



FOR INFORMATION

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OPEN SESSION

TO: Committee on Academic Policy and Programs

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DATE: December 13, 2016 for January 10, 2017

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Graduate Collaborative Programs, 2016-17

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] (January 10, 2017)

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))

An annual Report on the Reviews of Graduate Collaborative Programs was previously submitted to the AP&P on May 10, 2016.

HIGHLIGHTS:

Two external reviews of collaborative programs commissioned by the lead Dean of the Collaborative Programs were conducted for Cycle 3 of 2016-17⁵. Both collaborative programs are led by the Dalla Lana School of Public Health: the Collaborative Program in Aboriginal Health, and the Collaborative Program in Bioethics. The submission to the AP&P consists of a table containing a summary of the review outcomes.

Overall, the reviews indicate that both collaborative program requirements are clear, relevant, and appropriate. Each collaborative program also identified an interest in expanding the course list to include an additional variety of courses, especially more advanced courses, in their respective disciplinary focus.

In terms of vitality, both Collaborative Programs reviewed confirm that enrolment is overall steady and highlight additional promotional efforts to continue healthy enrolment. The Collaborative Program in Aboriginal Health notes some concerns with financial and administrative resources, which may be of concern to vitality. The Collaborative Program in

Bioethics highlighted that core faculty retirements, limited student funding, and the loss of student space, are resulting in some vitality challenges. No other major challenges or concerns were raised in either review.

The renewal of the MOAs, which is part of this review process, was recommended in both cases. In addition to the MOA renewal, the lead Dean has recommended a follow-up report be provided to him for the Collaborative Program in Bioethics. This follow-up is not required to be received for information by AP&P.

FINANCIAL IMPLICATIONS:

There are no financial implications.

RECOMMENDATION:

For information.

DOCUMENTATION PROVIDED:

Semi-Annual Report on Graduate Collaborative Program Review Summary, 2016-2017

University of Toronto
Semi-Annual Report on Graduate Collaborative Program Review Summary, Cycle 3, 2016-17
 Collaborative Programs Reviews are Commissioned by the Dean of the Lead Faculty

Collaborative Program (CP) 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" *Quality Assurance Framework* (definition from the 2012 version of the *Framework*, updated in October, 2016, post commissioning of reviews).

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
Aboriginal Health Lead Faculty: Dalla Lana School of Public Health ¹ Date of Summary Assessment Report: December 1, 2016	Adult Education and Community Development, M.A., M.Ed., Ph.D. Anthropology, M.A., M.Sc., Ph.D. Counselling and Clinical Psychology, M.A., Ph.D. Counselling Psychology, M.Ed., Ed.D. Geography, M.A., Ph.D. Medical Science, M.Sc., Ph.D. Nutritional Sciences, M.Sc., Ph.D. Public Health Sciences, M.P.H., Ph.D. Social Justice Education, M.A., M.Ed., Ed.D., Ph.D.	The program requirements, which include a seminar series and selection of a core course, expose students to a more advanced and focussed study of Aboriginal Health. Students have the opportunity to learn from a larger core faculty base, and gain experience with diverse methodological approaches and philosophical orientations within the area of Aboriginal Health. The program requirements were deemed appropriate, but it was suggested that additional courses, which also focus on Aboriginal Health, could be added to the course list.	Enrolment overall is steady, however, often fluctuates from year to year. It is anticipated that enrolment may increase soon given the University's commitment to act on recommendations of the Truth and Reconciliation Commission of Canada, and the development of the Waakeniness-Bryce Institute for Indigenous Health (and EDU:C) at the DLSPH. An outreach letter to students in all participating home degree programs is planned to encourage additional enrolments.	The self-study identified that the Collaborative Program has historically operated with limited administrative and financial resources. The need to obtain additional resources has been noted as an existing and projected future challenge.	MOA is recommended for renewal. Lead Dean has requested a follow-up report in 2016-17 to outline the development of strategic partnerships with: participating programs, new and ongoing University initiatives, and the Waakebiness-Bryce Institute for Indigenous Health.

¹ Transferred from the Faculty of Medicine effective January 1, 2016.

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Collaborative Program & Lead Faculty	Participating Programs & Degrees	Appropriateness of Collaborative Program Requirements	Vitality of Collaborative Program	Other Strengths or Challenges Identified	Review Outcome
<p>Bioethics</p> <p>Lead Faculty: Dalla Lana School of Public Health²</p> <p>Date of Summary Assessment Report: December 1, 2016</p>	<p>Health Administration, M.H.Sc. Health Policy, Management and Evaluation, M.Sc., Ph.D. Law, L.L.M., S.J.D. Medical Science, M.Sc., Ph.D. Nursing Science, M.N., Ph.D. Pharmaceutical Sciences, M.Sc., Ph.D. Philosophy, M.A., Ph.D. Public Health Sciences, M.P.H., M.Sc., Ph.D. Rehabilitation Science, M.Sc., Ph.D. Religion, M.A., Ph.D. Social Work, Ph.D. Women and Gender Studies, M.A.</p>	<p>The program requirements were updated in 2012 to facilitate student completion, enhance flexibility of learning, and to provide students with formal participation opportunities within the bioethics community. Students continue to complete a core course, a bioethics elective (0.5 FCE), and participate in the seminar series. No issues with the updated requirements are reported, however, there is interest in developing more advanced bioethics course options for students with existing disciplinary background in bioethics.</p>	<p>Participation in the Collaborative Program is consistent and strong with at least one student from each participating home degree program enrolled each year. There are solid promotional efforts in place including a dedicated website, a promotional flyer, and additional information provided on home degree program websites.</p>	<p>Recent and planned retirements of core faculty has been identified as a challenge, as well as the recruitment of a new Director. The self-study notes increasing faculty engagement will be important. Additional challenges identified include: limited student funding and the loss of student workspace. The Collaborative Program plans to seek additional student funding as part of the DLSPH advancement campaign, and is increasing the use of their virtual community to alleviate space issues.</p>	<p>MOA is recommended for renewal.</p>

² Transferred from the Faculty of Medicine for the 2015-16 academic year.