



UNIVERSITY OF  
TORONTO

# Institutional Inter-Divisional Teaching Framework

PDAD&C

October 4, 2018





# Inter-Divisional Teaching

***Academic quality and goals should be the primary consideration in determining who teaches what subject matter, in order to maximize the educational experience of our students.***

***Inter-Divisional Teaching Task Force  
Final Report  
October 17, 2008***



# History of IDT at UofT

2007

- Defer consideration of IDT in new budget model

2008

- Principles established by IDT Task Force Report

2009-  
2017

- Series of bilateral negotiations (mixed success)

2017

- President/Provost request simplified financial framework



# Principles of the Budget Model

- Budget allocation process is a primary **tool** for implementation of academic priorities
- Divisional **revenues**, divisional and central **costs** are delineated and **transparent**
- Minimize record keeping
- Budget should provide **incentives** to generate new revenues and/or reduce costs
- Revenue and expense cannot and should **not always be balanced** at divisional level



# Key IDT Facts

- About 13% of UG teaching delivered through IDT
- Over 90% of IDT activity concentrated in 8 key relationships
- In some cases teaching provided both ways between two divisions, for example between Architecture and A&S
- 5 relationships have prior agreements → A&S with each of Medicine, Rotman, Engineering, Architecture; and KPE with Medicine



# Proposed institutional framework

- The overarching goal of the new framework is to simplify the process, provide stability and predictability
- The new framework is “rough justice” model, based on broad institutional assumptions about overhead rates, combined with averaging of divisional revenue and cost structures
- Remains committed to the principles of the budget model and the IDT Task Force Report

***Revenue is allocated based  
on the notional share of costs  
borne by the two divisions***



# Two types of IDT activity

## **Service teaching**

Governance of the program resides in home division, other division provides some teaching; most IDT relationships fall under this category

## **Joint program**

Joint governance of program; Rotman Commerce is the only example at this time



# Revenue sharing for service teaching

Each IDT agreement is assigned one of four rates based on category of:

- **revenue** in division where students are registered
- **cost** structure in division providing the teaching



