



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs

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DATE: April 15, 2015 for May 12, 2015

AGENDA ITEM: 13

ITEM IDENTIFICATION:

Report on the Reviews of Graduate Collaborative Programs: 2014-15

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs (AP&P) Terms of Reference (Sections 3 and 4.9) states that “The Committee...has general responsibility...for monitoring, the quality of education and the research activities of the University. In fulfilling this responsibility, the Committee works to ensure the excellent quality of academic programs by...monitoring reviews of existing programs....The Committee receives annual reports or such more frequent regular reports as it may determine, on matters within its purview, including reports on the ...[r]eviews of academic units and programs.”¹

GOVERNANCE PATH:

1. **Committee on Academic Policy and Programs** [For Information] (May 12, 2015)

PREVIOUS ACTION TAKEN:

Governing Council approved *the Policy for Approval and Review of Academic Programs and Units* in 2010. The *Policy* outlines University-wide principles for the approval of proposed new academic programs and review of existing programs and units.² Its goal is to align the University’s quality assurance processes with the Province’s Quality Assurance Framework (QAF) through establishing the authority of the *University of Toronto Quality Assurance Process* (UTQAP).

The scope of the UTQAP includes collaborative programs. In line with the QAF, the University understands a collaborative program to be “an intra-university graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or ‘home’) program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained.”³ The learning outcomes of a collaborative program are in addition to those supported by the home program.

In implementing the UTQAP it was agreed that the Vice-Provost, Graduate Research and Education and Dean of the School of Graduate Studies would commission collaborative program reviews and prepare an annual report on their outcomes and implementation plans. Because of the unique nature of collaborative programs, their review process focuses on the quality of the “additional multidisciplinary experience” that collaborative programs provide, over and above the experience associated with the home program. Reviews emphasize elements that are critical to determining ongoing quality of collaborative programs at the University of Toronto, including:

1. Clarity and appropriateness of requirements
2. Evidence of successful attainment of learning outcomes
3. Evidence of ongoing need and demand
4. Continuing support of participating programs and supporting units (e.g. renewal of the Memorandum of Agreement (MOA))

The annual Report on the Reviews of Graduate Collaborative Programs was previously submitted to the AP&P on May 13, 2014.

HIGHLIGHTS:

Six external reviews of collaborative programs commissioned by the Vice-Provost, Graduate Research and Education and Dean of the School of Graduate Studies were conducted in 2014-15. These include four collaborative programs led by the Faculty of Arts and Science (Asia-Pacific Studies, Environmental Studies, Ethnic and Pluralism Studies, and Sexual Diversity Studies) and two led by the Faculty of Medicine (Neuroscience and Women’s Health). The submission to the AP&P consists of a table containing a summary of the review outcomes, administrative responses, and implementation plans for each review.

Overall, the reviews indicate that the collaborative program requirements are clear, relevant, and appropriate. Academic activities provide opportunities for student attainment of learning outcomes within interdisciplinary environments, and there is strong demand and support for the programs. Concerns expressed included the level of support for the Asia-Pacific Studies program language requirement, challenges related to interdisciplinary research writing in the Environmental Studies program, and the absence of a doctoral-level core course in both the Ethnic and Pluralism Studies and the Sexual Diversity Studies programs. The Women’s Health

program has been asked to provide a brief update in April, 2017 to the Dalla Lana School of Public Health (which will be the lead Faculty as of July 1, 2015).

The lead faculties of all of the collaborative programs will continue to monitor enrolment from participating programs. The renewal of the MOAs, which is part of this review process, provides an important opportunity to clarify participation in and support for the collaborative programs. The majority of affiliated units continue to provide support for the collaborative programs; only a very small number of programs have decided to discontinue their participation.

Important recommendations on matters raised were provided by the Review Committee. The administrative responses of the collaborative program Directors and the Dean of the School of Graduate Studies addressed these issues and others.

FINANCIAL IMPLICATIONS:

There are no financial implications.

RECOMMENDATION:

For information.

