



ACADEMIC BOARD

Thursday, November 25, 2010, 4:10 – 6:00 p.m.
Council Chamber, Simcoe Hall

AGENDA

- 1. Approval of the Report of the Previous Meeting: October 7, 2010*
2. Business Arising from the Report of the Previous Meeting
3. Report of the Agenda Committee Meeting - Report Number 166 – November 17, 2010*
4. Report of the Vice-President and Provost
5. Constitution: School of Graduate Studies*

Be It Confirmed by the Executive Committee

THAT the proposed amendments to the Constitution of the School of Graduate Studies, which were approved by the Graduate Education Council on October 19, 2010, be approved.

- 6. Capital Project: Project Planning Report for the University of Toronto St. George Campus Data Centre Renewal *
(Arising from Report Number 139 of the Planning and Budget Committee (November 10, 2010))

Be It Recommended to Governing Council:

- 1. That the Project Planning Report for the Renewal of the St. George Data Centre in its present location in the McLennan Physical Laboratories Building be approved in principle.
2. That the project scope for Phase 1, as identified in the Project Planning Report, be approved at a total project cost of \$5,160,100 with sources of funding as follows:

Table with 2 columns: Item, Amount. Rows: Information & Technology Services (\$ 2,835,000.00), Central funding (\$ 2,325,100.00), Total (\$ 5,160,100.00)

- 3. That, pending available funding, Phase 2 be brought forward to implementation through the Accommodation and Facilities Directorate in accordance with the Policy on Capital Planning and Capital Projects.

* Documentation attached
** Documentation to follow
57296

Agenda of the Academic Board Meeting, November 25, 2010

7. Approval of New Academic Rank: Sessional Lecturer III*

Be It Recommended to Governing Council

THAT the rank of Sessional Lecturer III, be designated as an academic rank for the purposes of clause 1(1)(m) of the *University of Toronto Act, 1971*, effective July 1, 2010.

8. Presentation on Academic Appeals and Academic Discipline* (for information)

9. Items for Information

- (a) Semi-Annual Report: Academic Appeals Committee, Individual Cases, Fall 2010*
- (b) Semi-Annual Report: University Tribunal, Individual Cases, Fall 2010*
- (c) Annual Report: Academic Discipline - 2009-2010*
- (d) Appointments and Status Changes*
- (e) Report Number 147 of the Committee on Academic Policy and Programs (September 21, 2010)*
- (f) Report Number 139 of the Planning and Budget Committee (November 10, 2010)**

10. Date of Next Meeting - Thursday, January 27, 2011 at 4:10 p.m.

11. Other Business

If You Require Special Assistance for the Meeting

If you require any special assistance, including assistance in gaining access to the Governing Council Chamber or Board Room on the second floor of Simcoe Hall, please let us know well in advance so that arrangements can be made. The Office of Governing Council can be reached at 416-978-6576 or governing.council@utoronto.ca.

Please note that a major construction project affecting Simcoe Hall is currently under way. The purpose of the project is to install an accessible elevator replacing the existing lift, which has been removed in the course of the renovation. As well, accessible washrooms are being installed that will serve Simcoe Hall and Convocation Hall. The project is expected to be completed before the end of the academic year. If you require accommodation due to the disruption please contact the Office of Governing Council at least 5 business days in advance of a planned meeting or event, and we will work together to find an appropriate alternative.

* Documentation attached
** Documentation to follow



OFFICE OF THE GOVERNING COUNCIL

MEMORANDUM

To: Members of the Academic Board
From: Mae-Yu Tan, Secretary
Date: November 18, 2010
Re: **Academic Board Meeting - Thursday, November 25, 2010 at 4:10 p.m.**

(a) Agenda Package

Enclosed is the agenda package for the meeting of the Academic Board that will be held on **Thursday, November 25, 2010 in the Council Chamber, Simcoe Hall, room 214, at 4:10 p.m.** If members have questions on any of the agenda items, please notify me by 12 noon on Wednesday, November 24th, so that appropriate information may be obtained.

(c) Confirmation of Meeting Attendance

Please contact Ms Kata Skoko by phone (416-978-6576) or email (governing.council@utoronto.ca) to indicate whether or not you will be able to attend the meeting, so that we may ensure that quorum will be met.

Thank you.

58242

THE GOVERNING COUNCIL

REPORT NUMBER 169 OF THE ACADEMIC BOARD

October 7, 2010

To the Governing Council,
University of Toronto

Your Board reports that it held a meeting on Thursday, October 7, 2010 at 4:10 p.m. in the Council Chamber, Simcoe Hall at which the following were present:

Professor Louise Lemieux-Charles, Chair	Professor Christopher Damaren	Professor Angelo Melino
Professor David Naylor, President	Professor Karen Davis	Professor Matthew Mitchell
Professor Cheryl Misak, Vice-President and Provost	Mr. Ken Davy	Mr. Liam Mitchell
Professor Scott Mabury, Vice-Provost, Academic Operations	Professor Joseph Desloges	Professor David Mock
Professor Cheryl Regehr, Vice-Provost Academic Programs	Ms Caroline Di Giovanni	Ms Carole Moore
Professor Varouj Aivazian	Professor Suzanne Erb	Professor Carol Moukheiber
Professor Catherine Amara	Professor Meric Gertler	Professor Amy Mullin
Professor Cristina Amon	Professor Robert Gibbs	Professor Linda Northrup
Professor Dwayne Barber	Professor Avrum Gotlieb	Mr. Jeff Peters
Mr. Justin Basinger	Professor Rick Halpern	Mr. Shakir Rahim
Mr. Hanif Bayat-Movahed	Ms Emiliy Holland	Dr. Susan Rappolt
Professor Ronald Beiner	Mrs. Bonnie Horne	Professor Jeffrey Rosenthal
Ms Patricia Bellamy	Ms Cathy Hughes	Professor Lock Rowe
Professor Katherine Berg	Professor Ira Jacobs	Professor Andrea Sass-Kortsak
Ms Annie Claire Bergeron-Oliver	Ms Jemy Joseph	Miss Priatharsini Sivananthajothy
Professor Parth Bhatt	Professor Alison Keith	Ms Helen Slade
Professor Phil Byer	Ms Min Hee (Margaret) Kim	Professor Richard Sommer
Professor Will Cluett	Professor Christina Kramer	Professor Elizabeth M. Smyth
Professor David Cook	Mr. Kent Kuran	Ms Lynn Snowden
Professor Alister Cumming	Mr. Nykolaj Kuryluk	Miss Maureen J. Somerville
Professor Gerald Cupchik	Professor Jim Lai	Professor Suzanne Stevenson
Professor Gabriele D'Eleuterio	Ms Cecilia Livingston	Professor Romin Tafarodi
	Professor Michael Luke	Mr. Daniel Taranovsky
	Professor Heather MacNeil	Professor Wendy Ward
	Professor Henry Mann	Mr. Gregory West
	Dr. Thomas Mathien	Mr. Dickson Yang
	Professor Douglas McDougall	

Regrets:

Professor Derek Allen	Professor Charles Deber	Professor Sioban Nelson
Professor Maydianne Andrade	Professor Miriam Diamond	Professor Julia O'Sullivan
Professor Jan Angus	Professor Darryl Edwards	Professor Janet Paterson
Professor Jan Barnsley	Mr. John A. Fraser	Professor Ito Peng
Professor Sylvia Bashevkin	Professor Alan Galey	Ms Judith Poë
Professor Denise Belsham	Professor Russell Hartenberger	Professor Ato Quayson
Ms Marilyn Booth	Professor Ellen Hodnett	Professor Yves Roberge
Professor Terry Carleton	Dr. Chris Koenig-Woodyard	Professor Seamus Ross
Professor Sujit Choudhry	Dr. Nancy Kreiger	Professor Sandy Smith
Professor Brian Corman	Mr. Rishi Maharaj	Professor Richard Sommer
Professor Elizabeth Cowper	Professor Roger L. Martin	Dr. Roslyn Thomas-Long
Mr. Tyler Currie	Professor Mark McGowan	Professor Njoki Wane
Mr. Shaun Datt	Professor Faye Mishna	Dr. Donald A. Wasylenki
	Professor Mayo Moran	Professor Catharine Whiteside
	Professor Michelle Murphy	Professor Charmaine Williams

Non-voting Assessors:

Professor Angela Hildyard, Vice-President, Human Resources and Equity	Ms Catherine Riggall, Vice-President, Business Affairs
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Secretariat:

Ms Mae-Yu Tan

In Attendance:	Dr. Anthony Gray, Special	Ms Gillian Morrisan, Assistant
Ms Joeita Gupta, member of the	Advisor to the President	Vice-President, Divisional
Governing Council	Professor Peter Lewis, Assistant	Relations and Campaign
Mr. Steve Bailey, Director,	Vice-President, Research	Mr. Gavin Nowlan, President of
Office of Space Management	Mr. Steve Moate, Senior Legal	the Arts and Science
Mr. Jim Delaney, Director, Office	Counsel, Office of the	Students' Union
of the Vice-Provost, Students	President	

In this report, item 7 is recommended to the Governing Council for approval. The remaining items are reported for information.

1. Welcome and Orientation

The Chair welcomed new and continuing members to the first meeting of the Academic Board for 2010-2011. She introduced Professor Varouj Aivazian, the Vice-Chair of the Board; and Professor Cheryl Misak, Vice-President and Provost and the Board's senior assessor. The Chair noted that the President, who was in attendance, was a voting member of the Board. Professor Misak introduced the voting and non-voting assessors who were present. The Chair then introduced the Chair and Vice-Chair of the Committee on Academic Policy and Programs, Professor Andrea Sass-Kortsak and Professor Doug McDougall, and the Chair of the Planning and Budget Committee, Dr. Avrum Gotlieb. She noted that the Vice-Chair of the Planning and Budget Committee was Professor Miriam Diamond, and the Senior Chair of the Academic Appeals Committee was Ms Kate Hilton. The Chair encouraged members to make an effort to get to know some of their colleagues who also served on the Board.

Governance Structure

The Chair said that, in considering the role of the Academic Board, it was helpful to understand the structure of the University's central governance. She explained that the Governing Council, which was established by the University of Toronto Act, 1971, was the governing body that oversaw the academic, business, and student affairs of the University. Governing Council was composed of fifty elected and appointed members from administrative staff, alumni, government appointee, student, and teaching staff constituencies. The Council had three Boards that reported to it: the Business Board, the University Affairs Board, and the Academic Board, and Governing Council members were appointed to serve on each of the three Boards, together with non-Governing Council members.

The Chair stated that the Academic Board was the largest of the Governing Council's Boards and Committees, with 122 members. Like the Governing Council, the Board was also composed of elected and appointed members from the administrative staff, alumni, government appointee, student, and teaching staff constituencies. Its membership was designed to represent the academic diversity of the University, with each academic division being represented by its head and at least one elected member of its teaching staff.

1. Welcome and Orientation (cont'd)The Role of the Standing Committees of the Board

The Chair said that the Academic Board had four standing Committees: the Agenda Committee, the Committee on Academic Policy and Programs, the Planning and Budget Committee, and the Academic Appeals Committee, and members of both the Academic Board and the Governing Council served as members on the committees. She noted that the Chair and Vice-Chair of the Academic Board served as Chair and Vice-Chair of the Agenda Committee. The majority of “items for approval” that required the Board’s consideration came from the Committee on Academic Policy and Programs and the Planning and Budget Committee. Examples of such items from the Committee on Academic Policy and Programs included the establishment of new academic programs, amendments to University-wide policy in academic matters, and policy on research. Examples of approval items from the Planning and Budget Committee included the University operating budget and guidelines, capital projects, and enrolment plans and policies. When items for approval were forwarded to the Board by either of the two committees, the Committee Chair presented the recommendation to the Board, highlighting the key points of the discussion that occurred at the Committee meeting. The Board was then normally asked to make a recommendation for approval of the proposal to the Governing Council. In general, the Board did not have final authority to approve proposals, because it was not composed of a majority of Governing Council members – a requirement contained in the *University of Toronto Act*.

The Chair stated that the standing committees thoroughly discussed every item for approval, and that discussion was recorded in the Committee minutes. She encouraged members to read the minutes, which were distributed to Board members in advance of the Board meeting, in order to gain an understanding of the relevant issues and questions that were raised at the Committee level. The Chair said that members of the Board were welcome to attend meetings of the standing committees; the meeting schedules were available from the website of the Office of the Governing Council. It was most effective for members to raise issues on matters under consideration at the level of governance at which they were first introduced, rather than later in the governance process. Members could submit to the Board or Committee Secretary in advance of a meeting, questions that they wished to raise at a meeting, so that the administration had an opportunity to obtain any necessary information in order to be able to respond fully to the question at the meeting. The Chair emphasized that this did not mean that questions could not be raised at the meeting if they had not been submitted in advance. She stated that questions were most welcome, and she encouraged members to participate freely in discussion of items at Board meetings.

Academic Board Procedures

The Chair noted that, in addition to items for approval brought forward from the standing committees, on occasion, items for approval were brought forward directly to the Academic Board. Such matters included amendments to divisional constitutions, policies on the nature of academic employment, policies and procedures with respect to academic discipline, and name changes of academic units. As the Board’s senior assessor, the Provost would normally introduce and explain such items.

The Chair said that members of the Board were expected to act in the best interests of the University of Toronto and not as an agent of a particular constituency. The Board had an obligation to ensure that the University was strengthened by the decisions that it made.

1. Welcome and Orientation (cont'd)

Academic Board Procedures (cont'd)

Members were asked to review meeting documentation in detail in advance of each meeting and consider any questions or comments that they might want to raise at a meeting.

The Chair stated that she expected Board meetings to be conducted in an atmosphere of respect, collegiality, and civility. She asked members to avoid procedural wrangling at meetings as it did nothing to advance the consideration of the Board's business. At times it might be necessary to continue discussions offline, provided that did not interfere with the decision making process. During meetings, members were asked to stand and introduce themselves when invited by the Chair to speak, as that would allow members to become familiar with each other and would assist the Secretary in preparing the minutes. Members were also asked to sign the attendance sheet provided outside the door of the Council Chamber prior to each Board meeting.

Invited by the Chair to comment, Professor Misak reiterated that, although it was helpful for the administration to receive questions in advance of Board meetings so that the necessary data could be gathered, questions should still be raised freely during the Board's discussion. If complete responses could not be provided at that time, they would be presented at the subsequent Board meeting.

A member asked whether it was mandatory for members to stand while addressing the Board, as his disability affected his balance. The Chair responded that the member would not be required to stand while speaking during meetings.

Governance Portal

The Chair then spoke about the upcoming implementation of the governance portal. In November, 2009, the Secretary of the Governing Council had consulted with the Executive Committee on a proposal to establish a "governance portal" to support the work of the Governing Council and its Boards and Committees. The intent in introducing the portal had been threefold:

- (1) to improve members' on-line access to both public and confidential governance documentation in support of their responsibilities;
- (2) to create efficiencies in the Secretariat, using administrative staff time more effectively; and
- (3) to reduce paper consumption and mailing/courier expenses related to agenda package distribution, while enhancing timeliness of distribution.

With the positive feedback of Executive Committee members, the Office of the Governing Council had proceeded to investigate available options, including both in-house and from external vendors. Diligent Board Member Services Inc. had since been engaged to implement Diligent Boardbooks (DBB) as the governance portal. Through the use of DBB, members would be able to read meeting documentation online, print selectively from an agenda package, or print the materials in their entirety. Members would be contacted by a Diligent representative to arrange a time for their one-on-one online introduction and training session.

1. Welcome and Orientation (cont'd)

Governance Portal (cont'd)

The session, which used a “screen sharing” approach, would normally last less than thirty minutes, and subsequent “24/7/365” technical support would be available to all members. It was expected that the training sessions for all members would be completed by October 22nd, and the implementation of the portal would occur over cycles two and three. At that point, paper copies of agenda packages would no longer be provided to members. The Chair closed by expressing the importance of receiving feedback from members as they began to use the portal, in order to make enhancements as needed.

Speaking Request

The Chair announced that one speaking request had been received and granted for the meeting. At the appropriate point in the agenda, she would call on Mr. Gavin Nowlan, President of the Arts and Science Students' Union to address the Board.

2. Approval of Report Number 168 of the Meeting held on June 2, 2010

Report Number 168 of the meeting held on June 2, 2010 was approved.

3. Business Arising from the Report of the Previous Meeting

There was no business arising from the Report of the June 2, 2010 meeting.

4. Reports Number 164 (June 2, 2010) and 165 (September 28, 2010) of the Agenda Committee

The Chair spoke about the role of the Agenda Committee, stating that the Committee met approximately two weeks prior to each Board meeting to set the agenda for the meeting. In doing so, the Committee determined the readiness of items of business for submission to the Academic Board and the documentation that should accompany each proposal. The Chair said that the minutes from the Agenda Committee meetings were submitted to the Board for information.

Academic Administrative Appointments

The Agenda Committee had delegated authority from the Academic Board to consider and approve recommendations for academic administrative appointments. Normally those recommended appointments were considered at each meeting. However, on occasion there was need due to time constraints for the Committee to consider and vote on recommendations by email ballot between scheduled meetings. The Chair referred to the academic appointments, listed on pages two to four of Report Number 165, that had been approved by the Committee over the summer, as well as those, listed on pages six and seven, that had been approved at the Committee's September 28th meeting.

Striking Committee of the Academic Board

The Chair explained that another responsibility of the Agenda Committee was to appoint the Board's Striking Committee, which was in turn responsible for recommending the non-Governing Council student, administrative staff, and alumni members to the Board, along with

4. **Reports Number 164 (June 2, 2010) and 165 (September 28, 2010) of the Agenda Committee (cont'd)**

Striking Committee of the Academic Board (cont'd)

other appointments for which the Board was responsible. The majority of the Striking Committee's work was conducted each May, when it prepared its annual report considered for approval at the final Board meeting of the year in June. The list of Board members who had been appointed by the Agenda Committee to the 2010-2011 Striking Committee was listed on page 6 of Report Number 165. The Chair thanked Helen Slade, Daniel Taranovsky, and Justin Basinger for volunteering to serve on the Striking Committee this year. Recalling the work the Striking Committee had completed in the spring, she explained that many applications from individuals interested in participating in the governance of the University had been reviewed. Thanks to the efforts of the Striking Committee, the applications had been carefully considered, and suitable individuals had been appointed to various governance bodies.

Nominating Committee for the University Tribunal and the Academic Appeals Committee

The Chair then drew members' attention to page 6 of the Report, which listed the 2010-11 membership of the Nominating Committee for the University Tribunal and the Academic Appeals Committee that the Agenda Committee had appointed. She recalled that, at the June 2nd meeting, the Academic Board had recommended the formation of a Nominating Committee that would recommend to the Board the appointment of the chairs of the University Tribunal who would guide academic discipline hearings, and the appointment of the chairs of the Academic Appeals Committee. The Board's recommendation had been approved by the Governing Council on June 24, 2010. In cycle 2, at the Board's next meeting on November 25th, members would have an opportunity to learn more about the academic discipline and academic appeals processes. The Chair expressed her sincere thanks to members of the Nominating Committee for their service.

Review of Reviews

The Chair explained to the Board that one of the critical functions of the Board and the Committee on Academic Policy and Programs (AP&P) was oversight of the process under which academic units and programs within the University were reviewed. External reviews were commissioned on a regular basis, normally when the term of a Chair of a department or a Dean of a division was drawing to a close. Those reviews, together with the administrative responses, were carefully examined by the AP&P. Such a "review of reviews" had occurred on September 21st, and the Agenda Committee would also discuss that important item at its meeting of November 17th. If the Committee determined that any findings from the reviews should be brought to the attention of the Board, Part I of the Annual Report of the Reviews of Academic Programs and Units, 2009-2010, would be discussed at the November 25th Academic Board meeting.

5. Report of the Vice-President and Provost

(a) Fiscal Climate

Professor Misak provided some context for the University's financial situation at the beginning of the 2010-2011 academic year. She recalled that the past few years had been difficult economically for both public institutions such as the University as well as for individuals. There were indications that the financial climate would continue to be turbulent. Given the economic environment, there were currently limited funds available for universities both in Canada and worldwide. At the same time, there was regular criticism of universities expressed by the media.

Another factor contributing to some uncertainty felt within the University community was the recent provincial initiatives requiring public-sector employers and employees to work towards wage restraint.

Professor Misak reported that the University had been engaged in discussions with the University of Toronto Faculty Association (UTFA) with respect to faculty wages and benefits. The terms of a two-year arbitrated award would be made public on Tuesday, October 12, 2010. Although Professor Misak was unable to comment on the specifics of the arbitrator's decision, as it was confidential, she did note that it would have some impact on the University's finances in the coming year.

(b) Fundraising Campaign

Professor Misak said that, given its constrained resources, the University would turn increasingly to its benefactors who had provided significant support over the past decades. A very productive and positive half-day retreat had recently been held with the Principals and Deans to discuss strategies for the University's upcoming fundraising campaign. Professor Misak stated that she would continue to update the Board about the campaign as appropriate.

(c) Planning Projects

Professor Misak flagged two projects that might be brought forward to the Board for consideration later in the governance year, following appropriate consultation and discussion. The first was a proposal to relocate the John H. Daniels Faculty of Architecture, Landscape, and Design from 230 College Street to 1 Spadina Crescent. Associated with that project was a second project involving a possible new site for the Student Commons at 230 College Street. That site was an ideal setting for the Student Commons, as it consisted of an independent building that would not require significant alterations prior to occupation. The administration had been consulting with the student unions about the possible use of the 230 College Street site, rather than the originally identified Site 12 located on Devonshire Place, and the unions were beginning to engage their membership about the project.

A member noted that the student unions had agreed to contribute to funding the building of the Student Commons through a student levy, a decision with which he disagreed. He asked whether that levy would be reduced or eliminated if the Student Commons were to be located in an existing building which would be less expensive than a new building. Professor Misak

5. Report of the Vice-President and Provost (cont'd)

(c) Planning Projects (cont'd)

informed the member that discussions were at an early stage. She reiterated that the project was not currently being brought forward to the Board for consideration; she simply wanted to alert members to the type of dialogue that was occurring.

The Chair commented that such reports from the Provost were valuable in updating the Board on developing issues. Members could remain apprised of subsequent developments before the matters were brought to the Board by reading the minutes of the Board's standing committees.

6. Feedback from 2009-2010 Academic Board Members

The Chair informed members that, at the final Board meeting of the 2009-10 year, members had been asked, for the first time, to provide feedback about their experiences of having served on the Board. Two reminders had been sent, resulting in a response rate of 30% (37 of the 122 members completed the online form). The Agenda Committee had discussed at length the feedback that had been provided, and it had been decided that it would be informative for the Board to hear about some of the recurring points.

A number of respondents had expressed interest in having an educational component incorporated into Board meetings on a regular basis. The Agenda Committee had agreed that that would be a worthwhile initiative, and it would strive to provide such a component whenever possible.

In general, members had indicated that they felt that the Board was functioning very well, and they had expressed satisfaction with the amount of time allotted for the introduction and discussion of the Board's main areas of responsibility. Academic discipline policy and procedures and the University's budget report and budget guidelines had been identified as two areas where greater time for the introduction and discussion could perhaps be allocated.

Satisfaction with the written material that was provided to the Board had been expressed by the majority of respondents, with a few members indicating a neutral response. Although members had felt they had sufficient material, there had been a reluctance to ask questions. The Chair acknowledged the formality of the Council Chamber and the large size of the Board itself, and she said that it was understandable that some members might not be comfortable speaking in such a setting. She reiterated that she welcomed participation, particularly from members who did not usually share their thoughts at the Board meetings. There was genuine interest in learning of members' views on issues considered by the Board.

Overall, members were happy with the way in which meetings were conducted and felt they were carried out in an effective and efficient manner. There had been repeated comments on the survey that some interventions by members of the Board who spoke frequently on procedural matters and matters not specific to the agenda items being considered, were less helpful than others. The Chair said that she would try to focus the Board's discussion and remind members when comments strayed into areas that were the purview of the Business Board or the University Affairs Board.

A member observed that proposals brought forward for approval were invariably passed by the Board. The Chair explained that such an outcome was actually an indication that

6. Feedback from 2009-2010 Academic Board Members (cont'd)

governance was functioning well, and Board members should not feel that they were failing to do their job because matters were approved. She said that proposals were brought forward to the central administration after much work and consultation had occurred within the originating academic divisions. The proposals were then vetted further by central administrators, then by the planning groups of the Board's standing committees, then by the committees themselves, and then by the Agenda Committee. Therefore, by the time the proposal was brought to the Board, it was expected to be of such calibre that it should not be necessary to send it back for further revision or consideration. The role of the Board was essentially one of oversight, to ensure that the necessary processes had taken place.

The Chair commented that the Agenda Committee had been very pleased to discover that many members had found the opportunity to learn more about the University to be the most valuable aspect of Board meetings. She encouraged members to speak with their peers and colleagues about the Board meetings and the discussions about agenda items that occurred.

Lastly, the Chair thanked members for having answered the 2009-10 survey and noted the Agenda Committee's intention to run the survey again in June, 2011 at the end of the governance year.

7. Policy on the Temporary Use of Space at the University of Toronto

The Chair said that the proposal for the *Policy on the Temporary Use of Space at the University of Toronto* had been considered by the Planning and Budget Committee (P&B) at its meeting of September 20, 2010. If recommended by the Academic Board, the proposal would be considered for approval by the Governing Council on October 28th.

Dr. Gotlieb introduced the proposal¹, which had been included in the agenda package distributed to members of the Board, and he highlighted the discussion that had occurred at the P&B meeting². He noted that, in response to questions from members, Mr. Jim Delaney, Director, Office of the Vice-Provost, Students, and Mr. Steven Bailey, Director, Office of Space Management, had informed the Committee that the new *Policy* clarified the principles for the rental of space across the tri-campus structure and supported the administration in exercising discretion for the use of space.

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

a) Room Bookings by Profit-Making Organizations

In response to questions regarding whether or not profit-making organizations would be permitted to book space under the proposed *Policy*, Professor Misak noted that it was not feasible, given the University's limited resources, to determine in advance of every space booking made by a group whether or not the group was a "profit-making" organization. Mr. Bailey elaborated, stating that, in determining whether or not University space should be made available to a group, staff considered the purpose for which the space would be used, rather

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<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Boards+and+Committees/Academic+Board/2010-2011+Academic+Year/a1007.pdf>

2

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Boards+and+Committees/Planning+and+Budget+Committee/2010-2011+Academic+Year/r0920.pdf>
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7. *Policy on the Temporary Use of Space at the University of Toronto* (cont'd)

a) Room Bookings by Profit-Making Organizations (cont'd)

than focusing on the nature of the organization. The University reserved the right to refuse booking requests from groups that wished to use campus space for commercial activities.

b) Rental and Associated Charges

Referring to Section III, Other Charges, of the *Procedures for the Temporary Use of Space at the University of Toronto* that accompanied the *Policy*, a member expressed opposition to University discretion in requiring that campus police be present at an event. Professor Misak stated that, in general, efforts were made to minimize attendance by campus police at student-sponsored events. However, the administration had a responsibility to ensure the safety of the campus. There were occasions on which the University determined that authorized security or additional security was required at an event. When such an event was sponsored by an external group, it was appropriate to require that security costs be borne by the group booking the event.

A member asked for clarification of additional costs referred to in the *Procedures* that might be charged to student users. Mr. Bailey stated that over and above the rental charge and security costs, users would be required to pay any relevant additional costs, such as charges for arranging access to buildings that were opened outside of their normal hours of operation. He noted, however, that there were a number of buildings on campus for which such charges were not necessary.

c) *Procedures for the Temporary Use of Space at the University of Toronto*

In response to a question from a member about the circumstances under which the University might refuse a booking request in accordance with the *Policy*, Mr. Bailey explained that there were concerns about activities that were contrary to the intended use of campus space. The University's priority was for room bookings that contributed to its academic mission of teaching and scholarship. On occasion, classrooms, which were intended for instructional purposes, had been found to have been used for other purposes, causing undue wear and tear on the space. In such cases, the University could refuse a booking request from an organization, as stated in Section IV of the *Procedures* (page 3). Mr. Bailey noted that a similar concern for maximizing the University's resources had prompted the booking condition that organizations refrain from taking food or beverages into classrooms, lecture theatres or auditoria. The administration recognized that University members had to seek nourishment when possible during their busy schedules; however, caretaking costs resulting from food and drink being consumed in academic spaces also had to be considered.

A member asked whether an appeal process existed for groups whose booking requests were denied. Mr. Delaney said that concerns should first be directed to Mr. Bailey, as Director of the Office of Space Management, then to Ms Elizabeth Sisam, the Assistant Vice-President, Campus and Facilities Planning, and ultimately to the Provost, if necessary.

Responding to inquiries from members, Mr. Delaney clarified that only approval of the proposed *Policy* was being sought from the Board. The *Procedures* was an administrative document that would evolve and would be updated over time. A member commented that, in

7. *Policy on the Temporary Use of Space at the University of Toronto* (cont'd)

c) *Procedures for the Temporary Use of Space at the University of Toronto* (cont'd)

carrying out its role of oversight, it was appropriate for the Board to ensure that administrative procedures were consistent with approved or proposed policies.

d) *Principles Outlined in the Policy*

A member endorsed the principle stated on page 2 of the *Policy* that "...the provision of University space for activities or events does not in any way imply that the University itself has expressed or condoned the views which may be expressed."

Invited by the Chair to address the Board, Mr. Gavin Nowlan, President of the Arts and Science Students' Union, acknowledged that the proposed *Policy* helped to clarify a number of points with respect to booking University space. Noting the priorities for the temporary use of academic space outlined on pages 2 and 3 of the *Policy*, he expressed the hope that booking requests submitted by student course unions would be given fair consideration, as the activities organized by the unions served an important role in the academic life of the University. Professor Misak assured the Board that many student course union activities would be viewed as "academic" for the purposes of the *Policy*. Nonetheless, she said that the *Policy* had been designed to provide a framework for practices with respect to space bookings at the University; there were many grey areas regarding what counted as academic and what did not, and discretion would have to be used in the application of the *Policy*.

A member of Governing Council in attendance expressed dissatisfaction with the consultation process that had occurred during the development of the proposed *Policy*. While the relevant offices at the University of Toronto Mississauga, University of Toronto at Scarborough, and the Division of Student Life on the St. George campus had provided input on the *Policy*, in her view, there did not appear to have been sufficient consultation with the relevant stakeholders. The member challenged the statement in the *Policy* that the University's lands and buildings were private property. The member also pointed to the contributions of community organizations, who could in the past, under the *Policy for the Allocation of Rooms - Extracurricular Booking*, obtain "sponsorship" of their event and perhaps pay a lower rental fee than that charged to external groups. Such arrangements did not appear to be provided for under the proposed *Policy*. The member said that, as a public institution, the University should be accessible to members of the public. Professor Misak replied, pointing to the impressive diversity of uses for which University space was employed. The proposed *Policy* was intended to encompass a multitude of uses. Professor Naylor then responded, rejecting the member's assertions about the nature of the University's property. He stated that the lands and buildings of the University of Toronto were indeed the private property of the University as an independent non-profit entity. That independence was integral to institutional autonomy and academic freedom. The University was, of course, publicly-assisted, responsive to public priorities and interested in the public welfare. But it was not an arm of government, and community groups could not simply claim free access to space on campus. He understood that student groups might want to sponsor community events on campus so that community groups could avoid paying usual charges. However, the fairness issue then recurred. One student group might believe a given community group should be subsidized, while others would not. Financial implications also had to be considered, particularly in the current constrained fiscal climate.

7. Policy on the Temporary Use of Space at the University of Toronto (cont'd)

On motion duly moved, seconded, and carried

YOUR BOARD RECOMMENDS

THAT the *Policy on the Temporary Use of Space at the University of Toronto*, a copy of which is attached hereto as Appendix "A", be approved, effective immediately, replacing the *Policy for the Allocation of Rooms - Extracurricular Bookings* approved on June 1, 1988.

8. Items for Information

(a) Report on Approvals under Summer Executive Authority

The Chair reported that three items had been approved under the Governing Council's Summer Executive Authority that would have normally have been considered by the Board for approval. They had dealt with matters of individual appointments.

(b) Calendar of Business for 2010-11

The Chair said that the Board's Calendar of Business contained a list of annual items planned to come before the Board over the course of the year. The Calendar was part of a consolidated Governing Council Calendar of Business that was available on the Governing Council website. The online version of the Calendar was updated each Friday afternoon, reflecting any changes that were made. The Chair explained that the initial Calendar that was prepared each summer incorporated annual items that were presented to the Board during the governance year. However, at that time, it was not always possible to determine when other items of business might be ready for consideration, and that was one of the reasons that changes to the Calendar occurred throughout the year.

(c) Appointments and Status Changes

The Chair stated that the Appointments and Status Changes Report was a regular report that was provided for information to the Board.

(d) Report Number 138 of the Planning and Budget Committee (September 20, 2010)

The Chair noted that Report Number 138 of the Planning and Budget Committee had been made available electronically to members on October 4th, and copies had been placed at the door.

There were no questions arising from the reports.

9. Date of Next Meeting

The Chair reminded members that the next meeting of the Board was scheduled for Thursday, November 25, 2010, at 4:10 p.m. in the Council Chamber

10. Other Business

The Chair noted that members were responsible for shredding any confidential documentation received as part of their agenda packages. Alternatively, members were welcome to leave confidential material behind in the Council Chamber and the Secretariat would arrange for their disposal.

The Board moved *in camera*.

11. Quarterly Report on Donations - May 1, 2010 – July 31, 2010

Members received this report for information. There were no questions.

The Board returned to open session.

The Chair thanked members for their attendance at the Board meeting.

The meeting adjourned at 5:45 p.m.

Secretary
October 10, 2010

Chair

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT 166 OF THE AGENDA COMMITTEE

November 17, 2010

To the Academic Board,
University of Toronto.

Your Committee reports that it held a meeting on Wednesday, November 17, 2010, at 2:00 p.m. in the Forster Room, Room 229, Simcoe Hall.

Present: Professor Ellen Hodnett (Chair)
Dr. Avrum Gotlieb, Chair, Planning and Budget Committee
Ms Jemy Joseph
Ms Judith Poë
Professor Yves Roberge
Professor Cheryl Regehr, Vice-Provost, Academic Programs
Professor Andrea Sass-Kortsak, Chair, Committee on Academic Policy and Programs

Ms Mae-Yu Tan, Secretary

Regrets: Professor Louise Lemieux-Charles
Professor Cheryl Misak

In Attendance: Ms Sheree Drummond, Assistant Provost
Dr. Jane Harrison, Director, Academic Programs and Policy, Office of the Vice-President and Provost

Chair's Remarks

The Chair welcomed members to the meeting. She informed the Committee that, as a result of new academic administrative responsibilities, Professor Louise Lemieux-Charles had decided to step down as Chair of the Academic Board. As well, Professor Varouj Aivazian had decided to step down as Vice-Chair due to personal reasons. The Chair stated that Professor Lemieux-Charles had kindly agreed to continue to serve on the Board, and the Governing Council had approved her appointment as Vice-Chair. It had also approved the Chair's appointment, both as of October 29, 2010 to June 30, 2011.

Board Books Portal

Turning to the matter of meeting material, the Chair noted that this was the first time that the Secretariat had used the Board Books portal as the sole means of distributing documentation for an Agenda Committee meeting. Use of the portal for Academic Board meeting documentation would be implemented for the November 25th meeting; the portal had been used successfully for the most recent meetings of the Business Board and the University Affairs Board.

