

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 139 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS
March 3, 2009

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, March 3, 2009 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Andrea Sass-Kortsak (Chair)
Professor Douglas McDougall
(Vice-Chair)
Professor Edith Hillan, Vice-Provost,
Academic
Professor Jonathan Freedman, Deputy
Provost
Professor Katherine Berg
Professor Ragnar Buchweitz
Professor Elizabeth Cowper
Professor Robert Gibbs
Professor William Gough
Ms Jacqueline Greenblatt
Ms Emily Gregor
Ms Lesley Ann Lavack

Professor Rhonda Love
Professor Hy Van Luong
Ms Lynn Snowden
Miss Maureen J. Somerville
Professor Suzanne Stevenson
Mr. John David Stewart

Professor Susan Pfeiffer, Vice-Provost,
Graduate Education and Dean, School of
Graduate Studies
Ms Karel Swift, University Registrar

Mr. Neil Dobbs, Secretary

Regrets:

Professor Gage Averill
Professor Luc F. DeNil
Ms Anne Guo
Ms Jenna D. Hossack
Mr. Joseph Koo

Professor Ato Quayson
Professor Cheryl Regehr
Ms Charlene Saldanha
Professor Elizabeth M. Smyth

In Attendance:

Professor Grant Allen, Vice-Dean, Undergraduate Studies, Faculty of Applied Science
and Engineering
Professor Robert Baker, Acting Vice-Dean, Graduate Education and Research, Faculty
of Arts and Science
Professor Steven Bernstein, Associate Director, Centre for International Studies, and
Director of the M.A. Program in International Relations
Ms Nora Gillespie, Legal Counsel, Office of the Vice-President and Provost
Professor K. Wayne Hindmarsh, Dean of the Faculty of Pharmacy
Ms Helen Lasthiotakis, Director, Policy and Planning, Office of the Vice-President
and Provost
Professor Jill Matus, Vice-Provost, Students
Ms Barbara McCann, Registrar, Faculty of Applied Science and Engineering

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In Attendance (Cont'd)

Ms Margaret McKone, Executive Director, Munk Centre for International Studies
Professor Louis Pauly, Director, Centre for International Studies
Professor Seamus Ross, Dean, Faculty of Information
Ms Jude Tate, Gay, Bisexual, Transgender & Queer Resources and Programs
Co-ordinator

ITEMS 4 AND 6 CONTAIN RECOMMENDATIONS TO THE ACADEMIC BOARD FOR APPROVAL. ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Report of the Previous Meeting

Report 138 (January 20, 2009) was approved.

2. Faculty of Applied Science and Engineering: Undergraduate Academic Appeals Board Terms of Reference

The Chair reminded members that a proposal for terms of reference for an Undergraduate Appeals Board in the Faculty of Applied Science and Engineering had been before the Committee at its previous meeting. A concern had been raised about the proposed Appeals Board's authority to remit a matter back to the original decision-maker for reconsideration. The Faculty has given the provision further consideration, and its slightly revised proposal was now before the Committee for approval.

On motion duly made and seconded,

YOUR COMMITTEE APPROVED

The proposed Faculty of Applied Science and
Engineering Academic Appeals Board (Undergraduate)
Terms of Reference, replacing the Ombuds Committee
Terms of Reference, effective June 1, 2009.

3. Reviews of Academic Units and Programs 2007-08 – Annual Report, Part I, Provostial Reviews

Chair's Remarks

The Chair reminded members that the "Accountability Framework" that guided the review process stated that governance, led by the Committee on Academic Policy and Programs, was responsible to ensure "that University administration is monitoring the

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3. Reviews of Academic Units and Programs 2007-08 – Annual Report, Part I, Provostial Reviews (Cont'd)

Chair's Remarks (Cont'd)

quality of academic programs and units and is taking the necessary steps to address problems and achieve improvements.” The record of the Committee's discussions would be forwarded to the Academic Board's Agenda Committee, which would review it and determine whether the full Board needed to discuss any issue(s) of academic importance.

