

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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<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.