



## Tri-Campus Review Academic Planning and Academic Change Working Group

### Terms of Reference

#### Context

The University of Toronto has a unique tri-campus structure, bound together by a shared identity and a set of genuinely tri- or bi- campus graduate programs and departments. It is the product of a 50-year evolution, with the Mississauga and Scarborough campuses transforming themselves from small undergraduate colleges, to mid-size educational entities hosting a wide range of graduate and undergraduate offerings, and strong programs of research.

[Towards 2030](#) stated the University's long-term intent to create a regional 'University of Toronto system', characterized by three campuses with increasingly strong individual campus identities. In light of this, the University has launched a review of the relationships among its three campuses, under the theme identified in Towards 2030, "*One University, Three Campuses.*"

#### Review Structure

The tri-campus review will be guided by a steering committee and will be built on five pillars, each with its own working group. Each working group will have tri-campus representation, will develop principles to guide future decision-making and will propose changes to policy and procedure as appropriate.

The five pillars are:

1. Academic Planning and Academic Change
2. Graduate Units
3. Student Services
4. Administrative Structure
5. Budget Relationships

#### Timeline

The Academic Planning and Academic Change Working Group is expected to have completed its work by the end of 2018.



## Scope of Mandate

The Academic Planning and Academic Change Working Group will support the objectives of the Tri-Campus Review by considering questions related to new or changed academic programs and units, reviews, and academic planning, including:

- 1) Appropriate **principles and structures** to support **tri-campus conversations and consultation** on academic planning and academic program and unit change decisions:
  - Whether existing principles for academic planning and programs continue to be appropriate
  - Whether existing structures to support tri-campus conversations and consultation on academic planning, program and unit change decisions continue to be appropriate
    - The relationship and/or role of tri-campus committee structures (tri-campus arts and science deans; tri-campus management; first-entry deans)
      - Do these committees operate as originally envisioned?
      - Should similar committees be developed for additional disciplinary areas, as contemplated in the 2002 Framework?
  - How decisions should be made when there is disagreement or a lack of consensus

*Items 2-4 focus on specific types of tri-campus conversations that could be covered by the principles and structures in item 1.*

- 2) The need to consider duplication and differentiation across the three campuses when creating **new academic programs or making significant changes to existing academic programs**
  - The principle of a single tri-campus doctoral-stream offering
    - Whether the principle should continue to be maintained
    - How decisions should be made concerning campus ownership of a doctoral-stream program, field, or areas of concentration
  - The role of and considerations for determining program distinctiveness when creating a new undergraduate or graduate program or making significant changes to existing academic programs
  - Recognizing that faculty complement is a significant investment in a particular vision/approach to a discipline; consideration of how existing faculty strengths and capacity at individual campuses and University-wide should inform program development/change; and how these considerations can be incorporated into new program/program change discussions
- 3) The need to consider duplication and differentiation across the three campuses when developing **academic plans**
  - The role of and considerations for determining and supporting distinctiveness when creating new academic plans that may include new directions for programs, research, and/or structures to support these



- Recognizing that faculty complement is a significant investment in a particular vision/approach to a discipline; consideration of how existing faculty strengths and capacity at individual campuses and University-wide should inform plans made for new academic directions; and how these considerations can be incorporated into academic planning discussions
- 4) The need to consider duplication and differentiation across the three campuses when creating **new academic units or making significant changes to existing academic units**
- The role of and considerations for determining distinctiveness when creating a new academic unit, including departments, schools, faculties, or EDUs, or making significant changes to existing units
  - Recognizing that faculty complement is a significant investment in a particular vision/approach to a discipline; consideration of how existing faculty strengths and capacity at individual campuses and University-wide should inform plans made for new or changed academic units; and how these considerations, and the impact of both budgetary and non-budgetary appointments (for example, graduate faculty memberships), can be incorporated into new/changed unit proposal development
  - Revisiting the process and relevant policies and procedures
- 5) Course administration
- Elements such as course codes, sessional dates, calendar entries, degree requirement changes, registration deadlines, etc.