

Inter-Faculty Undergraduate Cross-Teaching Agreement

(Including second-entry undergraduate programs)

Last updated: December, 2025

1) Introduction & Guiding Principles

a) Preamble

Queen's University recognizes that Inter-Faculty Cross-Teaching—the practice of offering enrollment in courses to students from different Faculties and Schools—plays a vital role in fostering academic collaboration, enriching curricula, and enhancing the student experience. By expanding access to disciplinary expertise, teaching approaches and diverse academic perspectives, Inter-Faculty Cross-Teaching enables students to benefit from the full breadth of Queen's academic community, advancing both academic innovation and student success.

Fundamental to this approach is the principle that students should receive instruction that combines appropriate subject matter and pedagogical expertise, regardless of Faculty or School boundaries. The Home Faculty is best positioned to assess the pedagogical context and curricular intent of its programs and should work collaboratively with other Faculties to secure the subject matter and pedagogical expertise required to achieve those aims. Teaching Faculties are then expected to draw on their disciplinary and teaching strengths to educate Queen's students, irrespective of their Faculty of registration. At the same time, Home Faculties are expected to work collaboratively to ensure that program needs are first met through cross-teaching arrangements, rather than independently replicating existing expertise.

Articulating Inter-Faculty Undergraduate Cross-Teaching Agreements reflects Queen's commitment to supporting these collaborations with clear financial, pedagogical and administrative structures.

b) Scope

This Agreement applies to Inter-Faculty Cross-Teaching at the undergraduate level, where an academic unit offers a course or a course component (such as lectures, labs, tutorials, or studios) for enrollment by undergraduate students from another Faculty or School (defined below as Type 2 and Type 3 cross-teaching). This includes second-entry undergraduate programs that may be delivered in conjunction with a graduate credential, provided the course or component in question contributes to the undergraduate degree.

Once this Agreement is in effect and signed, it constitutes the exclusive process for establishing and maintaining Type 2 and Type 3 Inter-Faculty Undergraduate Cross-Teaching arrangements. No such arrangement may be entered into outside the procedures and standards set out in this Agreement.

Ad hoc individual student course selection and certificates (Type 1) are excluded from the scope of this Agreement.

This Agreement does not apply to graduate-level instructions, including Inter-Faculty collaboration within graduate programs.

c) Purpose

This Agreement establishes a university-wide framework that defines terms, sets baseline expectations and establishes guiding principles for undergraduate Inter-Faculty Cross-Teaching at Queen's. The primary purpose of this Agreement is to provide a structure within which Faculties and Schools can formalize Agreements that serve their specific needs and circumstances, while remaining consistent with these shared standards. By supporting structured collaboration, the Agreement aims to build trust between academic units, empower Home Faculties to articulate programmatic and pedagogical needs, and promote the thoughtful and efficient allocation of teaching and other resources. In doing so, it helps to strengthen Queen's undergraduate academic offerings and enhance the student experience.

d) Guiding principles

The following articulates the shared commitments and expectations that underpin undergraduate Inter-Faculty Cross-Teaching at Queen's. The principles are intended to guide the development of individual agreements by establishing a common foundation for decision-making highlighting the values of collaboration, transparency, and academic excellence. While some principles describe procedural norms or responsibilities, they are not intended to be substitutes for local academic governance or a negotiated agreement between units.

- i) **Collegiality & transparency:** Participating Faculties and Schools will communicate openly, both with one another and within themselves, about financial and academic arrangements.
- ii) **Appropriate use of expertise:** It is expected that teaching under this Agreement will, wherever feasible, be delivered by qualified continuing academic staff already in place at Queen's. Where operational needs, such as sabbaticals or temporary vacancies, require the appointment of teaching fellows or term adjuncts in courses subject to this Agreement, Teaching Faculties will ensure the quality and integrity of instruction and make effective use of available expertise across units. Content expertise alone, however, is not sufficient: the Home Faculty is best positioned to assess the pedagogical context and curricular intent of its programs. Acceptability of instructional fit must therefore be informed by the Home Faculty's understanding of student needs and program design, as articulated in the written agreement (see 5.a.).
- iii) **Shared decision-making and academic authority:** Decisions about Agreements should be made collaboratively between the Home and Teaching Faculties, recognizing the academic authority of each over its own programs and instructional standards. The Home Faculty retains responsibility for defining program requirements and expected learning outcomes; the Teaching Faculty retains responsibility for delivering instruction aligned with those expectations. In meeting undergraduate program needs, Home Faculties are expected to prioritize cross-teaching arrangements over duplicating existing expertise elsewhere at the University. Transparent consultation, mutual respect, and timely communication are essential to ensure alignment and integrity.
- iv) **Academic quality, instructional standards and learning experience:** Instruction under any Agreement must meet or exceed the standards applied to students of the Teaching Faculty and align with the Home Faculty's program level learning outcomes, accreditation requirements, and pedagogical context. In Type 3 arrangements, where students from a Home Faculty pay differential tuition, the Teaching Faculty must provide a learning experience commensurate with the expectations tied to that tuition, recognising that higher fees may entail additional or specialised instructional resources.

