**Introduction**

The Academic Planning and Academic Change Working Group (APAC) considered questions related to new or changed academic programs and units in the context of "One University, Three Campuses," including appropriate principles, structures, and considerations for academic planning, program change, and unit change. APAC began this work by reviewing key documents such as the *Tri-Campus Framework* (2002), the *Towards 2030* (2008) planning documents, and the *View from 2012* (2012). Over the time period covered by these documents, significant developments have taken place on all three campuses. *[Note: this historical overview is still in trial format – corrections, additions, suggestions are welcome]*. For example, undergraduate enrolment has grown on all three campuses, and especially at UTM and UTSC. Graduate enrolment has grown substantially too.
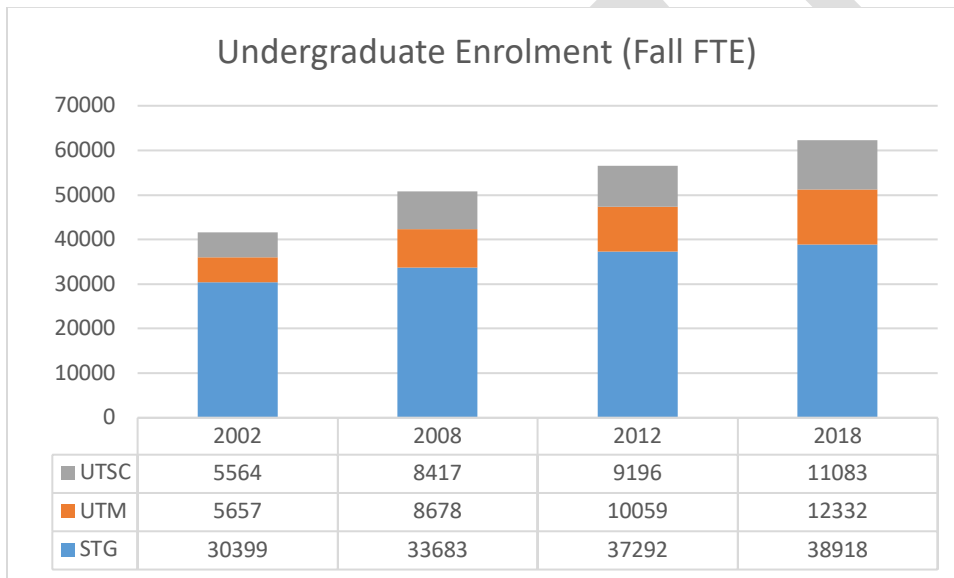


**Undergraduate Enrolment (Fall FTE)**

|       | 2002  | 2008  | 2012  | 2018  |
|-------|-------|-------|-------|-------|
| UTSC  | 5564  | 8417  | 9196  | 11083 |
| UTM   | 5657  | 8678  | 10059 | 12332 |
| STG   | 30399 | 33683 | 37292 | 38918 |

*Figure 1: Source: Annual Enrolment Reports*



**Graduate Enrolment (Fall FTE)**

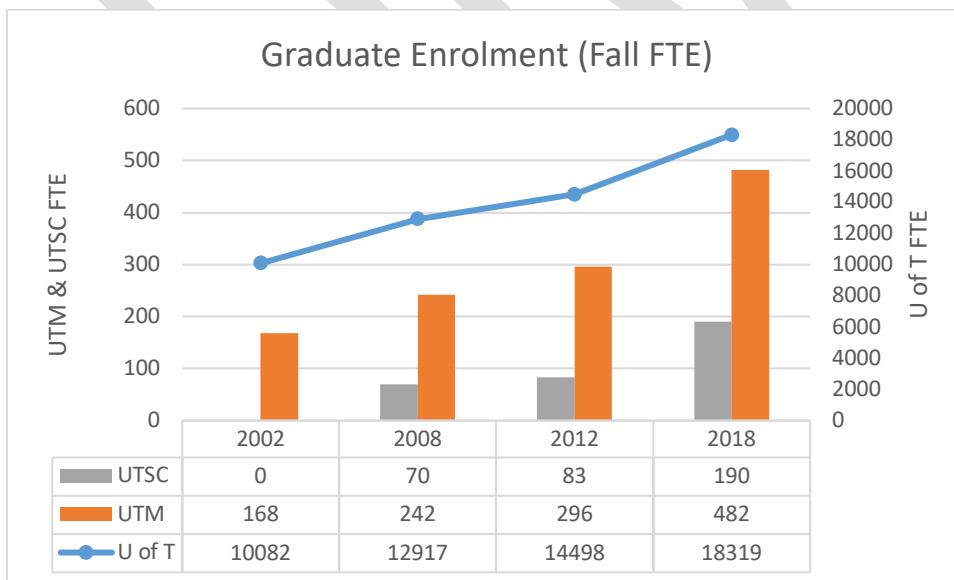|         | 2002  | 2008  | 2012  | 2018  |
|---------|-------|-------|-------|-------|
| UTSC    | 0     | 70    | 83    | 190   |
| UTM     | 168   | 242   | 296   | 482   |
| U of T  | 10082 | 12917 | 14498 | 18319 |