Chair's Remarks (cont'd)**Board Books Portal (cont'd)**

Invited by the Chair to provide their comments about the portal, members stated that they had found the speed for loading data to a page and preparing material to be printed to be somewhat slow. A member asked whether it was possible to print a Board Books file to a pdf file so that she could save it on her laptop. The Secretary confirmed that that feature was available and provided instructions. A member suggested that it would be useful to have the ability to print the pages within a sub-tab. At present, it seemed that only the page range for the entire tab was visible in Board Books. The Secretary said that she would inquire into the possibility of obtaining such a feature in the future.

1. Report of the Previous Meeting

Report Number 165 of the meeting held on September 28, 2010 was approved.

2. Business Arising from the Report of the Previous Meeting

Referring to Item 12, Academic Administrative Appointments, a member recalled that there had been some discussion about the process that had been followed for one of the appointments. She asked whether there was a record of that discussion, given that the Committee had been *in camera* at the time. The Secretary said that *in camera* minutes were not normally prepared for meetings of the Agenda Committee. Ms Drummond replied that the Office of the Provost had made note of the Agenda Committee's commitment to ensuring that due process was followed for each recommended academic administrative appointment prior to its submission to the Committee. If it appeared that the appropriate procedures had not been followed, a submission for a recommended appointment would be returned to the unit. Ms Drummond elaborated, stating that, on the direction of the Committee, a communication from the Office of the Provost had been sent in the past and would be sent in the future to any academic unit about which the Committee expressed concern with respect to its search process. The Committee agreed that the current discussion would be recorded in these minutes.

3. Review of Academic Programs and Units, Annual Report - Part I (January - June 2010)

The Chair stated that the Agenda Committee was responsible for identifying any general academic issues arising from the Review of Academic Programs and Units that warranted discussion by the Academic Board. Members had received Part I of the Annual Report containing the January to June 2010 summary of the reviews and the administrative responses¹.

Professor Sass-Kortsak said that the Committee on Academic Policy and Programs (AP&P) was responsible for the first step in governance oversight of the process of reviews of academic programs and units. To that end, the Committee had considered the recent reviews to satisfy itself that the necessary steps were being taken by the academic units to address any problems and achieve improvements, to satisfy itself that the process of reviews was being managed well, and to report to the Agenda Committee on the outcome.

¹ <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=7180>

3. Review of Academic Programs and Units, Annual Report - Part I (January - June 2010) (cont'd)

Professor Sass-Kortsak reported that twelve reviews had been discussed at length at the AP&P meeting on September 21, 2010. The primary conclusion of that “review of reviews” had been that the University’s programs continued to be regarded as outstanding ones. For example, a distinguished panel of reviewers of the Faculty of Applied Science and Engineering had spoken of the leading-edge work of the faculty and of the excellent programs offered to very well-qualified students. As well, the reviewers of the Department of Astronomy and Astrophysics had spoken of a Department that continued “to flourish in a culture of academic excellence that leads to world-class status” in the discipline.

Professor Sass-Kortsak then provided an overview of three programs and units from which the AP&P had requested a follow-up report - the Centre for Environment in the Faculty of Arts and Science, the University of Toronto Mississauga (UTM) Forensic Science Program, and the University of Toronto at Scarborough (UTSC) Department of Physical and Environmental Science. The Centre for Environment review had proposed new organizational arrangements, preferably the establishment of a School of Environment, combined with a University-level commitment to the study of environment. The Faculty of Arts and Science response had spoken of pursuing efforts to strengthen the existing Centre, perhaps moving towards a separate School in the future. The Centre’s existing collaborative undergraduate and graduate programs had been growing rapidly, and any move to establish a new stand-alone graduate program within the Centre would most sensibly begin at the Master’s level. AP&P recognized that, as the Faculty of Arts and Science was currently involved in academic planning, it would be appropriate to request a follow-up report once the Faculty had concluded its planning exercise and was able to provide a more definitive plan of action for the Centre.

The AP&P had also requested a follow-up report on the UTM Forensic Science Program once plans for the program were complete. Faculty turnover had led to a situation in which most of the teaching in the program was carried out by part-time faculty who were full-time practitioners. There was currently only one full-time faculty member with a strong commitment to the program who was engaged in research in the area. The Interim Dean at UTM had halted new admissions to the program, and the future of the program – whether it would have to be rebuilt or terminated – was now being contemplated.

Lastly, the AP&P had requested a follow-up report on the UTSC Department of Physical and Environmental Science, as the review had raised a number of issues, which were being addressed vigorously. The Department had initiated moves to expand its faculty in Chemistry and in Physics, and it had updated the teaching and research laboratories for those disciplines. Additional faculty in Physics would enable the offering of additional courses, making it possible for students to complete full programs at UTSC. The Department was also working to improve its governance and its internal communications. A health and safety audit of the Department’s facilities had been completed, revealing only minor problems, which had now been remedied.

During the Agenda Committee’s discussion, members observed that the new quality assurance process, which was currently underway, appeared to be working. Professor Regehr explained that, under the University of Toronto Quality Assurance Process (UTQAP), which had been presented to the Governing Council for information this past June, the Vice-Provost, Academic Programs could

3. Review of Academic Programs and Units, Annual Report - Part I (January - June 2010) (cont'd)

request a follow-up one-year report from the relevant dean to bring forward to AP&P. Such reports were one means of demonstrating that positive change was under way. Where quality concerns were raised in the cyclical review, the Vice-Provost, Academic Programs, would monitor the timely implementation of improvements. The Chair noted that the number of required external reviewers (two for an undergraduate program and three for a graduate program) had been made explicit in the UTQAP.

The Committee agreed that a broad overview of the review process would be presented at the Academic Board meeting of November 25, 2010, under the Agenda Committee Report agenda item. The Chair commended Professor Regehr and the staff of the Office of the Provost on having prepared such a fine report. She also expressed appreciation for the care with which the AP&P had carried out its duty with respect to oversight of the reviews.

4. Academic Board Agenda – Thursday, November 25, 2010

Members reviewed the draft agenda and approved the agenda items for the November 25th Academic Board meeting. During the discussion of the proposed School of Graduate Studies constitutional amendments, it was noted that the changes were consistent with principles outlined in the UTQAP and the Report of the Task Force on Governance. In aligning the approval and review process for undergraduate and graduate programs, the latter would no longer be approved by the Graduate Education Council. However, consultation with stakeholders such as the Council of Graduate Deans and graduate students would be maintained. While the Graduate Students' Union would no longer have a formal route for commenting on graduate programs proposals, student input on any program proposal would continue to be of great value. It was noted that graduate students served on a range of governance bodies and would have an opportunity to voice their perspectives during any discussion. Members agreed to make some editorial changes to Section 9.2.k. of the Constitution.

One of the agenda items considered by the Committee was the designation of the rank of Sessional Lecturer III as an academic rank for the purposes of the teaching staff definition. A member expressed disapproval of the creation of such a rank. She stated that, in her view, alternate steps should be taken by the University to provide suitable remuneration and benefits to individuals who met the criteria for the rank of Sessional Lecturer III, perhaps through the application of the *Policy and Procedures on Employment Conditions of Part-time Academic Staff*².

5. Date of Next Meeting

The Chair asked members to continue to hold the reserve meeting date of Tuesday, December 14, 2010 from 2:00 to 3:00 p.m. in case there was need for the Committee to consider any recommendation for academic administrative appointments prior to the new year. The Secretary would inform members closer to the date as to whether or not a meeting would be needed.

² <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppmar071994i.pdf>
57261

6. Other Business

Approvals by Electronic Ballot

The Chair noted that following the Committee's previous meeting, there had been need, because of time constraints, to consider two academic administrative appointments by means of electronic ballot. She read the resolutions into the record.

YOUR COMMITTEE APPROVED

the following academic administrative appointments by means of an electronic ballot on November 3, 2010:

LESLIE DAN FACULTY OF PHARMACY

Professor Christine Allen	Interim Associate Dean, Academic January 1, 2011 – December 31, 2011
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Professor Lalitha Raman-Wilms	Interim Associate Dean, Professional Programs January 1, 2011 – December 31, 2011
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Information Sessions

The Chair noted that an information session on academic appeals and academic discipline would be presented at the upcoming Board meeting. The Committee then discussed possible topics for future information sessions.

The Committee moved *in camera*.

7. Academic Administrative Appointments

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

the following academic administrative appointments:

FACULTY OF APPLIED SCIENCE AND ENGINEERING

Professor Sanjeev Chandra	Acting Vice-Dean, Undergraduate January 1, 2011 to June 30, 2011
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FACULTY OF LAW

Professor Mayo Moran	Dean, Faculty of Law July 1, 2011 to June 30, 2016
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7. Academic Administrative Appointments (cont'd)

FACULTY OF MEDICINE

Professor Alison M.J. Buchan	Vice-Dean, Research and International Relations January 1, 2011 to December 31, 2015
Professor Catharine Whiteside	Dean, Faculty of Medicine July 1, 2011 to December 31, 2014 (inclusive of two three-month administrative leaves)
Professor David Latter	Interim Chair, Department of Surgery January 1, 2011 to March 31, 2011
Professor James T. Rutka	Chair, Department of Surgery April 1, 2011 to March 31, 2016

LESLIE DAN FACULTY OF PHARMACY

Professor Reina Bendayan	Associate Dean, Graduate Studies January 1, 2011 to December 31, 2013
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The Committee returned to closed session.

The meeting adjourned at 3:04 p.m.

Secretary
November 19, 2010

Chair



TO: Academic Board

SPONSOR: Brian Corman, Dean, School of Graduate Studies, and Vice-Provost, Graduate Education

CONTACT INFO: brian.corman@sgs.utoronto.ca

DATE: November 8, 2010

AGENDA ITEM: 5

ITEM IDENTIFICATION: School of Graduate Studies (SGS) Constitution: Amendments

JURISDICTIONAL INFORMATION

Section 5.2.2 of the Academic Board’s terms of reference calls for revised divisional constitutions to be considered by the Board, and confirmed by the Executive Committee. Amendments to By-laws are approved by divisional councils.

PREVIOUS ACTION TAKEN

The SGS Graduate Education Council approved the amended Constitution at its meeting on October 19, 2010, and is hereby recommending the changes to the Academic Board.

The SGS Constitution was last revised in 2006 and in 1997 before that. The 2006 revisions were associated with the increasing alignment of Faculties (divisions) and the School of Graduate Studies regarding graduate programs, and with changes in administrative structures within the School of Graduate Studies. These changes were made in the context of a work conducted by a “Governance Steering Group”, a committee that reported to a Graduate Education Coordinating Committee. The Coordinating Committee arose from the 2004 University review of the School of Graduate Studies (SGS). The 1997 changes arose from a major restructuring of SGS implemented at that time.

HIGHLIGHTS

As in the previous two constitutional revisions, substantial changes have led to the proposed Constitution amendments that are herein presented. Dramatic changes in quality assurance procedures for graduate (and undergraduate) programs are underway in the Province of Ontario and at U of T. These align with the ending of the approval function of the Ontario Council on Graduate Studies (OCGS) for graduate program proposals and graduate program review. These OCGS functions will cease during the academic year 2010-11. Ontario’s new Quality Council (QC) and Quality Assurance Framework (QAF) will function in place of OCGS in this regard. The proposed University of Toronto’s Quality Assurance Process (UTQAP) outlines changes to governance and administrative procedures for new program proposals, major modifications to programs, and minor modifications.

The proposed changes to the Constitution address new and amended procedures that result from the changes noted above. They also adjust language for graduate faculty memberships in accordance with University appointment policies and procedures and clarify the role of SGS in the process. The

School of Graduate Studies Constitution: Amendments

language has been developed collaboratively between SGS and the Office of the Vice-Provost, Faculty and Academic Life. In addition, some reformatting and editorial updating have also been incorporated. Proposed changes to the SGS Constitution are listed as a two-page cover document to the revised Constitution, attached. Significant changes are highlighted in yellow.

The draft revised Constitution has been reviewed by the Provost's office and by the Office of the Governing Council. It was circulated to the members of the Council of Graduate Deans and beyond to include all Faculty Deans for discussion and feedback. Feedback has been positive. In some cases, where changes were suggested, adjustments have been made to the language.

FINANCIAL IMPLICATIONS: No direct financial implications.

RECOMMENDATIONS

THAT the amended Constitution of the School of Graduate Studies (SGS), approved by the SGS Graduate Education Council on October 19, 2010 be approved by the Academic Board and confirmed by the Executive Committee, effective January 1, 2011.

October 2010

SCHOOL OF GRADUATE STUDIES CONSTITUTION: Fall 2010 Revisions

(text below in Yellow indicates significant changes)

Summary of revisions:

GENERAL:

Clause 1: Exercise of powers and duties under the U of T Act amended to refer to School of Graduate Studies as well as the Council; words "subject to the approval of Governing Council as required" added as an umbrella clause.

Clause 2: Amendments made to indicate more clearly the range of responsibilities of the School of Graduate Studies.

Clause 3: Items added to "DEFINITIONS" section for ease of reading and clarity.

GRADUATE EDUCATION COUNCIL:

Clause 4.1: Changes proposed to clarify and simplify nomination procedures for elections of members; some detail removed from the Constitution and added to the Rules of Council, By-law #1.

Clause 4.1.f.: GSU President's position has been eliminated; the GSU now includes several elected commissioners – the commissioner designated for GEC membership is the Academics Commissioner.

Clause 4.2.: Set out Officers of Council, adding the Secretary as a non-voting officer (removed in error from an earlier version of Constitution).

(new) Clause 4.3.c. (replacing old f.): Renumbered clause amended to remove reference to Council responsibility to approve the "requirements to be fulfilled for each graduate degree or diploma"; other responsibilities clarified through revised wording; the proposed wording arises from revised graduate governance procedures in the University, i.e., effective January 1, 2011, divisions (Faculties) with graduate programs will be responsible for approval of minor modifications to graduate programs including admission requirements, graduate courses and other academic assessments or activities, curriculum changes following SGS policies and procedures; new programs require Faculty-level approval and are subject to approval of Academic Board and its committees and Governing Council, as appropriate.

(old) Clause 4.3.d. (original numbering – now removed): Role of SGS Graduate Education Council in establishment of graduate units is removed. Until approximately four or five years ago, SGS Council approved graduate unit establishment, name changes, etc. In recent years, this responsibility is viewed as residing with the Faculties and Governing Council and its committees. Council responsibility for "interdepartmental committees" (i.e. "collaborative program committees") is removed – these duties fall within collaborative program director responsibilities as defined through SGS guidelines.

(new) Clause 4.3.d (revised): Amended wording related to graduate awards policies to clarify that Council's responsibilities involve graduate awards within SGS's jurisdiction.

Clause 4.3.e.: Amended wording about conditions of graduate awards clarifies that Council's responsibilities involve conditions of awards within SGS's jurisdiction only.

(old) Clause 4.3.e. (original numbering – now removed): Role of SGS Graduate Education Council in determining the list of graduate departments and extra-departmental units comprising each division moved to Dean's responsibilities (Clause 5.3.g.)

Clause 4.3.f.: Add clause regarding responsibility of Council to establish policy for approval and membership in the graduate faculty.

Clause 4.4: Add new section regarding meetings of Council with previous language moved to this section.

DEAN:

Clause 5.3.e.: Formalize the role of the SGS Dean in reviewing and confirming the recommendation of appointment for a graduate unit chair/director by a Faculty Dean.

Clause 5.3.f.: Add clause giving SGS Dean the responsibility to appoint Directors of Collaborative Programs, reflecting long-standing practice.

Clause 5.3.g.: Move the authority to determine the list of units in each SGS division from the GEC to the Dean's responsibilities.

Clause 5.3.h.: Formalize the role of the SGS Dean for the content and production of the SGS Calendar.

Clause 5.3.i.: Identify responsibility of the Dean to implement and oversee maintain graduate faculty membership policy and to recommend changes to the Council

Clause 5.3.j.: Identify responsibility of the Dean to establish procedures for graduate faculty membership and review and approve all memberships to ensure that they are made in accordance with University and SGS policies and procedures.

Clause 5.3.o.: Clarify the Dean's role in various codes and policies.

Clause 7.2: Change the authority from Council to the Dean regarding any changes to the number of SGS divisions.

Clause 7.3: Similar changes to 7.2

Clause 7.4: Similar changes to 7.2

SGS CENTRES/INSTITUTES REFERENCES:

(old) Clauses 9 & 10: Remove references to SGS Centres and Institutes

(new) Clause 9: Incorporate Chair section with "Powers and Duties of Chairs" section.

(see also (old) clause 11 below)

CHAIR OF A GRADUATE UNIT:

Clause 9.2.b. through e.: adjust language for graduate faculty memberships in accordance with University appointment policies and procedures; changes include replacing "approve" graduate faculty membership with "initiate"; change all references to "appointment to graduate faculty" to "membership to graduate faculty" in order to avoid confusion between University appointment procedures and graduate faculty memberships.

Clause 9.2.f.: Change graduate "supervisor" to "advisor/supervisor"

Clause 9.2.g.: Clarifying chair's responsibility to ensure that courses, admission and program requirements, etc. are duly approved.

Clause 9.2.h.: Insert chair's responsibility for appropriate approval and accuracy of SGS Calendar content regarding the unit's graduate program/s.

Clause 9.2.k.: Add language to clarify that Program Directors may be appointed from among the unit's graduate faculty members in graduate units with multiple graduate programs.

(old) Clause 10: References to SGS Centres and Institutes removed.

(new) Clause 10: Procedural clauses added for Constitutional review and amendment according to standard practice.

(old) Clause 11: Entire section 11 is deleted. The particulars associated with collaborative programs, combined programs, etc. are accommodated through graduate program definitions established by SGS and the Vice-Provost, Grad Ed., and various guidelines, not in the Constitution. Collaborative program director appointments are now covered in the Dean's responsibilities.

(new) Clause 11: Reference to by-laws and procedures added according to standard practice.

Editorial changes:

Constitution: Regularized, simplified and modernized language is introduced throughout Constitution.

University of Toronto
CONSTITUTION OF THE SCHOOL OF GRADUATE STUDIES
(proposed revisions - October 2010)

1. The School of Graduate Studies and the Graduate Education Council exercise powers and duties, subject to the approval of Governing Council as required, under the provisions of the University of Toronto Act, 1971, as amended.
2. The School of Graduate Studies shall consist of a Dean, Vice-Dean/s, administrative officers and employees, a Graduate Education Council, four divisions, graduate units, graduate programs, and graduate students.
3. DEFINITIONS
In this Constitution and the accompanying by-laws:
 1. "SGS" means the School of Graduate Studies;
 2. "Council" means the Graduate Education Council, unless otherwise stated;
 3. "Graduate Faculty membership" is defined in section 9.2.c. in this Constitution;
 4. "administrative staff" means an appointed staff member of the School of Graduate Studies or an appointed staff member working in the administration of graduate studies in a graduate unit;
 5. "graduate students" means those students who are registered in the School of Graduate Studies;
 6. "graduate unit" means a graduate department or academic unit with primary program enrolment responsibilities for graduate students;
 7. "Chair" means chair or director of a graduate unit (see 3.6 above) who is appointed according to the Policy on Appointment of Academic Administrators;
 8. "program director" means a program director appointed by the chair of a graduate unit to administer a graduate program in a graduate unit administering more than one graduate program, with duties as delegated by the chair under clause 9.2.k.;
 9. "division" means one of the SGS divisions: Division I (Humanities); Division II (Social Sciences); Division III (Physical Sciences); and Division IV (Life Sciences);
 10. "programs" means graduate degree programs and/or diploma programs and the curriculum of each including graduate courses and other academic assessments or activities approved at the appropriate level of governance;
 11. "collaborative programs" means graduate collaborative programs in which students must be admitted to, and enrol in, one of the collaborating graduate programs in addition to the collaborative program, approved at the appropriate level of governance;
 12. "combined programs" means graduate combined programs that involve two existing degree programs in different disciplines comprising two graduate programs or a graduate and an undergraduate program, approved at the appropriate level of governance;
 13. "courses" means graduate courses which have been approved according to SGS policy and procedures (see also 3.14 below);
 14. "other academic assessments (or activities)" means graduate program requirements other than graduate courses which have been approved according to SGS policy and procedures, such as graduate unit examinations, language examinations, field work placements, practica, or internships (see also 3.13 above);
 15. "Faculty" means a University division, e.g. Faculty of Arts and Science, etc.

**Constitution of the School of Graduate Studies
Proposed Revisions - October 2010**

4. THE GRADUATE EDUCATION COUNCIL
 1. Membership of the Council
 - Ex-officio voting Members:
 - a. the President of the University, or designate;
 - b. the Vice-President and Provost of the University or designate;
 - c. the Dean of SGS;
 - d. the Vice-Dean/s of SGS;
 - e. the Chief Librarian of the University;
 - f. the Academics Commissioner of the Graduate Students' Union;
 - Elected voting Members, elected under the rules of Council contained in its By-laws:
 - g. five full members (non-Emeritus) of the graduate faculty from each of the four SGS divisions
 - h. three graduate students from each of the four SGS divisions
 - i. three members of the administrative staff working in graduate studies: one SGS administrative staff member; two administrative staff members working in graduate units
 - Non-voting Members:
 - j. members from associated constituencies may be appointed to the Council as non-voting members at the discretion of the Dean.
 2. Officers of Council
 - a. The Dean shall be chair of the Council.
 - b. The secretary (non-voting) appointed by the Dean, from among the SGS senior administrative staff.
 3. Council's Powers, Duties and Responsibilities

The Council shall:

 - a. make rules and regulations for governing its proceedings;
 - b. make rules and regulations for the government, direction and management of SGS and the affairs and business thereof;
 - c. have authority for the academic policies of SGS, including the degree, diploma, and general regulations, and policies and regulations concerning admission, enrolment, registration, program progress and completion for all graduate programs offered in SGS; and shall establish procedures by which exemptions may be considered as contained in the Council's By-laws;
 - d. establish SGS policy regarding SGS fellowships, scholarships, bursaries, prizes and other awards in SGS, subject to final approvals, as required;
 - e. approve, in accordance with the University of Toronto Policy on Student Awards, SGS policy, and University and SGS procedures, the conditions of awards of all SGS fellowships, scholarships, prizes and other awards established in SGS, and shall amend, where necessary, the conditions of award of any fellowships, scholarships, bursaries, prizes or other awards established in SGS, having due regard for the wishes of the donor; approval and amendment of the conditions of these awards is normally delegated from the Council to the SGS Dean;
 - f. establish, in accordance with University of Toronto policies and procedures, policy for approval of and membership in the graduate faculty;
 - g. consider and report to the Governing Council upon such matters affecting SGS as requested by the Council;

**Constitution of the School of Graduate Studies
Proposed Revisions - October 2010**

- e. advise the Vice-President and Provost regarding such appointments within SGS as the Vice-President and Provost may be authorized to make or recommend to the Governing Council, including review and confirmation of recommendations for graduate unit chairs/directors;
- f. appoint the Directors of Graduate Collaborative Programs;
- g. determine the list of graduate units comprising each division;
- h. be responsible for the content and production of the School of Graduate Studies calendar, including relevant policies, regulations, and admission and program requirements for all appropriately-approved graduate programs offered at the University of Toronto;
- i. implement and oversee the policy for graduate faculty membership, and shall recommend policy changes to the Council, subject to final University approvals;
- j. establish procedures for graduate faculty membership and review and approve all graduate faculty memberships to ensure that they are in accordance with University and SGS policies and procedures;
- k. advise the Vice-President and Provost regarding such other matters relating to the operation and welfare of SGS as appropriate, or as the Vice-President and Provost may request;
- l. be responsible for the approval and transmission to Governing Council of the names of those candidates who have completed the requirements for each degree;
- m. be responsible for the procedures for the review, approval and awarding of all applications and nominations for SGS fellowships, scholarships, bursaries, and other graduate student prizes and awards in SGS;
- n. appoint examiners to conduct examinations in SGS and to determine the results of such examinations;
- o. be responsible for duties relating to graduate studies and graduate students in accordance with University policies such as the Code of Behaviour on Academic Matters, intellectual policies and procedures, etc.;
- p. advise Council of the resource implications of proposed academic policy decisions;
- q. seek the advice of Council on administrative proposals that may have a significant impact on the academic programs of SGS.

6. THE VICE-DEAN

1. One or more Vice-Deans shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators³.
2. A Vice-Dean shall:
 - a. act on the Dean's behalf in his/her absence;
 - b. discharge such duties as may be assigned by the Dean.

7. THE DIVISIONS

1. There shall be four divisions of SGS as follows:
 - a. Division I — The Humanities
 - b. Division II — The Social Sciences
 - c. Division III — The Physical Sciences
 - d. Division IV — The Life Sciences

³ See footnote #1 above.

**Constitution of the School of Graduate Studies
Proposed Revisions - October 2010**

2. The Dean may at any time change the number of divisions if the Dean decides that the interests of graduate units and of SGS as a whole will thus be more effectively served.
 3. A graduate unit shall normally belong to only one division; graduate programs may, at the request of a graduate unit, be moved from one division to another by the SGS Dean.
 4. A graduate unit shall, subject to the approval of the SGS Dean, determine the division to which it shall belong; transfers from one division to another shall require the approval of the SGS Dean. Collaborative Programs belong to only one division for administrative purposes, as approved by the SGS Dean.
8. GRADUATE UNITS
The powers and duties of each graduate unit are:
1. to maintain and improve its standards of instruction, research and examination;
 2. to maintain and improve its graduate curriculum subject to governance structures approved by Governing Council, and in accordance with SGS policies and procedures.
 3. to approve:
 - a. admission of students to SGS and enrolment in the graduate unit and program conforming to the policies of SGS;
 - b. the program of study for each student in the graduate unit and program;
 4. to recommend to SGS exemptions to admission and program requirements for individual students according to established policy and procedures;
 5. to conduct examinations in the graduate unit, to determine the results of such examinations, to report the results of such examinations to SGS, and to recommend to the Dean students eligible for graduate degrees.
9. THE CHAIR OF A GRADUATE UNIT
1. The chair of each graduate unit shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators⁴.
 2. The chair of each graduate unit, in accordance with SGS and University policy and procedures, and subject to SGS review, shall:
 - a. in association with the graduate faculty, maintain and improve the quality of scholarship in the graduate unit;
 - b. initiate graduate faculty membership in the graduate unit for:
 - i. those of professorial rank, including existing members of teaching staff of the University of Toronto, or those appointed to the University from affiliated institutions, and members of teaching staff holding status-only University appointments, to be Full or Associate Members of the graduate faculty;

⁴ See Footnote #1 above.

**Constitution of the School of Graduate Studies
Proposed Revisions - October 2010**

- ii. other appropriate individuals from within or outside the University with a University of Toronto appointment, whether holding professorial rank or not, to be Associate Members of the graduate faculty for continuing or for limited terms; and
 - iii. retiring Full Members of the graduate faculty to the category of Member Emeritus for a limited term.
- c. initiate graduate faculty membership, in one of three categories of membership: Full, Associate and Emeritus.
- i. Full Members shall, where required, act as the sole or major supervisor of doctoral and master's theses and as a member of thesis committees; serve as chair or voting member of final oral examination committees, where such examinations are required by SGS, and perform all duties associated therewith; assume responsibility for the setting and marking of comprehensive (general) examinations; teach, set and mark examinations for graduate courses and give such other direction to graduate students as may be required. Such memberships are normally continuing.
 - ii. Associate Members shall be permitted to undertake all the duties of a full member but shall not serve as a sole or major supervisor, whether formally or otherwise, of doctoral students nor act as the chair of final doctoral oral examinations. Graduate activities of an Associate Member may be restricted, according to policy and procedures. Such memberships may be continuing or for limited terms.
 - iii. Members Emeriti shall be permitted to undertake all duties of a Full Member, but shall only take on new master's or doctoral supervision with the approval of the graduate chair or director. Such memberships are normally for limited terms.
- d. remove from graduate faculty membership, those who, through completion of term, retirement, resignation, death, or for any other reason, are no longer eligible for graduate faculty membership in the graduate unit;
- e. maintain up-to-date records of graduate faculty memberships according to SGS-established procedures and report all changes to SGS;
- f. in accordance with SGS policy and procedures, ensure that every graduate student in the graduate unit has a graduate faculty member who serves as the student's advisor/supervisor throughout the program;
- g. ensure that the graduate unit's courses, other academic assessments or activities, and admission and program requirements are duly approved;
- h. ensure that the content of the graduate unit's graduate program entry in the SGS Calendar is accurate, and up-to-date;
- i. normally call a meeting at least once a year of the members of the graduate unit;
- j. in graduate units admitting students, appoint a Full Member of the graduate faculty as graduate coordinator who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair; the chair may fulfill both roles, at the chair's discretion;
- k. appoint at his/her discretion, a program director from among the unit's graduate faculty members for each graduate program in graduate units with more than one graduate program, who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair.

**Constitution of the School of Graduate Studies
Proposed Revisions - October 2010**

10. Constitutional Review and Amendment
 1. The Constitution of the Council may only be amended with the approval of the Council and the Governing Council of the University of Toronto. Voting shall take place at a regular meeting to which there has been three days' notice of the proposed amendment. An affirmative vote to amend the Constitution is required by two-thirds of the members of the Council present and voting. Following approval of the amendment by Council, the amendment is forwarded to Governing Council for approval.
 2. At periods of not more than ten years, the Dean shall establish a review of the Constitution and By-Laws and recommend to Council any changes deemed appropriate.

11. By-Laws
 1. The procedures of Council and its committees and boards will be set forth in the By-Laws.
 2. The By-Laws of Council shall be approved by Council.
 3. The By-Laws of the Council may be amended at any meeting of the Council by affirmative vote of two thirds of those members present and voting; notice of the proposed amendment should be provided at the previous regular meeting.

CONSTITUTION OF THE SCHOOL OF GRADUATE STUDIES (revised October 2010)

1. The School of Graduate Studies and the Graduate Education Council exercise powers and duties, subject to the approval of Governing Council as required, under the provisions of the University of Toronto Act, 1971, as amended.

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2. The School of Graduate Studies shall consist of a Dean, Vice-Dean/s, administrative officers and employees, a Graduate Education Council, four divisions, graduate units, graduate programs, and graduate students.

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3. DEFINITIONS

In this Constitution and the accompanying by-laws:

1. "SGS" means the School of Graduate Studies;
2. "Council" means the Graduate Education Council, unless otherwise stated;
3. "Graduate Faculty membership" is defined in section 9.2.c. in this Constitution;
4. "administrative staff" means an appointed staff member of the School of Graduate Studies or an appointed staff member working in the administration of graduate studies in a graduate unit;
5. "graduate students" means those students who are registered in the School of Graduate Studies;
6. "graduate unit" means a graduate department or academic unit with primary program enrolment responsibilities for graduate students;
7. "Chair" means chair or director of a graduate unit (see 3.6 above) who is appointed according to the Policy on Appointment of Academic Administrators;
8. "program director" means a program director appointed by the chair of a graduate unit to administer a graduate program in a graduate unit administering more than one graduate program, with duties as delegated by the chair under clause 9.2.k.;
9. "division" means one of the SGS divisions: Division I (Humanities); Division II (Social Sciences); Division III (Physical Sciences); and Division IV (Life Sciences);
10. "programs" means graduate degree programs and/or diploma programs and the curriculum of each including graduate courses and other academic assessments or activities approved at the appropriate level of governance;
11. "collaborative programs" means graduate collaborative programs in which students must be admitted to, and enrol in, one of the collaborating graduate programs in addition to the collaborative program, approved at the appropriate level of governance;
12. "combined programs" means graduate combined programs that involve two existing degree programs in different disciplines comprising two graduate programs or a graduate and an undergraduate program, approved at the appropriate level of governance;
13. "courses" means graduate courses which have been approved according to SGS policy and procedures (see also 3.14 below);
14. "other academic assessments (or activities)" means graduate program requirements other than graduate courses which have been approved according to SGS policy and procedures, such as graduate unit examinations, language examinations, field work placements, practica, or internships (see also 3.13 above);
15. "Faculty" means a University division, e.g. Faculty of Arts and Science, etc.

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Constitution of the School of Graduate Studies
Revised October 2010

4. THE GRADUATE EDUCATION COUNCIL

1. Membership of the Council

Ex-officio voting Members:

- a. the President of the University, or designate;
- b. the Vice-President and Provost of the University or designate;
- c. the Dean of SGS;
- d. the Vice-Dean/s of SGS;
- e. the Chief Librarian of the University;
- f. the Academics Commissioner of the Graduate Students' Union;

Elected voting Members, elected under the rules of Council contained in its By-laws:

- g. five full members (non-Emeritus) of the graduate faculty from each of the four SGS divisions
- h. three graduate students from each of the four SGS divisions
- i. three members of the administrative staff working in graduate studies: one SGS administrative staff member, two administrative staff members working in graduate units.

Non-voting Members:

- j. members from associated constituencies may be appointed to the Council as non-voting members at the discretion of the Dean.

2. Officers of Council

- a. The Dean shall be chair of the Council.
- b. The secretary (non-voting) appointed by the Dean, from among the SGS senior administrative staff.

3. Council's Powers, Duties and Responsibilities

The Council shall:

- a. make rules and regulations for governing its proceedings;
- b. make rules and regulations for the government, direction and management of SGS and the affairs and business thereof;
- c. have authority for the academic policies of SGS, including the degree, diploma, and general regulations, and policies and regulations concerning admission, enrolment, registration, program progress and completion for all graduate programs offered in SGS; and shall establish procedures by which exemptions may be considered as contained in the Council's By-laws;
- d. establish SGS policy regarding SGS fellowships, scholarships, bursaries, prizes and other awards in SGS, subject to final approvals, as required;
- e. approve, in accordance with the University of Toronto Policy on Student Awards, SGS policy, and University and SGS procedures, the conditions of awards of all SGS fellowships, scholarships, prizes and other awards established in SGS, and shall amend, where necessary, the conditions of award of any fellowships, scholarships, bursaries, prizes or other awards established in SGS, having due regard for the wishes of the donor; approval and amendment of the conditions of these awards is normally delegated from the Council to the SGS Dean;
- f. establish, in accordance with University of Toronto policies and procedures, policy for approval of and membership in the graduate faculty;
- g. consider and report to the Governing Council upon such matters affecting SGS as requested by the Council;

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Constitution of the School of Graduate Studies
Revised October 2010

~~h. have the power to establish, alter, or disband its committees as deemed necessary and to determine their composition, authority, quorum, and method of appointment of their members and chairs; Council shall have the final authority (subject to the approval of Governing Council, as required), in its decision-making capacity or in its advisory role, regarding recommendations brought forward by such committees;~~

~~i. have a Graduate Academic Appeals Board to deal with and decide upon all appeals by graduate students in connection with the application of SGS academic policy and procedures, and those of its constituent units, subject to an appeal to the Governing Council.~~

4. Meetings are conducted according to the Rules of Council contained in its By-laws, and as follows:

a. Normally at least two regular meetings are held during the academic year;

b. In the absence of the official chair, the Council may appoint a chair *pro tempore* from among the members present at the meeting;

c. The Dean may, and shall if requested in writing by fifteen members of the Graduate Education Council or the graduate faculty, call a meeting from time-to-time of Council, subject to notice provisions approved by the Council as part of its by-laws.

5. THE DEAN

1. The Dean of SGS shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators¹.

2. The Dean shall be:

a. chair of Council;

b. ex officio a member of all committees of SGS;

c. ex officio a non-voting member of the councils of other Faculties, colleges and schools involved in graduate studies and research.