The Chair said that because there were only three reviews on the current agenda, she had arranged for the full text of all of the reviews to be sent to all members, as well as the summary and the administration's response. Next time around, with more reviews on the agenda, she would ask members to read all of the summaries, but she would also ask each member to serve on teams to read, and report on, two or three of the full reviews. For the current meeting, she had asked one experienced Committee member to lead off the discussion of each review and to focus on three questions:

- (a) Did the summary accurately reflect the review report?
- (b) Had the administrative responses addressed the issues identified?
- (c) Were there any questions/comments/issues for the Committee?

Deans or Vice-Deans from the three academic units were in attendance to respond to any questions or concerns members might raise. If the Committee took the view that there were unresolved issues that should be considered by the Agenda Committee, the Chair would make that conclusion clear and have it reflected in the Committee's report.

Faculty of Arts and Science

The Committee's lead reader said that the summary accurately reflected the review report. The administrative response had addressed the issues identified. There were no issues that required the attention of the Committee. The member noted that the Faculty of Arts and Science was a very large and complex one – a fact noted by the Review Committee. The review had raised three matters that the member had found to be particularly worthy of notice. First, as had been encouraged in the *Stepping Up* planning process, the Faculty had established a substantial number of new interdisciplinary teaching programs (fifteen since July 1, 2005). The reviewers commented that this development had been expensive and had occurred at a time of overall financial stress. This matter was of special interest to the member, who had noted in her role as a member of the Governing Council that the establishment of new programs had usually been presented as having no budgetary implications. Second, the review had commented on the nature and effectiveness of the relationship among the three campuses in Arts and Science. The relationship appeared to be working well in spite of its complexities, and suggestions for the future of the relationship had been, or were being, implemented.

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3. Reviews of Academic Units and Programs 2007-08 – Annual Report, Part I, Provostial Reviews (Cont'd)

Faculty of Arts and Science (Cont'd)

Third, the review had commented on the nature and effectiveness of the Faculty's relationships with the Arts and Science Colleges and the role of the Colleges. That issue had again been dealt with appropriately in the administrative response.

Professor Stevenson said that the matter of interdisciplinary centres and resources had received substantial attention within the Faculty. New centres and teaching programs had been established on the basis that they had no resource implications. That had been appropriate because the new programs drew on teaching resources located within the departments. A problem had, however, become apparent with the new budget model: the cost to the Faculty's infrastructure caused by the addition of a substantial number of new units. That cost had manifested itself especially in terms of the added demands on the time of the Deans and on the time required for discussions among the leaders of related departments and programs. The extent of those costs had been recognized only in the past few years. The Faculty therefore intended to review all of its interdisciplinary centres and programs, looking at the process for their establishment and integration and at their fit in the Faculty's overall priorities.

A member noted the comment on page 4 of the review that suggested the possibility of the seven Colleges being "fully subordinated to the Faculty of Arts and Science and given particular responsibility for the undergraduate experience." The member asked whether a relationship of full subordination would be permissible under the current Federation Framework Agreements. He noted that the arrangements between the Faculty and the Colleges were very complex and were made even more complex by the location in the Colleges of a number of interdisciplinary programs, sometimes involving divisions other than the Faculty of Arts and Science. Professor Stevenson replied that the reviewers, in their brief stay at the University, had clearly not become familiar with the complexities of the college system. Three of the colleges, for example, were parts of fully established universities that were voluntarily federated with the University's Faculty of Arts and Science, and a situation of subordination would clearly not take place in any foreseeable future and would not be in the best interest of the University. Professor Stevenson agreed fully with the reviewers that the colleges played a very important role in assisting undergraduates with their transition to university life and in providing a locus for services to students including residences, advising and extra-curricular activities. The colleges also provided academic programs, particularly interdisciplinary programs. Those programs played an important part in giving the colleges their academic identity and in providing students with a sense of academic community. There were, however, complexities in the colleges' mounting programs. The colleges did not control the teaching resources required for their programs, and they relied on the good will and