*Figure 2: Source: Annual Enrolment Reports*

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.

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 supporting engagement in disciplinary and interdisciplinary activities on all three campuses. On the St. George campus, 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 Culinaria Research Centre, established 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.

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: 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 three 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 support 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 MA and PhD in Counselling and Clinical Psychology, 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 reimagining of the Doctor of Education, and the development of a new Doctor of Nursing (2020).[1]

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 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. Feedback received through the Tri-Campus review process was positive regarding the UTQAP's role in ensuring the quality of existing programs through reviews. Feedback was also largely positive regarding the role that UTQAP processes, which emphasize consultation, play in academic change. Under the UTQAP, though 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.

**APAC Membership**
The APAC Working Group met twice in spring 2018 and once in winter 2019. APAC included the following members:
- Susan McCahan, Vice-Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education (Chair)

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[1] Pending MTCU funding approval.

- 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 received input from the following sources: 102 unique responses (half from the St. George campus; 35 from UTM and 16 from UTSC) to six questions on the online survey; 14 in person consultation meetings with deans co-chaired by the Vice-Provost, Academic Programs and the Special Advisor, Tri-Campus Review, to the Dean of the School of Graduate Studies; reports of consultation meetings with graduate units chaired by the Special Advisor.

**Themes**

From the survey responses, the in person meetings with deans, and the reports of meetings of with the Special Advisor, the following themes emerged.[2]:

A. **Academic excellence**: There was consensus that this should continue to be a priority, consistent with 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" and the 2002, 2008 and 2012 documents reviewed by APAC. 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 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. As articulated in 2008, "[t]he university's global reputation owes much to tri-campus graduate departments that ensure quality, offer students access to outstanding supervisors across the whole of the campus and enable departments to present a unified face to the world for purposes of peer-review and international ranking/rating." As noted in 2012, U of T's model of "interlocking appointments to graduate departments across the three campuses'" is both unique and valuable, "enabling research breadth and depth across those disciplines that have made

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[2] 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.

good use of the fact that we have three unified campuses and enabling the recruitment of first-rate faculty and students." 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 revealed 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 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. Consultations revealed the complexity of supporting academic excellence in the form of local community and faculty-student interaction while also contributing to the advancement of a tri-campus discipline. 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 complementarity and an increased focus on the local.

F. **Varying views of how to assess "justifiable duplication":** Access to excellent programs close to home 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 the "principles of equal opportunity, equity and justice" (*Statement of Institutional Purpose 1992)* and with the belief articulated in the *Statement on Equity, Diversity, and Excellence (2006)* "that excellence flourishes in an environment that embraces the broadest range of people." 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 duplicate programs. 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 MTCU funding

approval of new programs and also that "wasteful duplication" is noted as something to guard against in *Towards 2030*.

G. **A need to reflect the tri-campus structure in external 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 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 in the context of a review, the relevant graduate Chair(s) should participate in the site visits of reviews involving significant numbers of faculty who contribute to their graduate programs, even when the review itself does not include graduate programs. Since review recommendations can lead to new plans for curriculum, 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.

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 adjudication or mediation body 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 a number of people consulted expressed satisfaction with the guidance provided through UTQAP processes around consultation, 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 on different campuses or divisions; the development of new, inter-dependent bi-campus programs).

I. **Lack of awareness of the existing principles or structures:** Many individuals (outside of dean's 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.