- v) **Ongoing curriculum coordination:** The Home and Teaching Faculties share responsibility for continuous dialogue on course outlines, assessments, and learning outcomes. Each agreement will name academic contacts and set a schedule for consultation to ensure instructional delivery remains coherent and responsive to program needs.
- vi) **Sustainability & commitment:** Once an Agreement is established, both the Teaching Faculty and the Home Faculty will respect its terms and not unilaterally withdraw. If changes are required, they will be handled through structured discussions and formal amendments to any agreements.
- vii) **Compliance with workload standards and collective agreements:** All teaching assignments and instructional arrangements made under this Agreement must comply with relevant workload standards, collective agreements, and employment policies, including those established through the Queen's University Faculty Association (QUFA) or other applicable bargaining units.

2) Definitions

Home Faculty/School ("Home Faculty"): The Faculty or School in which the student is formally registered.

Teaching Faculty/School ("Teaching Faculty"): The Faculty or School offering the course that the student from another Faculty or School enrolls in.

Inter-Faculty Cross-Teaching: The instruction of students from a different Faculty or School, including where a Faculty delivers either a full course or specific course components (such as lectures, labs, tutorials, or studios). This excludes any intra-Faculty or intra-School teaching arrangements.

Second-entry Undergraduate Program: an undergraduate degree program that requires the completion of a prior postsecondary credential for admission. These programs typically do not admit students directly from secondary school and are considered undergraduate in credential level but may be delivered alongside graduate-level programs or professional pathways (e.g., law, education).

Differential tuition: A tuition rate set above the standard undergraduate rate for specified programs or cohorts to reflect higher delivery costs or to support specialized curricular experiences (e.g., professional, lab-intensive, or Second-entry Undergraduate Programs). In Ontario, such fees are permitted under the Ministry of Colleges, Universities, Research Excellence and Security's ("the Ministry") tuition framework and must be transparently approved, disclosed, and applied at the program level.

Type 1 (Ad Hoc Course Enrolment and Certificates): Undergraduate teaching where individual students enrol in courses outside their Home Faculty, typically to fulfill electives, pursue personal interest, or complete requirements for a supplemental credential (such as a certificate) that is not formally required by their Home Faculty for their degree. Instruction is primarily designed for students of the Teaching Faculty. **Not covered by this Agreement.**

Type 2 (Service Teaching): Undergraduate teaching delivered by one unit (the Teaching Faculty) for a defined cohort of students registered in another Faculty or School (the Home Faculty). The courses satisfy specific curricular elements set out in the written agreement, either degree requirements or requirements of a supplemental credential formally recognised by the Home Faculty.

Type 3 (Integrated Program Delivery): Undergraduate teaching that constitutes a significant and planned component of a program, where students complete a substantial portion of required courses in a Faculty or School other than their Home Faculty.

Dual Degree Program: A program pathway in which a student is simultaneously registered in two distinct undergraduate programs. These programs may be offered by two Faculties or Schools at Queen's, or by Queen's and another institution. The student completes an approved pattern of cross-credited courses and is awarded two separate degrees upon successful completion of the combined requirements. **Not covered by this Agreement.**

3) Financial Arrangements

a) University-level revenue distribution

Under Queen's University's current budget model:

- i) 45% of the tuition and grant revenue associated with the student's program is allocated to the Teaching Faculty.
- ii) 55% of the tuition and grant revenue remains with the Home Faculty.

