

Tri Campus Review: Academic Planning and Academic Change Working Group

I. Introduction

In accordance with its [Terms of Reference](#), The Academic Planning and Academic Change (APAC) Working Group considered questions related to new or changed academic programs and units, reviews, and academic planning in the context of “One University, Three Campuses.” These questions included appropriate principles, structures, and considerations for academic planning, program change, and unit change.¹ Specifically, the Working Group was asked to consider:

- The principle of a single tri-campus doctoral-stream offering
- The process for creating new academic units
- The process for making changes to existing academic units
- The need to consider duplication and differentiation when creating new programs
- The process for reviewing tri-campus academic programs
- Course administration

APAC began this work by reviewing key documents such as the *Tri-Campus Framework* (2002), *Towards 2030* (2008), and the *View from 2012* (2012). Over the time period covered by these documents, significant developments have taken place on all three campuses. For example, undergraduate enrolment has grown on all three campuses, and especially at UTM and UTSC.

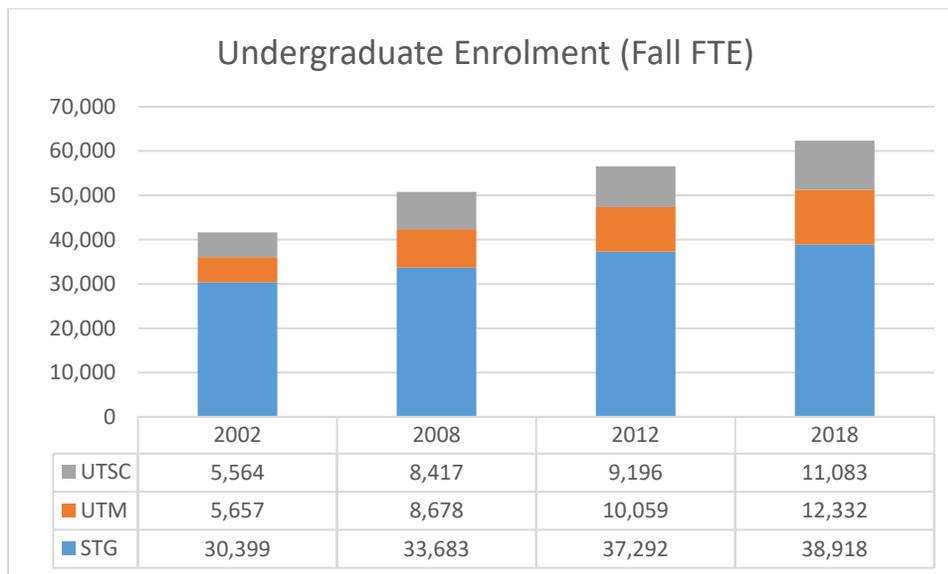


Figure 1: Source: Annual Enrolment Reports

¹ APAC’s mandate included consideration of the principle of a single tri-campus doctoral-stream offering, and how to make decisions about campus ‘ownership’ of doctoral stream programs, fields or areas of concentration, as well as how existing faculty strengths and capacity should inform program development and program change. These matters are closely related to the [mandate of the Graduate Units Working Group](#), which considered questions related to graduate faculty memberships, faculty searches, the appointment of graduate chairs, and graduate units, but which explicitly did **not** consider processes and procedures for creating new or changing existing graduate **programs**, or faculty complement planning in relation to new or changed programs or units.

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Graduate enrolment has grown substantially too. This growth has led to new faculty appointments and new program offerings, as well as new engagement with existing programs. At the graduate level, annual enrolment reports do not fully capture the level of engagement taking place at UTM and UTSC, as faculty with budgetary appointments at UTM and UTSC supervise students in tri-campus doctoral programs, but not all of those students are formally affiliated with UTM and UTSC.