**Recommendations:**

*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

*Structures*

3. Ensure that the membership and mandate of the tri-campus deans group is clear, not just to the members of the group, but to the members of tri-campus arts and science communities. One way of

doing this would be to draft a formal terms of reference for the tri-campus deans group, building on the Tri-Campus Decanal Committee for Arts and Science described in the 2002 *Framework*:[3]

a. At minimum, the following should be confirmed:

    i. Membership: The Vice-Principals (Academic) and Deans of UTM and UTSC, the Dean of the Faculty of Arts and Science, and the Vice Deans of UTM, UTSC and the Faculty of Arts and Science.

    ii. Mandate: "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," (2002) or issues that remain outstanding at the level of sub-groups that may be established (see next point).

    iii. The membership and mandate of any sub-groups that tri-campus deans might establish to consider items outlined in 3.b and 3.b.i

b. Building on 3.a.ii., broad planning directions and outstanding issues to be taken up by the tri-campus deans, or its sub-groups, may arise from processes outlined below (3.b.i). They may also arise from other processes addressed by the Graduate Units group, including but not limited to 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 #4 for mechanisms for supporting consultation at the departmental level.)*

    i. As part of the tri-campus deans group's mandate to ensure that consultations among relevant parties across the three campuses take place, including "at the early stages of program development and periodically throughout" (2002), when tri-campus disciplines are involved, the following should be brought forward to tri-campus deans or its sub-groups, even if the program/unit is undergraduate only:

        • UTQAP and similar reviews of academic units or programs involving disciplines that cross campuses:

            a. 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 support this, the existing VPAP guidance for reviewing programs

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[3] Much of the 2002 *Framework* focused on designing a structure that would "facilitate horizontal communication and coordination at the departmental, decanal, and central levels." In the Tri-Campus Review, the Graduate Units group has renewed focus on horizontal communication and coordination at the departmental level, and the Administrative Structures group at the institutional level. APAC, whose scope encompasses the question of tri-campus deans, focuses in this respect on communication and coordination at the decanal level as well as at the institutional level.

offered across units and/or divisions should be explicitly extended to cover tri-campus graduate programs.)

    b. For reviews that focus only on undergraduate programs, when planning the site visit (so that the review supports a full discussion of faculty life), to ensure that the most relevant graduate Chair(s) are invited to participate in the site visits of reviews involving **significant** numbers of faculty who contribute to their graduate programs.

- Academic change proposals (major modifications and new program proposals): after consolidated feedback from the Office of the Vice-Provost, Academic Programs Office and in sufficient time to allow for input prior to governance in the case of major modification proposals, and prior to review by the Provost's Advisory Group in the case of new program proposals.

- Academic unit proposals (new or changed EDUs (A/B/C) or Departments, including unit name changes): in sufficient time to allow for input prior to review by the Provost's Advisory Group.

- Faculty/Divisional Academic Plans: in sufficient time to allow for input prior to review by the Provost's Advisory Group.

- 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 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).

    c. 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 about emerging initiatives in cognate units, etc. For example, current practice could be continued, in which the provost could delegate a vice-provost to serve as assessor to the group. Alternatively, there could be an agreed upon mechanism to relay information about emerging initiatives, relevant policies and best practices to the group, and ensure that expertise from across the Provost's Division and other institutional offices is brought to bear on discussions as appropriate. Provision must be made to ensure that items discussed by tri-campus deans are informed by both undergraduate and graduate considerations.

4. In the context of its mandate to consider models for creating thriving intellectual communities, the Graduate Units group 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. In line with the 2002 *Framework*, the "primary vehicle for the expression of" "membership in an intellectual community of related scholars within the University as a whole is the graduate department. Membership in the community means more than participation in graduate teaching, however." The Graduate Units group should include provisions for tri-campus graduate units to support mechanisms for 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,"[4] 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 3.b.i, within the discipline.

    b. All Terms of Reference or MOUs established for graduate units should provide for the mediation of disputes as outlined in #7, below.

