

CONTEXT DOCUMENT

The Place of Graduate Units in the Evolving Tri-Campus University

Graduate Unit Pillar Working Group, Tri-Campus Review

September 2019

One of the University of Toronto's most distinctive features is its tri-campus structure. The tri-campus structure provides the University with greater scale across its research and teaching activities, while also providing opportunities to create unique campus-based identities within research areas and educational offerings. Because the University of Toronto is a relatively decentralized institution, with considerable autonomy given to its Faculties and constituent academic units (e.g. Departments and Extra-Departmental Units), relationships between the campuses are multi-stranded and complex. Within each strand of the relationship, there may be forces that pull towards greater integration across the campuses, and others that push towards greater campus autonomy. Broadly, however, the University's current budget model and its campus-based method for organizing undergraduate and professional education have encouraged campuses to behave more autonomously, while doctoral-stream programs and research have been important drivers of increased tri-campus collaboration and integration.¹

Understanding Graduate Units

The primary institutional vehicles for tri-campus collaboration and integration at the graduate level are graduate units, sometimes referred to as graduate departments. Graduate units are administrative entities, headed by graduate chairs appointed under the *Policy on the Appointment of Academic Administrators* (PAAA), composed of graduate faculty members, graduate students, and administrative staff. Graduate units serve as the institutional structures that house and support graduate programs. Unlike budgetary academic units, graduate units do not themselves hold faculty or staff lines, control space allocations, or set workload policies. For these resources they depend on contributions from budgetary academic units.

For graduate faculty members and graduate students, graduate units serve several important functions. It is membership in the graduate unit that determines whether or not faculty members are allowed to teach and supervise graduate students in that unit. As stated by the School of Graduate Studies: "At U of T, members of teaching staff do not automatically have supervisory privileges in graduate programs. Authority to teach or supervise graduate students is a separate layer of responsibility with specific criteria."² Graduate units also oversee graduate recruitment and admissions, graduate program curricula, graduate course offerings, graduate student academic progress, graduate academic integrity, and graduate funding. When students need help navigating their program requirements or are experiencing challenges in their

¹While faculty members teaching in professional master's programs may be drawn from more than one campus, all professional master's programs are campus-based (mono-campus).

² <http://www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Faculty-Memberships.aspx>

program, it is the staff and academic leadership of the graduate unit that are usually the first points of contact for information and assistance.

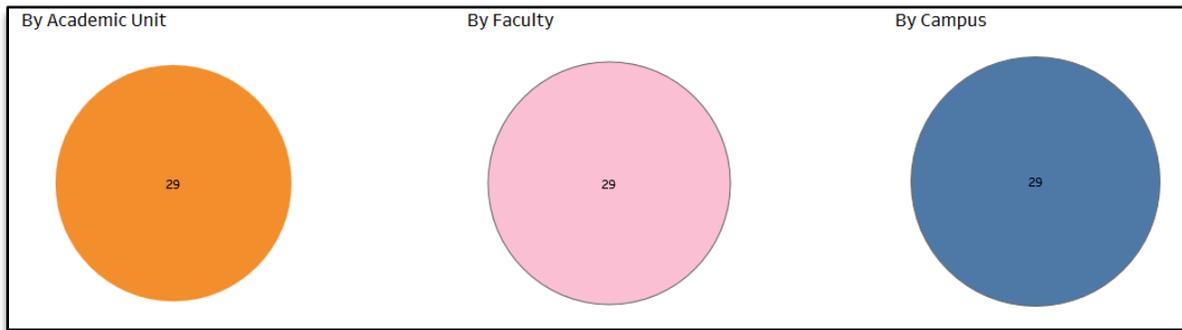
More than this, graduate units are often a key locus for intellectual community. Faculty members' scholarly interests are not always perfectly aligned with their academic appointments, and are always evolving over time. As a result, many faculty members have membership in more than one graduate unit, allowing them to supervise students and teach courses in additional domains of scholarship. Similarly, students may have interests in mentorship, courses and extracurricular offerings beyond their own programs, which may bring them into contact with other graduate units. In these respects, graduate units are one of the features of U of T's academic structure that can facilitate evolving cross-disciplinary scholarly engagements.

