policy and Programs had reviewed a proposal for the establishment, disestablishment or restructuring of an academic unit. The Secretary indicated that he had received comments from an assessor concerning this. Before this document went onward to the Academic Board, the bracketed statement would be reviewed and amended or deleted to accurately reflect the function of the Committee on Academic Policy and Programs. However, in this context concurrence meant a matter fell within the responsibility of two committees or boards, one had primary responsibility to take forward a recommendation and the other had secondary responsibility. In practical terms, this unfolded at the Board level as, for example, the Chair of the former taking ownership of the motion, with the Chair of the latter seconding the motion.

8. Terms of Reference: Proposed Revisions (cont'd)

Several questions arose with respect to section 4.5.2. Professor Sedra, in responding to a member's question, said that the section was intended to cover affiliation and partnership agreements only. To further clarify, he said that there were no formal agreements with accreditation bodies that were invited to review University of Toronto programs and who then made a decision to accredit the program.

In response to a question, Mr. Charpentier indicated that currently neither agreements nor templates for agreements came through governance. However, since they are signed on behalf of the Governing Council, they should be approved in principle. It was intended that the template agreements would be approved through the Committee, Academic Board and Governing Council, following which the Provost would only request governance approval for those agreements that did not substantially match the template. It was anticipated that there would be periodic reports from the Provost's Office on the number of agreements signed and with whom.

A member queried whether it should be explicit that the Chairs and Vice-Chairs of the Committee should be members of the teaching staff. Mr. Charpentier indicated that this was not necessary, given the authority of the Academic Board to name both of these positions and the judgment that it can exercise.

A member asked if there had been any consideration given to the changes that would occur when the new governing structure for the three campuses was in place. Mr. Charpentier said that there had not and he expected that this would be a question for consideration when the constitutions of the two suburban campuses were revised. It was possible that there would be implications for Governing Council structure but these would not be known until decisions were made on the administrative structures.

On motion duly moved and seconded,

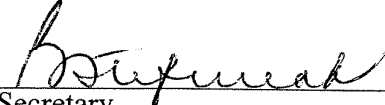
YOUR COMMITTEE RECOMMENDS

THAT Terms of Reference, Planning and Budget Committee, Revised May 2002, (attachment to Appendix "F") be approved, to be effective July 1, 2002.

9. Next Meeting

The Chair reminded members that the next meeting of the Committee was scheduled for Tuesday, June 4, commencing at 9:00 a.m. Since this was likely to be a lengthy meeting, he requested that members allow three hours in their calendars.

The meeting adjourned at 4:00 p.m.


Secretary

Chair

May 28, 2002

(20182)



UNIVERSITY OF TORONTO

Office of the Vice-Provost, Space & Facilities Planning

27 King's College Circle, Toronto, Ontario, Canada M5S 1A1 Tel: (416) 978-5515 Fax: (416) 978-3939 E-mail: ron.venter@utoronto.ca

May 6th, 2002.

MEMORANDUM

To: Planning and Budget Committee
From: Ron Venter, Vice-Provost, Space and Facilities Planning
Re: Institute of Child Study

Item Identification

Project Planning Report for the Institute for Child Study

Sponsor

Ron Venter, Vice-Provost, Space and Facilities Planning

Jurisdictional Information

The Committee considers reports of the Project Committee and recommends to the Academic Board approval in principle of projects.

Highlights

The Institute of Child Study [ICS], located at 45 Walmer Road, is a centre for pre-service teacher education, graduate studies and research in child development and education, affiliated with the Department of Human Development and Applied Psychology of OISE-UT. ICS offers a two-year graduate teacher Education program leading to an MA degree in Child Study and Education and a Certificate of Qualification for elementary school teaching in Ontario. In addition, ICS houses a model Laboratory School for children from Nursery [age 3] through Grade 6, and the endowed Dr. R.G. N. Laidlaw Research Centre which supports interdisciplinary research.

The Institute of Child Study began as a research unit within the Department of Psychology, University of Toronto in 1925. The Institute with its Laboratory School has evolved into one of the most complete incarnations of the Foundation's aim in establishing Child Study centres at major universities that blend research and practice.

In 1971-1972 the Institute of Child Study, including its Laboratory School, was amalgamated with the University of Toronto's Faculty [College] of Education and developed Diploma programs aimed at preparing university graduates to be skilled and knowledgeable teachers of young children or specialists in the assessment and counseling of young children and their parents in schools. The Diploma programs enhanced the Institute's professional educational mission within the University and secured ICS's reputation as having the finest program of its kind in the country

In 1996 the Faculty of Education of the University of Toronto, including ICS and the University of Toronto Schools [UTS] was amalgamated with the Ontario Institute for Studies in Education to create a new division called The Ontario Institute for Studies in Education of the University of Toronto [OISE-UT]. In this new division, ICS was linked administratively with OISE-UT's Department of Human Development and Applied Psychology and its faculty became members of that Department, and the Laboratory School [like UTS] was put on a self-funded basis reporting to the Dean's Office.

ICS is unable to realize its full potential within its current space at 45 Walmer Road. This Annex residence, donated to the University in the early 1950s, has contributed much to the character shared by staff and students alike of being part of a special learning community -- more like an extended family than a formal organization. However, the family and its activities have outgrown its current space. Extensive upgrading of facilities and construction of new space are needed to enable ICS to remain in the forefront of early childhood education, teacher education and research on children's learning and development. In particular, the Laboratory School needs additional space to offer programs in physical education, music and theatre arts as well as upgraded existing facilities for classroom instruction and research. The MA program needs larger, better equipped classrooms, more work space and research stations for its students, and more office and research space for faculty. Administrative staff need more and better space to carry out their responsibilities effectively.

In 2000 OISE-UT acquired the land and residence at 56 Spadina Road, directly east of 45 Walmer Road. Recent renovations have included significant upgrades to bring the building to current standards for institutional occupancy by the University. Campus Coop has been granted permission to occupy the building until July, 2004 when 56 Spadina will be returned to OISE-UT and ICS. The addition of 56 Spadina to the ICS space inventory in 2004 is anticipated to partially meet ICS's needs for faculty office and research space and for work space for its 80 full-time graduate students.

The physical facilities at 45 Walmer Road have been formally and informally the subject of various assessments and reports. For example, in October 1995, the Institute of Child Study was reviewed by OCGS during the application process for our MA in Child Study and Education. It was noted that the physical space of the Laboratory School was below standard for young children and recommended that space be one of the considerations as the MA program moved into its beginnings. The ICS Lab School is an independent school in the province of Ontario and is not subject to Ministry of Education requirements regarding space allocation but a 1996 review of our space revealed that the school is seriously under housed by guidelines of both the Day Nurseries Act and the Ministry of Education.

The current plan anticipates the renovation of existing buildings and the addition of a new *connector* building located on the rear lot of 56 Spadina and directly linking both existing buildings to seamlessly accommodate all functions of ICS. The program includes 1700 nasm of renovated space [of which ~300 has been significantly updated at 56 Spadina] and approximately 730 nasm of new construction. to consist of a double-height basement housing the gym, and new 2nd, 3rd, and 4th floors.

The total project cost estimate including all permits, professional fees, furnishings & equipment, landscaping, miscellaneous items, and allowances for escalation to the tender dates is \$8,000,000. The approximate breakdown of this is \$4,461,000 for 1,260 gross square metres of new construction and \$3,539,000 to renovate 45 Walmer Rd. The estimate includes an allowance for escalation to the scheduled dates of tender beginning in April 2004. The project cost estimate is

based on the assumption that the project will be fully funded in advance of construction. The project cost is assumed to be fully funded, having a total project cost of \$8,000,000, with funding sources to be sought through fundraising.

Under the Policy on Capital Planning and Capital Projects, the Project Committee will continue through the implementation phase. The Working Executive of the Project Committee will comprise the lead User, a Planner and Implementer all of whom have been intimately associated with the project definition since its inception; this membership is:

User: Director of ICS
Planner: Jennifer Adams
Implementer: Julian Binks

This Working Executive will expand to include a Project Manager; the role of the Working Executive is to ensure the successful completion of the project and to ensure that the user needs and concepts introduced into the Project Planning Report are addressed throughout the process of design and implementation which are carried out under the direction of the Chief Capital Projects Officer.

Funding Sources

Fundraising for the project will commence with the approval by University of Toronto governance of this report. It is expected that, at minimum, 2 years will be required to raise funds sufficient for the implementation of new and renovated spaces.

Recommendations

That the Planning and Budget Committee recommend to the Academic Board:

1. THAT the Project Planning Report for the Institute of Child Study Expansion be approved in principle.
2. THAT the project scope totaling 4310 gross square meters (of which 1250gsm will be new construction), will allow for renovations to the existing 45 Walmer Road and 56 Spadina Road and the addition of a *connector* building between the two existing buildings, requiring municipal approvals.
3. THAT the University of Toronto initiate discussions with the City of Toronto for the rezoning of the proposed site for new construction.
4. THAT the project cost of \$8,000,000 be approved, with funding sources to be sought through fundraising.

(20117)

INSTITUTE OF CHILD STUDY EXPANSION
REPORT OF THE PROJECT COMMITTEE

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I MEMBERSHIP

Malcolm Levin (Chair), Acting Director, ICS
Elizabeth Morley, Principal, ICS Laboratory School
Rick Volpe, ICS Faculty Representative
Toni Luke-Gervais, Business Officer, ICS
Carol Rolheiser, Associate Dean, Academic Development, OISE/UT
Keith Oatley, Chair, Human Development & Applied Psychology (HDAP)
Tammy Smith, MA Graduate Student, ICS Student Representative
Ken Burke, CAO, OISE/UT
Julian Binks, Manager Project Planning, Facilities and Services
Elizabeth Sisam, Director, Campus and Facilities Planning

Jennifer Adams, Campus and Facilities Planning

II TERMS OF REFERENCE

1. Make recommendations for a detailed space program indicating how space and facilities for ICS should be organized at 45 Walmer Road and 56 Spadina Road.
2. Identify the space program as it is related to the existing and planned enrolment targets as approved in the academic plan.
3. Demonstrate that the proposed space program will take into account the Council of Ontario Universities and the University's own space standards.
4. Plan to realize maximum flexibility of space to permit future allocation, as program needs change.
5. Identify the equipment and movable furnishings which will be necessary to the project.
6. Provide a total cost estimate which identifies all resource implications including a projected increase to the annual operating cost of the University.
7. Identify all sources of proposed funding for this project.
8. Report by January 31, 2002.

III BACKGROUND INFORMATION

Today the Institute of Child Study [ICS] is a centre for pre-service teacher education, graduate studies and research in child development and education, affiliated with the Department of Human Development and Applied Psychology of OISE-UT. As members of the Department, ICS faculty supervise masters and doctoral students in the Human Development and Education and School/Child Clinical programs. ICS offers a two-year graduate teacher Education program leading to an MA degree in Child Study and Education and a Certificate of Qualification for elementary school teaching in Ontario. In addition, ICS houses a model Laboratory School for children from Nursery [age 3] through Grade 6, and the endowed Dr. R.G. N. Laidlaw Research Centre which supports interdisciplinary research.

History

The Institute of Child Study began as a research unit within the Department of Psychology, University of Toronto in 1925 through the collaboration of a group of psychologists and psychiatrists representing a school of thought known as mental hygiene. Led by psychologist/pediatrician Dr. William E. Blatz and supported by a grant from the Norma Spellman Rockefeller Foundation, they formed an interdisciplinary child study team around a laboratory school and a parent education program to foster the positive development of children and families. The Institute with its Laboratory School has evolved into one of the

most complete incarnations of the Foundation's aim in establishing Child Study centres at major universities that blend research and practice.

The Laboratory School has played a vital role in ICS's mission since its inception, as a site for research on children's learning and development, as a secure, home-like learning environment for young children, and as a clinical setting where teachers-in-training could observe and learn about best practices in inquiry-based early childhood education. The vision of a school that challenges children to think independently and encourages them to follow their natural curiosity in exploring the world around them still guides the school today.

In 1971-1972 the Institute of Child Study, including its Laboratory School, was amalgamated with the University of Toronto's Faculty [College] of Education and developed Diploma programs aimed at preparing university graduates to be skilled and knowledgeable teachers of young children or specialists in the assessment and counseling of young children and their parents in schools. The Diploma programs enhanced the Institute's professional educational mission within the University and secured ICS's reputation as having the finest program of its kind in the country. Graduates of the program were highly sought after by the most demanding schools; some returned to take up positions in the Lab School and others joined the academic faculty after successfully pursuing doctoral degrees in education.

In 1992 a child study research centre was established with a million dollar endowment from the estate of former ICS faculty member R.G.N. Laidlaw to support interdisciplinary research on children in three institutional contexts - the family, the legal system and the schools. Research-oriented faculty members were recruited to teach and conduct research in these areas. New research programs were initiated and new courses were offered. In 1995 The Laidlaw Research Centre became a permanent unit supporting ICS's child study research mission and Laboratory School teachers collaboration with academic staff in carrying out classroom-based research projects.

In 1996 the Faculty of Education of the University of Toronto, including ICS and the University of Toronto Schools [UTS] was amalgamated with the Ontario Institute for Studies in Education to create a new division called The Ontario Institute for Studies in Education of the University of Toronto [OISE-UT]. In this new division, ICS was linked administratively with OISE-UT's Department of Human Development and Applied Psychology and its faculty became members of that Department, and the Laboratory School [like UTS] was put on a self-funded basis reporting to the Dean's Office.

In 1997 OISE-UT received approval to offer a new two-year research-based teacher education program at ICS leading to an MA in Child Study and Education and an Ontario elementary school teaching qualification. This program was an outgrowth of ICS's popular and highly respected Diploma Program in Early Childhood Education, with a stronger theory and research component. To expose students to children and teachers in a variety of settings and communities, new partnerships were established with selected public schools in downtown Toronto --most notably two professional development schools, Hillcrest and Rose Avenue, and a school for physically challenged children at the Bloorview MacMillan Centre where an experimental Integrated Kindergarten Program was created and staffed jointly by the Lab School and the Toronto Board. The new program also introduced students to the latest theories and research on child development and programming for young children, especially those with "special needs." Starting with an initial enrolment of 20, the MA in CSE attracted many highly qualified applicants and expanded its intake to its current limit of 40 per year in a 2 year program.

As a consequence of recent initiatives and new appointments and cross-appointments, the Institute is in the healthiest shape it has been in many years. It serves as a model of how exemplary classroom practice, pre-service teacher education and applied research can inform each other and be integrated in a

community dedicated to the welfare and education of young children and to the training and education of professionals who work with young children.

Nonetheless ICS cannot realize its full potential within its current space at 45 Walmer Road. This Annex residence, donated to the University in the early 1950s, has contributed much to the feeling shared by staff and students alike of being part of a special learning community -- more like an extended family than a formal organization. However, the family and its activities have outgrown its current space. Extensive upgrading of facilities and construction of new space are needed to enable ICS to remain in the forefront of early childhood education, teacher education and research on children's learning and development. In particular, the Laboratory School needs additional space to offer programs in physical education, music and theatre arts as well as upgraded existing facilities for classroom instruction and research. The MA program needs larger, better equipped classrooms, more work space and research stations for its students, and more office and research space for faculty. Administrative staff need more and better space to carry out their responsibilities effectively. The ICS community as a whole needs more meeting space.

In 2000 OISE-UT acquired the land and residence at 56 Spadina Road, directly behind 45 Walmer. Recent renovations have included significant upgrades to bring the building to current standards for institutional occupancy by the University. This work was done in order to provide transitional accommodation for the Campus Coop Day Care without consultation with ICS and without the aid of an comprehensive architectural vision. Campus Coop has permission to occupy the building until July, 2004 when 56 Spadina will be returned to OISE-UT and ICS. The addition of 56 Spadina to the ICS space inventory in 2004 is anticipated to partially meet ICS's needs for faculty office and research space and for work space for its 80 full-time graduate students. However, any architectural design concept will likely require some further renovation of this space to properly accommodate these functions. Not met is the need for larger, better equipped classrooms and a gymnasium/auditorium which will require extensive new construction. It is ICS's hope to expand accommodations without diminishing the ambience of the existing setting.

The current plan anticipates the renovation of existing buildings and the addition of a new "connector" building located on the rear lot of 56 Spadina and directly linking both existing buildings to seamlessly accommodate all functions of ICS. The program includes 1700 nasm of renovated space (of which ~300 has been significantly updated at 56 Spadina) and approximately 730nasm of new construction. The estimated cost of construction and renovation, including furnishing and finance costs is \$8,000,000.

IV STATEMENT OF ACADEMIC PLAN

The MA Program

At the core of ICS's academic mission is the education and training of teachers of young children – from preschool through sixth grade. Over the past 30 years the Institute has offered an exemplary and unique (in Canada) two-year teacher education program for university graduates who wish to pursue careers as elementary teachers. It is the only teacher education program linked to a laboratory school and its graduates enter the profession with more supervised classroom and research experience in child study than any other body of new teachers in the country. Consequently, graduates of the program are highly regarded and sought after by both public school boards and private schools. Several teachers in the ICS Laboratory School and many associate teacher/mentors in the public school are graduates of the ICS teacher education program.

Accommodations for the approximately 80 students in the MA in CSE program are limited. 45 Walmer Road serves as a "satellite" of OISE/UT where students take most of their classes, meet with their teachers and supervisors, eat lunch and do their assignments, often in small groups. However, there are

only two academic classrooms in the building – and only one large enough to accommodate more than 20 students. There are no rooms in the building where all first or second year students can meet together. On site work-space for students consists of one small study/work room housing about 5 computer work stations and the current student lounge/lunch room can accommodate no more than ten students at one time. As well, in the first year of the program, students experience four different six-week supervised classroom placements (practica) and in the second year they are placed in one classroom for a 12 week supervised internship in either the first or second semester. Most students do one placement in an ICS Laboratory School classroom as well as observing Lab school teachers and children at work over the course of their program. Because of the intense nature of the MA in CSE program requiring students to be physically located at 45 Walmer for practica, and other learning within the Laboratory School, academic and study space associated directly with this location is essential to the program.