Clarification on basis of calculation

- Per-course share: The 45/55 split is applied to the domestic tuition rate and operating-grant revenue attributable to a single course enrolment: typically, one-tenth of the annual amount for one full-time equivalent (FTE) student in a standard three-unit (3.0) course, factoring in the weighted grant unit for grant attribution purposes, and prorated for courses of other credit weights.
- Home-program rate: The calculation uses the tuition and grant rate set for the student's degree program by the Home Faculty, irrespective of the Teaching Faculty's own tuition and grant weight structure.

This Agreement applies this distribution model consistently to all Type 2 (Service Teaching) and Type 3 (Integrated Program Delivery) undergraduate Inter-Faculty Cross-Teaching arrangements covered by this Agreement.

The 45/55 tuition and grant revenue split, as applied in this Agreement, is established by the University's current budget model. It is recognised that this ratio has been identified as a concern by some parties; however, review or revision of the allocation falls outside the scope of this Agreement and is managed by the Office of Planning & Budgeting, under the authority of the Provost and Vice-Principal (Academic).

Financial transfers under this Agreement will be calculated using section-level enrolment and teaching responsibility data collected and maintained by the Office of Institutional Research and Planning (IRP). Each year, IRP confirms course ownership and cross-teaching percentages with Faculties and Schools and shares validated projections with the Office of Planning and Budgeting to inform revenue allocations and inter-faculty transfers. Faculties and Schools are responsible for ensuring their written agreements align with IRP's records. The collection and calculation of section-level revenue remain under IRP's authority.

b) Differential Tuition Calculation

The method for calculating tuition and grant revenue transfers between Faculties depends on the type of cross-teaching arrangement:

Type 1: Not governed by this Agreement.

Type 2 & Type 3: For all cross-teaching arrangements covered by this Agreement, tuition and grant revenue transfers shall be calculated using the Home Faculty's tuition rate for the relevant program, in accordance with the 45/55 revenue-sharing split.

Alignment with Guiding Principle iv (Academic Quality): As noted in Guiding Principle iv, arrangements that involve Differential Tuition require the Teaching Faculty to provide a learning experience commensurate with the higher fee; the revenue-transfer mechanism set out above operates in tandem with that quality expectation.

c) Compensation for additional costs (Exceptions)

Where unique program requirements or substantially different costs exist (such as professional accreditation, specialized delivery or student services provided by the Home Faculty), the academic units involved may negotiate an alternative means to compensate for these costs. Such arrangements may include separate billing for agreed services or facilities and must be documented in the written agreement (as per 5.v.i.).

Any such arrangements must be documented in the written agreement and, upon submission to the Office of the Provost and Vice-Principal (Academic) in accordance with 5.d, will be available to the Office of Planning and Budgeting.

d) Support and resource allocation within the Teaching Faculty

This Agreement does not prescribe a specific internal allocation model across academic units within the Teaching Faculty. To ensure, however, that the academic unit delivering the instruction receives appropriate support (i.e., the department in departmentalized Faculties), each individual agreement must explicitly address the instructional and support resources within the Teaching Faculty. Guidance on the components of an Agreement is provided in 5.a.

e) Adjustments to the University-level revenue distribution model

Should the University revise the 45/55 tuition-and-grant allocation ratio (or any other element of the cross-teaching revenue methodology) during the term of this Agreement, the revised methodology shall apply automatically to all Inter-Faculty Cross-Teaching arrangements covered by this Agreement, effective on the date specified by the Office of Planning & Budgeting under the authority of the Provost and Vice-Principal (Academic).

4) Transparency and reporting

Because cross-teaching arrangements vary in purpose and complexity this Agreement sets a minimal, university-wide reporting standard for transparency and oversight.

a) Written agreement repository

- Each Teaching Faculty must ensure that all current Inter-Faculty Undergraduate Cross-Teaching agreements (Type 2 and Type 3) are on file with the Office of the Provost and Vice Principal (Academic).

b) Annual attestation

- For each active cross-teaching agreement, the Deans (or delegates) of both the Teaching Faculty and the Home Faculty shall jointly submit an annual attestation covering the preceding academic year, confirming:
 - That the agreement remains active, signed, and in compliance with the terms of this institutional Agreement;
 - That all reporting and review provisions required by the agreement have been fulfilled;
 - That resourcing and implementation of the agreement have supported high-quality undergraduate teaching and the agreed upon quality of the student learning experience; and
 - If any concerns have been raised, and how the parties are working toward mutually agreeable solution(s).
- If, as described in 3.c and 5.a.v, parties have entered into additional financial or compensation arrangements (such as separate billing for student services, facilities, or other resources), the attestation must also include:
 - A brief description of each arrangement;
 - Confirmation that both Faculties have agreed to the arrangements and that they have been implemented as described (or an explanation if not).
- Each annual attestation must be submitted to the Vice-Provost (Teaching and Learning), who will receive it behalf of the Office of the Provost and Vice-Principal (Academic) and the Senate Committee on Academic Development and Procedures (SCADP) for information and review by August 31 each year.

