

University of Toronto
Graduate Collaborative Program Review Summary: 2011-2012

Commissioning Officer: Vice Provost, Graduate Education (VPGE)

Collaborative Program (CP) Definition:	"[A]n 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:	Professor Elizabeth Smyth, Vice-Dean, Programs, School of Graduate Studies and Professor, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto (Chair) Professor Chris Damaren, Vice-Dean, Graduate Studies and Professor, Institute for Aerospace Studies, Faculty of Applied Science & Engineering Professor David Hampson, Professor, Department of Pharmaceutical Sciences and Department of Pharmacology, Leslie Dan Faculty of Pharmacy Professor Stephen Rupp, Vice-Dean, Faculty and Academic Life, and Professor, Department of Spanish and Portuguese and Centre for Comparative Literature, Faculty of Arts & Sciences Professor Elizabeth Campbell, Professor, Department of Curriculum, Teaching, and Learning, Ontario Institute for Studies in Education, University of Toronto
Review Committee Meeting Date:	June 7, 2012

		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 Unit/s	
Aging, Palliative and Supportive Care across the Life Course Lead Faculty: Faculty of Medicine Supporting Unit/s: Institute for Life Course and Aging; Dalla Lana School of Public Health Faculty of Social Work; Princess Margaret Hospital	Adult Education & Community Development, M.A., M.Ed., Ph.D. Anthropology, M.A., M.Sc., Ph.D. Counseling Psychology, M.A., M. Ed., Ed.D., Ph.D. Dentistry, M.Sc., Ph.D. Exercise Sciences, M.Sc., Ph.D. Health Administration, M.H.Sc. Health Policy, Management & Evaluation, M.Sc., Ph.D. Information, M.I. Information Studies, Ph.D. Medical Science, M.Sc., Ph.D. Nursing Science, M.N., Ph.D. Pharmaceutical Sciences, M.Sc., Ph.D. Psychology, M.A., Ph.D.	Strengths: Strong and consistent objectives Concerns: Requirements for the seminar series are unclear Recommendations: Review Committee recommended to clarify and formalize the seminar series requirements	Strengths: Innovative collaborative program; prepares students well for future careers; online workshops	Strengths: Strong and consistent demand and enrolment; strong recruitment tool; meets student and faculty needs; unique award opportunities	Concerns: Relationship between two Memoranda of Agreement (MOA) for program are unclear (MOA with Faculty of Social Work and MOA with Princess Margaret Hospital); MSW (Gerontology field) required to complete Aging study option of collaborative program Recommendations: Consider implications for enrolment, re: students in MSW (Gerontology field) required to complete Aging study option of collaborative program; the	Collaborative Program response confirmed recommendation to provide a follow up report once the supplementary MOA with the Faculty of Social Work is renewed. The response also commented on recommendation to consider enrolment patterns of the MSW students; response clarified seminar requirements. VPGE outcome letter suggested a discussion among the program Directors, the

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	Public Health Sciences, M.P.H., M.Sc., Ph.D. Rehabilitation Sciences, M.Sc., Ph.D. Social Work, M.S.W., Ph.D. Sociology, M.A., Ph.D. Speech-Language Pathology, M.Sc., Ph.D. Women & Gender Studies, M.A.				MOA between the Faculty of Social Work and the Collaborative Program is being renewed in 2015. The Review Committee recommended that the Collaborative Program provide a follow up report to the VPGE.	Faculty of Medicine, a representative from the Faculty of Social Work and the Collaborative Program, Program Committee to discuss the matter of MSW enrolment patterns further. Admin response is accepted by VPGE. No formal report required although the information requested above should be submitted as noted.
Ancient Greek and Roman History Lead Faculty: Faculty of Arts and Science Supporting Unit/s: Department of Classics	Department of Classics (University of Toronto), Ph.D. Department of History (York University), Ph.D.	Strengths: Rationale and program goals remain strong; seminars provide high level of intellectual and personal satisfaction for students Concerns: Proposed change to increase the number of seminars from 1.5 FCE to 3.0 FCE for U of T students only and to leave this out of the revised MOA Recommendations: Review Committee recommended that the collaborative program requirements for U of T and York students remain the same – the increase in required	Strengths: Students are completing the program in a timely manner; renowned visiting historians provide lectures Concerns: Self-study noted that the required courses CLA 3020H and CLA 3200Y could be improved Recommendations: Review Committee recommended clarification of the ‘collaborative’ aspects of the program shared by all students (across both institutions); improvement of both core courses (CLA 3020H	Strength: Enrolment has increased	Strengths: Students benefit from greater availability of courses and faculty, gaining a broader and deeper student experience; particular collaborative and collective strength of the unique program	Collaborative Program response clarified collaborative aspects of the program and confirmed consideration to improve courses CLA 3200Y and CLA 3020H; response confirmed it will adhere to program requirements as outlined in the renewed MOA. Admin response is accepted by VPGE.