Academic Research

At present ICS has 16 research projects involving a total of approximately one half million dollars in external funding from a variety of sources including SSHRC, NSERC, the Ontario Neurotrauma Foundation, the Connaught Fund and the Ministry of Education. In addition several small scale projects are funded through The Laidlaw Centre's Mini-grant Program and OISE/UT.

Recently OISE/UT received a grant of \$1.5 M from the Canadian Foundation for Innovation (CFI) to establish a network of three labs, connected via a dedicated high speed network to high capacity storage and application servers, at three sites within the OISE/UT campus. The labs will support an integrated program of research in technology-based knowledge building and education. The Lab School Innovation Lab will enable two aspects of the research infrastructure: the collection of knowledge building data from authentic classrooms, and the participation of teacher/researchers in the data-analysis/adaptations-of practice iterations of the dynamic research practice.

There are three post-doctoral fellows and more than 30 graduate students employed on a variety of projects. Most recently, our research has contributed to major advances and significant publications in cognition and instruction, children's thinking (Theory of Mind), intentional (child abuse) and unintentional injury prevention, and intergrated children's services.

Current space at 45 Walmer Road is insufficient to accommodate further expansion of research activity at ICS. Space limitations have also made it impossible for ICS to accommodate visiting scholars and researchers who have expressed an interest in spending time at ICS and working with our faculty and lab school staff.

The Laboratory School

The Laboratory School is a Nursery to Grade Six elementary school, which as part of the Ontario Institute for Studies in Education at the University of Toronto has a threefold mandate: teacher education, research and exemplary education for elementary school children. Since the 1920's, the school has been a research and education centre focused on the understanding, education and care of young children. The early foundations of the school's philosophy, a belief in inquiry and security for young children, remain central to the program at the Institute of Child Study Laboratory School. Today there are approximately 200 children at ICS from Nursery to Grade 6. The school has a waiting list of 1000 applicants.

There are strong connections between the Lab School and the ICS Master of Arts in Child Study and Education (M.A. in C.S.E.). Teachers in the Laboratory School provide over **8000 hours** of practicum placement and supervision to first and second year M.A. students annually. In addition, the B.Ed. Program occasionally places students when ICS students have completed their program. In 2002, the total number of hours of B.Ed. supervision is **300 hours**. Each year, Lab School teachers are involved in M.A.

course work in a range of ways. Each Lab School classroom teacher is hired with the understanding that this involvement is part of the role of Lab School teachers. These contributions, along with our visitor program are a measure of the unique way in which the Lab School is embedded and integrated into the academic purpose of the Institute and the University. A full listing of visitors and lab school staff visits can be found in Appendix H.

The Laboratory School's connection to the university influences everything from the high academic standards to the spirit of inquiry that pervades the classrooms. Collaborations between Lab School staff and faculty provide rich professional development opportunities, unique research initiatives and mutual gains as educators. The Laboratory School is a lively community of professional learners and a unique school workplace in all of Canada.

The Laboratory School at the Institute of Child Study, in addition to its specific role within our Institute, serves the broader mission of laboratory schools across North America in its emphasis on dissemination and visibility for best practices in education. In addition to strong connections within OISE/UT, the Lab School enjoys relationships with other laboratory schools through membership in the National Association of Laboratory Schools and in many international professional organizations related to research and practice.

The Laboratory School has been proactive in making changes to the physical facilities at 45 Walmer Road and have renovated six program related spaces over the past seven years. All of these changes have been done within the existing footprint of the building and most have been financed by the Laboratory School.

The physical facilities at 45 Walmer Road have been formally and informally the subject of various assessments and reports. For example, in October 1995, the Institute of Child Study was reviewed by OCGS during the application process for our MA in Child Study and Education. External reviewer Ellen Jacobs from Concordia University noted that the physical space of the Laboratory School was below standard for young children and recommended that space be one of the considerations as the MA program moved into its beginnings. The ICS Lab School is an independent school in the province of Ontario and is not subject to Ministry of Education requirements regarding space allocation but a 1996 review of our space revealed that the school is seriously under housed by guidelines of both the Day Nurseries Act and the Ministry of Education.

V SPACE PROGRAM

In addition to COU required space allocation for academic space, faculty and administrative offices, research space and MA student related study and lounge spaces, a summary of the space needs accommodated in the space program for the Laboratory School includes:

1. Enlarging grade level classrooms in seven of the nine grades to more closely match basic guidelines for elementary classrooms in order that a lively, inquiry-based program including research, teacher education and information technology can be adequately housed at all levels.
2. Building a gym/theatre arts space to allow required access to physical education program space for all grade levels. This space is to be combined with theatre arts facilities. The physical education program for the Grades 3 - 6 classes currently takes place in Gym 25 at 371 Bloor St. W. for one half-hour per class per week (far below the Ontario norm for time in physical education).

3. Providing expanded facilities dedicated to the teaching of music and drama as outlined in the Ontario Curriculum Document, The Arts.
4. Providing a space capable of seating the whole school community for assemblies, dramatic productions, graduation, public meetings, large classes, conferences, etc. This space combines with the gym/theatre arts recommendations in item 2 and 3 above.
5. Building and renovating work stations for teachers, teacher researchers, graduate students and researchers who are actively engaged in work beyond the classroom walls.
6. Building alumni and archival space so that the newly formed Institute of Child Study Laboratory School Alumni Committee can be housed and our history can remain within our building. This space may also be used by the Parents' Association, for parent education and for community involvement.
7. Establishing a small covered playground space for use in all weather.
8. Building kitchen/lunchroom/staff lounge space to accommodate a staff of more than 20 FTE professionals and 200 children who are in full-day programs at ICS.

NON-LABORATORY SCHOOL SPACE PROGRAM

# of rooms	Program	Existing Nasm	Recommended Nasm Per	Recommended Total Nasm
Offices				
10	Faculty Offices	120.97	13	130
2	Dept. Chair/Lab. School Principal Office	29.47	23	46
2	Other Academic Offices	9.59	13	26
5	Administration Offices	51.16	13	65
				267
Laidlaw Centre				
1	Reception		20	20
1	Meeting Room		35	35
		35.14		55
Classrooms Facilities				
1	MA classroom to seat 40	47.88	68	68
1	MA classroom to seat 30	29	50	50
				118
Graduate Student Offices				
1	Computer Lab	25.48	42	42
4	group study/break out rooms		16	64
32	student research stations	33	1.8	57.6
				163.6
Research Labs				
4	child friendly testing labs	13.3	8	32
8	individual researcher labs	70.18	15	120
		46.13		152
	subtract out student research stations			94.4
Departmental Support Space				
1	Staff Lounge	22.04	35	35
3	Office Machines/Storage	35.33	10	30
1	Student Lounge		35	35
1	Professional Resource Rm		20	20
1	ICS Reception		20	20
1	Janitor locker room			8
	Janitor lunchroom			8
	Janitor w/c & shower			4
				150*
Total Non-Lab School Program		568.67		848

LABORATORY SCHOOL SPACE PROGRAM

# of rooms	Program	Existing Nasm	Recommended Nasm Per	Recommended Total Nasm
1	Daycare	42.61		
1	Daycare Office	8.37	15	15
1	Nursery - 20 students	36.8	85	85
1	JK - 22 students	45.36	85	85
1	SK - 22 students	107.8	85	85
1	Grade 1 - 22 students	73.27	74	74
1	Grade 2 - 22 students	66.05	74	74
1	Grade 3 - 22 students	46.92	74	74
1	Grade 4 - 22 students	48.79	74	74
1	Grade 5/6 - 22 students	60.875	74	74
1	Grade 5/6 - 22 students	60.875	74	74
1	Art	36.92	74	74
1	French - Junior	34.94	74	74
1	French - Primary	34.32	40	40
1	Resource/Special Ed	20	25	25
1	Music		74	74
1	Gymnasium/Theatre Arts Space		200	200
1	stage and wing space within gymnasium			
2	Change-rooms - boys/girls		22	44
1	equipment storage within gymnasium		18	18
1	kitchen		18	18
2	child w/c		10	20
1	Library	16.84	74	74
1	Community Association/Archival Space		26	26
4	Teacher/Researcher classroom observation/research offices		15	60
1	lunch room	20.29	74	74
1	lab school reception	15.58	20	20
3	AV storage	8.27	2	6
3	common storage for bins		3	9
Total Lab School Specific Program NASM		787.11		1580*

TOTAL ICS SPACE PROGRAM

Total Lab School and Non-Lab School Program NASM	2428
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Subtract Total Existing Assignable Space 1700

Total Additional Program NASM (to be built in addition to 56 Spadina)	728
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* note: Janitorial space pro-rated 50/50 between Laboratory School and non-Lab School spaces

The net to gross ratio is estimated to be 1.8 for all spaces with the exception of the gymnasium. The gymnasium, requiring less non-assignable corridor space is calculated at 1.5 nasm. Therefore, the gross area (in gross square meters [GSM]) required to accommodate all functions of the Institute of Child Study is as follows:

Total GSM new and renovated 4310

$$528 \times 1.8 + 200 \times 1.5 = 1250$$

Total GSM New Construction 1250
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Total GSM Renovation 3060

In addition to programmable spaces the following requirements must be met:

Non-Assignable Space

<p>locker/cubby space</p> <p>6 childrens w/c's</p> <p>4 adult w/c's</p> <p>garbage disposal including recycling</p> <p>network closets - one per floor</p> <p>utility closets - one per floor</p> <p>custodial storage closet - one below grade</p>	<p>1 per child x 30cm square including two hooks for coat and shoe rack below = 196x30cm=60 sm</p> <p>3 boy's, 3 girls - one each on lab school floors</p> <p>2 women's, 2 men's - one each for lab school staff and ICS related staff/students niches in walls for garbage and recycling</p>
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Outdoor Spaces

<p>1 outdoor/covered children's play area</p> <p>2 Outdoor play areas</p> <p>outdoor storage areas</p>	<p>60nasm adjacent to outdoor playground or protected roof-top</p> <p>1 existing play ground, 1 additional outdoor space to include gardening area to store bicycles, nets, etc.</p>
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Summary of Space Utilization Analyses

The utilization of academic space was compared to the Council of Ontario Universities (COU) Space Standards as all reporting to the Ministry uses these standards as the benchmark. The University's own space standards were also applied when appropriate.

The Committee also reviewed the guidelines of the Day Nurseries Act of Ontario as well as space standards published by the Ministry of Education, the Metropolitan Toronto School Board and the Department of National Defense when reviewing space allocation for the programmable areas of the Laboratory School (see comparison chart in Appendix A).

A. Academic Spaces

- i) Faculty and Administrative Offices

The Institute of Child Study currently accommodates 12 faculty offices including visitor and emeritus spaces in a total of 160nasm; and 5 administrative offices in a total of 51nasm. According to the Budget, the 2001/02 academic and administrative FTE (including the Lab School) for the department was 26.7.

Of the 26.7 academic and administrative FTE positions, 19FTE have been identified to require office space. According to COU guidelines an additional 15% of this space is made available for visitors and emeritus faculty. Thus space for 22 offices (17 at 13nasm, 2 at 23nasm for director/principle, 2 pro-rated areas within reception, 1 at 15nasm for daycare director) is included in the space program. In total 302nasm office space is programmed.

ii) Graduate Student Offices

A total of 58.5nasm of graduate student office space is currently allocated within ICS. This space includes a 25nasm computer lab and space for four Research Assistants.

The current student complement is 86.5FTE. According to the Council of Ontario of Universities Standards 1.85nasm of study space should be allocated for graduate students. Thus, 160nasm of space, an additional 100nasm to existing allocation, should be made.

The space program allocates 165nasm of graduate student office/study space, including an expanded computer lab (42nasm), 32 research spaces (1.85nasm each) and 4 group study/break-out rooms (16nasm each). Research spaces will be included in individual researcher offices and clustered in groups of four student research spaces each. Group study rooms will be equipped with receptacles and internet connections for easy lap-top use and will double as meeting and small classroom break-out rooms.

iii) Research Space

Research space is allocated on a percentage basis counting faculty, non-faculty researchers and graduate students. According to the COU formula for Education programs (and also for non-specified social science disciplines) the group E designation of 1x space factor translates to the need for 65nasm of space among existing faculty and researchers. However, 83nasm is currently allocated and further space has been identified as a requirement of the department in order to allow for each faculty/researcher to properly conduct research activities. Eight research labs of 15nasm each are allocated here. These spaces will also accommodate 4 graduate student work stations (1.8nasm x 4), thereby sharing the programmable area. In addition, four child friendly testing labs (8nasm each) are included to allow for researchers to take advantage of on-site child research. A total of 94.4nasm of dedicated research space, therefore, is included in the space program – 63nasm of which is researcher specific and 32 of which is takes specific advantage of ties between the department and the Laboratory School.

iv) Classroom Facilities

Currently two classrooms for the MA program are included in the space inventory. One room seats approximately 30 students in 47nasm (rm. 127) and a second seats 15 in 29nasm (rm. 232). Neither of these rooms adequately addresses the need for the MA program which is currently run with 86.5 FTE students in two years. According to COU standards, 1.2 nasm of classroom space should be dedicated to each FTE student generating 104nasm of space needed here.

The program, therefore, calls for the creation of two larger rooms to better serve the MA population. A 40-seat and a 30-seat flat-floor classroom (68nasm and 50 nasm) totaling 118nasm with flexible furnishing to provide access to different teaching methods are included in the program.

Four group study rooms of 16nasm each, included in the program as graduate student study space, may be used from time to time as break-out classrooms to accommodate case-based teaching methods or for use by small seminar groups.

v) Departmental Support Space

Departmental Support Space is allocated as a percentage of faculty, administrative and graduate student office space. Currently 57nasm is allocated for departmental support including a 22nasm staff lounge and 35nasm of photocopy rooms and file support. Clearly, this category is under-served as 130nasm of support space is recommended by COU. The program therefore calls for just over COU recommendations at 140nasm space including an expanded staff lounge (35nasm), a student lounge (35nasm), a professional resource room (20nasm) and office machine/storage spaces (30nasm) and two pro-rated reception areas (2 @ 20/2 nasm).

B. Laboratory School Spaces

i) Classrooms

With the exception of a very few rooms, all classrooms are under-allocated with classroom spaces ranging between 45 and 60nasm. According to Ministry of Education standards for elementary schools, typical grade level classrooms should be allocated between 65 and 80nasm each. The space program, therefore, calls for an average class size of 74nasm assuming the lowest ministry allocation plus 10nasm allocation for computing (grades 1-6, art, music/drama, senior French). JK, SK and the Nursery are each allocated 85nasm in order to allow for the inclusion of an in-class w/c. Junior French and Special Education are allocated smaller spaces as their needs and usage dictates. All classrooms will be equipped with ample storage spaces. One adult-height and one child-height sink will be provided in each classroom. In addition, as the daycare will be run during off-hours in the Nursery, Music room and Lunchroom, each room is to be equipped with additional floor to ceiling lockable storage cabinetry for daycare specific use.

The library, suggested by the Ministry of Education to require approximately 90nasm, is allocated 74 here – a great increase from the existing 17nasm library. This space is envisioned as a series of smaller connected spaces – a 16nasm primary area and 30nasm junior area, a 13nasm library office and 15nasm AV storage room.

A gymnasium – not part of the existing program on the site currently – is allocated 200nasm. Although a regulation sized basketball court [the original desire of the committee was to accommodate this type of space] would require a floor area almost double the one proposed, the space program reflects the reality of working within a very tight site configuration. If the site is reconsidered, space for a larger gym which would accommodate basketball and volleyball should also be reconsidered. However, some review of junior school gymnasia in the Toronto area suggests that this size, with appropriate height, is suitable for the elementary levels. In addition to the main gym space, support space including change-rooms (2 x 22nasm), children's washrooms (2 x 10nasm), equipment storage (18nasm) and a kitchen (18nasm) are included in the program.

Although a dedicated stage area adjacent to the gymnasium was desired by the committee, space has not been included due to site limitations. If the site is re-considered, space for a dedicated stage should also be re-considered. This plan, however, anticipates the inclusion of a moveable stage that may be stored and assembled when required within the area of the gym.

ii) Support Space

Currently many students take their lunch within their classrooms. This poses certain sanitary problems and requires teachers to move student work, etc. each day. A lunch room is, therefore, included in the space program at 74 nasm. Again because of site limitations and cost considerations a larger room was not included and careful scheduling will be required to allow students to eat lunch in this room within the

given timetable. Additional cupboard space is included in this room in order that before and after school daycare may be run here.

iii) Research Interface

Four teacher/researcher observation rooms of 15 nasm each have been included in the program. These rooms, conceived by the committee as multi-functioning rooms will allow external viewing, audio and video taping and visitor participation in regular school instruction through the inclusion of two-way mirrors and audio/video devices. The rooms will ideally be located between two classrooms each (i.e. between Grade one and two, three and four, five and six, and JK and SK). The rooms will also be furnished with typical office furniture including lockable filing storage and a computer. The rooms will be available to teacher/researchers as quiet office space in close proximity to their classrooms.

iv) Outdoor Spaces

A covered outdoor space of 60 nasm is highly desired by the committee. However, because the current thinking suggest any new building will occur between the Walmer and Spadina Road buildings, this outdoor space may need to be designed as accessible roof space. The existing playground south of the Walmer Road house must remain un-touched as it is already tightly configured. However, the small outdoor area south of the new Lab School wing and adjacent to the large playground may be considered for this purpose. In this location, a roof structure has been costed to provide some sheltered play area with clear connections to the existing outdoor areas.