3. The Dean shall:

a. exercise power under the authority of the Policy on Appointments of Academic Administrators² which states that "the Dean of the Faculty is the chief executive officer of the Faculty and reports directly to the Vice-President and Provost";

b. direct the general policy and regulations of SGS so as to maintain and improve the quality of graduate scholarship in the University;

c. retain responsibility for the overall direction of SGS and, in particular, for authority over the budget and other financial matters, although the Dean may delegate authority to other academic administrators in SGS;

d. have ultimate authority for the allocation and management of SGS's resources;

e. advise the Vice-President and Provost regarding such appointments within SGS as the Vice-President and Provost may be authorized to

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¹ The University of Toronto Policy on Appointment of Academic Administrators applies to the appointment, term of office, and responsibilities of all SGS deans, chairs of graduate departments, and directors of extra-departmental units (EDU:A and EDU:B).

² See footnote #1 above.

Constitution of the School of Graduate Studies
Revised October 2010

make or recommend to the Governing Council, including review and confirmation of recommendations for graduate unit chairs/directors;

- f. ~~appoint the Directors of Graduate Collaborative Programs;~~
- g. ~~determine the list of graduate units comprising each division;~~
- h. ~~be responsible for the content and production of the School of Graduate Studies calendar, including relevant policies, regulations, and admission and program requirements for all appropriately-approved graduate programs offered at the University of Toronto.~~
- i. ~~implement and oversee the policy for graduate faculty membership, and shall recommend policy changes to the Council, subject to final University approvals;~~
- j. ~~establish procedures for graduate faculty membership and review and approve all graduate faculty memberships to ensure that they are in accordance with University and SGS policies and procedures;~~
- k. ~~advise the Vice-President and Provost regarding such other matters relating to the operation and welfare of SGS as appropriate, or as the Vice-President and Provost may request;~~
- l. ~~be responsible for the approval and transmission to Governing Council of the names of those candidates who have completed the requirements for each degree;~~
- m. ~~be responsible for the procedures for the review, approval and awarding of all applications and nominations for SGS fellowships, scholarships, bursaries, and other graduate student prizes and awards in SGS;~~
- n. ~~appoint examiners to conduct examinations in SGS and to determine the results of such examinations;~~
- o. ~~be responsible for duties relating to graduate studies and graduate students in accordance with University policies such as the Code of Behaviour on Academic Matters, intellectual policies and procedures, etc.;~~
- p. ~~advise Council of the resource implications of proposed academic policy decisions;~~
- q. ~~seek the advice of Council on administrative proposals that may have a significant impact on the academic programs of SGS.~~

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6. THE VICE-DEAN

- 1. One or more Vice-Deans shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators³
- 2. A Vice-Dean shall:
 - a. act on the Dean's behalf in his/her absence;
 - b. discharge such duties as may be assigned by the Dean.

7. THE DIVISIONS

- 1. There shall be four divisions of SGS as follows:
 - a. Division I — The Humanities
 - b. Division II — The Social Sciences
 - c. Division III — The Physical Sciences
 - d. Division IV — The Life Sciences

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³ See footnote #1 above.

Constitution of the School of Graduate Studies
Revised October 2010

<p>2. The <u>Dean</u> may at any time change the number of divisions if <u>the Dean</u> decides that the interests of <u>graduate units</u> and of <u>SGS</u> as a whole will thus be more effectively served.</p>	<p>Deleted: Council</p> <p>Deleted: it...departments ...the School (... [22])</p>
<p>3. A <u>graduate unit</u> shall normally belong to only one division; <u>graduate</u> programs may, at the request of a <u>graduate unit</u>, be <u>moved</u> from one division to another by the <u>SGS</u> Dean.</p>	<p>Deleted: centre or institute...degree (... [23])</p> <p>Deleted: department or extra-departmental unit</p>
<p>4. A <u>graduate unit</u> shall, subject to the approval of <u>the SGS Dean</u>, determine the division to which it shall belong; transfers from one division to another shall require the approval of <u>the SGS Dean</u>, <u>Collaborative Programs belong to only one division for administrative purposes, as approved by the SGS Dean</u>.</p>	<p>Deleted: centre or institute...referred (... [24])</p> <p>Deleted: department or extra-departmental</p> <p>Deleted: centre or institute</p> <p>Deleted: Council...Council...C...ouncil (... [25])</p>
<p>8. GRADUATE UNITS The powers and duties of each graduate <u>unit</u> are:</p>	<p>Deleted: <#>Collaborative Programs are referred to one division for administrative purposes by the Dean.¶</p> <p>Deleted: THE POWERS A (... [26])</p> <p>Deleted: DEPARTMENTS</p>
<p>1. to maintain and improve its standards of instruction, research and examination;</p>	<p>Deleted: department</p>
<p>2. to maintain and improve its graduate curriculum subject to governance structures approved by Governing Council, and in accordance with <u>SGS</u> policies and procedures.</p>	<p>Deleted: school of Graduate (... [27])</p>
<p>3. to approve:</p>	<p>Deleted: a. .</p>
<p>a. <u>admission of students to SGS</u> and enrolment in the graduate unit and program, conforming to the policies of <u>SGS</u>;</p>	<p>Deleted: the School...in ca (... [28])</p>
<p>b. <u>the program of study for each student in the graduate unit and program</u>;</p>	<p>Deleted: department</p> <p>Deleted: ; ... (... [29])</p>
<p>4. <u>to recommend to SGS exemptions to admission and program requirements for individual students according to established policy and procedures</u>;</p>	<p>Deleted: department</p> <p>Deleted: to report such re (... [30])</p>
<p>5. to conduct examinations in the <u>graduate unit</u>, to determine the results of such examinations, <u>to report the results of such examinations to SGS</u>, and to recommend to the Dean students eligible for graduate degrees.</p>	<p>Deleted: 9. The provision (... [31])</p> <p>Deleted: "</p> <p>Deleted: (2)¶ (... [32])</p> <p>Deleted: <#>DEPARTME (... [33])</p>
<p>9. THE CHAIR OF A GRADUATE UNIT</p>	<p>Deleted: ¶</p> <p>Deleted: (1)</p> <p>Deleted: 12</p>
<p>1. <u>The chair of each graduate unit shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators⁴</u></p>	<p>Deleted: 10. POWERS A (... [34])</p> <p>Deleted: DEPARTMENTS (... [35])</p>
<p>2. <u>The chair of each graduate unit, in accordance with SGS and University policy and procedures, and subject to SGS review, shall:</u></p>	<p>Deleted: or director (... [36])</p> <p>Deleted:</p>
<p>a. in association with the graduate faculty, maintain and improve the quality of scholarship in the graduate <u>unit</u>;</p>	<p>Deleted: department, cent (... [37])</p>
<p>b. <u>initiate graduate faculty membership in the graduate unit for:</u></p>	<p>Deleted: a</p> <p>Deleted: ppoint</p>
<p>i. <u>those of professorial rank, including existing members of teaching staff of the University of Toronto, or those appointed to the University from affiliated institutions, and members of teaching staff holding status-only University appointments, to be Full or Associate Members of the graduate faculty;</u></p>	<p>Deleted: to the</p> <p>Deleted: or prospective</p> <p>Deleted: faculty</p> <p>Deleted: of professorial ra (... [38])</p>

⁴ See Footnote #1 above.

Constitution of the School of Graduate Studies
Revised October 2010

- ii. other appropriate individuals from within or outside the University with a University of Toronto appointment, whether holding professorial rank or not, to be Associate Members of the graduate faculty for continuing or for limited terms; and
 - iii. retiring Full Members of the graduate faculty to the category of Member Emeritus for a limited term.
- c. initiate graduate faculty membership in one of three categories of membership: Full, Associate and Emeritus.
- i. Full Members shall, where required, act as the sole or major supervisor of doctoral and master's theses and as a member of thesis committees; serve as chair or voting member of final oral examination committees, where such examinations are required by SGS, and perform all duties associated therewith; assume responsibility for the setting and marking of comprehensive (general) examinations; teach, set and mark examinations for graduate courses and give such other direction to graduate students as may be required. Such memberships are normally continuing.
 - ii. Associate Members shall be permitted to undertake all the duties of a full member but shall not serve as a sole or major supervisor, whether formally or otherwise, of doctoral students nor act as the chair of final doctoral oral examinations. Graduate activities of an Associate Member may be restricted, according to policy and procedures. Such memberships may be continuing or for limited terms.
 - iii. Members Emeriti shall be permitted to undertake all duties of a Full Member, but shall only take on new master's or doctoral supervision with the approval of the graduate chair or director. Such memberships are normally for limited terms.
- d. remove from graduate faculty membership those who, through completion of term, retirement, resignation, death, or for any other reason, are no longer eligible for graduate faculty membership in the graduate unit.
- e. maintain up-to-date records of graduate faculty memberships according to SGS-established procedures and report all changes to SGS.
- f. in accordance with SGS policy and procedures, ensure that every graduate student in the graduate unit has a graduate faculty member who serves as the student's advisor/supervisor throughout the program.
- g. ensure that the graduate unit's courses, other academic assessments or activities, and admission and program requirements are duly approved;
- h. ensure that the content of the graduate unit's graduate program entry in the SGS Calendar is accurate, and up-to-date;
- i. normally call a meeting at least once a year of the members of the graduate unit;
- j. in graduate units admitting students, appoint a Full Member of the graduate faculty as graduate coordinator who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair; the chair may fulfill both roles, at the chair's discretion.

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Constitution of the School of Graduate Studies
Revised October 2010

- k. in graduate units with more than one graduate program, at the discretion of the chair, for each graduate program appoint a program director from among the unit's graduate faculty members who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair.

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10. Constitutional Review and Amendment

1. The Constitution of the Council may only be amended with the approval of the Council and the Governing Council of the University of Toronto. Voting shall take place at a regular meeting to which there has been three days' notice of the proposed amendment. An affirmative vote to amend the Constitution is required by two-thirds of the members of the Council present and voting. Following approval of the amendment by Council, the amendment is forwarded to Governing Council for approval.
2. At periods of not more than ten years, the Dean shall establish a review of the Constitution and By-Laws and recommend to Council any changes deemed appropriate.

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¶
3. Where appropriate, the procedure for selection of a director of a graduate program administered by the committee shall be approved by the Council; the SGS Dean will approve the appointment of the director, upon the recommendation of the participating graduate unit chairs, if any.

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11. By-Laws

1. The procedures of Council and its committees and boards will be set forth in the By-Laws.
2. The By-Laws of Council shall be approved by Council.
3. The By-Laws of the Council may be amended at any meeting of the Council by affirmative vote of two thirds of those members present and voting; notice of the proposed amendment should be provided at the previous regular meeting.

▼
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School of Graduate Studies

University of Toronto



CONSTITUTION OF THE SCHOOL OF GRADUATE STUDIES

1. The Council of the School of Graduate Studies exercises its powers and duties under the provisions of the University of Toronto Act, 1971, as amended.
2. The School of Graduate Studies shall consist of a Council and four divisions.
3.
 1. In this Constitution "graduate faculty" means "members," including "members emeriti" and "associate members," who have been nominated and approved in the manner provided for in section 12 (2) and 12 (3) below. The terms "member" and "associate member" are mutually exclusive.
 2. In this Constitution "graduate students" means those students who are registered in the School of Graduate Studies.
 3. In this Constitution "graduate unit" means any graduate department, centre or institute in the School of Graduate Studies.
 4. In this Constitution "Council" shall be the Graduate Education Council, unless otherwise stated.
 5. In this Constitution, "Chair" means chair of a graduate department or director of a graduate centre or institute.

THE COUNCIL

4.
 1. The Graduate Education Council shall consist of the following members with voting privileges (unless otherwise noted):
 - a. the Vice-President and Provost of the University;
 - b. the Dean;
 - c. the Vice-Dean/s;
 - d. the Chief Librarian of the University;
 - e. the President of the Graduate Students' Union;
 - f. five full members (non-Emeritus) of the graduate faculty from each division: four elected by all members of the graduate faculty of each division; one Chair or Director from each division to be elected by the Chairs and Directors of each division;

Candidates for election shall be nominated by two members of the graduate faculty of the division, and election shall be by secret ballot. Membership shall be for staggered periods of three years; retiring members shall not be eligible for immediate re-election.

**Constitution of the School of Graduate Studies
Revised February 28, 2006**

- g. three graduate students from each division to be elected by the graduate students of the division;

Each candidate shall be nominated by two graduate students in the division, and election shall be by secret ballot. Membership shall be for periods of one year or two years, without necessity in the latter case for re-election for a second year. Nominees are required to indicate whether they are running for one year or two years. Retiring members shall be eligible for re-election for a third year.

- h. three members of the University administrative staff working in the administration of graduate studies: one administrative staff member of the School of Graduate Studies to be elected by members of the administrative staff of the School; two administrative staff members working in the administration of graduate studies in graduate units to be elected by administrative staff working in the administration of graduate studies in graduate units;

The School of Graduate Studies candidate/s shall be nominated by two members of the administrative staff of the School of Graduate Studies. Each of the remaining two candidates shall be nominated by two staff members working in the administration of graduate studies in graduate units. Elections shall be by secret ballot. Membership on Council shall be for periods of one year or two years, without necessity in the latter case for re-election for a second year. Nominees are required to indicate whether they are running for one year or two years. Retiring members shall be eligible for re-election for a third year.

- i. Members from associated constituencies; these may be appointed to the Council as non-voting members at the discretion of the Dean.

2. The Dean shall be chair of the Council.

3. The Council:

- a. shall make rules and regulations for governing its proceedings;
- b. shall meet at least three times during the year;
- c. subject to the provisions of the University of Toronto Act, 1971, this Constitution, and the approval of the Governing Council, shall make rules and regulations for the government, direction and management of the School and the affairs and business thereof;
- d. subject to the approval of the Governing Council shall establish graduate departments, centres and institutes, and

**Constitution of the School of Graduate Studies
Revised February 28, 2006**

interdepartmental committees (as defined in 13.(1)), where required;

e. shall determine the list of graduate departments, centres and institutes comprising each division;

f. subject to the approval of the Governing Council and SGS policy and procedures as required, shall fix and determine: the policies governing admission to the School of Graduate Studies; graduate programs offered in the School; the requirements to be fulfilled for each graduate degree or diploma; procedures by which exemptions may be considered. (3)

g. shall deal with and decide upon policy regarding fellowships, scholarships, bursaries, prizes and other awards in the School;

h. shall, in accordance with the University of Toronto Policy on Student Awards and SGS policy and procedures, fix and determine the conditions of awards of all fellowships, scholarships, prizes and other awards established in the School after the passing of this Constitution, and shall amend, where necessary, the conditions of award of any fellowships, scholarships, bursaries, prizes or other awards established in the School, having due regard for the wishes of the donor;

i. shall consider and report to the Governing Council upon such matters affecting the School as to the Council may seem meet;

j. shall have the power to establish, alter, or disband its committees as deemed necessary and to determine their composition, authority, quorum, and method of appointment of their members and chairs; Council has the final authority, be that in its decision-making capacity or in its advisory role, regarding recommendations brought forward by such committees;

k. shall have an Academic Appeals Board to deal with and decide upon all appeals by students in connection with the application of academic rules and responsibilities of the School, and its constituent units, subject to an appeal to the Governing Council;

l. in the absence of the official chair, may appoint a chair pro tempore from among the members present at the meeting.

m. may, and shall if requested in writing by fifteen members of the Graduate Education Council or the graduate faculty, at any time call a meeting of Council.

THE DEAN

Constitution of the School of Graduate Studies
Revised February 28, 2006

5.
 1. The Dean of the School shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators. (1)
 2. The Dean shall be:
 - a. chair of Council;
 - b. ex officio a member of all committees of the School;
 - c. ex officio a member without power to vote of the councils of such other faculties, colleges and schools as contribute to graduate studies and research.
 3. The Dean:
 - a. shall direct the general policy of the School so as to maintain and improve the quality of graduate scholarship in the University;
 - b. shall advise the Vice-President and Provost regarding such appointments within the School as the Vice-President and Provost may be authorized to make or recommend to the Governing Council;
 - c. shall advise the Vice-President and Provost regarding such other matters relating to the operation and welfare of the School as to the Dean may seem meet or as the Vice-President and Provost may request;
 - d. shall be responsible for the approval and transmission to Governing Council of the names of those candidates who have completed the requirements for each degree;
 - e. shall be responsible for the procedures for the review, approval and awarding of all applications and nominations for fellowships, scholarships, bursaries, and other graduate student prizes and awards in the School;
 - f. shall appoint examiners to conduct examinations in the School and to determine the results of such examinations.
 - g. exercises power under the authority of the "Policy on Appointments of Academic Administrators" (4) which states that "the Dean of the Faculty is the chief executive officer of the Faculty and reports directly to the Vice-President and Provost."
 - h. has ultimate authority for the allocation and management of the School's resources.
 - i. shall advise Council of the resource implications of proposed academic policy decisions.
 - j. shall seek the advice of Council on administrative proposals that may have a significant impact on the academic programs of the School.

THE VICE-DEAN

Constitution of the School of Graduate Studies
Revised February 28, 2006

6.
 1. One or more Vice-Deans shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators. (1)
 2. A Vice-Dean shall:
 - a. act on the Dean's behalf in his/her absence;
 - b. discharge such duties as may be assigned by the Dean.

THE DIVISIONS

7.
 1. There shall be four divisions of the School as follows:
 - a. Division I — The Humanities
 - b. Division II — The Social Sciences
 - c. Division III — The Physical Sciences
 - d. Division IV — The Life Sciences
 2. The Council may at any time change the number of divisions if it decides that the interests of departments and of the School as a whole will thus be more effectively served.
 3. A department or centre or institute shall normally belong to only one division; degree programs may, at the request of a department or centre or institute, be referred from one division to another by the Dean.
 4. A department or centre or institute shall, subject to the approval of Council, determine the division to which it shall belong; transfers from one division to another shall require the approval of Council. Collaborative Programs are referred to one division for administrative purposes by the Dean.

THE POWERS AND DUTIES OF GRADUATE DEPARTMENTS

8. The powers and duties of each graduate department are:
 1. to maintain and improve its standards of instruction, research and examination;
 2. to maintain and improve its graduate curriculum subject to governance structures approved by Governing Council, and in accordance with School of Graduate Studies policies and procedures.
 3. to approve:
 - i. admission of students to the School and enrolment in the department in cases conforming to the policies of the School;
 - ii. the program of study for each student in the department;
 4. to conduct examinations in the department, to determine the results of such examinations, to report such results to the School and to recommend to the Dean students eligible for graduate degrees.
9. The provisions of section 8 hereof shall also apply, wherever appropriate, to centres and institutes within the School.

Constitution of the School of Graduate Studies
Revised February 28, 2006

SGS CENTRES AND INSTITUTES (2)

10.

1. Whenever determined by Council centres and institutes shall exist within the framework of the School.
2. Where a centre or institute has its own budget, this may, subject to the approval of the Graduate Education Council, include the provision of a part or the whole of the stipend of the graduate faculty working within it. In such cases it shall be possible for either a centre or institute or a department to propose an appointment or a cross-appointment, at the level of professor, associate professor or assistant professor which shall, upon approval of the appropriate department, centre or institute, be made in accordance with the appropriate university policy on academic appointments, with the stipend of the person appointed to be shared between the centre or institute and the department, as required.

THE CHAIR OF A GRADUATE DEPARTMENT AND THE DIRECTOR OF A CENTRE OR INSTITUTE

11. The chair of each graduate department and the director of a centre or institute shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators. (1)

POWERS AND DUTIES OF CHAIRS OF DEPARTMENTS AND DIRECTORS OF CENTRES AND INSTITUTES

12. The chair or director of each graduate department, centre or institute shall:

1. in association with the graduate faculty, maintain and improve the quality of scholarship in the graduate department, centre or institute;
2. appoint to the graduate faculty in the graduate unit:
 - a. existing or prospective members of faculty of the University, or affiliated institutions, of professorial rank, including members holding status-only appointments, to be full or associate members of the graduate faculty;
 - b. other individuals from within or outside the University, whether holding professorial rank or not, to be associate members of the graduate faculty; and
 - c. retiring full members of the graduate faculty who have received the title of Professor Emeritus from the University of Toronto to the category of member emeritus.
3. appoint faculty to one of three categories of appointments: full, associate and emeritus.
 - a. Full members shall, where required, act as the sole or major supervisor of doctoral and master's theses and as a member of

Constitution of the School of Graduate Studies
Revised February 28, 2006

- thesis committees; serve as chair or voting member of final oral examination committees, where such examinations are required by SGS, and perform all duties associated therewith; assume responsibility for the setting and marking of comprehensive (general) examinations; teach, set and mark examinations for graduate courses and give such other direction to graduate students as may be required.
- b. Associate members shall be permitted to undertake all the duties of a full member but shall not serve as a sole or major supervisor, whether formally or otherwise, of doctoral students nor act as the chair of final doctoral oral examinations. The graduate chair or director may place further limitations on the graduate activities of an associate member.
 - c. Members emeriti shall be permitted to serve as a chair of final oral examinations and to carry out one or more of the following: serve as a member of thesis committees and as a voting member of final oral examinations; teach, set and mark examinations for graduate courses; assume responsibility for setting and marking of comprehensive (general) examinations; continue to serve as a sole or major supervisor of doctoral or master's theses; take on new master's or doctoral supervision with the approval of the graduate chair or director.
4. remove from the list of graduate faculty the names of those who, through retirement, resignation, death, or for any other reason in accordance with SGS policy, are no longer eligible for the graduate faculty in the graduate unit. The chair shall maintain an up-to-date list of graduate faculty members according to established procedures and notify the School of Graduate Studies of these changes annually;
 5. in accordance with SGS policy, arrange that every graduate student in the graduate unit has a faculty adviser throughout the program;
 6. on behalf of the graduate unit, ensure that graduate courses to be included in the calendar are duly approved;
 7. normally call a meeting at least once a year of the members of the graduate unit.
 8. in graduate units admitting students, appoint a full member of the Graduate Faculty as graduate coordinator who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair. The chair may fulfill both roles, at the chair's discretion.

INTERDEPARTMENTAL COMMITTEES

13.

1. Interdepartmental committees may be set up, on either a quasi-permanent or an ad hoc basis, on the initiative either of Council or divisions or of departments or centres/institutes wishing to function together for a particular purpose, e.g. collaborative programs, stand-alone graduate programs. The formation of such committees shall be reported to the Graduate Education Council. Matters involving changes

**Constitution of the School of Graduate Studies
Revised February 28, 2006**

in degree structure or the general conduct or policy of the School shall be presented as recommendations to the Council.

2. Where it is proposed that a degree program shall in conjunction with relevant departments be administered by the committee, the approval of the Council shall be obtained.
3. Where appropriate, the procedure for selection of a director of a graduate program administered by the committee shall be approved by the Council.
4. Interdepartmental committees may be converted into centres or institutes on the recommendation of Council and by approval and action of the Governing Council.

NOTES:

(1) The University of Toronto Policy on Appointment of Academic Administrators applies to the appointment, term of office, and responsibilities of all SGS Deans, Chairs of Graduate Departments, and Directors of SGS Centres and Institutes. The removal or suspension from office of persons appointed under the Policy on Appointment of Academic Administrators is to be authorized by the Vice-President and Provost in accordance with the provisions of that Policy, as may be amended or changed from time to time.

(2) The Universities policies on Centres and Institutes apply to the School of Graduate Studies Centres and Institutes.

(3) Effective July 1, 2006, divisions (Faculties) with graduate programs will be responsible for approval of graduate courses and minor program changes; the School of Graduate Studies will serve as a division in this regard with respect to centres and institutes within the jurisdiction of the School.

(4) The Dean is the Chief Executive Officer of the School and is responsible under the Policy on Appointment of Academic Administrators for making recommendations for appointments of chairs of graduate departments.

Revision History:

Statute No. 2961 of the School of Graduate Studies:

Passed by the Senate, December 9, 1966.

Approved by the Board of Governors, January 26, 1967.

As amended by:

- Statute No. 3011, passed by the Senate, March 8, 1968, and approved by the Board of Governors, March 28, 1968;
- Statute No. 3019, passed by the Senate, October 10, 1968, and approved by the Board of Governors, October 24, 1968;

Constitution of the School of Graduate Studies
Revised February 28, 2006

- Statute No. 3031, passed by the Senate, February 14, 1969, and approved by the Board of Governors, February 27, 1969;
- Statute No. 3047, passed by the Senate, May 8, 1970, and approved by the Board of Governors, May 28, 1970;
- Resolution of the Governing Council passed June 21, 1973, upon the recommendation of the Academic Affairs Committee of the Governing Council made May 22, 1973;
- Resolution of the Governing Council passed March 28, 1974, upon the recommendation of the Academic Affairs Committee of the Governing Council made February 19, 1974;
- Resolution of the Executive Committee of the Governing Council passed October 15, 1974, upon the recommendation of the Academic Affairs Committee made October 3, 1974, and reported to the Governing Council October 24, 1974;
- Resolution of the Governing Council passed June 19, 1980, upon the recommendation of the Academic Affairs Committee of the Governing Council made May 29, 1980;
- Resolution of the Governing Council passed December 17, 1981, upon the recommendation of the Academic Affairs Committee of the Governing Council made November 12, 1981;
- Resolution of the Governing Council passed November 17, 1983, upon the recommendation of the Academic Affairs Committee of the Governing Council; and
- Resolution of the Governing Council passed February 26, 1996, upon the recommendation of the Academic Board of the Governing Council made February 15, 1996.
- Resolution of the Academic Board passed September 4, 1997, and confirmed by the Executive Committee of Governing Council on September 8, 1997.



OFFICE OF THE ASSISTANT VICE-PRESIDENT
CAMPUS & FACILITIES PLANNING

APPENDIX "A" TO REPORT NUMBER 139
OF THE PLANNING AND BUDGET
COMMITTEE – November 10, 2010

FOR INFORMATION:

TO: Planning and Budget Committee

SPONSOR: Elizabeth Sisam, Assistant Vice-President, Campus and Facilities Planning

CONTACT INFORMATION: 416-978-5515; avp.space@utoronto.ca

DATE: November 2, 2010 for November 10, 2010

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Project Planning Report for the Renewal of the University of Toronto St. George Campus Data Centre.

JURISDICTIONAL INFORMATION:

Under the Policy on Capital Planning and Capital Projects, the Planning & Budget Committee reviews Project Planning Reports prepared for a capital project and recommends to the Academic Board approval in principle of the project.

BACKGROUND:

The University's main data centre moved to the McLennan Physics building in 1977. Built to house a mainframe computing platform and the supporting peripheral equipment of the day, and now well beyond its useful life, its design exposes the University's current information assets to greater risks than those ever conceived of in 1977.

Thirty-three years later, computing has become essential for the University to function. Most faculty, students and staff use computers on a daily basis for instructional activity, research, administrative work or communication.

The Data Centre houses all of the University's central business and critical systems. These information technologies provide a host of new marketing and communication methods and, through the web, showcase of the University internationally.

HIGHLIGHTS

The University requires a modern data centre that can accommodate necessary power and cooling densities. The University also needs to address the many single points of failure in the supporting infrastructure as well as building envelope deficiencies that pose a serious risk to the University's substantial investment in IT infrastructure and irreplaceable information assets.

Project Planning Report for the Renewal of the University of Toronto St. George Campus Data Centre.

Furthermore, to make a compelling case for divisions to host their servers centrally, either virtually or physically in the McLennan Data Centre, a data centre is required that instills confidence, eliminates the risks identified in the external audit¹ and provides access to better infrastructure (power, cooling, fire suppression, emergency power) than the divisions can afford on their own.

The University faces unprecedented financial pressures including many competing demands for funding. Nonetheless, it is an inescapable fact that the University is more heavily dependent than ever before on a stable network and highly-available central services operating 7 days a week, 24 hours a day.

Approval in principle is being sought for two phases, the first to address risk mitigation and the second to provide growth capacity. It is recommended that Phase 1, risk mitigation, including the emergency backup generator, be implemented now.

The proposed project will not require any additional building area and the move into renovated space will liberate space, nearly 167 NASM, for reassignment by the Provost's office. An expanded use by Physics & Canadian Institute for Theoretical Astrophysics would be a possible outcome given that their research computers are currently in this space.

FINANCIAL AND PLANNING IMPLICATIONS

The Total Project Cost for Phase 1 which addresses risk mitigation, including an emergency generator is estimated to be \$5,160,100.

Phase 2 which addresses capacity growth will be an additional \$945,000.

The report seeks approval in principle for both phases and approval to implement Phase 1 of the Renewal of the St. George Data Centre.

Current operating costs in the McLennan Building are charged at a rate equivalent to \$119.23/GSM or \$85,488 for the existing space (717 GSM), thus for the reduced area to be allocated to the Data Centre (450 GSM) an annual cost of \$53,654 would be expected. However, because data centre power and cooling requirements are extraordinary, this method of calculating operating costs is inadequate. It is recommended that power use for the IT load and mechanical load be separately metered to apportion expenses to the Faculty of Arts and Science and separately to the Data Centre. For information, current average power costs for 2009-10 have been \$0.11118/kWh.

FUNDING SOURCES

Funding sources for Phase 1 of the project will be \$2,835,000.00 from Information & Technology Services and central funding of \$2,325,100.00.

¹ MP367 DC External Audit Report: <https://files.me.com/phopewell/q9065k>

Project Planning Report for the Renewal of the University of Toronto St. George Campus Data Centre.

SCHEDULE

- Planning and Budget recommendation November, 2010
- Academic Board recommendation November 2010
- Business Board recommendation December, 2010
- Governing Council approval December 2010
- Team selection & appointment January, 2011
- Construction start April, 2011
- Occupancy August, 2011

RECOMMENDATIONS

It is recommended that the Planning and Budget Committee recommend to the Academic Board:

1. That the Project Planning Report for the Renewal of the St. George Data Centre in its present location in the McLennan Physical Laboratories Building be approved in principle.
2. That the project scope for Phase 1, as identified in the Project Planning Report, be approved at a total project cost of \$5,160,100 with sources of funding as follows:

Information & Technology Services	\$ 2,835,000.00
<u>Central funding</u>	<u>\$ 2,325,100.00</u>
Total	\$ 5,160,100.00

3. That, pending available funding, Phase 2 be brought forward to implementation through the Accommodation and Facilities Directorate in accordance with the Policy on Capital Planning and Capital Projects.

**Project Planning Report for Renewal
of the St. George Campus
Data Centre**

Campus and Facilities Planning

November 2, 2010

Table of Contents

I. EXECUTIVE SUMMARY2

II. PROJECT BACKGROUND.....5

 a. Membership.....5

 b. Terms of Reference5

 c. Background Information.....5

 d. Statement of Academic Plan.....6

 e. Space Requirements7

III. PROJECT DESCRIPTION.....9

 a. Site Options Considered.....9

 b. Space Program and Functional Plan.....10

 c. Design Objectives.....13

 d. Building Considerations14

 e. Site Considerations.....17

 f. Campus Infrastructure Considerations.....17

 g. Secondary Effects.....18

IV. RESOURCE IMPLICATIONS18

 a. Total Project Cost Estimate.....18

 b. Schedule.....18

 c. Operating Costs.....18

 d. Funding Sources.....19

V. RECOMMENDATIONS19

Table of Figures

Figure 1 - McLennan Physics Building, Existing Third Floor Plan7

Figure 2 - McLennan Physics Building, Proposed Third Floor Plan10

Figure 3 - Potential rack layout, new Data Centre, room 367D.....12

Figure 4 - Potential mechanical schematic elevation, room 367D.....12

Appendices

Appendix 1 - Existing Space Inventory7

Appendix 2 - Existing Equipment Inventory (available on request)10

Appendix 3 - Total Project Cost Estimate (available on request)12

Appendix 4 - Location Comparison Table.....12

Appendix 5 - Summary of Asbestos Containing Materials17

Appendix 6 - Design Objectives, Operational Criteria and Phased Approach.....18

I. EXECUTIVE SUMMARY

The University's main data centre moved to the McLennan Physics building after the initial data centre was destroyed by a fire in the Sanford Fleming building in 1977. Built to house a mainframe computing platform and supporting peripheral equipment of the day, and now well beyond its useful life, its design exposes the University's current information assets to greater risks than those ever conceived of in 1977.

Thirty-three years later, computing has become essential for the University to function. Most faculty, students and staff use computers on a daily basis for instructional activity, research, administrative work or communication.

These information technologies provide a host of new marketing and communication methods and, through the web, provide the primary showcase of the University to the world.

The Data Centre houses all of the University's central, business critical systems such as:

- ROSI student information system
- BlackBoard Learning Management System
- UTOR Info (Uoft's main web page)
- AMS/SAP
- DUA systems
- Internet & Research network connectivity for St George, UTSC & UTM
- All fibre optic network connections for the St George Campus, connecting all departmental networks
- Campus Wireless Network
- Server Virtualization Service
- MROL (My Research Online)
- Procurement Services UShop
- UTOR ID & UTOR Authentication
- UTOR Exchange (staff & faculty e-mail & calendaring)
- Blackberry Enterprise Server
- OCTEL voicemail system
- UTOR Mail (student, faculty and staff e-mail)
- UTOR Recover (central backup service)
- UTOR CSI (managed desktops & storage for Simcoe Hall et al)
- Police network & terminal server for squad cars
- Enterprise data storage & archiving

As computers have evolved over the past 30 years, consequently power and cooling demands have increased dramatically. The power-density of rack-optimized and "blade" servers continue to increase. Racks once containing a single computer can now hold 40 or more. As a consequence, and due to the lack of a structured cabling system to deal with this added complexity, the existing raised floor air conditioning plenum is clogged with network and power cabling. This prevents proper cooling of the IT loads and greatly reduces efficiency. Mechanical support systems that were adequate for a single mainframe are now inadequate, prone to failure¹, and have already caused campus-wide IT service outages.

There have been leaks² from overhead roof drains and other sources that have resulted in service outages and damaged equipment. Facility-wide environmental monitoring alerting operations staff to leaks, thermal problems, or other factors that could endanger the equipment and/or cause a service outage is necessary.

The facility lacks emergency backup power generation capability in the event of a prolonged (i.e. longer than 10 minutes) power outage. It has already been shown,

¹ AC Compressor failure on June 24th, 2010

Critical cooling tower failure on August 29th, 2010

² Flood in MP367 from Mechanical Penthouse on June 17th 2009
Flood in MP367 on June 24th 2009 due to plugged AC drain

through the extensive analysis conducted while preparing the I+TS Incident Response Plan³ for water in the Data Centre, that the time to restore services following a planned, graceful shutdown is between 2 and 10 hours. Following an *unplanned* shutdown, which would occur after the 10 minutes of UPS battery backup is depleted, the time to restore only the most critical services would increase to between 5 hours and 2 days, assuming that the data was not corrupted by the shutdown and/or the equipment damaged.

A service outage of these proportions – ROSI, BlackBoard, E-mail etc unavailable for hours or days - would result in significant challenges for the University.

Recommendations:

The University requires a modern data centre that can accommodate necessary power and cooling densities. The University also needs to address the many single points of failure in the supporting infrastructure as well as building envelope deficiencies that pose a serious risk to the University's substantial investment in IT infrastructure and irreplaceable information assets.

Furthermore, to make a compelling case for divisions to host their servers centrally, either virtually or physically in the McLennan Data Centre, a data centre is required that instils confidence, eliminates the risks identified in the external audit⁴ and provides access to better infrastructure (power, cooling, fire suppression, emergency power) than the divisions could afford on their own.

It is recognized that the University faces unprecedented financial pressures and that there are many competing demands for funding. Nonetheless, it is an inescapable fact that the University is more heavily dependent than ever before on a stable network and highly-available central services operating 7 days a week, 24 hours a day.

This proposal divides the renovation into two phases, Risk Mitigation and Capacity Growth. Phase 1 addresses Risk Mitigation issues while Phase 2 allows for additional Capacity Growth.

The report seeks approval in principle for both phases and approval to implement Phase 1 of the Renewal of the St. George Data Centre.