¹Committee on Academic Policy and Programs Terms of Reference, sections 3 and 4.9. <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Boards+and+Committees/Committee+on+Academic+Policy+and+Programs/apptor.pdf>

²<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/acaprogunits.pdf>

³COU Quality Assurance Framework, page 4. <http://oucqa.ca/resources-publications/guide-to-quality-assurance-processes/>

DOCUMENTATION PROVIDED:

- Graduate Collaborative Program Review Summary, 2014-2015

University of Toronto
Graduate Collaborative Program Review Summary, 2014-2015

Commissioning Officer: Locke Rowe, Vice-Provost, Graduate Research and Education (VP-GRE)

Collaborative Program Definition:	"...an intra-university graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or 'home') program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained ..." (QAF, page 4) The learning outcomes of a collaborative program are in addition to those supported by the home program.
Review Committee:	Prof. Elizabeth Smyth (Chair), Decanal Advisor, Graduate Policy, School of Graduate Studies Prof. Markus Bussmann, Vice-Dean, Graduate Studies, Faculty of Applied Science & Engineering Prof. Cindy Woodland, Department of Pharmacology and Toxicology, and Director, Collaborative Program in Biomedical Toxicology Prof. Amanda Sheppard, Dalla Lana School of Public Health, and Director, Collaborative Program in Aboriginal Health Prof. Stephen Rupp, Vice-Dean, Faculty and Academic Life, Faculty of Arts & Science Ms. Emma Thacker, Governance and Policy Coordinator, School of Graduate Studies (Committee Secretary)
Review Committee Meeting Date:	January 27, 2015

		Findings (Areas of Strength, Areas of Concern, Recommendations)				Administrative Response & Implementation Plan
Collaborative Program & Lead Faculty	Participating Programs & Degrees	Clarity & Appropriateness of Requirements	Successful Attainment of Learning Outcomes	Ongoing Need & Demand	Continuing Support of Participating Programs and supporting Units/s	
Asia-Pacific Studies (Master's Level) Lead Faculty: Faculty of Arts and Science	Anthropology, MA Geography, MA East Asian Studies, MA Economics, MA (<i>discontinued participation</i>) Political Science, MA Management, MBA History, MA Global Affairs, MGA (<i>new participating program</i>) Social Work, MSW Public Policy, MPP Planning, MScPL Sociology, MA Women and Gender Studies, MA	Strength: Innovative program with consistent program objectives. Concern: Concern regarding adequate program resources to support students in meeting language requirement. Further, language requirement expectations are unclear – calendar entry notes, "every student is <i>strongly expected</i> to have working knowledge." Recommendation: Review the language requirement to	Strengths: Core seminar provides high level of intellectual dialogue between students and faculty; distinguished lecture series through the Munk Centre with international scholars in the field; unique research opportunities. Concern: Self-study notes changing of core course teaching structure from one instructor to four.	Strengths: Strong and consistent demand and enrolment; David Chu Scholarship and other awards available to many students, and program specific award opportunities provide incentive to students.	Strengths: Strong support from the Asian Institute and Munk Centre; healthy engagement and enrolment from participating programs.	The Collaborative Program response clarified that funding opportunities are currently mostly for domestic students, and indicates that fundraising for international student funding is under consideration. The response also confirmed the intention to review the language requirement and monitor the proposed changes to the instruction of the core course over the next two

