***Brief for the Periodic Appraisal of the***

***MA / MSc and PhD in***

***Collaborative Specialization***

***Submitted to the***

***Senate Subcommittee on Program Review – Graduate Western University***

***Date***

*This document is confidential to the review process…*

**VOLUME 1**

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# INTRODUCTION

## *Brief Overview of Collaborative Specialization*

*A Collaborative Specialization is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for 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, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree.*

*Students are registered in the participating degree program, meeting the requirements of the participating program as well as those of the collaborative program.*

*A Collaborative Specialization must have:*

* *At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student’s home program.*
* *Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master’s programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.*
* *Only core faculty that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).*
* *In place appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met1*
* Describe your collaborative specialization. Comment on your field identity (e.g. how would you describe your field to potential students)
* Collaborative Specialization History (e.g. how long have you been in existence)
* Identify the graduate programs and degrees participating in the collaborative field
	+ Include copies of Memoranda of Understanding for each participating program (MOU’s)

1 [(http://oucqa.ca/framework/1-6-definitions/)](http://oucqa.ca/framework/1-6-definitions/%29)

* + Note any unique opportunities through partnerships with other departments or units;
* Vision statement going forward
* Include links to your field’s websites and any social networking pages
* Include link to Western’s Strategic Plan <http://president.uwo.ca/strategic_planning/index.html>

## *Unique and Innovative Features*

* Note if the collaborative field is accredited by a professional body
* Note any special training opportunities or internships available to students

## *Ongoing Collaborative Specialization Evaluation and Redesign Process*

Graduate Collaborative Specialization Structure

* Describe the structure that supports the collaborative specialization; include a description of the composition and responsibilities of the graduate collaborative specialization committee. How is the chair accountable to participating programs? What is the mechanism for engaging and communicating with participating programs?
* Describe the consultation that occurs to maintain the delivery of the program. For example, describe the consultation with participating programs and Faculties to ensure ongoing delivery of courses and effective supervision of students. Include any discussion regarding the inclusion of additional participating programs.

Processes for Ongoing Evaluation

* Explain the self-study processes your collaborative specialization uses to assess and review curriculum design on an ongoing basis. For example, outline/describe any annual retreats, surveys, meetings, focus groups that the collaborative field undertakes to review and assess itself.

Summary of Current Self-Study

* Describe the method and results of your current self-study.

## *Professional Development Contribution*

* Comment on your collaborative specialization’s view of the importance of professional development to your students today (e.g. describe the job markets your collaborative field strives to prepare students for)
* Comment on your collaborative specialization’s commitment to supporting the professional development of your students
* Explain
	+ the professional development opportunities embedded in your collaborative field curriculum (e.g. milestones),
	+ opportunities offered within your collaborative field (e.g. speaker series, conference funding), and
	+ whether your field supports student engagement in broader professional development opportunities offered at Western and beyond (e.g. Own Your Future, TSC, MyGradSkills.ca etc)

## *Review Concerns Expressed in Previous Appraisal and Actions Taken*

* Address concerns expressed in the previous review. Identify each concern and the action taken to address it. If no concerns were expressed, note this in this section.

## *Specialization Innovations and Modifications*

Describe Collaborative Specialization Innovation(s) and Modification(s) since the last Review

* Provide a summary of major and minor modifications approved since the last review. (include in appendix)
* SGPS will provide all the major and minor modifications that have been approved.

Describe Collaborative Specialization Innovation(s) and Modification(s) proposed in this Review

* Identify any modifications being proposed in this review
	+ A brief description of the proposed modification
	+ A brief description of the rationale for the modification (e.g., explain how the collaborative Specialization will be improved and/or how students will benefit from the proposed modification)
	+ A description of the current state of the collaborative field (in terms of the aspect under consideration); and a comparison to what the field will look like after the modification, highlighting the changes

|  |  |
| --- | --- |
| Current Collaborative Field | Proposed changes |
|  |  |

* + The timeline for introducing the modification
	+ An explanation of how current student will be affected by the modification and a plan for ensuring current students are not negatively affected by the change
	+ A description of how the modification may affect any other programs and students in other programs (e.g., how the modification may affect students in their core program)

o Evidence that all appropriate consultation has taken place (e.g., any affected programs)

**GDLES, Collaborative Field Level Learning Outcomes, and Methods for Supporting and Evaluating GDLEs**

* Articulate the Collaborative Field learning outcomes aligned with each Graduate Degree Level Expectations ([GDLE](http://oucqa.ca/framework/appendix-1/)) at the **Master’s and Doctoral level**.
1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity / Autonomy
5. Level of Communication Skills
6. Awareness of Limits of Knowledge
* Work with Teaching Support Centre to develop appropriate collaborative field level learning outcomes
* List the collaborative field Level Learning Outcomes and Describe the Methods for Supporting and Evaluating Each GDLE
* Use a separate table for master’s and doctoral level expectations if relevant.

