



CAMPUS AFFAIRS COMMITTEE MEETING

Tuesday, September 17, 2013, 4:00 – 6:00 p.m.

Reception follows meeting

UTSC Council Chamber, Arts and Administration Building

1265 Military Trail

AGENDA

- 1. Chair's Remarks/Introductions (5 min.)**
- 2. Orientation (45 min.)**
- 3. Calendar of Business, 2013-2014* (10 min.)**
- 4. Revisions to the Policy on Capital Planning and Capital Projects* (10 min.)**
- 5. Proposal to establish the Centre for Planetary Sciences as an EDU: C* (15 min.)**
- 6. Presentation on governance structure for Toronto Pan Am Sports Centre (15 min.)**

CONSENT AGENDA**

- 7. Date of Next Meeting – Wednesday, November 13, 2013, 4:00 – 6:00 p.m. (5 min.)**

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- 8. Other Business (10 min.)**

* Documentation attached

** Documentation for consent item included. This item will be given individual consideration by the Committee only if a member so requests. Members with questions or who would like a consent item discussed by the Committee are invited to notify the Secretary, Ms Amorell Saunders N'Daw, at least 24 hours in advance of the meeting by telephone at 416-287-5639 or by email at saunders@utsc.utoronto.ca



CONSULTATION DRAFT

**Campus Council and Standing Committees
Orientation**

UTSC Campus Affairs Committee:	Tuesday, September 17, 2013 (part of the Committee's inaugural meeting)
UTSC Academic Affairs Committee:	Tuesday, September 10, 2013 (part of the Committee's inaugural meeting)
UTSC Campus Council:	Tuesday, October 8, 2013 (part of the Council's inaugural meeting)
UTM Campus Affairs Committee:	Monday, September 9, 2013 (part of the Committee's inaugural meeting)
UTM Academic Affairs Committee:	Wednesday, September 11, 2013 (part of the Committee's inaugural meeting)
UTM Campus Council:	Monday, September 30, 2013 (part of the Council's inaugural meeting)

DRAFT AGENDA

1. Chair's remarks and introductions [Chair]
 - Overview of the history of the Campus Council and the Standing Committees
 - Responsibilities of members (decision-making in the best interests of the institution)
 - Role of governance vs. administration
 - There has been a change in governance, but not in the administration or expected of necessary administrative processes
2. Mandate and Terms of Reference [Chair]
 - Clarify key elements of the terms of reference
 - Flow of business to other governance bodies

Campus Council and Standing Committees Orientation

3. Overview of the Campus [Senior Assessors]
 - Highlights of campus (programs, enrolment, budget, etc.)
 - Basic organizational structure
 - Acronyms
4. Senior Assessors and their Portfolios [Senior Assessors]
 - Provide very brief summary of the scope and function of portfolios
 - Distribute one page summaries of priorities for the 2013-14 governance year in reference to the calendar of business
5. Conducting Business [Chair]
 - Council/Committee context in relation to Governing Council.
 - Agenda planning
 - How to read cover sheets and their value to members
 - Value and purpose of consent agendas
 - The rules of order and how they enable full, fair, and respectful debate; focusing on procedure may be an indication of a problem

Reception to Follow

UTSC Campus Council Draft Calendar of Business 2013-2014

Item	Originating Portfolio	Campus Affairs Committee	Action	Academic Affairs Committee	Action	Agenda Committee	Campus Council	Action
Cycle 2								
Member Orientation		Sept. 17	For Info.	Sept. 10	Info.		Oct. 8.	Info.
Calendar of Business	CCO							
Establishment of Academic Appeals Subcommittee of the AAC	Chair, AAC			10-Sep	Approval		8-Oct	Info.
Sessional Dates 2014-15	Registrar	17-Sep	Info	10-Sep	Recomm. to CC		8-Oct	Approval/GC EX confirmation
Cycle 3	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Presentation by Student Group (LTS)							10-Dec	Info.
Curricular items - Undergraduate programs	Vice-Dean Undergrad			12-Nov	Approval			
Curricular items - Graduate programs	Vice-Dean Graduate			12-Nov	Approval			
Budget Report, 2014-15	CAO	11-Nov	Recomm. to CC				10-Dec	Approval/GC EX confirmation
Cycle 4	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Special Presentation by Student Group							For Info	
Curricular items - Undergraduate programs	Vice-Dean Undergrad			8-Jan	Approval	22-Jan	5-Feb	

UTSC Campus Council Draft Calendar of Business 2013-2014

Cycle 4 (Continued)	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Curricular items - Graduate programs	Vice-Dean Graduate			8-Jan	Approval	22-Jan		
Co-op Fees	CAO	7-Jan	Recomm. to CC			22-Jan	5-Feb	Recomm to BB
Principal's Report	Principal						5-Feb	Info.
Dean and VP Academic Report	VPDean			8-Jan	Info			
	CAO	7-Jan	Info					
Cycle 5	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Appointments – UTSC Nominating Committee (additional members to Agenda Committee)	Chair					24-Feb	4-Mar	Approval
Special Presentation by Student Group							4-Mar	Info
Curricular items - Undergraduate programs	Vice-Dean Undergrad			11-Feb	Approval	24-Feb	4-Mar	
Curricular items - Graduate programs	Vice-Dean Graduate			11-Feb	Approval	24-Feb	4-Mar	
Ancillary Operating Plan, 2014-2015	CAO	24-Feb	Recomm. to CC			24-Feb	4-Mar	Approval/GC EX confirmation
Operating Plans - Student Affairs and Services / Compulsory non-academic incidental fees	CAO or D of S?	24-Feb	Recomm. to CC			24-Feb	4-Mar	Approval/GC EX confirmation
Student Societies: Requests for Fee Increases	D of S	24-Feb	Recomm. to CC			24-Feb	4-Mar	Approval/GC EX confirmation

UTSC Campus Council Draft Calendar of Business 2013-2014

Cycle 6A	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Special Presentation by Student Group							24-Apr	Info
Curricular items - Undergraduate programs	Vice-Dean Undergrad			25-Mar	Approval	9-Apr	24-Apr	
Curricular items - Graduate programs	Vice-Dean Graduate			25-Mar	Approval	9-Apr	24-Apr	
Annual Reports: Administration/Assessors TBD	CAO	26-Mar	Info.					
Appointments: 2014-15 UTSC CC and Standing Committee Membership	Chair					9-Apr	23-Apr	Approval
Cycle 6B	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Special Presentation by Student Group							28-May	
Curricular items - Undergraduate programs	Vice-Dean Undergrad			28-Apr	Approval	14-May	28-May	
Curricular items - Graduate programs	Vice-Dean Graduate			28-Apr	Approval	14-May	28-May	
Appointments: 2014-15 UTSC Agenda Committee Membership						3-Jun	17-Jun	Approval
Summer Executive Authority						3-Jun	17-Jun	Approval