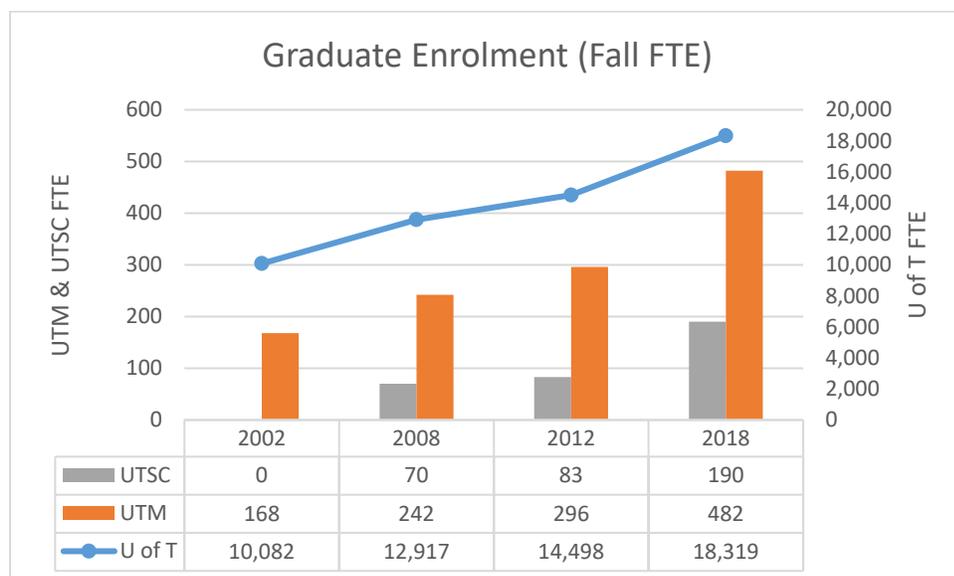


Figure 2: Source: Annual Enrolment Reports

The increased number of faculty and students at UTM and UTSC has also made possible new unit structures. Major departmentalization initiatives took place at UTM in 2003, and at UTSC in 2010 and 2012. Building on the launch of a Master of Environmental Science based at UTSC (2006), with the establishment of a tri-campus PhD in Environmental Science in 2010, the UTSC Department of Physical and Environment Science took on responsibilities as a graduate unit, the first at UTSC to offer a graduate program and the first to offer a tri-campus doctoral program not based on the St. George campus. Through the launch of the Master of Accounting and Finance (2018), UTSC's Department of Management also took on responsibilities as a graduate unit.

New extra-departmental units have also been established, which have created new opportunities for faculty and student engagement in disciplinary and interdisciplinary activities on all three campuses. On the St. George campus, for example, the Jackman Humanities Institute (2007) has had a firmly tri-campus mandate and faculty engagement since its inception, as has the recently established School of Cities (2018). At UTSC, the Centre for Critical Development Studies was established as part of departmentalization in 2012; it now supports a UTSC-based Collaborative Specialization in Development Policy and Power that is available to students from six doctoral-stream and three professional master's participating programs across the University. Similarly, the Culinarium Research Centre, established at UTSC as an EDU:C in 2015, now supports a UTSC-based Collaborative Specialization available to students from 15 doctoral-stream and two professional master's participating programs across U of T.

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At UTM, the Professional Graduate Programs Centre (PGPC) was established in 2008 to support campus-based professional master's programs. This support evolved further in 2013, with the establishment of the Institute for Management and Innovation (IMI) as an EDU:B and graduate unit. IMI now supports a growing suite of professional master's programs: the Master of Management and Professional Accounting (1997), Master of Biotechnology (1999), Master of Management and Innovation (2006), Master of Sustainability Management (2012), Master of Forensic Accounting (2017), and soon the Master of Urban Innovation (2021). In addition, the Master of Science in Biomedical Communications (1994), a joint initiative between the Faculty of Medicine and UTM since 2004, has been based at UTM since 2011, while continuing to be offered under the auspices of the Faculty of Medicine's Institute of Medical Science, an EDU:B and graduate unit.

The professional master's programs established at UTM and UTSC reflect the flourishing of specialized professional offerings on all three campuses. Since 2002, in addition to the four new programs established at UTM and two at UTSC, 15 new professional master's programs were established on the St. George campus: four between 2002 and 2008; three between 2009 and 2012; and eight since 2013, in a range of areas including public policy, health informatics, biomedical engineering, professional kinesiology, and management analytics.

In addition, since 2014, on all three campuses more than a dozen new fields and concentrations have been added to existing professional master's programs to reach new students and enable advanced study and practice in areas including Indigenous health, transportation planning and infrastructure, applied music and health, international education leadership and policy, digital health technology, and climate change impact assessment. For doctoral stream programs, a new campus-based field was established in Clinical Psychology at UTSC in 2013 within the existing MA and PhD in Counselling and Clinical Psychology that continues to be offered by OISE on the St. George campus. In 2013, a new field in Food History was established within the MA and PhD in History, in response to faculty interests and expertise at UTSC; and in 2018 a new concentration in Media, Technology and Culture was established within the PhD in Information, spurred by significant faculty strengths in this area at UTM and UTSC.

