TASK FORCE to Review EDU-Cs in Health Sciences at U of T

Terms of Reference and Membership

Scope:

The Task Force will focus on the governance, management and academic review process of EDU-Cs under the leadership of the Faculty of Medicine. This rationale is based on the fact that EDU-As and -Bs fall under the Governing Council *Policy for Approval and Review of Academic Programs and Units* (2010) and the *University of Toronto Quality Assurance Process*.

Goals:

1. Document the historical academic and governance goals for all the current EDU-Cs under the academic leadership of the Faculty of Medicine. Evaluate the relationship between these goals and the strategic goals of the Faculty of Medicine.

2. Articulate the current academic and organizational challenges and opportunities of the EDU-C units from the perspective of academic stakeholders and both university and hospital leadership. This should include governance, management and academic issues.

3. Identify the principles and standard procedures for establishing EDU-Cs including their governance, management and academic review relevant for the next 5 to 10 years.

4. Based on the identified challenges and opportunities presented by EDU-Cs, recommend how they may contribute more effectively to the inter-disciplinary strategic directions of the Health Sciences at the University of Toronto and TAHSN over the next decade.

Membership:

Chair: Catharine Whiteside, Vice Provost Relations with Health Care Institutions
Members:
- *Health Science Deans*: Sioban Nelson; Henry Mann, Sarita Verma, Alison Buchan
- *Hospital Vice-Presidents Education or Research*: Brian Hodges; Ivan Silver; Paula Rochon.
- *Department Chairs:* Adalsteinn Brown; Stephen Matthews, Katherine Berg, Wendy Levinson
- *EDU-C Directors*: Gary Lewis; Karen Leslie

Report to: Faculty of Medicine Faculty Council; Dean of Medicine's Executive; Council of Health Sciences (and Faculty Councils); TAHSN; Provost

Start Date: January 2013   **Report by:** May 2013

Guidelines for Planning and Implementing Inter-Disciplinary Academic Units and *Networks* in the Faculty of Medicine

Preamble

In 2007, the Governing Council approved the *Policy on Inter-disciplinary Education and Research Planning* that stated: "The University will foster and promote interdisciplinary education and research through the development of academic guidelines and practices, organizational structures, and budgetary and financial frameworks that permit and enable interdisciplinary education and research to grow. The University will promulgate best practices for the evaluation and promotion of teaching staff who are engaged in interdisciplinary research and teaching." In 2007, the Office of the Vice President and Provost published *Guidelines for the Administrative Functions and Protocols for EDUs*, approved by Academic Board.

The Faculty of Medicine recognizes the importance of, and strongly supports, extra-departmental units (EDUs) as mechanisms to implement inter-disciplinary research and education collaboration and innovation. The Task Force to Review EDU-Cs in the Health Sciences at the University of Toronto, chaired by the Dean of Medicine in early 2013, has recommended the following Principles and Guidelines for Planning and Implementing EDU-C, -Ds and Networks. These Guidelines are in keeping with the University *Guidelines* and describe a new type of inter-disciplinary *Network* that extends beyond the realm of the University and the EDU structure and function into the clinical programs of the hospitals affiliated with the University of Toronto. EDU-Cs, -Ds and *Networks* are not permanent academic entities and are designed to evolve or devolve as dictated by their strategic purpose, productivity and financial support. (See attached figure.)

Principles

1. University of Toronto Faculties, including Medicine, and their affiliated institutions, including fully affiliated hospitals/research institutes, share common academic values and goals.

2. Inter-disciplinary academic initiatives require shared vision and support from discipline-and institution-specific leadership among University Departments, Faculties and academic partners.

3. New and ongoing inter-disciplinary programs and units must reflect the shared strategic goals of collaborating University Departments, Faculties and academic partners that are both willing and able to invest jointly in start-up and sustaining support for these units.

4. The academic governance and operational management for inter-disciplinary units and *Networks* must be articulated, approved and periodically reviewed by the institutional authorities of the participating collaborating University Departments, Faculties and academic partners.

5. Inter-disciplinary units and *Networks* should be held to the highest academic performance standards by their oversight governance bodies that regularly review outcome measures of the strategic goals and objectives.