VI FUNCTIONAL PLAN

Approximately 1700 net assignable square meters are available between the existing buildings at Walmer Road and Spadina Avenue. However, the space program requires approximately 730 additional nasm in order to fulfill all the required space needs of ICS. In order to accommodate this additional space, a connector building including a two-storey gymnasium space (located one storey below grade and one at grade) and three additional storeys above grade is proposed on the rear lot of the 56 Spadina Avenue. With the inclusion of an elevator, this building will provide accessible connections between and through each of 45 Walmer Road at the basement, first and second levels, 56 Spadina at the basement, first, second and third levels and all levels of the new structure.

The plan envisions a two-phase project that will be determined based on budget availability and time. That is, new construction in the form of a "connector" building and renovation of the existing 45 Walmer Road and 56 Spadina buildings will occur as a part of this plan. In order that the least disruption to the programs is possible, ideally construction of all new facilities would occur in the first phase after which the existing structures would be renovated.

In order to understand fully the implications of a 2-phase plan and to best accommodate the requirements of the space plan with appropriate adjacencies and groupings, a comprehensive architectural design of all spaces should be commissioned before construction or renovation begins in order to envision both phases together. Renovation of the existing 45 Walmer building would best be further phased to occur during summer months as the laboratory school and most MA classes are out of session during these months.

Room Data Sheets found in *Appendix I* describe required and desirable adjacencies between and among rooms within the space program and also requirements for connections to the exterior and for particular requirements of accessibility and/or security.

Functional Space Allocation

To guide space planning aiming to provide adequate facilities, the Committee has articulated two guiding principles with regard to research space. First, the uniform conviction is to dispense research space throughout the Laboratory school and not locate it as a separate and isolated facility. Second, because of the inseparability of research, scholarship, and graduate supervision, there is a strong belief that whenever possible researchers and research teams should remain in close proximity.

VII ENVIRONMENTAL IMPACT

In order to realize energy savings, to reduce impact on the environment and to stimulate environmental awareness, recommendations made for the Child Care Facility currently under construction on the University campus are also recommended for the ICS facility as follows:

- Where energy efficient, warm lighting products are available they should be used in place of incandescent or other inefficient light sources.
- The creation of a “naturalized playground” is supported for a portion of the outdoor space. The opportunity exists for the creation of child-managed gardens and composting facilities. Rainwater can be captured and used to water gardens and landscape.
- Where there is direct access to the playground from activity rooms and/or classrooms, consideration should be given to preventing energy loss through heat escape.
- Consideration should be given and space should be allocated for appropriate waste storage and recycling facilities.
- Energy savings may be realized with the use of efficient and innovative kitchen, washroom equipment and fixtures.
- Consideration should be given during the selection of building materials to minimize environmental and health risks by selecting formaldehyde-free drywall, low V.O.C. paints, etc.

Energy and water use will be governed by the terms of the University of Toronto Environmental Protection Policy (see Appendix E).

VIII SPECIAL CONSIDERATIONS

Landscape Requirements

The committee recommends that ICS create a naturalized playground which encourages student interaction with the natural environment. A garden and composting facility maintained by the students should be included in the playground space (as mentioned in Section VII - Environmental Impact). All existing trees will be maintained.

The playground area must be enclosed by a fence which provides security and protection to the children and the school property. The fence should be child-friendly while maintaining security. A storage space is essential in the playground area to house all unfixed play items. This storage space must also be child-friendly and be lockable.

Accessibility

As much as possible, all ICS facilities should be barrier free. The inclusion of one elevator in this plan hopes to connect all but the third floor of the existing Walmer Road house.

Computing and Communications

An important aspect of the research program at the Laboratory School is the investigation into the role of technology in the education of children. The school has been a hub for technology research funded by the Networks of Centres of Excellence (NCE) for several years.

In the fall of 2002 The Institute of Child Study Laboratory School (ICSLS) will become part of an integrated laboratory network at the University of Toronto. This high-tech network will be dedicated to researching the innovative use of technology in education. As part of this network the ICSLS will be connected to the Education Commons and the Institute for Knowledge Innovation and Technology (both at OISE/UT) through a set of dedicated high bandwidth connections. Funded by a grant from the Canadian Foundation for Innovation (CFI) the ICSLS component of this network will involve all of the classrooms at the school. The Early Years classrooms (Nursery, JK and SK) will receive multimedia computers and supporting devices (e.g. scanners, digital cameras, e-tablets) to facilitate the use of computers by students with emerging literacy skills. In the Primary classrooms (Grades 1 and 2) the classrooms will both be equipped with data projectors and a complement of 7 desktop computers for the students. In the Junior classrooms (Grades 3, 4, 5 and 6) there will be class sets of laptop computers (i.e. 25 computers) that will have wireless access to the network. Each of these classrooms will also have data projectors permanently installed in the classroom. In all of these classrooms there will be audio/video installations to record classroom interactions. In addition, each of the classrooms will require suitable storage (for instance in the Junior Grades, a lockable place for the laptop computers) and suitable power service to support the technology. In addition to the technology for the classrooms there will be 7 multimedia stations setup within the school for the development of video artifacts and data analysis by both researchers and students.

ICSLS faculty now regularly co-author research reports and present papers at international research conferences (CSCL '99, AERA, the European Association for Research on Learning and Instruction, Telelearning 2000) and have won awards in competition with established university researchers. With CFI infrastructure funds, ICSLS teachers will have workstations on a par with those of researchers in the Knowledge Innovation Lab, and their classrooms will have the equipment and connectivity necessary for raising the level of innovation still higher. To participate fully in the kinds of research outlined in this proposal, and to play its key role in the worldwide research network that OISE/UT is spearheading, ICSLS needs to be brought up to a level of technology that is about 5 years in advance of where regular schools are and it needs to be equipped for high-quality minimally-intrusive data collection.

Although the space program takes into account current use of desk-top computers in classrooms, it is anticipated that no additional space needs will be required to accommodate the lap-tops and their accompanying lockable storage units.

As is currently the case, all ICS spaces, including the Laboratory School will be connected to the University of Toronto infrastructure using infrared technology.

Environmental Issues

Most of the environmental considerations have been identified in the previous section. In addition, individual temperature room controls in each classroom are required. A filtration system for the drinking water is needed.

Campus Planning

In order to alleviate pressures of space allocation for the Institute of Child Study including the Laboratory School, an adjacent property – 56 Spadina Road – was purchased by the University with the intention that the structure could be renovated to accommodate much needed contiguously located space for the

Institute. The space program developed by the Project Committee, however, requires area in excess of that available in the purchased property. To accommodate the needs of ICS, the Committee looked at several possible building options on the two sites and now recommends a reduced (from that originally proposed) space program be located within the two existing properties and within a new connector building to be located on the rear yard of 56 Spadina between the existing structures at 56 Spadina and 45 Walmer Road.

Both 45 Walmer Road and 56 Spadina Road would require re-zoning in order to permit additional construction on site. 45 Walmer Road is zoned R2 Z1.0 H12.0 allowing only residential uses with a maximum density of 1 times coverage and a maximum height of 12m. 56 Spadina is zoned R2 Z2.0 H14.0 permitting residential uses at 2 times coverage to a maximum height of 14m. Understanding that any construction on the Walmer Road site would have a greater impact on the surrounding residential neighbourhood, and that more height and density is permitted than exists on the 56 Spadina site, the committee has chosen to request permissions for re-zoning of 56 Spadina to allow additional building occur in what now is the rear yard.

In the area immediately surrounding 56 Spadina and 45 Walmer Road are located two medium rise apartment buildings of approximately 12 stories with density and height much in excess of area permissions. Also in the area, at 18 Spadina, an example similar to permissions being sought here of an in-fill condition in on a rear lot, has been successfully permitted. Because of the precedents set in the immediate area – permissions will likely be sought at the Committee of Adjustment level.

The plan calls also for a re-design of the Walmer Road frontage to include a safe parent drop-off zone. Architects will be asked to look at the possibility of a lay-by and or short term parking possibilities in this location.

Security

A high level of security with controlled access is required particularly for the Laboratory School areas. However, as the desire is to integrate, as much as possible, functions of the Laboratory School, the MA Program and the Research components of ICS, access will be particularly difficult to monitor. Access to the school is envisioned to remain primarily through the entrance on Walmer Road with secondary access off of Spadina Road. Because of this double entrance condition, each entrance will be monitored by reception desk personnel one each for the Laboratory School and for ICS as included in the space program. During non office hours the two main exterior doors will be equipped with individually encoded passcards. Each staff member will have a UofT magstrip passcard to allow them access to the building in off hours. An emergency phone should be located in the playground.

IX RESOURCE IMPLICATIONS

In arriving at the project cost estimate the advice of several consultants was sought. The combined 56 Spadina – 45 Walmer Rd site was surveyed by Speight Van Nostrand to establish boundaries, building locations, topography, and all floor elevations. This information helped to establish the feasibility of building a connecting structure between the two properties. The planned new structure built to the rear of 56 Spadina, will match floor elevations with the south wing of 45 Walmer, and will connect also to the back of 56 Spadina. The existing building at 45 Walmer was also surveyed by a representative of Leber Rubes to evaluate the changes which would be required to bring it to current building code requirements. Leber Rubes were also asked to evaluate the proposed complex as a whole. This information, together with the space program and room data sheets was provided to A W Hooker & Assoc. quantity surveyors, in order to produce a construction cost estimate.

The new addition at the rear of 56 Spadina is assumed to consist of a double-height basement housing the gym, and new 2nd, 3rd, and 4th floors. A new entrance would be created off the driveway at Spadina. An elevator is provided serving all floors of 56 Spadina and the new addition. The addition is assumed to be of reinforced concrete block construction with precast floor slabs. The exterior is of brick with generous window area. The structure is considered the quickest and easiest to erect given the extremely tight confines of the site. The interior partitions are a mixture of concrete block and drywall as appropriate. Flooring is generally either sheet vinyl or carpet, ceilings are generally lay-in tile. Walls are painted. The building is fully air-conditioned, and would have electrical and data services as required. New furnishings and equipment are included.

The existing house at 56 Spadina has been extensively renovated. Other than the minor required demolition at the rear, the work of making the connections and co-ordinating the life safety systems, no further upgrades are anticipated in this cost estimate. However, once commissioned, the comprehensive architectural design concept may require some additional renovations to this building in order to appropriately accommodate program areas which will be required to be offset by costs associated with planned renovations in 45 Walmer Road. New furnishings and equipment are included.

Fairly extensive renovations to 45 Walmer are planned. To minimise disruption to the school, these are planned to occur in two phases: phase 1 would cover the basement and ground floors, and phase 2 the 2nd and 3rd floors. All windows will be replaced, all flooring replaced, partitions relocated as required, and new ceilings and lighting provided. The building would receive new electrical and water services and would be completely rewired, and have a sprinkler system throughout. Washrooms would be renovated. New cabinetry is provided as required. New furnishings and equipment are included. The building would be air-conditioned throughout, and have new fire alarm, emergency lighting, PA, and security systems. Outside, a new canopy is provided in the playground with lighting, new paving, and play equipment.

Assuming that the schedule below is followed, the total project cost estimate including all permits, professional fees, furnishings & equipment, landscaping, miscellaneous items, and allowances for escalation to the tender dates is \$8,000,000. The approximate breakdown of this is \$4,461,000 for 1,260 gross square metres of new construction and \$3,539,000 to renovate 45 Walmer Rd. Details are shown in Table 1, Appendix B. This estimate includes an allowance for escalation to the scheduled dates of tender as indicated below in Section XII. The project is assumed to be fully funded.

X OPERATING COSTS

Facilities and Services estimates the total annual operating cost at 45 Walmer to be \$120,500 today, and \$222,000 when 56 Spadina and the new addition are added and the whole is air conditioned. The following chart demonstrates these costs:

ICS expansion Annual Building Maintenance Cost

Building No.	Year	GSM	MTCE Cost	Total Operating cost	Total Utilities Cost	Total Building Cost	Annual Cost per M2
53	2000/01	2,489	29,880	51,639	25,874	107,393	43.15

	1999/00	2,489	35,386	68,743	22,738	126,867	50.97
	1998/99	2,489	35,462	71,713	20,064	127,239	51.12
Average Cost			33,576	64,032	22,892	120,500	48.41

Proposed expansion will increase the building(s) area to 4,400 GSM. The proportional increase on the maintenance budget would be as follows:

53	Future	4,400	59,355	113,194	40,468	213,017	48.41
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Providing air-conditioning to the new complex would require an additional cost as follows:

	GSM Floor Area	GSF	Rton/Ft2	Required Max. Rton/Hr	Annual Rton Requirement @ 900 EFL	Energy consumption @ 1.25kW/Rton	At \$0.1/kWh
Energy Cost	4,400	47,344	800	59	53,262	66,578	6,658

Annual maintenance cost of the air-conditioning system based on present service contract would be **\$2,500.**

Note:

- 1./ The 60 Rton cooling will be adequate only if the building envelop (windows) will be upgraded.
- 2./ The cooling energy cost was based on approximately 200 bodies in the building.
- 3./ The annual air-conditioning maintenance cost includes only 3 service visit, no parts, no trouble calls

Estimated annual building maintenance/operation cost would be \$222,000.

XI FUNDING SOURCES AND CASH FLOW ANALYSIS

ICS is committed to hiring a full-time professional development officer coordinated through the University of Toronto and OISE-UT to develop a capital campaign plan and strategy and then run the campaign itself. In addition, ICS has enlisted two long-time ICS supporters as co-chairs of its future Capital Campaign. In anticipation of the future Capital Campaign, ICS had on staff a half-time development officer in 2001. While at ICS she put together a list of prospective donors to a future capital campaign. The list includes alumni of ICS, parents and grandparents of children who have attended the Lab School and Foundations that typically support early childhood research and education projects. Preliminary research suggests that it may be possible to raise as much as \$10 million from the list of potential donors.

With approvals of this report from the Planning and Budget Committee and Governing Council in June of this year, fundraising can begin in earnest early in the Fall 2002. All funds for new construction and renovations will be raised from private sources through the Capital Campaign. ICS hopes to have enough money raised by 2004 to begin new construction and/or renovations that summer.

XII SCHEDULE

Fundraising for the project will commence with the approval by University of Toronto governance of this report. It is expected that, at minimum, 2 years will be required to raise funds sufficient for the implementation of new and renovated spaces outlined herein. Once sufficient funds are raised (shown for scheduling purposes here as spring 2003), the Committee suggests an architect be hired to layout the project across the existing and new structures in order to understand the extent to which renovations are necessary and where connections must be considered. Once schematic design is complete, municipal approvals will be sought for the project. Renovation and new construction will follow as funds become available.

For the purposes of TPC estimate included in this report, the following schedule has been assumed:

Report to Planning and Budget	May	2002
Approval to hire architect	June	2003
Tender of new construction	April	2004
Approval to proceed	April	2004
56 Spadina vacated by Campus Coop and occupied by ICS	July	2004
New construction starts	July	2004
New construction complete	April	2005
Tender of Phase 1 renovations	April	2004
Phase 1 renovations complete	August	2004
Tender of Phase 2 renovations	April	2005
Phase 2 renovations complete	August	2005

The schedule depends on Campus Coop exiting 56 Spadina on July 01, 2004. The work in 45 Walmer Road has been phased to allow it to be undertaken over two summer holiday periods.

XIII RECOMMENDATIONS

That the Planning and Budget Committee recommend to the Academic Board:

1. THAT the Project Planning Report for the Institute of Child Study Expansion be approved in principle.
2. THAT the project scope totaling 4310 gross square meters (of which 1250gsm will be new construction), will allow for renovations to the existing 45 Walmer Road and 56 Spadina Road and the addition of a "connector" building between the two existing buildings, requiring municipal approvals.
3. THAT the University of Toronto initiate discussions with the City of Toronto for the rezoning of the proposed site for new construction.
4. THAT the project cost of \$8,000,000 be approved, with funding sources to be sought through fundraising.

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Appendix A. Comparison of Space Standards

Note: all areas translated to gross square meters

Space Category	Ministry of Education: Intermediate Level	Metropolitan Toronto School Board: Intermediate Level	Department of National Defense
Administration		114	0.12 per pupil place
Art Room	84-102	112	93
AV & Darkroom		37	
Art Workroom/Prep Room		37	
Classroom	65-79	84	70
Computer Studies Room		93-112	
Computer Prep Room		28	
Guidance Centre	23-65	46	28
Single Gymnasium	279-372	315	
Double Gymnasium	418-632		
Change Room	46-79	130	
Stage, projection, dressing, chair storage		74	
Gymnasium - Auditorium			496
Stage & wing space			89
Equipment and Storage Room			19-28
Kitchen			14
Dressing Area			37
Shower Area			28
Health Unit	19-56	42	19
Laboratory, Sciences	84-93	121	112
Lab prep & storage			23
Library resource centre	93 – 0.46 per pupil	279	140
Lunch room	93 - 0.31 per pupil	0.53 per pupil	.33 of population * 10
Music Room (instrumental)	102-130	149	93
Music Room (keyboard, strings)		112	
Music Room (vocal)	84-102	91	74
Staff Facilities		0.3 per	
Staff Room: First teacher			9.3
Each additional teacher			2.3
Theatre Arts		84	

Appendix B. TABLE 1: Total Project Cost Estimate

Items	New addition to 56 Spadina 1,260 GSM	Renovations to 45 Walmer 2,622 GSM.	Total Project Cost estimate		
Construction Cost Note A	2,905,000	2,150,000	5,055,000		
escalation Note B	203,350	169,050	372,400		
Construction Contingency	310,870	226,930	537,800		
Applicable GST	78,985	58,815	137,800		
Total Construction Costs, incl taxes	3,498,205	2,604,795	\$6,103,000	\$0	\$0
Site Services, new	inc	inc	inc		
Infrastructure Upgrades in Sector	na	na	na		
Secondary Effects	na	na	na		
Demolition	inc	inc	inc		
Landscaping Note C	10,000	0	10,000		
Permits & Insurance	42,950	16,050	59,000		
Professional Fees Note D	501,820	445,180	947,000		
Computer Wiring & Telephone Terminations	35,000	33,000	68,000		
Moving & Staging	0	15,000	15,000		
Furnishings & Equipment see schedule.	350,000	405,000	755,000		
Miscellaneous Costs [signage, security..]	13,000	20,000	33,000		
Donor Recognition	10,000	0	10,000		
Finance Costs see cashflow	0	0	0		
Total Project Cost Estimate GST included	4,460,975	3,539,025	8,000,000		

prepared 24 Apr 2002

jcb

Table 1 - TPC Notes:

A For a new building of 1,260GSM. and renovations to 2622GSM. Based on a report from AW Hooker 23rd April 2002. Renovations cost includes a \$50K allowance for asbestos removal.