During this period, in addition to the PhD in Environmental Science mentioned above, new tri-campus PhD programs were established in Cinema Studies (2013) and Women and Gender Studies (2013), which draw on faculty strengths from all three campuses. In 2021, a new PhD will launch in Architecture, Landscape, and Design. U of T has also seen a renewed interest in professional doctorates, with the recent transformation of the Doctor of Education, and the development of a new Doctor of Nursing (2020).²

At the undergraduate level, in addition to new minors, majors and specialists, connections have been made within and across campuses and Faculties through new and renewed offering models. In 2018, UTSC launched U of T's first double degree pathway, which allows students in specific BBA and HBSc programs to complete two different undergraduate degrees in a compressed timeframe. Since 2013, a growing number of new combined degree programs allow students to pursue defined pathways

² Pending government funding approval.

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between dozens of undergraduate programs on all three campuses, and professional master's programs, including the Master of Arts in Child Study and Education, Master of Engineering, Master of Environmental Science, and Master of Teaching. New collaborative models for offering existing programs have been implemented, for example delivery of MD training through the Mississauga Academy of Medicine (MAM, 2011), and more recently a UTM-based Master of Occupational Therapy option (2018).

Since 2011, the development of these new offerings has been guided by the University of Toronto Quality Assurance Process (UTQAP), which outlines protocols for the periodic review of the University's undergraduate and graduate programs, for major modifications to existing programs, the development of new programs, and program closures. By the end of 2019-20, all programs on all campuses will have been reviewed under the UTQAP at least once. Under the UTQAP, although the VPAP Office serves as the single point of contact for Faculties during program development, the School of Graduate Studies continues to play a key role in academic change proposals related to graduate programs.

II. APAC Membership and Process

The APAC Working Group of the Tri-Campus Review met twice in spring 2018 and once in winter 2019; it included the following members:

- Susan McCahan, Vice-Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education (Chair)
- Amrita Daniere, Vice-Principal, Academic & Dean, University of Toronto Mississauga
- William Gough, Vice-Principal, Academic & Dean, University of Toronto Scarborough
- Patricia Houston, Vice-Dean, MD Program, Faculty of Medicine
- Gretchen Kerr, Vice-Dean, Programs, School of Graduate Studies
- Penelope Lockwood, Vice-Dean, Academic Planning & Strategic Initiatives, Faculty of Arts & Science
- Tiff Macklem, Dean, Rotman School of Management
- Richard Sommer, Dean, John H. Daniels Faculty of Architecture, Landscape, and Design

In the intervening period, the group conducted extensive consultation and received input from the following sources: 102 unique responses to six questions on an online survey (half of the responses were from the St. George campus; 35 from UTM and 16 from UTSC); 14 in-person consultation meetings with deans co-chaired by the Vice-Provost, Academic Programs and the Special Advisor to the Dean, Tri-Campus Review³; and feedback from a series of consultation meetings with graduate units chaired by the Special Advisor. Draft recommendations were posted online for consultation in October and November 2019, during which time they were also discussed at Principals and Deans (P&D), Council of Graduate Deans, and the Roundtable on Academic Program Matters (vice deans responsible for reviews, academic program change and related matters). The final recommendations reflect feedback received through the consultation process.

³ In order to support the Graduate Units working group, Professor Alan Bewell was appointed as Special Advisor, Tri-Campus Review, to the Dean of the School of Graduate Studies during 2018-19.