The proposed project will not require any additional building area and the move into renovated space will actually liberate space, approximately 167 NASM, for reassignment by the Provost's office, a 25% increase in space efficiency. An expanded use by Physics and Canadian Institute for Theoretical Astrophysics would be a possible outcome given that their research computers are in currently in this space.

The engineering and construction team selection process for the Data Centre will begin immediately following project approval, with an anticipated construction start in April, 2011, and occupancy by August, 2011.

³ IRP Best Case: <https://files.me.com/phopewell/hd3ebm>

IRP Worst Case: <https://files.me.com/phopewell/mavyj4>

⁴ MP367 DC External Audit Report: <https://files.me.com/phopewell/q9065k>

Current operating costs in the McLennan Building are charged at a rate equivalent to \$119.23/GSM or \$85,488 for the existing space (717 GSM), thus for the reduced area to be allocated to the Data Centre (450 GSM) an annual cost of \$53,654 would be expected. However because data centre power and cooling requirements are extraordinary, this method of calculation of operating costs is inadequate. It is recommended that power use for the IT load and mechanical load be separately metered to apportion expenses to the Faculty of Arts and Science and separately to the Data Centre. For information, current average power costs for 2009-10 have been \$0.11118/kWh.

The estimated Total Project Cost for Phase 1, of the project, which addresses risk mitigation and provides an emergency generator, is \$5,160,100.

Phase 2, addressing capacity growth, is estimated to cost \$945,000. This report is seeking approval for the implementation of Phase1 only.

Funding sources for Phase 1 of the project will be \$2,835,000 from the Information and Technology Services and \$2,325,100 from central funding.

II. PROJECT BACKGROUND

a. Membership

Patrick Hopewell	- Director, Enterprise Infrastructure Solutions
John Calvin	- Manager, Data Centres
Bruce Wildfong	- Supervisor, Network Operations
Ron Swail	- Assistant Vice-President, Facilities & Services
Bruce Dodds	- Director, Utilities & Building Operations, Facilities & Services
Julian Binks	- Director, Planning & Estimating, Capital Projects, Real Estate Operations
Alan Webb	- Planner, Campus & Facilities Planning
Olivier Sorin	- Graduate Student, Humanities, French

b. Terms of Reference

1. Propose a plan that will address the current and future requirements for the University of Toronto St. George Campus Primary Data Centre.
2. Review options for the location of the Data Centre and recommend a preferred location that will best serve the University.
3. Identify the capital cost of the Data Centre and all other resource implications, including projected increases to the annual operating cost as a result of the plan.
4. Identify any costs associated with staging during implementation of the project.
5. Identify a funding plan for the project.
6. Report by November, 2010.

c. Background Information

A Two Phase Data Centre Renewal Plan

The primary purpose of any data centre is to provide a protected and stable operating environment for the critical information systems and assets on which an institution relies. The University's Data Centre is no different in that respect. Were one to design a new data centre without regard for cost, complete redundancy would be designed.

In banking and brokerage, that would be two data centres, each having two separate utility feeds, two uninterruptible power supplies, two generators, two cooling towers, two chilling and air-handling systems. This complete redundancy affords one the ability to maintain one mechanical system, while the other supports the continued operation of the data centre.

In higher education, complete redundancy in all systems is typically financially unfeasible. Thus, every design decision, short of total redundancy, is necessarily a trade-off between cost and risk. To make an informed decision, these risks must be understood and accepted by the University. What must be prevented above all else is

the complete and prolonged loss of service affecting the information systems supporting the academic, research, and administrative functions of the University.

Computers cannot operate without both electricity and cooling in roughly equal proportions. Even with an Uninterruptable Power Supply (UPS), a loss of power to the building (or a tripped main breaker) will ultimately result in an uncontrolled total shutdown of the facility 10 minutes later, when the UPS batteries eventually run down. A loss of cooling will have a similar effect when the temperature in the Data Centre rises above a critical threshold. What this means in practical terms is that for any electrical and most cooling failures, if the issue cannot be resolved quickly, the result is likely a complete shutdown of all services.

Enterprise Infrastructure Solutions (EIS) requested Ehvert Engineering to design a data centre for the University that would be located in the McLennan building reusing part of the existing facility, according to industry best practice and without discussion of costs. This design informed the discussion of how best to build a 280 m² data centre having 350kW IT load. The result was a \$10M design incorporating all of the redundant elements that a proper data centre should have.

EIS then removed from that design those redundancy features that were appropriate to the University's mission but cost prohibitive (a second UPS, a second generator, a redundant electrical supply and distribution system). In short, the ability to grow the Data Centre beyond 350kW IT load, without a total shutdown to install a new building electrical service, is sacrificed. A designed valued at \$6M remained, appropriate to the needs and resources of the University over the long term, but perhaps too large to accommodate in any single budget year. Working with Ehvert Engineering, that \$6M design has been broken into two phases, which when completed will provide an appropriate level of redundancy in both power and cooling as well as additional capacity.

Thus, few of the operational risks associated with the current machine room, other than fire and flooding, are mitigated until after Phase 1 has been completed. Until such time as there is a generator that powers both the IT and mechanical loads, and a redundant cooling plant that can be powered by that generator, the risk of a prolonged service outage due to scheduled and unscheduled power outages remain. The last scheduled building electrical maintenance lasting 12 hours was March 2007 and the next is to be scheduled before the end of this fiscal year. However, the two phases of the plan have been designed with the goal of continuous Data Centre operation from the completion of Phase 1 through to the completion of Phase 2. Keeping the Day-1 load of 125kW (16 cabinets only) operational through the implementation of Phase-2 was integral to the Phase 1 requirements.

Phase 1 provides the ability to grow beyond 16 cabinets and/or 125kW IT by adding more cooling that will also serve as redundant cooling.

d. Statement of Academic Plan

The Data Centre plays a vital role in fulfilling the University's academic mission, allowing for the reliable and seamless storage and communication of information to many thousands of users daily. The Data Centre is also a critical piece of infrastructure to the administration of the institution, housing the AMS financial and payroll systems, ROSI Student Information System among many other key services.

Equipment Profile

The I+TS component of the existing McLennan Data Centre currently comprises a total of 66 server racks and a variety of peripheral equipment (e.g. tape backup libraries, UPS, fibre optic patch panels, etc). There are no staff in rooms 367 or 367D however the Network Operations Centre in room 367A accommodates four staff members whose workstations will be relocated to existing Information and Technology Services space in room 368. A staff member in room 367C will also be relocated to room 368.

The Existing Equipment Inventory is included in Appendix 2 (available on request).

III. PROJECT DESCRIPTION

a. Site Options Considered

A comprehensive analysis of the existing Data Centre was conducted in September 2009 by consultants at Bell Canada/Cesmic Group Ltd. The options for addressing the risks and deficiencies contained in the report included renovating the existing space or moving the data centre to a collocation facility. Professional collocation was eliminated early on because of the prohibitive annual costs, however a costing analysis was conducted by I+TS, in conjunction with the Real Estate Operations, to evaluate the relative costs of renovating the current space versus moving to leased space. The table in Appendix 4 shows the comparative OTO and annual costs applicable to portions of the Phase 1 project for the various locations considered.

	Advantages	Disadvantages
Renovate Existing DC	Building owned by The University	Single power feed to building
	No additional inter-networking costs	Higher capital cost to renovate
	Lower migration costs	
	Fewer and shorter service disruptions during migration	
	Proximate to existing support staff offices	
Professional DC Co-location	24x7 Security Guard and Monitoring	High annual operating costs
	Low upfront capital costs	No dedicated support staff office space available
		High moving costs
		High inter-networking costs
		Significant disruption/outages during migration
Off-Campus Leased DC Space		Year-to-year space commitment
	Frees up MP367 for other uses	High inter-networking costs
	Fibre optic connection diversity (905 King)	Higher moving costs
	A & B utility power feeds (905 King)	Significant disruption/outages during migration
		Lease costs could escalate after initial 1-5 year term (905 King)
		Renovation required at all sites visited to accommodate planned power density and to bring site up-to-date
	Generator is shared among all building tenants (905 King)	
		Dedicated staff office space not included in occupancy costs.

For a cost comparison of the specific sites considered, please refer to Appendix 4

It has been demonstrated that locating the Data Centre at the McLennan Building represents a significant annual savings in operating costs and significantly less risk and downtime than relocation to leased space. For example, the leased alternatives would provide a 5-year lease arrangement after which new lease costs would have to be negotiated and the co-location options are on a year-to-year basis.

Relocation of the Data Centre to an off-site facility will require downtime in order to move the existing hardware. The costs of relocating the hardware and the replacement of portions that cannot be easily relocated without damage have not been included in the estimate. Alternatively, to eliminate downtime for the transition to an off-site location, new hardware would have to be purchased (valued in excess of \$10 million) to allow for server migration.

Due to the advanced age of many of the production servers, and the fact that the servers are not being replaced as part of this project, there is a very high risk that the vibration and impact to which they would be subjected in the course of external relocation would result in about 30% being inoperable at the destination site. This is in addition to the length of downtime that would result from having to dismantle, move and setup the

Figure 3 (following page) shows one possible layout for the renovated data centre and was suggested as part of the Ehvert Engineering study conducted in June, 2010. It should be noted that rack layout, rack orientation, and the final number of racks containing server equipment, will depend on the method of cooling selected as a result of a comprehensive engineering study and design. The final layout may differ from what is shown below, however, the concept of rows with overhead cable management is the likely end product regardless of cooling and electrical distribution method selected.

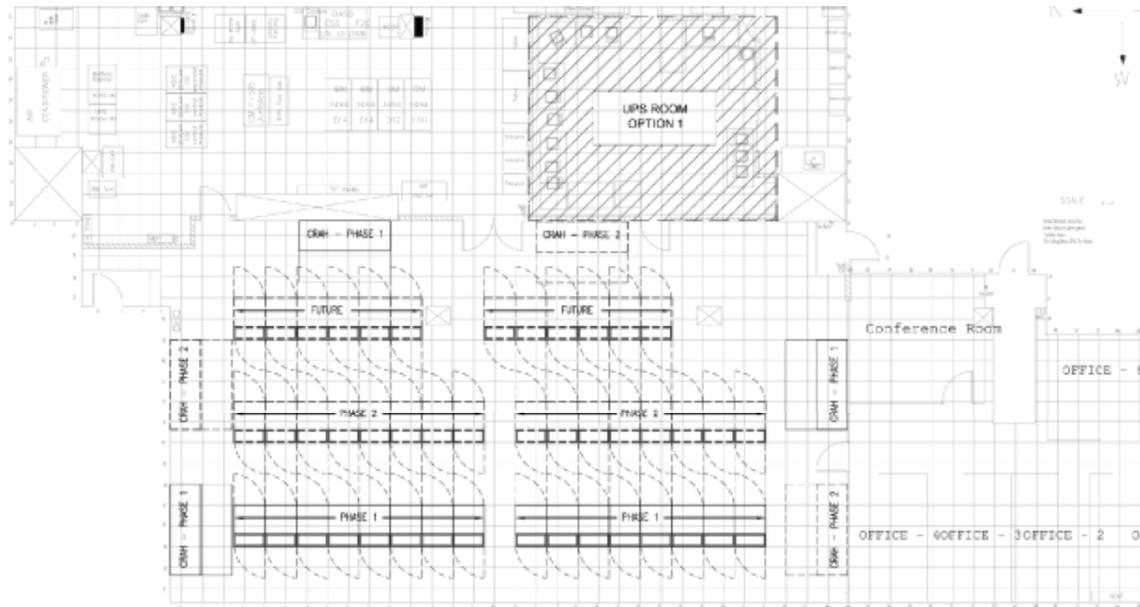


Figure 3 - Potential rack layout, new Data Centre, room 367D

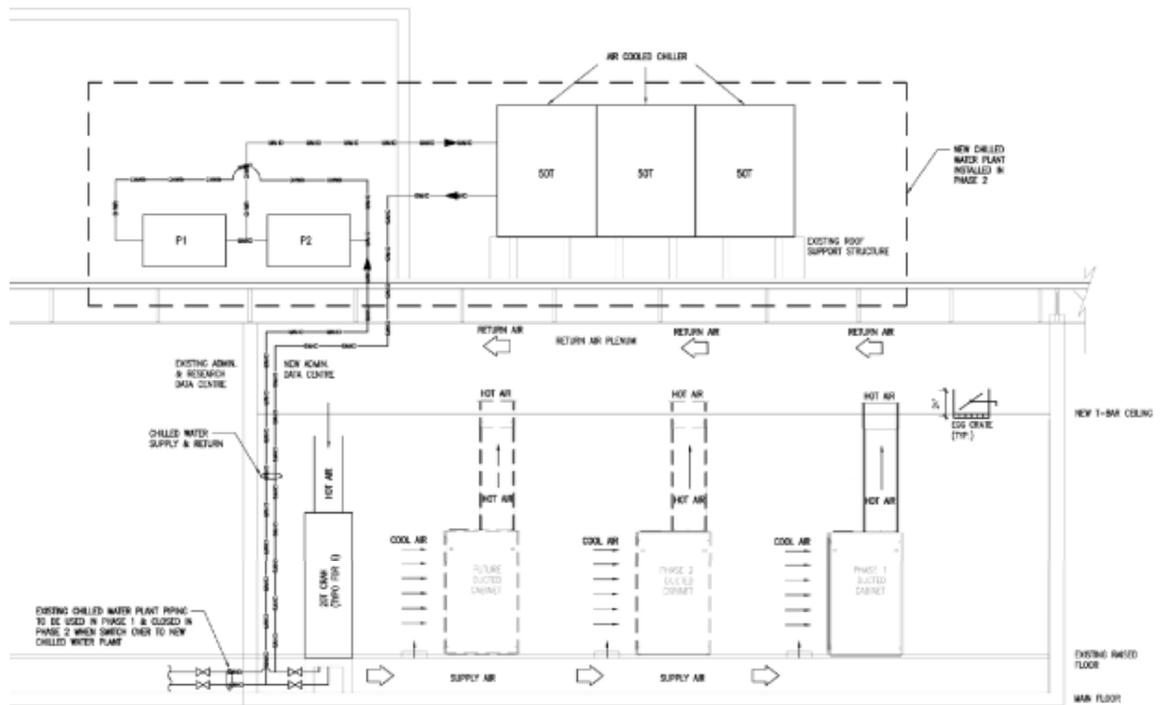


Figure 4 - Potential mechanical schematic elevation, room 367D

A detailed space program (to be read in conjunction with the functional plans) is listed as follows:

Data Centre (Main Room)

This room must be a secure and protected, scalable, high-availability, high-density computing environment to house only the rack-mounted servers and associated peripheral equipment of the Data Centre.

Data Centre (Support Area)

This area will act as support space for the Data Centre’s main room and could include: a networking room to house existing MAN and WAN connections, a testing/staging area, and a secure storage area.

Please see Space Program below for additional information.

Space Program for the Data Centre Renewal	
	NASM
Data Centre - Main Room	
Server/Rack Area	231.0
Data Centre - Support Space	
Network Area	59.0
Testing/Staging Area	59.0
Secure Storage Area	59.0
Grand Total	408.0

c. Design Objectives

To develop and deliver professionally managed, central facilities to accommodate and support core IT and computing services in a cost-effective manner to meet the academic and administrative needs of the University.

In achieving this goal, the guiding values and principles are:

- **Predictability, reliability and resilience**
- **Cost effectiveness and efficiency**
- **Managing risk** to meet business continuity and disaster recovery requirements
- **Energy efficiency** to minimize carbon emissions
- **Flexibility and scalability** to meet the changing needs of the University

A detailed description of the design objectives, operational criteria and of the phased approach can be found in Appendix 6.

f. Building Considerations

The new Data Centre should be created in line with industry best practices for redundancy and security and must be able to support the next generation of high density computing equipment.

The existing Data Centre contains a high number of risk factors including but not limited to an old and temperamental power distribution network, inadequate cooling distribution, and faulty drainage from the floors above, insufficient physical security and lack of proper rack level documentation.

In order to significantly reduce the risk level within the Data Centre, multiple systems should be addressed. These systems include: the cold air distribution system as well as the hot air return system; Electrical Distribution and UPS systems; Physical Security and Auditing controls; and the raised floor system, which should be replaced.

In order to prepare room 367D to house the new Data Centre, a program must be designed to remove and replace the existing raised floor system, after thoroughly cleaning the area, patching the concrete, and addressing any structural deficiencies. Roof and floor drains above must be repaired where required, moved to a location outside the Data Centre foot print where possible, and fitted with a secondary containment system that would direct water away from the Data Centre in the event of a leak.

Standardized server racks should be used; overhead network and power distribution cabling; and rack mounted PDU's that are metered and managed should be used in every rack. New racks should have pre-terminated ports for copper and fibre backbone connections to the existing network so as to contain each system and enable manageability to the rack level. These changes will allow for higher density server technologies and the migration away from older systems over time.

Mechanical

Heating, Ventilation and Air Conditioning

The area is currently served by 4 reciprocating chillers that produce chilled water at the rate of 250 Tons. The majority of this equipment dates from the late 1970's. Heat is expelled via a closed metal cooling tower which has recently failed, forcing an emergency shutdown of the facility to be commenced. The chilled water is used by the computer room air handlers that date from about 1978. About 25-30 Tons of the cooling capacity is used for the laser labs in the basement.

The chillers currently in place use R-22 refrigerant (an HCFC) which is gradually being phased out over the next few years. While we would still be able to operate them, replacement of the compressors in the event of a failure or refilling of the system will start to get more and more difficult, and historically we have had to replace compressors on these units.

Air handler #7 serving the area should be upgraded or replaced as this unit is required to perform a major role in the sensible cooling, humidification/dehumidification and ventilation of the support areas.

In general a key design principle should be the use of equipment cabinets that are integrated into the overall facility heat load management to further increase the cooling efficiencies.

The goals of the mechanical design are:

- Lower annual maintenance cost
- Improve performance and efficiency
- Improve access to equipment
- Provide for free cooling and partial free cooling capabilities
- N+1 redundancy in all active equipment components

Electrical

The 750kW feed that previously serviced the CRAY computer can be used for the IT Loads (up to 350kW); and the mechanical load. Without having a second utility power feed for the Data Centre, a generator, capable of supporting both the IT and mechanical loads, is required.

Back-up power

The Bell/Cesmic report suggested automatic switching of the loop feeder in the event of a failure on a segment of the loop. This is not acceptable because such a failure requires investigation of the cause of the incident before such switching can occur – hence, the potential for up to 4 hours before restoration of the power. A back up diesel generator set with automatic transfer switches would be a better solution to this problem.

When a diesel generator is added, it should be sized to include the mechanical support equipment as well. The rooftop may not be a viable place for the generator because of the proximity to air intakes. A new generator could be located in the parking garage (unfortunately, at the expense of two parking spots). A location for the diesel tank and filling equipment would also have to be identified.

The electrical distribution for the new data centre is based on a 750 kVA distribution feed to service both the Data Centre IT and mechanical loads.

The first phase of upgrades should include the implementation of a modular UPS. The power distribution infrastructure feeding the UPS would be sized to accommodate the end-state configuration and load, in order to facilitate a seamless implementation of the additional capacity. The design should not preclude the addition of an optional second and fully redundant UPS of equal capacity (not included in the two-phase plan) at a later date.

As part of the distribution upgrades for the first phase, an Automatic Transfer Switch should be implemented. A mobile generator connection can be installed to provide emergency power in the event of a planned outage. This distribution will also be sized for the combined end-state loading of 750kVA (IT and mechanical loads).

It is envisaged that a future fixed generator will be a diesel based unit. Diesel is the preferred fuel source for emergency generators due to the technology's inherent ability to withstand "block loading" and long history of reliability in standby applications. It is

preferred over natural gas because a gas-main shut-off, ordered by the fire department, very is likely in the event of fire in an adjacent or neighboring building.

Fire Protection

The existing combined Administration and Research Data Centre has a recently installed pre-action dry type sprinkler system. This pre-action system provides the life safety component of fire protection. A separate system, providing equipment fire protection, should be implemented. A Very Early Smoke Detection Apparatus (VESDA), which detects the presence of smoke in advance of a standard smoke detection system would pin point the source of the warning allowing for immediate response prior to ignition and open flame.

The standard fire protection system should be paired with a gas fire-suppression system. In the event of a fire the gas suppressant is released to extinguish the fire prior to the wet sprinklers discharging. The gas suppressant system can be designed to minimize damage to the electronic equipment, and limiting equipment replacement costs and downtime.

The above fire protection systems should be installed and implemented in Phase-1, beyond providing a high level of fire protection and detection as soon as possible this would also allow the installation to take place before any equipment is in installed in the room, preventing the introduction of dust and debris to the equipment.

Communications and Network Infrastructure

The proposed communications and network infrastructure includes new fibre optic cable distribution, internetworking equipment, network core switches, cabinets and pathways. In addition, redundant cabling should be removed and new cable management at the existing central fibre termination should be installed.

The new fibre cable infrastructure could be routed from the central termination to all new server cabinets.

The fibre cable infrastructure should be supported by a new overhead cable tray system in order to separate the new installation from the legacy fibre and copper in the raised floor. All fibre cables should be terminated in fibre patch panels, complete with connector panels, sleeves, labeling, and cable management. All fibre and connectivity products should be laser optimized and rated to support speeds of 10 Gigabits.

The new cabinets should support all standard networking and server equipment and be equipped with devices/ducting for heat extraction, to prevent the mixing of hot return air with the cooler supply air. This approach would not only provide better cooling inside the cabinet for the equipment but would also provide higher efficiencies and tangible cost savings on the mechanical systems. All cabinets should include standard components such as mounting rails, steel mesh front doors, solid rear doors, and integrated cable management.

Hazardous Materials

Appendix 5 includes an overview of the presence of asbestos-containing materials within the building. Detailed information can be obtained from the University's asbestos inventory system upon request.

Prior to planning any renovation or demolition project a pre-construction survey must be carried out.

Disclaimer

The information provided has been collected from consultants' audit reports as well as the experience and knowledge of Facilities & Services staff. No detailed engineering has been done – this is left to the design team during the implementation of the project.

g. Site Considerations

Electrical Infrastructure

The anticipated electrical load for the IT equipment is 350kW. According to the Bell/Cesmic report the existing capacity is enough for the loads anticipated at the data centre. However, the loads anticipated over the next few years for the adjoining Physics/CITA space must be investigated and considered as well.

It should be noted that the existing facility does not have a single feed, but several. In order to facilitate the addition of back-up power, this should be changed to a single feed from one transformer. There should also be sub-metering for the loads for the facility so that true costs, separate from the rest of the building can be measured for the facility. Metering shall be compatible with the University's campus metering initiative.

h. Campus Infrastructure Considerations

Roof

The flat roof above the Data Centre was replaced in 2006.

Drains

All cast iron drains including any asbestos coverings within the facility need replacement.

Risk Containment

Flood alarms in the mechanical room (above) and within the raised flooring below are recommended. A structural assessment of the concrete floor slab is required prior to moving additional equipment into the space.

Fire Suppression – A gas suppression system is recommended and would enhance protection of assets within the facility. Very Early Smoke Detection Apparatus (VESDA) should also be installed.

Non-assigned space

No additional caretaking lunchrooms or closets need be provided assuming that the existing ones remains. The only new non-assignable space required would be an extension to the penthouse on the roof, should the chillers or other equipment be located outside of the penthouse.

extraordinary power use by this facility. For information, current average power costs for 2009-10 have been \$0.11118/kWh.

Using an assumption of 408 NASM (450 GSM) and 16 rack servers, Facilities & Services predict the following outcomes:

Utilities

No additional costs are foreseen for heating and the cost to cool the heat generated by the IT load (125kW) will remain at \$44,000 per annum, and will increase to approximately \$63,300 once the end-state IT load of 350kW is reached.

Electricity costs to supply the IT load will remain at \$122,000 per annum for the Day-1 IT load and will increase to \$341,000 per annum for the end-state IT load of 350 KW.

Operation and Maintenance

In the McLennan Building these costs are charged at a rate equivalent to \$60.20/GSM or \$27,090 for this space. This would include cleaning, waste management, police, fire prevention, mail services, as well as building fabric, mechanical, electrical and elevator maintenance. As there is no new space there is no increase in operation and maintenance costs.

d. Funding Sources

Funding sources for Phase 1 of the project will be \$2,835,000 from Information & Technology Services and central funding of \$2,325,100.

V. RECOMMENDATIONS

It is recommended that the Planning and Budget Committee recommend to the Academic Board:

1. That the Project Planning Report for the Renewal of the St. George Data Centre in its present location in the McLennan Physical Laboratories Building be approved in principle.
2. That the project scope for Phase 1, as identified in the Project Planning Report, be approved at a total project cost of \$5,160,100 with sources of funding as follows:

Information & Technology Services	\$ 2,835,000
<u>Central funding</u>	<u>\$ 2,325,100</u>
Total	\$ 5,160,100

3. That, pending available funding, Phase 2 forward to implementation through the Accommodation and Facilities Directorate in accordance with the Policy on Capital Planning and Capital Projects.

Appendix 1	Existing Space Inventory
Appendix 2	Existing Equipment Inventory (available on request)
Appendix 3	Total Project Cost Estimate (available on request)
Appendix 4	Location Comparison Table
Appendix 5	Summary of Asbestos Containing Materials
Appendix 6	Design Objectives, Operational Criteria and Phased Approach

Appendix 1 Existing Space Inventory

McLennan Building (area of work)

Fir	Rm #	Sul Dept	Short Nam	Categ	Category	Short I	Prorati	%	Stns	Room Alloc	Comments	Area
M02	367	I+TS-Infrastruc		12.1	Cent Computing	Space		85	0	Computer Room		358.86
M02	367	Physics		3.2	Res Lab Support			15	0	Computer Serves/Racks		63.33
M02	367 A	I+TS-Infrastruc		10.1	Central Admin				4	Professional Office Multi (Sh		29.76
M02	367 B	I+TS-Infrastruc		19.5	Inactive/Assign				1	Vacant		11.97
M02	367 C	I+TS-Infrastruc		10.1	Central Admin				1	Professional Office Single		11.79
M02	367 D	I+TS-Infrastruc		12.1	Cent Computing				0	Computer Room		204.98
												680.69

Appendix 2 Existing Equipment Inventory (available on request)

Appendix 3 Total Project Cost Estimate (available on request)

APPENDIX 4 Data Centre Cost Comparison Table - 3000 sq.ft., 125kW IT Load, 16 Racks - Phase 1 Renovation

	McLennan Physics 285 Huron St. Renovate Existing Space	905 King W. Leased Space	Parkway Place 245 Consumers Rd. Leased Space	Bell Canada Caniff Street DC Co-locate	Data Centers Canada Toronto North DC Co-locate	Momentum Colocation Banigan Dr. Co-locate
Space	\$33,201 \$119/ASMM	\$150,000 \$50/sq.ft./month	\$90,000 \$30/sq.ft./month	\$1,320,000 \$4400/rack/month	\$307,968 \$1604/rack/month	\$361,880 \$2040/rack/month
Utilities	\$244,842	\$219,307	\$219,307	included in co-location cost -MAX 5000V/rack	\$219,307	\$186,150 \$0.0650/kWh + 15% admin
Networking	\$0	\$216,000 10Gb circuit @ \$18,000/mo.	\$216,000 10Gb circuit @ \$18,000/mo.	\$216,000 10Gb circuit @ \$18,000/mo.	\$216,000 10Gb circuit @ \$18,000/mo.	\$216,000 10Gb circuit @ \$18,000/mo.
Moving	\$0	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
OTO	\$2,700,000 renovation est.	\$1,360,000 renovation est.	\$2,360,000 renovation est.	\$24,000 \$1500 setup/rack	\$180,000 \$100k setup fee \$5k/rack for racks & power	\$400,000 OTO costs to be confirmed once detailed engineering study conducted. Est. \$400k
Downtime & Disruption	Low	Very High	Very High	Very High	Very High	Very High
Notes	Applicable portion of Phase 1 for comparison purposes. Day- 1 IT load	does not include office space	OTO costs to bring Power & Cooling up to-date were not explored in detail because site was not ideal, however it would not be unreasonable to expect the OTO cost to be between the 905 King and 255 Huron estimates.	Includes security monitoring, fire detection & suppression, UPS, diesel generator backup. Does not include dedicated office space.	Includes security monitoring, fire detection & suppression, UPS, diesel generator backup. Does not include dedicated office space.	Includes security monitoring, fire detection & suppression, UPS, diesel generator backup. Does not include dedicated office space.
OTO Total	\$3,335,000	\$1,610,000	\$2,610,000	\$274,000	\$430,000	\$650,000
Amortized OTO	\$474,439	\$229,040	\$371,300	\$38,979	\$61,172	\$92,469
Annual Costs	\$278,043	\$585,307	\$525,307	\$1,320,000	\$743,275	\$793,830
Total per Annum Cost	\$752,482	\$814,346	\$686,607	\$1,358,979	\$804,447	\$886,298

** To accommodate the IT Load,
25 cabinets are needed!!

N.B. Due to the advanced age of many of the servers we are running, and the fact that we are not replacing the servers as part of this project, there is a very high risk that the existing they will be subjected to as a result of a physical move, will result in about 30% not being bootable when they reach their destination. This is in addition to the length of downtime that will result from having to dismantle, move and setup the servers at the new location. Downtime and risk could be reduced significantly if we had new hardware to

Cost of Power: ~10.22 cents per kWh unless otherwise specified

Moving Cost Detail: Moving cost estimates are based on EHV Engineering's estimates and have been used as a guide-price for all locations. EHV mentioned that these estimates are probably on the low side, and do not include the cost of moving out of the space at the end of the lease.

IT Load	125 kW
Mech Load	125 kW
# of Racks	16 Racks
Power Cost	0.11180 per kWh UoIT
Power Cost	0.10014 per kWh non-UoIT
Space	3000 Sq. Ft.
NASM to sq.ft.	10.7527 sq.ft./NASM
Amortization Rate	5.25%
Amortization Period	9 years
PUE	2.0 Ratio
Rack Density	7.81 kW per Rack

Appendix 5 Summary of Asbestos Containing Materials

SUMMARY OF ASBESTOS-CONTAINING MATERIALS - McLENNAN PHYSICAL LABS - BUILDING # 078

Level	BUILDING MATERIAL										
	Texture Coat	Drywall Joint Compound	Thermal Mechanical Insulation	Vinyl Floor Tiles/Sheeting	Ceiling Tile	Transite	Plaster	Fireproofing			
16	Not Present	Not Present	Not Present	C**	Not Present	Not Present	Not Present	Not Present			
15	Not Present	S*	C**	C**	Not Present	C**	S**	C** (Encapsulated)			
14	Not Present	Not Present	C**	S*	N	Not Present	Not Present	Not Present			
13	Not Present	N	C**	N	N	Not Present	Not Present	Not Present			
12	Not Present	S**	C*	S*	N	Not Present	S*	Not Present			
11	Not Present	S**	C*	S*	N	Not Present	Not Present	Not Present			
10	Not Present	S*	C**	N	N	Not Present	Not Present	Not Present			
9	Not Present	S**	C**	S*	N	Not Present	S*	Not Present			
8	Not Present	S*	C**	C**	S*	Not Present	S*	Not Present			
7	Not Present	S**	C*	N	N	Not Present	Not Present	Not Present			
6	Not Present	Not Present	C**	N	N	Not Present	Not Present	Not Present			
5	Not Present	Not Present	C**	S*	N	C*	Not Present	Not Present			
4	Not Present	S*	C**	C**	N	C*	S*	Not Present			
3	Not Present	S**	C**	S**	S**	C*	S*	Not Present			
2	Not Present	S**	C**	C**	S*	Not Present	S**	Not Present			
1	N	N	N	N	N	Not Present	S**	C*			
B	Not Present	S**	C**	C**	S*	Not Present	S**	Not Present			
SB	Not Present	N	C**	C**	N	C*	S**	Not Present			

C - Confirmed Asbestos-containing
S - Suspected to Contain Asbestos
N - Non-Asbestos

* Minor Quantity
 ** Major Quantity

Bldg. # 078

This summary provides an elementary information of presence/absence of asbestos-containing materials within the building. Prior to planning any renovation or demolition project a pre-construction survey should be carried out.

Appendix 6 Design Objectives, Operational Criteria and Phased Approach

Design Objectives

To develop and deliver professionally managed, central facilities to accommodate and support core IT and computing services in a cost-effective manner to meet the academic and administrative needs of the University.

In achieving this goal, the guiding values and principles are:

- **Predictability, reliability and resilience**
- **Cost effectiveness and efficiency**
- **Managing risk** to meet business continuity and disaster recovery requirements
- **Energy efficiency** to minimize carbon emissions
- **Flexibility and scalability** to meet the changing needs of the University

The electrical power demands of the renewed Data Centre are anticipated as an IT Load of 125 KW on Day 1 and 350 KW at end-state. In order to support a staged approach to capital spending, existing infrastructure should be re-used where possible. There is limited mechanical infrastructure that can be re-used beyond the Day-1 load of 125kW. However, there is an opportunity to re-use some existing electrical infrastructure.

Given the current power and cooling distribution configuration in the existing McLennan Data Centre, it's difficult to empirically measure the existing Power Usage Effectiveness (PUE) of the facility. Based on similar type data centres, without a clogged plenum, our current average PUE is likely worse than 2.0. Upon completion of Phase-2, the proposed Data Centre should have an average PUE of 1.5. This represents an estimated increase in efficiency of over 25% from the current situation. At the end-state 350 kW IT load, that represents a savings of up to \$65,000 in annual operating cost. Over ten years, that savings would cover the capital cost of the emergency power generator.

Operational Criteria

- A Day 1 (Phase-1) IT load to match the existing load of the Administration equipment, this is projected to be at 125 kW.
- An end-state IT load of up to 350kW, maximizing the existing electrical distribution.
- Phase-1 cabinet count of 16 cabinets
- Phase-2 cabinet count of 32 cabinets (an additional 16 cabinets)
- End-state cabinet count of 44 cabinets total
- Phase-1 to include the installation of a new redundant chilled water plant dedicated to the new Administration Data Centre
- Phase-1 to include the installation of a new generator to provide backup power for the equipment in and supporting the new Administration Data Centre.
- An increasing need for greater service availability for administrative applications due to increasing dependency on technology and applications for service delivery to classrooms and off site users
- N+1 redundancy in certain key elements of the physical infrastructure to ensure service continuity and scalability

- Mobile generator tie-point to permit annual scheduled building electrical maintenance without forcing a complete shutdown

Phased Approach

Phase-1 of the project seeks to accomplish the following

- 1) Deliver a scalable data centre with Day-1 capacity of 125kW IT load.
 - a. Limit the number of cabinets Day-1 to 16
 - b. Outfit only the first of three rows of cabinets
 - c. Install only three of six air-handlers
 - d. Use the existing chiller infrastructure

- 2) Reduce the number of planned electrical shutdowns
 - a. Size the critical electrical components for 750kW on Day-1
 - b. Size the modular electrical to scale to 350kW of IT load from 125kW
 - c. Pre-wire from UPS to all planned electrical panels
 - d. Permit optional secondary UPS
 - e. Provide a mobile generator tie-point with ATS.

- 3) Protect the critical load from dust, debris, and damage
 - a. Replace raised floor
 - b. Perform all “dirty work” for later phases in Phase-1
 - c. Pre-install mechanical systems support for second and third rows
 - d. Keep serviceable mechanical components outside the data centre

- 4) Eliminate the risk of flooding that exists in the current facility.
 - a. Replace existing roof drain piping
 - b. Install a fluid containment barrier outside the data centre
 - c. Use a gas fire suppression system before the pre-action system

- 5) Reduce the cost of cooling as compared with the existing facility.
 - a. Use over-head power and network cable management.
 - b. Use the raised-floor plenum for cold-air supply only.
 - c. Use rear-door heat extraction into a ceiling plenum for hot-air return.