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Campus Affairs Committee

SPONSOR: Prof. Scott Mabury, Vice-President, University Operations

PRESENTER: Mr. Louis Charpentier, Secretary of the Governing Council

CONTACT INFORMATION: scott.mabury@utoronto.ca
l.charpentier@utoronto.ca

DATE: September 3, 2013

AGENDA ITEM: 4

ITEM IDENTIFICATION: Revisions to the University of Toronto *Policy on Capital Planning and Capital Projects—implications for UTSC.*

JURISDICTIONAL INFORMATION:

Section 5 of the Terms of Reference for UTSC’s Campus Affairs Committee includes capital plans, projects and space. Section 5.2.1 addresses matters requiring approval by the Governing Council. There is provision for specific approval pathways, to be determined based on the total project cost, pursuant to the *Policy on Capital Planning and Capital Projects*, which is being revised to reflect the establishment of the UTSC Campus Council and the Campus Affairs Committee’s areas of responsibility and approval.

PREVIOUS ACTION TAKEN:

In May 2012, the Governing Council approved revisions to *the Policy on Capital Planning and Capital Projects* arising from recommendations of the Task Force on Governance (2010). The revisions involved: streamlining consideration of capital planning and capital projects; increasing minimum thresholds for consideration by various bodies; the separation of policy and procedure; and strengthening the coordination and integration of project review between and among central and divisional offices (Capital Project and Space Allocation Committee). There were also minor revisions to remove references to committees and university departments that no longer existed.

In June 2012, the Governing Council approved a new governance structure for the University of Toronto Scarborough (UTSC). As of July 1, 2013, a UTSC Campus Council has replaced the existing UTSC Council.

HIGHLIGHTS

With the establishment of the UTSC Campus Council and its standing committees, a revision to the *Policy on*

Capital Planning and Capital Projects is required to reflect provisions in the terms of reference for the Campus Affairs Committee and the Campus Council regarding consideration of capital projects. Specifically, for capital projects with a project budget over \$3 million and up to \$10 million (Approval Level 2), projects at UTSC will be considered by the Campus Affairs Committee rather than by the Planning and Budget Committee. Following detailed scrutiny by the Campus Affairs Committee and the Campus Council, the projects will proceed to the Academic Board for its recommendation. Such projects will continue to be placed on the Board's consent agenda and be confirmed by the Executive Committee of the Governing Council.

Projects requiring Approval Level 3 would follow the same path as Approval Level 2 and then proceed to Governing Council as required. Note, no changes are proposed for capital projects with a project budget with a value less than \$3 million (Approval Level 1). Authority to approve such projects at UTSC is delegated to the UTSC Campus Design and Development Committee established by the UTSC Vice-President and Principal.

The administration, through the Capital Project and Space Allocation Committee (CaPS) and an Executive Committee will continue to review **all** project proposals with a projected total project cost greater than \$100,000. A minor revision has been made to the *Policy* to allow for minor expenses incurred by the administration while considering the feasibility of a capital project, prior to its review through CaPS and its Executive Committee.

Some text in the *Policy* text has been rearranged to highlight that if a project will require financing as part of the funding, the project proposal must be considered by the Business Board.

Revisions to the *Policy on Capital Planning and Capital Projects* are being considered at the University's Planning & Budget Committee. If approved, the revised policy will take effect October 31, 2013.

RECOMMENDATION

Provided to the UTSC Campus Affairs Committee for information only

DOCUMENTATION PROVIDED:

Revised Policy on Capital Planning and Capital Projects

May 9, 2012

**PROPOSED REVISED POLICY ON CAPITAL
PLANNING & CAPITAL PROJECTS**

POLICY ON CAPITAL PLANNING AND CAPITAL PROJECTS

INTRODUCTION

1. GENERAL PLANNING MATTERS

- A. MASTER PLANS.**
- B. CAPITAL PRIORITIES**
- C. INFRASTRUCTURE RENEWAL PLANS**

2. PLANNING PRINCIPLES

3. OVERVIEW OF THE PROCESS

- A. PLANNING**
- B. APPROVALS**
- C. IMPLEMENTATION**
- D. COMPLETION**

WEB LINKS:

- CAMPUS PLANNING PRINCIPLES
<http://www.campusplanning.utoronto.ca/planning-resources/campus-planning-principles>
- CAMPUS MASTER PLANS
<http://www.campusplanning.utoronto.ca/campus-master-plans>
- DESIGN STANDARDS
<http://www.fs.utoronto.ca/aboutus/design.htm>
- TYPICAL PROJECT PLANNING REPORT OUTLINE
<http://www.campusplanning.utoronto.ca/reviews-approvals/project-planning-committees>
- DESIGN REVIEW COMMITTEE
<http://www.campusplanning.utoronto.ca/reviews-approvals/design-review-committee-drc>
- CAPITAL PROJECTS AND SPACE ALLOCATION COMMITTEE AND EXECUTIVE COMMITTEE
<http://www.campusplanning.utoronto.ca/reviews-approvals/about-afd>

POLICY ON CAPITAL PLANNING AND CAPITAL PROJECTS

INTRODUCTION

The continuing development of a modern university campus is no easy challenge. For the University of Toronto, which possesses an extraordinary variety of architectural styles, this challenge is amplified and requires careful attention.

Given the interest of prospective faculty, students and staff in working, studying, and dreaming in an inspiring and creative physical environment, the University's commitment to inspirational design must be consistent with (and indeed, a core component of) its highest academic aspirations. It is essential that the University of Toronto, as Canada's leading research intensive university, and as an institution firmly determined to stand among the top publicly supported research intensive universities in the world, integrates this commitment to excellence into each and every dimension of planning and design related activities. The standards for design excellence should be no less exacting than those that are set in the academic sphere. Campus design has a profound impact on the character and quality of human interactions within the university community.