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III. Themes

From the survey responses, the in-person meetings with deans, and the feedback from the Special Advisor's meetings, the following themes emerged:⁴

- A. **Academic excellence:** There was consensus that this should continue to be a priority, consistent with the 2002, 2008 and 2012 documents reviewed by APAC and U of T's mission, which articulates a commitment "to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." There was also agreement that institutional leadership should continue to play a key coordinating role when it comes to quality assurance and academic planning across Faculties, divisions and campuses. As in 2012, there continues to be the sense that "[s]trategic differentiation with appropriate university-wide oversight can help ensure that the totality of academic activities and opportunities across the three campuses will be greater than the sum of the parts."
- B. **Student experience as a critical component of program quality:** The quality of student experience in undergraduate and graduate programs was seen as a critical element of program quality. Many of those consulted connected high quality student experience, in the context of the University's research intensive mandate, to curricular and co-curricular interaction among research-active faculty, undergraduate and graduate students, and in some fields, postdoctoral fellows. Some consultations suggested that optimally supporting this interaction for undergraduate students was challenging when faculty were engaged in tri-campus PhD activities on another campus.
- C. **The centrality of the unitary, tri-campus PhD:** There continues to be very strong support for the unitary, tri-campus PhD, very much in line with the 2012 finding that "PhD departments and programs...are resolutely tri-campus." Survey responses from all three campuses favoured the current model, in which a unitary PhD program is offered through a tri-campus graduate unit that draws on faculty strengths from all three campuses, and is open to students from all three campuses. Respondents viewed this model as important for the recruitment of students and faculty, for providing extraordinary supervisory capacity, for supporting breadth and depth in disciplines and sub-disciplines, and for the University's international standing. As the consultations revealed, the challenge is how to facilitate the "inter-campus movement and collaboration" that the *View from 2012* characterized as "both inevitable and desirable." Some consultations suggested that consideration could be given to whether a specific program offering model should be worked out for tri-campus PhD programs that are place-based, including lab-based programs or perhaps others that draw heavily on unique facilities, reflecting the reality that faculty and students associated with such programs necessarily spend significant portions of their time in a single geographic location.
- D. **A need for more supports for connection and collaboration:** Consistent with the 2008 observation that "[g]reater differentiation of the east and west campuses...does not presuppose reduced collaboration across all three campuses," there was support for a greater focus on making connections across Faculties, divisions and campuses to support collaboration and complementarity in established, emerging and changing fields. There was also some concern that, in the interest of avoiding duplication when programs were established in different Faculties or divisions, there might

⁴ Note that the themes are not themselves recommendations. They bring together the information collected through the consultation process. The recommendations appear in the next section.

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be a tendency to divide some disciplines into ever smaller sub-fields in ways that might not be clear to prospective students or faculty, and that might lead to offerings so specialized as to be unviable based on student demand or critical mass of faculty.

- E. **Balancing local and tri-campus needs:** The 2002 *Framework* attempted to strike “an essential balance: between the need to allow each campus to maintain and develop a distinct identity and the need to recognize that each is an integral part of the University of Toronto.” This balance continued to be a challenge in 2012, where “[t]he balance between growing autonomy of our campuses and coherence of the University” was recognized as demanding “constant cooperation and attention,” and is still a challenge in 2019. Echoing similar suggestions from 2008 and 2012, improvements in transportation, communication and educational technology were suggested. These were made in the context of supporting local community and faculty-student interaction, especially in undergraduate programs, while also supporting faculty and student engagement in bi- or tri-campus graduate programs and other activities for disciplines with a presence on more than one campus. There were also concerns that the budget model created an incentive against collaboration and an increased focus on the local. This is a matter for the Budget Relationships Working Group.
- F. **Varying views of how to assess “justifiable duplication”:** Access to excellent programs close to the homes of students across the Greater Toronto Area (GTA) was widely viewed as a reasonable justification to offer the same (or very similar) programs on more than one campus at the undergraduate level, and consistent with the University’s commitment to equity, diversity and inclusion. Opinions were mixed on the degree to which taking geography and demographics into account when considering offering the same (or very similar) professional master’s programs on different U of T campuses similarly supported these commitments to access and diversity. A few noted that other institutions in the GTA already offered programs similar to those offered by U of T in some areas. Others felt that access might be better supported through other mechanisms, such as more flexible program structures that facilitated more flows across campuses, and that different disciplines might require different approaches. It was noted that “justifiable duplication” is a key consideration in government funding approval of new programs and also that “wasteful duplication” is identified as something to guard against in *Towards 2030*.
- G. **A need to reflect the tri-campus structure in external reviews:** Feedback received through the Tri-Campus review process was positive regarding the UTQAP’s role in ensuring the quality of existing programs through reviews. For UTQAP cyclical reviews involving disciplines with tri-campus participation, concerns were expressed regarding the lack of engagement of cognate units from the relevant campuses. For example, it was strongly felt that department Chairs on all three campuses, and the “fourth” graduate Chair where one exists, as well as all graduate faculty members, should be involved in reviews of tri-campus graduate programs, regardless of where they are administered. Some also felt that, since all tenure stream faculty hold graduate faculty memberships in a graduate unit, and activities in the graduate unit are crucial to understanding faculty life, the relevant graduate Chair(s) should participate in the site visits of reviews involving faculty who are part of the graduate Chair’s graduate unit, even when the review itself does not include graduate programs. Since review recommendations can lead to new plans for curriculum, faculty complement or unit-level governance or communication structures, insufficient tri-campus engagement during the self-study and site visit process could result in challenges in implementing recommendations.