- 6) Reduce the risk of fire as compared with the existing facility.
 - a. Add VESDA for each cabinet (in hot-air return duct)
 - b. Isolate UPS in a “battery room”

- 7) Consolidate the existing computing infrastructure to 16 cabinets.
 - a. Create a shared data centre network infrastructure
 - b. Increase rack power density to 7.5kW per rack.
 - c. Provide redundant power circuits to each rack.

- 8) Add emergency generator to power both IT and mechanical loads up to 750k

- 9) Add a new and separate cooling plant
 - a. Use N+1 redundancy with active/active or automatic configuration
 - b. Add final three of six air handlers and migrate to new loop.
- 10) Do it all without a shutdown of the critical load

Phase-2 of the project seeks to accomplish the following goals:

- 1) Add second and third rows (16 – 28 more cabinets)
 - a. Provide dual power circuits
 - b. Vent hot-air to ceiling plenum
 - c. Add VESDA
 - d. Per cabinet networking and runs to the core
- 2) Increase UPS capacity to 350kW IT load
 - a. Purchase new modules as IT load increases
- 3) Do it all without a shutdown of the critical load



University of Toronto

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Academic Board

SPONSOR: Edith Hillan, Vice-Provost Academic
CONTACT INFO: edith.hillan@utoronto.ca

DATE: November 5, 2010

AGENDA ITEM: 7

ITEM IDENTIFICATION:

Approval of New Academic Rank: Sessional Lecturer III

JURISDICTIONAL INFORMATION:

Academic appointments policy falls within the areas of responsibility for the Academic Board. Section 5.2.1 (a) of the Agenda Committee's terms of reference assigns policies on the nature of academic employment to the Academic Board. This includes policies on the appointment, promotion, tenure, suspension and removal of teaching staff, as well as policies on the conduct of academic work.

HIGHLIGHTS:

CUPE 3902 Unit 3 represents instructors who teach for the University of Toronto on contracts of less than **ONE** year, subject to certain exceptions specified in the collective agreement. There are currently approximately 630 employees in the bargaining unit. On June 29, 2005 Governing Council approved the designation of Sessional Lecturer I and Sessional Lecturer II as academic ranks. In approving these academic ranks, the University recognized the need for the creation of new ranks under the *University of Toronto Act, 1971* to keep those appointed in CUPE 3902, Unit 3 separate and distinct from those appointed under the *Policy and Procedures on Academic Appointments*.

Those at the rank of Sessional Lecturer I are required to be superior classroom teachers and to maintain a mastery of the subject area. The rank of Sessional Lecturer II is reserved for individuals with advanced degrees or with significant professional accomplishment, who have served at the rank of Sessional Lecturer I for at least four academic years and who have delivered a minimum of eight half courses or four Full Course Equivalents; and who have been advanced to this rank following an appropriate review process. The rank of Sessional Lecturer III was included in the collective agreement reached on November 8, 2009 between the University and CUPE 3902, Unit 3, which has been ratified by the Union, and was presented to Business Board for information on December 14, 2009.

The rank of Sessional Lecturer III is reserved for individuals who have been advanced to the Sessional Lecturer II rank, and who have served at the rank of Sessional Lecturer II in the advancing department for at least three academic years and have delivered an average of four half courses or two Full Course Equivalent courses per academic year in the advancing department over the previous three years. A process for review and advancement is outlined in the collective agreement.

The rank of Sessional Lecturer III recognizes those employees who have demonstrated superior teaching in the advancing department and under the circumstances outlined in the collective agreement provides a commitment by the University that the Sessional Lecturer III will be offered opportunities to teach in the advancing department in the academic year(s) following advancement. The determination of courses is at the discretion of the Chair (or designate) after prior consultation with the Sessional Lecturer III.

It is proposed that the rank of Sessional Lecturer III be designated as a new academic rank.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

There are no new/additional financial resources required to establish this rank.

RECOMMENDATION:

Be it recommended to Governing Council:

THAT the rank of Sessional Lecturer III be designated as an academic rank for the purposes of clause 1(1)(m) of the *University of Toronto Act, 1971*, effective July 1, 2010.

The Academic Appeals Committee & Tribunal - Academic Board Orientation November 2010

Professor Edith Hillan, Vice-Provost, Faculty and Academic Life

Kate Hilton, Senior Chair, Academic Appeals Committee

Nora Gillespie, Legal Counsel, Office of the Vice-President and
Provost, Office of the Vice-President Human Resources and Equity

Chris Lang, Director, Appeals, Discipline and Faculty Grievances
(ADFG)

Introduction & Agenda

- Introduction
- Academic Appeals – Structure; Definition; Role of ADFG, AAC and AB
- Tribunal – Structure; Code of Behaviour; Role of ADFG and AB

Structure of Academic Appeals at the U of T

- First stop: the division
- Decision-making is local, decentralized
- Divisional resolution is preferred
- Committee is an overseer of local decision-making
- Students are to be treated **UNIFORMLY** across divisions and with a measure of **FAIRNESS**

The Academic Appeals Committee

- Standing Committee of the Academic Board, which is a Board of Governing Council
 - Therefore even though cases go to AB for information only, AB has stronger oversight role with respect to academic appeals
- AAC hears appeals by students against decisions regarding the application of academic regulations and requirements
- Composition of Members

What is an academic appeal

According to the *University Policy on Divisional Academic Appeals*, an appeal is an appeal by a student:

- (a) against a University decision as to his or her success or failure in meeting an academic standard or other academic requirement of the University; or,
- (b) as to the applicability to his or her case of any academic regulation of the University; however,
- (c) no appeal lies from any admissions decision.

The Appeal Committee continued

- 2 key documents
 - *Statutory Powers and Procedures Act*
 - *Terms of Reference*
- Role of Chairs
- Principles of Natural Justice

Principles of Natural Justice

- ***A person in certain circumstances is entitled to a hearing of this nature; that the person is able to speak to this case; that the opposing side is able to respond; and that the person seeking justice can hear the other side.***

Common Remedies

- **The Remedy – Recent Examples**
 - Allow late withdrawal without academic penalty
 - Allow late work to be submitted and graded without penalty
 - Allow student to write a deferred exam
 - Grant aegrotat

An Introduction to Academic Integrity and the Code

- The Importance of Academic Integrity
- Structure of Academic Discipline Cases
 - Divisional Process
 - Referral to Provost
 - Tribunal Panel Composition
 - Role of President & GC Regarding Expulsions

Code of Behaviour on Academic Matters

- Important Sections of the Code
- Discipline Appeals Board – Appeals Process

The Hearing Process

- Procedural Fairness
- Burden of Proof
- Evidentiary Issues and Credibility

Role of ADFG – Academic Appeals and Academic Discipline

- **Neutrality**
- **Information Resource**
- **Process Management**
 - receive the appeal or charges
 - schedule the hearing
 - establish the panel – check for conflicts
 - review policies/practices
- **Statistics – Yearly Report to AB**
- **Semi-Annual Report to AB of Cases**

The Office of Appeals, Discipline and Faculty Grievances (“ADFG”)

- The ADFG Office is responsible for managing the administration of the Governing Council’s quasi-judicial functions: academic and non-academic discipline, academic appeals, grievances, tenure appeals and clinical academic complaints
- Approximate number of appeals filed per year with ADFG: 20; number of students facing academic discipline charges at Tribunal: 38
- Divisions from which most appeals originate: Arts and Science, Engineering, SGS, UTM, and UTSC; most academic discipline cases: Arts & Science, UTM and UTSC
- Timeline - Internal Long-term Goals: AAC - 6 months from the date of ADFG receiving all materials; Tribunal – 9 months from charges to decision
- Types of Issues Managed by the ADFG



UNIVERSITY OF
TORONTO

OFFICE OF THE GOVERNING COUNCIL

TO: Members of the Academic Board

SPONSOR: Christopher Lang, Director, Appeals, Discipline and Faculty Grievances

CONTACT INFO: christopher.lang@utoronto.ca/416-946-7663

AGENDA ITEM: 9a

ITEM IDENTIFICATION:

Semi-Annual Report: Academic Appeals Committee, Individual Reports Fall, 2010

JURISDICTIONAL INFORMATION:

Section 2.1 of the Terms of Reference of the Academic Appeals Committee describes the function of the Committee as follows:

To hear and consider appeals made by students against decision of faculty, college or school councils (or committees thereof) in the application of academic regulations and requirements and to report its decisions, which shall be final, for information to the Academic Board. The name of the appellant shall be withheld in such reports.

Section 5.3.3 of the Terms of Reference of the Academic Board provides for the Board to receive for information Reports of the Academic Appeals Committee without names.

RECOMMENDATION:

For information.

The purpose of the information package is to fulfill the requirements of the Academic Appeals Committee and, in so doing, inform the Board of the Committee's work and the matters it considers, and the process it follows. It is not intended to create a discussion regarding individual cases or their specifics, as these were dealt with by an adjudicative body, with a legally qualified chair and which was bound by due process and fairness. The Academic Appeal's committees decisions are based on the materials submitted by the parties and are final.

58250

II. The Facts

Ms. L G has been pursuing a B.A. degree in Fine Arts History with a minor in Italian. The course in question, Collecting Canada, was a seminar course in which ten students were enrolled. The course met in the fall term of 2007, beginning on September 13th and ending on December 6th. Collecting Canada studies Canadian works of art housed in the Royal Ontario Museum and that meets in the museum. The course instructor was Professor Arlene Gehmacher. Evaluation in the course was set out in the syllabus as being comprised of class participation (15%) and a major research project (85%). The grading of the research project was further broken down to include the preparation of a preliminary bibliography (10%) due October 4th, oral presentation (25%) given between October 25th and November 22nd, and the final written research paper (50%) due two weeks after the student's oral presentation. The syllabus stipulated that the penalty for lateness was two marks per day, and that late papers would not be accepted after December 10, 2007.

On October 4, 2007, Professor Gehmacher distributed to all students in the seminar, including Ms. L G, the dates for each oral presentation and the due dates for each student's research paper. Ms. L G's oral presentation was scheduled for November 1st and her final paper was due on November 15th. Ms. L G submitted her preliminary bibliography on October 12th, some eight days after it was due to be submitted. The bibliography was reviewed by Professor Gehmacher together with Ms. L G on October 15th.

On October 23rd, Ms. L G for the first time provided Professor Gehmacher with a letter from Pearl Levey, a learning disability specialist at University of Toronto's Accessibility Services. The letter advised that Ms. L G is registered with Accessibility Services, and that she is entitled to certain accommodations including "when necessary, extensions for assignments to be negotiated with professors." Between receipt of the Accessibility Services letter and October 31st, Professor Gehmacher and Ms. L G exchanged several emails regarding Ms. L G's project. At no time during these exchanges did Ms. L G request an extension of time.

Ms. L G made her oral presentation to the seminar as scheduled on November 1st. Later that day, Professor Gehmacher sent Ms. L G a lengthy email reviewing her presentation and reminding Ms. L G that the final report was due on November 15th. In this email, Professor Gehmacher specifically inquired as to whether Ms. L G would require an extension of time. At no time did Ms. L G request such an extension.

On November 14th, Professor Gehmacher again wrote to Ms. L G asking her how her paper was going and reminding her that it was due the next day. Again, Professor Gehmacher asked Ms. L G whether she was having any difficulty meeting the November 15th deadline. Shortly before midnight that night, Ms. L G replied to Professor Gehmacher's email, and for the first time requested an extension of the due date for the paper until the end of the month. Her stated reason for the extension was that

she was suffering an allergic condition and that some restrictions had been placed on her library card which slowed her progress in completing the research.

Professor Gehmacher responded the following morning by email stating that she would need to see a doctor's note verifying the allergic condition. She also indicated that if Accessibility issues were a factor she would authorize an extension until November 28th. Professor Gehmacher also reminded Ms. L █ G █ that final marks for the course had to be submitted by December 12th. That same day, Professor Gehmacher sent Ms. L █ G █ a second email offering to meet with her in order to go over the research project.

A meeting was ultimately scheduled for November 22nd. At no time did Ms. L █ G █ supply Professor Gehmacher with a doctor's note confirming the allergic condition, and at no time did Ms. L █ G █ advise Professor Gehmacher that Accessibility issues were coming into play. Notwithstanding Ms. L █ G █'s silence, Professor Gehmacher granted an extension of the due date for the final research paper until November 28th.

Late in the evening on November 27th, Ms. L █ G █ sent Professor Gehmacher an email indicating that she would not be able to submit the project the following day. In her email, Ms. L █ G █ stated that her lateness was due to "her condition", and that she was aiming to submit the paper the following week. Despite the fact that the previously requested doctor's note was never provided by Ms. L █ G █, Professor Gehmacher granted a further extension for submitting the paper to December 6th.

On December 6th, Ms. L █ G █ did not submit the paper, but delivered to Professor Gehmacher a note from Pearl Levey dated November 22, 2007 and another note from her family doctor, Paula Nieuwstraten dated December 5, 2007. Ms. Levey's note stated that Ms. L █ G █'s difficulties include issues with timely completion of assignments, but indicated that any extensions of time granted to Ms. L █ G █ should not be open-ended. In view of these notes, Professor Gehmacher granted Ms. L █ G █ a further extension of the due date to December 10th.

Ms. L █ G █ did not submit the paper on December 10th. As December 12th was the final day for instructors to submit grades for courses that term, Professor Gehmacher granted one last extension to Ms. L █ G █ to December 11th. Ms. L █ G █ did not submit the paper on the 11th. Rather, on December 21st, she filed a petition with the Registrar to the Committee on Standing requesting an extension to February 8, 2008 for submitting her paper. The paper was ultimately submitted to the Faculty on March 5, 2008, some four months after the initial due date.

In addition to extensive testimony from Ms. L █ G █, the Committee also heard testimony from Professor Anne-Marie Brousseau, the Associate Dean of the Faculty of Arts and Sciences. Professor Brousseau advised the Committee that course instructors have no authority to give extensions beyond the last day of exams for the term – i.e. December 12, 2007. In other words, in granting a final extension to the end of the day on December 11, 2007, Professor Gehmacher did all that she could do to try to accommodate Ms. L █ G █; to no avail.

III. Decision

Ms. L G contends that the series of extensions from November 15th to December 11th did not constitute reasonable accommodation of her needs. The Committee disagrees. If anything, Professor Gehmacher was more pro-active than Ms. L G in attempting to ensure that the final paper be submitted on time. Professor Gehmacher acknowledged that Ms. L G has a disability and is entitled to accommodations as recommended by Accessibility Services; at the same time, Ms. L G had a responsibility to act in a conscientious manner in requesting and assisting with the accommodation process. Throughout the relevant weeks, Ms. L G failed to request any extensions until the very last moment, while Professor Gehmacher was more than forthcoming in offering a series of extensions even where they were not specifically requested.

That said, the University, including both faculty and students, would be well served by developing methods by which the accessibility needs of a student like Ms. L G can be more thoroughly evaluated and addressed so that a situation like this could be avoided in the first place. As it stands, if Professor Gehmacher can be faulted for anything it is for being excessively generous and flexible in dealing with Ms. L G's inability to complete the project on time. There is no question that the professor made every reasonable effort to meet Ms. L G's accommodation needs, granting a series of extensions right up until the last possible date in the term. What Ms. L G appears to have wanted is precisely the kind of open-ended extension that the Accessibility Services letter instructed her professor not to grant. In any case, there is no provision for submitting term work after the term ends, and Professor Gehmacher could not possibly have given a further extension under Faculty rules.

As a final matter, Ms. L G raises late in the day that there were also financial matters that contributed to her failure to meet the course deadline in the fall of 2007. The Committee admitted evidence submitted by Ms. L G in the form of a University of Toronto Grant for Disability Expenses dated September 20, 2007. Counsel for the Faculty of Arts and Sciences submits in response that the second part of this form relating to financial information, which is the student's responsibility to fill out and submit, was not submitted by Ms. L G until November 2007, and that this tardiness in submitting the entire form is the reason that Ms. L G's financial aid application was late in being processed that year.

The Committee is of the view that it is the student's responsibility to attend to her financial aid matters in a timely matter. The real issue on this appeal is whether the accommodation required by Accessibility Services was granted to Ms. L G. In the Committee's view, every effort was made to accommodate Ms. L G and the responsibility for failing to submit the final course project on time must be borne by her.

UNIVERSITY OF TORONTO

GOVERNING COUNCIL

Report #342 of the Academic Appeals Committee
August 3, 2010

The Academic Appeals Committee reports that it held a hearing on Wednesday, June 23, 2010, at which the following were present:

Assistant Dean Kate Hilton, Chair
Professor William Gough
Professor Faye Mishna
Professor Sarita Verma
Mr. Olivier Sorin

Ms. Natalie Ramtahal, Coordinator, Appeals, Discipline and Faculty Grievances

In attendance:

For the Student Appellant:

Mr. M■Z■ (the "Student")
Mr. Daniel Goldbloom, Downtown Legal Services (counsel for the Student)

For the University of Toronto, Faculty of Applied Science and Engineering:

Professor Tom Coyle
Mr. Adam Fox

I. Preliminary Motion

The Faculty of Applied Science and Engineering ("Engineering") made a preliminary motion requesting that the names of any staff members from Engineering be removed from this decision, and replaced with position titles or by "the Faculty", in recognition of the fact that all such staff would have been acting in their capacity as representatives of the Faculty and not as individuals. The motion was granted.

II. The Appeal

The Student is appealing the decision of the Academic Appeals Board ("AAB") at Engineering, dated August 13, 2009, which denied his petition for late withdrawal without academic penalty from ECE530 and his request for aegrotat standing in ECE417, ECE422, ECE496 and SOC101, courses taken in the 2009 Winter session.

III. Facts

The Student commenced his studies at Engineering in the 2004 Fall session. In 2004-05, the Student obtained an annual GPA of 3.62, earning honours standing in the fall and winter terms. In 2005-06, the Student obtained an annual GPA of 3.33, earning honours standing in the winter term. In 2006-07, the Student obtained an annual GPA of 2.84.

In 2007-08, the Student did not enroll in any courses, as he was participating in a Professional Experience Year Internship Program. During this year, the Student began to struggle with his mental health, and in the spring of 2008, he was diagnosed as suffering from anxiety and depression. In July 2008, the Student began taking medication (Sertraline) to control his symptoms.

The Student completed his internship and returned to Engineering in the 2008 Fall session. Despite the medication, the Student continued to struggle with the symptoms of his anxiety and depression, which included insomnia, loss of appetite, anxiety attacks and poor concentration. He also experienced significant side effects from his medication, including nausea, dizziness, headaches and diarrhea. He stopped taking his medication in October 2008.

The Student's mental health problems significantly affected his academic performance. After the December 2008 examination period, the Student petitioned the Examinations Committee for aegrotat standing based on medical grounds. The petition was successful and the Student received aegrotat standing in three courses (ECE316, ECE345 and ECE410). The remaining two courses in which the Student had been enrolled in the 2008 Fall session were full-year courses (ECE496 and SOC101), and did not yet have final grades assigned.

In the 2009 Winter session, the Student continued to take courses, but his health problems persisted. The Student's anxiety was particularly acute during the examination period, and he did not perform well. The Student's sessional GPA for the 2009 Winter session was 1.71, which lowered his cumulative GPA from 3.26 to 2.97.

Despite his difficulties, the Student continued with his studies. Over the course of the 2009-10 academic year, he was much more successful in managing his illness, and his academic performance stabilized. At the end of the 2010 Winter session, the Student obtained an annual GPA of 3.5, and earned honours standing.

IV. Previous Decisions

In May 2009, the Student petitioned the Examinations Committee seeking relief in the five courses that he had completed in the 2009 Winter session. He requested late withdrawal without academic penalty for ECE530 (in which he had received a failing grade) and aegrotat standing in ECE417, ECE422, ECE496 and SOC101.

On June 2, 2009, the Examinations Committee rejected the Student's requests for late withdrawal without academic penalty and for aegrotat standing. Instead, the Examinations Committee decided to waive the 60% rule, which states that students may only advance to the

next year of the program if they have achieved an annual average of 60% or higher. The decision read:

Your petition has been reviewed and you have been given accommodation by the Committee on Examinations. The less than 60% rule has been waived and you have been given permission to continue to the next term in order to complete your degree requirements.

No additional reasons for the decision were given. However, in its response to this appeal, Engineering stated that the Examinations Committee had waived the promotional requirement in recognition of the fact that the student had “experienced encumbrance during the academic session”.

The Student appealed the decision of the Examinations Committee to the Academic Appeals Board at Engineering. On August 17, 2009, the Academic Appeals Board upheld the decision of the Examinations Committee. The decision, in its entirety, read as follows:

The Faculty of Applied Science and Engineering’s Academic Appeals Board met on August 13, 2009 to review the appeal that you submitted to the Office of the Registrar. While the Academic Appeals Board acknowledges your request for special consideration and is sympathetic towards your difficult circumstances, the Board decided to uphold the Committee on Examinations’ earlier decision and recommends no change be made to your academic record.

On November 12, 2009, the Student appealed to the Academic Appeals Committee of the Governing Council.

V. Decision

The main issue in this case is whether or not Engineering applied its policy on aegrotat standing appropriately, in light of the Student’s medical issues.

The University of Toronto policy on Grading Practices defines aegrotat as follows:

AEG: Aegrotat standing granted on the basis of term work and medical or similar evidence.

AEG is assigned by a divisional committee upon approval of a student's petition. It carries credit for the course but is not considered for averaging purposes.

Engineering uses the University’s definition of aegrotat in its Academic Regulations.

There was considerable discussion during the course of the hearing about Engineering’s practice with respect to granting aegrotat. To summarize, Engineering regards aegrotat as an extraordinary remedy, used most appropriately in situations where a student experiences a radical change in academic performance as a result of an unforeseen event, such as an illness.

Typically, Engineering regards such events as taking place within a defined and limited time period. Therefore, while a student might obtain aegrotat standing in two successive semesters, this would occur only in very rare circumstances. Chronic illnesses, in Engineering's view, do not merit the remedy of aegrotat standing since the symptoms are foreseeable and can be managed with appropriate planning and effort.

In this case, Engineering was prepared to grant aegrotat standing in the 2008 Fall term, in recognition of the fact that the Student's symptoms intensified unexpectedly during this period (particularly in reaction to his medication) and that he struggled to fulfill his academic requirements while managing his new illness. However, by the 2009 Winter term, Engineering was no longer prepared to grant aegrotat standing because it viewed the Student's symptoms as chronic. The Faculty expressed the concern that the Student's request for aegrotat standing in the 2009 Winter term indicated the Student's belief that a remedy of aegrotat would be available "in perpetuity".

This Committee is of the view that Engineering's policy on aegrotat was applied incorrectly in this case. First, while this Committee accepts Engineering's position that aegrotat is intended to address the academic consequences of unexpected events, it does not accept that such events will always fall neatly into a single academic term. Second, this Committee does not accept Engineering's interpretation that aegrotat standing should be available in cases of acute but not chronic illness. This interpretation is not supported by Engineering's policy, and if adopted, would disadvantage students suffering from chronic illnesses; such illnesses may flare up unexpectedly and cause disruptions in academic performance that should attract a remedy of aegrotat. Finally, this Committee recommends that Engineering's practice with respect to granting aegrotat standing should be incorporated into Engineering's policy and printed in the Academic Regulations so that it is available to all students.

In this case, the onset of the Student's depression and anxiety occurred over a number of months and affected his performance for an entire academic year. To extend the remedy of aegrotat for the first term and withhold it in the second term seems arbitrary and unfair, particularly in the case of ECE496 and SOC10, the Student's two full-year courses. Moreover, this Committee has the advantage of additional evidence that was not before the Academic Appeals Board: the Student's updated transcript, which clearly demonstrates the impact of the Student's illness over the course of a full academic year, and also his subsequent success in managing his symptoms and returning to expected levels of academic performance.

The Student also raised the argument that he had been denied procedural fairness by the Academic Appeals Board by their failure to give reasons for their decision. While it was not necessary to decide this issue, this Committee was struck by the complete absence of reasons in the Academic Appeals Board's decision, also in the decision of the Examinations Committee. This Committee notes that students have a reasonable expectation that they will be provided with reasons for such decisions, and that the failure to provide reasons can taint decisions with the appearance of unfairness.

For all of these reasons, this Committee is of the view that it would have been appropriate to grant the Student's request for late withdrawal without academic penalty for ECE530 and aegrotat standing in ECE417, ECE422, ECE496 and SOC101.

The appeal is allowed.

**UNIVERSITY OF TORONTO
GOVERNING COUNCIL**

Report #341 of the Academic Appeals Committee
July 20, 2010

The Academic Appeals Committee reports that it held a hearing on Monday, June 21, 2010, at which the following were present:

Assistant Dean Kate Hilton, Chair
Professor Ellen Hodnett
Dr. Chris Koenig-Woodyard
Professor Louise Lemieux-Charles
Mr. Ken Davy

Mr. Christopher Lang, Director, Appeals, Discipline and Faculty Grievances

Mr. M. F., the Student, not in attendance

This appeal was conducted on the basis of documentary evidence only. There were no parties present.

I. The Appeal

The Student is appealing the decision of the UTSC Subcommittee on Academic Appeals dated March 13, 2009, denying him an extension of time to pay his fees to write a deferred examination in the Fall 2008 course ECMC32H.

II. Facts

The Student commenced his studies at UTSC in the Fall 2005 session. Since that time, the Student has maintained continuous enrolment in his program, and has remained in good academic standing. As of the date of this appeal, the Student has completed 14 credits towards his degree.

In the Fall 2008 session, the Student enrolled in ECMC32H3. However, he did not write the final exam in the course, and subsequently petitioned to write a deferred exam during the April 2009 exam period. On January 8, 2009, the Student was advised, via e-service (a web-based email service run by the University), that his petition was successful, and that he was required to pay the \$70.00 deferred examination fee "immediately and not later than 2009-01-16". Records provided by the University's web manager indicate that the Student accessed the e-service site on January 8, several hours after the notice was posted.

The Student did not pay the deferred examination fee prior to the January 16 deadline.

On January 20, a second notice was posted on e-service, informing the Student that his payment was overdue and that the payment deadline had been extended until January 22, 2009. The notice stated that his deferred exam would be cancelled if payment was not received by the extended deadline.

On Wednesday, January 21, the UTSC Registrar's Office phoned the Student's home and left a voicemail message reminding him of the new payment deadline.

The Student did not submit payment prior to January 22, 2009. His deferred exam was cancelled and his original failing grade in the course was reinstated.

III. Previous Decisions

On February 15, 2009, the Student renewed his request for a deferred exam. On February 17, 2009, the Registrar's Office advised the Student that his request was denied, on the basis that he had failed to make his deferred examination payment by the extended deadline of January 22, 2009.

On February 19, 2009, the Student appealed the denial of his petition to the UTSC Subcommittee on Academic Appeals. The Student argued that he had not received the email or voicemail communications from the Registrar's Office. He stated that he had failed to read the email and that his parents had failed to pass along the voicemail message. The Subcommittee denied the appeal. In its decision, dated March 12, 2009, the Subcommittee wrote the following:

The committee felt that you should have been proactive in paying your fees. As soon as you initiated the deferral, you knew that these fees would be due. The information about deadlines was posted on the Registrar's web site and it could have been accessed at any time. The committee agreed with your final self-assessment: the failure was your own fault, and there were no reasonable grounds on which to grant your appeal.

On June 7, 2009, the Student appealed to the Academic Appeals Committee of the Governing Council.

IV. Decision

UTSC policy clearly states that students seeking to write deferred examinations are required to pay a fee by a specific deadline. These deadlines are clearly set out, as are the consequences of failure to pay by the deadline. Moreover, students are permitted to pay by a variety of methods, both in person and online.

This Committee is of the view that the Student knew or ought to have known about the required fee and the deadline for payment. This Committee believes that the Registrar's Office took all appropriate steps to notify the Student and cannot be held responsible for the Student's failure to check messages relating to a process which he initiated. In the materials submitted before this Committee, the Student offered a slightly different account of his failure to pay, stating that he

had, in fact, opened the original notice on January 8, and had attempted to pay the money owed, but that the electronic payment button was not working at the time. However, this Committee believes that the Student's attempt to pay electronically was insufficient and that he had an obligation to make the \$70.00 payment before the deadline elapsed, either by re-attempting an electronic payment or by visiting the Registrar's Office to make the payment in person. This Committee agrees with the UTSC Subcommittee that the student's failure to complete the payment was entirely his own. Since it is clear that the UTSC policy on deferred examinations was applied fairly in this case, there is no basis for allowing the appeal.

However, this Committee wishes to note that it was left with some reservations about the UTSC policy on deferred examinations, which struck us as unduly harsh. While it is outside the scope of our jurisdiction to assess the validity of the deferred examination policy, this Committee invites the division to consider whether the penalty required by this policy (cancellation of the deferred examination and reinstatement of the failing grade) is proportionate to the offence (failure to pay a \$70.00 fee by the required deadline).

The appeal is denied.

UNIVERSITY OF TORONTO

GOVERNING COUNCIL

Report # 343 of the Academic Appeals Committee
August 11, 2010

To the Academic Board
University of Toronto

Your Committee reports that it held a hearing on Thursday, June 24, 2010, at which the following members were present:

Professor Andrew Green (Chair)
Dr. Joel Kirsh
Dr. Cindy Woodland
Mr. Ken Davy
Mr. Ryan Campbell

Mr. Christopher Lang, Director, Appeals, Discipline and Faculty Grievances

Appearances:

For the Student Appellant:

Mr. S.S.A. (the Student)
Ms. Camille Labchuk, Downtown Legal Services (counsel for the Student)
Ms. Kristin Marshall, Downtown Legal Services

For the University of Toronto Scarborough:

Professor John Scherk

I. The Appeal

This is an appeal from a decision of the Academic Appeals Board (“AAB”) of the University of Toronto Scarborough (“UTSC”) dated June 26, 2009 which refused to allow the Student to extend time to write deferred examinations in ISD B04 and MAT A32.

II. The Facts

The Student began his studies at the University of Toronto in the Fall of 2005. However, he was subsequently placed on academic probation and then a four month academic suspension. Following the suspension the Student enrolled in three courses in the Fall of 2008 including ISD B04 and MAT A32. He wrote the examination for one course in December 2008 but he obtained a deferral of the examinations in ISD B04 and MAT A32 due to the death of his grandmother.

These examinations were deferred until April 13, 2009 for ISD B04 and April 21, 2009 for MAT A32.

III. Previous Decisions

In April 2009 the Student petitioned to defer writing the examinations as a result of an injury sustained skateboarding on April 9, 2009. The Student obtained a UTSC Student Medical Certificate from a chiropractor, Dr. Cirone, dated April 13, 2009. The Medical Certificate stated that the Student had severe pain in the lower back and right wrist and recommended rest and therapy from April 9, 2009 through April 17, 2009. Further it stated that "any movement and any prolonged sitting aggravates the lower back and right wrist associated with muscle spasms, swelling and restricted movements." The Student subsequently obtained a UTSC Medical Certificate from Dr. Cirone dated April 21, 2009 stating that the Student had ongoing severe right wrist and lower back pain and advised continued rest and therapy from April 21, 2009 to April 24, 2009. It also contained a similar statement about the effects of movement and prolonged sitting.

The petition for deferral was denied by UTSC and this denial was subsequently upheld by the AAB. In its reasons dated June 26, 2009, the AAB provided the following reasons:

1. College policy states that extensions of time to write deferred exams are granted only in well-documented cases which exhibit strong and compelling evidence of serious illnesses or other exceptional circumstances which could not have been anticipated or prevented.
2. You explained to the committee that on April 12, 2009, you fell while skateboarding and injured your back and your right wrist. You provided two documents from Dr. Cirone, a chiropractor, recommending bed rest and massage for the periods April 9-17 and April 21-24, respectively.
3. You corrected the error of the Committee on Standing which had read Dr. Cirone's original note as covering the period April 9-12.
4. Whenever it occurred, the committee felt that your accident could certainly have been anticipated and prevented. When one engages in a risky sport, including skateboarding, one accepts the possibility of accident. The university cannot change its rule to accommodate unwise decisions. For this reason, your appeal was denied.

IV. Decision

In its written submissions before this Committee, UTSC provides brief background to the appeal, including that the original petitions were denied and that the Student was advised that the medical documentation did not adequately support his request. However, its submissions on the merits of the appeal were limited to the statement that the AAB's letter of June 26, 2009 "explains very carefully the decision of the Subcommittee on Academic Appeals to deny" the Student's request.

Unfortunately, at the hearing UTSC did not rely upon its written submissions or on the discussion of the nature of the activity giving rise to the injury in the AAB's reasons. Instead, it

argued that UTSC reviewed the Medical Certificates provided by the Student and judged them to be insufficiently strong evidence to ground a petition for a second deferral of an examination. UTSC expressed concerns about the number of Medical Certificates signed by this practitioner, the fact that he was a chiropractor and the vague language in which the practitioner described the injury and the proposed treatment. The Student, on the other hand, argued that he provided all the evidence that was required of him and that it was unfair to visit the concerns about the practitioner on him.

The UTSC policy on Special Consideration, Petitions and Appeals (the "Policy") contains UTSC's requirements relating to examination deferrals. Unfortunately, in his Statement of Appeal, the Student relied on incorrect policies (policies for Arts and Science) which UTSC failed to note in its Statement of Reply but did note in oral argument. However, at the hearing both parties agreed to proceed on the basis of the Policy. In regards to final examinations, Paragraph B.1 of the Policy states that "Petitions based on medical grounds must be supported by an original medical certificate stating both that the student was examined and diagnosed at the time of illness and was examined on the day of the exam or immediately after (i.e. the next day)." Further, Paragraph D.3 states:

- Medical certificates must show
- that you were examined at the time of illness
 - the degree of disability involved
 - the duration of the disability
 - the practitioner's professional opinion as to whether you should receive special consideration on medical grounds
- You are urged to use the University of Toronto Scarborough Student Medical Certificate for this purpose. A copy of the Student Medical Certificate may be downloaded from www.utsc.utoronto.ca/registrar - select the eService tab. Medical documentation for examinations missed because of illness must be obtained on the day of the examination whenever possible.

This Committee agrees that the Student provided all of the evidence that was required of him. For each examination, he obtained a UTSC Student Medical Certificate form and provided it to the practitioner. The practitioner completely filled out and signed the Medical Certificate on the day each examination was to be written and the Student provided this documentation to UTSC. It is not clear what else the Student could have known to do.

If UTSC is concerned about the generality of the information provided on the Medical Certificate, it should revise the Certificate. If UTSC is concerned about a particular practitioner, the solution is to report the practitioner to the appropriate regulatory body for that profession. To the extent UTSC is concerned that it is getting insufficient information from its Medical Certificates or that particular types of practitioners are signing the Certificates, the solution is not to address these issues at the expense of the Student but to revise the Medical Certificate processes and procedures.

This Committee is therefore of the view that the appeal should be allowed and that the Student should be permitted to write deferred examinations in ISD B04 and MAT A32.

The appeal is allowed.

**UNIVERSITY OF TORONTO
GOVERNING COUNCIL**

Report #344 of the Academic Appeals Committee
September 1, 2010

To the Academic Board
University of Toronto

Your Committee reports that it held a hearing on Wednesday, June 23, 2010, at which the following members were present:

Professor L. Sossin (Chair)
Mr. John Stewart
Professor Ellen Hodnett
Dr. Joel Kirsh
Ms. Jemy Joseph

Secretary: Ms. Natalie Ramtahal, Coordinator, Appeals, Discipline and Faculty Grievances

Appearances:

For the Student Appellant:

Mr. I.S. (the Student)

For the University of Toronto at Mississauga:

Professor Angela Lange

I. The Appeal

This is an appeal from a decision the Academic Appeals Board (“AAB”) of the University of Toronto at Mississauga (“UTM”) dated September 12, 2008, which refused to allow the Student permission to withdraw without penalty from POL203 Y5 “American Government” (2007/2008).