Varieties of Graduate Units

Structurally, each graduate unit is attached to a budgetary academic unit (either a Faculty or a department within a Faculty) that provides it with space and administrative staff. This budgetary academic unit also provides the graduate unit with at least some of the faculty resources needed to deliver its graduate programs. Faculty resources may also flow from additional budgetary academic units, where other faculty members in the graduate unit hold their appointments. While this arrangement has the benefit of a more streamlined administrative structure overall, it can also present challenges. Since budgetary academic units are charged with being stewards of their own resources, contributions to graduate units may not always be a top priority. More commonly, challenges emerge in the area of coordination. Each budgetary academic unit has its own practices and expectations of graduate involvement, so when graduate units are comprised of faculty members from multiple budgetary academic units, they may face structural challenges to integrating their scholarly communities and organizing their work.

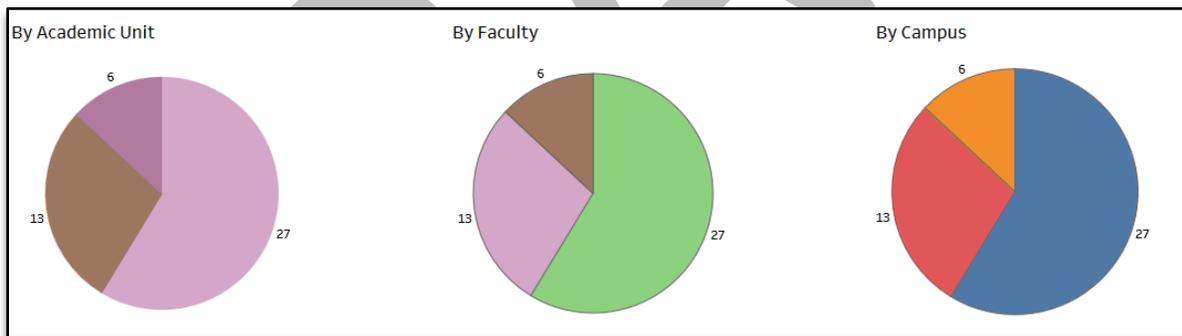
To better understand the structural challenges that a given graduate unit may face, it is helpful to look at the composition of its graduate faculty membership. Across the University there is considerable variation in how graduate units are composed. Some graduate units draw almost all their graduate faculty members from a single budgetary academic unit (see Figure 1 below). In units of this kind, the graduate unit becomes virtually indistinguishable from the budgetary academic unit that it overlays: the two are *homologous*. In such units, faculty members may view the notions of graduate unit and graduate chair as being superfluous, since these are in practice indistinguishable from their home budgetary academic unit and its chair. These units follow the integrated chair model, where the graduate chair also serves as the academic head of a participating budgetary academic unit.

Figure 1. Faculty Member Distribution - Factor-Inwentash Faculty of Social Work³



More commonly, however, graduate units have *distributed membership*, in that they draw their faculty members from more than one budgetary academic unit (Figure 2). There is great variety across the University in how graduate units with distributed membership are composed. For example, the relationships between a graduate unit and its contributing budgetary academic units may be quite “lumpy,” in the sense that each budgetary academic unit is contributing several graduate faculty members to the graduate unit.

Figure 2. Faculty Member Distribution - Faculty of Information

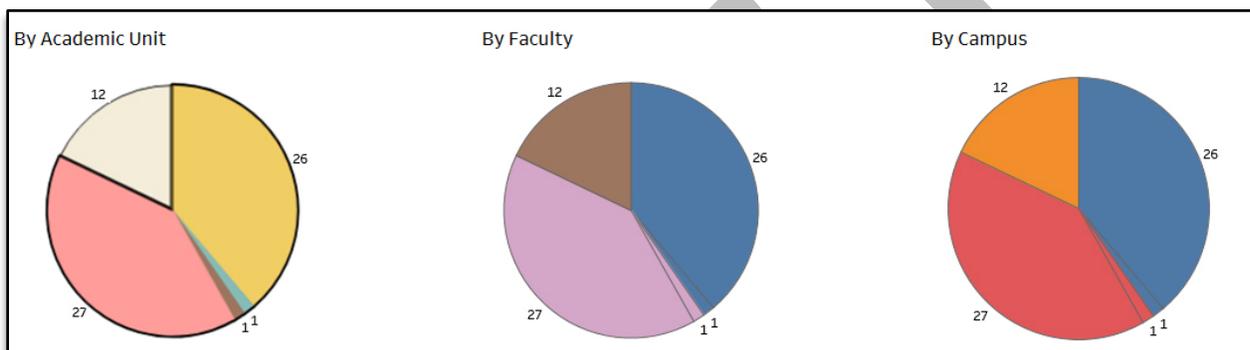


Alternatively, the relationships may be far more distributed, with the graduate unit being composed of graduate faculty members drawn in small numbers from several different budgetary academic units (Figure 3).

