

FACTOR-INWENTASH FACULTY OF SOCIAL WORK

Self-Study 2009-2014

Commissioned by the Provost in September 2013 as part of the University of Toronto, Quality Assurance Process (UTQAP)

Dean Faye Mishna
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UNIVERSITY OF
TORONTO

FACTOR-INWENTASH
FACULTY OF SOCIAL WORK

Table of Contents

INTRODUCTION

Accreditation Review of M.S.W. Program.....	8
Academic Plan.....	8

1. ACADEMIC PROGRAMS

Self-Study Process	12
M.S.W. Program	15
Introduction & Objectives	15
Program of Study: Year 1 of the Two-Year M.S.W. Full-Time Program (Students with a BA/BSc Degree)	18
Program of Study: Year 2 of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing (Students Entering with a B.S.W. Degree)	22
Admission Requirements	23
Recruitment.....	24
Curriculum and Program Delivery	27
Teaching and Assessing Student Learning using Simulation	31
Collaborative Graduate Programs	36
Combined Degree Programs	36
Student Funding.....	37
M.S.W. Practicum [Student Learning Beyond the Classroom]	40
M.S.W. Program Quality Indicators	55
M.S.W. Course Evaluations	57
M.S.W. Exit Surveys	61
Ph.D. Program	
Introduction and Objectives.....	64
Admission Requirements	64
Curriculum and Program Delivery	67
Evidence of Innovation.....	71
Assessment of Learning.....	72
Quality Indicators	72
Student Funding.....	74
Advanced Diploma in Social Service Administration	
Introduction and Objectives.....	79
Admissions Requirements	79
Curriculum and Program Delivery	80
Evidence of Innovation.....	82
Assessment of Learning.....	82
Quality Indicators	82
Challenges	84

2. RESEARCH	
Scope, quality and relevance of faculty research activities	86
Grant and Contract Submissions	90
Scholarly Productivity: Publications.....	91
Appropriateness of Activity Level Relative to National / International Comparators.....	91
Appropriateness of Research Activities for Students in the Faculty	99
3. RELATIONSHIPS	
Internal Relationships: Faculty Climate and Student Experience	102
Collaborations.....	106
External Relationships.....	108
Self-Study Consultations.....	109
4. ORGANIZATIONAL AND FINANCIAL STRUCTURE	
Governance Structure	114
Organizational Chart	116
Faculty	116
Practicum Appointments	121
Administrative Staff.....	121
Advancement Office	122
Financial Structure.....	123
Report on Self-Funded Units: Continuing Education	130
Long-Range Budget Projections	133
Space Profile	134
Information Technology Resources	137
Library Services.....	139
School of Graduate Studies - Student Support Spaces.....	142
5. LONG-RANGE PLANNING CHALLENGES	
M.S.W. Program	144
Recruitment	144
Field Education/Practicum.....	145
Ph.D. Program	145
International Relations.....	146
General.....	147
6. PREVIOUS REVIEW RECOMMENDATIONS	
OCGS Consultants' Report	150
The External Reviewer's Report.....	153
APPENDICES	154
SUPPLEMENTARY INFORMATION	156

Factor-Inwentash Faculty of Social Work

Self-Study 2009-2014

INTRODUCTION

Established in 1914 as the Department of Social Service, the Factor-Inwentash Faculty of Social Work (FIFSW) at the University of Toronto is Canada's oldest school of social work. Initially known as the Department of Social Services, it was renamed the School of Social Work in 1941, the Faculty of Social Work in 1972, and the Factor-Inwentash Faculty of Social Work in 2007. The School granted diplomas until 1946, and then offered a B.S.W. degree for one year of study post B.A., and the M.S.W. for two years of study post B.A. The B.S.W. degree program was discontinued in 1966.