For the St. George Campus of the University of Toronto the challenge is to integrate new structures with the existing structures to achieve coherent design with intelligent green landscaping, to be cognizant of the cultural landscape that exists and to ensure that new landmark buildings incorporate quality designs, energy savings and sustainability features, and materials that systematically will serve to strengthen and enrich the campus, located in the heart of Canada's largest city.

The challenges and opportunities for the University of Toronto Mississauga and Scarborough campuses are distinct from those on the St. George campus. Both are located in park like settings with large conservation areas surrounding the core academic spaces. Their neighbourhoods are fast encroaching, but still held at arm's length from the core of the campus by virtue of the protected green space. Environments consistent with the highest academic aspirations, unique in character and reflective of the surrounding areas must be created.

The University's development of its physical assets should be guided by a best practices approach to physical planning, design and construction. Accordingly, this *Policy* enunciates the norms for carrying out such an approach, specifies the framework within which individual projects can evolve, and establishes the approval and reporting requirements.

This *Policy* replaces the *Policy on Capital Planning and Capital Projects* approved by the Governing Council in June 2001.

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1. GENERAL PLANNING MATTERS

General authority for capital planning and construction is delegated to the President, who in turn delegates it to the appropriate senior officers of the University.

The planning approach begins with the development of comprehensive Master Plans for each campus followed by the systemic establishment of Capital Priorities with specific Capital Projects that can be adequately supported by the appropriate Infrastructure Renewal Plans.

A. CAMPUS MASTER PLANS

The Governing Council shall adopt, from time to time, Campus Master Plans for the University's St. George, Mississauga and Scarborough campuses, as well as for other University-owned properties as required. Master Plans provide a careful evaluation and review of each campus as a whole. Such Plans address the type and quality of the public space on each campus and identify potential uses and parameters for future development following the stated Planning Principles and in support of the University's academic objectives. Master Plans should normally be reviewed every ten years. (weblink)

B. CAPITAL PRIORITIES

The Administration will maintain a list of Capital Priorities. These Capital Priorities, which are the outcome of the University's academic planning processes, set out the major Capital Projects to which the University has assigned priority for a specified period of time. Such priorities are normally adopted for multi-year periods and are updated, as required, to reflect progress made and new or altered priorities. Capital Priorities include all capital projects (above a specified cost), for all campuses, which are expected to be in planning and or implementation stage during the defined planning period.

C. INFRASTRUCTURE RENEWAL

The Administration shall establish within the annual budget framework, an allocation for infrastructure renewal and maintenance and deferred maintenance for each campus. Such work will be managed to maximize the effective expenditure of the available funding, leveraging other capital projects where possible. Much of the renewal and maintenance work is non-discretionary and is required to comply with legislation or regulations or to ensure safety of building occupants. Governance approvals are normally not required for individual projects, beyond the approval of the annual funding amount.

In addition to these more routine projects for maintenance and infrastructure upgrading, which are integral to Infrastructure Renewal, individual infrastructure projects above \$3 million dollars will require approval through the capital project approval process described in Section 3B below. The preparation of the capital approval request for such infrastructure projects will be the responsibility of the designated Facilities and Services Group on each campus and will be in a format established by the administration from time to time.

2. PLANNING PRINCIPLES

Campus Master Plans and Capital Project Plans should be developed and implemented in the context of principles that express the University's commitment to the orderly and responsible development and use of its assets. Such principles extend to the development of individual projects that are integral to the academic mission of the University, and which should provide examples of high quality design that incorporate the appropriate functionality and environmental responsibility.

Furthermore, individual projects should be satisfactorily integrated into the comprehensive Campus Master Plans of the University. The Planning Principles, which are established from time to time by the Administration (weblink), constitute the enduring interests of the University and are to be taken into account in all detailed planning.

3. OVERVIEW OF THE PROCESS

A. PROJECT PLANNING

- **PROJECT COMMITTEE.** A Project Committee shall be formed at the outset of project planning and will include representatives of the project's users, the staff responsible for campus and facilities planning, the staff responsible for project execution and the staff responsible for building operations. The project committee will continue to exist until the completion of a project.
- The membership of the Project Committee will be assembled by the Vice-President and Provost (or designate) with input from the Dean(s), Principal(s) of the relevant academic divisions and or sectors for whom the project is undertaken. All Project Committees will include faculty, staff and student representation and may include the Dean/Principal or designate.
- The Vice-President and Provost (or designate) will designate a representative from each of these constituencies to serve on a working project executive committee (PEC).
- The Vice-President and Provost (or designate) will appoint the Chair of the Project Committee from among the members of the project executive committee.
- A detailed Project Planning Report or equivalent capital request (see below) is required for all projects where the budget is anticipated to be greater than \$3 million.
- An abridged Project Planning Report, addressing appropriate issues, will be required for projects where the budget is anticipated to be \$3 million or less and where the services of an architect will be required.
- **PROJECT PLANNING REPORTS** (weblink), are prepared for all individual Capital Projects for which Project Committees are established.
- The Project Planning Report typically will specify all desired functional requirements and/or special facilities consistent with the academic priorities and requirements and will address:
 - the program to be accommodated in the space;
 - the project's conformity with the University's overall physical planning principles;
 - reference to the quality standards anticipated for the particular project;
 - the special needs of the Project, e.g. exceptionally durable materials, architecturally significant exterior components, unique landscaping elements, etc. which should be identified for costing purposes.

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- The Project Planning Report must include:
 - provisional estimates of the cost of the project (the project budget),
 - cost escalation,
 - the potential sources of funding,
 - the details of a projected cash flow analysis with respect to both revenues and expenditures,
 - the operating costs and sources of revenue to cover the operating costs, and
 - other key elements of the project including site and space.

B. PROJECT APPROVALS

The administration will establish a **Capital Project and Space Allocation Committee (CaPS) and an Executive Committee** to review all project proposals with a projected total project cost greater than \$100,000 ~~before any expense is incurred~~ (weblink). The CaPS and its Executive Committee membership is intended, collectively, to have expertise in capital planning, construction, design, property and utilities management, finance and budget. To that end, it will include senior staff from the institutional offices responsible for the financing, planning, implementation and maintenance of facilities, as well as, the appropriate academic and divisional representation. The Vice President and Provost and the Vice President, University Operations will receive advice on Level 2 and Level 3 capital projects from the Executive Committee of CaPS.

All projects requiring short and long term financing

If a project will require financing as part of the funding, the project proposal must be considered by the Business Board.