# Service teaching revenue sharing rates

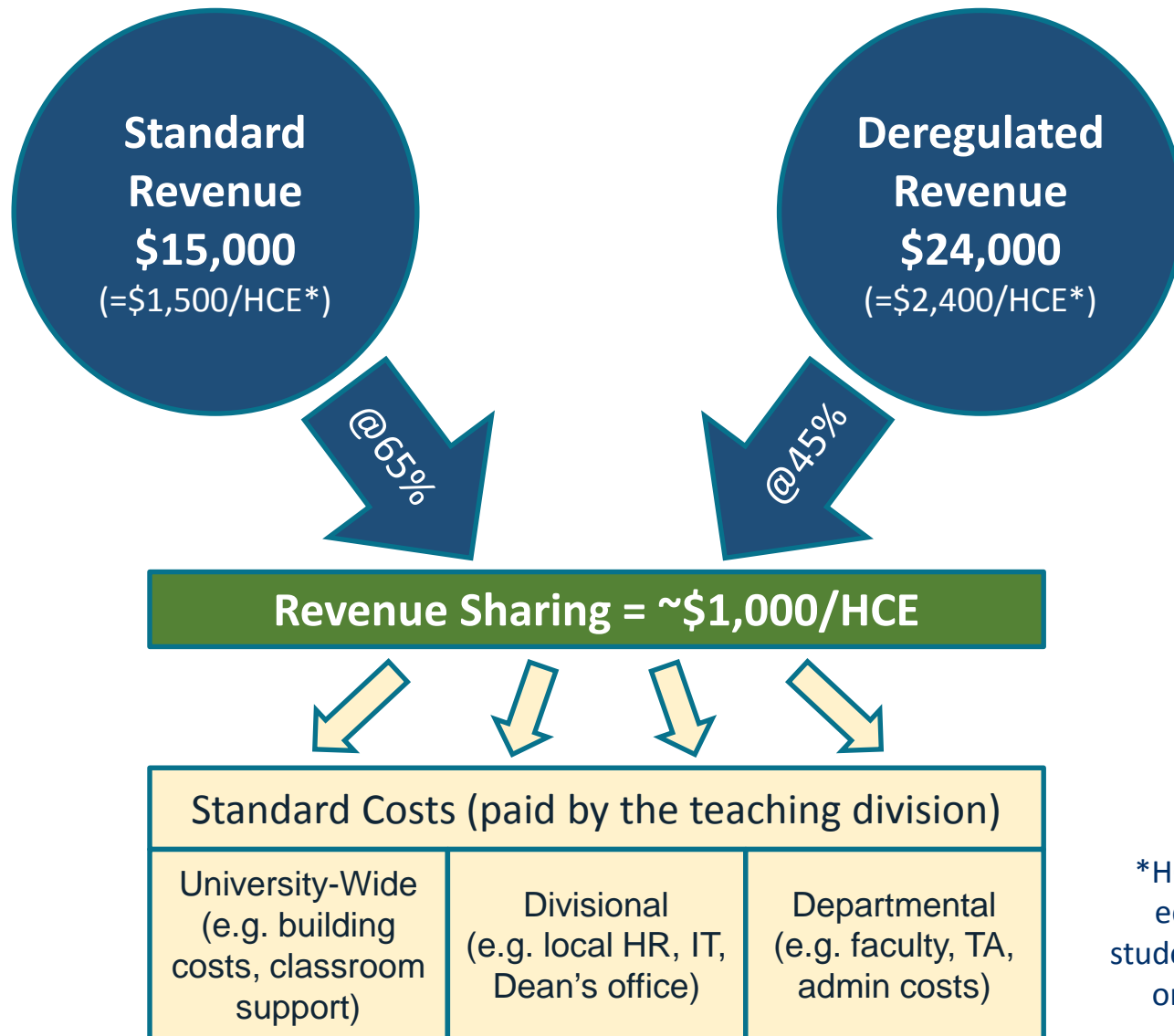
	Teaching Cost Structure	
Program revenue	<i>Standard Cost</i>	<i>Higher Cost</i>
<i>Standard</i>	65%	85%
<i>Deregulated</i>	45%	65%

# Sharing Rates for 6 St. George Divisions

		Registering Division						
		A&S	KPE	ARCH	APSE	COMM 1 3-pack	COMM 1 Direct	COMM Upper
Teaching Division	A&S		65%	65%	45%		45%	45%
	KPE	65%						
	ARCH	65%						
	MED	65%	65%			65%		
	APSE	85%						
	MGT						85%	65%

# Allocating Revenues and Costs

(example using approximate 2017-18 revenues)

