

FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

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PRESENTER: See Sponsor
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DATE: April 22, 2019 for May 8, 2019

AGENDA ITEM: **Item Number XX**

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Graduate Collaborative Specializations: 2018-19

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.”

GOVERNANCE PATH:

1. **Committee on Academic Policy and Programs** [For Information] (May 8, 2019)

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. 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 specializations. In line with the [QAF](#), the University understands a collaborative specialization to be “an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements of one of a number of approved masters and/or PhD 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 Specialization. The degree conferred is that of the home program. The completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization.” The learning outcomes of a collaborative specialization are in addition to those supported by the home program.

In the fall of 2015 the [Guidelines](#) governing these offerings were revised, establishing the lead Dean of the collaborative specialization 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 specializations, their review process focuses on the quality of the “additional multidisciplinary experience” that collaborative specializations provide, over and above the experience associated with the home program. Reviews emphasize elements that are critical to determining ongoing quality of collaborative specializations 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 Semi-Annual Report on the Reviews of Graduate Collaborative Specializations was previously submitted to the AP&P on May 10, 2018.

HIGHLIGHTS:

Two (2) external reviews of collaborative specializations commissioned by the lead Dean of each collaborative specialization were conducted in 2018-19. These reviews include one collaborative specialization led by the Factor-Inwentash Faculty of Social Work (Aging, Palliative and Supportive Care Across the Life Course), and one led by OISE (Comparative, International and Development Education). The submission to the AP&P consists of a table containing a summary of the review outcomes.

The review of the Collaborative Specialization in Aging, Palliative and Supportive Care Across the Life Course confirmed the appropriateness of the program requirements and the steady demand for the collaborative specialization. The challenge of student demand for additional course options was identified, and this has been addressed with the addition of specialization

electives. Overall, the collaborative specialization was deemed a unique program with many strengths, and the MOA was recommended for renewal.

The review of the Collaborative Specialization in Comparative, International and Development Education (CIDE) confirmed that the program has clearly identified objectives, supported by clear and appropriate requirements. It remains one of U of T's largest collaborative specializations, serving more than 180 students annually, and engaging over 45 faculty members. Overall, there is sustained enthusiasm for the collaborative specialization, and the MOA was recommended for renewal.

FINANCIAL IMPLICATIONS:

There are no financial implications.

RECOMMENDATION:

For information.

DOCUMENTATION PROVIDED:

- Semi-Annual Report on the Reviews of Graduate Collaborative Specializations:2018-2019