B New Construction tendered in April 2004. Renovation in 2 phases: phase 1 April 2004, Phase 2 April 2005.

C Minor at 56 Spadina.

D Includes allowances for renovations and C. of A.costs.

Appendix C. ICS, Cashflow
(preliminary)

Approval in Jun 2003, new constr & Phase 1 reno tendered in Apr 2004. Phase 2 reno tendered in April 2005.
Cash flow by quarter

Quarter	may-jul 2003	aug-oct 2003	nov-jan 2003-4	feb-apr 2004	may-jul 2004	aug-oct 2004	nov-jan 2004-5	feb-apr 2005	may-jul 2005	aug-oct 2005	nov-jan 2005-6	feb-apr 2006	may-jul	totals
Approval														
Design														
Construction, new														
Construction, reno														
				ph 1								ph 2		
Funding:														
1 before & during proj.	715	0	0	0	6,114	0	0	0	1,171	0	0	0	0	8,000
2 LT Finance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
subtotal	715	0	0	0	6,114	0	0	0	1,171	0	0	0	0	8,000
Expenditure:														
proff fees & permits.	90	190	190	245	55	55	55	55	38	33	0	0	0	1,006
construction new	0				874	874	874	876	0	0	0	0	0	3,498
reno					400	1,276			150	778				2,604
furn, equip, misc, land.		0	0	0	0	302	0	418	0	172	0	0	0	892
subtotal	90	190	190	245	1,329	2,507	929	1,349	188	983	0	0	0	8,000
net cash flow														
open bal	625	-190	-190	-245	4,785	-2,507	-929	-1,349	983	-983	0	0	0	0
change	0	625	435	245	0	4,785	2,278	1,349	0	983	0	0	0	0
3 int exp @ 5.0%	625	-190	-190	-245	4785	-2,507	-929	-1,349	983	-983	0	0	0	0
close bal	625	435	245	0	4,785	2,278	1,349	0	983	0	0	0	0	0
Notes:														
1 minimum amounts in account to start phase.														0 est. projec
3 expect to pay money market rate plus 0.25% for short term financing.														intr. exper
prepared Jb 24 04 2002														0.00%

Appendix D. Furniture and Equipment Schedule

	ICS	Furniture			Equipment		
		#	allow	extrn	#	allow	extrn
office	bookshelves in constr	0		0			0
	w/o desk	7	2800	19,600			0
	full allow less BC	10	3500	35,000			0
research lab	fc	4	600	2,400			0
	wkstn	4	1500	6,000			0
	sw chr	4	300	1,200			0
	chr	5	120	600			0
	table 4' dia	1	600	600			0
	fl lamp	8	150	1,200			0
dir office	fc	2	600	1,200			0
	sw chr	1	300	300			0
laidlaw receipt	sw chr	1	300	300			0
	chr	4	120	480			0
	sm tables	2	120	240			0
laidlaw conf	tables for 15	5	600	3,000			0
	sw chr	15	300	4,500			0
	credenza	1	1000	1,000			0
	video conf unit			0	1	5000	5,000
	OH projector			0	1	1000	1,000
MA classroom	data projector			0	2	10000	20,000
	OH projector			0	1	1000	1,000
	seminar table 6'	15	500	7,500			0
	chrs	43	120	5,160			0
	cabt	1	1000	1,000			0
MA breakout	tables	2	600	1,200			0
	chr	15	120	1,800			0
	wkstn	4	1500	6,000			0
	cabt	4	1000	4,000			0
	comp			0	4	3000	12,000
MA seminar	data projector			0	1	10000	10,000
	tables	10	500	5,000			0
	chrs	35	120	4,200			0
MA comp lab	cabt	1	1000	1,000			0
	wkstn	15	1500	22,500			0
	printer table	1	500	500			0
	sw chr	15	300	4,500			0
	comp			0	7	3000	21,000
Teach lab	video cameras			0	8	1000	8,000
	child tables	4	1000	4,000			0
	child chrs	16	100	1,600			0
	TV/VCR			0	2	1000	2,000
student lounge	couches/sofas for 20	20	700	14,000			0
	coffee tables	3	300	900			0
	Mwave, fridge			0	2	600	1,200
	recycle bin	1	100	100			0
staff lounge	couches/sofas for 20	20	700	14,000			0
	coffee tables	3	300	900			0
	Mwave, fridge			0	2	600	1,200
	recycle bin	1	100	100			0
storage	cabt	1	600	600			0

proff resources	table	1	1000	1,000				
	chrs	4	120	480				0
	wkstn	2	1500	3,000				0
	sw chr	2	300	600				0
	arm chr	2	700	1,400				0
	low table	1	400	400				0
	cabt	1	600	600				0
				185,660				
	contingency		5.00%	9,283			10.00%	82,400
	escalate to mid 2005		10.00%	20,099			10.00%	8,240
	PST GST		10.31%	22,171			10.31%	9,345
								10,308
	total			237,212				110,293

		Furniture			Equipment		
	Lab school						
daycare off	allow	1	4000	4,000			0
daycare							0
nursery	dry rack	1	1000	1,000			0
	puppet theatre	1	1000	1,000			0
	low table	1	500	500			0
	comp table	1	500	500			0
	sw chr	1	300	300			0
	comp	0		0			0
	tables	5	500	2,500	1	3000	3,000
	chrs	20	100	2,000			0
	low comp table	1	500	500			0
	printer table	1	300	300			0
	book shelves	2	700	1,400			0
	child couches	2	700	1,400			0
JK	dress-up centre	1	1000	1,000			0
	tables	6	500	3,000			0
	chrs	24	100	2,400			0
	wkstn	1	1500	1,500			0
	rug	1	1000	1,000			0
	craft tables	2	1000	2,000			0
	chrs	8	100	800			0
	low comp table	7	500	3,500			0
	chrs	7	120	840			0
	printer table	1	500	500			0
SK	data projector	0		0	1	10000	10,000
	wkstn	1	1500	1,500			0
	craft tables	1	1000	1,000			0
	chrs	8	100	800			0
	rug	1	1000	1,000			0
	printer table	1	500	500			0
	child couches	2	700	1,400			0
	BC	2	600	1,200			0
	low comp table	1	500	500			0
	comp			0			0
	data projector			0	1	3000	3,000
Gr 1	wkstn	1	1500	1,500	1	10000	10,000
	craft tables	2	1000	2,000			0
	water table	1	1000	1,000			0

	sand table	1	1000	1,000			0
	easels	4	100	400			0
	BC	2	600	1,200			0
	couch	1	700	700			0
	printer table	1	500	500			0
	data projector			0	1	10000	10,000
Gr 2	wkstn	1	1500	1,500			0
	BC	2	600	1,200			0
	low comp table	8	500	4,000			0
	chr	8	100	800			0
	craft tables	2	1000	2,000			0
	printer table	1	500	500			0
	data projector			0	1	10000	10,000
Gr 3	tables	6	600	3,600			0
	chrs	22	100	2,200			0
	wkstn	1	1500	1,500			0
	BC	2	600	1,200			0
	printer table	1	500	500			0
	data projector			0	1	10000	10,000
Gr 4	tables for 6	4	600	2,400			0
	chrs	22	100	2,200			0
	wkstn	1	1500	1,500			0
	craft tables	1	1000	1,000			0
	chrs	8	100	800			0
	BC	2	600	1,200			0
	rug	1	1000	1,000			0
	printer table	1	500	500			0
	data projector	1		0	1	10000	10,000
Gr 5/6	wkstn	2	1500	3,000			0
	tables for 6	8	600	4,800			0
	FC	2	600	1,200			0
	BC	4	700	2,800			0
	printer table	2	500	1,000			0
	data projector			0	2	10000	20,000
Art room	kiln			0	1	5000	5,000
	wkstn	1	1500	1,500			0
	tables for 12	3	500	1,500			0
	stools	12	100	1,200			0
	low comp table	3	500	1,500			0
	chrs	3	100	300			0
	display shelves	2	500	1,000			0
Prim French	wkstn	1	1500	1,500			0
	low comp table	3	500	1,500			0
	chrs	3	100	300			0
Jun French	wkstn	1	1500	1,500			0
	low comp table	2	500	1,000			0
	chrs	2	100	200			0
	tables	6	500	3,000			0
Spec Ed	low comp table	2	500	1,000			0
	chrs	2	100	200			0
	wkstn	1	1500	1,500			0
	table	1	500	500			0
	chrs	5	100	500			0
	couch	1	700	700			0
Music	chrs	25	100	2,500			0
	FC	1	600	600			0
	desk	1	700	700			0

	sw chr	1	300	300			0
	tables	6	500	3,000			0
	low comp table	2	500	1,000			0
	chrs	2	100	200			0
Gym/Theatre	data projector			0	1	10000	10,000
	chrs	150	100	15,000			0
	audio sys			0	1	10000	10,000
kitchen	fridge			0	1	1000	1,000
	stove			0	1	1500	1,500
	DW			0	1	1000	1,000
	Mwave			0	1	500	500
	kettle			0	1	100	100
Library	office set	1	4000	4,000	0		0
	tables	2	600	1,200			0
	chrs	8	120	960			0
	TV/VCR			0	1	1000	1,000
	cart	1	500	500			0
	couch	1	700	700			0
Archival	table	1	500	500			0
	chrs	5	120	600			0
	wkstn	1	1500	1,500			0
Class Obs	BC	8	600	4,800			0
	wkstn	4	1500	6,000			0
	sw chr	4	300	1,200			0
	LFC	8	600	4,800			0
	stools	32	100	3,200			0
Lunch Rm	combo table+seats	15	1000	15,000			0
Outdoor play	allow	1	10000	10,000			0
School Recept	armchr	2	700	1,400			0
	LFC	1	600	600			0
	small safe	1	500	500			0
ICS recept	allow	1	5000	5,000			0
				0			0
	total			195,900			116,100
	contingency		5.00%	9,795		10.00%	11,610
	escalate to mid 2005		10.00%	21,207		10.00%	13,167
	PST GST		10.31%	23,394		10.31%	14,524
	total			250,296			155,401

Furniture

Equipment

grand total	487,508	265,695
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prepared

Apr-02

jcb

Appendix E: University of Toronto Environmental Protection Policy**PREAMBLE**

The University of Toronto is committed to being a positive and creative force in the protection and enhancement of the local and global environment, through its teaching, research and administrative operations. Recognising that some of its activities, because of their scale and scope, have significant effects on the environment, the University as an institution, and all members of the university community, have the responsibility to society to act in ways consistent with the following principles and objectives:

FUNDAMENTAL PRINCIPLES

- Minimisation of negative impacts on the environment
- Conservation and wise use of natural resources
- Respect for biodiversity

SPECIFIC OBJECTIVES

In adopting these fundamental principles, the University will be guided by ethical attitudes towards natural spaces, and will take all reasonable steps to meet the following objectives:

- Minimise energy use, through efficient management and practice
- Minimise water use, through efficient management and practice
- Minimise waste generation through reduction, reuse and recycling
- Minimise polluting effluent and emissions into air, land and water
- Minimise noise and odour pollution
- Minimise and where possible eliminate use of chemicals, including outdoor salt, pesticides herbicides and cleaning agents
- Include biodiversity and environmental concerns in planning and landscape decisions
- Meet and where possible exceed environmental standards, regulations and guidelines

IMPLEMENTATION

To implement this Environmental Protection Policy:

- An Environmental Protection Advisory Committee (EPAC) will be established consisting of administrative staff, academic staff and student groups, to be chaired by a member of the University's academic staff. The Committee will provide advice to the Assistant Vice-President, Operations and Services, on programs to meet the environmental protection objectives. Membership of the committee will be made known to the community to ensure that new and existing initiatives are brought forward for consideration. The meetings of EPAC will be open.
- Facilities and Services, through the Waste Management Department will facilitate the development, implementation and evaluation of environmental protection programs, and will liaise with the EPAC and all three campuses on the programs.
- In this role Facilities and Services will:
 - Regularly review university policies to ensure consistency with this policy;
 - Carry out appropriate environmental audits and pilot projects;
 - Undertake education and training programs to inform the University Community about this and how its members, both personally and collectively, can best meet the objectives set forth in it;
 - Inform all contractors, service operations and users of University facilities that they must comply with the requirements of the policy;
 - Annually issue a report concerning the University's impact on the environment, summarising initiatives undertaken and identifying matters which require particular attention.

Approved by Business Board of the Governing Council on March 7, 1994.

Environmental Checklist for Users Committees (5/99)

1. General planning principles: Consideration of alternatives, Life cycle approach
2. Minimize Energy Use
 - a) Thermal Energy: Heating, Cooling
 - b) Lighting/Use of Natural Light
 - c) Ventilation/Windows
 - d) Machinery/Equipment
 - e) Orientation of Building - effect on building energy needs
 - f) Roof Design
3. Minimize Water Use (Maximize Reuse)
 - a) Flushing
 - b) Washing - hands and body
 - c) Building Cleaning
 - d) Drinking
 - e) Experimental/Labs
 - f) Equipment Cooling
 - g) Outdoor Vegetation - choice and watering (see #4)
4. Utilization and Diversion of Rainwater
 - a) Use of Roof Water
 - b) Porous Pavements
5. Waste Management (offices, classrooms, food outlets, outdoors, construction/demolition)
 - a) Reduction
 - b) Reuse
 - c) Recycling
 - d) Treatment and Disposal - possible on campus
6. Effluent and Emissions (reduce, reuse, recycle, dispose)
 - a) Indoor (Air Toxicity, Noise, Odours, Ventilation)
 - b) Outdoor Air - laboratory emissions
 - c) Water - Hazardous Wastes
 - d) Land
7. Reduce Harmful Chemicals
 - a) Outdoor Salts
 - b) Pesticides/Herbicides
 - c) Cleaning Agents
8. Outdoor Environment
 - a) Encourage Biodiversity (encourage and protection of species)
 - b) Landscaping/Shading - effect on building energy needs in summer and winter
 - c) Use of outdoor space (e.g. rest areas, roof gardens)
9. Monitoring and Metering of Use of Resources and Wastes
 - a) Water
 - b) Electricity
 - c) Heat
 - d) Wastes
10. Visibility of Environmental Concerns
 - a) Pilot Projects
 - b) Posters/Displays
11. Material Choice (Use of endangered/exotic materials, off-gassing)
 - a) Building Fabric
 - b) Fixtures and Furnishings

Appendix F. Current ICS Academic Research

P.I.	Janet Astington
CICHD Fellowship	Jodie Baird
Sponsor	National Institutes of Health (US) (NIH)
Title	Children's understanding of intention and morality
Start Date	Feb 7/00
End Date	Feb 6/03
Total Amount Funded	21,579.90
Sponsor	Natural Sciences and Engineering (NSERC)
Title	Language and theory-of-mind development
Start Date	April 1/01
End Date	Mar 31/06
Total Amount Funded	96,000
Sponsor	Social Sciences and Humanities (SSHRC)
Title	Why Language Matters for theory of mind (Conf. Acct.)
Start Date	Feb 1/02
End Date	Apr 30/03
Total Amount Funded	10,000
Research Fellowship Award for Professor Janet Astington	
Sponsor	Connaught Fund
Title	Development of the Child's Theory of Mind: Why does language matter? - Research Fellowship
Start Date	Jan 1/02
End Date	June 30/02
Total Amount Funded	26,800 *ICS portion

P.I.	Andrew Biemiller
Sponsor	SSHRC
Title	CSSE annual meeting
Start Date	April 1/00
End Date	March 31/03
Total Amount Funded	200
Sponsor	Transfer Grant
Title	Developing classroom procedures to enhance vocabulary in vulnerable elementary children
Start Date	Nov /01
End Date	
Total Amount Funded	20,459

PI	Carl Corter
Co-Investigators	Dr. Janette Pelletier, Professor Donald McKay (Ryerson Polytechnic U)
Sponsor	City of Toronto, Atkinson Charitable Foundation

Title	Early Childhood Education, Development and Care Pilot Project Evaluation
Start Date	Sept 1/01
End Date	Dec /04
Total Amount Funded	\$341,697

P.I.	Joan Moss
Sponsor	Connaught Fund (Start-up)
Title	Raqtional number teaching project
Start Date	July 1/01
End Date	June 30/03
Total Amount Funded	10,000