Project Budget \$3 million or less: (Approval Level 1)

- Authority to approve projects on the St. George campus, with a value less than \$3 million and for all other applications that fall under the responsibility of the CaPS Committee is delegated to the CaPS Committee established by the Vice-President University Operations
- Authority to approve projects with a value less than \$3 million on the UTM and UTSC campuses is delegated to the UTM Space Planning and Management Committee and the UTSC Campus Design and Development Committee established by the Principal and Vice-President of the respective campus.

Project Budget over \$3 million and up to \$10 million (Approval level 2)

- Capital projects over \$3 million and up to \$10 million will be considered by the Planning and Budget Committee for projects at the St. George campus and by the respective Campus Affairs Committees and Campus Councils for projects at University of Toronto Mississauga and University of Toronto Scarborough -and recommended to the Academic Board for consideration. -It is expected that such projects will be placed on the Board's consent agenda and be confirmed by the Executive Committee of the Governing Council. Execution of such projects is approved by the Business Board.~~If a project will require financing as part of the funding, the project proposal must be considered by the Business Board.~~

Project Budget over \$10 million ~~and all projects requiring short and long term financing~~ (Approval level 3)

- Proposals for capital projects exceeding \$10 ~~million must~~ million must be considered by the appropriate Boards and Committees of Governing Council on the joint recommendation of the Vice President and Provost and the Vice President, University Operations. –The Planning and Budget Committee will consider projects at the St. George campus and the respective Campus Affairs Committees and Campus Councils will consider projects at University of Toronto Mississauga and University of Toronto Scarborough and recommend them to the Academic Board for consideration. Normally, they will require approval of the Governing Council. Execution of such projects is approved by the Business Board.

Project Budget Increases

- For projects requiring Level 3 approval, any budget increase exceeding the lesser of 10% or \$3M of the original total project cost, and where funds are available, must be approved by the Business Board.
- Project budget increases required for projects receiving Level 1 and 2 approval must be approved by the same authority providing the original authorization. In a case where a budget increase pushes the project into the next approval level, and funds are available, the spending increase must be approved by the authority of that higher level.

Changes in Scope

- Irrespective of cost issues, a re-submission to the appropriate approval level is required where significant changes to a space program have been introduced.

C. PROJECT IMPLEMENTATION

The President will delegate responsibility for project implementation to the Vice President, University Operations or the Vice President UTM or UTSC (for Level 1 projects) as appropriate subject to the parameters established through the approval of the Project Planning Report and in consultation with the Project Committee, the Design Review Committee, (weblink) and other relevant bodies established from time to time.

The President is authorized to ensure that appropriate project management procedures are established to ensure proper implementation of approved capital projects. Such procedures must:

- Ensure that the interests of the University and of individual project users are taken into account in all projects.
- Ensure that design standards appropriate to the University are established, reviewed and updated regularly and provided to each Project Committee and to all architects and consultants engaged for any project.
- Ensure that each project which has an exterior design component or public area is reviewed from a design perspective by a committee established for this purpose (the Design Review Committee, weblink). In making this provision, the University seeks to obtain a level of advice commensurate with its desire to build in ways which provide outstanding examples of the work which the design profession can contribute to a university environment.
- Ensure that, in general, projects are completed on time and on budget.
- Ensure that any discrepancies that arise between the project as planned and the project as implementation progresses are resolved in a timely fashion.
- Ensure that procedures for the selection of architects, engineers, other professional services firms and contractors are established and that they comply with the University's procurement policy and with applicable legislation.
- Ensure that all regulatory requirements are met.
- Ensure that any project that is likely to exceed the approved budget has the increase approved by the appropriate level.

- Ensure that project status reports for all projects over \$3 million are provided on a timely basis to project committees, to funding agencies and to the Business Board.

D. PROJECT COMPLETION

At the completion of a Capital Project, a Project Completion Report is required and submitted to the Business Board. The purpose of the report is to confirm that financial closure of the project has occurred and to identify any budget and schedule variances, positive or negative. (weblink).



FOR RECOMMENDATION

OPEN SESSION

TO: Campus Affairs Committee

SPONSOR/PRESENTER: Professor Rick Halpern, Dean and Vice-Principal (Academic)

CONTACT INFO: (416) 287-7027, vpdean@utsc.utoronto.ca

DATE: 30 August 2013

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Proposal to establish the Centre for Planetary Sciences as an EDU:C (extra-departmental unit).

JURISDICTIONAL INFORMATION:

The Campus Affairs Committee has the responsibility to consider all requests for the creation and termination of academic units including EDUs (except EDU:Ds which are approved at the departmental level). (*CAC Terms of Reference*).

The University requires that proposals for the establishment of EDU:Cs are brought to divisional council for approval. (*Guidelines for Administrative Functions and Protocols of Extra-departmental Units (EDU)*).

GOVERNANCE PATH:

Campus Affairs Committee (recommendation)

UTSC Campus Council (approval)

The item will go to the University of Toronto Mississauga (UTM) Campus Council and the Faculty of Arts & Sciences (FAS) Faculty Council for information

PREVIOUS ACTION TAKEN:

This is the entry point to the governance approval process.

HIGHLIGHTS:

The discovery of exoplanets has led to a convergence of ideas between astronomers and planetary scientists. In the past few years, this convergence of the two disciplines has been cemented with astronomy faculty hires in planetary science departments, and vice-versa, at prominent research institutions. This fertile interdisciplinary opportunity together with the significant faculty strength in these areas provides the main scientific motivation behind the creation of a cross-departmental, tri-campus Centre for Planetary Sciences at the University of Toronto Scarborough. The main role of the centre will be to provide the best academic forum possible for cross-disciplinary exchanges between faculty, postdoctoral fellows, and students at the University who work on planets near and far.

The establishment of the Centre coincides with recent faculty hires in Physics in the Department of Physical and Environmental Sciences. They bring the vision, research expertise, and leadership strengths to build the Centre into a world-class institution.

FINANCIAL IMPLICATIONS:

The Centre will require both an operating budget as well as a budget to support graduate and post-doctoral fellowships. In the early years, the Office of the Dean at UTSC is providing seed funding for operational needs with the expectation that the Centre will find stable resources through successful advancement efforts. Funds for graduate and post-doctoral fellowships are being provided by individual researchers with augmentation from the Dean's of the three Arts and Science Divisions.