³ For the sake of simplicity, these charts only include tenured/tenure-stream faculty members. When other categories are added, the picture becomes more complex.

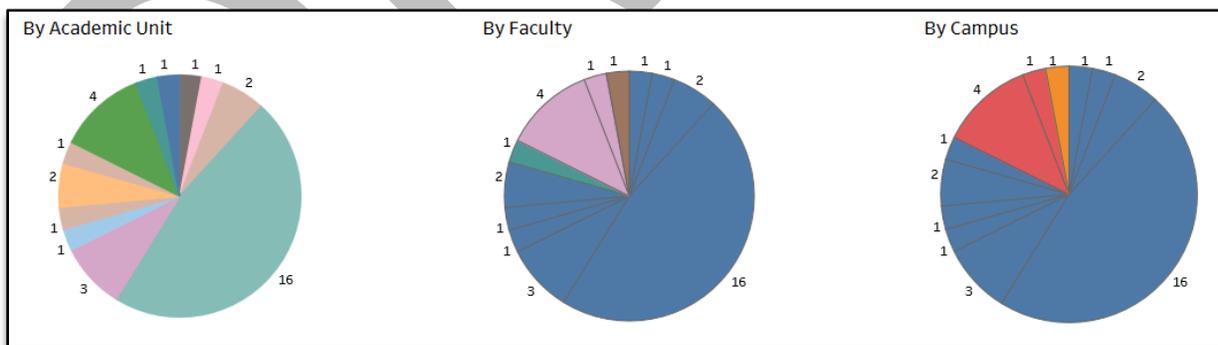
By far the greatest challenges to integration and cohesiveness are found in distributed units that not only span Faculties, but also span more than one campus. Again, there is great variety among such units. Some distributed graduate units are heavily tri-campus in that they offer graduate courses and support graduate research on all three campuses, and also have significant engagement from graduate faculty with budgetary appointments across the three campuses. Some of these distributed units, including the Graduate Department of Sociology (below), have sought to address these complexities by adopting the separate chair model where the person appointed to be the graduate chair does not also serve as the academic head of a participating budgetary academic unit.

Figure 5. Faculty Member Distribution – Tri-campus Graduate Department of Sociology



Others are much closer to being mono-campus, in that all their activities are on one campus and a small number of their members are drawn from academic units on another campus (Figure 6).

Figure 6. Faculty Member Distribution – Graduate Department of Classics



Most tri-campus graduate units fall somewhere on a continuum between these two poles.

Graduate Units in the Evolving Tri-Campus Context

The composition of graduate units is not static but evolves over time, as new graduate faculty members are added and others leave. This change usually takes place slowly, since it tracks changes in faculty complement. However, sometimes it can take place more quickly, such as when new graduate programs are established or there is a significant increase in hiring within a particular area or within a Faculty.

In recent times, one of the most notable characteristics of faculty complement growth at U of T has been its uneven tri-campus distribution. For example, between 2007 and 2017, the Faculty of Arts & Science on the St. George campus saw an overall growth in faculty complement of just 4% (1,534 to 1,623); in the same period, by contrast, the growth in faculty complement at UTSC was 48% (163 to 242) and at UTM it was 39% (206 to 287). While the growth in faculty numbers at UTSC and UTM was mainly due to growth in undergraduate student numbers on those campuses, it had large impacts on many graduate units across the University. Each new tenure stream faculty member was expected to hold a graduate appointment, and the vast majority of these were in graduate units whose administrative home was on the St. George campus. As a result, the composition of many graduate units changed during this period as the relative proportion of UTSC and UTM faculty increased. For most graduate units this was also a period of significant expansion in graduate student numbers, so the added faculty complement from UTSC and UTM was critically important for effectively delivering their graduate programs and supervising their doctoral-stream students.

These changing tri-campus demographics have presented new opportunities and challenges for many graduate units at the University. The greatest opportunities have come with scale: building out areas of academic expertise that are not yet represented, thereby expanding research networks and intellectual horizons; expanding supervisory capacity, which can enable the recruitment of a broader range of top-tier students; providing students with opportunities to access new research infrastructure, such as lab spaces and equipment; and growing the amount of available graduate student funding through access to larger numbers of teaching assistantships and research assistantships. By contrast, the greatest challenges are largely administrative: ensuring that governance processes, decision-making, and communications are optimized to build a cohesive, inclusive, nimble, and forward-looking scholarly community for all graduate unit members, regardless of their campus of appointment or affiliation.