At the time of the founding of this Faculty, social work was an emerging profession, rising out of the "charity organization movement" that was growing at an unprecedented rate. Interventions and programs, while well-intentioned, were poorly organized, inefficient, and lacked central administration. Advancements in social work education were clearly needed. The establishment of Social Work at the University of Toronto was followed by McGill (1918), by the University of British Columbia (1928), and in the early 1940s by the University of Manitoba and Dalhousie University. In the early 1950s, Social Work at the University of Toronto provided leadership in responding to the critical need for advanced graduate education in social work by inaugurating Canada's first doctoral degree in social work. Until the 1980s, the University of Toronto was the only Canadian school producing social work doctoral graduates. Graduates of our doctoral program were consequently a primary source of faculty members for the new social work departments and schools that were to proliferate across the country during a remarkable thirty-year period of growth in this field following World War II.

The Factor-Inwentash Faculty of Social Work at the University of Toronto is ranked as one of North America's top five social work schools in productivity. At present, the FIFSW is distinguished by its emphasis on the integration of research and practice (including direct practice and policy) in both the classroom and its practicum education. Teaching in the Faculty is enriched by the internationally recognized research of faculty members which is designed to help governments, agencies and communities effectively address real world challenges. Our research influences government policies at both the provincial and federal levels. We have strong partnerships with over 400 community agencies, including collaborative research projects with many of these organizations. Our graduates continue to make significant contributions to the communities where they live and to society as a whole.

Over the last five years the FIFSW has been successful in a number of areas. Enhancing the Faculty climate and the student experience is a priority, specifically developing a sustainable approach to fostering inclusion in the Faculty, and providing effective, engaging and stimulating teaching/learning. We pay a great deal of attention to the quality of student life in our Faculty, with a particular focus on addressing diversity and equity. We aim to complement the explicit curriculum by creating an environment which highlights values, attitudes, knowledge and behaviours considered essential in achieving social work learning objectives and competencies. We have situated this work within the framework of the Implicit Curriculum, whereby the emphasis is on providing an excellent student learning experience both inside and outside of the classroom. We recognize that attitudes, values and standards are conveyed through the formal curriculum and also

through the implicit messages that students experience through informal interactions that occur at all levels and in many venues, such as classrooms, committee meetings, practicum negotiations, meetings with advisors and so on. We aim to raise awareness of this dimension of the student experience and foster the values of social work.

Over the past few years we have successfully developed a highly productive and collaborative Faculty climate. This has been accomplished through providing a number of initiatives and activities, such as diversity workshops that all MSW and PhD students are required to attend; developing the position of the Student Life, Outreach & Equity Advisor to ensure the integration of equity and inclusion within the FIFSW; and forming a Diversity and Equity Committee, with representation from all constituencies within the FIFSW community. In addition for a period of approximately one year, I facilitated a peer consultation which faculty attended on a voluntary basis. This proved to be helpful. Faculty and administrative staff are involved in these initiatives. On a concrete level, we ensured that the new space we obtained as part of the \$15 endowment by Lynn Factor and Sheldon Inwentash included a welcoming warm comfortable atmosphere and place for students to meet. This space is extremely well used by students.

Recruitment of faculty members remains a priority due to current Faculty openings and upcoming retirements, offering both an opportunity and challenge. Since 2009 we have hired five outstanding individuals who are already contributing significantly to the Faculty: four tenure-track faculty members and one lecturer (entailing teaching practice and directing the Continuing Education program). These new faculty members fill gaps identified in our faculty complement. We are continuing to hire for a number of tenure track positions. Committed to research/scholarship and education for practice (including direct practice and policy/community development), we seek to hire faculty members with experience and commitment to developing knowledge for social work practice and policy. Similar to other schools in North America we are faced with the challenge of recruitment from a small pool and we search internationally. Although this continues to be a challenge the University is very supportive of ensuring that new faculty members excel at meeting these criteria.

The FIFSW is committed to providing mentoring for new faculty members in research and scholarship as well as teaching. Each new faculty member is assigned a mentor although other faculty members are generous in offering ongoing support. Over the last five years, eight faculty members have received tenure, all with productive files. In fact, a number of these faculty members' tenure files have been selected by the University of Toronto as exemplars.