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3. Reviews of Academic Units and Programs 2007-08 – Annual Report, Part I, Provostial Reviews (Cont'd)

Faculty of Arts and Science (Cont'd)

co-operation of the departments that did have the faculty. The Faculty of Arts and Science did, therefore, plan to review the academic programs provided by the colleges and to help in managing the relationships as well as the expectations of the colleges with respect to the offering of those programs. Such assistance would be forthcoming when the college programs provided a good fit with the academic priorities of the Faculty, which was not invariably the case.

The Chair concluded that the Committee had found that there were no unresolved issues arising from the review that would require the attention of the Academic Board or the Governing Council.

Faculty of Information

The Committee's lead reader said that the summary of the review of the Faculty of Information accurately reflected the review report. The administrative response had addressed all of the issues identified, and the member thought that there were no questions or issues requiring the Committee's attention.

There being no comments from the new Dean of the Faculty or members of the Committee, the Chair concluded that there were no unresolved issues arising from the review that would require the attention of the Academic Board or the Governing Council.

The Leslie Dan Faculty of Pharmacy

The Committee's lead reader said that the summary had accurately reflected the review, that the administrative response had addressed all of the issues identified in the review, and that he saw no questions or issues that required the attention of the Committee. He recalled that the Committee had approved the establishment of a new Doctor of Pharmacy degree, and that there were to be continued discussions with the Government of Ontario concerning its approval. The planned date for admission of students to the proposed new program was September 2010. He asked whether there had been any developments concerning the Province's approval.

Dean Hindmarsh commented that the review report had contained no surprises. The Province had originally approved the Faculty's new undergraduate program as a Bachelor's degree program. The Faculty had subsequently decided that it was comparable to an entry-level doctoral program as offered at many other faculties of pharmacy, and it

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3. Reviews of Academic Units and Programs 2007-08 – Annual Report, Part I, Provostial Reviews (Cont'd)

The Leslie Dan Faculty of Pharmacy (Cont'd)

had proposed approval of the new degree. The Government had approved the idea in principle. The Faculty had in September formally requested approval, and it was awaiting the Government's formal response.

The Chair concluded that there were no unresolved issues arising from the review that would require the attention of the Academic Board or the Governing Council.

The Chair thanked members for their diligent work in participating in the Committee's discharge of its very important responsibility for oversight of the review process. It would continue at the next meeting, and members could expect to hear from the Secretary shortly concerning requests that they serve as lead readers.

4. School of Graduate Studies and Faculty of Arts and Science: Master of Global Affairs Program

Professor Hillan said that the Faculty of Arts and Science and the School of Graduate Studies proposed to offer a new degree program, the Master of Global Affairs. It would require two years for completion, with four semesters of academic work and a compulsory internship completed in the summer between the first and second years of study. The program was to be sponsored by the School of International Studies, which was an extra-departmental unit classified as an EDU:B. A proposal would go forward to the Academic Board to change the name of that unit to the School of Global Affairs. The proposed new program had been developed on the basis of extensive consultation both within the University and outside of it. The title of the program, "global affairs," was currently more recognized than the term "international relations," which focused on only one aspect of global affairs – the relationships among nation-states. The Collaborative M.A. Program in International Relations would continue for the time being while currently enrolled students completed their programs. The current proposal did not include the discontinuation of that program. The proposal had been approved by the appropriate bodies at the divisional level.

Discussion focused on the following matters.

(a) Internships. A member observed on the basis of the experience of the co-operative programs at the University of Toronto at Scarborough (U.T.S.C.) that it was challenging to manage internships for students, and it would be all the more challenging because those

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internships were located abroad. Experience with the U.T.S.C. co-operative program in International Development had demonstrated that there were real issues to be considered concerning safety in work placements abroad. He noted that appropriate U.T.S.C. officers had provided advice concerning placements to the program in Industrial Relations and in the Faculty of Information, and he offered to arrange such advice for the proposed program.

