



Budget Model Review Inter-Divisional Teaching Working Group

Terms of Reference

Context: Budget Model Review

The University's budget is the mechanism by which operating funds are allocated to various divisions in the institution. As such, it is a key tool in the management of the University, particularly in enabling it to fulfill its mission and achieve its academic goals. The current budget model was adopted in 2006 and was developed based on the recommendations of the [Task Force to Review Approach to Budgeting](#).

The [first review of the new budget](#) model, conducted in 2011, concluded that the budget model was serving the University very well and that no significant change in direction was required at the time. As provincial support for the University continues to decline as a share of total funding and begins to shift toward performance-based metrics, the current environment provides us with an opportunity to address emerging issues and ensure that the budget model will continue to serve the University well into the future.

The Budget Model Review will be guided by a steering committee and will include five working groups, each with a different mandate:

1. Strategic Mandate Agreement (SMA) Implementation Committee, which will analyze the implications of funding formula changes for the University's budget model;
2. Cost Efficiencies Working Group, which will identify opportunities for efficiency and recommend incentive structures;
3. Alternative Funding Sources Advisory Group, which will explore best practices and recommend strategies to develop alternative funding sources;
4. Tri-Campus Budget Relationships Working Group, which will identify and analyze tri-campus budgeting and resourcing arrangements, opportunities, and challenges, and whose work will overlap with that of the Tri-Campus Review;
5. Inter-Divisional Teaching Working Group, which will develop an institutional financial framework for inter-divisional teaching at the undergraduate level.

The Inter-Divisional Teaching Working Group

The issue of resource allocation for inter-divisional teaching (IDT) was deferred in the initial implementation of the University of Toronto Budget Model in 2006-07. An Inter-divisional Teaching Task Force was struck in 2008 and, while it provided broad guidelines for funding inter-divisional teaching, it did not make specific recommendations as to how funding should be arranged.



In 2017, after many attempts at bilateral negotiations of individual inter-divisional teaching arrangements, the President, Provost and VPUO, with support from several deans, asked Planning & Budget to develop an institutional financial model for IDT. The IDT Working Group is comprised of the deans of the six divisions on the St. George Campus with the most significant IDT activity, which have been involved in consultation on the development of a new framework.

Membership

Professor Cheryl Regehr, Vice-President and Provost (Chair)
Professor Scott Mabury, Vice-President, University Operations
Professor Cristina Amon, Dean, Faculty of Applied Science & Engineering
Professor David Cameron, Dean, Faculty of Arts & Science
Professor Ira Jacobs, Dean, Faculty of Kinesiology & Physical Education
Professor Tiff Macklem, Dean, Rotman School of Management
Professor Richard Sommer, Dean, Daniels Faculty of Architecture, Landscape and Design
Professor Trevor Young, Dean, Faculty of Medicine
Sally Garner, Senior Strategist, Operational Initiatives
Trevor Rodgers, Assistant Vice-President, Planning & Budget
Jeff Lennon, Director of Academic Planning & Analysis, Planning & Budget

Note: Deans will be supported by senior divisional administrative and finance staff during the consultation process.

Timeline

The Inter-Divisional Teaching Working Group is expected to have completed its work by June 2018.

Scope of Mandate

Develop an institution-wide financial framework for inter-divisional teaching arrangements that:

- Is consistent with the principles of the budget model and the IDT Task Force Report;
- Ensures that divisions are compensated fairly for teaching, including for the contribution of faculty members to the research enterprise;
- Provides a simple financial model that can be easily communicated and understood;
- Promotes financial stability for IDT arrangements, thereby allowing divisions to focus on the academic value of collaboration among divisions in the delivery of a program.