RECOMMENDATION:

Be It Recommended to the UTSC Campus Council

THAT the creation of the Centre for Planetary Sciences be approved effective immediately.

DOCUMENTATION PROVIDED:

Proposal for The Centre for Planetary Sciences
Guidelines for Administrative Functions and Protocol re: EDUs

Proposal to Establish the Centre for Planetary Sciences at the University of Toronto Scarborough

INTRODUCTION

Planetary sciences are experiencing a revolution with the discovery of a multitude of planetary systems around other stars. For many years, the distant and less well known outer Solar System represented the main frontier in the exploration of exotic regimes of planetary behaviours. Extrasolar planets also are playing this role today. Though less well characterized and understood than any Solar System planet, extrasolar planets offer a chance to explore planetary regimes that had simply not been imagined until the most recent discoveries. Underpinning this exploration of planets near and far is the strong drive to understand our existence on Earth in the greater cosmic context it deserves.

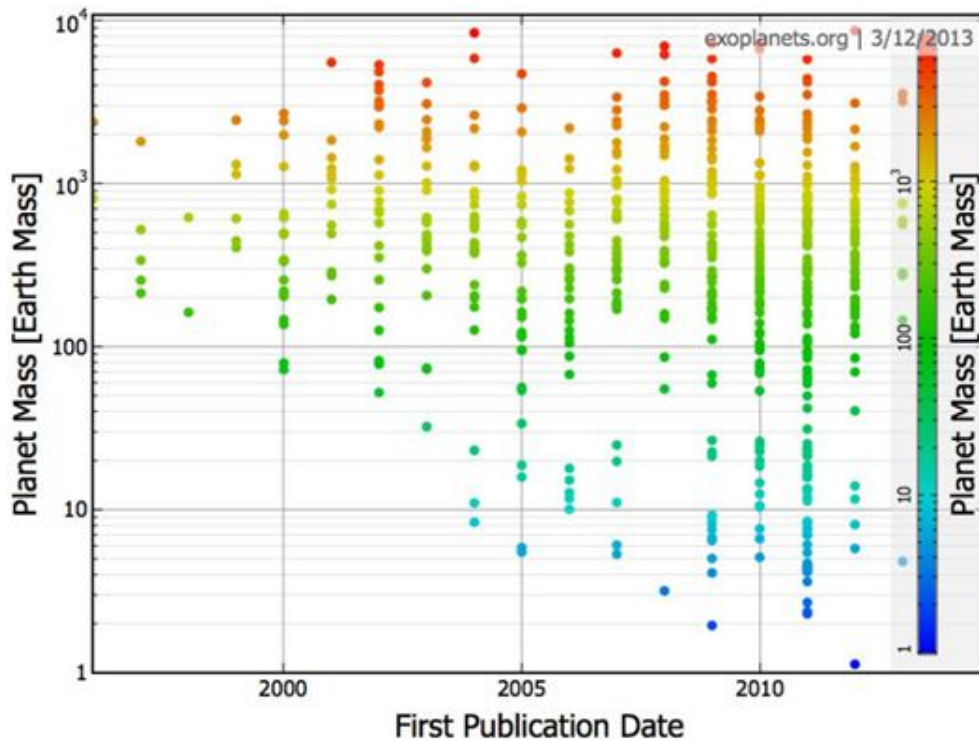


Figure 1: Compilation of exoplanet masses as a function of their discovery year. The discovery of solid rocky planets (of no more than a few earth masses) around 2009 made the knowledge of planetary scientists and geoscientists essential to the interpretation of astronomical data about such bodies. This has led to a fertile convergence of ideas between geophysics, planetary science and astronomy, one that is growing stronger as exoplanet data accumulates.

Today astronomers are designing observational strategies to find the first traces of life on a remote, Earth-like world. Along the way they are cataloguing the vast diversity of planetary systems found around other stars in order to quantify the frequency of planetary systems like ours. In parallel, planetary scientists are pursuing their search for

life in the Solar System, from our planetary neighbour Mars to the distant moons of Saturn and Jupiter.

The discovery of exoplanets has led to a genuine convergence of ideas between astronomers and planetary scientists. It is rare for astronomers to discuss the regimes of planetary behaviours on exoplanets without reference to the Solar System or the Earth. Similarly, planetary scientists often find it fruitful to extrapolate local results to more extreme versions on extrasolar worlds. In fact, in the past few years, this convergence of the two disciplines has been cemented with astronomy faculty hires in planetary science departments, and vice-versa, at prominent research institutions such as Caltech, Chicago, and Harvard.

This fertile interdisciplinary opportunity provides the main scientific motivation behind the creation of a cross-departmental, tri-campus Centre for Planetary Sciences at the University of Toronto, housed at the University of Toronto Scarborough. The main role of the centre will be to provide the best academic forum possible for cross-disciplinary exchanges between faculty, postdoctoral fellows, and students at the University who work on planets near and far. To achieve this goal, the Centre will administer an extensive visitor program and a competitive postdoctoral fellows program. The Centre also will enhance educational activities by providing an orientation platform for all interested students and by helping attract some of the best undergraduate and graduate talent in planetary science to the University. Finally, the Centre will support outreach activities aimed at engaging the general public with Solar system and exoplanet science, with an emphasis on local community efforts.

CURRENT STRENGTHS

Presently there are 18 faculty members across all three campuses of the University whose research is related to planetary science. Their approaches stem from different methodologies and areas of expertise that will converge under the umbrella of the Centre for Planetary Sciences.

Planet Formation and Dynamics

With the many new planetary systems discovered, it is now possible to tackle the question of how and where planets form in a more meaningful way. This early formation epoch in the life of planets has a profound impact on their final characteristics. Members at the University are already making significant contributions to this area of research through their theoretical and observational expertise. These efforts aim to understand how planets are assembled from minute beginnings, how planetary systems acquire their orbital architectures, and how a limited number of universal processes can lead to the incredible diversity of planetary outcomes now apparent, including our solar system as merely a special case.

Structure and Evolution of Planets

Efforts to understand the interior structure of Earth and other solar system planets have been enriched by the addition of hundreds of new exoplanets and knowledge about them. The community is now better positioned to understand what is unique and what is common about our planet. At the University of Toronto, the expertise has been

developing in two directions, from Earth towards the Solar system planets, and from exoplanets towards Earth. Faculty are involved in studies of the atmospheric composition of Earth and Mars; the atmospheric and oceanic dynamics of Earth and exoplanets; the interior composition of exoplanets; the dynamics of the rocky mantles of Earth, terrestrial planets, and exoplanets; and the origin of the magnetic fields of solar system and extrasolar planets. Collectively, these efforts aim to understand the chemical and physical fabric of planets and their long-term evolutionary properties, including their potential to host life as we know it.