Professors Pauly and Bernstein noted that the internship was a key element in this proposed professional master's degree program. It was planned to have a full-time staff person responsible for the forty placements that would be required each year, with that position to be funded entirely by the revenue generated by the program. In addition, the program would have an advisory group consisting of people external to the University. Indeed some members of that group had already been identified and had been using their international contacts to begin the process of lining up internships.

A member asked whether, as in co-op programs, student interns would be paid. If not, how would students be able to pay the cost of travel and accommodation for their internships? Professor Pauly said that he anticipated that students would in some cases be paid, but arrangements would have to be worked out in each case. The program would seek to raise funds for an endowment, and some of the proceeds would be used to provide funding for student internship costs. Professor Baker added that a component of the budget for the proposed program would be set aside for student aid. Professor Pfeiffer said that the question had been considered as well in the Tri-Campus Graduate Curriculum Committee and in the Graduate Education Council, which were satisfied with plans for funding of students for their internships.

(b) Designation of the proposed program as a professional Master's Degree program. A member asked about the program being described as a professional program. First, given that the program was to be a self-funding one, she was concerned about the level of tuition fees to be charged. Second, because the teaching and mentoring would be provided by faculty members who were academics, how would it be possible to regard the program as a professional one?

The Chair cautioned that the matter of funding for the proposed program was not within the terms of reference of the Committee on Academic Policy and Programs. That was the responsibility of the Planning and Budget Committee, and the matter of tuition fees was within the mandate of the Business Board.

Professor Pauly replied that, subject to approval by the Governing Council, discussions would commence with the Government of Ontario for approval of the program as a

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professional one with partially deregulated tuition fees to generate the revenue required by the program. A fee of about \$15,000 per year would be required. In the absence of approval of such a fee, it would not be possible to proceed with the program. While this particular professional Master's degree program would be new to the University, it was intended to be comparable to similar programs at Georgetown University or the Kennedy School at Harvard University. Courses in the program would be offered not only by academics but also by people from outside the University. They would include, for example, diplomats or officers of non-governmental organizations with academic knowledge, who were not professional academics but who had extensive professional experience. The participation of such people was intended to address exactly the concern raised by the member.

The member observed that students who entered a program designated as a professional program, and who paid very high tuition fees, would have a reasonable expectation of employment upon completion of the program. She asked about the relationship of the academic program to opportunities for employment and about assistance that might be given to students with their career planning and their search for employment. Professor Pauly replied that the proposed program was a professional one, directly targeted to provide students with professional knowledge and skills. The internship aspect was dedicated to the preparation of students for employment. A placement director would be engaged to assist students with the career goals. In terms of preparation for employment, therefore, the program would be similar to such others as Management and Law.

(c) Governance and reporting. In response to a question, Professor Bernstein said that the proposed program would be governed by the new School of Global Affairs, which was a part of the Munk Centre for International Studies. The School's Council would have representation from various divisions including the Faculty of Arts and Science and the Faculty of Law.

(d) Faculty and course offerings. In response to a question, Professor Bernstein said that the courses offered in the program represented a complete redesign from the existing Collaborative M.A. program in International Relations. The mandatory courses offered in the first year would be given by current members of the faculty in such areas as economics, international relations, history, and law. Most often, their participation in the program would not form a part of their regular teaching, although in some cases, their participation would be arranged with their departments. The proposal listed faculty members who were willing in principle to teach in the proposed program. The second-year course offerings might change somewhat from year to year. Some would be offered by current faculty, by arrangement with their departments. Some would be offered by faculty hired specifically to teach in the new program; the School of Global Affairs was an

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EDU:B with authority to appoint faculty. Other courses would, very importantly, be taught by adjunct and visiting faculty with knowledge and experience in Global Affairs. Many distinguished individuals were currently attracted to adjunct and visiting positions in the Munk Centre.