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		consider how students can complete it and to clarify the expectations. Should students continue to meet obstacles (e.g., funding or lack of U of T courses), alternatives should be offered or discontinuation of the requirement will require strong consideration.	Recommendation: Development of a plan to assess the core course and its proposed changes over the coming year. This plan may include consultation with students and core faculty members.			years. Admin response is accepted by the VP-GRE. MOA renewed. No report due. Date of next review is 2021/22.
Environmental Studies (Master's and Doctoral Level) Lead Faculty: Faculty of Arts and Science	Adult Education and Community Development, MA, MEd, PhD Anthropology, MA, MSc, PhD Chemical Engineering & Applied Chemistry, MAsC, MEng, PhD Chemistry, MSc, PhD Earth Sciences, MSc, PhD (<i>MAsC discontinued participation</i>) Ecology and Evolutionary Biology, PhD Economics, MA, (<i>discontinued participation</i>) Forest Conservation, MFC Forestry, MScF, PhD Geography, MA, MSc, PhD Global Affairs, MGA Information, MI Information Studies, PhD Management, MBA, PhD Philosophy, MA, PhD (<i>discontinued participation</i>) Physics, MSc, PhD Planning, MScPI, PhD Political Science, MA, PhD Public Policy, MPP Religion, MA, PhD	Strengths: Strong and consistent program objectives; program provides many opportunities for interdisciplinary research engagement and experiential learning that serve as great added value for students.	Strengths: Internship is a valuable program component and considered to be a valuable professional and academic experience for the students, strengthening employment opportunities. Concern: One of the learning outcomes addresses the development of academic/professional skills (research, reading, and writing) in an interdisciplinary program. The Review Committee noted that students will come to the collaborative program with skills from their own discipline and this may pose challenges to some as they move into research writing that reflects the interdisciplinary nature of the program. Recommendation: Monitor student attainment of learning	Strengths: Many extra-curricular program options available to students such as networking, GESA, social activities, lecture series, professional development courses; strong student satisfaction with core course and internship placements. Recommendation: Monitor student withdrawal and note reasons for future consideration.	Strengths: Strong support from the supporting unit (School of the Environment) and core faculty members; diverse and large interdisciplinary scope of participating programs with solid administrative support for internship placements with prominent and noteworthy organizations. Recommendation: Move forward with all self-identified suggestions for program enhancement including enhancing communications and recruitment activities, expanding opportunities for student engagement, and a review of the broad focus of the program.	The Collaborative Program response acknowledged all three review committee recommendations and confirmed opportunities will be explored for ways to support students from a wide range of disciplinary backgrounds to become versed in interdisciplinary communication. The response also confirmed it will monitor student withdrawal and suggested a withdrawal form to collect information and identify underlying issues. Lastly, the response confirmed that all self-identified suggestions for program improvement will be discussed with the program committee and implemented. Several initiatives are already well underway, e.g.: Graduate Environmental Student Association (GESA).

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	Social Justice Education, MA, MEd, EdD, PhD Sociology, MA, PhD Women and Gender Studies, MA, PhD (<i>PhD new participating degree</i>)		outcomes as related to research in an interdisciplinary research environment.			Admin response is accepted by the VP-GRE. MOA renewed. No report due. Date of next review is 2021/22.
Ethnic and Pluralism Studies (Master's and Doctoral Level) Lead Faculty: Faculty of Arts and Science	Anthropology, MA, PhD Educational Leadership and Policy, MA, MEd, EdD, PhD European, Russian and Eurasian Studies, MA Geography, MA, PhD Global Affairs, MGA (<i>new participating program</i>) History, MA, PhD Industrial Relations and Human Resources, MIRHR, PhD Language and Literacies, MA, MEd, PhD Political Science, MA, PhD Public Policy, MPP Study of Religion, MA, PhD Sociology, MA, PhD Social Justice Education, MA, MEd, EdD, PhD Social Work, MSW, PhD Women and Gender Studies, MA, PhD	Strength: Strong, increasingly relevant program objectives, ideally situated in a culturally diverse city. Concern: There is no doctoral level core course. For several participating programs, the collaborative program requirements are in addition to the home degree program. It is unclear if this extends the home degree program length or affects enrolment/ completion rates. Should a doctoral level core course be added this may affect the home degree course credit considerations. Recommendation: Review program requirements overall, specifically for the PhD level, including considering the development of a doctoral level core course.	Strengths: High level of student satisfaction, with opportunities to meet eminent researchers in the field and attend special lectures, conferences and workshops; student feedback reflects tremendous value in the annual conference; core seminar course is a rich interdisciplinary experience providing great added value for students.	Strengths: Stable program, enrolment has been steady since 2008; student feedback on courses and program is overwhelmingly positive with all recent graduates noting they would recommend the program to others. Concern: PhD student withdrawal rate seems high: 14 of 31 (45%). Recommendation: Monitor enrolment and withdrawal patterns for the PhD as well as considering exit interviews.	Strength: Student funding is available to qualifying students. Recommendation: The Collaborative Program has benefitted from the tenure of its current Director. To ensure the program's continual growth and success the Program Committee may wish to consider succession planning.	The Collaborative Program response acknowledged the Review Committee recommendations and confirmed that the Program Committee will review the PhD program requirements, giving careful consideration to the withdrawal rate and also the possibility of developing the doctoral level core course. Matters of succession planning will be discussed with the FAS, Graduate Faculty Dean's Office in due course. Admin response is accepted by the VP-GRE. MOA renewed. No report due. Date of next review is 2021/22.
Neuroscience (Master's and Doctoral Level)	Biochemistry, MA, PhD Biomedical Engineering, MASc, PhD	Strengths: Well established program with many committed core faculty members providing a strong sense of	Strengths: Strong interdisciplinary and research oriented program with cutting edge research and training	Strengths: Focus on students across the learning spectrum from high school to post-doctoral fellows (PDF);	Strengths: Strong supportive unit providing a physically supportive environment for students, both	The collaborative program response letter clarified that low enrolment from some programs is attributed to the