The Graduate Units Working Group: Observations and Considerations

Through its survey and consultations, the Graduate Units Working Group benefitted from a great deal of input from members of the graduate community about the challenges they experience in navigating the tri-campus relationship. As it reviewed the long list of these challenges, the Working Group was struck by how many of them were, fundamentally, not rooted in inter-campus relationships *per se*, but were in fact structural challenges of collaborating across *unit* and *divisional* boundaries. It is just that in the tri-campus context these

challenges were amplified by barriers of geographical distance and lack of mutual understanding about how each campus is currently organized.

The preponderance of structural challenges helps explain why so many of the recommendations arrived at by the Working Group apply to all graduate units, not just to those with activities across the tri-campus. While the latter units experience these challenges in a particularly pronounced way, the Working Group felt that in many cases all graduate units could benefit from its findings.

For instance, consultation feedback revealed a lack of clarity in chair search processes, in the chair models available to units, and in the eligibility guidelines for undertaking a chair search under a particular model. The Working Group therefore recommended that the decision about which chair model to follow should be *disarticulated* from the search process, that the process itself be clarified, and that a number of steps be identified in order to ensure transparency and clear communication throughout the process.

As it looked more closely at the composition of various graduate units, the Working Group made another important observation: some of the greatest challenges to building a strong and effective graduate unit were being experienced in those units that had not historically seen themselves as being tri-campus, but by virtue of changing faculty demographics had found themselves to have significant tri-campus involvement. In these units, faculty from different campuses can have quite divergent expectations for how their graduate unit should function, and it was not always clear to senior administrators how the unit should fit into governance processes. The Working Group thus determined that it was important to bring greater *transparency* and *intentionality* to tri-campus relationships. These relationships should be openly discussed and they should be a part of ongoing academic planning. While this is true for all units with tri-campus participation, it is especially important for units that were not historically constituted as tri-campus graduate units, but have undergone significant demographic rebalancing to become so.

The Working Group also came to the view that a clear decision-point should be instituted, making it evident to all stakeholders whether a unit is formally recognized as being a *tri-campus graduate unit*, or whether it is fundamentally a mono-campus unit with some tri-campus engagement. The Working Group concluded that this decision should involve members of the graduate unit as well as deans, and that it should be made on a case-by-case basis in a manner that is informed but not determined by metrics of tri-campus involvement. Moreover, while recent years have seen an overall trend towards greater tri-campus graduate engagement at U of T, this trend cannot be expected to continue indefinitely. Demographics could move in the other direction, or campuses might seek greater autonomy at the graduate level. The Working Group therefore felt that it was important that the aforementioned decision-point also be available in the opposite direction, allowing for the possibility that a given tri-campus graduate unit might at some point move to become mono-campus.

The Working Group recognized that tri-campus graduate units do indeed face unique challenges. As considerable feedback from the consultations addressed concerns around transportation and mobility between campuses, it became clear that this issue must be studied further to ensure a shared and comprehensive understanding of the options available. Consultations also identified space planning, communications, and the scheduling of curricular and extra-curricular activities as key tri-campus challenges. The Working Group therefore recommended several strategies to support tri-campus engagement: developing a tri-campus space planning resource for chairs to schedule meetings and activities; ensuring all constituent units in a tri-campus graduate unit have access to reliable videoconferencing technologies; and scheduling graduate activities through a tri-campus lens, considering such factors as travel time and graduate teaching responsibilities.

Finally, the Working Group determined that units formally designated as tri-campus should be clearly differentiated in certain governance processes (as they currently are in some areas) and should receive, or be eligible for, some additional supports. Such investments of University time and resources will help these units overcome challenges more effectively and will recognize their contribution to the overall University goal of achieving “one University, three campuses.”

Conclusion

U of T has a history of periodically revisiting its tri-campus relationships, reassessing where we are at as an institution, and modernizing our vision, policies and practices to bring them into line with our current aspirations. This was the case in 2002 with the development of the *Tri-Campus Framework* which, in anticipation of enrollment expansion, posed the question of how to strike the 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.”⁴ It happened again in 2008 with the development of *Towards 2030*, which emphasized the need for administrative streamlining and the pursuit of a model that avoids duplication through “interlocking” graduate departments, and encouraging campuses to differentiate by developing their own areas of strength.⁵ And it happened again in 2012 with *Towards 2030: A View from 2012* which, in the midst of a long period of graduate expansion, recognized that “inter-campus movement is both inevitable and desirable” and that faculty should seek to strengthen the overall university community even as they pursue their own individual academic interests.⁶