Professor Pfeiffer added that with the establishment of the program, the Director of the proposed School of Global Affairs would assume the role of a Graduate Chair. That would enable the Director to appoint faculty members to the graduate faculty and to appoint adjunct faculty as associate members of the graduate faculty. That would have the effect of making the School a graduate unit.

(e) Consultation with the School of Public Health. A member urged that those responsible for the new program consult with faculty members in the School of Public Health. The element of public health appeared to be missing from the proposal, and there were individuals in the School of Public Health who could be of real service to the proposed program. Professor Pauly replied that the program was actively exploring links with the Faculty of Medicine and the Faculty of Applied Science and Engineering, and he would be pleased to consult as well with the School of Public Health.

(f) Support for the proposal. A member commented that the proposed initiative was an outstanding one. It was vital that the University train graduates who would have practical knowledge and experience, arising from their internships, in global affairs. It was very important that Canada have a program like those at Georgetown University or the Kennedy School at Harvard to provide leadership for Canada's role in the world. He noted that there were many people associated with the University with experience outside of Canada who were familiar with the work of non-governmental organizations operating in other countries. Many would be able and willing to assist the program to locate internship opportunities.

(g) Current collaborative M.A. Program in International Relations. In response to a question, Professor Bernstein said that he anticipated that a proposal to end the current collaborative M.A. program in International Relations would follow in the relatively near future. Indeed, a major impetus for the development of the proposed professional Master's degree program in Global Studies was requests from students currently in the collaborative M. A. program. They had advocated a program that would include a professional aspect and opportunities for experience in addition to academic studies – a program that would lead to stronger career opportunities.

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4. School of Graduate Studies and Faculty of Arts and Science: Master of Global Affairs Program (Cont'd)

On the recommendation of the School of Graduate Studies and the Faculty of Arts and Science,

YOUR COMMITTEE RECOMMENDS

THAT the establishment of the proposed Master of Global Affairs (M.G.A.) Program within the Faculty of Arts and Science be approved to commence in September 2010.

5. Student Financial Support: Annual Report of the Vice- Provost, Students, 2007-2008

The Chair said that the Report on Student Financial Support was an annual accountability report. The Committee's responsibility was to make known any concerns about the efficacy of the University's programs to achieve the goal of the Policy on Student Financial Support – that no student offered admission to a program would be unable to enter or complete that program due to a lack of financial means. The Business Board and the Governing Council would, in connection with their review of the tuition-fee proposal, be advised of this Committee's consideration of the report and of its conclusions.

Ms Swift said that the University of Toronto continued to do more than any other university in Ontario in terms of providing student financial support. The Report demonstrated that the assistance provided by the University did comply with the University's policy in assuring accessibility.

A member asked about the effect on the University's financial aid programs arising from the current extraordinary setback in the financial markets. Ms Swift replied that a substantial portion of the funding for student financial support came from the set-aside of one third of the proceeds of increases in tuition fees. With respect to student aid funded from the endowment, one of the University's central priorities was to maintain need-based student aid. Therefore, in the likely absence of a payout from the endowment for the forthcoming year, the University would find other funding for need-based awards and maintain its commitment under the Policy on Student Financial Support. In response to a question, Ms Swift said that it was intended to maintain the commitment both for current students and for those entering the University for 2009-10 and thereafter.

REPORT NUMBER 139 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – March 3, 2009**6. Student Records: Statement concerning Changes of Student Personal Information in Official Academic Records**

Ms Swift said that the proposed Statement concerning Changes of Student Personal Information in Official Academic Records was intended to replace the very old and confusing current Policy on Names on Official Student Academic Records and Corroborative Documents. The replacement would be a real benefit to students who had need to change their names on their academic records and would also assist University staff who dealt with academic records. The policy had been drafted with the aid of Legal Counsel in the Office of the Vice-President and Provost. It had been prepared with a view of balancing: (a) the needs of students who wished to use a name on their official academic record that differed from their legal name but was consistent with their identity, and (b) the University's duty to protect the integrity of the academic process and its official student records. The proposed Statement was supported by Guidelines issued by the University Registrar to assist divisional registrars in applying the principles set out in the Statement. A draft of those Guidelines was attached to the proposal.