P.I.	Jan Pelletier
Sponsor	Connaught Fund (Start-up)
Title	Developing Teacher Beliefs and Practices in a Teacehr Education Program
Start Date	July 1/99
End Date	June 30/02
Total Amount Funded	10,000
Sponsor	SSHRC (small scale)
Title	The effects of learning in a second on mental understanding and higher-order reading comprehension
Start Date	April 1/00
End Date	Mar 31/03
Total Amount Funded	2,472
Sponsor	Connaught Fund
Title	The reation between metacognitive language development and reading comprehension in first and second language learners
Start Date	May 1/01
End Date	Apr 30/03
Total Amount Funded	20,000
Sponsor	SSHRC
Title	School readiness for diverse families: A kindergarten intervention program
Start Date	Apr 1/02
End Date	Mar 31/06
Total Amount Funded	139,329
Sponsor	Transfer Grant
Title	Moving parenting and readiness centres to kindergarten
Start Date	Nov /01
End Date	
Total Amount Funded	21,506

P.I.	Rick Volpe
Sponsor	Various Sponsors
Title	Life Span Adaptation projects
Start Date	Aug 1/78
End Date	
Total Amount Funded	27,961.83
Sponsor	Ministry of Community and Social Sciences
Title	Life Span Adaptation
Start Date	Aug 1/00
End Date	Apr 30/02
Total Amount Funded	14,000

Sponsor	Laurentian University
Title	Life Span Adaptation project design for injury prevention in NE Ontario
Start Date	Feb 1/01
End Date	Apr 30/02
Total Amount Funded	9,000
Sponsor	Ministry of Transportation
Title	Context, risk, and identity in young drivers
Start Date	Feb 15/01
End Date	March 30/02
Total Amount Funded	36,175
Sponsor	Ontario Neurotrama Foundation
Title	Development of a compendium of best practices in neurotrama injury prevention - Edition II
Start Date	Oct 10/01
End Date	Nov 30/02
Total Amount Funded	73,500

Total funding at ICS: 880,679.73



Appendix G. Laboratory School Research 2000-2001

PROJECT TITLE	AGE GROUP	INVESTIGATORS
<i>Reading to Children: Using Metacognitive Terms</i>	Nursery	Dr. Joan Peskin
<i>Language and Theory of Mind Development: Children's Performance On Verbal vs. Visual False-Belief Tasks</i>	Nursery, JK	Dr. Jodie Baird Dr. Janet Astington
<i>How Children Learn New Vocabulary Meanings</i>	SK, 1, 2, 3	Dr. Andy Biemiller
<i>Beyond Schooling: Situating the K-12 Research Agenda in the Knowledge Society</i>	1, 3, 4, 5/6	Dr. Marlene Scardamalia, Elizabeth Morley, Richard Reeve, Patti MacDonald, Robin Shaw, Mary Jane Moreau, Richard Messina Bev Caswell
<i>Story Grammar and Narrative Retelling</i>	2, 3, 4, 5/6	Shanna Francis
<i>Learning Through the Arts</i>	Nursery, JK, SK	Dr. Rena Upitis, Dr. Katharine Smithrim, Elizabeth Morley Research Associates: Cindy Halewood, Julie Comay, Carol Stephenson, Heather Gilman
<i>Bloorview MacMillan: Reverse Integration</i>	JK, SK	Dr. Rick Volpe, Elizabeth Morley, Linda LaRocque Research Associates: Heather Gilman, Paul Alcamo
<i>Understanding False Belief</i>	Nursery / JK	Dr. Janet Astington
<i>Children's and Parents' Perception of Children's Rights Issues</i>	4, 5, 6	Dr. Michelle Peterson-Badali
<i>Patterns and Predictors in Young Children's Developing Understanding Of Print</i>	Nursery / SK	Dr. Jan Pelletier Jennifer Lasenby
<i>Language and Theory of Mind Development: Children's Narrative Production</i>	SK	Dr. Janet Astington Julie Comay
<i>Children's Narratives as a Function of Listener's Knowledge</i>	Nursery, JK, SK	Dr. Janet Astington Dr. Jodie Baird
<i>Children's Perceptions of Physically Disabled Peers</i>	JK, SK	Dr. Jan Pelletier Katherine Nowack

Appendix H. Visitors to the Laboratory School 2000-2001

- 20 Teacher Education Students and Faculty -- Kobe Shinwa University (Japan)
- 2 Professors -- Open University of Israel
- 1 Staff Member -- Open University of Israel
- 1 Professor and Student -- York University (Toronto)
- 5 Staff Members -- Bishop Strachan School (Toronto)
- 2 Teachers -- Elkhorn Public School (Toronto)
- 1 Professor -- Athens University and Tech Institute (Greece)
- 1 Professor -- Chao-Yang University of Technology (Taiwan)
- 2 Journalists -- Commonwealth Magazine (Taiwan)
- 1 Staff Member -- Center for Instructional Technology in Education (Hong Kong)
- 2 Instructors -- Fanshawe College (London, Ontario)
- 1 Professor -- University of Padova (Italy)
- 1 Staff Member -- Toronto Rehabilitation Institute
- 10 Teacher Education Students and Faculty -- University of Melbourne (Australia)
- 1 Professor -- Memorial University (Newfoundland)
- 2 Senior Educators -- New Zealand
- 3 Professors -- Kyoto University (Japan)
- Founder of Reading Recovery -- New Zealand
- Montessori Staff -- Taddle Creek (Toronto)
- 1 Elementary School Writing Teacher -- Los Angeles (California)
- 15 Teachers and Administrators -- Sao Paulo, Brazil
- 3 Research Administrators (U of T)

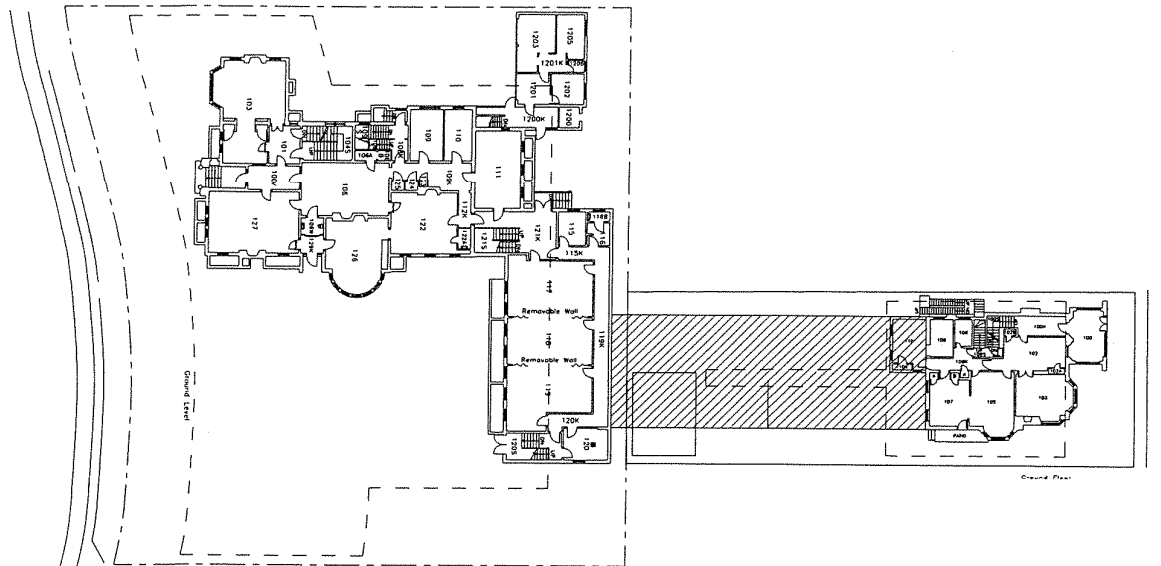
Laboratory School Visits by ICS Teachers

- Mills College Laboratory School -- Oakland California
- Falk Laboratory School -- University of Pittsburgh, Pittsburgh Pennsylvania
- The Children's School -- Carnegie Mellon University, Pittsburgh Pennsylvania
- The University of Minnesota Lab School -- Minneapolis, Minnesota
- The University of Toronto Schools -- Toronto, Ontario

Appendix I. Room Data Sheets

Available Upon Request

Appendix J. Site Plan



Note: hatched area = new building location



UNIVERSITY OF TORONTO

Office of the Vice-Provost, Planning and Budget

27 King's College Circle, Toronto, Ontario, Canada M5S 1A1 Tel: (416) 978-7116 Fax: (416) 978-1029 E-Mail: d.mccammond@utoronto.ca

MEMORANDUM

May 1, 2002

To: Planning and Budget Committee**From:** Derek McCammond**Item Identification**

Allocations from the Administrative Priorities Fund (AdPF).

Sponsor

Derek McCammond, Vice-Provost, Planning and Budget

Jurisdictional Information

The Committee recommends approval of allocations from the operating budget special funds.

Highlights

The attached memo provides details of allocations proposed for the portfolios of the President, Vice-President Human Resources, Vice President Business Affairs, Vice-President Research and International Relations, Vice-President Government and Institutional Relations, the Office of the Governing Council, Internal Audit and Archives and Record Management System. The total of the allocations proposed is \$1.00M in base and \$0.43M in OTO funding.

Resource Implications

The Administrative Priorities Fund is funded by an annual 1.5% reallocate cut to the budgets of the administrative divisions and by transfers from general university revenue of \$0.5M in each of 2002-03 and 2003-04 as approved in the 2002/03 Budget Report. The allocations proposed will leave the Administrative Priorities Fund with a balance of \$97,650 for contingencies in 2003-04.

Action Sought

The Planning and Budget Committee recommends to the Academic Board approval of the following allocations from the Administrative Priorities Fund:

- (a) Vice-President, Human Resources: \$85,850 in base for 2002-03, a further \$65,000 in base in 2003-04 and \$119,000 OTO in 2002-03.
- (b) Vice-President, Business Affairs: \$200,000 in base in 2002-03, a further \$50,000 in base in 2003-04 and \$50,000 OTO in 2002-03.
- (c) Vice-President, Research and International Relations: \$205,000 in base for 2002-03, a further \$150,000 in base in 2003-04 and \$120,000 OTO in 2002-03.
- (d) Office of the Governing Council: \$30,000 in base for 2002-03, a further \$12,000 in base in 2003-04 and \$67,200 OTO in 2002-03.

- (e) Internal Audit: \$17,500 in base for 2002-03, a further \$10,000 in base for 2003-04 and \$25,000 OTO in 2002-03.
- (f) Vice-President, Government Relations: \$60,000 in base for 2002-03 and a further \$61,000 in base for 2003-04.
- (g) University of Toronto Archives and Records Management Services: \$54,000 OTO in 2002-03 and \$56,000 in base for 2003-04.



UNIVERSITY OF TORONTO


Office of the Vice-Provost, Planning and Budget

27 King's College Circle, Toronto, Ontario, Canada M5S 1A1 Tel: (416) 978-7116 Fax: (416) 978-1029 E-Mail: d.mccammond@utoronto.ca

MEMORANDUM

May 1, 2002

To: Planning and Budget Committee

From: Derek McCammond 

Re: Allocations from the Administrative Priorities Fund

The Administrative Priorities Fund (AdPF) provides base funding to the administrative divisions of the University to maintain and improve the quality and capacity of the services and facilities provided by these divisions. It is funded by an annual 1.5% re-allocative cut to the budgets of the administrative divisions and by a transfer, approved in the 2002/03 Budget Report, from general university revenue of \$500,000 of new funds in 2003-04 and a further \$500,000 in 2003-04.

As the administrative portfolios adjust to the new senior administrative structure, the funds generated by the annual 1.5% re-allocative budget cuts are being returned to the administrative divisions for 2002-03 and 2003-04. The new allocations proposed reflect the costs of that structure and respond to the additional pressures from enrolment expansion, increased capital construction, research funding initiatives of the Federal and Provincial Governments and requests for increased functionality in our administrative systems. In order to assist with planning for the remainder of the current long-range planning period, it is proposed to allocate all of the funding currently budgeted for the AdmPF, saving only a modest contingency for 2003-04.

Vice-President, Human Resources: \$85,850 in base for 2002-03, a further \$65,000 in base in 2003-04 and \$119,000 OTO in 2002-03.

The allocation provides base funding for the Employment Equity Co-ordinator, the Family Care Office, the LGBTQ Program and the Occupational Health Physician, which have been supported to date on OTO funds. The OTO funding is to provide support to improve customer response times from Central HR Services and Benefits & Pension Information Reporting, pending a review of the HR activities to be undertaken in 2002-03.

Vice-President, Business Affairs: \$200,000 in base in 2002-03, a further \$50,000 in base in 2003-04 and \$50,000 OTO in 2002-03.

The funding will assist with the provision of the additional police, property managers, a fire prevention officer and personnel for Administrative Management Systems needed to support the recent increased student enrolment and the new capital projects that are reaching completion.

Vice-President, Research and International Relations: \$205,000 in base for 2002-03, a further \$150,000 in base in 2003-04 and \$120,000 OTO in 2002-03.

The funding will provide increased staff to support the ethical review process, new grants officers to assist the large number of new faculty members with their research grant applications and provide increased analytical and communications support for the portfolio. The allocation recognizes the increased demands on the Government Research Infrastructure Group (GRIP) in

its vital support of applications to the Canada Foundation for Innovation (CFI) and the Ontario Research and Development Challenge Fund (ORDCF). It also recognizes the increased accountability requirements associated with the various new indirect cost of research funding envelopes.

Office of the Governing Council: \$30,000 in base for 2002-03, a further \$12,000 in base in 2003-04 and \$67,200 OTO in 2002-03.

An OTO allocation of \$42,200 completes the renovation and transition costs associated with the re-organization that followed the recent review of the Secretariat. Allocations of \$30,000 in base and \$25,000 in OTO are being made to fund the document handling project and \$12,000 in base to maintain the Office capability in 2003-04.

Internal Audit: \$17,500 in base for 2002-03, a further \$10,000 in base for 2003-04 and \$25,000 OTO in 2002-03.

The allocation will enable the Internal Audit Department to maintain complement and therefore audit capacity at the current level and to provide for web site development.

Vice-President, Government Relations: \$60,000 in base for 2002-03 and a further \$61,000 in base for 2003-04.

The funding will assist the portfolio to meet the base budget cuts in 2002-03 and 2003-04 and provide for non-salary expenses which have been met to date from OTO funds.

University of Toronto Archives and Records Management Services: \$54,000 OTO in 2002-03 and \$56,000 in base for 2003-04.

UTARMS has been funded on an OTO basis for many years and these allocations provide for base funding. This service exists within the Central Library with the Archivist reporting to the Head of the Rare Books Library. Unlike the Library it has responsibilities that help us fulfill our corporate rather than our academic responsibilities.

These allocations will leave the Administrative Priorities Fund with a balance of \$97,650 for contingencies in 2003-04.

Recommendation:

That the Planning and Budget Committee recommend approval of the allocations described above from the Administrative Priorities Fund.



UNIVERSITY OF TORONTO
Office of the Vice-Provost, Planning and Budget

Appendix "C"

27 King's College Circle, Toronto, Ontario, Canada M5S 1A1 Tel: (416) 978-7116 Fax: (416) 978-1029 E-Mail: d.mccammond@utoronto.ca

MEMORANDUM

May 7, 2002

To: Planning and Budget Committee

From: Derek McCammond, Vice-Provost, Planning and Budget

Item Identification

Establishment of the Division of Mathematical Sciences at the University of Toronto at Scarborough

Sponsor

Derek McCammond, Vice-Provost, Planning and Budget

Jurisdictional Information

The Committee recommends on plans and proposals to establish academic units.

Highlights

UTSC currently has five academic divisions; Humanities, Life Sciences, Management, Physical Sciences and Social Sciences. The proposal is to create a sixth, the Division of Mathematical Sciences to include Computer Science, Mathematics and Statistics. This makes academic sense and reflects the need for changes to the academic administrative structure to accommodate the increase in enrolment that is occurring. The proposal has been discussed extensively at UTSC including at a joint meeting of the College Planning and Budget and Academic Committees.

Resource Implications

The resources required for the new Division will be found within the existing budget of the Division of Physical Sciences, no additional University resources are required.

Recommendation

That the Planning and Budget Committee recommends to the Academic Board approval of the establishment of the Division of Mathematical Sciences at the University of Toronto at Scarborough, effective July 1, 2002.

Date: May 15, 2002

Item Identification

Framework for a New Structure of Academic Administration for the Three Campuses

Sponsor

Adel Sedra, Vice-President and Provost

Jurisdictional Information

The Planning and Budget Committee makes recommendations on academic planning matters. Its terms of reference draw special attention to matters which have an impact on relationships amongst divisions.

Highlights

This paper sets out principles to guide the design of a new academic administrative framework for the University of Toronto at Mississauga (UTM) and the University of Toronto at Scarborough (UTSC), and a re-structuring of the relationship between these two campuses and academic divisions on the St. George campus. At the core of this design is an essential balance: between the need to allow each campus to maintain and develop a *distinct identity* and the need to recognize that each is an *integral part* of the University of Toronto. In pursuit of those twin objectives, the framework described in this paper combines structural autonomy on each campus with formal mechanisms of horizontal coordination.

The paper has three sections: the first relating to the academic administrative structures themselves; the second relating to the implications of these structural changes for processes of academic planning and curriculum development; and the third relating to their implications for the handling of faculty appointments and career development.

This paper is based on an earlier discussion draft, and incorporates revisions reflecting input received in consultations with the academic administrative leadership and the Councils of UTM and UTSC, with the Dean, Vice-Deans, Chairs and Principals in the Faculty of Arts and Science, and in preliminary discussions with the University of Toronto Faculty Association (UTFA).

Action Sought

Approval of the following motion:

That the "Framework for a New Structure of Academic Administration for the Three Campuses," dated May 15, 2002, be recommended to the Academic Board for approval in principle.