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- H. **The need to clarify what constitutes consultation and where to go in the case of disagreements:** Many survey respondents saw the need for more clarity around consultation channels and processes; and there was strong support for an identified pathway for resolving disputes in cases where collegial conversations could not resolve disagreements about new programs, units, etc., though there were different ideas about the form this should take. Although feedback was largely positive regarding the role that UTQAP processes, which emphasize consultation, play in academic change, some expressed frustration that specific plans developed in response to possibilities outlined in 2002, 2008 and 2012 had not come to fruition (e.g., doctoral areas of specialization located at different campuses or divisions; the development of new, inter-dependent bi-campus programs). Some also felt that existing structures, such as the Tri-Campus Deans group for Arts and Science could be better leveraged to support consultation and collaboration.
- I. **Lack of awareness of the existing principles or structures:** Many individuals (outside of deans' and shared service offices) were not aware of the existing principles or structures that support tri-campus academic planning and academic change.

The above themes inform the following recommendations, which are organized in response to the [Terms of Reference](#) for the APAC Working Group.

IV. Recommendations:

A. Existing Principles

1. Streamline the [existing principles](#) based on the above themes and articulate them positively.
2. Provide the principles on a “just in time” basis, for example:
 - a. Embed them in UTQAP review and academic change templates
 - b. Provide them at the launch of divisional academic planning processes
 - c. Provide them at the launch of academic unit change processes
 - d. Ensure that they are discussed at least once a year at relevant meetings (e.g., Roundtable on Academic Program Matters, annual UTQAP Reviews Workshop, Tri-Campus Deans, etc.)

B. Existing Structures: Tri-Campus Deans group for Arts and Science

3. According to the 2002 *Framework*, the mandate of the Tri-Campus Deans group for Arts and Science is “developing broad planning directions for arts and science across the three campuses, for ensuring that consultation across related departments for purposes of academic planning occurs as appropriate and facilitating such consultation, and for working to resolve issues that remain outstanding at the departmental level.” The group’s mandate includes responsibility for ensuring that consultation takes place “among relevant parties across the three campuses at the early stages of program development and periodically throughout” (2002). The utility of this group could be strengthened by ensuring that the membership and mandate of the Tri-Campus Deans group for Arts and Science is clear to all members of tri-campus arts and science communities.

C. Building on Existing Structures: New Tri-Campus Deans Groups

4. The 2002 *Framework* also envisioned that “[s]imilar arrangements for tri-campus coordination will be made with other Faculties as appropriate.” Because significant proportions of U of T faculty

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contributing to the following disciplines are based at UTM or UTSC, Tri-Campus Deans groups should be established for the following disciplines as a start: Management and Information. In parallel with the Tri-Campus Deans group for Arts and Science, these Decanal groups should include the decanal representatives from UTM and UTSC, along with the appropriate decanal representatives (including vice or associate deans) from the Rotman School of Management and the Faculty of Information, respectively.

5. Additional Tri-Campus Deans groups can also be established by the relevant deans. To support this, the Vice-Provost, Academic Programs should work with the Vice-Provost, Faculty and Academic Life and the Vice-Provost, Graduate Research and Education to provide Deans with data that might indicate the emergence on more than one campus of critical masses of faculty in new disciplines.