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| ***Ontario Graduate Degree Level Expectations*** | ***Collaborative Field-level Learning Outcomes*** | ***How does the Collaborative field support achievement of each GDLE?*** | ***How does the Collaborative field evaluate the achievement of each GDLE?*** |
| 1. Depth & Breadth of Knowledge | 1. Evaluate and demonstrate the effectiveness of user- centered information systems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate. (LIS Western)
2. produce and defend an original significant contribution to knowledge (Oregon State University<http://gradschool.oregonstate.edu/faculty/program-> assessment)
3. construct original historical arguments based on primary source material research [(htt](http://www.uwyo.edu/history/learning-outcomes/%29)p[://www.uwyo.edu/history/learning-outcomes/)](http://www.uwyo.edu/history/learning-outcomes/%29)
4. evaluate and integrate information and points of view from contrasting sources (modified from music Western)
 |  |  |
| 2. Research & Scholarship | 1. Critically apply theories, methodologies and knowledge to address fundamental questions in their primary area of study (Washington State University (https://gradschool.wsu.edu/student-learning-outcomes-ph-d/)
2. engage with a range of research in their field, contributing to larger scholarly conversations (Music Western)
 |  |  |
| 3. Level of Application of Knowledge | 1. accurately describe works of art, balancing consideration of artist’s intention with viewer’s response, and contextualizing the work in question [(htt](http://www.sva.edu/about/academic-affairs/program-level-)p[://www.sva.edu/about/academic-affairs/program-level-](http://www.sva.edu/about/academic-affairs/program-level-) learning-outcomes-graduate)
2. conduct research that applies existing knowledge to
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| ***Ontario Graduate Degree Level Expectations*** | ***Collaborative Field-level Learning Outcomes*** | ***How does the Collaborative field support achievement of each GDLE?*** | ***How does the Collaborative field evaluate the achievement of each GDLE?*** |
|  | the critical analysis of new research questions or issues, or to familiar research questions in a new setting |  |  |
| 4. Professional Capacity / Autonomy | 1. convey a broad understanding of historical material suitable for teaching([http://www.uwyo.edu/history/learning-](http://www.uwyo.edu/history/learning-outcomes/) [outcomes/](http://www.uwyo.edu/history/learning-outcomes/))
2. Conduct research that meets the ethical standards in biology and their sub-discipline, including proper attribution, data integrity, and respectful treatment of colleagues and ethical treatment of animals and the environment. (Western biology learning outcomes)
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| 5. Level of Communication Skills | 1. Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism. (Washington State University (https://gradschool.wsu.edu/student-learning- outcomes-ph-d/)
2. Write in a distinctive, clear, forceful, and jargon-free prose style that reflects fluency in fundamental principles and practices of critical writing (modified from<http://www.sva.edu/about/academic-affairs/program-level-> learning-outcomes-graduate)
 |  |  |
| 6. Awareness of Limits of Knowledge | 1. Explain, analyse and interpret professional and scholarly literature, research data and information resources to articulate their implications for LIS and related fields of knowledge and practice.
2. Explain and discuss their specific biological research
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| ***Ontario Graduate Degree Level Expectations*** | ***Collaborative Field-level Learning Outcomes*** | ***How does the Collaborative field support achievement of each GDLE?*** | ***How does the Collaborative field evaluate the achievement of each GDLE?*** |
|  | with a member of a related sub-discipline, and respond productively to constructive criticism.c) Appreciate multiple intellectual viewpoints and ways of knowing, and understand how these produce an awareness of the limits of knowledge offered by any specific discourse. (modified from Music Western) |  |  |

Collaborative field Design Components (required, mandatory and optional courses, milestones and thesis/OIP/MRP etc) aligned with Collaborative field-Level Learning Outcomes and GDLES

* List each Collaborative field design components’ learning outcomes and indicate which Collaborative field learning outcome(s) and GDLE(s) that is fulfilled.
* Use a separate table for master’s and doctoral level

## *Research and Scholarly Development Facilities*

Include a description of the facilities available to support the research of students. Include an overview of major equipment and other resources available to students for research and describe any commitments or plans (if any) for major research facilities and/or equipment during the next eight years.