We continually review the curriculum with the aim of improving the program and ensuring that course offerings remain current and timely. Strong teaching teams work collaboratively to develop stimulating teaching materials and actively use student and peer evaluation for continuous quality improvement. We have developed innovative curriculum initiatives as well as those to increase accessibility of education for students. Examples include use of online and inverted classrooms; intensive summer courses condensed into 5 full days of classroom time; modular courses; agency-based courses; workshops, forums, and presentations for students on topics that complement the formal curriculum; and ongoing work to increase horizontal (courses in the same year and specialization) and vertical (courses across the years) integration in the curriculum. In accordance with the Faculty's identified need to develop sustainable Aboriginal Initiatives, we continue to be involved in a number of initiatives that enhance the curriculum related to Aboriginal issues.

The FIFSW is in an excellent position to provide leadership in the development and testing of simulation-based approaches to teaching and assessing social work students. Faculty members are increasingly using this innovative form of teaching in their classes, which is very well received by students and field instructors. The goal is to integrate the use of simulation-based teaching and evaluation as a Faculty signature pedagogy. We recently received \$1,000,000, to be directed to the Simulation-Based Teaching and Assessment Program, which will allow the FIFSW to expand and meet the increasing demand.

The Factor-Inwentash Faculty of Social Work offers a professional/academic program of study, comprising both academic coursework and practicum experience. Recognizing the interconnection of these two components, an ongoing priority entails increasing classroom/field linkage and ensuring consistency between the classroom and the field. Recognizing the importance of the foundation year (year 1) of the MSW program for development of social work knowledge and skills, we have initiated a policy whereby all Year 1 students must be in a practicum setting where they gain direct practice experience.

In common with schools of social work across North America, there are increasing challenges in offering high quality practicum opportunities. We continually develop and review creative initiatives in order to address the challenges, for example using a team model (described in detail in Section 1, Academic Programs, M.S.W. Practicum [Student Learning Beyond the Classroom] for some practicum placements and offering summer block placements.

The Factor-Inwentash Faculty of Social Work has a consistently highly successful research record with increasing opportunities for faculty, students and community partners to engage in internationally renowned collaborative research. Our research accomplishments are presented in a detailed manner in Section 2, Research, of this Self-Study.

External Review of the Faculty

The last external review of the Factor-Inwentash Faculty of Social Work was conducted in 2009, which entailed coordination of the Ontario Council on Graduate Studies (OCGS) appraisal of graduate programs and an Augmented External Review. This “augmented” external/OCGS appraisal allowed two OCGS consultants to focus on assessing OCGS criteria, and one reviewer to concurrently address the University of Toronto’s Terms of Reference.

The OCGS consultants concluded that “FIFSW has an excellent faculty with recognized scholarly productivity and teaching excellence. The curriculum is very solid and the faculty, along with support from collaborative agencies, is well equipped to teach it. It makes an important contribution to provincial needs for person power and for innovative social services. It is recognized as a leader in North America for scholarly productivity, and for research and curriculum development that contribute to an important new development in social work, namely, Evidence-Based Practice.”¹

The external reviewer concluded that the programs of the Factor-Inwentash Faculty of Social Work are “excellent, nationally pre-eminent, and internationally competitive” and that the Faculty “meets the high standards set out in the overall U of T planning framework for maintaining a research-intensive culture, academic rigor, and excellence of faculty, staff and students.”²

The reviewer wrote that the Faculty was among the top 10 Social Work programs in North America and the fifth most productive social work faculty in terms of publications in major journals in the field.

The OCGS consultants’ report and the external reviewer’s report and the administrative responses³ were key considerations when the Faculty undertook development of the Faculty’s 2011-2016 Academic Plan.

FIFSW has an excellent faculty with recognized scholarly productivity and teaching excellence. The **curriculum is very solid** and the faculty, along with support from collaborative agencies, is well equipped to teach it. It makes **an important contribution to provincial needs for person power** and for innovative social services. It is **recognized as a leader in North America** for scholarly productivity, and for research and curriculum development that contribute to an important new development in social work, namely, **Evidence-Based Practice**¹

Ontario Council on Graduate Studies

¹ See Appendix 1 for the full report of the OCGS Appraisal and Augmented Review of the Factor-Inwentash Faculty of Social Work, University of Toronto.