D. Enhancing the Utility of Existing and New Structures: Ensuring Tri-Campus Deans Groups Have Information about Key Processes/Initiatives

6. Enhancing the utility of Tri-Campus Deans groups could be achieved by ensuring that these groups have a way of receiving information about and, where appropriate, are able to ensure appropriate consultation regarding the following:
 - a. Processes addressed by the Graduate Units Working Group of the Tri-Campus Review, including but not limited to faculty complement planning, search/appointment/tenure/promotion processes, workload, space and other resource allocation, and decisions around whether a graduate unit will follow an “integrated” or “separate” Chair model. (*See F below for mechanisms for supporting consultation at the departmental level.*)
 - b. UTQAP and similar reviews of academic units or programs involving disciplines that cross campuses:
 - i. For reviews involving bi- or tri-campus graduate programs, when such reviews are launched, to allow for tri-campus participation in the self-study and site visit, and when the review report is received, to allow for appropriate input into the administrative response. (To facilitate this, the existing [VPAP guidance for reviewing programs offered across units and/or divisions](#) should be explicitly extended to cover tri-campus graduate programs.)
 - ii. For reviews that focus only on undergraduate programs, when planning the site visit, to ensure consideration of the possibility of inviting the most relevant graduate Chair(s) to participate in the site visits of reviews involving significant numbers of faculty who are part of the graduate Chair’s graduate unit. For example, this may be beneficial when the review is likely to raise issues around workload, the balance between faculty engagement in the local campus community and tri-campus graduate participation, etc.⁵

⁵ The VPAP will work with the Tri-Campus Deans group or a relevant sub-group to provide guidance for tri-campus engagement in reviews, and to avoid a ‘one size fits all’ approach.

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- c. Academic change proposals (major modifications and new program proposals)
- d. Academic unit proposals (new or changed EDU:A/B/Cs or Departments, including unit name changes)
- e. Faculty/Divisional Academic Plans
- f. In relation to any of the above, and where there is considerable multi-campus engagement, significant new communications designed to position or present the University's arts and science program options in a given area of study to students or external audiences (e.g., communications regarding program offerings across the three campuses in environmental sciences and environmental studies).

Mechanisms should be implemented to ensure that the Tri-Campus Deans group has access to knowledge about institutional processes and best practices, as well as information about emerging initiatives in cognate units, etc.

E. Existing Structures: Other Consultative Committees

- 7. Other existing consultative committees (First-Entry Deans, Council of Health Science Deans) should continue to serve as venues for collaboration and consultation across the three campuses for initiatives in relevant areas.

F. Existing Structures: Graduate Units

- 8. In the context of its mandate to consider models for creating thriving intellectual communities, the Graduate Units Working Group of the Tri-Campus Review will make recommendations around the identification/establishment of tri-campus graduate units, including for the establishment or renewal of Terms of Reference or MOUs to support tri-campus graduate units. The 2002 *Framework* identifies the graduate department as the structure that expresses “membership in an intellectual community of related scholars within the University as a whole.” The *Framework* also observes that “[m]embership in the community means more than participation in graduate teaching.” The Graduate Units Working Group should ensure that tri-campus graduate units facilitate regular “information sharing and consultation in matters of strategic planning for given disciplinary and interdisciplinary areas” “among the Chairs of related departments on all three campuses,”⁶ for graduate and undergraduate matters, including for sharing best practices around engaging and supporting students, teaching within the discipline, etc.
 - a. All Terms of Reference or MOUs established for graduate units should support tri-campus engagement in review, academic and unit change, and academic planning processes in line with D above, within the discipline.

⁶ Recognizing that there is not a one-to-one relationship of unit structures on the three campuses, the spirit of this recommendation is to ensure that relevant Chairs convene to consult, share information and best practices within and across cognate disciplines, and collaborate where appropriate.

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- b. All Terms of Reference or MOUs established for graduate units should provide for the resolution of disputes as outlined in H below.

G. Existing Structures: Extra-Departmental Units

9. Within the University's commitment to "fostering and facilitating interdisciplinary teaching, learning and research" (*Policy on Interdisciplinary Education and Research Planning, 2007*), extra-departmental units (EDUs) are key to supporting "an intellectual community of related scholars within the University as a whole" (2002). Some EDUs are graduate units and others are not. The above provisions notwithstanding, EDUs, whether they are graduate units or not, should continue to be an essential venue for collaboration and consultation across the three campuses for initiatives related to interdisciplinary teaching, learning and research in cognate areas, including during the development of new undergraduate and graduate programs, unit change, academic and complement planning, and cyclical reviews.

