



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs

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DATE: August 26, 2013 for September 17, 2013

AGENDA ITEM: 8

ITEM OF BUSINESS:

Report on the Reviews of Graduate Collaborative Programs: 2012-13

JURISDICTIONAL INFORMATION:

“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]

PREVIOUS ACTION

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 through establishing the authority of the University of Toronto’s Quality Assurance Process (UTQAP).

The scope of the University of Toronto Quality Assurance Process (UTQAP) includes collaborative programs. In line with the COU’s Quality Assurance Framework, the University of Toronto 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 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))

This is the second report on the reviews of graduate collaborative programs to come forward to the Committee on Academic Policy and Programs under the UTQAP.

HIGHLIGHTS:

Six external reviews of collaborative programs were commissioned by the Vice-Provost Graduate Education and Dean of the School of Graduate Studies in 2012-13. The submission to AP&P consists of a table that summarizes the review outcomes, administrative responses and implementation plans for each review.

The overall assessment of the “additional multidisciplinary experience” provided by each of the collaborative programs was positive. The reviews indicate that collaborative programs provide students with access to an array of enriching experiences including unique seminars, lectures and social events, and that there is ongoing and in many cases increasing demand for these collaborative programs. The renewal of the MOA, which is part of this review process, provides an important opportunity to clarify participation in and support for the collaborative programs.

Some reviews raised concerns about common learning experiences and the clarity of program requirements. The reviews made important recommendations on how these matters could be improved. The administrative responses of the collaborative program directors and the Dean of the School of Graduate Studies addressed these issues and others.

FINANCIAL AND/OR PLANNING IMPLICATIONS: n/a

RECOMMENDATION: For Information.

DOCUMENTATION PROVIDED:

Report on the Reviews of Graduate Collaborative Programs: 2012-13

¹ Committee 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/policies/AcaProgs_Units_pdf.htm

³ COU Quality Assurance Framework, page 4. [http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/pdfs-\(1\)/quality-assurance-framework---guide-may-2012](http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/pdfs-(1)/quality-assurance-framework---guide-may-2012)

School of Graduate Studies, University of Toronto
Graduate Collaborative Program Review Summary, 2012-2013

Commissioning Officer: Vice Provost, Graduate Education (VPGE)

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:	Dr. Elizabeth Smyth, Vice-Dean, Programs, School of Graduate Studies and Professor, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education (Chair) Dr. Chris Damaren, Vice Dean, Graduate Studies, Professor, Faculty of Applied Science and Engineering, University of Toronto Dr. Gillian Einstein, Associate Professor, Dalla Lana School of Public Health; Associate Professor, Department of Psychology, Faculty of Arts and Science; Director, Collaborative Program in Women's Health, University of Toronto Dr. Sandy Welsh, Vice-Dean, Graduate Education and Program Reviews, Professor, Department of Sociology, Faculty of Arts and Science, University of Toronto Dr. Elizabeth Campbell, Professor, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto
Review Committee Meeting Date:	May 16, 2013

		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	
Addiction Studies (Master's and Doctoral Level) Lead Faculty: Faculty of Medicine	Anthropology, MA, MSc, PhD Biomedical Engineering, MAsc, PhD Counselling & Clinical Psychology, MA, PhD Criminology, MA, PhD Exercise Sciences, MSc, PhD Information, MI, PhD Medical Science, MSc, PhD Nursing Science, MN, PhD Pharmacology, MSc, PhD Pharmaceutical Sciences, MSc, PhD Psychology, MA, PhD Public Health Sciences, MPH, MSc, PhD	Strengths: Affiliation with well-established research institutions – value-added feature for students. Concerns: The student survey revealed that some students were dissatisfied with the topics of the core course. Recommendations: The Program Committee should review the topics of the core course to ensure they meet both the interdisciplinary goals of the program, and the	Strengths: High quality student papers (as evidenced by submissions for consideration for <i>the Josseau Kalant Memorial Award</i>) affirms the overall academic rigour of the program and demonstrates student intellectual engagement with increased expertise regarding substance abuse in their chosen field; participation in a variety of annual events promotes student engagement and fosters an interdisciplinary learning	Strengths: Unique and highly sought after interdisciplinary program; high interest in program – over 200 enrolments over the last 6 years; high completion rate – 115 graduates in last 6 years. Concerns: High administrative demands on the Collaborative Program Director. Recommendations: The Program Committee should explore how the demands on the CP Director can be	Strengths: Program resources drawn from participating research institutions (supporting units); Unique award opportunities. NOTE: Anthropology (MA, MSc, PhD), Biomedical Engineering (MAsc, PhD), Exercise Sciences (MSc, PhD), Women and Gender Studies (MA) discontinued participation in the collaborative program. Community Health (MScCH)	Collaborative Program response confirmed recommendation to address the demands on the Director with plans to discuss recommendations of a co-director. In addition, the response commented on the recommendation regarding the core course class size and format, noting a preference not to cap enrolment and proposing a strategy to address these matters. VPGE outcome letter suggested the program committee review