Pathways to Life

The current generation of scientists may well find answers to how life originated on Earth and if there are any other nearby planets with similar attributes. The puzzle of life emergence connects all of the research in planetary sciences discussed above together with problems in geochemistry and biology. Other members of the University are also contributing to this effort with work as varied as the study of the current and past climates on Earth and the geochemistry and microbiology of the deep Earth.

Altogether, faculty members at the University of Toronto are working on different pieces of the puzzle: what are the pathways to life on a planet.

A CENTRE FOR PLANETARY SCIENCE AT UTSC

There are multiple rationales behind the establishment of the UofT Centre for Planetary Sciences on the Scarborough campus. First, planetary sciences, whether Solar system or extrasolar, are now a strong focus of academic activities at UTSC with a solid nucleus of five faculty members working in this field. By contrast, the Mississauga campus hosts a few Earth scientists but no exoplanet scientists. UTSC is also a logical choice for the new centre in terms of availability of resources and space, on a campus with more potential for growth and expansion than the St. George campus. Finally, the core activity of the centre, in the form of 6 “planet days” each year (see full description below), will be organized in the spirit of an academic retreat. In that respect, the location on the UTSC campus, away from many of the attendees’ regular activities and offices, will help to promote informal exchanges and interactions between participants.

PROPOSED ACTIVITIES

UofT “PLANET DAYS” & VISITOR PROGRAM

The core academic mission of the CPS is to bring together people with related interests in planetary and exoplanet science to capitalize on the convergence of ideas between the two disciplines. The core activity of the CPS will thus take the form of 6 “planet days” each year, hosted on the UTSC campus at the CPS location. During each event, two invited speakers and one UofT speaker will deliver lectures on selected topics in both planetary and exoplanet science. Ample time will be reserved for questions and comments after the lectures in order to promote discussions of current issues with a diverse audience made up of faculty members, postdoctoral fellows, graduate students and talented undergraduates.

During the remainder of each planet days (about 3-4 hours), visitors and affiliates of the CPS will be encouraged to use the CPS facilities as a space for informal interactions and thus a forum to generate new ideas, investigations and collaborations.

POSTDOCTORAL FELLOWS PROGRAM

Postdoctoral fellowship programs are the hallmark of outstanding research universities. Postdoctoral fellows offer a cost-effective way to produce quality science. They are also the best engines of interdisciplinary research since, being academically young, they are more likely to cross disciplinary borders, more so than established scientists with already identified areas of expertise. Ambitious young postdoctoral fellows will recognize the potential offered by emerging interdisciplinary sub-disciplines and will capitalize on such opportunities to propel their careers. In this way, a successful postdoctoral program greatly adds to the prestige of its host institution, particularly when it becomes perceived as a leading hub for the growth of future faculty members, as exemplified by the CITA success story at UofT.

For all these reasons, the CPS will strive to establish a high quality postdoctoral fellows program, at the interface between the fields of planetary and exoplanet science. The CPS postdoctoral fellows will be encouraged to play central roles in emerging collaborations between CPS-affiliated faculty members and to act as mentors for CPS-affiliated graduate students, an activity that will consolidate their profile as future faculty members.

To the extent possible, the CPS postdoctoral fellows program will attempt to address one of the difficulties with the Canadian funding model by pairing financial contributions from CPS-affiliated faculty members. This will facilitate raising funds and will provide an additional incentive for faculty members to share resources and start new collaborations centred around the joint-hiring of a postdoctoral fellow. Postdoctoral fellowships will be awarded on the basis of merit to outstanding applicants in all relevant departments by a committee of CPS-affiliated faculty.

EDUCATIONAL ACTIVITIES

By nature, planetary science is a multi-disciplinary field, with inputs from physical, chemical, and biological sciences. In the absence of a dedicated planetary science department at the UofT, the CPS will be the leading structure promoting the education of planetary sciences at the University.

The CPS educational mandate will be at least threefold: providing a centralized orientation platform for all students interested in, or currently pursuing, studies in planetary science, promoting early exposure to research in planetary science for talented undergraduate students & attracting the best graduate students in planetary science to UofT.

As a first step to centralize all educational, mentoring and research opportunities across relevant departments at the University, a newly-designed CPS website will feature all relevant information for undergraduate and graduate students, whether it is classes, mentors, potential research projects, or talks of interest. This organizational effort will significantly enhance the experience of students of planetary science at the University.

Early exposure to research at the undergraduate level is a demonstrated catalyst of future careers in academia. The CPS will facilitate such experiences by promoting potential research projects on its website and awarding annually two summer research scholarships to promising undergraduate students from any of the three campuses. Awards will be made on the basis of merit, typically to complement USRA/UTEA (see budget narrative), by a committee of CPS-affiliated faculty.

To attract the best graduate students in planetary science at UofT, the CPS also will award two graduate student scholarships each year, in the form of complements to the regular graduate departmental offers. In the spirit of what is already done by the Department of Astronomy and Astrophysics and the Dunlap Institute, each award will amount to \$5,000 spread over two years, usable for any research related activity. A committee of CPS-affiliated faculty will make these awards on the basis of merit to outstanding graduate school applicants in relevant departments.

In addition, once a year, the CPS will organize a weeklong summer school for PhD students and postdoctoral fellows covering various topics in planetary science. By inviting approximately 10 carefully selected speakers each time, the CPS will strive to turn this event into a reference workshop for students in North America and abroad. A successful summer school program will add to the outside visibility of the Centre and it will offer great educational benefits to members of the University who choose to be in attendance (whether they are students, postdoctoral fellows or faculty members).

OUTREACH ACTIVITIES

The appeal of Solar system and exoplanet discoveries to the general public is impressive. These may be the most frequently discussed science topics in the news media. The discovery of signatures of life on a remote world promises to be one of the great scientific and perhaps societal discoveries of the century, one that already permeates the mind of the expectant public.