6. Generally, Faculty of Medicine EDU-Cs currently fall under three categories:

    a. Health professions education- and applied health research-related academic activities (i.e. Wilson Centre); or,
    b. Basic or translation research-related (including doctoral graduate studies) academic activities (i.e. Tanz Centre for Research in Neurodegenerative Diseases or Banting and Best Diabetes Centre); or
    c. Those inter-disciplinary *Networks* that include *provision of clinical care* integrated with education and research goals involving one or more affiliated hospital (i.e. Critical Care Medicine or Transplantation Institute).

    As such, the reporting of Faculty of Medicine EDU-C Directors should be to Executive governance committees composed of institutional leaders with authority to act in the areas outlined in categories a) or b) (EDU-C). For category c) (*Networks*) there must be a defined joint mission and governance that is acceptable to the collaborating institutions that may not fall into the usual University EDU structure and governance.

7. In the Faculty of Medicine, academic authority is delegated by the Dean to the Vice Deans, Education or the Deputy Dean for category a), and to the Vice Dean, Research and International Relations or the Vice Dean, Graduate and Life Sciences Education for category b). Category c) (*Networks*) will require clearly delineated joint authority among clinical heads and academic leads.

8. In the Faculty of Medicine inter-disciplinary programs that fall under the category of EDU-D as described in the Provost's Guidelines will be undertaken by multiple departments or sectors and will not require approval of Faculty Council or decanal oversight. Review of EDU-Ds will be part of the 5-year academic review process of the department(s) that have academic oversight of the units. This will include a review of the EDU-D's progress against the stated academic goals.

9. The infrastructural and financial support of inter-disciplinary units and *Networks* must be determined by agreement of the collaborating institutional partners. Generally, commitment to this support is renewed by time-limited written agreement signed at the decanal and hospital CEO (or equivalent) level, often at the time of appointment or renewal of appointment of the Director.

10. Joint fundraising for inter-disciplinary units and *Networks* will be undertaken by the collaborating institutional partners following written agreement that includes specific terms about how the fundraising personnel will guide the academic leads in all aspects of donor interaction and revenue sharing.

11. EDU-Cs will undergo periodic academic review in keeping with the Faculty and U of T policies and procedures, normally linked to the end of the term of the Unit Director and in compliance with UTQAP guidelines.

12. EDU-Cs and *Networks* will have a finite lifetime and must demonstrate continued renewal of relevant and strategic academic goals and appropriate resources at the time of academic review and appointment or reappointment of the Director.

Guidelines for Establishing an EDU-C in the Faculty of Medicine

1. Establish a novel inter-disciplinary Vision and Mission that aligns with existing institutional strategic academic priorities.

2. Identify the major institutional academic collaborating partners and lead Faculty(ies) or Department(s).

3. Constitute a Steering Group of lead academic champions that prepares an Academic Proposal following Provost's Guidelines for Faculty Council Approval including a process for broad consultation. The approval of the Academic Proposal by the academic partner(s) (at jurisdictional level e.g. Board) is also required.

4. Prepare Letter(s) of Agreement among the academic leads that are necessary for the joint commitment of resource (e.g., space, revenues, administrative support, fundraising, faculty, financial support).

5. The EDU-C must clearly articulate the terms for faculty core and associate membership in the academic unit. These terms should address obligations (e.g. teaching and student supervision, and engagement in academic activities). Letters of Agreement (LOA) that include time-limited financial and other obligations between the EDU-C and relevant department Chair must be established as standard procedures. These LOAs must be periodically reviewed by the EDU-C under the authority of its Executive governance committee.

6. Academic business case preparation – detail revenues and expenses that include start up and 5 years of funding articulating the sources of funding and infrastructure necessary to support the new unit.

7. EDU-Cs that have the Faculty of Medicine as the lead Faculty will undergo periodic academic review following the standard operating procedures in the Faculty of Medicine mandated prior to the appointment or re-appointment of the Director.