The recommendations of the Graduate Units Working Group are consistent with these earlier statements, which underlie and inform the fundamental principle of “One University, Three Campuses.” What the Graduate Units Working Group settled on at this historical juncture—a time when student enrollments and faculty complement are likely to stabilize somewhat after

⁴ <https://www.provost.utoronto.ca/committees/tri-campus-review-one-university-three-campuses/tri-campus-framework/>

⁵ <http://www.towards2030.utoronto.ca>

⁶ <https://www.provost.utoronto.ca/planning-policy/towards-2030-view-from-2012-framework/>

an extended period of overall growth and campus rebalancing—was the need to collectively take stock of where each of our graduate units is now in regards to its tri-campus relationships, to bring a greater degree of intentionality to these relationships, and to put in place practical mechanisms to facilitate inter-campus collaboration and community.

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RECOMMENDATIONS DOCUMENT

Graduate Unit Pillar Working Group, Tri-Campus Review
September 2019

I. Introduction

The Tri-Campus Review was launched in March 2018 to review the relationships among the University of Toronto's three campuses, under the theme of "One University, Three Campuses." The Tri-Campus Review is guided by a steering committee and built on five pillars, each with its own working group.

Chaired by Professor Joshua Barker, Vice-Provost, Graduate Research & Education and Dean of the School of Graduate Studies, the Graduate Units Working Group was mandated to consider questions related to graduate faculty memberships, faculty searches, the appointment of graduate chairs, and graduate units.

The Graduate Units Working Group drew its membership from among senior academic administrators responsible for graduate education across the three campuses. The Working Group aimed primarily to provide guidelines and tools to help define relationships within tri-campus graduate units and between faculty, staff, and students on all campuses. During bi-weekly meetings from January to June 2019, the Working Group took as its primary themes for discussion both existing policy documents as well as a substantial base of data gathered through surveys and consultation meetings conducted in fall 2018. Faculty members, including chairs and graduate chairs, were surveyed and a total of 104 responses were received. In addition, 14 consultation meetings were held with deans, 16 meetings were held with graduate chairs, and 4 meetings were held with graduate students across the three campuses.

This document contains overarching principles, relevant themes and definitions, and specific recommendations related to the Working Group's mandate. The principles outline objectives to be emphasized in a tri-campus environment, the themes and definitions provide context, and the recommendations suggest modifications to existing practices and structures.

II. Principles

The following principles informed the activities and recommendations of the Graduate Units Working Group:

- Graduate education and, in turn, the activities of research-stream graduate students, are essential components of the University's research strength and enrich the educational experience of the University's undergraduate population.
- Cultivating synergy and collaboration at the graduate level among the three campuses while promoting unique local identities and areas of strength will build the University's capacity as an internationally significant research institution and training ground for the next generation of scholars, innovators, and leaders.

- The tri-campus context provides extraordinary breadth—a breadth in research-stream and professional course offerings and programs, in lab infrastructure, and in learning and teaching environments. For both graduate students and faculty members, it also creates a wealth of opportunities to collaborate across campuses and disciplines, building knowledge and skills that are essential to navigating the complexities of our 21st-century world.
- At its best, the tri-campus structure can cultivate a sense of community among faculty members and graduate students that is doubly strong, combining a gratifying experience of belonging to a close-knit campus community with pride in contributing to Canada’s largest research university.
- Graduate units across the three campuses operate and function best when they have a voice in the creation and application of relevant local and University-wide policies, processes, and procedures.
- At the University of Toronto, success can and does take many forms. Flexibility is key to building collaborative tri-campus graduate units, and the temptation to impose one-size-fits-all solutions should be resisted. At the same time, collegial consultation and frequent communication between colleagues on the three campuses are clear hallmarks of the best-functioning tri-campus graduate units.

III. Themes

Several general observations emerged from the Graduate Units Working Group’s discussions that are helpful in framing the recommendations:

- **Graduate matters are becoming increasingly complex** as the number and size of graduate programs and units grow. While all campuses are facing these issues, it is important to recognize that graduate matters gain complexity in the tri-campus context.
- Certain graduate structures and terms, processes, and roles and responsibilities are **not well-defined or well-documented**. As a result, decisions are often made within units based on historical precedent or unspoken assumptions rather than firm practices. Providing enhanced clarity through the development of definitions, best practice documents, templates and clarifying memoranda will help inform decision-making and planning within units and promote consistency while still enabling flexibility.
- While **collaboration and interdisciplinarity** can always pose challenges for graduate units, this is especially true for graduate units working across campuses. In this context, effective collaboration and interdisciplinarity can require additional energy and intentionality.