(20157)

University of Toronto

**FRAMEWORK FOR A NEW STRUCTURE OF ACADEMIC
ADMINISTRATION FOR THE THREE CAMPUSES**

May 21, 2002

**Robert J. Birgeneau, President
Adel S. Sedra, Vice-President and Provost
Carolyn Tuohy, Vice-President (Policy Development) and Associate Provost**

INTRODUCTION

The prospect of enrolment expansion opens up a range of opportunities for the Scarborough and Mississauga campuses that have not until now been possible. It will allow each campus to build and maintain critical masses of faculty across a range of disciplines and areas of study, and to design its curriculum accordingly. It will support the development of academic and co-curricular facilities to enhance the vitality of each campus. And it will not only permit but will indeed necessitate changes in administrative structure suitable to the expanded responsibilities of the academic leadership on each campus. Appropriately designed, these administrative changes should also resolve structural tensions that have marked the relationship between the Scarborough and Mississauga campuses and the St. George campus throughout their mutual history.

This paper sets out principles to guide the design of a new academic administrative framework for the University of Toronto at Mississauga (UTM) and the University of Toronto at Scarborough (UTSC), and a re-structuring of the relationship between these two campuses and academic divisions on the St. George campus. Although the focus of the present paper is on the relationship with the Faculty of Arts and Science, it is anticipated that this new design will accommodate and facilitate the relationships with other faculties that UTM and UTSC currently have and those that may develop in the future. At the core of this design is an essential balance: between the need to allow each campus to maintain and develop a *distinct identity* and the need to recognize that each is an *integral part* of the University of Toronto. In pursuit of those twin objectives, the framework described in this paper combines structural autonomy on each campus with formal mechanisms of horizontal coordination.

These objectives hold equally for all three campuses. Accordingly, the proposals in this paper would bring a greater degree of symmetry to the administrative structures on each campus. This paper has three sections: the first relating to the academic administrative structures themselves; the second relating to the implications of these structural changes for processes of academic planning and curriculum development; and the third relating to their implications for the handling of faculty appointments and career development.

This paper is based on an earlier discussion draft, and incorporates revisions reflecting input received in consultations with the academic administrative leadership and the Councils of UTM and UTSC, with the Dean, Vice-Deans, Chairs and Principals in the Faculty of Arts and Science, and in preliminary discussions with the University of Toronto Faculty Association (UTFA). As next steps, we will be undertaking further discussions with UTFA and will seek approval in principle of this document through University governance. As the changes outlined in this paper are implemented, we will undertake consultations with other faculties on the St. George campus, notably the Rotman School of Management, to develop the appropriate mechanisms of coordination with the new structures at UTM and UTSC.

A NEW STRUCTURE OF ACADEMIC ADMINISTRATION

A. Principles Governing the “Central Administration:”

1. *The Principals of the University of Toronto at Mississauga and the University of Toronto at Scarborough are the Chief Executive Officers of their respective campuses.*
2. *In recognition of the expanded scale of their responsibilities, the Principal of each campus will assume the title Principal and Vice-Chancellor, and will report to the President of the University of Toronto with respect to overall campus management, and to the Vice-President and Provost with respect to matters of academic appointments, programming and budget.*
3. *Reporting to the Principal and Vice-Chancellor will be a Vice-Principal (Academic) and Dean, who will be the Chief Academic Officer for the campus. Each Vice-Principal, (Academic) and Dean will serve, together with the Dean and Vice-Deans of the Faculty of Arts and Science, on a Tri-Campus Decanal Committee for Arts and Science. Similar arrangements for tri-campus coordination will be made with other faculties as appropriate.*

The full extent of the planned expansion the University of Toronto at Mississauga and the University of Toronto at Scarborough would put each at about the scale of medium-sized Ontario universities such as Wilfrid Laurier and Brock, and considerably above the size of smaller universities such as Trent, Lakehead and Laurentian. At that scale, it makes sense that the functions of the Chief Executive Officer and the Chief Academic Officer not be performed by a single individual, but rather that they be assigned respectively to a Principal and Vice-Chancellor and to a Vice-Principal (Academic) and Dean. (It is interesting to note in this regard that at the time of the establishment of Scarborough College and Erindale College, the offices of the Principal and the Dean were held by separate individuals. They were combined into a single position on each campus in the early 1970s.) Over time, it is conceivable that the position of Vice-Principal (Academic) and Dean will itself be split, to allow for the creation of more than one faculty at UTM and UTSC, each headed by a Dean reporting to the Vice-Principal (Academic). For the foreseeable future, however, these roles will be combined in a single position.

Much of the expanded mandate of the Principal relates to overall campus management and external relations, including facilities management and capital construction, relationships with local authorities and partner institutions, fund-raising, etc. In that capacity, it is appropriate that the Principal report directly to the President of the University, and that the title be changed to Principal and Vice-Chancellor. With regard to academic appointments and programming and the operating budget, the Principal and Vice-Chancellor should retain ultimate authority and should continue to report to the Provost. With regard to these latter elements, however, the sheer size of the Principal and Vice-Chancellor's portfolio together with the increased scope of academic activities demands that the day-to-day leadership of the academic enterprise be vested in a senior colleague: a Vice-Principal (Academic) and Dean, reporting to the Principal and Vice-Chancellor.

As the University of Toronto at Mississauga and the University of Toronto at Scarborough assume their new size, structure and curricular configuration, it is of crucial importance that there be close collaboration among academic leaders on all three campuses, especially with regard to graduate programs. To facilitate and formalize this collaboration, the Vice-Principals (Academic) and Deans of UTSC and UTM should meet on a regular basis with the Dean and Vice-Deans of the Faculty of Arts and Science as a *Tri-campus Decanal Committee for Arts and Science*. We expect that similar arrangements will be made with other faculties as warranted by the development of academic programs in cognate areas at UTM and UTSC.

B. Principles Governing Departmental Structure:

1. *Each campus will have its own departmental structure, as appropriate to the structure of the curriculum and the critical mass of faculty.*
2. *In some areas of study (e.g. Psychology, Economics), the departmental structure will likely be the same on two or all three campuses; in other areas (e.g. Biology, vs Botany and Zoology) it will differ.*
3. *Graduate departments, within the unitary School of Graduate Studies, will continue to span all three campuses, although the base for administration and student residency may be located on any one campus.*

The increased scale of UTM and UTSC will make possible groupings of faculty, by discipline or interdisciplinary area, which are large enough to function as distinct academic departments, with their own appointing authority and budgets. (Such appointment and budget units exist at UTSC at present, but the divisional structure will evolve into a departmental structure.) This new structure should allow for a resolution of the ambiguity in the current structure regarding the relationship of Chairs in the Faculty of Arts and Science to divisional Chairs at UTSC on the one hand and Associate Deans at UTM on the other. It will bring a greater degree of symmetry to these relationships and will make it possible to clarify the roles and responsibilities of the respective Chairs as outlined below.

The departmental structure on each campus will need to be determined according to divisional objectives and resources, taking into account the need for departments to be of a size and coherence that represents a critical mass of faculty. The structures will therefore not be identical, although there will be a number of cases in which departments will exist on two or three campuses with the same name and disciplinary or interdisciplinary base. This departmental structure will need to be established through a thorough process of academic planning, as further discussed below. This process should allow for departmental structures that recognize emerging interdisciplinary areas of study, particularly but not exclusively at UTM and UTSC, as well as established disciplinary areas.

Some concerns have been raised about possible difficulties in maintaining a coherent University of Toronto "brand" and base of faculty identity given separate departmental structures on each campus. One important set of mechanisms for maintaining an academic community that embraces the three campuses in a given area of study is at the graduate level, where a single graduate department will continue to comprise faculty and, as appropriate to the nature of the program, students from all three campuses. The maintenance and fostering of three-campus academic communities will nonetheless also require the types of linkages around issues of academic programming and faculty development set out below.

For the immediate future, in order to allow the new structures to become established without additional complexity, the normal practice of having the position of Chair of a given graduate department held by the Chair of the St. George-based fiscal department should be continued. This practice should be re-examined in five years, however, with a view to establishing policies and processes through which the position of graduate Chair could be held on any of the three campuses.

The new structure is sketched out in Figure 1.

A. Principles Governing Academic Planning Processes:

1. *Chairs of related departments should form joint committees for purposes of information sharing and consultation in matters of strategic planning for given disciplinary and interdisciplinary areas.*
2. *The Tri-Campus Decanal Committee for Arts and Science will be responsible for developing broad planning directions for arts and science across the three campuses, for ensuring that consultation across related departments for purposes of academic planning occurs as appropriate and facilitating such consultation, and for working to resolve issues that remain outstanding at the departmental level.*
3. *All academic plans, including new departmental structures, require approval by the Provost, who will recommend allocation of the necessary resources for approval through University governance. Such plans will be judged for the degree to which they further the mission of the University and the objectives of the University-wide planning framework as issued by the Provost to guide multi-year cycles of academic planning.*

The new structure will establish a greater degree of symmetry in the relations between UTM, UTSC and the Faculty of Arts and Science than is currently the case. Both UTM and UTSC will be formally distinct multi-departmental divisions, with similar organizational levels. This will allow for the formation of consultative Tri-Campus Committees of Chairs in related areas, analogous to the Tri-Campus Decanal Committee for Arts and Science. It is also proposed that the Principal and Vice-Chancellor and the Vice-Principal (Academic) and Dean of both UTM and UTSC serve as members of the Provost's Principals and Deans group. This structure should facilitate horizontal communication and coordination at the departmental, decanal and central levels.

The new structure should thus make possible a greater degree of coordination across campuses in academic planning than has been the case in the past. As in the past, it is expected that academic plans will be developed at the departmental and divisional level within the overall planning framework issued by the Provost, and will ultimately require the approval of the Provost and the allocation of resources in accordance with approved plans. The next planning cycle will be a particularly active one for UTM and UTSC, as new departmental structures and programs are put in place.

B. Principles Governing Academic Programs:

Graduate Programs:

1. *The University of Toronto will offer only one graduate program of a given designation in any given field.*
2. *All doctoral-stream graduate programs are open to participation by UofT faculty and graduate students regardless of their campus base. Students should be resident on the campus on which the bulk of their course-work and/or research is concentrated.*
3. *Non-doctoral-stream master's programs may draw faculty from across the three campuses. Students in these programs, however, will be resident on the campus on which they are offered.*

Undergraduate Programs:

1. *Each campus should identify an approach to undergraduate education that offers the best possible programming given its scale, resources and intended student recruitment base. In some areas of study, this will lead to similar offerings on all three campuses. In other cases it will lead to a distinctive focus on a given campus.*
2. *Campus distinctiveness must exist within a framework of common standards for the University of Toronto. The elements of such a framework are three-fold:*
 - *Common standards for faculty: all tenure/tenure-stream faculty at the University of Toronto are to have a graduate appointment, as discussed below. In the development of undergraduate programs, care should be taken to identify the graduate home departments of potential faculty teaching in the program. No undergraduate program should be adopted unless such graduate linkages can be identified.*
 - *Consultation: From the earliest stages of the development of an undergraduate program on any campus, care should be taken by those responsible to consult with those in cognate areas on all three campuses. This process can be facilitated by the Tri-campus Decanal Committee for Arts and Science, described above.*
 - *University of Toronto approval: The ultimate mechanism of oversight for undergraduate programs is the University's governance process, through the Committee on Academic Policy and Programs of the Academic Board.*

At the graduate level, the University of Toronto can draw upon the full range of its resources on all three campuses. In recognition of the University-wide sweep of graduate programs, the School of Graduate Studies (SGS) plays a lead role in overseeing the development of new programs, in the evaluation and assessment of existing programs, and in setting standards for graduate study across the three campuses; and this role will continue under the new framework. There are nodes of great strength in sub-areas of many disciplines on all three campuses, and this "nodal" distribution of strength is likely to increase with enrolment expansion. Nonetheless, most doctoral-stream programs will continue to depend for their full scope upon their three-campus reach. To take full advantage of this sweep, as well as to maintain a clear identity for our doctoral-stream programs, the University of Toronto will continue to offer unitary doctoral-stream programs across all three campuses. This principle is independent of the locus of administration of the program. As noted above, for established doctoral-stream programs the Chair of the graduate department and the graduate office will normally continue to be located on the St. George campus, with this practice to be reviewed in five years. It is likely that there will

be a growing graduate student presence at Scarborough and Mississauga in areas of campus-based strength within established doctoral programs. New graduate departments offering doctoral-stream programs, administered at UTM and UTSC, may also be established in the future.

Non-doctoral stream programs, such as professional master's programs, may be established on any campus where there is an appropriate base of faculty and other resources in the relevant area. These are less likely to be University-wide in their reach, although they should be similarly open to participation by faculty and students across the University. Given their specialized nature, it would not seem to be a sensible use of resources for the University to offer competing professional master's programs in a given area.

At the undergraduate level, it is not feasible to offer a single program open to all students across the three campuses. Nor, in most cases, is it feasible to replicate the same program on each campus. Even after expanding, the Scarborough and Mississauga campuses will each have less than half the undergraduate enrolment of the Faculty of Arts and Science on the St. George campus, and cannot be expected to mirror its offerings. In some cases, parallel programs will be offered on two or three campuses, each with its own scope and "flavour." In other cases programs will be unique to a particular campus. In all cases, it is essential that these programs be of a quality consistent with the University's mission to rank with the best public research universities in the world and to offer a standard of education commensurate with that rank.

The basic guarantor of the quality of undergraduate programs is the quality of the faculty who develop and teach in them. The following section of this paper addresses questions of faculty appointments and career development, and places great emphasis on the importance of faculty involvement at the graduate as well as the undergraduate level. Participation in the three-campus academic community of the University with its common threads of graduate programs and research is a defining feature of faculty life. It is of central importance, therefore, that in developing undergraduate programs careful attention be paid to the graduate homes of potential faculty involved, and no undergraduate program should be adopted unless such graduate linkages can be identified. Given the rich intellectual diversity of the University, this requirement should be a constraint only as to the standards to which faculty will be held, not to their area of expertise. But if few or no graduate homes can be matched to a proposed area of programming at the undergraduate level, that is probably not an area in which the University of Toronto should be involved.

As well as considerations of quality, undergraduate programming on each campus requires attention to questions of the appropriate positioning and presentation of different program options to students. In both of these respects, it is of great importance that there be consultation among relevant parties across the three campuses at the early stages of program development and periodically throughout. The new administrative structure proposed in this paper should facilitate such consultations. As noted, mechanisms for regular sharing of information and consultation among the Chairs of related departments on all three campuses should be put in place. The *Tri-campus Decanal Committee for Arts and Science* will have both the purview and the authority to ensure that such consultations occur and to mediate any disputes.

Ultimately, both graduate and undergraduate programs must be brought to the Committee on Academic Policy and Programs for University approval. The Committee seeks to ensure that considerations of program quality have been fully vetted at the divisional level (and, for graduate programs, the SGS level), and that appropriate inter-divisional consultations have taken place, before proposals are brought to the Committee. Accordingly, the Provost will not support proposals unless these conditions are met.

ACADEMIC APPOINTMENTS

Principles Governing Base of Academic Appointments:

1. *The primary appointment of each faculty member is to be campus-based.*
2. *Every tenure/tenure-stream faculty member is to have a graduate appointment and teaching/supervisory responsibility at the graduate level.*
3. *Every tenure/tenure-stream faculty member is to be a recognized member of the department in which the graduate appointment is held, and will be listed as such in the undergraduate calendar of the Faculty of Arts and Science, as is currently the case for both Scarborough- and Mississauga-based faculty.*
4. *Search committees will be chaired by the Chair of the campus-based department in which the appointment is to be held. The Chair of the graduate department in which a faculty member's graduate appointment is to be held will serve on the search committee, and will be consulted regarding the description of the field to be advertised. Letters of offer must be co-signed by the Chair of the campus-based department and the Chair of the department in which the graduate appointment is to be held. In some cases, the Chairs of related departments on two or all three campuses may mutually agree to establish a single search committee, with the chairing of the committee to rotate according to the campus base of the appointment to be made.*
5. *As feasible, all search committees will have representation from the three campuses.*
6. *Tenure committees will be chaired by the Chair of the campus-based department. The Chair of the department in which the graduate appointment is held will serve on the tenure committee and will be closely consulted by the committee Chair in preparing the dossier.*
7. *Recommendations for promotion to full professor will be made by committees of the campus-based department. For individual cases, the Chair of the graduate department in which the individual's graduate appointment is held will serve on the committee. In some cases, the Chairs of related departments on two or all three campuses may mutually agree to establish a single committee for recommendations on promotion to full professor, with the chairing of the committee to rotate according to the campus base of the appointment. The cooperative arrangements at the decanal level, in the form of a three-campus arts and science committee for decisions on promotion to full professor in arts and science, will continue and could be emulated for other faculties.*
8. *For purposes of PTR, the pool will be the campus-based unit. The Chair of that unit will seek an evaluation from the Chair of the graduate unit to which each faculty member is appointed with regard to performance in graduate teaching and research.*
9. *In the case of PTR grievances or anomaly reviews, the relevant comparator group will be members of the campus-based unit, on which the comparative assessments at issue were based.*
10. *Members currently appointed at UTM will have the option to continue to have their tenure review managed through the process prevailing at their time of appointment.*
11. *Faculty members in the teaching stream will have appointments in the campus-based department, with cross-appointments to departments on other campuses as appropriate. In some cases, in which members of the teaching stream are involved in graduate teaching, the appropriate appointment would be to the relevant graduate department. In other cases cross-appointment to another campus-based department may be appropriate to recognize the faculty member's involvement in undergraduate teaching or other departmental activities. Decisions regarding promotion and PTR for teaching-stream faculty should involve the Chair of the department in which the cross-appointment is held as appropriate to the faculty member's engagement in the activities of that department.*

In the next decade, as a result of a large wave of retirements as well as enrolment expansion, the University of Toronto will be appointing new faculty in unprecedented numbers. It is of utmost importance for the future of the University that this process, which will shape the professoriate well into this century, be done well. The academic administrative leadership on all three campuses will be critical to our success, and each academic leader will need to have the tools necessary to attract, retain and foster outstanding faculty. The present ambiguity as to roles and responsibilities in this regard for faculty at UTM and UTSC does not serve us well, and a consolidation of responsibility at the local level is required. At the same time, we must recognize that much of the attractiveness of the University of Toronto for faculty, in the first instance and on a continuing basis, lies in full membership in an intellectual community of related scholars within the University as a whole. The primary vehicle for the expression of this intellectual community is the graduate department. Membership in the community means more than participation in graduate teaching, however, as important as that dimension is. In the Faculty of Arts and Science, the convention has been to recognize these broader dimensions of membership by involving all members holding graduate appointments in a given department in all departmental scholarly activities, and by listing them in the undergraduate calendar as members of the department. This is a commendable practice that should continue under the new structure.