The CPS will capitalize on this interest by organizing outreach events focused on planetary and exoplanetary topics, with a particular emphasis on local offers for the Scarborough community (which does not necessarily have easy access to downtown events). In organizing such events, the CPS will explore partnerships with local institutions and/or existing programs, such as the Ontario Science Centre, the Royal Ontario Museum, the Royal Astronomical Society of Canada or the Let's Talk Science program.

As a first, cost-effective step, it will be possible to piggy-back on the CPS visitor's program and request that one of the keynote visiting speakers at each "planet day" event also delivers an evening public lecture during their (typically multi-day) visit to Toronto. The CPS responsibility will also include advertising widely these public lectures, by using a combination of local flyers/posters and the effective social media structure (mailing list, facebook, twitter, etc.,) already set in place by the Dunlap institute for downtown events.

Additionally, the CPS will associate itself with and help promote other university outreach events related to planetary sciences, such as public lectures organized by the Dunlap Institute or events organized on the occasion of special astronomical occurrences (e.g., 2012 transit of Venus).

OTHER CONSIDERATIONS

SPACE

The CPS cannot fulfil its academic mission without dedicated, quality space to host the various events and visiting personnel outlined above. The CPS will need office space to host its permanent affiliates on the UTSC campus (postdoctoral fellows, undergraduate and graduate students) and some office space to receive its frequent visitors as well (keynote speakers and UofT visitors from other campuses, on “planet days”). In addition, a lecture space that can be reserved for a good fraction of a day every month, and a lounge space where participants can meet and interact informally throughout each “planet day,” are strong requisites for the success of these events. UTSC will prioritize these spaces for the CPS as general campus planning moves ahead. On the other hand, space needs for graduate students and postdoctoral fellows on the St George campus, as part of their graduate cross-appointments, will be the responsibility of the individual departments hosting them there.

TRANSPORTATION

The physical distance between the Scarborough campus and the St. George and Mississauga campuses presents a challenge to the success of the CPS “planet day” events, especially in view of the poor quality of public transportation between the UofT campuses. To alleviate this difficulty, the CPS will charter dedicated buses making morning, mid-day and late-day trips between the St George and Scarborough campuses. Mississauga staff will be initially assumed to travel from St. George campus, although buses connecting Mississauga and Scarborough will also be considered if interest is large enough. Buses equipped with a Wi-Fi connection, to permit a more productive commute, will be a plus.

This schedule will greatly facilitate attendance from the St. George campus and it will guarantee that interested parties with partial commitments during a given “planet day” will nevertheless be able to attend the event for a half-day.

ADMINISTRATIVE SUPPORT

From organizing trips for frequent visitors to setting up various committees, from maintaining an attractive and up-to-date website to advertising various academic or outreach events, running the CPS will generate significant administrative overhead. We estimate that most of these administrative tasks can be carried out efficiently by ½ an administrative assistant.

FUNDRAISING

Planetary and exoplanet science is full of exciting and inspiring topics not only for the general public but also for eventual donors. Throughout its activities, the CPS executive staff will strive to develop fruitful connections with potential donors, in close coordination with the advancement office at UTSC (and possibly UofT). We are hopeful and optimistic that indeed some of the CPS activities listed above can ultimately be funded privately, such as student research funds, a named lecture series or an endowed postdoctoral fellowship.

ADMINISTRATIVE STRUCTURE & GOVERNANCE

We propose the creation of the CPS as a tri-campus, extra-departmental unit with an independent budget (EDU:C). The CPS Director will be responsible for all executive decisions regarding activities at the Centre, including operational and financial management. The Director will take decisions in consultation with a select group of faculty members appointed on the Centre governance council for multi-year renewable terms.

The University of Toronto Scarborough would serve as the lead administrative home for the proposed unit. The Director of the CPS would report to the Dean of the University of Toronto Scarborough. The Director would have a dotted, academic reporting line to a Council of Chairs/Directors of the participating academic units. The Director would prepare a yearly report for the Dean. Other committees and activities would be organized as needed with other academic units and events at the University.

BUDGET NARRATIVE

The budget that has been developed includes the provision by UTSC of seed funding for a period of three years. These funds will cover the cost of CPS operations. It is anticipated that operations during subsequent years will be mostly covered by an institute-scale grant, such as the NSERC CREATE program. The first three years of seed money will serve to demonstrate institutional commitment and to facilitate the preparation of a mature proposal with established activities to funding agencies.

The budget for the Centre for Planetary Sciences covers the activities described above, including the Visitor's Program, Postdoctoral program, Educational program, Planet Summer School, Website design, and Outreach program.



Guidelines for Administrative Functions and Protocols of Extra-Departmental Units (EDU)

The EDU taxonomy highlights a range of interdisciplinary units that differ in stage of development and divisional protocol:

- An EDU:A has a well-established and defined area of scholarship as a focus. The unit has attained a critical mass of interdisciplinary scholarship at the University that allows for the unit to engage in the appointment of teaching staff, admission of students to a program of graduate or undergraduate study, and engage in interdisciplinary research. EDU:As differ from departments in that departments generally offer a full range of undergraduate and graduate programs and research. It is expected that the total number of EDU:As at any given time will be small.
- An EDU:B has a defined area of scholarship as a focus and also admits students to interdisciplinary programs and engages in interdisciplinary research. However, teaching staff appointments are made in established departments with teaching staff cross-appointed to the EDU:B.
- An EDU:C unit does not have a program to which students are admitted.
- An EDU:D represents a group of scholars who have come together for the purpose of pursuing specific research objectives or offering a set of courses in an area of academic interest not offered under departmental, EDU:A and EDU:B course offerings. It may be multidisciplinary or it may arise within a single discipline or department, EDU:A or EDU:B.

The creation of EDU:A and B must be approved by Governing Council, while the creation of EDU:C must be delegated to Faculty Councils, and EDU:D to the relevant academic unit.

The table below outlines the administrative frameworks and procedural guidelines involved in the establishment and work of each type of unit. These are intended to set lines of authority and reporting, and to clarify issues concerning reviews and the work of coordinators or directors.