- **Communication** is an ongoing challenge for graduate units, especially when information must also flow across campuses. When used properly and with the appropriate resources in place, technology can play a key role in improving communications across distance.
- When change is coming rapidly, graduate units can evolve without an intentional strategy or discussion of long- and short-term goals. As tri-campus units grow in size and develop, it is important for them to consider their potential **tri-campus identity** and its implications.
- Tri-campus graduate units should consider a representative range of perspectives and opinions with an eye to **tri-campus representation** when making decisions and constituting decision-making bodies.

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IV. DEFINITIONS

At the beginning of its deliberation, the Graduate Units Working Group came to a shared understanding of a number of key concepts and terms. These will be invaluable in:

- filling a gap where existing policy does not provide clear definitions;
- providing a common language for all those dealing with graduate matters across the three campuses; and
- providing a firm foundation on which to develop best practices based on the recommendations below.

Budgetary academic unit: A formal budgetary unit created through governance and headed by a person appointed under the *Policy on the Appointment of Academic Administrators* (PAAA), such as (but not necessarily limited to) a Faculty, department, or extra-departmental unit (EDU), that has formal (budgetary) faculty appointment rights, and offers for-credit courses and often academic programs to students (excludes EDU:Cs and Ds). A budgetary academic unit may hold primary or majority (budgetary) faculty appointments or minority (budgetary) faculty cross-appointments.

Graduate unit: An administrative entity headed by a graduate chair who has been appointed under the PAAA and housing graduate programs that:

- provides the central structure to house and support graduate programs; and
- includes graduate faculty members, who may be drawn from multiple academic units, as well as graduate students, and administrative staff.

Every graduate unit is assigned a specific budgetary academic unit (“budgetary home”) to act as its administrative and governance home.

Tri-campus graduate unit: A graduate unit that has significant faculty engagement in and membership from multiple budgetary academic units across more than one campus. For the sake of simplicity, the definition thus also includes strictly bi-campus graduate units.

Graduate chair: “The Chief Executive Officer of the graduate department,” as defined in the PAAA, Section 1.a. There are two models for chairs of graduate units:

- The **integrated chair model**, under which the graduate chair also serves as the academic head of a participating budgetary academic unit (i.e., department or single-department Faculty) on one of the three campuses.
- The **separate chair⁷ model**, under which the person appointed to be the graduate chair does not also serve as the academic head of a participating budgetary academic unit. (Source: *Guidelines on the Graduate Chair in Arts & Science Graduate Units: The Role, Responsibilities and Appointment Procedures*, 2008).

⁷ In the Faculty of Arts & Science, the separate chair is known as the “fourth chair.”

Graduate appointment: According to the *Policy and Procedures on Academic Appointments* (PPAA; Section III, 18.iii), “All faculty appointed to a tenure-stream position shall hold a non-budgetary cross-appointment to an appropriate graduate department. Decisions regarding such cross-appointments shall be made jointly by the appointing unit and the graduate department.”

Graduate faculty membership (GFM): “Membership in the graduate faculty is a condition of employment for tenured/tenure stream and full-time clinical faculty at the University of Toronto. Membership in the graduate faculty is granted by the graduate chairs and directors of Graduate Units with the approval of the Dean of the School of Graduate Studies. All faculty appointed to a tenure-stream position will hold a non-budgetary cross-appointment to an appropriate graduate unit” (Source: *SGS Graduate Faculty Membership Eligibility Guidelines*. SGS Website).⁸ There are four different types of membership:

- Full membership
- Associate membership
- Associate membership with restricted duties
- Emeritus membership

Campus affiliation: Students enrolled in a graduate program offered by a tri-campus graduate unit are always affiliated with one of the three campuses. Upon registration, a graduate student is assigned a campus affiliation based on the administrative home of their program of study. A student may change their campus affiliation through the School of Graduate Studies if they are supervised by a graduate faculty member whose primary budgetary appointment is to the campus to which they wish to transfer their affiliation. Campus affiliation describes the primary location of a graduate student’s campus-based academic activities and determines the incidental fees charged to that student.

⁸ Many other faculty will also hold graduate faculty memberships including teaching stream faculty; part-time and contractually limited term non-tenure stream and teaching stream faculty; and status-only faculty.