H. Resolving Disagreements

10. In the case of a disagreement or lack of consensus that cannot be resolved by the Tri-Campus Chairs⁷ in a specific discipline, the matter should be brought to:
 - a. The relevant Tri-Campus Deans group (Arts and Science, Management, Information, or other groups that may be established in the future). In the absence of an established Tri-Campus Deans group, the appropriate vice-provost(s) will convene an ad hoc Tri-Campus Deans group comprised of the relevant deans.

If the deans in 3.a. cannot resolve the matter, they can jointly request that the vice-provost(s) seek the advice of the Provost and, as needed, other Vice-Presidential portfolios, to resolve the matter.

I. Structures to Support Consultation

11. Consultation regarding new programs, changes to existing programs, academic plans, new units⁸ and changes to existing units should take place on a tri-campus basis through the structures outlined above. Resolution of disagreements that arise during consultation should take place through the structures outlined above.

J. Considerations for Developing New Programs and Changing Existing Programs

12. Differentiation, program distinctiveness, and "justifiable duplication" across the three campuses should continue to be considered when creating new academic programs or making significant changes to existing programs, or when developing academic plans that include new directions for programs, research and/or structures to support these.

The View from 2012 emphasized that "the differentiation of the campuses is not an 'all or nothing' matter," observing that undergraduate offerings ranged from having similar programs in a given

⁷ Recognizing that there is not a one-to-one relationship of unit structures on the three campuses, the spirit of this recommendation is to ensure that relevant Chairs (or EDU:A or EDU:B Directors) convene to discuss issues and wherever possible resolve disagreements in a specific discipline or area.

⁸ In this case, units that have the ability to do any of the following: appoint faculty, offer academic programs or courses, or administer research funds. (i.e. Faculty, Department, EDU:A/B/C)

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discipline on all three campuses, to having distinct programs unique to one campus. *The View from 2012* also found that “[o]ne enormously successful area of differentiation has been in professional masters programming.”

13. Proposals should continue to engage the complementary concepts of differentiation, distinctiveness, and “justifiable duplication,” by considering the connection to academic excellence⁹; how different program options can be appropriately positioned and presented to students; prudent use of finite resources; and the government’s focus on “justifiable duplication” when approving funding (WGU and OSAP) for new programs (undergraduate or graduate).

The Office of the Vice-Provost, Academic Programs should continue to ensure that proponents are aware of the program options on all three campuses that are already available to students in the area addressed by the proposal or plan.

Through the consultation processes outlined above, “the appropriate positioning and presentation of different program options to students” (2002) should be established, which may result in collaboration on existing offerings rather than creating an entirely new offering, or the decision to simultaneously propose changes to or closure of an existing offering in response to changes in the discipline or student demand. This consultation should also consider whether a strong applicant pool across the program options in the area will continue to exist with the introduction of the new or changed offering.

14. The principle of a single tri-campus doctoral offering should continue to be maintained, for the reasons outlined in theme C (“The centrality of the unitary, tri-campus PhD”).
15. Professional doctorates (e.g., the Doctor of Musical Arts, the Doctor of Education, as well as others currently in development through professional Faculties) depend on the complement of a specific professional Faculty and should continue to be offered by those Faculties, on the campuses on which those Faculties are located. A hallmark of many (though not all) of those offerings is a flexible delivery format that allows for online and modular participation by students.
16. Faculty strengths should continue to be a key consideration in the development of new programs and changes to existing programs, and UTQAP academic change templates should continue to reflect this.¹⁰ The presence of a “critical mass of faculty,” and specifically tenure stream faculty, is key to the development of new programs, streams, fields and concentrations. Faculty strengths should continue to be a key consideration during the development of new academic plans that may include new directions for programs, research, and/or structures to support these. All consultations for new or changed programs, and for academic plans, should consider how, if the proposal or plan

⁹ Academic excellence should be understood both in relation to the [UTQAP’s](#) “two primary indicators of academic excellence: (1) the quality of the scholarship and research of faculty and (2) the success with which that scholarship and research is brought to bear on the achievement of Degree-Level Expectations” and the [Statement on Equity, Diversity and Excellence \(2006\)](#).

¹⁰ As the preceding note indicates, faculty scholarship and research are at the heart of the UTQAP’s indicators of academic excellence.

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is approved, the program options in the area will continue to benefit from the campus and tri-campus faculty strengths that underpin program quality.

