



Tri-Campus Review Graduate Units 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 Graduate Units Working Group is expected to have completed its work by mid-2019.



Scope of Mandate

The Graduate Units Working Group will support the objectives of the Tri-Campus Review by considering questions related to the administration of tri-campus graduate units, as well as graduate programs that involve faculty whose primary budgetary appointments are in a variety of units across the three campuses:

- 1) The function and purpose of the graduate units as a structure, including the implications of rethinking this structure for housing graduate memberships and for faculty appointments;
- 2) Models for creating a thriving intellectual environment locally and in a tri-campus context, including constraints and challenges to doing so. This will likely involve consideration of:
 - a) Structures for supporting strong graduate programs
 - b) Mechanisms for supporting/coordinating collegial engagement within and among graduate units when it comes to:
 - academic and complement planning
 - curricular discussions
 - search/appointment/tenure/promotion processes
 - collaboration on the enhancement of an intellectual community's research and teaching profile
 - c) Ways to facilitate and enhance communications across departments that exist on more than one campus, including through the use of technology to break down barriers
 - d) Student and faculty mobility across campuses
 - e) The role of graduate faculty membership in all types of graduate units (e.g., in tri-campus graduate arts and science units; in graduate units that bring together faculty from arts and science and other divisions; in graduate units beyond arts and science)
 - f) Policies and models for the allocation of faculty office space in tri-campus graduate units and in other graduate units that draw on disciplinary expertise from more than one campus
 - g) Faculty workload policies and processes related to graduate appointments and responsibilities in tri-campus graduate units and in other graduate units that draw on disciplinary expertise from more than one campus or multiple units
 - h) Resource allocation to faculty in tri-campus graduate units and in other graduate units that draw on disciplinary expertise from more than one campus



- 3) The role of the campus department chairs and the graduate chair in tri-campus graduate units as reflected in University policies and in practice, including:
 - a) Consideration of whether the graduate chair/administrator selection and secondment processes are working well or need refinement
 - b) Consideration of the implications arising from having a distinct “fourth” graduate chair in the tri-campus context
 - c) Search/appointment/tenure/promotion/PTR processes
 - d) Administering the University’s *Code of Student Conduct* and the *Code of Behaviour on Academic Matters*

- 4) How units manage, through collegial processes, decisions around:
 - a) Enrolment planning, recruitment and admissions
 - b) Graduate student funding
 - c) Supervision
 - d) Teaching assistant assignments across campuses
 - e) Accommodating the potential geographic dispersion of students in labs on different campuses, including students affiliated with different campuses

- 5) Best practices for graduate units in supporting an outstanding graduate student experience:
 - Coordination of program-level supports and services (rather than University-wide or campus-wide student services)
 - Potential geographic dispersion of students in labs on different campuses
 - Campus affiliation

In order to ensure clarity and avoid overlap across working groups, the Graduate Units Working Group’s mandate will NOT consider the following:

- 1) Issues related to the actual funding related to tri-campus graduate units, including revenue such as student tuition and government grants, as well as cost items such as graduate student funding, faculty complement and office space, and program expenses, all of which would fall under the purview of the Budget Relationships Working Group;
- 2) The processes and procedures for creating new graduate programs or changing existing programs, including the principle of a single tri-campus doctoral-stream offering, which are under the purview of the Academic Planning and Academic Change Working Group;
- 3) Faculty complement planning in relation to proposals for new academic programs and units and/or changes, which would fall under the purview of the Academic Planning and Academic Change Working Group; and



- 4) The administration of University-wide and campus-level student services to graduate students, including the use and allocation of graduate student fees, which falls under the purview of the Student Services Working Group.