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<p>Lead Faculty: Faculty of Medicine</p>	<p>Cell and Systems Biology, MSc, PhD Computer Science, MSc, PhD Developmental Psychology and Education, MA, PhD Dentistry, MSc, PhD Laboratory Medicine and Pathobiology MSc, PhD Medical Biophysics, MSc, PhD Medical Science, MSc, PhD Music, MA, PhD Pharmaceutical Sciences, MSc, PhD Pharmacology, MSc, PhD Physiology, MSc, PhD Psychology, MA, PhD Rehabilitation Science, MSc, PhD</p>	<p>identity for students studying in the field; active roster of visiting scholars and speakers provides direct exposure of students to those working in the field.</p>	<p>opportunities; internationally recognized collaborative program that stands out as having a strong reputation for the advancement of the discipline, with many opportunities to enhance professional skills and collaborate with peers and experts; feedback regarding lecture series indicates a high level of student satisfaction and attainment of learning outcomes.</p> <p>Recommendation: The Review Committee notes that part of the program's stated purpose (Self-study, pg. 2/3) is to develop its post-doctoral fellows. The Review Committee recommends that the Program Committee identify techniques and metrics to assess the attainment of this purpose.</p>	<p>growing and large enrolment – largest collaborative program at U of T; focus on career development offers tremendous value for graduate students; tool for student recruitment.</p>	<p>programmatically, and financially from the units; strong affiliations with teaching hospitals and research institutes, and an established academic network in the neuroscience community.</p> <p>Concern: Uneven program participation – enrollment is much higher from three programs: Physiology, Medical Science and Psychology.</p> <p>Recommendation: Monitor enrolment from participating programs/degrees with low or no enrolment, particularly to assess whether low or no enrolment is due to the nature of the participating programs, or if there are other needs to address, such as recruitment.</p>	<p>variation in the number of core faculty members participating. The letter acknowledged that monitoring participation and representation from all units will continue as recommended. The response confirmed that the program has taken steps to monitor the post-doctoral fellows to allow for continued academic growth. The letter confirmed that further discussion will take place with the program committee and the PDFs.</p> <p>Admin response is accepted by the VP-GRE. MOA renewed. No report due. Date of next review is 2021/22.</p>
<p>Sexual Diversity Studies (Master's and Doctoral Level)</p> <p>Lead Faculty: Faculty of Arts and Science (FAS)</p>	<p>Anthropology, MA, MSc, PhD Cinema Studies, MA Classics, MA, PhD Comparative Literature, MA, PhD Counselling and Clinical Psychology, MA, PhD Counselling Psychology, MEd, EdD Criminology, MA, PhD</p>	<p>Strengths: Program listened to its students in setting a goal to meet their requests of curricular expansion; Program Committee is considering the development of an additional core course (for doctoral level) and a change to admissions requirements (statement of</p>	<p>Strengths: Highly interdisciplinary program with research colloquium - colloquium provides opportunity to enhance professional skills; program-level graduate student funding includes support for TAs, travel and research.</p>	<p>Strength: Continued growth and demand for this program indicate a high level of student satisfaction.</p> <p>Concern: As demand for the program grows, assessment of ideal enrolment numbers and available resources may need consideration to maintain</p>	<p>Strengths: Strong commitment from supporting unit (Bonham Centre); students have asked for more informal events to engage with other students and faculty – demonstrating a strong program focus to enhance the graduate student experience.</p>	<p>The collaborative program response confirmed the review committee's recommendation to consider admission requirements and process. The letter clarified that given the very high number of participant programs, there are challenges in efforts to</p>