K. Tools for Developing New Programs and Changing Existing Programs

17. UTQAP templates should be updated so that the campus administering a new graduate program (professional master's or doctoral-stream) and the graduate unit offering the program are clear from the outset of the proposal development process.
18. UTQAP templates should be developed to facilitate major modifications to existing tri-campus doctoral programs to create new campus-based fields or concentrations. A precondition for the development of a campus-based field or concentration is the presence on that campus of a node of great strength (e.g., clusters of specialized faculty, key facilities, etc.) in a sub-area of the discipline. Proposals for campus-based fields or concentrations would need to provide for the continued membership of faculty and students "in an intellectual community of related scholars within the University as a whole" and to allow access to the University-wide resources of the discipline. Consideration should be given as to whether campus-based fields or concentrations are appropriate vehicles for responding to feedback received regarding place-based programs described in theme C ("The centrality of the unitary, tri-campus PhD"), or whether further discussion of appropriate models is required.
19. The VPAP Office should work with the Vice-Provost, Faculty and Academic Life (VPFAL) Office 1) to ensure that appropriate data regarding the number and nature of faculty appointments is available during the proposal development process to inform discussions of critical mass of faculty and 2) to ensure that all existing commitments of faculty (e.g., budgetary and non-budgetary cross appointments to other units, including graduate faculty memberships) are clear in the proposal, so that the heads of all relevant or impacted units can be consulted as part of the proposal development process.

L. Considerations for Developing New Units and Changing Existing Units

20. Academic units exist to support teaching, learning and/or research by faculty and students. The presence of a "critical mass of faculty," and specifically tenure stream faculty, is key to supporting these activities and is a precondition for the establishment of a new academic unit that can appoint faculty (whether these are minority or majority appointments).
21. Proposals for new or changed academic units should consider that it remains the case that "much of the attractiveness of the University of Toronto for faculty, in the first instance and on a continuing basis, lies in full membership in an intellectual community of related scholars within the University as a whole" (2002), and ensure that any new structure provides for participation in such an intellectual community. Through consultation, proposals should also consider whether a strong pool of prospective faculty will continue to be recruited across the University of Toronto's units and programs in the area with the introduction of the new or changed unit.
22. Proposals for new or changed academic units should consider that academic unit structures are often part of how program options are positioned and presented to students. Through consultation, proposals should consider whether a strong pool of prospective students will continue to be

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recruited across the University of Toronto's units and programs in the area with the introduction of the new or changed unit.

M. Tools for Developing New Units and Changing Existing Units

23. The VPAP Office should work with the VPFAL Office 1) to ensure that appropriate data regarding the number and nature of faculty appointments is available during the proposal development process to inform discussions of critical mass of faculty and 2) to ensure that all existing commitments of faculty (e.g., budgetary and non-budgetary cross appointments to other units) are clear in the proposal, so that the heads of all relevant or impacted units can be consulted as part of the proposal development process.
24. To ensure "just in time" awareness of the relevant principles and processes, including the above recommendations regarding consultation and key considerations, the VPAP Office should develop a proposal template for new academic units and an associated business essentials template, reflecting existing practices and modeled on the EDU Checklist included in the [EDU Guidelines](#).
25. The VPAP Office should support the implementation of any recommendations arising from the Graduate Units Working Group regarding the establishment of new graduate units, to ensure alignment with existing practices for developing new academic units.

N. Future Considerations

26. Reflecting the fact that differentiation is not, as the *View from 2012* observed, "an all or nothing matter," at the undergraduate level "many of the undergraduate programs are not unique to each campus," while at the same time "many of the undergraduate programs are distinct." In this context, ensuring a high-quality student experience on each campus and fully realizing the promise of the "One University, Three Campuses" model can be supported by appropriately positioning and presenting different program options to students. The VPAP Office should therefore continue to work with the Tri-Campus Deans group for Arts and Science, and other Tri-Campus Deans groups as appropriate, on the following items which were raised but not resolved during the Tri-Campus Review:
 - a. Consultation on changes to degree regulations and requirements for degrees offered on more than one campus,
 - b. Student access to arts and science minors on other campuses when they are unavailable on their home campus, and
 - c. Where practicable and impactful, greater alignment or coordination of course codes and systems, and academic publications, dates and deadlines to improve the experience of students taking courses on multiple campuses.