5. The 2002 *Framework* envisioned that "[s]imilar arrangements for tri-campus coordination will be made with other Faculties as appropriate." As recognized by the 2002 *Framework*, the primary vehicle for expression of "an intellectual community of related scholars within the University as a whole" is the graduate unit. Because significant proportions of U of T faculty contributing to the intellectual community are based at UTM or UTSC, Tri-Campus **Decanal** Committees should be established for the following disciplines: Management and Information. In parallel with the arts and science tri-campus deans group, these Decanal Committees should include the decanal representatives from UTM and UTSC, along with the appropriate decanal representatives from the Joseph L. Rotman School of Management and the Faculty of Information, respectively.

6. The Vice-Provost, Academic Programs should work with the Vice-Provost, Faculty and Academic Life and the Vice-Provost, Graduate Research and Education to re-evaluate the need for additional Tri-Campus **Decanal** Committees (i.e. in addition to Committees for Arts and Science, Management, and Information) at least every three years. Such Committees can also be established at the request of the relevant deans.

7. In the case of disagreement or a lack of consensus that cannot be resolved within the Tri-Campus Committee of **Chairs** for the specific discipline, the matter should be brought to:

    a. The Tri-Campus Decanal Committee for Arts and Science or to the Tri-Campus **Decanal** Committee responsible relevant to the tri-campus discipline. In the absence of an appropriate Tri-Campus **Decanal** Committee, the appropriate vice-provost(s) will convene an ad hoc Decanal Committee comprised of the relevant deans.

    b. 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.

8. 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

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[4] 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.

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.

9.  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.

10. Consultation regarding new programs, changes to existing programs and academic plans should take place on a tri-campus basis through the structures outlined above. Mediation of disputes should take place through the structures outlined above.

*Programs*

11. 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 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 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." Proposals should continue to engage the complementary concepts of differentiation, distinctiveness, and "justifiable duplication," by considering the following: the connection to academic excellence[5]; how different program options can be appropriately positioned and presented to students; prudent use of finite resources; and MTCU'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 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

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[5] The UTQAP states that "The University of Toronto's approach to quality assurance is built on 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." As noted earlier, the *Statement on Equity, Diversity and Excellence (2006)* relates these values to academic excellence and affirms the belief that "excellence flourishes in an environment that embraces the broadest range of people."

or changed offering.

Doctoral-stream programs are discussed in the next recommendation.

12. 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"). As evidenced by comments in external reviews, the tri-campus PhD supports extraordinary breadth and depth within many disciplines.

13. 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.

14. 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 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 support access to the University-wide resources of the discipline. Consideration should be given as to whether these templates are appropriate vehicles for addressing place-based programs described in theme C ("The centrality of the unitary, tri-campus PhD"), or whether further discussion of appropriate models is required.

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.

16. Faculty strengths should continue to be a key consideration in UTQAP academic change templates, and during the development of new academic plans that may include new directions for programs, research, and/or structures to support these. As noted earlier, the UTQAP states that "The University of Toronto's approach to quality assurance is built on 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." 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. All consultations for new or changed programs, and for academic plans, should consider how, if the proposal or plan is approved, the program options in the area will continue to benefit from the campus and tri-campus faculty strengths that underpin program quality.

17. 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 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 these units may be consulted as part of the proposal development process.

*Units*

18. Consultation regarding new units[6] and changes to existing units should take place on a tri-campus basis through the structures outlined above. Mediation of disputes should take place through the structures outlined above.

19. 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). All proposals for new or changed academic units should consider that it continues to be 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. Proposals, and the consultations that support their development, should also consider that academic unit structures are often part of how program options are positioned and presented to students. Consultation should also consider whether a strong pool of prospective faculty and students will continue to be recruited across the units and programs in the area with the introduction of the new or changed unit.

20. 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 and 2) to ensure that all existing commitments of faculty (e.g., budgetary and non-budgetary cross appointments to other units) are clear on the proposal, so that the heads of these units may be consulted as part of the proposal development process.

21. 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.

22. The VPAP Office should support the implementation of any recommendations arising from the Graduate Units group regarding the establishment of new graduate units, to ensure alignment with existing practices for developing new academic units.

*Future Considerations*

23. Reflecting the fact that differentiation is not, as the *View from 2012* put it "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 arts and science tri-campus deans group, and other Decanal Committees as appropriate, on the following items which were raised but not resolved during the Tri-Campus Review:

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[6] 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)

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
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