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	Social Work, MSW, PhD Sociology, MA, PhD Women and Gender Studies, MA	disciplinary interests of students.	community. Concerns: The student survey noted some dissatisfaction with the large class size in the core course as it impacted student interaction and collaboration. Recommendations: The Program Committee should review the size and format of the core course to ensure that students are receiving an appropriate level of collaboration among fellow students.	ameliorated.	added as new participating program.	this strategy implementation following one academic year. The VPGE admin response is accepted. No report required.
Ancient and Medieval Philosophy (Doctoral Level) Lead Faculty: Faculty of Arts and Science	Classics, PhD Medieval Studies, PhD Philosophy, PhD	Strengths: Core seminar series well received by attendees – attracts international interest from scholars in the field. Concerns: While the Review Committee noted a low completion rate, and a few withdrawals from Philosophy students due to the language requirements of the collaborative program, the Committee acknowledged that the time to completion was in	Strengths: Exceptional training for jobs in the field with highly successful graduates; added value to student's graduate program through well-received annual events, and conferences, that draw a strong network of individuals in the field.	Strengths: Recruitment tool; enrollment has increased over the past 4-5 years and has since remained steady.	Strengths: Strong community of scholars for its students and core faculty members. Concerns: Self-study lacking explicit feedback from participating students and program graduates. Recommendations: To include more explicit evidence of student consultation and feedback in the next self-study review.	Collaborative Program response commented on the recommendation regarding feedback solicited for the self-study and confirmed ample consultation and feedback was completed. In addition, the letter commented on the program's language requirements providing careful consideration and clarification on the matter. The VPGE admin response is

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		<p>line with the larger Philosophy program thus, in spite of the language requirements, the highest number of students were actually drawn from the Philosophy program.</p> <p>Recommendations: Should completion rates not increase as projected, and/or withdrawals increase, the Program Committee should review the program expectations regarding the language requirements.</p>				accepted. No report required.
<p>Book History and Print Culture (Master's and Doctoral Level)</p> <p>Lead Faculty: Faculty of Arts and Science</p>	<p>Classics, MA, PhD Comparative Literature, MA, PhD East Asian Studies, MA, PhD English, MA, PhD French, MA, PhD German Literature, Culture, and Theory, MA, PhD History, MA, PhD History of Art, MA, PhD History and Philosophy of Science and Technology, MA, PhD Information, MI Information Studies, PhD Italian Studies, MA, PhD Medieval Studies, MA, PhD Museum Studies, MMSt</p>	<p>Strengths: Rigorous program requirements well received by the highly qualified individuals in program – feedback from students is extremely positive.</p> <p>Concerns: Attendance at the lecture series as a program requirement is unclear.</p> <p>Recommendations: Program Committee should formalize the lecture series attendance as a program requirement by creating a course code to record this academic activity.</p>	<p>Strengths: Lecture series well attended – draws international scholars in the field; international reputation as a world leader in this field of academic study.</p> <p>Concerns: Although the core course and lecture series seem to be entirely appropriate for the program, the articulation of the direct relationship between what is learned in these requirements, and their applicability to learning outcomes, is not clear.</p>	<p>Strengths: Strong graduation rate; strong employment outcomes; demand and interest for the program continues to grow – evidenced by increasing number of applications; high demand for this collaborative program allows the Program Committee to be selective and admit highly qualified students.</p>	<p>Strengths: Valuable recruitment tool for the University of Toronto.</p>	<p>Collaborative Program response confirmed recommendation to clarify the learning outcomes in a report due by August 31, 2014.</p> <p>The response also addressed the recommendation to formalize the lecture series as a program requirement. The response clarified why, at this time, it is not feasible to formalize as a program requirement.</p> <p>Report Due: August 13, 2014.</p>

