

University of Toronto Proposal:

Closure of an Existing Program or Program Structure (Graduate or Undergraduate)

|  |  |
| --- | --- |
| Closure proposed; please specify precisely what is being closed:  i.e., graduate diploma, field, certificate, option within a program (e.g., specialist, part-time option), entire program or degree. |  |
| Program of Study Code(s):  Indicate degree and or subject POSt |  |
| Department/unit (if applicable): |  |
| Faculty/division: |  |
| Dean’s office contact: |  |
| Proponent: |  |
| Date when admissions were administratively suspended: |  |
| Effective date of full closure:  i.e., date by which students currently in the program are expected to graduate. |  |
| Version date:  please change as you edit this proposal. |  |

# Framework for UTQAP Closures

UTQAP processes support a structured approach for creating, reflecting on, assessing and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its [Statement of Institutional Purpose](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students. ([Policy for Approval and Review of Academic Programs and Units](https://governingcouncil.utoronto.ca/secretariat/policies/academic-programs-and-units-policy-approval-and-review-june-24-2010) (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

# Program and Program Structure Closure

Proposals for program closures are vehicles of academic change. The University of Toronto views the closing of academic activities as a normal and positive part of quality assurance and program evolution.

There are a number of possible reasons for closing a program including low enrolment, a changing disciplinary landscape and poor quality of the academic program. These reasons may be articulated in external review reports or may be identified by members of the University community.

This template aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal.

|  |  |
| --- | --- |
| Development and Approval | Dates (e.g., of final sign off, governance meeting, inclusion in reports) |
| Decanal sign-off | [date] |
| VPAP sign-off | [date] |
| Unit-level approval (if required) | [date] |
| Faculty/divisional council (closure of program structures; freestanding minors; fields; concentrations; category 1 certificates; etc.) | [date] |
| AP&P (closure of undergraduate specialists; majors; diplomas) | [date] |
| Academic Board (closure of degree; graduate program; joint program) | [date] |
| Executive Committee of Governing Council (confirmation of approval of degree, grad program, joint program closures) | [date] |
| Inclusion in annual report to Quality Council | [date] |

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**The Table of Contents will update automatically when you right-click on it and select “Update Field” and then “Update Entire Table.”**

**Please retain all the prompts in each section. Retain prompt guidance (blue text) until proposal goes forward to governance.**

# Executive Summary

Please provide a brief summary of the closure being proposed.

Guidance: Complete this section last, summarizing the main point from each of the sections below in no more than one page. Imagine this section is your governance cover sheet providing committee members with a high-level summary of the change. Throughout, ensure that a reader outside your discipline will understand the changes being described and why they are important.

Respond here.

# Effective Date

Please indicate the effective date of closure.

Guidance: Changes are normally effective on the last day of a session (e.g. August 31). The closure date is usually when in progress students have completed their program and can be in the future. Retroactive closures are not normally permitted and must be discussed with VPAP.

# Academic Rationale

In a **single** response, please describe the academic rationale for the closure, which will include the following:

1. Discuss the academic rationale for the closure including alignment with the unit's academic plan and connection to any previous reviews.
2. Discuss any resource implications.

Guidance: You may wish to speak to: When the program was first created; how long has it been offered; past success of the program. What has led to the decision to close the program (e.g. changing enrolment; changing disciplinary landscape; shifting expertise of the professoriate; poor quality of the academic offering; overlap with other existing programs, responding to a recent UTQAP review). Explain alignment of closure with the unit’s academic plan. Consider any resource implications. These may be positive if a unit, for example, may engage more fully in a high-priority area.

Respond here.

# Impact of Closure on Division and Other Programs/Units

1. Discuss the impact on the nature and quality of the division's program of study.
2. Discuss the impact of closure on other units including inter-divisional and inter-institutional agreements/contracts.

Guidance: What are the positive and negative implications that were considered in the decision to close. Please indicate if the courses that supported this degree, program or program option will continue to be offered. Discuss what impact, if any, will there be on other programs and units.

Respond here.

# Impact on Students

Please provide the current enrolment showing breakdown by year of study in the program or option being closed.

Table 1: Undergraduate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 |
| Current enrolment | # of students | # of students | # of students | # of students |

Table 2: Graduate Breakdown

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Current enrolment: master’s | # of students | # of students | # of students | # of students | # of students | # of students |
| Current enrolment:  PhD | # of students | # of students | # of students | # of students | # of students | # of students |

Referring to the table above, discuss the impact on and accommodation of any students currently enroled in the program.

Guidance:

* Discuss how in progress students will be accommodated and indicate the details around student accommodation (e.g. is there a deadline when student must complete the program?) If relevant, discuss capacity/course availability to accommodate affected students. How will students be notified of the change following approval?
* Discuss whether there are inactive students and plans for accommodation if they reactivate.
* What will the impact of the proposed closure be on the range of academic options available to students in the future (i.e., are there other programs or options that will fill the void that may or may not be created by the closure)?
* Remove the table that does not apply to this proposal.

Respond here.

# Consultation

1. Discuss consultation with affected divisions, units, faculty and students.

Guidance: Please provide details concerning consultation with all stakeholders, including students around the proposed change, including: meetings, town halls, emails, questionnaires. Discuss the feedback received and how it was responded to.

Respond here.

Appendix A: Calendar Entry

Guidance: Please use this appendix if closing an offering within an existing program (e.g., stream, concentration, etc). If you are closing an entire program, a calendar entry is not needed and this appendix can be deleted.