II. The Facts

The Student submits that he had experienced stress and a family situation which prevented him from focusing on his studies. In the midst of this situation, the Student travelled to his cousin’s wedding. This trip overlapped with the deadline for withdrawal without penalty. The Student indicates that due to “airline complications” on the return flight from the wedding, he

missed the deadline for withdrawal (Sunday, February 17, 2008). The Student attempted to withdraw two days after the deadline, on Tuesday, February 19, 2008, and was refused permission to do so. The Student did not submit further work for the course or write the exam. Rather, he appealed the decision to deny his application for late withdrawal.

The Student adds that he had received only 20% of his grade by the deadline for withdrawal, which in his view, prevented him from making an informed decision about dropping the course.

Finally, the Student pointed out that he had been able to withdraw without penalty in an earlier class notwithstanding that the deadline had passed. The representative for UTM subsequently confirmed that after 2008, a policy was put in practice permitting students to withdraw late in up to three classes. While this policy was not in place at the time the Student sought to withdraw, a student in his position today would have been able to withdraw late without penalty.

The AAB concluded that the Student “did not have a compelling case for an exemption from the University regulations.” The AAB further found that the evidence provided by the Student (a partial boarding pass, a blurry picture taken at the wedding, and a letter from his cousin attesting to his attendance at her wedding) constituted “weak and inconclusive” support for the Student’s assertion that flight delays prevented him from withdrawing by the deadline. Finally, the AAB observed that given the Student’s poor performance on the graded work returned prior to the deadline for withdrawal, there was no reason for the Student to leave withdrawing from the course to the last minute.

III. Decision

There is no indication that UTM treated the Student unfairly. That said, the apparent practice of permitting late withdrawals in the past, and the current policy permitting a limited number of late withdrawals, creates a perception of inconsistency. The Committee encourages UTM to ensure clear and consistent communication of its policies and practices in the future.

This Committee agrees with this conclusion reached by the AAB. While the Student’s belief that he should have been permitted the late withdrawal based on his situation is rooted in compelling circumstances, UTM’s posted withdrawal deadline was known to the student, and it was not unreasonable for the AAB to find that the Student’s excuse for missing the deadline was not persuasive.

For these reasons, the appeal is dismissed.

**THE UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL**

Report #345 of the Academic Appeals Committee
September 22, 2010

To the Academic Board
University of Toronto

Your Committee reports that it held a hearing on Tuesday June 22, 2010 at which the following members were present:

Mr. Tad Brown, Chair
Professor Varouj Aivazian
Professor Christina Kramer
Professor Ito Peng
Ms Margaret Kim

Secretary: Christopher Lang, Director, Appeals, Discipline, and Faculty Grievances

Appearances:

For the Student Appellant:

Mr. R.K.A (the Student)
His counsel from Downtown Legal Services, Mr. Joshua Chan

For the Faculty of Applied Science and Engineering:

Professor Tom Coyle
Ms. Barbara McCann, Faculty Registrar
Mr. Adam Fox

I. The Appeal

The Student is appealing the decision of the Faculty of Applied Science and Engineering's Academic Appeals Board ("AAB") dated August 17, 2009. The Student is seeking a remedy that would allow him to be granted aegrotat standing in ECE422H1 (the "Course") on medical and procedural grounds.

II. Facts

The Student enrolled in the Edward S. Rogers Sr. Department of Electrical and Computer Engineering in the Faculty of Applied Science and Engineering in the fall of 2004. In the Winter 2009 session, the Student enrolled in ECE422H1. The Student missed the first quiz due to illness and the Faculty granted a petition to redistribute his course marks such that the midterm examination and second quiz were allocated 25% and 15%, respectively to his final grade. The Student did poorly on the midterm. The Student became extremely sick and was unable to write the final exam in the Course on April 22, 2009. The Student went to his family doctor on the day of the exam and was diagnosed with severe gastroenteritis and prescribed medicine. The prescribed medicine helped alleviate the Student's diarrhea and vomiting enough that he was able to write the final exam in another course the next day.

III. Previous Decision

On May 5, 2009 the Student submitted a Petition of Final Examination to the Faculty's Committee on Examinations requesting aegrotat standing in ECE422H1 or, alternatively, for standing to write a deferred final examination in the Course. On May 26, 2009 the Committee on Examinations delivered a written decision granting accommodation in the form of an assessed mark for the Course. No reasons were provided for the decision. On May 26, 2009 the Student met with the Faculty Undergraduate Academic Counselor and Program Manager to discuss the decision. The Student was informed that it was not the Faculty's standard practice to arrange for deferred examinations and that, if he was granted that option, he would not be able to sit the exam until the course was offered again the following year. The Faculty Undergraduate Academic Counselor suggested that if the Student was not satisfied with the assessed grade, he could appeal for aegrotat standing in the Course.

On May 29, 2009, the Student submitted a Petition for Special Consideration to the Faculty's Ombuds Committee requesting an appeal of the Committee on Examinations' decision and that he be granted aegrotat standing in the Course. On July 1, 2009 the Faculty's Ombuds Committee was replaced by the Faculty Academic Appeals Board. The Faculty Academic Appeals Board delivered a written decision on August 17, 2009 which upheld the decision of the Committee on Examinations without reasons:

“While the Academic Appeals Board acknowledges your request for special consideration and is sympathetic towards your difficult circumstances, the Board decided to uphold the Committee on Examinations' earlier decision and recommends no change be made to your academic record.”

On May 29, 2009, the Student also submitted his application to the ECE Graduate Studies Program at the University of Toronto for admission in Fall 2009. On June 12, 2009 the Student graduated from the University of Toronto with a Bachelor of Science degree. The Student's Cumulative Grade Point Average upon graduation was 2.62. The assessed mark of 59% in the Course resulted in his 2009 Annual GPA being 2.93 (B-). If the

Student's appeal had been successful, his 2009 Annual GPA would be 3.07 (B) if calculated by replacing the assessed mark of 59% in the Course with aegrotat status. On June 18, 2009 the Student was denied admittance to the ECE Graduate Studies Program. The Admission Requirement webpage on the University of Toronto's Grad School website states that an appropriate four-year bachelor's degree with a final year average of at least mid B is required for consideration for Graduate School.

IV. Decision

There is no dispute that the Student had a valid medical reason for not being able to write his final exam in the Course.

The issue for determination is what is the fair and reasonable remedy in this situation and did the Faculty apply their policy fairly and consistently. It is the unanimous view of the Committee that a supplemental examination would have been the most appropriate remedy if it had been granted at the time of the initial appeal. It would have provided the most accurate and fair assessment of the Student's ability in the Course. Your Committee also noted a previous report #308 of the Academic Appeals Committee of the Governing Council dated January 23, 2006 which commented on the Faculty's practice on missed examinations:

“ The Committee wishes to state its discomfort with the mechanistic nature of assessing grades by formula when a student is unable to perform due to reasons beyond his control. The Committee is troubled that the Faculty of Engineering persists in using an approach that provides accommodation in the form of assessed or inferred examinations rather than supplemental examinations. However, whether or not we agree with the Faculty policy is immaterial to the fact that the Faculty applied its policy fairly and properly.”

This case appears to be another example of a rigid application of the Faculty's practice of providing accommodation in the form of assessed grades. Your Committee is displeased with the Faculty's near total refusal to consider alternate remedies that are more appropriate to the particular circumstances. Indeed the Faculty indicated in this hearing that it is currently reviewing this practice. Your Committee strongly encourages the Faculty to do so.

However, given the time delay for writing a supplemental examination and that the Student has been graduated for over a year, the Student has dropped the request for the remedy of the opportunity to write a supplemental examination and now requests only that he be granted aegrotat status in the Course. Your Committee agrees that it would impose an undue burden on the Student at this stage to review the entire course in preparation for a supplemental examination.

The Committee agrees that the Faculty applied its practices consistently. However, as there were no reasons stated in the written decision of the AAB and the Faculty's presentation at this appeal was very limited, it is difficult to ascertain to what degree, if

any, the individual circumstances of the Student were considered in assessing the option of a remedy of aegrotat standing in the Course. The Faculty indicated that the aegrotat standing was usually limited to situations where a student has missed 3 or more exams and had previously demonstrated an understanding of the course material. The Faculty also stated that an aegrotat standing was permitted in certain circumstances where it is not proper to require the student to retake the course or the assessed material is inadequate.

The Student submitted that he usually did much better on his final examinations and that, given his poor performance on the midterm in the Course, he had spent 14 days of study in preparation for the final examination. It is impossible for the Committee to assess these claims. However it was noted that the Student had never before missed a final examination. It was also noted that the Student not only wrote his other exams in this session regardless of his recovering medical condition but also put significant and timely effort into requesting the opportunity to write a supplemental examination in the Course. Again the Committee believes that the most appropriate remedy would have been a supplemental examination. However given the circumstances of this case including the Student's graduation in June 2009 and the time delay since the taking of the Course, the Committee unanimously believes that the just remedy is an aegrotat standing.

The Faculty has already indicated its belief that the Student knew the material well enough to pass the Course through the application of an assessed mark. Without the opportunity to write a supplemental examination, it is not possible to determine whether the assessed grade is a true indication of the Student's ability to perform in the Course. By granting an aegrotat standing in the Course, the Student retains the pass which has already been granted by the Faculty but removes the mark such that the Course will have no effect on the Student's final annual GPA or Cumulative Grade Point Average.

The appeal is allowed and the Student is granted aegrotat status in the Course.

**THE UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL**

Report # 346 of the Academic Appeals Committee
September 27, 2010

To the Academic Board
University of Toronto

Your Committee reports that it held a hearing on Wednesday, August 25, 2010 at which the following members were present:

Mr. Tad Brown, Chair
Professor Ellen Hodnett
Professor Louise Lemieux-Charles
Dr. Chris Koenig-Woodyard
Mr. Jeff Peters

Secretary: Mr. Christopher Lang, Director, Appeals, Discipline and Faculty
Grievances

Appearances:

For the Student Appellant:

Ms. S.S. (the Student)

For the University of Toronto Scarborough (UTSC):

Professor Mark Schmuckler, Acting Vice-Dean, Undergraduate

I. The Appeal

The Student is appealing a decision of the Subcommittee on Academic Appeals (SAA) at the University of Toronto Scarborough dated November 18, 2009. The decision of the SAA dismissed an appeal by the student denying her deferral of the Registrar's decision to refuse her further registration at the University of Toronto Scarborough. The Student is appealing on medical and compassionate grounds. The Student is seeking a remedy that would allow her the opportunity for further registration at the University of Toronto Scarborough.

II. Facts

The Student first enrolled at the University of Toronto Scarborough in the 2008 Fall Session in Honours Bachelor of Science. The Student did not meet normal admission requirements and was admitted “on condition”. The Student’s offer of admission contained the following information:

“You are admitted ‘on condition’. If, at the end of the session in which you complete your third full credit equivalent at UTSC, you obtain a cumulative grade point average of 1.60 or better, the conditional status will be removed and you will be ‘in good standing’.

However, if you obtain a cumulative grade point average of less than 1.60, you will be refused further registration.

Review the Academic Regulations in the UTSC Calendar. This condition is significant. You are expected to seek advice to help you to meet the condition. Make an appointment with UTSC’s Academic Advising & Career Centre at 416-287-7561 or counseling@utsc.utoronto.ca prior to start of classes.”

The Student had completed 2.5 credits at the end of the 2008 Fall Session with a sessional and cumulative GPA of 1.28. The Student remained ‘on condition’ as per the terms of her admission. The Student enrolled in 2.5 credits for the 2009 Winter Session and completed the term with a sessional GPA of 1.14 and a cumulative GPA of 1.21. She was refused further registration.

On May 8, 2009, the Student petitioned to have the refusal of further registration deferred to be allowed to register for further course. In her application, the Student cited the challenges of having family members trapped in a war zone in her native Sri Lanka. The University of Toronto Scarborough granted the Student’s petition on compassionate grounds. In the decision granting the Petition, the Student was advised that:

“Another request of this type will not be considered again. YOU MAY CONTINUE WITH YOUR STUDIES FOR THE 2009 SUMMER SESSION. You remain on academic probation and are returning under extreme conditions and so are at risk of being REFUSED FURTHER REGISTRATION AT THE END OF THE 2009 SUMMER SESSION. Until such time as you raise your cumulative GPA to at least 1.6 and return to good standing, you will be required to achieve a sessional GPA of at least 1.6 in every session in which you register”.

In the decision granting the Petition, the Student was also strongly advised to meet with her academic advisor and to assess her progress carefully at regular intervals, especially before deadline dates for withdrawal from courses without academic penalty.

The Student enrolled in 1.5 credits for the 2009 Summer Session and at the end of the session her sessional and cumulative GPAs were 0.68 and 1.06 respectively. The Student

was refused registration for the second time. On September 14, 2009, the Student petitioned to defer the Registrar's decision to refuse her further registration on medical and compassionate grounds. This petition was denied.

III. Previous Decision

The Student appealed this decision to the Subcommittee on Academic Appeals (the "SAA") of the University of Toronto Scarborough on October 22, 2009. In a decision dated November 18, 2009, the SAA denied the Student's appeal to defer the Registrar's decision to refuse the Student further registration. The decision was based on the student's clear understanding of her academic situation and her acknowledgement of her opportunity to escape the situation by withdrawing from the courses and by deferring examinations.

IV. Decision

In support of her appeal, the Student has stated that a close family member died in Sri Lanka in early August 2009 which affected her ability to do well on her final exams. The Student was not able to provide documentation in support of this submission. The Student also submitted a Student Medical Certificate stating that she was suffering from diarrhea, fatigue and fever in the period of August 11 through August 14, 2009 and in which the doctor notes that "patient claims illness affected patient's concentration and energy". It is noted that the Student did not visit the doctor in order to get the Student Medical Certificate until September 11, 2009.

The Student acknowledged that the University of Toronto Scarborough had clearly and consistently communicated the requirement that she achieve the sessional requirement of a 1.60 GPA. The Student also acknowledged that she did meet with her academic advisor in the 2009 Summer Session who advised her to withdraw from her courses. However the Student chose not to follow that advice.

Your Committee does not find that there is sufficient evidence to support granting this appeal on a medical basis. The Student visited the doctor's office far too long after her illness in order to reasonably be able to rely on the Student Medical Certificate.

Your Committee also finds that the University of Toronto Scarborough was clear and consistent in all of its communications to the Student about the expectations of her and the consequences of failing to meet those requirements. Your Committee also notes that the University of Toronto Scarborough had already granted the Student's first petition for a deferral of the Registrar's decision to refuse her further registration at the University of Toronto Scarborough after the 2009 Winter Session on compassionate grounds based on her family situation in Sri Lanka. Your Committee also notes that the University of Toronto Scarborough in granting the first petition clearly indicated that it would not do so again.

While your Committee is truly sympathetic to the Student's family situation, the majority of your Committee is of the view that the circumstances of this case do not warrant a second deferral of refusal to allow further registration.

One member of your Committee dissents and would grant the appeal on compassionate grounds.

The appeal is dismissed.

**UNIVERSITY OF TORONTO
GOVERNING COUNCIL**

Report # 348 of the Academic Appeals Committee
October 18, 2010

To the Academic Board
University of Toronto

Your Committee reports that it held a hearing on Friday, October 1, 2010, at which the following were present:

Ms. Renu Mandhane, Chair
Professor Denise Belsham
Professor William Gough
Dr. Sarita Verma
Ms. Joeita Gupta

Secretary: Mr. Christopher Lang, Director, Appeals, Discipline and Faculty Grievances

In Attendance:

Mr. M■■■ K■■■, the Student

Professor Angela Lange and Ms. Sandra Speller, University of Toronto Mississauga, the Respondent

I. The Appeal

The Student is appealing the October 1, 2009 decision of the University of Toronto Mississauga ("UTM") Academic Appeals Board, denying his petition for late withdrawal without academic penalty from two courses in which he was enrolled during the 2009 summer session: PHL283H5 and PHL370H5.

II. Facts

The Student is a certified Canadian immigration consultant, and commenced his studies at UTM as a mature student in September 2008.

In December 2008, the Student had a child which had an impact on his studies. At the end of the 2008-2009 academic year, due to his poor academic performance, the Student was placed on academic probation and advised by UTM not to enroll in summer courses. Despite this advice, the Student enrolled in four courses during the 2009 summer session. He eventually withdrew

from two courses, but remained enrolled in PHL283H5 and PHL370H5. The Student completed one assignment in PHL283H5, and no assignments in PHL370H5. There was no final exam in PHL370H5, and the Student did not complete the final exam in PHL283H5.

On Thursday, August 13, 2009, the Student spoke with an academic counselor in the Registrar's Office at UTM. He was advised that the last day to apply for late withdrawal without academic penalty was Monday, August 17, 2009. Between August 13th and August 17th, the Student weighed his various options in terms of the two courses in which he remained enrolled.

The deadline for withdrawing from summer courses came and went. The Student missed the deadline. One day after the deadline, on August 18, 2009, the Student submitted an online petition for an extension for completion of course work for PHL370H5. On or about August 19, 2009, the Student withdrew his August 18th petition, and petitioned for late withdrawal without academic penalty for both courses. These petitions were denied and he failed both courses. The Student's GPA dropped below the minimum threshold established by UTM and he was subsequently suspended for one year. The Student now applies to your Committee for late withdrawal without academic penalty from PHL283H5 and PHL370H5.

III. Previous Decisions

On August 19, 2009, the Student filed petitions for late withdrawal without academic penalty from PHL283H5 and PHL370H5. On September 1, 2009, the Committee on Standing at UTM refused both of the Student's petitions.

The Student eventually appealed to the UTM Academic Appeals Board. His appeal was denied. In a letter dated October 1, 2009, the Board wrote as follows:

1. On the basis of your presentation at the meeting and your overall academic record, the members of the Board decided that you did not have a compelling case for an exemption from the University regulations that apply to all students.
2. The Board believes that you did have sufficient time to drop the courses before August 17th. Yet despite ample opportunities to drop the courses on time, you make a conscious decision to leave that process to the very last minute.
3. Given your academic record, your approach to your studies that you described to the Board, and the myriad of issues plaguing your personal life, the Board felt that the one year suspension was in your best interest, for it would allow you to deal with your personal issues, and to develop your academic skills.

The Student now appeals the decision of the UTM Academic Appeals Board to the Academic Appeals Committee of Governing Council.

IV. Decision

Submissions

In his written and oral submissions to your Committee, the Student noted that the birth of his child and other family issues negatively affected his performance in PHL283H5 and PHL370H5. The Student was candid and forthcoming in his oral submissions regarding the unexpected and serious family issue that arose on August 17th which resulted in him missing the deadline to petition. Your Committee notes that, throughout the various proceedings, UTM has accepted that the events on August 17th occurred and were, indeed, unexpected and serious, and maintained this position at the hearing before your Committee.

However, UTM refuses to grant the Student relief on the basis that, regardless of the events of unexpected and serious events of August 17th, he had sufficient time to drop the courses *prior* to that date. Given that the Student completed little or no work in the two courses and had previously sought academic counseling in regards to his options, UTM argues that the Student should not have waited until the last minute to drop the courses. By waiting until the deadline, UTM's position is that the Student took a calculated risk, and that relief cannot be sought once that risk materialized.

Reasons

The Student is seeking late withdrawal without academic penalty from two courses that he took during the summer of 2009: PHL283H5 and PHL370H5. The Student claims that he missed the deadline to petition for late withdrawal without academic penalty due to an unexpected and serious family issue that arose on August 17th and which prevented him from attending at UTM in person to file a petition. The Student filed his petition two days later, on August 19th and your Committee finds that the Student acted in good faith in so doing. The issue before your Committee is whether UTM should have allowed the Student's appeal based on the extenuating circumstances.

In arriving at its decision, your Committee considered the reasons behind the ability of students to withdraw late without academic penalty. The remedy of late withdrawal without academic penalty is an extraordinary remedy, reserved for unusual and unique situations. The idea of "drop dates" is predicated upon the University's legitimate expectation that a student will make a decision whether to continue in a course within a reasonable period of time. By the drop date, the student is expected to have assessed his or her situation and made a decision. If the student elects to continue with the course, the consequences of that election must be accepted and no allowance will be made for the effect of circumstances existing at the drop date however detrimental to the student's performance they may be. Exceptions to this policy are rare, but may include situations where unexpected circumstances arise after the "drop date", where pre-existing circumstances significantly worsen, or where pre-existing circumstances that were reasonably expected to abate do not.

While UTM denies the Student relief on the basis that he could have dropped the courses in advance of August 17th, your Committee notes that, under the normal circumstances, this is not a

factor that should be considered in determining whether to grant relief in such cases. The very existence of a “drop date” implies that students are entitled to wait until that date to make their final decision, regardless of how forgone that decision may seem to the University.

Your Committee accepts that there was an unexpected and serious family issue that arose on August 17th, and finds that the Student falls into the narrow exceptions noted above where extenuating circumstances require allowing late withdrawal without academic penalty after the stated deadline.

Your Committee unanimously allows the Student’s appeal and wishes the Student success in his continued studies at the University of Toronto.

The appeal is allowed.

**UNIVERSITY OF TORONTO
GOVERNING COUNCIL**

Report #350 of the Academic Appeals Committee
November 5, 2010

To the Academic Board
University of Toronto

Your Committee reports that it held a hearing on Thursday, October 7, 2010, at which the following members were present:

Professor Emeritus Ralph Scane (Chair)
Ms Judith Goldring
Professor Elizabeth Smyth
Professor Wendy Ward
Mr. Gregory West

Secretary: Ms Natalie Ramtahal, Coordinator, Appeals Discipline and Faculty Grievances

In Attendance:

Mr. E■■■■ S■■■■, the Student
Mr. Joshua Chan, Law Student, Downtown Legal Services
Mr. Jordan Giurlanda, Law Student, Downtown Legal Services

Professor Thomas Coyle, Faculty of Applied Science and Engineering
Ms Barbara McCann, Registrar of the Faculty of Applied Science and Engineering
Mr. Khuong Doan, Associate Registrar of the Faculty of Applied Science and Engineering

1. The Appeal

This is an appeal from the decision, dated August 17, 2010, of the Academic Appeals Board (the Board) of the Faculty, which denied a petition by the Student to be permitted to withdraw without academic penalty, after the final date for withdrawal from courses, from the course APS105H1, taken in the Winter Term, 2009. The Student had previously petitioned to the Committee on Examinations of the Faculty for relief in this course and two others. That Committee had granted relief in the form of an assessment of completed course work, according to the standard formula employed by the Faculty. The assessment

raised the course grades in the other two courses to a passing level, but left the grade in APS105H1 at a failing level.

2. The Background

The Student originally enrolled in the B.A.Sc. program at the Edward S. Rogers Sr. Department of Electrical & Computer Engineering in the Fall Term of 2007. He considered that he was making unsatisfactory progress and, upon petition, was granted leave to withdraw from all courses taken during the term, without academic penalty. He was readmitted into the first year of the program in the Fall Term of 2008, on academic probation. His sessional average for that term was insufficient to allow him to proceed cleanly into the next term, but did permit him to enroll in the Faculty's "T-Program", in the Winter Term, 2009. This required him to repeat courses in which he had obtained less than 60%, and, if certain requirements were met, to take a summer term to complete the required number of first year courses. In the Winter Term, 2009, the Student took five courses. Two of these were repeated courses and three were new courses, including APS105H1.

On January 27, 2009, the Student's father was involved in an automobile accident in the Student's home country in Europe. The father was seriously injured, was in a coma for several days, and was in a critical condition for some weeks. The Student continued in his courses, and wrote his final examinations at the end of April and beginning of May, 2009. Unfortunately, during the examination period he developed an acute case of sinusitis, for which he sought medical treatment.

The Student petitioned the Committee on Examinations for relief from three courses, including APS105H1. His grounds for the request were his medical condition at the time of his final examinations and the emotional distress he had suffered earlier in the term as a result of his father's injury.

The Committee granted relief in respect of the three courses requested. We were advised by Professor Coyle, on behalf of the Faculty, that the relief was granted upon the basis of the medical evidence. The Committee on Examinations did not consider that a comparison of the Student's marks on term work following the Father's accident with the level of marks he had historically been receiving during his time in the Faculty warranted the conclusion that his marks had been adversely affected by his reaction to the accident. However, the relief granted was to provide that the three courses be re-assessed in accordance with the Faculty's standard practice, which applies a given formula (the Boocock-Will formula) to assess a final course grade. This formula is based upon a student's "closely-supervised term work" and the class average on the final examination. The course grade awarded after an assessment is the higher of the grade actually achieved or the grade determined by the application of the formula. Although previous panels of your Committee have expressed unease with this particular remedy, they have not considered it proper to interfere with its application where it is fairly and consistently applied in a particular case.

On applying the formula to the three courses involved in the original petition, two of these were upgraded to a passing grade. However, although the mark in APS10H1 was raised by the formula, it remained a failing grade. The Student did not meet the sessional average required to remain in the "T-Program", was failed, but permitted to re-apply for admission to the First Year. In fact, he has not done so, but is pursuing another field of study at a different university.

3. Decision

The appeal should be dismissed.

The Student has based his appeal both on procedural grounds relating to the proceedings within the Faculty relating to this appeal, and on grounds relating to his particular circumstances, which are alleged to have adversely affected his performance. Your Committee will consider the procedural grounds first.

The first procedural ground raised by the Student is that the decision of the Board lacked sufficient reasons for its decision. Factually, the allegation is correct. The decision simply upheld the decision of the Board of Examiners, which itself gave no reasons which were produced to your Committee. Your Committee is prepared to accept that, if the decision of the Board had been the final decision of the University in this matter, it would not have survived judicial review by the courts of this province on this ground alone. Given the importance of the decision to the Student, the common law requirement of procedural fairness would likely have mandated some form of relief. Your Committee is aware that large divisions like the Faculty face an equivalently large number of academic petitions and appeals, and that they would have difficulty in finding the resources to write the detailed reasons for decision that smaller divisions might deliver. Nevertheless, your Committee is also aware that divisional appeal committees of divisions of this University of at least equivalent size to that of the Faculty do manage to issue decisions that, while generally terse, at least reveal the core of the reasoning behind the decision. Your Committee is not convinced that the bareness of the Board's decision in this case is excusable on the basis of workload. The Board should make an effort to conform its decisions to the minimum demands of what the courts refer to as natural justice.

However, whatever the failings of the Board's decision in this respect, they do not mandate the relief sought by the Student. The injury to a student is that the student cannot properly evaluate the next step, if any, that should be taken. But here, the Student has in fact proceeded to this Committee, where his case has been reheard. He has not been prejudiced by passing up the remedy of a rehearing. A court would most likely grant a remedy by nullifying the decision and remitting it to a rehearing. In the circumstances of this case, where the Student already has a rehearing under your Committee's procedures, no further relief upon this ground is warranted.

The second procedural ground argued is that the Student did not personally attend the hearing by the Board of his appeal, in reliance upon certain assurances of a member of the Faculty's administrative staff. The Student filed his appeal from the Board of

Examiners with respect to APS105H1 on June 26, 2009, and shortly thereafter left for his home in Europe. On July 27, 2009, a member of the staff of the Registrar of the Faculty sent him an e-mail, advising that his appeal would be reviewed on August 11, 2009, giving the particular time and place, and inviting him to appear. The e-mail warned that, if the Student failed to appear, the appeal would be considered in his absence. It stated, "There will be absolutely no rescheduling of a hearing."

On July 30, 2009, the Student replied, explaining that he was out of the country, and it would be difficult for him to attend. He asked as to how much his absence might affect the decision, and whether he could answer any questions which the Board might have through e-mail. The same official replied on July 31, 2009:

"Appearance at the hearing is not required and historically makes no difference as a rule to the outcome of an appeal."

He also stated that the e-mail interchange suggested by the Student would not be possible.

The Student stated that he relied upon this e-mail as an assurance that his personal appearance would make no difference to the result of his appeal, and did not return to Toronto for the hearing. Subsequently, this communication was brought to the attention of other Faculty representatives through the First Year Counsellor (the FYC) of the Faculty. They agreed that the e-mail message was "ambiguous" and could mislead the Student into believing that personal attendance would never make a difference, whereas it sometimes did. According to the Faculty's submission, the Faculty offered, through a telephone conversation between the FYC and one of the Student's legal advisors, to hold a rehearing of the appeal, at which the Student could attend. The Student stated that his understanding was that if he applied, the Faculty would consider a rehearing. In fact, the Student decided to proceed with his appeal to your Committee, and not to ask for a rehearing at the Faculty level.

Your Committee is not prepared to afford the relief asked on the above ground. Whatever the nature of the offer concerning a rehearing (the memorandum of the FYC concerning the conversation supports the Faculty's version) the Student declined an opportunity to pursue at least the possibility of a rehearing at the Faculty level at which he could attend. He has had a full opportunity to be heard at this present level. In fact, although he made some comments during the hearing before your Committee, he was not called as a witness, although he was made available for cross-examination. Again, if, despite your Committee's views to the contrary, he is entitled to a remedy on this ground, it would be nullification of the Board's decision and a directed rehearing, not the non-grade notation of WDR which he seeks. Again, having sought and obtained a full hearing before your Committee, he is not entitled to go back before the Board for another rehearing there.

Your Committee notes that this case illustrates a difficulty that students may face when appeals are scheduled when a student is legitimately off campus. This situation will often arise during the summer. The student may be at such a distance from the campus that returning to participate in an appeal is a significant hardship. If it is not feasible for a

division to offer flexibility of hearing dates to students in this position, it may be that teleconferencing or videoconferencing could be an acceptable substitute. Your Committee hopes that the University will consider developing a protocol for permitting and financing such distance hearings.

The third procedural ground of appeal advanced by the Student is that he was unaware of the exact nature of the Faculty's assessment formula, which is not generally published, and could not therefore anticipate whether the application of this formula would permit him to continue in the program. This is coupled with the assertion that, having received his original results and conferred with his FYC, he was advised to seek the remedy of assessment for his three courses. The Student alleges that the FYC was under a duty to pre-apply the formula to his results and determine whether an assessment would give results that would permit him to remain in his program. If not, the Student states that he would have sought some other remedy in the first instance, presumably the remedy he is seeking here.

Your Committee does not find merit in this ground of appeal. It would be desirable for the Faculty to make the Boocock-Will formula generally known to its students, if it indeed does not do so. Certainly the formula can probably be found in some of the decisions of your Committee published on its website. However, the formula is the remedy usually applied in the case of successful petitioners within the Faculty, and the Student was in no different position than any other petitioning student would have been. Your Committee does not believe that a person in the position of the FYC is under a duty to conduct a "pre-appeal" to ascertain that an appeal he or she is counselling a student to undertake will be successful. The FYC may have assumed that the Committee on Examinations would, in its usual practice, proceed by way of assessment in the event the petition was successful (an assumption which would have been correct), but the Student remains responsible for deciding how to proceed. Your Committee is reluctant to contribute to the establishment of a policy of permitting students who seek advice, whether from formal counsellors or informally, as from teaching faculty members whom they consult, to effectively transfer the responsibility of deciding upon important decisions in their lives to the counsellors. The result of such a policy most likely, over time, would be to lead persons to refrain from giving counsel, or to confine it as narrowly as possible. Your Committee does not believe this to be in the best interests of the University or its student body. There may be situations where the advice given is so irresponsible that relief should be given, but this is not such a case.

Also, in this particular case, the Student did not in fact follow the FYC's advice to the extent of limiting himself in his petition to requesting the remedy of assessment. His actual request was "to re-evaluate my academic standings in [three courses], in such a way so that the final exam marks for [two of the courses] be not taken into consideration as well as my overall grade for APS105 to be a passing grade." While this request certainly covers the assessment remedy, it is sufficiently open-ended to cover other remedies. The remedy actually granted came about because of a decision of the Committee on Examinations, and subsequently, by the Board, not because the Student, whether in reliance upon the FYC or not, had narrowed the choice of remedy he was

seeking. An appeals committee is not restricted to awarding only remedies which have been specifically requested by a student. Your Committee does not believe that, had the Student specifically asked for a WDR remedy, it would have been granted, in the face of the Committee's view of the facts and its policy against granting this remedy in individual courses except in the most extraordinary circumstances.

Turning to the grounds for appeal based upon the Student's particular circumstances at the relevant time, the Student alleges that he is entitled to the remedy of late withdrawal because of the combination of the emotional effect on his ability to pursue his studies caused by the injury to his father near the end of January, 2009, and his medical problem during the end of term final examinations. The latter has been recognized by the Faculty as affording grounds for relief, although the relief afforded, the application of the formula to assess a grade, did not remove his failure in APS105H1. The Faculty reviews did not find that the evidence of the possible effect on his studies of his father's injury merited the conclusion that further relief in the failed course was justified.

As described to your Committee, the Committee on Examinations, having decided that relief is merited and that the Boocock-Will formula should be employed, relies upon a "Term Work Report" from the course instructor. This shows the maximum marks available from the final examination, from "closely supervised term work", and from "not closely supervised term work", the actual total marks achieved by the student under these three categories, and the class average in each category, as well as the student's total mark and the total class average. To this data, the formula is applied. Unfortunately for your Committee's purposes, the form does not break down the individual components of the "closely supervised" category which is so crucial to the validity of the formula, and we understood the Faculty's evidence to be that this breakdown was not sought out by the Committee on Examinations. As the Student pointed out, if some of these components are unreliable, for example if some term work is affected by illness or other cause, and are not removed from the calculation, the result of the application of the formula is to that extent less reliable. However, in this case, the formula as applied still left the Student five marks below a passing grade. Without evidence as to what eligible marks included in the total marks for "closely supervised term work" might reasonably have been deemed affected by the reaction to the father's injury, and what the result of their removal from the calculations would have been, your Committee finds that the onus of showing that the formula as applied in this case brought about an incorrect failing assessment has not been met. There is no basis for concluding that such evidence was unobtainable. For example, the course instructor has indicated sympathy towards the Student, and might have supplied the necessary information if asked. In the absence of a conclusion that the Faculty's application of its appeal procedures was unfair or unreasonable by the standards applied to all of its students, there is no basis for substituting the specific relief now requested by the Student for the result determined by the Board.

The appeal is dismissed.



UNIVERSITY OF
TORONTO

OFFICE OF THE GOVERNING COUNCIL

TO: Members of the Academic Board

SPONSOR: Christopher Lang, Director, Appeals, Discipline and Faculty Grievances

CONTACT INFO: christopher.lang@utoronto.ca/416-946-7663

AGENDA ITEM: 9b

ITEM IDENTIFICATION:

Semi-Annual Report: University Tribunal, Individual Cases Fall, 2010

JURISDICTIONAL INFORMATION:

The University Tribunal hears cases of academic discipline under the *Code of Behaviour on Academic Matters, 1995* (the “Code”) ¹ which are not disposed of under the terms of the *Code* by the Division.

Section 5.2.6 (b) of the Terms of Reference of the Academic Board provides for the Board to receive for information reports, without names, on the disposition of cases in accordance with the *Code*.

RECOMMENDATION:

For information.

The purpose of the information package is to fulfill the requirements of the University Tribunal and, in so doing, inform the Board of the Tribunal’s work and the matters it considers, and the process it follows. It is not intended to create a discussion regarding individual cases, their specifics or the sanctions imposed, as these were dealt with by an adjudicative body with a legally qualified chair, bound by due process and fairness, and based on the record of evidence and submissions put before it by the parties.