## *Space*

Describe any space that is dedicated to the students. Indicate the primary location. (i.e., the building where the program office is located) and the location of space that is dedicated to the specialization. Describe the general workspace and any office space available to the students in the program. Include any particular space resources not already included in the sections above. Describe any “common” space for students, staff and faculty that supports community development within the collaborative field.

## *Administrative Support*

Describe the administrative support dedicated to the collaborative specialization. Indicate the level of support and the general responsibilities of the administrative support staff.

# RECRUITMENT AND ADMISSION

## *Recruitment Strategy*

* Describe your recruitment strategy and communication plan as relevant (see SGPS recruitment portal and instructions for creating communication plans)
* Identify and comment on recruitment challenges

## *Collaborative Specialization Admission Requirements*

* Provide your Collaborative Specialization specific admission requirements for each degree

# TIMELINE AND PROGRESSION

## *Degree Timeline*

* Lay out the temporal sequencing of your Collaborative Specialization design components over your Collaborative Specialization duration in the table attached (by degree /program if relevant).
* Describe how the timeline is altered for part-time students if relevant

## *Progression Requirements*

* Explain your Collaborative Specialization progression requirements
* Describe your process for evaluating student progress in your Collaborative Specialization
* How is the students’ progress in the collaborative specialization communicated to the students home program (e.g. accounted for in the students annual progress evaluation)
* How is compliance with specific requirements evaluated
	+ Provide clear and explicit requirements for each participating program and degree.
	+ *In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master’s programs, at least 30% of the courses must be in the area of specialization including the core course offered by the collaborative specialization. Courses in the area of specialization may be considered electives in the home program.*

# FACULTY MEMBERS IN THE COLLABORATIVE FIELD

Table 1 lists the faculty members involved in the collaborative field, identifies their home unit, SGPS membership level, gender and indicates the current number of students registered in the collaborative specialization supervised.

Describe the composition of the faculty, its appropriateness for offering the collaborative field.

Comment on the professional credentials of faculty members as relevant to the collaborative field. Note the number or proportion of faculty who have professional credentials or expertise relevant to the program. A short CV for each faculty member or paragraph describing their expertise and experience in this field is required. Please include this as a separate document titled Volume two.

Comment on the distribution of responsibilities across the home units. Comment on involvement of non-tenure track members of the program.

## *Commitment of Faculty Members from Other Programs and/or Other Institutions*

As collaborative programs rely on the contributions of faculty members from various programs (e.g., if required courses are taught by faculty members from a number of programs programs/departments), an indication of ongoing commitment of such contributions is required. Evidence of ongoing commitment could include letters of support from the Department Chairs and/or Deans of the faculty members from other programs.

**TABLE 1** - SGPS will supply the table template and member details; the Program will indicate professional credentials/expertise.

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| **Faculty Members in the Collaborative Specialization** |
| **Faculty Name** | **Rank** | **Gender** | **Home Unit1** | **SGPS membership level2** | **Nbr of Students Supervised3** | **Professional Credential / Expertise** |
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1 The budget unit paying the salary: department, school, research centre, institute or other.

2 The level of SGPS Membership held by the faculty member for the collaborative specialization under review.

3 Nbr of Students Supervised is defined as the total number of students/scholars supervised in the collaborative specialization under review at January 2018. For reporting purposes, supervision of one student is assigned a value of 1. Co or joint supervision of one student is assigned a value of 0.5.

**GRADUATE COURSES OFFERED BY THE COLLABORATIVE SPECIALIZATION**

Table 2 lists all courses offered by the collaborative specialization over the past three years. It is expected that the program provides a regular offering of courses, enabling students to meet their requirements within the expected timeframe of their program of study. Comment on how the course offerings listed in table 2 meet this expectation.