V. RECOMMENDATIONS

GRADUATE UNITS

A. GENERAL:

1. Create a clear set of principles and processes outlining when and how a new graduate unit needs to be created and when and how an existing graduate unit needs to be modified or disestablished.
2. When a new graduate program is developed, ensure that clear and explicit discussions take place about whether the program will be offered through an existing graduate unit or whether the creation of a new graduate unit is warranted. If the program will be offered through an existing graduate unit, discuss and determine whether the new graduate program will be offered through a single-campus or tri-campus graduate unit.
3. All graduate units should clearly outline the privileges and responsibilities of graduate faculty members in that graduate unit, and identify specific expectations of individual members, as appropriate. All faculty members with a graduate appointment should be aware of the expectations (e.g., teaching, supervision, contributions to graduate student funding) that come with that membership.
4. While conducting their business and activities, academic units should always consider the impact of their decisions on associated graduate units. It is important for the heads of academic units to consult and engage the relevant graduate chair(s) and associated graduate units early in the decision-making process regarding such matters as:
 - a. the hiring and recruitment of new faculty;
 - b. graduate teaching expectations in unit workload policies;
 - c. defining reasonable expectations for graduate teaching and supervision; and
 - d. PTR, tenure and promotion.
5. Establish a process for formally identifying and recognizing tri-campus graduate units, and for allowing graduate units to self-identify formally as tri-campus graduate units. This process should:
 - a. Consider the wishes of members of the graduate unit as expressed through recognized governance processes at the unit level;
 - b. Be built on a range of flexible criteria such as an annual review of the tri-campus distribution of graduate faculty memberships within a graduate unit, the tri-campus distribution of teaching within a graduate unit, the location of graduate research, the campus affiliation of students, etc.; and
 - c. Allow for the self-identification of tri-campus units to be reviewed periodically and include provisions for transition to and from tri-campus graduate unit status.

A final determination of a graduate unit's tri-campus status should rest with the Tri-Campus Deans Group and the Dean of the School of Graduate Studies.

B. TRI-CAMPUS GRADUATE UNITS:

6. Using an SGS template and with assistance from SGS, as needed, tri-campus graduate units should create a Memorandum of Understanding (MOU) with their contributing academic units across the three campuses in order to clarify:
 - a. the resources each academic unit will contribute to the graduate unit;
 - b. how the needs and interests of the graduate unit will be incorporated into decision-making within each academic unit;
 - c. the privileges and responsibilities of graduate faculty members in the graduate unit; and
 - d. the resources (e.g., space, materials) that the graduate unit will provide to all graduate faculty members and to all graduate students.

This MOU should be reviewed periodically and might also include sections on topics such as: graduate teaching workloads, faculty hiring processes, graduate admissions processes, graduate supervision assignments, PTR/tenure/promotion, provisions for faculty and student office space, TA/RA assignment coordination, budgetary arrangements, and how administrative secondments will be managed and paid for.

7. The University's administration should provide appropriate support to tri-campus graduate units in recognition of the challenges associated with running a robust and inclusive tri-campus operation. This support might include, for example, support for creating MOUs, and advice/guidance on tri-campus relations based on an understanding of best practices.
8. Tri-campus graduate units should host regular and collegial discussions about the location of course offerings and endeavour, where appropriate, to offer courses on all three campuses. In determining the location of course offerings, tri-campus graduate units should consider the impact such offerings might have on both the graduate and undergraduate student experience.
9. Tri-campus graduate units should ensure that participating academic unit heads meet at least annually. This periodic meeting is particularly important (and might occur more often) in cases where the graduate chair is a separate chair.
10. Where applicable, tri-campus graduate units should encourage admissions procedures that enable faculty members to have equitable access to graduate students (e.g., tri-campus membership in admissions committees).
11. Tri-campus graduate units should actively include graduate faculty on all campuses in the recruitment of graduate students, including providing opportunities for visits to these campuses, where appropriate.
12. Tri-campus graduate units should ensure that the allocation of student work spaces on all three campuses reflects the needs of students and the time they spend on each campus, whether as students or as TAs/RAs.

13. For clarity and transparency, where possible, participating budgetary units should identify specific funds dedicated to supporting graduate activities.