¹ <http://www.utoronto.ca/govcl/pap/policies/behaveac.pdf>
58252

University of Toronto

**UNIVERSITY TRIBUNAL CASE SUMMARIES FOR ACADEMIC BOARD –
NOVEMBER 25, 2010****

PLAGIARISM

Three year suspension; four year notation on the transcript; 0 in the course; denial of use of utoronto email privileges for duration of suspension; publication of the decision with the name of the student withheld

The charges related to allegations that the Student knowingly submitted a plagiarized assignment in one course. The Panel found the Student guilty of plagiarism. The Panel noted that the Student was an experienced Student and that his defence that a TA had told him that it was appropriate to copy and that he was not informed about plagiarism “constitutes a state bordering on wilful ignorance.” The Panel noted the Student’s lack of remorse, pattern of evasiveness, and the fact that the Student already possessed a Bachelor’s degree, which would make the deterrence value of a two year suspension less effective.

PLAGIARIZED ALMOST ENTIRE PhD

Expulsion; publication of the decision with the Student’s name withheld

Student’s PhD thesis plagiarized almost in its entirety (except for a few concluding paragraphs). The Student also knowingly concocted references to sources in his thesis. The Student agreed to the facts and the recommended sanction. The Panel found the Student guilty and when considering the sanction noted the following: the academic misconduct was serious; there was pre-meditation; and the extent of the misconduct was comprehensive.

PLAGIARISM AND PURCHASE PART OF PAPER

Four year suspension to begin after end of academic suspension; notation on transcript for one year after suspension ends; 0 in the course; publication of decision with the Student’s name withheld

Almost entirety of paper plagiarized, including verbatim from a purchased paper and on-line sources. The Panel found the Student guilty, and when considering penalty was concerned with the following: almost no meaningful academic work; Student did not attend the hearing to provide any evidence; plagiarism often results in 2 year suspension while purchasing a paper is expulsion and this was a combination of the two; purchasing a paper is a serious offence.

58253

**** Please note: these are cases where decisions have been issued since the last Semi-Annual Report to the Academic Board, and for which the appeal period has expired. The summaries also do not include cases that are being appealed.**

1

UNIVERSITY TRIBUNAL CASE SUMMARIES FOR ACADEMIC BOARD – NOVEMBER 25, 2010

PLAGIARISM PLUS MADE UP REFERENCES IN A PAPER

Suspension of slightly more than four years; notation on transcript for slightly more than six years; 0 in the course; publication of decision with name of the Student withheld

The Student admitted and pleaded guilty to plagiarising a paper and making up references, and the Student agreed to the recommended penalty. It was also acknowledged that this was the Student's fourth offence for plagiarism, the Student had voluntarily withdrawn from the University for the previous academic year, which meant the Student would have been suspended in actuality for almost five-and-a-half years, and the Provost agreed with the recommended penalty.

FORGERY OF MULTIPLE DOCUMENTS

Expulsion; 0 in five courses; publication of case with name of student withheld

The Student did not attend the hearing but the Panel determined she had received notice of the hearing and therefore proceeded in her absence. The Panel found her guilty of submitting 5 forged documents for academic advantage in 5 different courses. When considering penalty, the Panel noted: forgery is one of the most serious offences; the Student submitted multiple forged documents to gain academic advantage in multiple courses; the Student did not attend the hearing; and the University made multiple attempts to contact the Student to schedule the hearing but the Student ignored these attempts.

FORGED MEDICAL CERTIFICATE, FALSE LETTER AND PLAGIARISM

Five year suspension; seven year notation on transcript; 0 in seven courses; publication of decision with name of student withheld

The Student pleaded guilty to submitting a forged medical certificate, a false letter purporting to be from a doctor, and plagiarising an essay. The Student agreed to the facts and sanction proposal set out at the hearing. The Panel found the Student guilty on the charges. When imposing the proposed penalty, the Panel considered the following: seriousness of the offences; need to deter others; detriment to the University; the Student admitted guilt early in the process; the Student cooperated with the University; the Student demonstrated remorse.

UNIVERSITY TRIBUNAL CASE SUMMARIES FOR ACADEMIC BOARD – NOVEMBER 25, 2010

BROUGHT CALCULATOR WITH NOTES ON IT TO AN EXAM

Three year suspension; four year notation on the transcript; 0 in the course; publication of decision with name of student withheld

The Student pleaded guilty and agreed with the facts and proposed sanction put before the Panel. The Panel found the Student guilty of the charge. The Panel agreed with the proposed sanction and noted the following: the Student had two prior offences of plagiarism; the Student cooperated with the process and admitted guilt early on; the Student accepted responsibility and expressed remorse; the Student did not actually use the notes on the calculator in the exam even though she possessed them; and the need to safeguard integrity and honesty at the University.

PLAGIARISM AND MAKING UP REFERENCES IN THE PAPER

Two year suspension; two year notation on transcript or when student graduated, whichever comes first; 0 in the course; publication of decision with name of student withheld

The Student pleaded guilty and agreed with the facts and proposed sanction. The Panel found the student guilty of the charges. The Panel agreed with the proposed sanction and noted: the Student attended the hearing; the Student admitted guilt and cooperated at the hearing; the Student showed remorse.

BROUGHT AND USED AN EXAM ANSWER BOOK WITH NOTES INTO AN EXAM

Three year suspension; four year notation on the transcript; 0 in the course; publication of decision with name of student withheld

The Student did not attend. The Panel determined that the University made every reasonable attempt to contact the Student and that the Student had purposely avoided communications. The Panel proceeded in the Student's absence and found the Student guilty of bringing into an exam a term test booklet with notes on it and submitting it for academic advantage. Panel imposed a higher penalty than that proposed by the University for the following reasons: the Student both possessed and used the unauthorized aid (answer booklet); there was pre-meditation and deceit; the Student had been enrolled for a number of semesters and therefore should have known about the rules regarding academic integrity; there appeared to be several attempts by the Student to mislead the University when they attempted to meet with her and schedule the hearing; the nature of the offence and need for deterrence; the harm to the University's reputation; and the negative impact on other students who work hard and do act with academic integrity and honesty.



University of Toronto TORONTO ONTARIO M5S 1A1

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Academic Board

SPONSOR: Professor Edith Hillan

CONTACT INFO: 416 946 0812 edith.hillan@utoronto.ca

DATE: November 9, 2010 for November 25, 2010

AGENDA ITEM: 9c

ITEM IDENTIFICATION:

Provost's Annual Report on Cases of Academic Discipline 2009-10

JURISDICTIONAL INFORMATION:

The *Code of Behaviour on Academic Matters, 1995* requires the Provost to report annually in statistical format on cases of academic discipline to Academic Board.

PREVIOUS ACTION TAKEN:

N.A.

HIGHLIGHTS:

Each year divisions are asked to report on cases disposed of under Section C of the *Code of Behaviour on Academic Matters*. Information is also collected on the number of cases which come before the University Tribunal. This year's report is presented in the format introduced three years ago, which improves the clarity and reliability of the data. For reporting purposes the reporting year corresponds to the academic year that is from July 1st – June 30th. Resolution of a case refers to the event which concludes the proceedings under the *Code of Behaviour on Academic Matters* within the University. The data is collated based on the academic year in which a case is closed, and where it is closed – the division or the Tribunal. This year and moving forward we will present the annual report in the fall as opposed to the spring, so that the reporting time is closer to the reporting year.

The report provides a summary of divisional and University Tribunal Cases for the 2006-07, 2007-08, 2008-09 and 2009-10 reporting years. The overall number of cases of academic misconduct handled at the divisional level has increased slightly from the previous reporting year, with only two divisions experiencing a decline in the number of cases. There was a

Provost's Annual Report on Cases of Academic Discipline 2009-10

slight increase in most types of offences except for cases involving document forgery, which declined.

At the Tribunal level, charges were laid in 38 new cases. Fifty-one cases that were sent to the Tribunal were resolved during 2009-10. Fourteen of these cases were sent back to the decanal level or resolved by minutes of settlement. It should be noted that even though the data shows 26 cases as being carried forward, two cases have been resolved but fall under the following reporting year and 16 cases have been heard and are either awaiting a decision, a confirmation of expulsion or are in the process of being appealed to the appeal division of the Tribunal, the Discipline Appeals Board. Only six of the cases carried forward are awaiting a hearing, and two cases are in abeyance. Cases in abeyance will be reactivated and pursued only when the student applies to re-register at the University of Toronto.

In general, the data presented reflect a growing trend in the number of total cases of academic misconduct handled by the University Tribunal, and a slight increase at the divisional level. However, it should be noted that the Report contains raw data – counts of offences and offenders – rather than normalized data and the trend is mitigated to some degree by the growth in the University's enrollment and improvements in the University's means of detecting and handling cases of academic misconduct.

The University continues to take a proactive approach to academic integrity issues. The Centre for Teaching Support and Innovation ("CTSI") hosts both an on-campus resource centre and an Academic Integrity website which bring together materials and resources for faculty, students and TAs (www.utoronto.ca/academicintegrity). The CTSI also runs a variety of workshops and information sessions on a range of topics related to the promotion of academic integrity. Workshops are also organized centrally to assist those responsible for administering the *Code* at the divisional level. These efforts are augmented by wide varieties of educational initiatives within the divisions that are designed specifically to raise awareness of the importance of academic integrity and to help promote the divisions' commitment to prevention.

The University is also committed to judicial transparency and procedural fairness. ADFG continues to make process improvements and develop protocols related to scheduling, tracking and issuing decisions, to help address the rising number of cases handled by the University Tribunal and to ensure quicker resolution. ADFG is also in the process of creating a new web site to aid in providing education and information to the University community

FINANCIAL AND/OR PLANNING IMPLICATIONS:

N.A.

RECOMMENDATION:

Report is presented for information.

University of Toronto
Summary of Divisional Academic Discipline Cases
2009-2010

Number of Student Offenders by Division

Division	2006-07	2007-08	2008-09	2009-10
Applied Science & Engineering	123	147	115	133
Arts & Science	385	398	383	415
Dentistry	3	6	1	1
Graduate Studies	23	11	14	22
Law	1	1	0	5
Medicine	0	0	0	0
Music	2	2	5	5
Nursing	8	8	2	2
OISE / UT	0	0	0	0
Pharmacy	4	1	2	7
Physical Education & Health	7	N/A	0	12
U of T Mississauga	118	176	270	234
U of T Scarborough	107	126	85	76
Total	781	876	877	912

Number of Offences by Type

Charge Code	Charge Text	2006-07	2007-08	2008-09	2009-10
B.i.1(a)	Forgery (documents, not transcripts)	16	17	43	22
B.i.1(b)	Unauthorized aid	248	280	313	348
B.i.1(c)	Personation	0	4	2	2
B.i.1(d)	Plagiarism	465	450	488	504
B.i.1(e)	Re-submission of work	7	8	10	13
B.i.1(f)	Concoction	2	26	0	0
B.i.3(a)	Forgery (academic records)	0	5	0	0
B.i.3(b)	Cheating for academic advantage	43	86	21	23
	Total	781	876	877	912

University of Toronto

Summary of Divisional Academic Discipline Cases July 1, 2009 - June 30, 2010

Division	Response	B.i.1(a) Forge or Falsify Doc Req'd by Uni	B.i.1 (b) Use or Possess an unauthorized aid(s)	B.i.1 (c) Personation	B.i.1 (d) Plagiarism	B.i.1 (e) Resubmission of work	B.i.1(f) Concocted References	B.i.3 (a) Forge/falsified academic record	B.i.3 (b) Cheating, dishonesty, misconduct ...	Total	Repeat Offenders
Applied Science and Engineering	Yes	3	13	0	117	0	0	0	0	133	14
Arts & Science	Yes	11	197	2	177	11	0	0	17	415	36
Dentistry	Yes	0	1	0	0	0	0	0	0	1	0
School of Graduate Studies	Yes	0	10	0	12	0	0	0	0	22	1
Law	Yes	1	0	0	4	0	0	0	0	5	0
Medicine	Yes	0	0	0	0	0	0	0	0	0	0
Music	Yes	0	0	0	5	0	0	0	0	5	1
Nursing	Yes	0	0	0	2	0	0	0	0	2	0
OISE/UT	Yes	0	0	0	0	0	0	0	0	0	0
Pharmacy	Yes	0	5	0	2	0	0	0	0	7	0
Physical Education & Health	Yes	1	0	0	9	0	0	0	2	12	0
U of T Mississauga	Yes	4	93	0	131	2	0	0	4	234	19
U of T Scarborough	Yes	2	29	0	45	0	0	0	0	76	5
Total	13	22	348	2	504	13	0	0	23	912	76

Note: The following do not have undergraduate programs and are counted under the School of Graduate Studies statistics:

John H. Daniels Faculty of Architecture, Landscape, and Design

Faculty of Forestry

Faculty of Information

Factor-Inwentash Faculty of Social Work

58258

November 10, 2010

University of Toronto

Summary of University Tribunal Cases 2009-2010

Overview of Open Cases

Year July 1-June 30	Cases Carried Forward charges laid before July 1	New Cases charges laid	Total Open Cases	Cases Resolved	Cases Carried Forward
2006-07	25	24	49	19	28
2007-08	28	21	49	23	26
2008-09	26	38	64	25	39
2009-10	39	38	77	51*	26**

*This includes 14 that were returned to the decanal level/settled. 37 were resolved at the Tribunal level by issuing decisions.

** The 26 cases carried forward are not all active as only 6 are awaiting a Tribunal hearing and 2 are in abeyance.

Number of Cases by Final Outcome

Outcome	2006-07	2007-08	2008-09	2009-10
Acquittal	0	0	0	1
Degree Recall	0	4	1	0
Expulsion from University	6	4	3	13
Suspension	4	8	13	23
Returned to Decanal Level / Minutes of Settlement	9	7	8	14

Number of Cases Appealed

	2006-07	2007-08	2008-09	2009-10
Total	2	1	0	0*

* Some cases were appealed during this period but they will be recorded in next year's report because it is based upon the date the decision is issued.

Number of Offences by Type

Charge Code	Charge Text	2006-07	2007-08	2008-09	2009-10*
B.i.1(a)	Forgery (documents, not transcripts)	5	8	17	22
B.i.1(b)	Unauthorized aid	6	24	7	18
B.i.1(c)	Personation	0	1	3	0
B.i.1(d)	Plagiarism	16	35	19	25
B.i.1(e)	Re-submission of work	0	4	0	0
B.i.1(f)	Concoction	3	8	5	5
B.i.3(a)	Forgery (academic records)	5	8	7	23
B.i.3(b)	Cheating for academic advantage	6	22	2	7

*These include offences that went back to the decanal level.

Number of Offenders by Division

Division	2006-07	2007-08	2008-09	2009-10**
Applied Science & Engineering	0	1	1	0
Arts & Science	9	12	12	24
Dentistry	0	0	0	0
Graduate Studies	1	2	0	3
Law	0	1	0	1
Medicine	0	0	0	0
Music	0	0	0	0
Nursing	0	0	0	0
OISE / UT	0	0	0	0
Pharmacy	0	0	0	0
Physical Education & Health	0	0	0	0
U of T Mississauga	6	3	7	18
U of T Scarborough	3	4	5	5

** This includes 14 offenders whose cases went back to decanal level for resolution/settled.

University of Toronto
ACADEMIC BOARD
November 25, 2010

FOR INFORMATION

Appointment

FACULTY OF MEDICINE

Dalla Lana School of Public Health

Professor Prabhat Jha Full Professor with tenure, effective October 1, 2010

Promotion

FACULTY OF MUSIC

Professor Mary Ann Parker Full Professor, effective July 1, 2010
Professor John Haines Full Professor, effective July 1, 2010

Tenure

JOSEPH L. ROTMAN SCHOOL OF MANAGEMENT

Professor Andrew Ching Associate Professor, effective July 1, 2010

UNIVERSITY OF TORONTO MISSISSAUGA

Department of Economics

Professor Andreas Park Associate Professor, effective July 1, 2010

Emeritus/Emerita

FACULTY OF MEDICINE

Department of Biochemistry

Professor Annelise Jorgensen Professor Emeritus, effective July 1, 2010

Department of Laboratory Medicine & Pathobiology

Professor Catherine Bergeron Professor Emerita, effective July 1, 2010

Department of Medicine

Professor Arlene McLean Associate Professor Emerita, effective July 1, 2010
Professor Ian Quirt Professor Emeritus, effective July 1, 2010
Professor George Kutas Associate Professor Emeritus, effective July 1, 2010
Professor Theodore Bayley Associate Professor Emeritus, effective July 1, 2010

Department of Obstetrics & Gynaecology

Professor Titus Owolabi Associate Professor Emerita, effective July 1, 2010

Department of Paediatrics

Professor Allan Coates Professor Emeritus, effective July 1, 2010
Professor Joe Clarke Professor Emeritus, effective July 1, 2010
Professor Anna Jarvis Professor Emerita, effective July 1, 2010

Appointments and Status Changes Report for November 25, 2010

Department of Speech Language Pathology

Professor Carla Johnson

Associate Professor Emerita, effective July 1, 2010

Department of Surgery

Professor William Tucker

Professor Emeritus, effective July 1, 2010

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Department of Curriculum, Teaching & Learning

Professor Dennis Thiessen

Professor Emeritus, effective July 1, 2010

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 147 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS
September 21, 2010

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, September 21, 2010 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Andrea Sass-Kortsak (Chair)	Professor Robert Gibbs
Professor Douglas McDougall (Vice-Chair)	Ms Emily Holland
Professor Cheryl Regehr, Vice-Provost, Academic Programs	Mr. Nykolaj Kuryluk
Professor Brian Corman, Vice-Provost, Graduate Education and Dean, School of Graduate Studies	Mr. Rashi Maharaj
Professor Maydianne Andrade	Professor Emeritus Michael R. Marrus
Professor Robert L. Baker	Mr. Liam Mitchell
Mr. Hanif Bayat-Movahed	Professor Michelle Murphy
Professor Katherine Berg	Mr. James Yong Kyun Park
Ms Annie Claire Bergeron-Oliver	Professor Ito Peng
Professor Gabriele D'Eleuterio	Ms Judith Poë
Professor Christopher Damaren	Mr. Shakir Rahim
Professor Karen D. Davis	
Professor Charles Deber	

Secretariat:

Mr. Neil Dobbs
Ms Mae-Yu Tan

Regrets:

Professor Alister Cumming	Professor Njoki Wane
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In Attendance:

Professor William Gough, member, the Governing Council; Chair, Department of Physical and Environmental Science, University of Toronto at Scarborough
Professor Cristina Amon, Dean, Faculty of Applied Science and Engineering
Professor Kate Brand, Acting Assistant to the Dean, Policy and Planning, Ontario Institute for Studies in Education
Professor Rick Halpern, Dean and Vice-Principal (Academic), University of Toronto at Scarborough
Ms Leslie Lewis, Assistant Dean, University of Toronto at Scarborough
Mr. Scott Moore, Quality Assessment Officer, Office of the Vice-President and Provost
Professor Amy Mullin, Interim Vice-Principal Academic and Dean, University of Toronto Mississauga
Professor Julia O'Sullivan, Dean, Ontario Institute for Studies in Education

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

In Attendance (Cont'd)

Professor Jeanne Watson, Chair, Department of Adult Education and Counselling
Psychology, Ontario Institute for Studies in Education
Professor Catharine Whiteside, Dean, Faculty of Medicine
Mr. Henry Mulhall, Assistant Secretary of the Governing Council
Mr. Anwar Kazimi, Committee Secretary, Office of the Governing Council

1. Report of the Previous Meeting

Report 146 (May 11, 2010) was approved.

2. Calendar of Business, 2010-11

The Chair said that the Calendar of Business showed the annual items planned to come before the Committee over the course of the year. It was subject to change. The timing might not be precise. Changes might arise for a variety of reasons, including the emergence of new priorities and issues. Additional items – in particular proposals from the academic divisions – were likely to come forward as the year progresses. Professor Regehr added that she anticipated that a number of items would be added to the Calendar of Business as the academic year progressed.

3. Approvals under Summer Executive Authority, 2010

The Chair said that each year, the Governing Council delegated authority to the President of the University, with the concurrence of the Chair of the Governing Council, to approve certain urgent matters that arose in the summer when the Council and its Committees did not meet. Any approval under summer executive authority was to be reported to the appropriate Board or Committee for information. The Chair reported that there had been no matters within the terms of reference of the Committee on Academic Policy and Programs approved under summer authority.

4. Reviews of Academic Programs and Units, Part I

Chair's Remarks

The Chair said that the Committee would, beginning in 2010-11, deal with reviews of academic programs and units in two meetings. In addition to the reviews now before the Committee, further reviews would be considered in the spring term.

The Chair recalled that each reading team had been asked to deal with three questions. The first question was intended to reassure members that the summary they had received accurately reflected the full review: were there any issues raised in the review report that were either (i) not presented in the summary, or (ii) not presented with

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010**4. Reviews of Academic Programs and Units, Part I (Cont'd)**

sufficient stress? Second, did the administrative response address all of the issues identified in the review? Or, for very recently completed reviews, did the response present a plan for moving forward to address those issues? Finally, was there need for the Committee to consider action? Were there any matters that the Committee should consider? Was there need to ask that the Vice-Provost, Academic Programs bring forward a follow-up report— either a formal report in a year's time or an informal oral report containing additional information, perhaps as part of the "Reports of the Administrative Assessors" made to the Committee at each meeting? Was there need to draw the review to the attention of the Agenda Committee of the Academic Board? If the lead readers were satisfied that the summary was complete and that all issues had been addressed, they were asked simply to report those facts. There would be no need to summarize the review report or to comment further. The Deans responsible for the various units and programs were in attendance to respond to any questions or concerns.

The Chair said that the compendium of reviews, and a record of the Committee's discussion of them, was forwarded to the Agenda Committee of the Academic Board. If the Committee on Academic Policy and Programs took the view that there were unresolved issues that should be considered by the Agenda Committee, the Chair would ensure they were reflected in the Committee's minutes or report. The Agenda Committee would (on the basis of this Committee's recommendation) determine whether there were issues of academic importance that should be drawn to the attention of the full Academic Board.

The Chair stressed that the job of the Governing Council, led by this Committee, was not to manage the review process, but rather to ensure that the Provost's Office was managing it well and ensuring the necessary steps were being taken to address any problems and to achieve improvements. The reviews dealt with many factors including academic and administrative complement, research and scholarly activity, infrastructure, and governance. However, the Committee on Academic Policy and Programs, and its reading teams, were asked to focus their attention on the discussion of the quality of academic programs rather than on any administrative issues noted in the units.

A member observed that issues addressed in a unit's self-study might not be addressed in the review of the unit. How would such issues be considered? Professor Regehr replied that such issues might be addressed in one or more of several ways. First, most issues arising from self-studies would indeed be picked up by reviewers. The reviewers met with the relevant Dean or other commissioning officer and with the Vice-Provost, who identified issues within the unit. Second, the Dean was able in her or his administrative response to address issues not raised in the review but deemed to be important. Third, each Dean met annually with the Vice-President and Provost and

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010**4. Reviews of Academic Programs and Units, Part I (Cont'd)**

others from her Office to review academic and budget issues, and any issues arising from self-studies could be identified. Fourth, divisions prepared five-year strategic plans, identifying their goals. The plans were prepared by the Deans and others in the unit, and again would normally deal with any substantial issues raised in self-studies. Indeed, issues could arise not only in self-studies but in the course of events between years in which self-studies and reviews were conducted, and Deans would normally address such issues when they did arise.

Vice-Provost's Remarks

Professor Regehr said that the quality assurance process in Ontario was in a state of transition, and she briefed the Committee on where the process stood at this time. The revised *Policy on Approval and Review of Academic Programs and Units* had been approved by the Governing Council in June 2010. The University's Quality Assurance Process (the UTQAP) had at the same time been submitted to the Governing Council for information. It had also been submitted to the Ontario Universities Council on Quality Assurance (the Quality Council) for approval. The University was currently awaiting a response from the Quality Council. A number of the changes proposed in the Quality Assurance Process would require changes to the University's governance process and, subject to the approval of the Quality Council, those changes would be submitted to the Governing Council for approval later in the fall.

Professor Regehr reported that a substantial number of changes would be implemented in the new process. First, reviews, which had previously been submitted to the Committee on Academic Policy and Programs annually, would be submitted twice each year. Doing so would allow more time for Committee discussion and would enable more timely receipt of reviews. Second, reviews had previously been submitted on a slip-year basis to enable Deans to complete their responses and to begin implementation of changes. Henceforward, reviews would generally be presented to the Committee within six months of their completion. Third, the self-study process had been changed from that previously required by the Ontario Council on Graduate Studies. The objective of the changes was to encourage candid, critical analyses and reviews, not simply asking whether particular programs merited approval but rather pointing out areas of strength and areas where improvements were required. Fourth, the Committee on Academic Policy and Programs would be able henceforward to request follow-up reports on areas of concern, which reports would be provided in one year's time. Professor Regehr hoped that there would not be need for such reports in many cases because a large number would cause a substantial backup in the Committee's work, but the option would be an important one in a few cases. Already one Dean had requested the opportunity to make a follow-up report on a review, which report would be considered by AP&P at a future meeting.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

Professor Regehr noted that a number of changes would require attention in the coming year. First, there would be need to revise the governance process for the approval of new programs. That would require amendment of the terms of reference of the Committee on Academic Policy and Programs. It would also require corresponding amendments to the constitutions of the academic divisions. Second, the documentation concerning reviews would change to conform with the more structured approach of the UTQAP. (The documentation before the Committee for this meeting followed the guidelines used for the documentation submitted to the Committee in previous years.) The new documentation would include data sets and benchmarks that will be common to all units. Manuals containing clear guidelines would be prepared to assist units in developing proposals for new programs and in conducting reviews.

Provostial Review

Faculty of Applied Science and Engineering

The spokesperson for the Committee's lead readers reported that the reading team had been most impressed with the review of the Faculty of Applied Science and Engineering. They had found the summary of the review to be accurate and the administrative response to be thorough and satisfactory. Their questions dealt with a number of specific matters. Had the Faculty's governance been strengthened since the previous review, which had included negative comments on the operations of the Faculty Council? Was the new hybrid budget model which the Faculty had recently implemented proving to be successful? Professor Amon responded to those and other questions.

(a) Faculty governance. Professor Amon confirmed that the Faculty had been working to strengthen its system of governance over the past four years, and she reported that during that time there had been no difficulty in achieving quorum for Faculty Council meetings. Following the completion of the Faculty's self-study, it had been decided that the existing governance model continued to be appropriate. While a few changes had been made to the structure of the Faculty Council's standing committees, and while efforts had been made to encourage strengthened leadership, significant alteration had been deemed unnecessary.

(b) Space. A member referred to concerns about limited space within the Faculty, an issue that the reviewers had not had sufficient time to study. Professor Amon said that a thorough space audit had been completed, and a thoughtful evaluation of the Faculty's space needs had been included in the Faculty's self-study.

(c) Faculty budget model. Professor Amon said that the Faculty's new budget model, which had been put into place in July 2010, was a hybrid model. It followed the University's budget model to the extent that was reasonable, delegating to the departments

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

and institutes autonomy to manage their budgets and therefore providing incentives to increase revenues and contain costs. However, the model also recognized historical commitments to departments given that certain on-going expenses such as salaries for tenured faculty members did not change as quickly as student enrolments. Every effort was being made to incorporate incentives for entrepreneurship and cost constraint, promoting both accountability and transparency, in line with the University budget model. There would be ongoing assessment of the model, particularly at the end of the second year of its implementation, in 2012.

(d) Copies of final examinations to students. Professor Amon had been surprised to learn that students were required to pay administrative fees in order to receive a copy of their final examinations and also to have them reread. Professor Amon stated that her office had been working on determining the origin of the fees, which appeared to reflect University-wide requirements. The Faculty would explore more fully solutions that would meet both student and administrative needs. In the interim, copies of all final exams would be made and returned to students. Given the University-wide origin of this requirement, Professor Amon urged that the Committee, or some other appropriate University body, consider the matter.

(e) Research opportunities for undergraduate students. A member noted that the reviewers had suggested that efforts should be made to encourage more undergraduate students to become involved in the Summer Internship Program and in research opportunities. The member noted that the administrative response had suggested that the reviewers might not have fully appreciated the extent of the experience opportunities fostered by the Faculty, but he also noted that the administrative response did speak of the desirability of “increasing opportunities for students to engage in research work over the summer.” Professor Amon replied that extensive progress had been made in both areas over the past three years. The Faculty had collected and provided information about summer research activities, had provided funding for some opportunities to add to the funding already in place, and had arranged a Research Day at which students would make presentations on the outcome of their summer research. A substantial proportion of students had been participating in the Professional Experience Year (which included placements over two summers), in the Engineering Summer Internship Program, and in summer research programs. The Faculty was therefore working to determine the extent of demand for further opportunities. She noted, as an example, that about 24 students from the Indian Institutes of Technology had visited the University during the past summer, and the Faculty had experienced no difficulty in finding summer research placements for all of them.

Professor Regehr urged that the substantial discussion that had taken place concerning discreet individual matters not obscure the fact that the review, by three very

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

high-level individuals, had been an exceptionally positive one, stressing the excellent, leading-edge work of the faculty and the excellent programs offered to exceptionally well-qualified students. While there were steps that should be taken, overall the Faculty had received a stellar review. Professor Regehr congratulated Professor Amon and the Faculty on its very positive review. The Chair stated the Committee's view that there were no unresolved matters with respect to the review of the Faculty that required follow-up.

Divisional Reviews

Faculty of Arts and Science: Aboriginal Studies Program

The spokesperson for the lead readers commented that the review had been most insightful and had been a pleasure to read. She noted that there had been only one reviewer – something that could always lead to a perspective based on the particular interests of that reviewer. All of the matters raised in the review had been addressed in the administrative response with one exception; the response had not identified specific sources of the funding necessary for the further development of the Aboriginal Studies Program recommended by the reviewer. The reviewer had recommended a “thorough review of the curriculum.” The reading team endorsed that recommendation, suggesting that the review be completed when two members of the core faculty return from leave and would be able to participate. The reading team encouraged the unit to preserve the quality of its Program as it expanded.

Discussion focused on the following matters.

(a) Number of reviewers. Professor Peng noted that it was sometimes difficult to identify experts in specialized fields to serve as external reviewers for the University's smaller programs, making the appointment of more than one reviewer a challenge. Professor Regehr stated that, under the new University of Toronto Quality Assurance Process (UTQAP), all undergraduate programs would be reviewed by two individuals and graduate programs would be reviewed by three people.

(b) Funding for the program. Professor Peng reported that the Faculty of Arts and Science as a whole was engaged in a strategic planning process, and the review had been submitted before the completion of that process. She did understand, however, that the Faculty's Strategic Planning Committee (S.P.C.), had made a favourable recommendation with respect to the needs of this program.

(c) Curriculum review. Professor Peng agreed that it would be important that all core faculty within the Aboriginal Studies Program be engaged in any curriculum review process, including in particular the two faculty members who were currently on leave.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

A member noted the reference in the review to the perceptions of some students that courses grounded in aboriginal perspectives were “at odds with courses they encounter in other areas of their curriculum.” He hoped that the observation did not mean that courses in the program did not adopt scientific standards of objectivity. Another member urged that aboriginal perspectives pursued in the curriculum not exclude other perspectives, including critical perspectives, of the subject matter. Professor Peng and Professor Regehr said that the program was committed both to examining issues of importance to aboriginal Canadians and to maintaining high standards of scholarship. Two members stressed that the review had spoken of “perspectives” in the plural, and that there should be no conclusion that the program’s courses took some single approach. The Chair and Professor Regehr said that any major changes arising from the Program’s curriculum review would come before the Committee.

Faculty of Arts and Science: Department of Astronomy and Astrophysics

The spokesperson for the reading team commended the summary, which had captured the essence of the very thorough review of the Department of Astronomy and Astrophysics, and she congratulated the Department on its achievements. (The reviewers had concluded that the Department “continues to flourish in a culture of academic excellence that leads to world-class status in the field . . . The remarkably collegial environment contributes to a high morale among faculty, staff and students.”) She said that the administrative response had by and large addressed the concerns identified by the external reviewers. However, certain matters might have been addressed in greater depth. For example, there was need for a fuller response to the issue of graduate student recruitment. Perhaps the response had been limited because the matter was a University-wide issue rather than one contained within the Department or the Faculty of Arts and Science. The reviewers had stressed the importance of providing adequate support to this small Department, where the addition of even one lecturer would constitute a 10% increase in its faculty complement. The reading team was disappointed that the reviewers, while noting the highly positive results of student course evaluations, had not met with undergraduate students.

Professor Peng observed that the review was a very strong and a very positive one. She believed that the administrative response had addressed all of the reviewers’ recommendations. With respect to graduate-student recruitment, the issue was indeed one that had to be addressed on a University-wide basis. With respect to faculty complement in the Department of Astronomy and Astrophysics, the Faculty of Arts and Science Strategic Planning Committee had, in harmony with the reviewers’ recommendations, proposed the allocation of two new faculty positions to the Department. Using those new positions to make appointments jointly with the new Dunlap Institute and with the Canadian Centre for Theoretical Astrophysics could result in a significantly larger number of faculty in the combined groups.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

Committee discussion focused on two matters.

(a) Graduate student recruitment. A member said that graduate-student recruitment was a University-wide challenge that had been cited in a number of reviews. He asked where the matter should be addressed and what could be done to address it. Another member suggested that, while the root of the problem might be financial, it would still be appropriate for the Committee to raise the issue, which should be addressed at a higher level, given the impact of student recruitment on the quality of academic programs.

Professor Corman acknowledged that graduate-student recruitment was problematic across the University, and the basis of the problem was the University's difficulty in offering competitive levels of financial support to all graduate students. In the previous year, Professor Corman had met with each graduate unit and had learned that they all shared a concern about their inability to be competitive in attracting outstanding international students because of inadequate funding. There were similar concerns with respect to the recruitment and support of domestic students, although they were not as severe.

Another member suggested that the issue was broader than a University of Toronto one. The basis of the problem was the inadequacy of government funding for graduate students. It was essential that there be ongoing institutional lobbying as well as individual pressure on government to draw attention to the University's concern. In particular, federal research granting agencies should be encouraged to provide competitive levels of support to the graduate students working on grant-funded research projects.

(b) Tri-campus aspects. A member urged that summaries of reviews make clear whether the reviewers had consulted with the chairs of the departments on all three campuses with respect to graduate programs. Professor Regehr replied that the need for such consultations would be included in the material provided to the reviewers.

The Chair said that while the review had included recommendations for the Faculty and the Department to consider, the review overall was a very good one, and a follow-up report was not required.

Faculty of Arts and Science: Woodsworth College Employment Relations Program

The representative of the Committee's reading team said that the review had been very thorough and positive. (According to the summary, the reviewer had commended the program for its "high quality, breadth and depth, student satisfaction, engagement of faculty members, facilities and its contribution to the integration of human resources and labour relations.") The

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

summary was a good reflection of the review report, and the administrative response had addressed all issues thoroughly. There were no issues that required the attention of the Committee.

Faculty of Arts and Science: Centre for Environment

The spokesperson for the Committee's lead readers said that while the summary of the review of the Centre for Environment had touched on all of the main points, the tone of the review had been more urgent than that of the summary. The administrative response had addressed all identified issues. However, the reading team felt that greater clarity could have been provided when commenting on some matters, particularly the four options for the Centre's future that the reviewers had outlined. The reviewers had indicated a preference for two of the proposed options: the establishment of a School of Environment, or the establishment of a School of Environment along with a University-wide commitment to the study of environment. In contrast, the Centre and the Faculty of Arts and Science believed that strengthening the Centre in accordance with its original plans was a better option. The administrative response indicated that decisions could not be taken because of the need to await the conclusion of discussions with the Faculty of Forestry. However, the administrative response did not make clear the nature of those discussions and the effect they could have on the future of the Centre for Environment. As well, there had been some question as to whether the suggestion of a School for Environment would be a University-wide matter that was beyond the scope of the review.