**Table 2** - Completed by the SGPS

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| **Courses Offered by the Collaborative Specialization in the Past Three Years** |
| **Course Code** | **Course Instructor (Faculty Member)** | **2014-151** | **2015-161** | **2016-171** |
| **Course Enrollment by Student Type** | **Course Enrollment by Student Type** | **Course Enrollment by Student Type** |
| **Grad in Collab2** | **Other Grads3** | **Undergrad4** | **Grad in Collab2** | **Other Grads3** | **Undergrad4** | **Grad in Collab2** | **Other Grads3** | **Undergrad4** |
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1 Year is defined as academic year, September 1 to August 31

2 Grads in Collab is defined as the number of students enrolled in the course who are registered in the collaborative specialization under review

3 Other Grads is defined as the number of students enrolled in the course who are not registered in the collaborative specialization

4 Undergrads is defined as the number of undergraduate students enrolled in the course

**ENROLMENT AND COMPLETION SUMMARIES**

## *Collaborative Program Enrolments*

The table below provides the enrolments for both master’s and doctoral students over the past eight years based on point of entry into the collaborative program. Describe the program enrolment over the review period and if there have been enrolment changes in the past, explain what contributed to the changes.

**Table 3** – Enrolments – Completed by SGPS

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| Collaborative Specialization Enrolments |
| **Academic Level** | **Academic Year1** | **Participating Graduate Programs** |
| **“A”** | **“B”** | **“C”** | **“D”** | **“E”** | **Total** |
| Masters | 2009-10 |  |  |  |  |  |  |
|  2010-11  |  |  |  |  |  |  |
| 2011-12 |  |  |  |  |  |  |
|  2012-13  |  |  |  |  |  |  |
| 2013-14 |  |  |  |  |  |  |
|  2014-15  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
|  2016-17  |  |  |  |  |  |  |
| Doctoral | 2009-10 |  |  |  |  |  |  |
|  2010-11  |  |  |  |  |  |  |
| 2011-12 |  |  |  |  |  |  |
|  2012-13  |  |  |  |  |  |  |
| 2013-14 |  |  |  |  |  |  |
|  2014-15  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
|  2016-17  |  |  |  |  |  |  |
| All Students | 2009-10 |  |  |  |  |  |  |
|  2010-11  |  |  |  |  |  |  |
| 2011-12 |  |  |  |  |  |  |
|  2012-13  |  |  |  |  |  |  |
| 2013-14 |  |  |  |  |  |  |
|  2014-15  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
|  2016-17  |  |  |  |  |  |  |

1 Year is defined as academic year, September 1 to August 31

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## *Time to Completion*

Table 4 lists the number of students who have completed each degree (i.e., Masters, PhD) in the collaborative specialization from each participating graduate program and the average time to completion. Describe how the time to completion in the Collaborative Specialization compares to time to completion for students in the corresponding participating program who did not participate in the Collaborative Specialization.

**Table 4** – Completed by SGPS

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| Time to Completion Comparison of Collaborative Program and Home Program - 2011-12 to 2016-17 |
| **Participating Program1** | **Time to Completion Metrics2** | **Masters** | **Doctoral** |
| **Collaborative Specialization3** | **Home Program Only4** | **Collaborative Specialization3** | **Home Program Only4** |
| A | Students in Cohort |  |  |  |  |
| Average Time to Completion (Yrs) |  |  |  |  |
| Min/Max Time to Completion (Yrs) |  |  |  |  |
| B | Students in Cohort |  |  |  |  |
| Average Time to Completion (Yrs) |  |  |  |  |
| Min/Max Time to Completion (Yrs) |  |  |  |  |
| C | Students in Cohort |  |  |  |  |
| Average Time to Completion (Yrs) |  |  |  |  |
| Min/Max Time to Completion (Yrs) |  |  |  |  |

1 Approved program participating in the collaborative specialization and the student's home program of registration

2 Reported by exit cohort for students completing their degree between Sep 1, 2011 and Aug 31, 2017

3 Students who participated in the collaborative specialization and have completed their degree

4 Students enrolled in the home program, and not participating in the collaborative specialization, who have completed their degree

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## *Projected Graduate Intake and Enrolments*

* Describe patterns or changes in past enrolment, such as expansion of the collaborative field.
* Describe any intentions to change the size of the collaborative field over the next four years.

**Table 10 –** Completed by Collaborative Specialization

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| **Projected Intake and Enrolments - Masters and Doctoral Level** |
| **Year** | **Level** | **Full-time** | **Part-time** | **Total Enrolment** |
| **New** | **Enrolment** | **New** | **Enrolment** |
| 2018-19 | Master's |  |  |  |  |  |
| Doctoral |  |  |  |  |  |
| 2019-20 | Master's |  |  |  |  |  |
| Doctoral |  |  |  |  |  |
| 2020-21 | Master's |  |  |  |  |  |
| Doctoral |  |  |  |  |  |
| 2021-22 | Master's |  |  |  |  |  |
| Doctoral |  |  |  |  |  |