Our processes for faculty recruitment, retention and development must marry the need to consolidate responsibility locally with the recognition of the importance of three-campus intellectual communities. We believe that the way to accomplish this marriage is to vest primary responsibility for searches, appointments, promotion and annual PTR awards with the Chair of the unit in which a faculty member's campus-based appointment is held, while ensuring the involvement of the Chair of the graduate unit to which the faculty member is appointed in each of these steps as outlined above. Given the importance to be placed on graduate teaching and research as well as undergraduate teaching in the tenure decision, it is appropriate that the Chair of the department in which the faculty member's graduate appointment is held play an active role on the tenure committee.

In some cases, departments on two or three campuses, through their Chairs, may mutually agree to integrate their process for searches and for recommendations to full professor in the form of single committees with rotating chairs, depending upon the base of the appointment. In a number of disciplines a version of this practice is currently followed. Given the strong departmental base for recommendations for tenure in the University of Toronto system, single cross-departmental committees for tenure would not be appropriate. The role of the Chair of the graduate department in the tenure recommendation nonetheless recognizes the importance of participation in the University-wide graduate department in the life of the tenured faculty member.

Faculty members in the teaching stream are key contributors to a number of campus-based departments and often play an important role in the activities of a discipline on more than one campus. This involvement should continue, and should be recognized and facilitated through formal cross-appointments and taken into account in managing the career steps and professional development of these members of the faculty.

IMPLEMENTATION AND TRANSITION

The structures and processes described in this paper are those that are foreseen in the "steady state," once enrolment expansion and related additions to faculty complement, staff and physical facilities have been accomplished. Through the process of expansion, there will be a need for transitional arrangements. In particular, it is anticipated that a stronger involvement of the University central administration – the President, the Provost and other vice-presidential portfolios – will be necessary to support the transition.

The proposed changes cannot be accomplished all at once. The first steps will be to make the constitutional changes necessary to establish UTM as an academic division separate from the Faculty of Arts and Science, to establish the new configuration of responsibilities and reporting relationships for the Principal and Vice-Chancellor and the Vice Principal (Academic) and Dean at each of UTM and UTSC, and to put in place the *Tri-campus Decanal Committee for Arts and Science* and appropriate horizontal linkages with other faculties at the decanal level. The subsequent steps will be to develop a departmentalized structure at UTM and to elaborate the departmentalized structure at UTSC as appropriate to its increased size.

The implementation of the proposed framework will require changes to some divisional constitutions and University policies, which in turn will variously need to be negotiated with the University of Toronto Faculty Association and approved through University governance.

Accordingly, we envisage the following timetable for implementation:

May-June 2002:

- Presentation of *A New Structure of Academic Administration for the Three Campuses* to University of Toronto governance for approval in principle.
- Negotiation with UTFA of changes to *Policies and Procedures on the Appointment of Academic Administrators* necessary to establish the positions of Principal and Vice-Chancellor, and Vice-Principal (Academic) and Dean at each of UTM and UTSC and changes to *Policies and Procedures on Academic Appointments* re composition of tenure committees.

Fall, 2002:

- Approval by the Councils of UTM and UTSC of changes to their constitutions necessary to establish the positions of Principal and Vice-Chancellor, and Vice-Principal (Academic) and Dean, and in the case of UTM to remove the provision for approval of decisions by the Council of the Faculty of Arts and Science.
- Approval of changes to *Policies and Procedures on the Appointment of Academic Administrators* and *Policies and Procedures on Academic Appointments*, changes to UTM and UTSC constitutions, and re-naming of UTSC divisions as “departments” by University of Toronto governance.

Academic year 2002-03:

- Establishment of initial departmental structure at UTM.
- Initiation of academic planning process for the 2003-04 to 2007-08 planning cycle, including departmental structures.

Framework for a New Structure of Academic Administration for the Three Campuses

Planning and Budget Committee Presentation
May 21, 2002

Why Change the Structure?

New challenges:

- Expanded scale: cf. medium-sized universities
- Fuller suite of programs: both "arts and science" and other faculties
- Need to build graduate presence at UTM & UTSC and integrate undergraduate/ graduate planning across the University, in context of expansion driven by undergraduate numbers

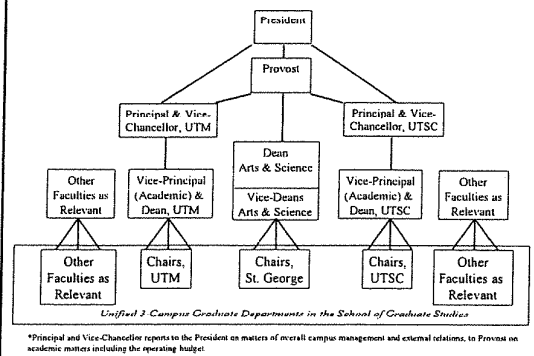
Key Characteristics of Proposed Structure

- Autonomy to allow for distinctive programming
- Unified graduate programs
- Symmetry of organizational levels and horizontal coordination for purposes of strategic planning

Proposed Changes:

- Augmented structures at UTM and UTSC:
 - Principal and Vice-Chancellor
 - Vice-Principal (Academic) & Dean
 - Departmental chairs
- Horizontal coordination:
 - At senior University level
 - At Decanal level
 - At Departmental level

Figure 1: Academic Leadership Organization Chart



Next Steps

May-June 2002:

- Presentation of *A New Structure of Academic Administration for the Three Campuses* to University of Toronto governance for approval in principle.
- Negotiation with UTFA re:
 - changes to *Policies and Procedures on the Appointment of Academic Administrators* necessary to establish the positions of Principal and Vice-Chancellor, and Vice-Principal (Academic) and Dean at each of UTM and UTSC
 - changes to *Policies and Procedures on Academic Appointments* re composition of tenure committees.

Fall, 2002:

- Councils of UTM and UTSC: Approval of changes to their respective constitutions to
 - establish the positions of Principal and Vice-Chancellor, and Vice-Principal (Academic) and Dean, and
 - in the case of UTM, remove the provision for approval of decisions by the Council of the Faculty of Arts and Science.
- University of Toronto governance: Approval of -
 - changes to *Policies and Procedures on the Appointment of Academic Administrators*
 - changes to *Policies and Procedures on Academic Appointments*,
 - changes to UTM and UTSC constitutions
 - re-naming of UTSC divisions as "departments"

Academic year 2002-03:

- Establishment of initial departmental structure at UTM.
- Initiation of academic planning process for the 2003-04 to 2007-08 planning cycle, including departmental structures.

Memorandum to: Members of the Planning and Budget Committee

From: Louis R. Charpentier,
Secretary of the Governing Council

Date: May 17, 2002

Item Identification: Proposed Revised Terms of Reference, Planning and Budget Committee

Background:

One of the objectives for Governing Council for this governance year was to update terms of reference of all the committees and boards of the Governing Council. The senior staff in the Office has reviewed the current terms of reference with the intent of updating them to reflect current practice, to clarify ambiguities and to provide sufficient contextual information on each so they can stand alone in representing the role and responsibility of the committee or board.

The attached terms of reference (revised) of the Planning and Budget Committee are the outcome of that review. All of the assessors of the Committee have had the opportunity to consider the amendments and the Agenda Planning Group was able to consider the revised document at its meeting on May 9.

Highlights and Implications:

No changes of direction or mandate are proposed and, therefore, there are no governance implications to the revisions being proposed. The objective of the review was primarily to make sure that these (and other) terms of reference were precise in reflecting the role and responsibilities of the Committee, as they have been interpreted by the Governing Council, the Chairs and the assessors, and to make the terms of reference capable of standing alone in defining these responsibilities.

Revisions applied generally to all Board and Committee terms of reference were the following. Sections were added to codify established practice on quorum, selection of the Chair and Vice-Chair, terms of members and procedures. Also, format was standardized, statements about the responsibility of a sister board or committee (which presumably were added originally to clarify the interdependence between and among boards and committees) were retained but bracketed, and statements of explanation or support from other codes, policies or practice were removed and put into a footnote, so that should the reference document change, the terms of reference documents could be corrected without the need for governance approval.

A summary of the major revisions to the terms of reference of the Planning and Budget Committee follow.

- Composition of the Committee is displayed in a table rather than in prose and includes the Chancellor, Chairman, Vice-Chair and President to bring the total to 26. This is not a increase in membership, but a statement of the reality that these four individuals, by virtue of *By-Law 2*, are *ex officio* voting members of all Boards and Committees and must be counted when determining quorum. The

explanatory information formerly provided in the “Note” has been moved to a footnote.

- Section 4.1 combines what currently are two sections – one on planning and one on monitoring. Footnote 3 on page 2 was added to clarify that, although approval of the academic planning framework falls within the terms of reference of this Committee, approval of individual academic plans from which the individual plans emerge is rightfully the responsibility of the Provost. The penultimate paragraph is moved from the previous section on monitorial responsibilities. The final paragraph codifies what has been the practice and expectation for the Committee.
- The phrase in section 4.2.3 is added to link to the newly approved Policy on Capital Planning and Capital Projects.
- Wording in 4.3.1 is changed to generic language to minimize outdated.
- The final paragraph in 4.3.2 puts in words what is already happening.
- Throughout the document, references to “the Committee recommends” have been changed to “the Committee recommends to the Academic Board for consideration”. Deletions of “for approval by Governing Council” are simply to achieve a standard objective of expressing only the next level of approval. The most significant re-arrangement of words appears in sections 4.4.1 and 4.4.2 where the substance of the language has not changed but a significant amount of reordering was done to more clearly differentiate the roles of the Committee on Academic Policy and Programs from that of Planning and Budget Committee in matters addressed by these sections. In effect, the lead Committee for changes in programs is AP&P, with concurrence sought at P&B with respect to budget implications. The lead Committee for changes in academic structure --- new divisions, departments, faculties --- is P&B with concurrence sought at AP&P with respect to the academic viability of the change.
- Section 4.5.2 is a proposed new responsibility for a function which in practice did not have a home. Since agreements are signed and sealed on behalf of Governing Council, it is imperative that the templates of the agreements have governance approval and that any variations therefrom are considered for approval individually.
- The former Section 4.7 (dealing with Research Projects) has been superseded by policy and is removed from the revised terms of reference. Subsequent sections have been renumbered.
- Additions and revisions to section 5 codify what has been practice.

Recommendation:

THAT the Planning and Budget Committee recommend to the Academic Board:

THAT the Terms of Reference, Planning and Budget Committee, Revised May 2002 be approved, to be effective July 1, 2002.

PLANNING AND BUDGET COMMITTEE¹

TERMS OF REFERENCE

1. MEMBERSHIP

1.1 Composition

Membership is about 22~~2~~26, including 2 lay members, 3 students, the Chair or Vice-Chair of the Committee on Academic Policy and Programs (*ex officio*) or the designate of the Chair of the Committee on Academic Policy and Programs, 12 teaching staff, 1 administrative staff, and 3 assessors selected by the President.

The normal composition of Planning and Budget Committee is as follows:²

	GOVERNING COUNCIL	NON-GOVERNING COUNCIL	TOTAL
Administrative Staff	0-1	1-0	1
Alumni	} 2	0	} 2
LGIC Appointees		0	
Teaching Staff	1-2	11-10	12
Students	1-2	2-1	3
Presidential Assessors			3
<i>Ex Officio</i>			
Chancellor	<u>1</u>		<u>1</u>
Chairman	<u>1</u>		<u>1</u>
Vice-Chair	<u>1</u>		<u>1</u>
President	<u>1</u>		<u>1</u>
Other (from AP&P)	0-1	1-0	1
TOTAL			22226

¹ Also approved as part of the terms of reference of the Planning and Budget Committee (June 1994) was the following:

"The proposal to merge the responsibilities of the present Budget and Planning and Priorities Committees is intended to eliminate existing overlaps in jurisdiction, which have resulted in a number of important issues being examined in an unnecessarily artificial manner in several forums. Equally important is the need to ensure that increasing demands for accountability can be responded to in an effective manner. To this end, the proposal entails additional delegation of authority with appropriate reporting to the Committee, streamlined approval processes and increased flexibility for the Chair of the Committee in agenda planning. Further opportunities in these areas should be identified as the new Committee begins to operate."

² Members of Governing Council may or may not be members of the Academic Board. Non-members of Governing Council must be members of the Academic Board.
When sufficient governors are not available, the number of non-governor members is increased to the required total.
The seats for 12 members of the teaching staff should be allocated between members elected to the Governing Council and/or to the Academic Board and those who hold their seats *ex officio*, in the ratio of their seats on the Board: 8 elected teaching staff and 4 deans or principals.
The total size of the Committee may be varied slightly, up or down, with the approval of the Chairman of Governing Council.

The President may appoint annually University Officers as non-voting assessor members of the Committee.

1.2 Term

Terms are for one year, beginning July 1, and may be renewed.

Notes:

~~Governors may or may not be members of the Academic Board. Non-governors must be members of the Board. When sufficient governors are not available, the number of non-governor members is increased to the required total. The seats for 12 members of the teaching staff should be allocated between members elected to the Academic Board and those who hold their seats *ex officio*, in the ratio of their seats on the Board: 8 elected teaching staff and 4 deans or principals. The total size of the Committee may be varied slightly, up or down, with the approval of the Chair of Governing Council. (moved to a footnote)~~

1.3 Chair and Vice-Chair

The Chair and Vice-Chair shall be appointed by the Academic Board.

2. QUORUM

One-third of the voting members (normally 9).

3. FUNCTION

The Committee, which reports to the Academic Board, is responsible for monitoring, reviewing and making recommendations concerning a broad range of planning issues and priorities and for the use of University resources (including, but not limited to: staff positions, funds, space and facilities, and campus lands). Many of the matters within the Committee's scope are matters which have an impact on relationships amongst divisions and relationships between the University and the community at large.

4. AREAS OF RESPONSIBILITY

4.1 Planning and Monitoring

The Committee is responsible for policy on planning. The Committee reviews and makes recommendations on the University's general planning framework.³ Specific areas in which recommendations are made to the Academic Board include:

- policy on the organization of planning;
- statements of the University's mission or general objectives;
- statements of multi-year University principles and objectives for academic planning;
- statements of general divisional objectives;
- enrolment plans and policies;
- long-range planning and/or (operating and capital) budget guidelines.
- strategic planning framework for research

³ Individual academic plans are approved by the Vice-President and Provost.

The Committee is responsible for monitoring planning activities and documents as may be required by general policy, as specified herein or by resolution of the Academic Board. The Committee receives ~~regular periodic~~ reports from the Vice-President and Provost on the implementation of academic plans.

The Committee reviews, on its own decision or on the recommendation of the Vice-President and Provost, the academic and budget plans of divisions in cases where a division is substantially altering its programs or having significant difficulty in implementing approved plans. (moved from old section on monitorial responsibilities)

The Committee conducts periodic reviews of the budget plans of non-academic portfolios, to consider appropriateness of resources and effective and efficient use of resources in support of University plans and priorities. [Academic service areas, such as the Library, are the responsibility of the Committee on Academic Policy and Programs.]

4.2 Campus and facilities

(i) 4.2.1 Policy

Campus master plans and policy governing the approval of capital plans and projects are recommended to the Academic Board ~~and to the Governing Council~~ for consideration.

(ii) 4.2.2 Capital guidelines and plans

Plans are recommended to the Academic Board ~~and to the Governing Council~~ for consideration.

(iii) 4.2.3 Individual plans and projects

The Committee considers reports of ~~users'~~ project planning committees and recommends to the Academic Board approval in principle of projects (i.e. site, space plan, overall cost and sources of funds) with a capital cost as specified in the Policy on Capital Planning and Capital Projects. [The Business Board is responsible for approving the establishment of appropriations for individual projects and authorizing their execution within the approved costs.] The level of approval required is dependent on the cost of the project.⁴

⁴The current requirements, as defined in the Policy on Capital Planning and Capital Projects, are:

⁴(a) **Capital Projects**

- Capital projects with a projected cost of more than \$2-million - Governing Council approval on the recommendation of the Academic Board and the Planning and Budget Committee.
- Capital projects with a total cost between \$50,000 and \$2-million - Accommodations and Facilities Directorate approval. All such projects shall be reported annually to the Governing Council through the Academic Board and the Planning and Budget Committee.
- Projects costing less than \$50,000, in total, and funded by a unit, approved by the unit and reported to the Accommodations and Facilities Directorate. For small projects costing less than \$3,000 the projects are, for reporting purposes, pooled and identified as small projects, with the total cost of such projects provided.

(b) **Infrastructure Renewal Projects**

- Infrastructure Renewal projects with a projected cost of more than \$2-million - Governing Council approval on the recommendation of the Academic Board and the Planning and Budget Committee.
- Infrastructure Renewal projects with a total cost between \$50,000 and \$2-million - Accommodations and Facilities Directorate approval.

~~Major~~Significant changes to ~~the scope of, or sources of funding for, approved projects a~~
space program/approved project require the same level of approval as the original proposal.