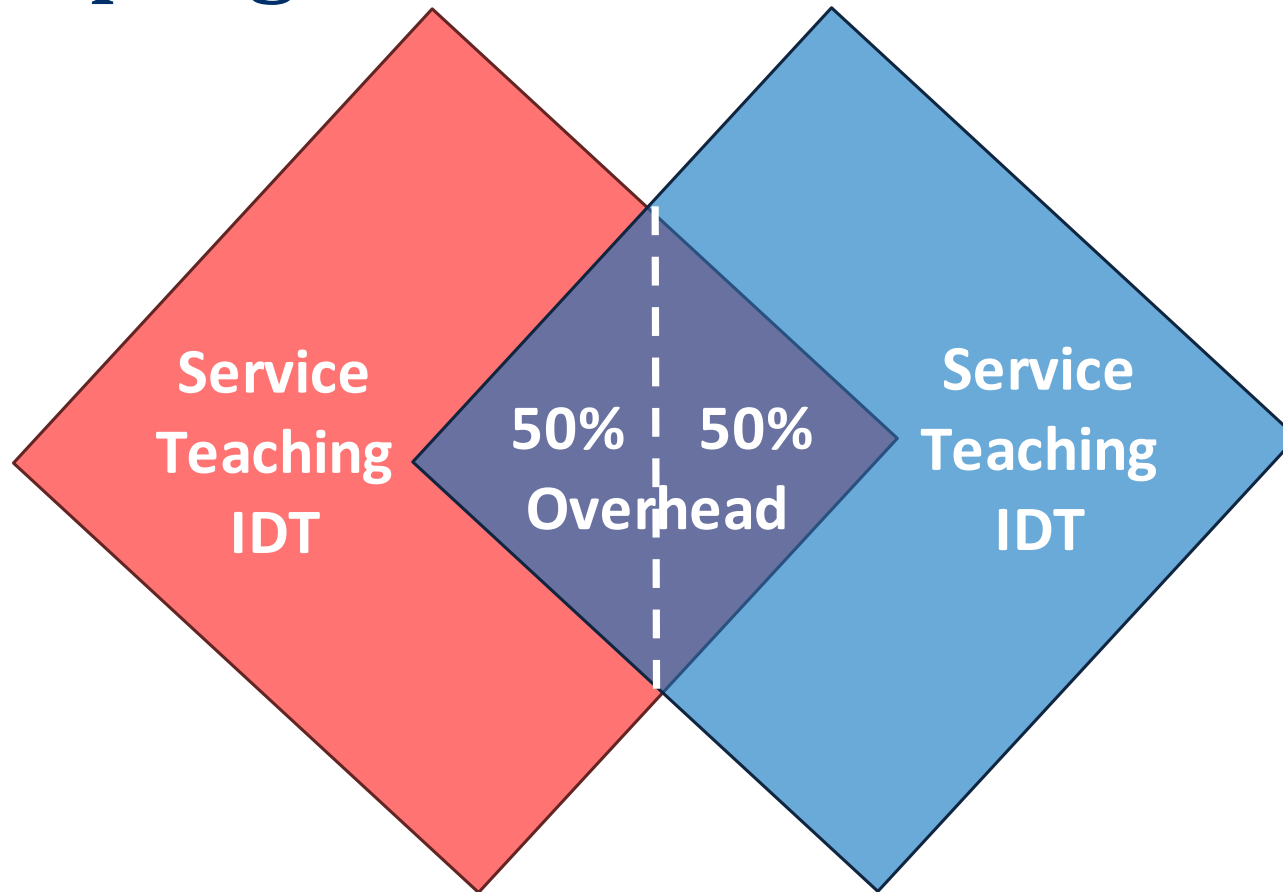




# Joint programs

- Joint programs to be considered as stand-alone units for purposes of IDT.
- Standardized framework will be applied for teaching cost component of the relationship,
- Balance of revenue, which covers program overheads, is jointly held and shared equally by the two divisions
- The joint program treatment of IDT in the new framework applies only to the Rotman Commerce program currently, but we can envision other interdisciplinary programs being developed in the future that would fit into this category.

# Joint program visual





# Phase 1 of IDT Implementation

Phase 1 addresses the IDT activities between the following divisions on St. George campus:

- Architecture
- Arts & Science
- Engineering
- Management
- Medicine
- KPE



# Funding for transition to new framework

- Similar to the transition to the new budget model itself in 2006-07, as we move to the new IDT framework there are be positive or negative financial implications for each division.
- Divisions “held harmless” from 70% of the financial impact of the shift to a new framework, with the following contributions:
  - Provost 70%
  - Teaching division 15%
  - Registering division 15%
- **UF allocation of \$14.5M to fund transition**



# Teaching quality and divisional accountability

- Enhance UG collaboration, quality and cross-divisional activities
- Investment in classroom and quality of undergraduate teaching is critical





# Consultation process

- High level principled and division-specific discussions have been held over past year with 6 St. George divisions
- Methodology and broad assumptions of the framework shared
- New series of meetings included in Academic Budget Review (ABR) process this year to specifically address IDT
- PDAD&C encouraged to share this presentation with colleagues involved in IDT



# Implementation

- Funding transfers for Phase 1 will be managed by P&B as part of normal budget process
- Tri-campus IDT will be considered as part of ongoing Tri-Campus Review
- Phase 2 roll-out to smaller IDT arrangements and ad hoc service teaching in 2019-20
- Review of framework after 4 years