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	Music, MA, PhD Religion, MA, PhD Spanish, MA, PhD		Recommendations: Program Committee is required to clarify the learning outcomes.			
Earth Sciences and Physics (Master's and Doctoral Level) Lead Faculty: Faculty of Arts and Science	Earth Sciences, MSc, PhD Physics, MSc, PhD	Strengths: Specialized academic training in geophysics; clear program objectives Concerns: The website has not been updated to reflect the new Collaborative Program name which has been in effect for a year (from Geology to Earth Sciences). Recommendations: The Program Committee should ensure the website, and all program materials are updated to reflect the new name.	Strengths: Graduates of the program are in demand and have had successful job placements; program responds to the research needs of students interested in geophysics, a topic which may not be of focus in home unit.	Strengths: High quality students; demand for the program, at least in the short term, is steady.	Strengths: Commitment of the core faculty members provide students with strong research support, supervision and access to Canadian expertise in geophysics. Concerns: Retiring faculty members, and faculty members potentially changing graduate units, results in a question of the overall viability of the program. Recommendations: The Program Committee should monitor, on an annual basis, the transitions of faculty members and assess the overall viability of continuing to deliver the program.	Collaborative Program response confirmed recommendation to update the program communication materials and to monitor the transition of faculty members and assess the overall viability of continuing to deliver the program. The VPGE admin response is accepted. No report due.
Environment and Health (Master's and Doctoral Level) Lead Faculty: Faculty of	Geography, MA, MSc, PhD Medical Science, MSc, PhD Planning, MScPI, PhD Public Health Sciences, MPH, MSc, PhD	Strengths: Seminar series topics are renewed each year to ensure they remain current and encompass the disciplinary breadth of this field of study;	Strengths: Feedback from graduates of the collaborative program document that it is viewed as an asset. They report that they perceive it as	Concerns: Enrolment is at half of what it was 7 years ago at the time of the last review (down to 7 for 2011-12); future direction of the	Strengths: Strong support from the School of the Environment is ongoing – administrative and other resources are provided;	Collaborative Program response confirmed recommendation to monitor the enrolment numbers. In addition, the response

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Arts and Science	Women and Gender Studies, MA, PhD	seminar series attracts presentations from high quality speakers; Consistent program focus and objectives; a solid core course, a well-attended seminar series, and a wide interdisciplinary breadth drawing students from various backgrounds.	a competitive advantage in obtaining employment in academic, private and public institutions; breadth of quality speakers in seminar series, paired with core course format (guest speaker followed by lively discussion group), develops interdisciplinary understanding of environment and health issues and introduces students to experts from a variety of fields.	program, from a disciplinary and viability perspective, seems absent; interdisciplinary reach is declining, and participation from some graduate units has dropped or is non-existent. Recommendations: Program Committee should review the interdisciplinary focus of the program and consider if this area of study is duplicated in the home unit offerings.	scholarship and award opportunities for students are added-value for those in the collaborative program. Concerns: As the School of the Environment has been involved in a transition and a change in leadership, participation from graduate units and core faculty members may have been affected. Recommendations: Program Committee should monitor enrolment numbers annually, with an eye on the continuing viability of the collaborative program. NOTE: Public Health Sciences (MSc) discontinued participation in the collaborative program. Community Health (MScCH) added as new participating program.	indicated that with the appointment of a new and permanent Director at the School of the Environment, beginning July 1, 2013, addressing the concerns and recommendations within the report will be made a priority. The VPGE admin response is accepted. No report required.
Health Care, Technology, and Place (Doctoral Level)	Biomedical Engineering, PhD English, PhD Health Policy, Management &	Strengths: Seminar series is interdisciplinary and compliments the	Strengths: Graduates are highly successful in obtaining jobs in both academic and	Strengths: Enrolment numbers are strong; well established and currently	Strengths: Program specific scholarship opportunities provide an attractive incentive	Collaborative Program response confirmed recommendation to provide a

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Lead Faculty: Faculty of Medicine	Evaluation, PhD Mechanical and Industrial Engineering, PhD Medical Science, PhD Nursing Science, PhD Pharmaceutical Sciences, PhD Public Health Sciences, PhD Rehabilitation Science, PhD Social Work, PhD	<p>interdisciplinary community of students and scholars affiliated with this program.</p> <p>Concerns: The Review Committee noted a lack of common learning experience – the seminar series is not formalized as a program requirement, nor is there a core course.</p> <p>Recommendations: The Program Committee should include more explicit evidence of student feedback in the next self-study review; Program Committee should formalize the seminar series attendance as a program requirement by creating a course code to record this academic activity. Program Committee should also consider the creation of a core course.</p>	<p>research settings; comprehensive program supports students both in their graduate studies, and beyond to their professional careers; access to high quality student career workshops and professional development series supported by the CIHR grant, help prepare graduate to be highly successful in future careers.</p> <p>Concerns: The future academic and disciplinary direction for the program is unclear.</p> <p>Recommendations: Program Committee should consider plans for future academic focus of the program.</p>	<p>substantially funded program is a valuable offering for graduate students.</p>	<p>to students; the co-mentorship, community of scholars and post-doctoral fellows, make this a unique learning opportunity for students in the program.</p> <p>Concerns: Program funding will expire in 2014, and new source of funding has not been identified.</p> <p>Recommendations: Program Committee is required to provide a report to include an update on the funding of the program. Should funding not be secured, admissions must cease. Should admissions cease, a plan for supporting students currently enrolled is required.</p>	<p>report on funding by December 16, 2013 and to cease admissions should funding not be secured by this date. The response also confirmed the recommendations to formalize the seminar series and develop a core course for the program. Response also confirms plan to consider plans for the future academic focus of the program and for committing to provide more explicit student feedback in the next review.</p> <p>Report Due: December 16, 2013.</p>