Ms Tate said that those responsible for the drafting of the Statement had worked to provide arrangements that would assist many categories of students including: those with non-western names whose names were misused by other students, faculty and staff; those who had changed their names following marriage; and transgendered students. The process to request a change of name on official student records would be a transparent one, whereas the current process was a confusing one. The adoption of the new process would reduce a heavy burden of anxiety for students who used a name from day to day that differed from that on their official academic records.

Among the matters that arose in discussion were the following.

(a) Definition of an official student record. In response to questions, Ms Swift said that official academic records were defined in the Guidelines on Access to Official Student Academic Records, which were developed in concert with the Statement on Access to

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Information and Protection of Privacy at the University of Toronto.* In her opinion, the definition contained in Guidelines, and not in an approved policy, was sufficient to meet the needs of the University and its students.

(b) Effect of the proposed change on students wishing to make a change on their records. A member asked whether it would be easier for students to change their names on student records under the new policy than it would be to make a legal name change. Ms Gillespie replied that making a legal name change to a married name was very simple; a person that was married was entitled to use the surname of the spouse. However, making a legal name change in other circumstances required an application to a court, and the process could be an onerous one. It was the intention in the proposal now before the Committee to make the process a simple one for a student to use a name on the University's academic records that differed from the legal name. Previously, the student would have been required to obtain a legal change of name.

* "The official student academic record consists of the following information relating to a student's admission to and academic performance at this University:

(a) Permanent information

- 1) Personal information which is required in the administration of official student academic records such as name, student number, citizenship, social insurance number.
- 2) Registration and enrolment information.
- 3) Results for each course and academic period.

(b) Information used during the period of enrolment

- 4) Narrative evaluations of a student's academic performance subsequent to his or her admission, used to judge his or her progress through an academic program.
- 5) Basis for a student's admission such as the application for admission and supporting documents.
- 6) Results of petitions and appeals filed by a student.
- 7) Medical information relevant to a student's academic performance which has been furnished at the request or with the consent of the student concerned.
- 8) Letters of reference which may or may not have been provided on the understanding that they shall be maintained in confidence.
- 9) Personal and biographical information such as postal address, email address and telephone number."

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A member observed that students in certain circumstances might well have need to provide their legal name and also their academic records, which might (pursuant to the proposed Statement) be in a different name. That might be the case, for example, when students in certain professional programs were making application for training placements. Ms Swift replied that the registrars were aware of the potential problem and would counsel students to be aware of it when they were considering a request to have their name changed on University records. The member anticipated that the University might well be asked to provide documentation to verify that the student records containing one name were those for an individual with a different name on her/his academic record. It might well be appropriate to include a provision in the Guidelines to state that registrars would assist students facing such a problem. Another member observed that in some applications, including those where police checks were a possibility, applicants were asked to declare any other names used. Ms Swift noted that the University would maintain a record of all names used by a student on University records, and the University would be in a position to provide that information upon a student's request. Ms Swift undertook to consider the matter for inclusion in a revision to the Guidelines (see below).

(c) Process for a student to authenticate their identity. A member noted that section 2 of the proposed Statement provided that “in dealing with requests for changes, the University will require the student to establish and authenticate his/her identity.” The member asked how a student would be expected to comply with that requirement. The Guidelines required that students “provide proof of identity that satisfied the University that they are the person whose records are the subject of the request,” but they appeared to require no documentation with respect to the new name, except in unusual circumstances. Ms Swift agreed that the intention was that the person making a change-of-name request establish that she/he was the person currently named in the student record. Thereafter, the student was free simply to request the change of name. Guideline 5 stated that the University reserved the right to request documentation concerning the new name in unusual circumstances. That documentation might include a statutory declaration from the student. The member suggested that the intention be clearly defined – that students would normally be expected to authenticate that they were indeed the person named in the current student record and not that they were expected, under normal circumstances, to authenticate the new name they wished to appear on their academic records.

