

Review of the Role of the Colleges on the St. George Campus Resources Working Group

Terms of Reference

Context

As noted in the 2008 Statement on the Roles of the Constituent and Federated Colleges, “The college system is one of the distinctive features of the St. George campus... The Colleges are key contributors in enabling student engagement, success and satisfaction with their university experience.” Every undergraduate student pursuing a U of T degree in the Faculty of Arts & Science is a member of a college. Students pursuing U of T degrees in other Faculties have varying but generally more limited connections to this distinctive feature of the St. George campus.

The Review of the Role of the Colleges on the St. George Campus will consider how individuals and organizational units across multiple communities can best work together in support of common goals around student experience, academic programming, and student success. These communities include U of T’s Constituent Colleges (Innis, New, University and Woodsworth), the three universities federated with U of T (Victoria University, Trinity College and University of St. Michael’s College) and their undergraduate arts colleges, the Faculty of Arts and Science, as well as other Faculties and institutional offices on the St. George campus¹.

The Review of the Role of the Colleges will be guided by a Steering Committee and supported by five working groups: (1) Reviews, Academic Planning and Academic Change; (2) Student Experience; (3) Recruitment, Admissions and Enrolment Planning; (4) Residences; and, (5) Resources. Working groups will be convened by January 2020 and submit final recommendations to the Steering Committee in the Fall of 2020.

Each working group will have representation from the Provost’s Division or other Institutional Offices, the Faculty of Arts & Science, the Constituent and Federated Colleges, and other members of the University of Toronto community as appropriate. The working groups will undertake consultation with students, staff, faculty and academic administrators in carrying out their work. Working groups will confirm or develop principles to guide future decision-making, and propose changes to policy and procedure, as appropriate, potentially including updates to relevant sections of the Administrative Procedures of the St. George Colleges (2008).

¹ In the context of this Review, “Institution” or “institutional” refers to the University of Toronto and the three Federated Universities. “Entities” refers to the four institutions and their respective Faculties, Divisions, and constituent and federated Colleges, with special focus on the Colleges and the Faculty of Arts and Science. With the exception of the points about graduate and other first-entry divisions, the assumption is that for-credit offerings are in partial fulfilment of Honours Bachelor of Arts and Honours Bachelor of Science degrees through the Faculty of Arts & Science.



The Resources Working Group

This working group will consider the processes by which funds are prioritized and allocated to support for-credit and co-curricular offerings, student life and wellness supports, writing centres, registrarial services, library services, and infrastructure. The group will also review how staffing plans are developed to support these programs and services; the sources from which funds are drawn; and facilitating the efficient use of resources across institutions.

Membership

Scott Mabury, Vice-President, University Operations & Real Estate Partnerships and Vice-Provost, Academic Operations (Co-Chair)
Trevor Rodgers, Assistant Vice-President, Planning & Budget (Co-Chair)
Bonnie McElhinny, Principal, New College
Michael Ratcliffe (Acting, Nick Everett), Dean of Arts, Trinity College
Larry Alford, Chief Librarian
Horatio Bot, Director, Financial Services, Faculty of Arts & Science
Gillian Morrison, Assistant Vice President, University Advancement
Ray de Souza, Bursar, Victoria University
Jamie Stafford, Vice Dean, Faculty of Arts & Science
Support: Kirin Jeffery, Special Projects Officer, Planning & Budget

Timeline and Work Plan

The Resources Working Group will meet monthly, and is expected to complete its work by December 2020.

Scope

The Resources Working Group will support the objectives of Review of the Role of the Colleges on the St. George Campus, and will endeavor to:

1. Articulate principles that will guide the future allocation of resources for programs and services in the Constituent and Federated Colleges.
2. Review the processes by which operating and ancillary service plans are developed and approved, and recommend changes where appropriate.
3. Review alternative funding models (e.g. cost recovery models, enrolment-based funding models, strategic priority funding) and recommend a model for resource allocation across Constituent and Federated Colleges. The model should include both a methodology for



resource allocation and related accountability requirements, including ways to measure the impact of funding on the student experience.

4. Working with the Student Experience Working Group, recommend ways to deploy resources efficiently across the Constituent and Federated Colleges for the most effective delivery of services to students.
5. Working with the Residences Working Group, review the processes by which capital plans are developed, approved, and funded, and recommend changes where appropriate.

In order to ensure clarity and avoid overlap across working groups, the Resources Working Group will NOT include assessment of student service delivery models, processes for academic program approvals, enrolment planning and admission processes, or issues related to residence operations.

Review of the Role of the Colleges on the St. George Campus Resources Working Group Guiding Principles

In the context of this review, a resource allocation model is the mechanism (or collection of mechanisms) by which funds are allocated to the Federated and Constituent Colleges to support common goals around student experience, academic programming, and student success. As such, it is a primary tool in the management of the College system and in enabling the four federated universities to fulfill their missions and achieve their academic goals.

In developing a resource allocation model, the Working Group will be guided by the following principles:

- the model should be transparent, with clear mechanisms to determine funding allocations;
- the model should ensure equity and fairness in allocations to both Constituent and Federated Colleges;
- the model should include an accountability mechanism to ensure quality of programs and services;
- administrative costs associated with implementing the model should be minimized and allocations should be made based on proxies where a precise accounting of activities is not practicable; and
- the model should provide incentives to
 - collaborate across Institutions, Colleges, Faculties, and administrative units;
 - deliver the highest quality programs and services for students; and
 - generate revenues and reduce costs for efficient service delivery.