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		seminars is reflected in the U of T students' degree program requirements in Classics; clarify course requirements including expectations for attendance and a grading scheme	and CLA 3200Y) through ensuring equal grading components for U of T and York students, and potentially creating a new core course that will provide students with a better grounding in the academic field			
Biomedical Toxicology Lead Faculty: Faculty of Medicine Supporting Unit/s: Department of Pharmacology and Toxicology	Ecology and Evolutionary Biology, M.Sc., Ph.D. Laboratory Medicine and Pathobiology, M.Sc., Ph.D. Medical Science, M.Sc., Ph.D. Nutritional Sciences, M.Sc., Ph.D. Pharmaceutical Sciences, M.Sc., Ph.D. Pharmacology, M.Sc., Ph.D.	Concerns: Self-study proposes core course grading evaluation change Recommendation: Review Committee recommended re-consideration of the proposed change to the course requirements and grading scheme for JNP 1014Y, specifically, removal of the 'Review Paper' requirement for students who have completed the cross-listed undergraduate course, PCL 473Y	Strengths: Events, such as 'Let's talk Tox' and student dinners provide students with a supportive learning environment	Strengths: Enrolment has increased and remained steady since program inception; international interest in the program	Strengths: Supporting unit provides support beyond administration, i.e., funding for events; Director is actively seeking further sponsorship to increase number of events for students and has secured further funding from participating program units Note: Ecology and Evolutionary Biology (M.Sc. and Ph.D.) discontinued participation in the Collaborative Program	Collaborative Program response confirmed recommendation to reconsider adjustments to marking scheme for course JNP 1014Y. Following consultation with SGS, a revised proposal will come forward as a minor modification. Admin response is accepted by VPGE.
Community Development Lead Faculty: John H. Daniels Faculty of Architecture, Landscape, and Design (FALD)	Adult Education & Community Development, M.A., M.Ed. Counseling Psychology, M.Ed. Nursing Science, M.N. Planning, M.Sc.Pl. Public Health Science, M.P.H. Social Work, M.S.W.	Strengths: Consistent program focus and objectives	Strengths: Interdisciplinary learning environment; indications of student satisfaction with the program	Strengths: Consistent and stable demand for the program	Recommendations: Supporting Unit (Cities Centre), unable to sign renewed MOA. Lead Faculty also unwilling to sign; Review Committee recommended resolution of funding and	Collaborative Program requested deferral of deadline to resolve outstanding issues to July 1, 2013. Program has suspended admissions temporarily. Should a revised MOA not be completed by July