8. Directors of EDU-Cs will be recruited by the Dean generally following the procedures set out for department Chair recruitment but including, as required, other academic partner leadership. The U of T *Policy on Appointment of Academic Administrators*[1] will not apply to the terms of appointment.
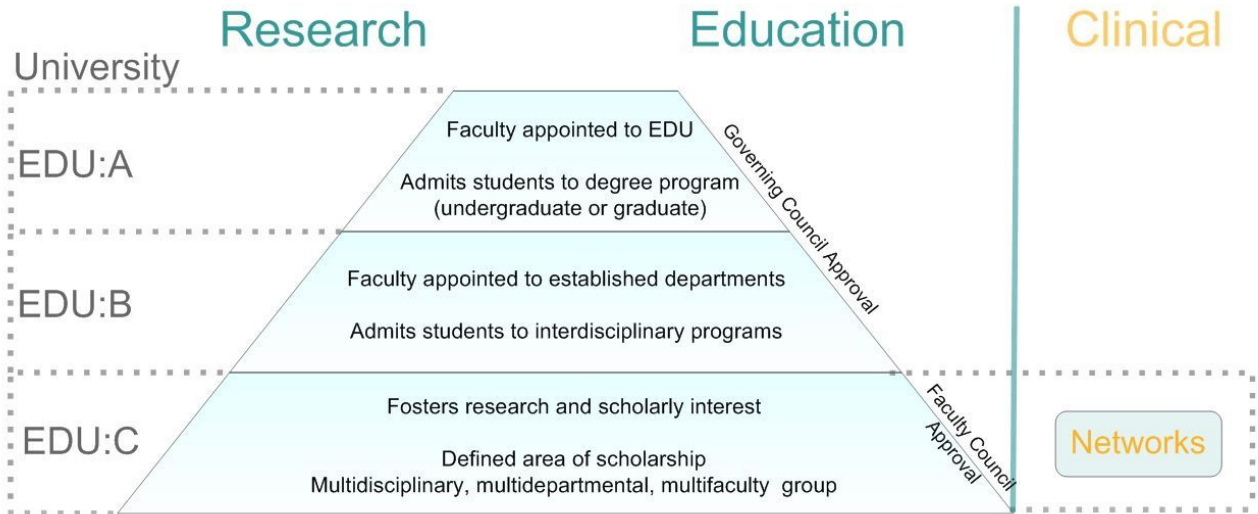
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[1] The *Policy on Appointment of Academic Administrators* applies to Directors of EDU-As and –Bs, Department Chairs and Deans.

Guidelines for Establishing a *Network* in Collaborative Academic and Clinical Partnership Among the University and Its Hospital Affiliates

1. Establish a novel inter-disciplinary Vision and Mission that aligns with existing institutional strategic academic and clinical priorities among University of Toronto Faculties and Affiliated Hospitals.

2. Identify the major institutional academic collaborating partners and lead Faculty(-ies) and Affiliated Hospitals.

3. Constitute a Steering Group of lead academic and clinical champions that prepares a Network Proposal that describes the Executive leadership and administration following best-practice principles for governance and financial management.

4. Prepare Letter(s) of Agreement among the University and Hospital leads that are necessary for the joint commitment of resource (e.g., space, revenues, administrative support, fundraising, faculty, financial support).

5. The Executive Governance Committee will set out the Executive Director's position description and recruit the Executive Director.

6. The *Network* must clearly articulate the terms for faculty core and associate membership. These terms should address obligations (e.g. teaching and student supervision, and engagement in academic, clinical and administrative activities). Letters of Agreement for membership that include time-limited financial and other obligations between the *Network* and relevant department Chair must be established as standard procedure. The membership in the *Network* must be reviewed periodically by the Executive Governance Committee based on the original terms of agreement for the purpose of renewal or discontinuation.

7. An annual business case preparation must be reviewed and approved by the Executive Governance Committee and must detail the revenues and expenses that include start-up and 5 years of funding articulating the sources of funding and infrastructure necessary to support the new unit.

Interdisciplinary Academic Units and Networks

Research **Education** **Clinical**

University

EDU:A
Faculty appointed to EDU

Admits students to degree program
(undergraduate or graduate)

Governing Council Approval

EDU:B
Faculty appointed to established departments

Admits students to interdisciplinary programs

EDU:C
Fosters research and scholarly interest

Defined area of scholarship
Multidisciplinary, multidepartmental, multifaculty group

Faculty Council Approval

Networks

EDU:A – e.g. Institute for Health Policy, Management and Evaluation; Dalla Lana School of Public Health;
Donnelly Centre for Cellular and Biomolecular Research
EDU:B – e.g. Institute of Medical Science
EDU:C – e.g. Banting and Best Diabetes Centre; Wilson Centre for Research in Education; Centre for Faculty
Development; Centre for Ambulatory Care Education; Institute for Human Development