Note:

Any compensation for additional costs (see section 3.c.) or additional operational reporting requirements (see section 5.a.v.) should be negotiated and specified in each individual cross-teaching agreement, as appropriate to its type and purpose.

If an annual attestation is not submitted by the required deadline:

- The Vice-Provost (Teaching and Learning), on behalf the Office of the Provost and Vice-Principal (Academic) will notify the Deans of the relevant Teaching and Home Faculties and provide a reasonable period for submission.
- If the attestation remains outstanding, the Vice-Provost (Teaching and Learning) will convene a meeting with the Deans to address the non-compliance and seek resolution.
- If, after this intervention, compliance is still not achieved, the matter will be referred to SCADP for process review and/or to the Senate Cyclical Program Review Committee (SCPRC) for consideration of any implications for program quality.
- If non-compliance is determined to pose a risk to academic quality, SCPRC may recommend further action, up to and including the suspension of admissions to the affected program(s), in accordance with policy.

c) Oversight

- Via the submission process described in 5.d., the Office of the Provost and Vice-Principal (Academic) will maintain a repository of all current cross-teaching agreements and may review them at any time for the purpose of institutional review or audit. The Office of the Provost and Vice-Principal (Academic) may also request additional supporting information, as needed.
- SCADP will periodically review the number, types, and compliance status of Agreements, as indicated by the annual attestations.
- Every 5 years, SCADP will review the processes articulated in this Agreement and may recommend improvements to the institutional framework or written agreement elements, as needed.
- SCADP may also make recommendations based on its review of broader cross-teaching practices.

d) Internal record-keeping

Faculties are expected to maintain internal records of teaching assignments and the rationale for staffing decisions related to courses funded under this Agreement. These records do not need to be submitted annually but must be available for review upon request by the Office of the Provost and Vice-Principal (Academic) or for audit purposes.

5) Collaborative Agreements

a) Written agreement

Each Agreement must be in writing and signed by the Deans (or delegates) of the Home and Teaching Faculties.

Collaborative Agreements should normally be concise. Longer agreements may be appropriate where the scope or complexity of the arrangement requires additional detail.

Existing arrangements are not voided by this Agreement. Within 60 days of the effective date, each Faculty or School with a current cross-teaching arrangement will identify one arrangement to serve as a pilot. Arrangements shared by two Faculties or Schools can count the agreement as the designated pilot for each.

The selected pilot arrangement will be revised and documented under this framework. It will then operate for one year, covering at least one full academic cycle, from the date of signing. At the end of that period, the pilot agreement will be reviewed and, if necessary, amended. Feedback from the pilot will also be used to evaluate the framework itself, and the Agreement may be amended accordingly. Once the pilot has been reviewed and finalized, all other existing arrangements in that Faculty or School must be reviewed and updated within twelve months.

Any new arrangements established after the effective date of this Agreement must be developed in full accordance with this Agreement, though they may also be designated as a pilot.

Each agreement must address the following elements. Where an element does not apply, the agreement must state explicitly that it is not applicable. Responses to specific elements may be brief and proportional to the arrangement; the intent is to ensure completeness and clarity, not to create unnecessary burden.