4.3 Operating and designated funds

i) 4.3.1 Budget guidelines

The Committee recommends to the Academic Board for consideration guidelines for long-range planning and budgeting that are the basis for the development of the University's annual Operating Budget. ~~(At present, these are contained in the *Guidelines for Long-Range Planning and Budgeting, 1994-95 through 1999-2000.*)~~

ii) 4.3.2 Annual operating budget

The Committee ~~approves~~considers for inclusion in the ~~annual proposed~~ Operating Budget the major components of the Budget, such as changes to Policies and Procedures for Budget Preparation, Contractual Obligations and Policy Commitments, allocation of Funds, General University Expenses, and Facilities Renewal Funds.

The annual budget is recommended ~~for approval~~ to the Academic Board for consideration by the Committee. [Once the budget is ~~approved~~recommended by the Academic Board, the concurrence of the Business Board is sought in regard to fiscal soundness before it is forwarded to Council.]

The Committee receives regular reports on the status of long range budget guidelines, projections, and the strategic budget model.

iii) 4.3.3 Designated funds

The Committee is responsible for recommending to the Academic Board for consideration the creation and allocation of general University Funds; established in the Operating Budget, Capital Renewal Fund or elsewhere.

iv) Monitorial responsibilities

~~The Committee receives regular reports from the President and the Provost on divisions' progress in implementing or realizing their academic and/or budget plans. The Committee reviews, on its own decision or on the recommendation of the Provost, the academic and budget plans of divisions in cases where a division is substantially altering its programs or having significant difficulty in implementing approved plans. The Committee conducts periodic reviews of the budget plans of non-academic portfolios, to ensure effective and efficient use of resources in support of University plans and priorities. (moved to 4.1)~~

4.4. Academic units and programs

i) 4.4.1 The Committee recommends to the Academic Board on plans and proposals to establish, disestablish, or significantly restructure academic units, here defined as "faculties, schools, colleges, departments, centres and institutes with teaching, or teaching

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- A listing of all Infrastructure Renewal projects requiring attention shall be forwarded annually for information to the Governing Council through the Academic Board and the Planning and Budget Committee.

and research functions, undergraduate degree programs, and graduate degree programs", regardless of the source of funds.

The recommendations to the Academic Board will normally also require the approval of the Governing Council.

ii)4.4.2 The Committee advises the Academic Board on the planning and resource implications of plans and proposals to establish, disestablish or significantly restructure academic programs. Those implications might include significant planning and budgetary changes within the division or significant effects on other divisions, the University as a whole and the public. [The Committee on Academic Policy and Programs has responsibility for considering the curricular aspects of academic program proposals.]

~~"Programs" within a particular degree (for example, specialist, major and minor programs offered by the Faculty of Arts and Science) are primarily handled through the curriculum approval process of the Committee on Academic Policy and Programs. The administration brings the resource aspects of these programs to the Committee for consideration only if they involve allocation of central University resources, significant shifts in divisional resources and/or significant implications for other divisions, institutions, or the public.~~

[Changes within a degree program that do not meet the above definition and do not require the allocation of additional resources from sources outside the division are considered by the Committee on Academic Policy and Programs and do not require the attention of the Planning and Budget Committee. Examples of such changes would include the addition or deletion of a specialist, major or minor program in the Faculty of Arts and Science or changes within such programs where the change can be accommodated without additional budget appropriations, substantial reallocations among departments or significant effects outside of the department(s) offering the program.]

~~Where program changes reviewed by the Committee on Academic Policy and Programs do not require submission to the Planning and Budget Committee, the administration documents the basis on which this decision is made and reports periodically to the Committee.~~

4.5 Policy submissions to and agreements with external bodies agencies

i)4.5.1 Submissions that establish new policy positions will be reviewed first by either the Planning and Budget Committee or by another Governing Council body approved by the Executive Committee. In the case of the latter, the Planning and Budget Committee shall be informed of the nature of the submission.

Submissions to external agencies that summarize existing policies and practices are the responsibility of the President and should be submitted for information to the appropriate body of Governing Council.

ii)4.5.2 The Committee recommends to the Academic Board for consideration templates for agreements with external bodies. Individual agreements that do not conform to the template are reviewed by the Committee for recommendation to the Academic Board and confirmation by the Executive Committee. [Agreements that conform to the template are approved by the Vice-President and Provost.]

4.6 Incorporation of associated organizations and research ancillaries

~~The Planning and Budget Committee recommends approval, in principle, is recommended to the Academic Board. [The Business Board is responsible for matters concerning the arrangements for incorporation.]~~

4.7 ~~Research projects~~

~~The Committee recommends to the Academic Board the level above which projects are subject to review by the President (or designate).⁵~~

~~Projects above the established level and deemed to have significant steering effects must be submitted to the Academic Board, normally through the Planning and Budget Committee.~~

~~[Projects above the established level and deemed to have minor or no steering effects are approved by the President (or designate).]~~

4.78 Chairs and professorships

The Committee is responsible for making recommendations with respect to the *Policy on Endowed Chairs, Professorships, Lectureships and Programs*. Approval of the establishment of individual chairs, etc., which fully conform to the *Policy*, is delegated to the President, with periodic annual reports to the Planning and Budget Committee on approvals given. ~~The Planning and Budget Committee considers, for recommendation to the Academic Board, proposals that do not conform to the *Policy*.—are recommended by the Committee to the Academic Board.~~

4.89 Priorities for fundraising

~~The Planning and Budget Committee recommends to tThe Academic Board, for concurrence with the Business Board, is asked to concur, on the recommendation of the Planning and Budget Committee, with respect to on the ranking of priorities for major fundraising campaigns. [Policy concerning University development and fundraising campaigns is within the authority of the Business Board. Plans for fundraising campaigns are approved by the Governing Council on the recommendation of the Business Board.]~~

5. PROCEDURES

~~The Planning and Budget Committee usually meets in open session but may, pursuant to clause 33 of By-Law Number 2, meet in closed session or *in camera* when considering recommendations for transmission to the Academic Board. Otherwise, the Committee meets in closed session. matters may be disclosed at the meeting of such a nature, having regard to the circumstances, that the desirability of avoiding open discussion thereof outweighs the desirability of adhering to the principle that meetings be open to the public; or (ii) intimate financial or personal matters of any person may be disclosed at the meeting or any part thereof.~~

⁵ The level is presently \$200,000 for projects in the pure and applied sciences and \$100,000 for projects in the humanities and social sciences. (1994-95 dollars)

~~The Chair of the Committee has the authority to require that submissions to the Committee from non-members be made in writing.~~

In establishing agendas for individual meetings of the Committee, the Chair normally will be advised by a planning group that includes the Vice-Chair, two other members of the Committee, recommended selected by the Academic Board Striking Committee and approved by the Academic Board, and the voting and non-voting assessors. The proposed agenda for a meeting, together with background documentation, is reviewed at an agenda planning group meeting scheduled ten to fourteen days prior to the Committee meeting.

The Chair of the Committee, with the advice of the Committee's agenda planning group and subject to the duly established authority of the Agenda Committee of the Academic Board, the Academic Board, and the Executive Committee of Governing Council, has the authority to interpret the terms of reference of the Committee with respect to whether an item should be placed on the Committee's agenda (for approval or discussion) or should be circulated for information and/or comment apart from the Committee's agenda.

~~April 23~~ May 28, 2002

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PLANNING AND BUDGET COMMITTEE¹

TERMS OF REFERENCE

1. MEMBERSHIP

1.1 Composition

Membership is about 26, including 2 lay members, 3 students, the Chair or Vice-Chair of the Committee on Academic Policy and Programs (*ex officio*) or the designate of the Chair of the Committee on Academic Policy and Programs, 12 teaching staff, 1 administrative staff, and 3 assessors selected by the President.

The composition of Planning and Budget Committee is as follows:²

	GOVERNING COUNCIL	NON-GOVERNING COUNCIL	TOTAL
Administrative Staff	0-1	1-0	1
Alumni	} 2	0	} 2
LGIC Appointees		0	
Teaching Staff	1-2	11-10	12
Students	1-2	2-1	3
Presidential Assessors			3
<i>Ex Officio</i>			
Chancellor	1		1
Chairman	1		1
Vice-Chair	1		1
President	1		1
Other (from AP&P)	0-1	1-0	1
TOTAL			26

¹ Also approved as part of the terms of reference of the Planning and Budget Committee (June 1994) was the following:

"The proposal to merge the responsibilities of the present Budget and Planning and Priorities Committees is intended to eliminate existing overlaps in jurisdiction, which have resulted in a number of important issues being examined in an unnecessarily artificial manner in several forums. Equally important is the need to ensure that increasing demands for accountability can be responded to in an effective manner. To this end, the proposal entails additional delegation of authority with appropriate reporting to the Committee, streamlined approval processes and increased flexibility for the Chair of the Committee in agenda planning. Further opportunities in these areas should be identified as the new Committee begins to operate."

² Members of Governing Council may or may not be members of the Academic Board. Non-members of Governing Council must be members of the Academic Board.
When sufficient governors are not available, the number of non-governor members is increased to the required total.
The seats for 12 members of the teaching staff should be allocated between members elected to the Governing Council and/or the Academic Board and those who hold their seats *ex officio*, in the ratio of their seats on the Board: 8 elected teaching staff and 4 deans or principals.
The total size of the Committee may be varied slightly, up or down, with the approval of the Chairman of Governing Council.

The President may appoint annually University Officers as non-voting assessor members of the Committee.

1.2 Term

Terms are for one year, beginning July 1, and may be renewed.

1.3 Chair and Vice-Chair

The Chair and Vice-Chair shall be appointed by the Academic Board.

2. QUORUM

One-third of the voting members (normally 9).

3. FUNCTION

The Committee, which reports to the Academic Board, is responsible for monitoring, reviewing and making recommendations concerning a broad range of planning issues and priorities and for the use of University resources (including, but not limited to: staff positions, funds, space and facilities, and campus lands). Many of the matters within the Committee's scope are matters which have an impact on relationships amongst divisions and relationships between the University and the community at large.

4. AREAS OF RESPONSIBILITY

4.1 Planning and Monitoring

The Committee is responsible for policy on planning. The Committee reviews and makes recommendations on the University's general planning framework.³ Specific areas in which recommendations are made to the Academic Board include:

- policy on the organization of planning;
- statements of the University's mission or general objectives;
- statements of multi-year University principles and objectives for academic planning;
- statements of general divisional objectives;
- enrolment plans and policies;
- long-range planning and/or (operating and capital) budget guidelines;
- strategic planning framework for research.

The Committee is responsible for monitoring planning activities and documents as may be required by general policy, as specified herein or by resolution of the Academic Board. The Committee receives periodic reports from the Vice-President and Provost on the implementation of academic plans.

The Committee reviews, on its own decision or on the recommendation of the Vice-President and Provost, the academic and budget plans of divisions in cases where a division is substantially altering its programs or having significant difficulty in implementing approved plans.

³ Individual academic plans are approved by the Vice-President and Provost.

The Committee conducts periodic reviews of the budget plans of non-academic portfolios, to consider appropriateness of resources and effective and efficient use of resources in support of University plans and priorities. [Academic service areas, such as the Library, are the responsibility of the Committee on Academic Policy and Programs.]

4.2 Campus and facilities

4.2.1 Policy

Campus master plans and policy governing the approval of capital plans and projects are recommended to the Academic Board for consideration.

4.2.2 Capital guidelines and plans

Plans are recommended to the Academic Board for consideration.

4.2.3 Individual plans and projects

The Committee considers reports of project planning committees and recommends to the Academic Board approval in principle of projects (i.e. site, space plan, overall cost and sources of funds) with a capital cost as specified in the Policy on Capital Planning and Capital Projects. [The Business Board is responsible for approving the establishment of appropriations for individual projects and authorizing their execution within the approved costs.] The level of approval required is dependent on the cost of the project.⁴ Significant changes to a space program/approved project require the same level of approval as the original proposal.

4.3 Operating and designated funds

4.3.1 Budget guidelines

The Committee recommends to the Academic Board for consideration guidelines for long-range planning and budgeting that are the basis for the development of the University's annual Operating Budget.

⁴The current requirements, as defined in the Policy on Capital Planning and Capital Projects, are:

- (a) **Capital Projects**
 - Capital projects with a projected cost of more than \$2-million - Governing Council approval on the recommendation of the Academic Board and the Planning and Budget Committee.
 - Capital projects with a total cost between \$50,000 and \$2-million - Accommodations and Facilities Directorate approval. All such projects shall be reported annually to the Governing Council through the Academic Board and the Planning and Budget Committee.
 - Projects costing less than \$50,000, in total, and funded by a unit, approved by the unit and reported to the Accommodations and Facilities Directorate. For small projects costing less than \$3,000 the projects are, for reporting purposes, pooled and identified as small projects, with the total cost of such projects provided.
- (b) **Infrastructure Renewal Projects**
 - Infrastructure Renewal projects with a projected cost of more than \$2-million - Governing Council approval on the recommendation of the Academic Board and the Planning and Budget Committee.
 - Infrastructure Renewal projects with a total cost between \$50,000 and \$2-million - Accommodations and Facilities Directorate approval.
 - A listing of all Infrastructure Renewal projects requiring attention shall be forwarded annually for information to the Governing Council through the Academic Board and the Planning and Budget Committee.

4.3.2 Annual operating budget

The Committee considers for inclusion in the proposed Operating Budget the major components of the Budget, such as changes to Policies and Procedures for Budget Preparation, Contractual Obligations and Policy Commitments, allocation of Funds, General University Expenses, and Facilities Renewal Funds.

The annual budget is considered by the Committee for recommendation to the Academic Board. [Once the budget is recommended by the Academic Board, the concurrence of the Business Board is sought in regard to fiscal soundness before it is forwarded to Council.]

The Committee receives regular reports on the status of long range budget guidelines, projections, and the strategic budget model.

4.3.3 Designated funds

The Committee is responsible for recommending to the Academic Board for consideration the creation and allocation of general University Funds established in the Operating Budget, Capital Renewal Fund or elsewhere.

4.4. Academic units and programs

4.4.1 The Committee recommends to the Academic Board on plans and proposals to establish, disestablish, or significantly restructure academic units, here defined as "faculties, schools, colleges, departments, centres and institutes with teaching, or teaching and research functions, undergraduate degree programs, and graduate degree programs", regardless of the source of funds.

4.4.2 The Committee advises the Academic Board on the planning and resource implications of plans and proposals to establish, disestablish or significantly restructure academic programs. Those implications might include significant planning and budgetary changes within the division or significant effects on other divisions, the University as a whole and the public. [The Committee on Academic Policy and Programs has responsibility for considering the curricular aspects of academic program proposals.]

[Changes within a degree program that do not meet the above definition and do not require the allocation of additional resources from sources outside the division are considered by the Committee on Academic Policy and Programs and do not require the attention of the Committee. Examples of such changes would include the addition or deletion of a specialist, major or minor program in the Faculty of Arts and Science or changes within such programs where the change can be accommodated without additional budget appropriations, substantial reallocations among departments or significant effects outside of the department(s) offering the program.]

4.5 Policy submissions to and agreements with external bodies

4.5.1 Submissions that establish new policy positions will be reviewed first by either the Committee or by another Governing Council body approved by the Executive Committee. In the case of the latter, the Committee shall be informed of the nature of the submission.

Submissions to external agencies that summarize existing policies and practices are the responsibility of the President and should be submitted for information to the appropriate body of Governing Council.

4.5.2 The Committee recommends to the Academic Board for consideration templates for agreements with external bodies. Individual agreements that do not conform to the template are reviewed by the Committee for recommendation to the Academic Board and confirmation by the Executive Committee. [Agreements that conform to the template are approved by the Vice-President and Provost.]

4.6 Incorporation of associated organizations and research ancillaries

The Committee recommends approval, in principle to the Academic Board. [The Business Board is responsible for matters concerning the arrangements for incorporation.]

4.7 Chairs and professorships

The Committee is responsible for making recommendations with respect to the *Policy on Endowed Chairs, Professorships, Lectureships and Programs*. Approval of the establishment of individual chairs, etc., which fully conform to the *Policy*, is delegated to the President, with annual reports to the Committee on approvals given. The Committee considers, for recommendation to the Academic Board, proposals that do not conform to the *Policy*.

4.8 Priorities for fundraising

The Committee recommends to the Academic Board, for concurrence with the Business Board, on the ranking of priorities for major fundraising campaigns. [Policy concerning University development and fundraising campaigns is within the authority of the Business Board. Plans for fundraising campaigns are approved by the Governing Council on the recommendation of the Business Board.]

5. PROCEDURES

The Committee usually meets in open session but may, pursuant to clause 33 of By-Law Number 2, meet in closed session or *in camera* when : matters may be disclosed at the meeting of such a nature, having regard to the circumstances, that the desirability of avoiding open discussion thereof outweighs the desirability of adhering to the principle that meetings be open to the public; or (ii) intimate financial or personal matters of any person may be disclosed at the meeting or any part thereof.

In establishing agendas for meetings of the Committee, the Chair normally will be advised by a planning group that includes the Vice-Chair, two other members of the Committee, recommended by the Academic Board Striking Committee and approved by the Academic Board, and the voting and non-voting assessors. The proposed agenda for a meeting, together with background documentation, is reviewed at an agenda planning group meeting scheduled ten to fourteen days prior to the Committee meeting. The Chair of the Committee, with the advice of the Committee's agenda planning group and subject to the duly established authority of the Agenda Committee of the Academic Board, the Academic Board, and the Executive Committee of Governing Council, has the

authority to interpret the terms of reference of the Committee with respect to whether an item should be placed on the Committee's agenda (for approval or discussion) or should be circulated for information and/or comment apart from the Committee's agenda.

May 28, 2002
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