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GRADUATE CHAIRS

14. The University should ensure that where a dean or chair is appointed both as the academic unit head and graduate chair, they are clear that they have been appointed to the graduate chair role as well as the budgetary role. If they are not appointed as graduate chair, it must be clear to them and others who has been appointed as graduate chair. In particular, all single-department Faculties will follow an integrated chair model (e.g., the dean will serve as dean and graduate chair, regardless of their level of tri-campus activity).
15. A single academic unit head may be the chair of more than one associated graduate unit.
16. For tri-campus graduate units in multi-department Faculties, a decision about the appropriate graduate chair model to follow (i.e., integrated or separate) should be made before the search process for a new academic chair begins and should be disarticulated from the academic chair search process.
17. In cases where a tri-campus graduate unit has adopted the separate chair model and is searching for a graduate chair, it should continue to follow the process outlined in the PAAA and have SGS oversee the search for a “separate” graduate chair.
18. Where a tri-campus graduate unit in a multi-department Faculty has adopted the integrated chair model and a search is being conducted for both a graduate chair and the chair of one of its constituent academic units:
 - a. The search should be conducted concurrently as part of a single search process. SGS should no longer run a separate search to appoint a graduate chair;
 - b. The search process should include consideration of concerns specific to the tri-campus context and graduate faculty, students, and staff;
 - c. In addition to conforming to the requirements of the PAAA, each search committee should include tri-campus representation; and
 - d. The graduate chair search should be tri-campus in scope, and graduate unit faculty members from all three campuses should be eligible to serve as chair.
19. When appointing a graduate program director or other similar positions to whom authority over graduate matters is to be delegated, the graduate chair should consult with participating academic units before the appointment is made.
20. SGS and/or VPFAL should ensure that new graduate chairs and Vice/Associate Deans Graduate are on-boarded and given information that includes education about:
 - a. The various structures and governance models of graduate units, including tri-campus graduate units;
 - b. The structure and composition of their specific unit(s), including, for example, data about the tri-campus distribution of graduate activity and of graduate faculty memberships within their unit; and

- c. The roles and responsibilities of academic administrators with respect to graduate matters, including a clear distinction between which responsibilities may be delegated and which may not.

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COMMUNICATIONS, SPACE, AND TRANSIT

21. SGS should develop a pathway to ensure appropriate tri-campus involvement in appeals processes for issues arising in supervisory relationships (e.g., clarifying jurisdictional issues; points of contact for students and faculty).
22. Tri-campus graduate units should work collaboratively to share information with faculty members and students across campuses, and develop appropriate methods of communication to do so (e.g., via memos, regular newsletters).
23. Tri-campus graduate units should work collaboratively to develop schedules of curricular and extra-curricular activities that prioritize and allow for the participation of all members of their graduate units. For example, some units have found it helpful to designate a specific day or half-day for tri-campus graduate unit activities, during which time no graduate seminars/courses are scheduled on any of the campuses.
24. SGS should create a resource that identifies current campus space policies and lists an inventory of rooms/spaces, to enable graduate chairs to find spaces that can accommodate meetings and activities that include members from all three campuses (e.g., departmental meetings, speakers).
25. The University should ensure that all constituent units in a tri-campus graduate unit have access to reliable videoconferencing services for meetings, seminars, and other activities. The Chief Information Officer should consider this when drafting his IT Strategic Plan.
26. The University should study further how transportation and mobility between the campuses might be improved and facilitated.

POLICY AND DATA

27. When an EDU:A or EDU:B is also a graduate unit and offers graduate programs and when the director is acting as the *de facto* graduate chair, SGS should have representation on the search committee for the director. When the PAAA is next open for consideration, it is recommended that revisions be made to formally recognize that the Directors of EDU:As and EDU:Bs should also be appointed as graduate chairs.
28. The University should identify senior academic administrators to support unit heads who are facing challenges navigating the tri-campus structure. The identity of these academic administrators should be communicated widely.
29. SGS should consider creating a new Vice-Dean, Tri-campus role to oversee governance, create policy, and promote best practices as they relate to tri-campus graduate units.
30. The SGS Constitution should be amended to include a more fulsome description of the graduate chair's role.
31. SGS should enhance and refine its data collection capabilities in areas related to tri-campus activity. These data should be updated regularly and should be made available to members of the University community.
32. Insofar as metrics are used to assess levels of tri-campus engagement, these metrics must be applied thoughtfully and efforts made to assist their interpretation by internal and external audiences.
33. SGS should maintain an accurate and current list of graduate units and work collaboratively to make it consistent with records/lists maintained throughout the University.
34. SGS should study the nature of graduate faculty memberships in further detail outside this Working Group to clarify the meaning of primary and secondary graduate faculty memberships and how these relate to academic appointments and workload policies.