

FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs

CONTACT INFO: (416) 978-2122, vp.academicprograms@utoronto.ca

PRESENTER: See above

CONTACT INFO:

DATE: April 27, 2016 for May 10, 2016

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Report on the Reviews of Graduate Collaborative Programs: 2015-16

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 10, 2016)**

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 the fall of 2015 the *Collaborative Program Guidelines*⁴ were revised, which established the lead Dean of the Collaborative Program as the review Commissioning Officer; previously the Vice-Provost, Graduate Research and Education and Dean of the School of Graduate Studies commissioned collaborative program reviews. 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 12, 2015.

HIGHLIGHTS:

Two external reviews of collaborative programs commissioned by the lead Dean of the Collaborative Programs were conducted in 2015-16. These include one collaborative program led by the Dalla Lana School of Public Health (Global Health) and one led by OISE (Workplace Learning and Social Change). The submission to the AP&P consists of a table containing a summary of the review outcomes..

Overall, the reviews indicate that the collaborative program requirements are clear, relevant, and appropriate. Specifically, core course content is adequately evolving to meet student, faculty, and disciplinary evolution. Additional academic activities provide opportunities for student attainment of learning outcomes within interdisciplinary environments, and there is consistent demand and support for the programs.

Both Collaborative Programs reviewed highlight that enrolment is not evenly distributed across all participating units. The lead Faculties will continue to monitor enrolment from participating programs, and assess imbalances as needed. 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. In both reviews, all affiliated units have committed to continue to provide support for the collaborative programs.

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/>

⁴Collaborative Program Guidelines. <http://vpacademic.utoronto.ca/wp-content/uploads/2015/09/cp-guidelines.pdf>

DOCUMENTATION PROVIDED:

- Graduate Collaborative Program Review Summary, 2015-2016

University of Toronto
Graduate Collaborative Program Review Summary, 2015-16
 Collaborative Programs Reviews are Commissioned by the Dean of the Lead Faculty

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.

Collaborative Program & Lead Faculty	Participating Programs & Degrees	Appropriateness of Collaborative Program Requirements	Vitality of Collaborative Program	Other Strengths or Challenges Identified	Review Outcome
Global Health Lead Faculty: Dalla Lana School of Public Health ¹ Date of Summary Assessment Report: April 15, 2016	Anthropology, Ph.D. Chemical Engineering & Applied Chemistry, Ph.D. Dentistry, Ph.D. Geography, Ph.D. Health Policy, Management and Evaluation, Ph.D. Law, S.J.D. Management, Ph.D. Medical Science, Ph.D. Nursing Science, Ph.D. Pharmaceutical Science, Ph.D. Planning, Ph.D. Political Science, Ph.D. Public Health Sciences, Ph.D. Rehabilitation Science, Ph.D.	Minor modifications to the CP requirements in 2015-16 aim to allow students to complete the CP requirements more efficiently alongside home degree program requirements, while still ensuring the integrity of the CP learning outcomes. Additionally, an expanded course list reflects the diversity of offerings in global health from across the university. It is noted that the success of these changes will be tracked and assessed.	There is positive consensus from students, core faculty, and participating program Deans, regarding the need for graduate level multi-disciplinary global health training. Student interest remains steady, although unbalanced across participating programs. Some faculty expressed interest in a defining a clearer academic focus and program mission, which may increase faculty investment in the CP operations.	The lead Dean notes the CP has continuously self-assessed to tackle internal and external challenges, and evolved to meet varying student and faculty needs and disciplinary interests. A next step will be determining relationships with new institutes, including the Institute for Global Health, Equity, and Innovation. Further, the CP may consider adding a master's stream, and should evaluate the limited involvement from some participating units.	MOA is recommended for renewal. The lead Dean has called for a follow-up strategic planning process in 2016-17 to specify: academic focus, mission, relationships with new Institutes, the possibility of a master's stream, and the list of participating programs.
Workplace Learning and Social Change Lead Faculty: OISE Date of Summary Assessment Report: March 7, 2016	Adult Education and Community Development, M.A., M.Ed., Ph.D. Industrial Relations and Human Resources, M.I.R.H.R., Ph.D. Rehabilitation Science, M.Sc., Ph.D. Social Justice Education, M.A., M.Ed., Ph.D., Ed.D. Women and Gender Studies, M.A., Ph.D.	The CP course requirements, and additional learning opportunities such as seminar series, are well established and continue to meet the CP objectives and learning outcomes.	The CP has a well-defined academic focus, and continued student interest and demand. However, student enrolment is not balanced across participating programs, and consists mainly of M.Ed. students, with modest doctoral enrolment. Despite limited student enrolment from some participating programs, continued participation has been confirmed from all programs.	Core faculty, and links with OISE research centres, continue to provide a depth of research and teaching expertise.	MOA is recommended for renewal.

¹ Transferred from the Faculty of Medicine effective January 1, 2015.