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<p>Curriculum Studies and Teacher Development, MA, MEd, PhD Drama, Theatre and Performance Studies, MA, PhD East Asian Studies, MA, PhD Educational Leadership and Policy, MA, MEd, EdD, PhD English, MA, PhD Exercise Sciences, MSc, PhD French Language and Literature, MA, PhD Geography, MA, PhD Higher Education, MA, MEd, EdD, PhD History, MA, PhD History and Philosophy of Science and Technology, MA, PhD History of Art, MA, PhD Information, MI Information Studies, PhD Italian Studies, MA, PhD Law, LL.M, MSL, SJD Linguistics, MA, PhD Medieval Studies, MA, PhD Museum Studies, MMSt Music, MA, PhD Near and Middle Eastern Civilizations, MA, PhD Philosophy, MA, PhD Political Science, MA, PhD Psychology, MA, PhD Public Health Sciences, MPH, MSc, PhD Public Policy, MPP Religion, MA, PhD Social Justice Education, MA, MEd, EdD, PhD</p>	<p>interest) to maintain quality of applicants as program grows.</p> <p>Concern: The Review Committee notes that a change in admission requirements will require governance approval by FAS including an update to the graduate calendar entry. The Program Committee should consider ways to ensure transparency of admission requirements and a streamlined process with the participating units.</p>	<p>Concern: The program lacks a core course or seminar at the doctoral level.</p> <p>Recommendation: Consider development of a core course or seminar at the doctoral level. Creation of this may encourage continued research engagement and the intellectual formation of the student, also leading to enhanced student community.</p>	<p>existing supportive student community and graduate experience.</p> <p>Recommendation: Monitor registration numbers, striving for optimal enrolment to maintain the strong student community within the resources available.</p>	<p>streamline to a single process however great attention will be provided with respect to clear communications for students and units. The letter also confirmed that the program committee is developing a new doctoral level course with respect to comparative disciplinary approaches to sexuality.</p> <p>Admin response is accepted by the VP-GRE. MOA renewed. No report due. Date of next review is 2021/22.</p>
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	Social Work, MSW, PhD Sociology, MA, PhD Visual Studies, MVS Women and Gender Studies, MA, PhD					
<p>Women's Health (Master's and Doctoral level)</p> <p>Lead Faculty: Faculty of Medicine</p> <p><i>Note: Following review, the lead Faculty transitions to the Dalla Lana School of Public Health (DLSPH)</i></p>	<p>Anthropology, MA, MSc, PhD Dentistry, MSc, PhD English, MA, PhD Exercise Sciences, MSc, PhD Health Policy, Management and Evaluation, MSc, PhD Immunology, MSc, PhD Information, MI Information Studies, PhD Medical Science, MSc, PhD Nursing, MN, PhD Nutritional Sciences, MSc, PhD Pharmacology, MSc, PhD Psychology, MA, PhD Public Health Sciences, MPH, PhD Rehabilitation Science, MSc, PhD Religion, MA, PhD Social Work, MSW, PhD Women and Gender Studies, MA, PhD</p>	<p>Strength: Strong and consistent program objectives.</p> <p>Concern: Self-identified areas of concern (e.g. website housed at WCRI, core course gaps, admissions process).</p> <p>Recommendation: Address all self-identified areas of concern identified above, rolling out self-identified solutions.</p>	<p>Strengths: Graduates are recognized nationally and internationally; students have many opportunities for networking and mentoring, additional education opportunities (practica); students overwhelmingly attested to the attainment of learning outcomes with indications of strong student satisfaction.</p>	<p>Strength: Strong student enrolment; program plans to consider the expansion and creation of new courses in the future that are in line with current research and work in the field; a reworked relationship with Women's College Hospital continues to provide research, and mentoring opportunities.</p>	<p>Strengths: Strong leadership and consultation has led to a renewed MOA, with a new model for support and funding, following the dissolution of programming resources from Women's College Research Institute (WCRI). The Director and Program Committee have also initiated additional avenues for support (advancement and fundraising).</p> <p>Concern: Newly transitioned support model (new lead Faculty, financial support model, and administrative support).</p> <p>Recommendation: Provide a brief update to the new lead Faculty in two years' time (by April 1, 2017), to provide assurances that the new support model is continuing to provide the required resources to deliver the program requirements.</p>	<p>The collaborative program confirmed the program committee's intention to work on the self-identified areas of concern, with the proposed solutions identified within the self-study. In addition, the letter confirmed that the new support model will be rolled out in consultation with the new lead Faculty, DLSPH.</p> <p>Admin response is accepted by the VP-GRE. MOA renewed. No report due. Date of next review is 2021/22.</p>