(d) Gender. A member referred to part 1 of the proposed statement, which specified that “when a student applies for admission, the name and gender recorded in the University's academic record are as provided on the application for admission.” Part 3 provided that gender was “collected and recorded for statistical purposes only” and was “not disclosed on transcripts or diplomas.” Ms Swift explained that the Province required that students declare their gender on their admission applications. The University thereafter used information about gender only for purposes of compiling statistics.

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(e) **Unusual circumstances.** A member noted that there appeared to be no limit to the number of times students could change their names on official University records. Another noted that there appeared to be no criteria set out for name changes. On the other hand, there were limits to people's ability to change their name legally. The new name had to meet certain criteria. It could not, for example, be obscene. Perhaps the Statement or the Guidelines should specify that requests to change names should be within reasonable limits.

Ms Swift replied that while there was no limit on the number of times a student might request a change of name on her/his academic record, part 2 of the statement required that the University advise students of the consequences of so doing. Those consequences could include difficulties in dealing with "future employers, licensing bodies, or other educational institutions." Those bodies might require proof of the legitimacy of the academic record as being that of the person whose name on the academic record would differ from their legal name. While a student might have legitimate reasons to request more than one change of name on her/his academic record, such cases would be very unlikely. Ms Gillespie said that the University had considered including criteria or limits in the policy, but it had decided not to do so. It would be difficult to combine such limits with the flexibility that was the objective of the Statement. It would be particularly difficult to anticipate every situation in which a student might have reason to request a name change. Therefore, part 5 of the Guidelines gave the University flexibility to request documentation when appropriate. It did not, however, put the registrars in the position of having to make judgements about appropriate criteria for requesting a name change.

A member noted that (apart from a name change following marriage) it was arduous for someone to change their name legally. That difficulty was required to prevent situations of fraud. Did the proposal include some protection against the use of the procedure for purposes of misleading the external world by changing a name and submitting an academic record under that new name?

Ms Swift replied that the matter had been considered. In any case where an individual applied for admission to the University under a name that differed from their legal name, the University validated their identity. Similarly, when an individual presented their University credentials to a potential employer or to an institution to apply for admission, and where the legal name and the name on the academic record differed, that employer or institution would no doubt undertake a check. There were therefore checks and balances in place. Ms Tate agreed. She had not, in her experience as an equity officer, come across cases where students sought to change their names on academic records for inappropriate purposes. Such a situation could, however, arise in any institution, and the Statement and its regulations allowed the University to deal with such situations if they were to occur.

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The member agreed that policies should not be based on rare situations, but the University should be aware that they might take place and should be able to address them if they did take place. Another member agreed; extraordinary situations had arisen from time to time in the University and would continue to do so. It was important that the University have the ability to deal with such situations, when individuals could seek to exploit well-intentioned statements.

Ms Swift replied that the divisional registrars had the discretion to require additional information in unusual cases as well as the responsibility to counsel students to avoid the problems that could arise from abuse of the University's policy. In response to the Chair's question, Ms Gillespie said that the proposed Statement and the Guidelines did give the divisional registrars the authority to deny a request for a name change in any circumstance where making the change would compromise the integrity of the academic process or of the student's records. The objective of the Statement and the Guidelines was to avoid requiring the registrars to adjudicate the appropriateness of a request for a change of name but to leave them room to refuse to make a change where they deemed that making a change would compromise the integrity of the records they kept.

A member expressed concern that the Guidelines did not go far enough to establish a process to deal with unusual cases. It was inappropriate to recommend approval of the Statement while asking that the Committee and the Governing Council rely on future action to amend the Guidelines. There should be in place a Statement and Guidelines that would make it possible for students, with a good reason to do so, to request and obtain a change of name or gender on their academic records, but there should also be a clear mechanism for the University to deny such a request in unusual cases where such denial would be appropriate to maintain the integrity of academic records. There should be a clear procedure by which students could appeal such denial when they thought it inappropriate. Ms Swift undertook to consider the matter for inclusion in a revision to the Guidelines (see below).