- i) Scope
 - (1) Identify the course(s) or program components in the Teaching Faculty to which the agreement applies.
 - (2) For each course(s) identified, the agreement must indicate which components (lectures, labs, tutorials, studios, or other) are delivered by each Faculty.
 - (3) Identify the expected number of students from the Home Faculty and any relevant characteristics (e.g., year of study, program pathway, academic preparation, prerequisites).
- ii) Academic purpose
 - (1) State the program-level learning outcomes, as defined by the Home Faculty, that the agreement supports.
 - (2) Describe how the Teaching Faculty will meet the pedagogical context and curricular intent required by the Home Faculty.
- iii) Teaching context and resources
 - (1) Specify the expected class size(s) or enrolment cap(s).
 - (2) Indicate the modality of instruction.
 - (3) Identify classroom or instructional environment needs (e.g., lab access, studio space, breakout rooms).
 - (4) Describe instructional support commitments (e.g., number of TAs, technicians).
- iv) Instructional responsibilities and qualifications
 - (1) Identify the academic unit(s) within the Teaching Faculty responsible for delivering instruction.
 - (2) Affirm that instructors assigned to teach will be demonstrably qualified, consistent with Queen's collective agreements and institutional standards.
 - (3) Describe how instruction will be contextualized to meet the pedagogical and curricular needs of the Home Faculty's program(s).
 - (4) Outline the process by which the Home Faculty will be consulted or involved in confirming instructional delivery aligns with its program-level learning outcomes and expectations.
- v) Financial and resource commitments
 - (1) Identify any additional resources or services to be provided by either Faculty (e.g., space use, technology support, student services, specialized facilities), including any agreed-upon separate billing or compensation arrangements as articulated under 3.c.
- vi) Governance and oversight
 - (1) Specify the start date and term of the agreement. The agreement will be subject to formal review by both Faculties before the end of the term, at which point the need for continuation, renewal, or amendment will be assessed. The agreement will expire at the end of the term unless renewed by mutual agreement.
 - (2) Outline provisions for review, renewal, or amendment, including expected timelines.
 - (3) Identify a contact in both the Home and Teaching Faculties responsible for ongoing academic coordination.
 - (4) Describe the process for regular consultation and review between the units on course outlines, assessments, and learning outcomes, to maintain ongoing alignment with the Home Faculty's program requirements.
 - (5) Specify how issues of curriculum coordination, academic alignment and accreditation oversight will be monitored and reviewed during the life of the agreement.
 - (6) Include a statement outlining how disputes or concerns will be addressed between the parties.

b) Revision and amendment

Requests for significant amendments (e.g., changes to financial terms or instructional responsibilities) must be made in writing. Amendments must be documented using a written addendum, with approval by the relevant Deans.

Either party may request renewal or amendments prior to the end of the Agreement term. To align with institutional budget and planning cycles, any new, renewed, or amended cross-teaching agreement intended to take effect in a specific academic year must be finalized and submitted to the Office of the Provost and Vice-Principal (Academic) no later than June 1 of the preceding academic year (for example, agreements taking effect in the 2026-27 academic year would be submitted by June 1, 2025). This timeline ensures that validated agreements inform IRP's annual cross-teaching projection file and associated revenue-allocation processes.

If the parties cannot reach agreement on a proposed amendment within the timelines above, the matter will be addressed under the conflict resolution procedure in 6.b.

c) Withdrawing or terminating an Agreement

Faculties shall not unilaterally withdraw from or terminate an existing Agreement without providing notice—at least 12 months, or one full academic cycle—to allow for appropriate academic planning and to minimize disruption to students.

Any contested termination will follow the conflict resolution procedure set out in 6.b.

d) Submission and central repository

A copy of each new, renewed, amended, or terminated Agreement must be submitted by the Home Faculty to the Office of the Provost and Vice-Principal (Academic) promptly upon execution of the agreement or any subsequent change.

6) Governance and conflict resolution

a) Oversight

- The Office of the Provost and Vice-Principal (Academic) shall oversee the effective implementation of this Agreement.
- SCADP will have ongoing oversight of Inter-Faculty Cross-Teaching practices, as set out in 4.c.

b) Conflict resolution

Where a dispute regarding the interpretation or application of this Agreement, following the processes in 5.b. and 5.c., cannot be resolved through reasonable efforts by the Faculties, the matter will be referred to the Office of the Provost and Vice-Principal (Academic), with the Provost making any final determination.

7) Signatures

By signing below, each Faculty or School acknowledges and accepts the principles, terms, and responsibilities outlined in this Agreement.



Amy Burns
Dean and Professor
Faculty of Education



Kevin J. Deluzio, PhD, P.Eng, FCAE, FEIC
Professor and Dean, Smith Engineering
Queen's University



Lisa Tannock, MD
Dean, Queen's Health Sciences
December 8, 2025



Colleen M. Flood
Dean of Law
3 December 2025



Lynnette Purda
Dean (Interim) Smith School of Business



Bob Lemieux
Interim Dean
Faculty of Arts and Science
December 3, 2025