	EDU:A	EDU:B	EDU:C	EDU:D
1. Description	<p>Multidisciplinary, multi-departmental group with teaching staff and students working in a well-established and defined area of academic study and scholarship. It is a centrally established and independent unit designed to foster research and teaching in specialized areas.</p> <p>EDU:As offer programs where the number, quality, and research support of the faculty can foster an established program and where the resources available to teaching staff and students can guarantee a "critical mass" of scholarship and admissions.</p>	<p>Multidisciplinary, multi-departmental group with teaching staff and students working in a defined area of academic study and scholarship. It is a centrally established unit designed to foster research and teaching in new or highly specialized areas.</p> <p>EDU:Bs offer degree programs where the number, quality, and support of the teaching staff can foster a new or ongoing program and where the resources available to teaching staff and students can guarantee a "critical mass" of scholarship and admissions.</p>	<p>Normally a multidisciplinary multi-departmental research and/or academic unit with a defined research domain in a particular area of academic work. It exists to foster research and scholarly interest in the area.</p>	<p>A group of scholars who have come together for the purpose of pursuing specific research objectives or offering a set of courses in an area of academic interest not offered under departmental, EDU:A and EDU:B course offerings. It may be multidisciplinary or it may arise within a single discipline or department, EDU:A or EDU:B.</p>
2. Establishment	<p>A proposed interdisciplinary teaching and research unit is discussed with the Deans and the Vice-President and Provost. The proposal should be in accordance with the University's Policy for Assessment and Review of Academic Programs and Units. The EDU is approved by the departments and division(s) involved. Following, the proposal for the unit is brought forward by the Vice-</p>	<p>As per EDU:A</p>	<p>Proposal for a multi-departmental research unit and/or academic program is brought for approval before the council or governing body of the division(s) concerned. The proposal should be in accordance with the University's Policy for Assessment and Review of Academic Programs and Units. After approval, the proposal for the unit/program, including</p>	<p>Proposal for a research unit is brought for approval before the head(s) of the unit(s) concerned. The existence of the unit and the name of the Coordinator are reported to the Vice-President and Provost and the Vice-President Research and Associate Provost and the Office of Research Services.</p>

	EDU:A	EDU:B	EDU:C	EDU:D
	President and Provost before the appropriate Governing Council committees for approval.		recommendations on internal University and external grant funding and on staffing, will be reported to the Vice-President and Provost and the Vice-President Research and Associate Provost by the dean(s) of the divisions(s) involved, who have agreed upon resource commitments and budget.	
3. Appointment of an Administrator	<p>See: Policy on Appointment of Academic Administrators: Section II. The Office of Director of an Academic Centre or Institute.</p> <p>External reviews should be undertaken by the dean(s) of the appropriate division(s) at fixed intervals set aside for the appointment or re-appointment of a director. The review procedures should be defined by the division(s) at the unit's inception and approved by the Vice-President and Provost as being consistent with University-wide standards and reported to the Committee on Academic Policy and Programs under the University's policies and guidelines.</p> <p>Continuation of the unit is dependent on periodic review of</p>	As per EDU:A	<p>A director is appointed for a fixed term by the dean(s) by whom the unit was created.</p> <p>Reviews should be undertaken by the dean(s) of the appropriate division(s) at fixed intervals set aside for the appointment or re-appointment of a director. The review procedures should be defined by the division(s) at the unit's inception and approved by the Dean(s) as being consistent with University-wide standards.</p> <p>Termination of the appointment of a director rests with the dean(s) of the division(s) concerned as per divisional guidelines. The name of the director is filed with the Office of the Provost. Any change in status of the director must be</p>	<p>A Coordinator is appointed by the head(s) of the department(s) or division(s) concerned to serve a fixed term determined by the department(s) involved. Termination of the appointment of a Coordinator rests with the head(s) of the department(s) or division(s) concerned.</p> <p>A periodic review is conducted by the unit(s) concerned, at such times as the appointment or re-appointment of a coordinator, the review of the division(s), and the evaluation of the research project(s) and/or course offerings.</p>

Campus Affairs Committee - Proposal to establish the Centre for Planetary Sciences as an EDU: C

	EDU:A	EDU:B	EDU:C	EDU:D
	the unit.		reported to the Office of the Provost.	
4. Reporting and Budgetary Authority	<p>The director, under guidance of an advisory panel of three or more members appointed by the dean(s) concerned, is responsible for policy and administrative and financial operations to the dean(s) of the division(s) with significant involvement in the unit.</p> <p>The director administers an operating budget from ongoing divisional budget(s) and external grant sources.</p>	As per EDU:A	<p>The director, with the guidance of an advisory panel appointed by the dean(s) concerned, is responsible for policies and administrative operations to the dean(s) of the division(s) with significant involvement in the unit, as specified in Section 2 above.</p> <p>The director is responsible for financial operations to the deans(s) involved. The director may administer an operating budget from divisional budget(s) and external grant sources.</p>	<p>The coordinator is responsible for administrative operations to the head(s) of the division(s) concerned and is responsible for the financial operations of the unit and administration funds, if so delegated by the division(s). Proposals for outside research funds and the name of the designated head for grant management should be reported to the appropriate divisional head(s). Ultimate financial authority goes through the appropriate head(s) to the dean(s) of the division(s) involved.</p>
5. Teaching Staff	<p>EDU:As have the ability to make teaching staff appointments, although teaching staff should normally be cross-appointed to a cognate department. The unit also has the ability to cross-appoint teaching staff as per an EDU:B.</p> <p>See Policy and Procedures on Academic Appointments</p> <p>Teaching staff have access to</p>	<p>No primary teaching staff appointing rights; Teaching staff may not hold their primary appointment in an EDU:B. Cross-appointment of teaching staff rests with the dean(s) of the division(s) involved, with the original department or college as the unit of primary appointment. Graduate membership may be extended</p>	As per EDU:B	No rights of appointment or cross-appointment exist.

	EDU:A	EDU:B	EDU:C	EDU:D
	the grievance procedures in the policies and memoranda of the University. Step No. 1 authority for teaching staff is the Director, Step No. 2 authority the appropriate dean(s).	as a cross-appointment. Teaching staff may pursue grievances through their department or division.		
6. Teaching Role	Students enrol in a distinctive course of study at the undergraduate and/or graduate levels. Programs are established and reviewed in a manner similar to those of a department. However, since the academic requirements will span departments or divisions, approvals must be sought in all units involved, and may be required ultimately from any external agencies concerned. Students have access to the academic administrative appeal procedures of the divisions(s) concerned.	As per EDU:A	EDU-Cs do not register students. They offer a set of courses in an academic area. Students follow a designated program as prescribed in the calendar(s) of the departments or division(s) involved. Students register for information with the program coordinator who is responsible for their guidance through the course of study.	As per EDU:C