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Supporting Unit/s: Cities Centre					sustainability issues, including commitment of a new lead Faculty by September 1, 2012	1, 2013, admissions will cease permanently. VPGE accepts request to defer submission of revised MOA until July 1, 2013, when formal report is also due.
Comparative, International and Development Education (CIDE) Lead Faculty: Ontario Institute for Studies in Education (OISE) Supporting Unit/s: Department of Curriculum, Teaching and Learning; Department of Leadership, Higher and Adult Education	Adult Education and Community Development, M.A., M.Ed., Ph.D. Curriculum Studies and Teacher Development, M.A., M.Ed., Ph.D. Educational Administration, Ed.D., M.A., M.Ed., Ph.D. Higher Education, Ed.D., M.A., M.Ed., Ph.D. History and Philosophy of Education, M.A., M. Ed. Second Language Education, M.A., M. Ed., Ph.D. Sociology in Education, Ed.D., M.A., M.Ed., Ph.D.	<p>Strengths: Significant international profile; continued strong academic focus</p> <p>Concerns: Use of terminology 'core' and 'affiliated' faculty may be confusing</p> <p>Recommendations: Review Committee recommended review of the use of the terminology 'core' and 'affiliated' faculty to align with the language typically used for collaborative programs</p>	<p>Strengths: CIDE is education partner with Canadian International Development Agenda (CIDA) – allows for student internships/ employment programs; social events and CIDE student association; good rate of employment success for graduates; high level of published research among students</p> <p>Concerns: Plans are underway to offer eLearning version of core course</p> <p>Recommendations: Review Committee recommend the CP should route any changes in course mode of delivery (eLearning) through governance</p>	<p>Strengths: Large, strong and successful Collaborative Program; in demand program; second largest Collaborative Program for last three years; shows continued growth</p>	<p>Strengths: Supporting units provide strong resources for enhanced student activities, such as the student research symposium, conferences, international faculty-student research collaboration and an active roster of visiting scholars and speakers; strong support from supporting units and faculty</p> <p>Concerns: Decanal review of collaborative program resources will take place in 2013</p> <p>Recommendations: Review Committee recommended that a summary report of the resources review for the OISE collaborative programs be provided to the Vice-Provost, Graduate Education</p>	Collaborative Program response confirmed review and change of terminology re: core and affiliated faculty and courses; confirmed appropriate governance procedures for inclusion of an online delivery course; confirmed they will provide a draft faculty handbook in 2013; confirmed resources review report will be copied to the VPGE upon completion. Admin response is accepted by VPGE. No formal report required although the information requested above should be submitted as noted.

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Jewish Studies Lead Faculty: Faculty of Arts and Science Supporting Unit/s: Centre for Jewish Studies (CJS)	Anthropology, Ph.D. Classics, Ph.D. Drama, Theatre and Performance Studies, Ph.D. English, Ph.D. German Literature, Culture and Theory, Ph.D. History, Ph.D. History of Art, Ph.D. Medieval Studies, Ph.D. Near and Middle Eastern Civilizations, Ph.D. Philosophy, Ph.D. Political Science, Ph.D. Religion, Ph.D. Slavic Languages and Literatures, Ph.D. Sociology, Ph.D.	<p>Strengths: Academic objectives remain sound; administrative flexibility and flexible program requirements enhance the student experience in the program</p> <p>Concerns: Inconsistency with course title (CJS 2000H); self-study noted better preparation required for the interdisciplinary nature of the core seminar (CJS 2000H)</p> <p>Recommendations: The Review Committee recommended planning for better preparation of students taking course CJS 2000H; clarification of the format and title of the core course CJS 2000H</p>	<p>Strengths: According to the self-study, the program is greatly appreciated by students and enhances their academic programs; active roster of visiting scholars and speakers; program has been able to top-up awards to students by providing funding for special initiatives such as conference travel grants</p>	<p>Strengths: Self-identified capacity for growth with a strong continuing demand for the program; robust, well established and growing program</p>	<p>Strengths: The CJS is a strong contributor to the program through administrative support and providing a supportive physical environment for students</p> <p>Note: Comparative Literature, Geography and Linguistics, (Ph.D.) joined the Collaborative Program as participating programs in the renewed MOA</p>	<p>Collaborative Program response outlined plan to provide students with better preparation for CJS 2000H and also confirms format and title of course CJS 2000H.</p> <p>Admin response is accepted by VPGE.</p>