The reading team recommended that a follow-up report on the Centre be provided to the Committee in one year, following the conclusion of discussions with the Faculty of Forestry. An issue that should be included in the follow-up report concerned the reviewers' recommendation that the University establish a graduate program associated with the Centre, with direct entry at the PhD level. The administrative response had stated that it would make more sense for a stand-alone graduate program to start at the Master's level. The spokesperson for the reading team expressed some concern that the reviewers had not given sufficient recognition to the growing role of studies of environment across the University. For example, the review had made no mention of the minor program in environmental engineering now offered by the Faculty of Applied Science and Engineering.

Professor Peng concurred with the reading team's recommendation for a follow-up report. Because the discussions with the Faculty of Forestry had been continuing at the time, it had been difficult to provide a definitive response concerning the future direction of the Centre for Environment. Professor Regehr recalled that, in March, the Committee had received the review of the Faculty of Forestry, and it had been informed of the establishment of a Faculty Working Group charged with considering future organizational arrangements for the Faculty. The Working Group had not yet reached its conclusions.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

The Chair stated the Committee's view that a follow-up report on the Centre for Environment should be provided.

Faculty of Arts and Science: Department of Spanish and Portuguese

The spokesperson for the Committee's lead readers said that the summary had accurately reflected the review of the Department of Spanish and Portuguese, and the administrative response had addressed the questions raised in the review. The reviewers had identified one problem that caused them concern. The current review, like the 2004 review, had referred to the pressures pointed out by students in the one-year M.A. program, who were required to complete eight half courses over one academic year and who were also expected to serve as teaching assistants. The reviewers had recommended that the program be expanded to two years and that a thesis requirement be added. The Department and the Dean had declined to accept the recommendation, pointing to (a) the lack of financial means to provide guaranteed funding packages for the M.A. students for a two-year program, and (b) the additional workload that would be required of an already stretched faculty complement in the Department. The Department had proposed to extend the program to include course work in the summer, but the program would still be more compressed than the reviewers had recommended.

Professor Peng replied that she did not accept that extending an M.A. program atypically to two years was necessarily the appropriate response in this case. She would, however, report the members' concern to the Chair of the Department. Professor Corman said that there were many excellent external scholars engaged in the process of reviewing the University's programs, and they made many recommendations that were greatly valued by the University. In some cases, however, there were suggestions that were not found to be appropriate or to be possible in the circumstances. It was, therefore, the responsibility of the Department, the Faculty and the University as a whole to determine whether to implement recommendations.

The Chair in summarized the Committee's view that there were issues that had been clearly articulated, but that a follow-up report was not required.

Faculty of Medicine: Department of Molecular Genetics

The representative of the Committee's lead readers said that all of the issues raised in the review had been reported accurately in the summary, and all of those issues had been dealt with in the administrative response, with plans in place to deal with each matter. The lead readers took the view that there was no need for a follow-up report.

A member referred to problems arising from the fact that the faculty members in the Department of Molecular Genetics were dispersed geographically among five nodes.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

Professor Whiteside replied that the dispersion of faculty was a significant factor in many departments in the Faculty of Medicine. In this case, faculty were located on campus in the Medical Sciences Building as well as off campus at the Hospital for Sick Children and the Lunenfeld Institute in the Mount Sinai Hospital. In addition, new recruits had been located in the Donnelly Centre for Cellular and Biomolecular Research. The geographical dispersion could be an issue, because it was a very important challenge to engage faculty and students together in scholarly exchanges. An on-going seminar series, including presentations by graduate students, had been put into place, and the rotation of graduate students among nodes was being instituted, with students increasingly becoming the best ambassadors to bring the nodes together. That rotation was also proving to be very valuable in helping students to feel a part of a more unified Department. Nonetheless, the matter did represent an on-going issue that would require continuing attention.

Professor Whiteside noted that the two external reviewers had been among the most effective reviewers she had worked with. One very important issue they had raised – one that should be of concern to the University as a whole – was the need to increase the stipends for graduate students to a level commensurate with the cost of living in Toronto.

The Chair concluded that the Committee saw no need for a follow-up with respect to the review.

Ontario Institute for Studies in Education (OISE): Department of Adult Education and Counselling Psychology

One of the Committee's lead readers reported that that the summary of the review of the Department of Adult Education and Counselling Psychology had been well done, and the administrative response had adequately addressed the issues identified. The members of the reading team and one other Committee member drew attention to certain questions raised in the review.

(a) Combination of Adult Education and Counselling Psychology within one department. The reviewers had observed that the combination of adult education and counselling psychology in one department at OISE was unique in North America. The reviewers had concluded that, because of the Department's focus on adults in the community (rather than children in schools), the combination of the two programs made sense. The member questioned whether such a pairing was the most appropriate one. In particular, he questioned whether, given the other psychology programs in the University, this combined Department was the best place for a program in counselling psychology. Professor O'Sullivan replied that the current Department was a very strong one, but the question was one that would be considered in OISE's major academic planning process that would begin in the near future.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

(b) Budget model and cross-departmental collaboration. A member of the reading team pointed out the reviewers' concern that the devolved budget model was "thought by some to work against cross-departmental/interdisciplinary collaboration." Professor O'Sullivan replied that the reviewers' concern would also be addressed in the academic planning process.

(c) Mentoring of new faculty. A member of the reading team referred to the reviewers' recommendation for a formal mentoring program for new faculty to assist them with the tenure process. The program would replace a less formal one that was apparently not operating as well as might be desired. Professor O'Sullivan replied that the proposal was under discussion in OISE. The recommendation was one that would be best considered not only by the Department of Adult Education and Counselling Psychology but by the OISE community as a whole.

(d) Research-stream and professional graduate programs. A member referred to the reviewers' observation of the discrepant treatment of OISE students in graduate programs designated as research-stream and others in sometimes-similar graduate programs intended to prepare students for professional practice. The former received guaranteed funding packages and the latter did not. Given the cost of funding packages, there was a tendency to admit fewer students to the research-stream programs and more to the professional programs. While the problem was not unique to OISE, the reviewers' report had been very helpful in drawing attention to the issue.

(e) Counselling psychology program. A member observed that certain other academic departments offered programs very similar to that in counselling psychology, including the Department of Psychiatry in the Faculty of Medicine and the Department of Psychology in the Faculty of Arts and Science, where the program included courses in clinical psychology. There was indeed a Department of Human Development and Applied Psychology in OISE. Given the University's general wish to achieve economies and consolidation, the member wondered whether the reviewers had considered the best place for the teaching of counselling psychology.

Professor Watson said that the question of the appropriate placement for the counselling psychology program was a philosophical one that could be debated at length. However, if one adopted a view of psychotherapy within a learning model rather than a disease model, then the program's placement within a faculty of education could be seen as entirely suitable. She stressed that graduates of the doctoral program in counselling psychology were accredited to practice by the Canadian Psychological Association.

In the course of discussion, Professor Regehr stressed that program planning began with individual academic divisions; programs were not imposed centrally by the Committee.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

The issue could be seen as a significant one that merited discussion, but that discussion would appropriately begin at the divisional level.

The Chair summarized the Committee's view that a follow-up report to the Committee was not required. The issues that had been raised would be explored further as part of OISE's academic planning process.

University of Toronto Mississauga: Department of Anthropology

The spokesperson for the Committee's lead readers said that the very strong review made it clear that the Department of Anthropology at the University of Toronto Mississauga was a very distinguished unit. The summary accurately reflected the review, and the administrative response dealt with all of the issues raised. There was, however, need for the Committee to consider a very fundamental question raised by the review, albeit one outside of the control of the Department: the issue of tri-campus relations within the University. The issue raised by the reviewers echoed one the member had observed frequently over the past twenty years. It was difficult for the University of Toronto Mississauga to secure the loyalty of graduate students to that campus, and it was difficult to satisfy properly the career aspirations of the excellent faculty in the Department of Anthropology solely on that campus. The root of the problem was the pull of the St. George Campus felt by faculty and graduate students. The specific problems cited were the long distance between the campuses, difficulties of commuting, and the attraction of guest lectures and other events taking place on the St. George Campus. Remedies suggested included improved inter-campus bus service, fare subsidies, and a richer program of events at UTM. The member had, however, heard such suggestions made over many years, but the University's most basic and difficult problem remained. The *Towards 2030* exercise had deferred offering proposals to solve the problem, as had the planning of many administrations in the past. The issue was a very difficult one in the light of the University's unique structure in North America: a unitary graduate school crossing the three campuses, combined with relatively autonomous undergraduate divisions on two major campuses apart from the central campus with student populations now amounting to more than 10,000 students at each. The issue, as cited in the review, was clearly an impediment to the quality of the work of an excellent Department at UTM, and the member had no solution to propose. He did, however, think it very important that the issue be placed on the table for discussion.

Another member of the reading team said that the member's point was a very good one, but the problem was not one that the Department of Anthropology at UTM could solve on its own. The broader problem should not distract attention from the fact that the review demonstrated the strength of an excellent department, and the administrative response to the reviewers' suggestions was a very good one. The member referred to the

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

reviewers' suggestion that the Department develop a long-term vision, suggesting that it begin with a retreat or two to develop ideas. Had that suggestion been taken into account? Would it be implemented by the Department's Curriculum Renewal Initiative?

Professor Mullin replied that the suggestion was very much on the table. The new Chair of the Department was providing means to foster full consultation within the Department, using the Department's Executive Committee and developing a well-articulated committee structure that would offer new faculty the opportunity for full involvement. The long-range planning effort would include, but not be limited to, the Curriculum Renewal Initiative.

With respect to tri-campus relations, Professor Mullin said that different Departments at UTM were approaching the matter in different ways, with some enjoying more success than others. The availability of Graduate Expansion Funds would be of great assistance. The funding would allow UTM Departments to bring more graduate students onto the Campus, which would enrich the experience of undergraduate students and would enable faculty to mentor more graduate students at UTM. The Department of Anthropology had applied for that funding and was manifesting considerable enthusiasm to take advantage of the opportunity. The outcome should be at least some measure of improvement.

A member reported that UTM graduate students were funded for transportation costs. In addition, teaching assistants who were not principally at UTM were reimbursed for their travel costs. The problem of transportation had, therefore, been dealt with. The Anthropology Graduate Students' Union at UTM was creating opportunities for graduate student participation in activities at UTM, and the undergraduate students union was in discussion about shared activities.

The Chair concluded that there was no need for a follow-up report with respect to this review. While the matter of tri-campus relations was a very important one, it was a broader matter and not one that could be solved within the context of the response to this review.

University of Toronto Mississauga Forensic Science Program

The spokesperson for the reading team said that the summary of the report was a good one, accurately reflecting the "troubling" nature of the full report, in particular its serious concerns about the curriculum, faculty complement, space and facilities, and structure of the unit offering the program. The administrative response made clear that "the lack of a strong and broad research profile for the discipline within UTM, coupled with the quality of current teaching, highlight the need to rebuild the program entirely or

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010**4. Reviews of Academic Programs and Units, Part I (Cont'd)**

consider its termination.” The Interim Dean had therefore halted admission to the program and would in the forthcoming year explore the serious questions raised by the review. It was therefore clear that there was need for a follow-up report in one year’s time to deal with the outcome of the Dean’s exploration of those questions.

The reading team observed that there were major mismatches between the recommendations of the review and the administrative response. First, the review had recommended that forensic science be “established as a separate department” or have a “department-like structure.” The administrative response envisioned the program continuing to be housed within the Department of Anthropology. Second, the review recommended the elimination of the forensic psychology and forensic anthropology tracks within the program; the Departments of Psychology and Anthropology could consider establishment of separate degree tracks within their own programs. The administrative response foresaw the continuation of those tracks within the forensic science program.

The spokesperson said that the review raised a number of other questions. How should specialized programs be managed in the context of larger Departments? How should the University deal with specialized programs delivered largely by sessional lecturers who were practitioners, again in the context of a larger Department? How should the University make use of expert practitioners in the context of an institution that was research-intensive? What would be the broader implications if the University were to cease to offer a program in forensic science – a program that was presumably valuable for law-enforcement agencies.

Professor Mullin agreed that a follow-up report would be appropriate, particularly in view of the fact that UTM was considering whether to continue the program or to end it. She was concerned that there had been only a single reviewer in this case – a particular problem when the outcome of the review was so troubling. UTM did take the view that it would be appropriate for the program to be located within the Department of Anthropology. There was only one full-time faculty member with a strong commitment to the program, and she was a member of the Department of Anthropology. Professor Mullin was engaged in conversations with other Departments to determine whether they remained committed to the area of forensic science. They had previously been offered positions in the area, but they had not succeeded in hiring faculty in the area. It was now important to know if those Departments would retain a commitment to the area without new faculty appointments in it. Professor Mullin was engaging in consultations with the new Director of the program. The previous Director had resigned from the University, and the time was clearly appropriate for fundamental rethinking. When the program had been initiated at UTM, it was the only program in forensic science in Ontario. The societal consequences of discontinuing the program would now be much less, with a significant number of other programs in place at other universities and at colleges of

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

applied arts and technology. Professor Mullin had also been in discussion with the Centre for Forensic Science and Medicine in the Faculty of Medicine, which agreed that the program should either be substantially strengthened or closed. The program, in its present situation, would not advance the cause of forensic science in Ontario or in general.

A member observed that there were situations in the University where it might be appropriate to question the balance between (a) the teaching of practitioners and (b) research. In this case, there appeared to be no question of balance; there was very little contribution to research arising from the program. Professor Mullin agreed. The original vision had been a research-oriented program. That vision had not been fulfilled. Only one faculty member involved in the program, the Director, was engaged in research in the area. Others offering courses in the program were practitioners. While most had doctoral degrees, they were not pursuing research agendas.

A member stressed that there was more than one stream within the program, each of which had enjoyed different levels of success. The program in forensic chemistry was accredited by the Chemical Society of Canada, and two of the winners of that Society's undergraduate awards had been students in the forensic chemistry program. That program stream had clearly enjoyed a great deal of success.

A member asked whether it had been intended that the program would be a research-based one from the point of view of the faculty or of students. Professor Mullin replied that it had been planned that the faculty would be active researchers, and that fact would inform the nature of the program they offered to students.

The Chair stated that the review was one that would require a follow-up report in one year's time.

University of Toronto Mississauga Department of Historical Studies

The spokesperson for the reading team said that the summary accurately reported on all of the key issues raised in the review. While the administrative response did deal with most of the issues raised by the reviewers, there were two important matters that were not addressed. First, the review had raised the matter of the direction of future academic appointments. The reviewers had recommended that forthcoming appointments be research-stream faculty. The Department already had a substantial number of teaching-stream faculty. Second, the reviewers had observed that the Department had not identified peer programs against which to benchmark the UTM programs. The spokesperson also noted the recommendation that UTM faculty offer more graduate courses on the UTM campus rather than on the St. George campus.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

Professor Mullin said that the Department was currently discussing future academic appointments. The likely outcome for a forthcoming appointment was to seek an individual in the teaching stream. Budgetary constraints might well require a sessional appointment. The Department's long-term objective was, however, to make further appointments into the research stream. With respect to benchmarking, the Department had some difficulty in identifying appropriate peers because of its interdisciplinary nature. While it was not neat, the Department could select partial peers – individual programs in such areas as classics, religion, gender studies and history. With respect to graduate courses, individual instructors and graduate departments were always welcome to offer courses on the UTM campus when they believed that they could attract sufficient enrolment. Graduate students could be deterred from taking courses at UTM because of the travel required and therefore the difficulty of fitting a UTM course into their schedules. Offering courses at UTM was, however, encouraged particularly in areas of distinctive strength where graduate students would be inclined to spend much of their time at UTM.

While a member thought that it would be useful to have a brief, oral follow-up report on those matters, the Chair concluded that the review was a good one and that recommendations were being dealt with. With the agreement of the Committee, she therefore did not request a follow-up report.

University of Toronto at Scarborough – Department of Physical and Environmental Sciences

The spokesperson for the reading team said that the summary was an accurate reflection of the review report. The review raised many substantive issues. While the administrative response did not deal with every aspect of the review, many of the issues were related and intertwined, and it was clear that the UTSC administration had taken action with respect to a number of those issues, and that it was in the process of dealing with others. Because there were several matters to be dealt with, the reading team had concluded that it would be appropriate for the Committee to receive a follow-up report in a year's time.

Dean Halpern said that he hoped and anticipated that UTSC would in time be on track in dealing with the issues that had emerged from the review. He wished to comment on three areas that had emerged as particularly important ones in the review. First, the undergraduate programs in chemistry and physics required immediate attention. In both cases, he had met with colleagues and with Professor Gough, the new Chair of the Department of Physical and Environmental Sciences. While the challenges were somewhat different in the two disciplines, they shared one problem: the need for up-to-date equipment for teaching and research. UTSC had moved quickly and had devoted \$2.3-million to the purchase of new laboratory equipment and a further \$1.5-million to

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

laboratory renovation. That work was underway, and Professor Halpern expected it to be completed in the next few months. In March or April of 2011, it was expected that further space would become available in the original Science Wing, with the completion of the new Instructional Centre. The faculty in Physics had been working with the Chair on revision of the curriculum in that discipline. The outcome of that revision would be to enable Scarborough students to complete their entire programs on their own campus. Searches for new faculty were underway in both Chemistry and Physics. The Chemistry group had succeeded in appointing a senior colleague and searches would continue to provide an appropriate expansion of the faculty complement in the two disciplines.

Second, the review had been critical of governance in the Department. Professor Gough and his Office were working to establish a new constitution that would function effectively and that would play a key role in improving communications within the Department.

Third, the review had noted problems in the area of compliance with health and safety standards. A health and safety audit had been undertaken as quickly as possible. It had turned out that the problems were all of a minor nature, and all had been addressed.

Dean Halpern said that the Department was a leading one, and it had made University of Toronto history by being the first Department off the St. George Campus to host a graduate program – the highly successful Master of Environmental Studies program. Professor Gough had in a few short months succeeded in taking the Department to a new and higher level, and there was general enthusiasm for his work as Chair.

Discussion focused on the following topics.

(a) Formation of new departments. A member referred to a statement in another review referring to the likely formation of a new department of Astronomy and Physics at UTSC. Dean Halpern said that the faculty in Physics did favour forming a separate department. The formation of a separate department had been suggested by the fact that two new Departments were, at the time of the review, being formed by groups of faculty in the Department of Humanities. Dean Halpern had met with colleagues in Physics to discuss the issue. He took the general view that faculty members in individual disciplines should be permitted to form separate departments if there were sound academic and pedagogical reasons to do so. The UTSC administration had set out certain clear criteria for the formation of a separate department, which were described in the administrative response. Those criteria would include a commitment to protecting the programs offered to students jointly with the Department of Physical and Environmental Science. Professor Halpern was confident that the necessary steps were being taken in this case. It remained

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

4. Reviews of Academic Programs and Units, Part I (Cont'd)

an open question whether other groups within the Department would move to form separate departments. He anticipated that the question would continue to be considered in the course of future reviews of multi-disciplinary departments at UTSC.

(b) Teaching resources. A member observed that a major source of the problems appeared to be an absence of growth of resources to deal with the growth of enrolment in Department's courses. For example, in early-year Physics courses, most teaching assistants were upper-year undergraduates. Many of the courses in Physics were offered by sessional faculty. The problems in the Physics programs were in all probability the outcome of the absence of teaching by research-stream faculty assisted by graduate students.

Professor Halpern replied that it would be appropriate to keep separate the questions of the Department's resources and the staffing of its courses. UTSC was now, as the result of enrolment growth, in a strong position to augment the resources of all of its departments. That favourable situation had occurred after a long period of steady-state funding while UTSC struggled to adjust to the expansion of its enrolment. For the Department of Physical and Environmental Sciences, there was, however, still a problem of constrained space, which would be remedied over time. It was, as noted earlier, anticipated that further space would become available in March 2011 when the new Instructional Centre would open and space would become available in the original Science wing. In another three to five years, UTSC planned to have a new science research centre. In the absence of adequate space, UTSC could not attract first-rate research-stream faculty in the laboratory sciences; it was not at this time able to provide them with research-laboratory space. Therefore, UTSC had made a strategic decision to hire teaching-stream staff with contractually-limited term appointments. They would provide the basis for eventual hiring of research-stream faculty when research space would be available for them.

Professor Halpern said that UTSC was making every effort to move away from using senior undergraduate students as teaching assistants. It was seeking to attract graduate students from the tri-campus graduate departments.

(c) Availability of a full curriculum in Physics at UTSC. A member asked if a full program in Physics at UTSC would require the addition of a substantial number of courses with additional Physics faculty to teach them? Professor Halpern replied that the Physics curriculum would move from its current high degree of focus on Astrophysics to a broader range of areas. The additional faculty, to be engaged over a two-or three-year period when research space becomes available, would enable the offering of a full curriculum. Professor Gough added that the need would be coverage of third and fourth year courses, and the planned hiring in Physics would permit that need to be met.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010**4. Reviews of Academic Programs and Units, Part I (Cont'd)**

The Chair concluded that it was the view of the Committee that a follow-up report would be appropriate in the case of this review.

Review Process

In the course of discussion, a member observed that the Committee's reading teams had found that the summaries, which were public documents, were sometimes less candid than the original review reports. The problem was that the summaries did not then flag the urgency of problems perceived by the reviewers. In the current year, and even more so in the new quality assurance process, the University was asking external reviewers to be candid and, where appropriate, critical. The member was not at all sure of how to balance the need to flag issues seriously requiring action and the wish to avoid the publication of statements that might be considered too critical and even actionable. Professor Regehr responded that under the new University of Toronto Quality Assurance Process (UTQAP), full review reports (apart from sections dealing with personnel matters) were to be considered public documents and would be submitted to the Committee. It would, however, be important to distinguish between the reports required by the Committee to understand the issues fully and the information published on the web. With the implementation of the University of Toronto Quality Assurance Process, an appropriate governance model would be developed.

Chair's Concluding Remarks

The Chair recalled that it was the consensus view of the Committee that it should receive follow-up reports to the reviews of three units where substantial structural changes were anticipated: the Faculty of Arts and Science Centre for Environment, the University of Toronto Mississauga Forensic Science Program, and the University of Toronto at Scarborough Department of Physical and Environmental Sciences. The Committee would also presumably see, in the usual course of events, plans for curriculum change in the Faculty of Arts and Science Aboriginal Studies Program.

The Chair thanked members for the very good job they had done in consideration of the reviews. The reports from the reading teams had been very good, and the discussion had been spirited and very useful.

REPORT NUMBER 147 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – September 21, 2010

5. Date of Next Meeting

The Chair reminded members that the next regular meeting was scheduled for **Tuesday, November 9, 2010.**

The Secretary reported on plans for a new system for distribution of materials for future meetings. Members would cease to receive packages of printed materials. Rather materials would be made available to members electronically using the “Board Books” system, which was in increasingly wide use. Members could expect to hear from a representative of the company providing the system, who would offer a brief on-line training session on its use.

The meeting adjourned at 6:25 p.m.

Secretary

Chair

November 15, 2010

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UNIVERSITY OF TORONTO

THE GOVERNING COUNCIL

REPORT NUMBER 139 OF THE PLANNING AND BUDGET COMMITTEE

November 10, 2010

To the Academic Board,
University of Toronto

Your Committee reports that it held a meeting on Wednesday, November 10, 2010 at 4:10 p.m. in the Council Chamber, Simcoe Hall, at which the following were present:

Dr. Avrum Gotlieb (In the Chair)
Professor Cheryl Misak, Vice-President
and Provost
Ms Catherine J. Riggall, Vice-President,
Business Affairs
Professor Scott Mabury, Vice-Provost,
Academic Operations
Professor Philip H. Byer
Professor Elizabeth Cowper
Mr. Ken Davy
Professor Meric S. Gertler
Professor Christina E. Kramer
Professor Henry Mann
Ms Natalie Melton
Ms Carole Moore
Dr. Susan Rappolt
Ms Lynn Snowden
Mr. W. John Switzer

Non-voting Assessors:
Ms Elizabeth Sisam, Assistant Vice-
President, Campus and Facilities
Planning
Ms Sally Garner, Executive Director,
Office of the Vice-Provost, Planning and
Budget

Secretariat:
Mr. Anwar Kazimi, Secretary
Mr. Neil Dobbs, Deputy Secretary of the
Governing Council

Regrets:
Professor Parth Markand Bhatt
Mr. Shaun Datt
Professor Miriam Diamond
Dr. Chris Koenig-Woodyard
Dr. Jim Yuan Lai
Professor Douglas McDougall

In Attendance:

Mr. Julian Binks, Director, Planning and Estimating, Capital Projects, Real Estate Operations
Mr. John Calvin, Manager, Data Centres, Information and Technology Services
Ms Sheree Drummond, Assistant Provost
Mr. Patrick Hopewell, Director, Enterprise Infrastructure Solutions, Information and
Technology Services

ITEM 6 IS RECOMMENDED TO THE ACADEMIC BOARD FOR APPROVAL. ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Chair's Welcoming Remarks

The Chair welcomed members and guests to the meeting.

2. Report of the Previous Meeting (September 20, 2010)

Report Number 138 (September 20, 2010) was approved.

3. Business Arising from the Report of the Previous Meeting

There was no business arising from the report of the previous meeting.

4. Senior Assessor's Report

Professor Misak provided members with an update on the University of Toronto Faculty Association (UTFA) arbitration award for faculty and librarians for the period July 1, 2009 to June 30, 2011.

The provincial government had asked all public sector organizations to voluntarily exhibit wage restraint, with no across the board (ATB) increases in two of the following five years, including 2010-11. The government had, however, not legislated this wage restraint. Instead, it had expected employers and employees to work together towards the objective of a zero wage increase. Based on the provincial government's directive, the University had argued for no ATB increases. UTFA had, in turn, asked for wage increases and other enhancements that would have cost the University in excess of twenty per cent over the two years. The arbitrator, Mr. Martin Teplitsky, had awarded increases that amounted to nearly 2.5 per cent per year. In Mr. Teplitsky's opinion, he was not bound by the wishes of the province and there was no legislation on wage restraint in place. The University had already made 1.9 per cent merit payments (PTR) for the period July 1, 2009 to June 30, 2010, and the normal PTR for 2010-11 had been included in the arbitrator's award.

Professor Misak said that the arbitration award would place a significant burden on the divisions as salaries and benefits constituted the bulk of their operating costs. The divisions had calculated their budgets based on the rate of inflation and the state of the economy. Many had, therefore, not put aside sufficient funds to cover the cost of the arbitration award. The University was working with divisions to ensure that the cost of salaries and benefits would be covered. Consequently, the University faced difficult budgetary decisions in following months.

The University and the UTFA were to commence bargaining for the period beginning July 1, 2011 onwards almost immediately. The University hoped to get zero ATB increases in the coming years and was working hard towards that conclusion. The cost of the arbitration award and the need to make special payments into the pension plan meant that the University had to engage in fiscal austerity measures and revenue enhancements for a period of at least three years. Budget review meetings had begun. It was clear that the ability to cope with the fiscal realities varied across faculties and divisions. Following the conclusion of the budget review, the University would move into the budget cycle.

4. Senior Assessor's Report (cont'd)

Media reports indicated that an arbitration ruling in another public sector entity had awarded a wage increase, against the wishes of the provincial government. The same reports suggested that the government was not willing to pay the cost of the salary and benefit increases and was considering withholding the transfer payments in an amount equal to the salary and benefit increases. Professor Misak said that such a decision by the government, along with the cost of the arbitration award, would have a major bearing on the University's budget.

In response to questions from a member, Professor Misak clarified that in the past, the PTR payments had been mostly self-funded – the difference in wages between those who retired and those who were hired covered the cost. As mandatory retirement was no longer in place, and because of other reasons, PTR was not as self-funded as before. With regard to the issue of transfer payments, there was a lack of clarity and that clarity would be sought. Under the University's new budget model, increases in compensation costs were absorbed by individual faculties. Ms Riggall added that even though there was some small amount of borrowing capacity below the University's debt ceiling, it could be required to deal with the large deficit in the pension plan. The University proposed cost saving mechanisms and had put these forward to Principals, Deans, and to UTFA. Professor Mabury said that the arbitration awarded would cost the University an additional amount of approximately \$20 million per year, beyond PTR payments.

5. Presentation on Pension Plan Matters

The Chair invited Ms Riggall to make a presentation on the state of the University's pension plan. A copy of Ms Riggall's presentation is appended to this report.

In the discussion that followed, Professor Misak advised a member that the ongoing budget review meetings would address the issue of how the state of the pension plan would affect the budgets of departments and faculties. Ms Riggall clarified that special payments of \$27 million per year made by the University to cover the funding shortfall could need to increase by an additional \$50 million per year. The actual amount to be funded from the operating budget would be dependent on the degree to which the various employee groups agree to increase employee contribution levels. The solvency measure was originally used by the Financial Services Commission of Ontario (FSCO) to determine whether the pension plan of an institution was solvent. If an institution fell under a certain solvency threshold, it was required to make larger payments into the plan at an accelerated rate. This was done on the premise that the plan would be funded in the eventuality of that institution closing down its operations. The universities had established a task force to lobby the government for a more flexible solvency requirement on the basis that the universities were not going to close down. Moreover, the revenue to the universities was controlled by the government. In the absence of the permission to increase tuition fees and limited grants, universities would not be able to meet the requirements of the solvency test. Other governments had agreed to solvency exemptions for universities. After the filing of its report with FSCO in 2011, the University would have three years to present a plan to address its pension shortfall. If the plan were to be approved by FSCO, the University would be allowed ten years to make up the shortfall in its pension plan. In case the plan was not approved by FSCO, the University would be allowed only five years to make the required adjustments to its pension plan – effectively the University would have eight years to address the pension shortfall in such a scenario. The timing and amount of funding would be dependent on many factors including the cost of borrowing.

5. Presentation on Pension Plan Matters (cont'd)

Professor Misak added that the state of the pension plan would be presented to the University community once the budget for 2011 was presented. Pension plan shortfall pressure would have to be mitigated from University funds, including those set aside for direct student related activities. The University would welcome support from students in its efforts to lobby the government on the solvency issue. Professor Misak concluded by saying that she would put forward the matter with the Undergraduate Students Advisory Board.

6. Capital Project: Project Planning Report for the University of Toronto St. George Campus Data Centre Renewal

Ms. Sisam said that the University's Data Centre had been moved to the McLennan Physics Laboratories building after the initial data centre was destroyed by a fire in the Sandford Fleming building in 1977. During the thirty-three years since that time, the University's computing requirements had grown significantly resulting in inadequate power and cooling capabilities. Cooling for the computer area was provided from equipment above the facility and leaks from overhead had resulted in service outages.

The Project Planning committee considered several options. Economic viability was analyzed when the options of off-campus location, co-location, and renovation of the existing facility were explored. When the committee considered the off campus location of the servers, it emerged that much of the dated equipment would not survive the move. The estimated cost of replacing the equipment vulnerable to relocation was more than \$10 million. A member had queried the possibility of a third party hosting of the services of the Data Centre. However, the renewal of the existing space, as outlined in the proposal, remained the more suitable option.

The Data Centre occupied 618 net assignable square metres (nasm). This space was also shared with two divisions of the Faculty of Arts and Science – the Department of Physics and the Canadian Centre for Theoretical Astrophysics (CITA). In the proposed new configuration, the use of network racks would result in the release of 167 nasm. The released space could be reassigned by the Office of the Vice-President and Provost. The cost of operation indicated in the project report was high because of the cost high cost of delivering electrical power. The report recommended that use of power by the Data Centre and the Faculty of Arts and Science be metred separately. Consequently, a more accurate cost of operating the Data Centre would emerge, and the Faculty of Arts and Science would not be burdened with a disproportionate cost of power usage.

The funding sources for the project were provided in the motion. Phase 1 of the project would address risk mitigation and provide an emergency generator. Phase 2 would address capacity growth.

6. Capital Project: Project Planning Report for the University of Toronto St. George Campus Data Centre Renewal (cont'd)

Professor Mabury reiterated that rental of cost of external space made third party hosting of the Data Centre an unsuitable option. It was anticipated that the renewal of the Data Centre would result in the consolidation and virtualization of a number of its activities. Certain activities related to the Data Centre, such as student e-mail, would be outsourced to release the capacity of the Data Centre for other activities. For example, the renewed Data Centre would enhance the back-up capabilities of the servers. The estimated annual cost of the back-up data storage operations was \$183,000. An external vendor had quoted \$500,000 per month to provide a similar service.

The St. George campus had two dozen network systems. The renewed Data Centre would have the capability to provide virtual server service to divisions and departments which had their own networks. This, in turn, would reduce the cost of operations within those divisions and departments and, ultimately, the University. One of goals of the renewal of the Data Centre at the St. George Campus was to mirror internally the Data Centre at the University of Toronto at Scarborough. The renewed Data Centre would result in improvement of the quality of service while achieving the desired internal redundancy within faculties and divisions.

The renewal project would mitigate the risk related to temperature. In the previous two months, there had been two instances where overheating had led to a shut down of all servers. The renewal project would provide external air intake capabilities during winter months to maintain the optimum temperature required for the functioning of the equipment. In addition the Data Centre would have back-up power generators and a system in place for the gas suppression of fire.

In Professor Mabury's opinion, the renewal of the Data Centre would result in a facility that would operate more efficiently and significantly reduce shutdowns. Separate meters for the Data Centre and the Faculty of Arts and Science would allow for measurement of power usage consistent with the University's new budget model.

In the discussion that followed, a member asked whether there existed the capacity to build in a base-budget fund to address the needs of Information Technology services rather than leaving them dependent on one-time-only funding. The member asked about the cost of setting aside such funds. Professor Mabury responded that there was awareness of the need to put aside funds related to the upgrade of facilities, even as there were competing demands from other areas of the University's operations. The University's new budget model allowed for the cost of deferring maintenance and upgrades to the University's Information Technology to be measured. Approximately, \$2.2 million was budgeted annually for the University-wide IT needs as outlined in the University's budget.

Professor Misak added that a goal of the project was to decommission some of the servers operating within departments and divisions of the University. An efficient and reliable central Data Centre could be used by faculties and divisions. These faculties and divisions would then save costs by phasing out their individual networks.

6. Capital Project: Project Planning Report for the University of Toronto St. George Campus Data Centre Renewal (cont'd)

In response to a question from a member, Professor Mabury said that the costs indicated were for the purchase of chillers, and back-up power generators. Mr. Hopewell added that the costs also included the installation of the air venting system and other essential equipment.

On motion duly moved, seconded, and carried,

YOUR COMMITTEE RECOMMENDS

1. That the Project Planning Report for the Renewal of the St. George Data Centre in its present location in the McLennan Physical Laboratories Building, a copy of which is attached as Appendix "A", be approved in principle.
2. That the project scope for Phase 1, as identified in the Project Planning Report, be approved at a total project cost of \$5,160,100 with sources of funding as follows:

Information & Technology Services	\$ 2,835,000.00
<u>Central funding</u>	<u>\$ 2,325,100.00</u>
Total	\$ 5,160,100.00

3. That, pending available funding, Phase 2 be brought forward to implementation through the Accommodation and Facilities Directorate in accordance with the Policy on Capital Planning and Capital Projects.

7. Date of the Next Meeting – Wednesday, January 12, 2011

The Chair reminded members that the next meeting of the Committee was scheduled for Wednesday, January 12, 2011 at 4:10 p.m. in the Council Chamber.

8. Other Business

There were no items of other business.

The meeting adjourned at 5:18 p.m.

Secretary

Chair

November 15, 2010