(f) Likely frequency of usage of different names. A member asked whether there was any likelihood that a significant number of students would use a name on their academic records that differed from their legal name or the name they used outside of the University and do so over a substantial period of time. Ms Swift replied that there had been very occasional cases where students did use a different name on University records in order to avoid situations of sexual harassment. In such cases, the name on University records was often changed back to the legal name upon completion of studies and before graduation.

(g) Recourse for students denied a name change. A member observed that the use of Guidelines was advantageous in that there would be the opportunity to adjust them readily under administrative authority in the light of experience. Guideline 5 provided that the

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6. Student Records: Statement concerning Changes of Student Personal Information in Official Academic Records (Cont'd)

University could in certain circumstances require documentation to support a request for a name change and it could, therefore, presumably deny a request if appropriate documentation was not provided. Would students have any recourse in circumstances where they believed that administrative discretion under the Guidelines had been unreasonably applied and a change denied? Would that recourse be limited by the fact that the student's concern was that a Guideline was being misapplied rather than an approved Statement of policy? Ms Tate replied that a student could take the matter to an administrative officer at a higher level, to an appropriate equity officer or to the Ombudsperson. It was in her view preferable to have administrative discretion rather than to try to establish the details of a policy in advance to deal with unusual circumstances. If a student concluded that the discretion was being used unfairly, there were channels to seek recourse. In response to a question later in the discussion, Ms Gillespie stated that it was not intended to establish a separate appeal process but to rely on current channels such as the Ombudsperson's office or the equity offices. A member urged that the appeal processes available be clearly articulated in the Guidelines.

In the course of discussion, Ms Swift said that she would, in the light of the Committee's discussion, consult with the divisional registrars and others and make appropriate revisions to the Guidelines. A member urged that revised Guidelines be available at the time the proposed Statement was recommended to the Academic Board.

The Chair stressed that the proposal before the Committee was to recommend the Statement for approval. The accompanying Guidelines were subject to change by the University's administration, and indeed Ms Swift had undertaken to consider certain changes.

On the recommendation of the University Registrar,

YOUR COMMITTEE RECOMMENDS

THAT the proposed *Statement concerning Changes of Student Personal Information in Official Academic Records* be approved, effective for the May 2009 Summer Session, replacing the *Policy on Names on Official Student Academic Records* (approved on January 9, 1986).

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7. Date of Next Meeting

The Chair reminded members that the next regular meeting was scheduled for Tuesday, March 31, 2009 at 4:10 p.m. The main item on the agenda would be the continued consideration of reviews of academic programs and units.

8. Other Business

Graduate Degrees in Health Policy Management and Evaluation

Professor Hillan noted that the terms of reference of the Committee, item 5.3.2., normally required the approval of the Academic Board for the renaming of a degree program, with confirmation of that approval by the Executive Committee of the Governing Council. However, where approval had already been given for a change of name of an academic department, a precedent had been established that no further approval was required for a corresponding change in the degree name. The Department of Health Policy Management and Evaluation of the Faculty of Medicine proposed a change in name of the M.Sc. and Ph.D. degrees in Health Administration to the M.Sc. and Ph.D. degrees in Health Policy Management and Evaluation. There would be no change in the programs themselves. The name change would align with the change of the Department name in 2001, and the new name better represented the focus and breadth of the discipline. The change had been approved by Graduate Education Council of the School of Graduate Studies on January 20, 2009. The change was to become effective for September, 2009. Professor Hillan noted that there was also a professional M.H.Sc. degree in Health Administration; that degree name would remain unchanged.

The meeting adjourned at 5:40 p.m.

Secretary

Chair

March 18, 2009

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