² See Appendix 2 for the full report of the External Reviewer of the Factor-Inwentash Faculty of Social Work, University of Toronto.

³ See Appendix 3 for the response to the OCGS Report and the response to the External Review.

Accreditation Review of M.S.W. Program⁴

In March of 2012 the Factor-Inwentash Faculty of Social Work underwent an accreditation site review of the M.S.W. program by the Canadian Association of Social Work Education Commission on Accreditation (CASWE-ACFTS) for which the CASWE accreditors met with representatives of all the key stakeholders of the Faculty. The CASWE-ACFTS Commission on Accreditation reviews all accredited schools of social work every 7 years.

The Factor-Inwentash Faculty of Social Work received high praise when the Canadian Association for Social Work Education (CASWE) confirmed the Re-Accreditation of our M.S.W. Program for the maximum 8-year period, from July 1, 2012 to June 30, 2020. The site reviewers “were impressed with the quality of the M.S.W. program at the Factor-Inwentash Faculty of Social Work at University of Toronto” and wrote: “The working environment appears characterized by inclusiveness, mutual respect, and academic freedom; a view expressed equally and freely by faculty, staff, and students.” According to the site reviewers, “the Mission Statement and companion statement of values reflect the School’s dedication to preparing social work students who have the capacity to engage in and influence our changing world through social work practice, policy and research, and incorporates principles of social justice, equality, respect for diversity, and a commitment to creativity and innovation.” The reviewers concluded as follows: “There is clear consistency between the mission statement and the objectives and goals of programs and initiatives of the Faculty, the Faculty’s environment of inclusiveness, its support for and accommodation of women’s aspirations, access to students with multiple responsibilities, its responsiveness to the local community, its response to the needs of Aboriginal people in the community, its responsiveness to the needs of persons with disabilities and others needing accommodation, and the Faculty’s advancement of the social work profession and social welfare.”

Academic Plan

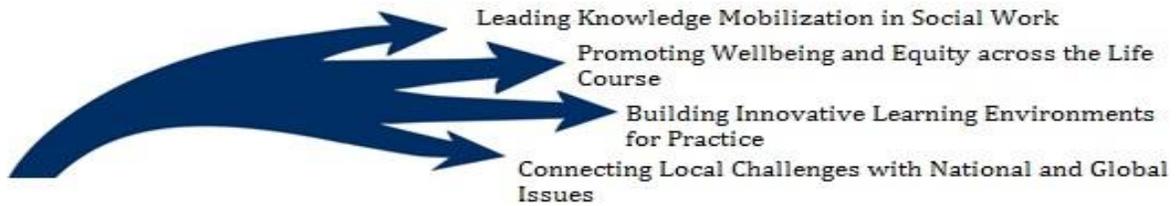
The Faculty undertook our academic planning process in 2010-2011, using as the broader context, the University’s strategic plan, *Towards 2030: A Third Century of Excellence at the University of Toronto*, which establishes six objectives related to the University’s education and research mission and contributions locally and globally. In addition the planning process that led to the Factor-Inwentash Faculty of Social Work Academic Plan 2011-2016 was informed by the Faculty specializations (Children and their Families, Social Justice and Diversity, Mental Health and Health, Gerontology, and Social Service Administration), an environmental scan, and a review of leading comparative US schools of social work and was guided by a Steering Committee. Development of the Academic Plan was aimed at identifying strategic directions for the next five years.

The Academic Plan was the result of a highly consultative process involving faculty members, staff, students, sessional instructors, alumni, community partners, Field Instructors and representatives of the Ontario Association of Social Workers and the Ontario College of Social Workers and Social Service Workers. The planning process provided important opportunities for dialogue and exchange of information and perspectives, which helped to shape the recommendations arising from the Plan.

⁴ See Appendix 4 for Report of the Accreditation Site Reviewers.

The 2011-2016 Academic Plan, **TOWARDS A Better Society**⁵, which was finalized in the fall of 2011, lays out a detailed approach to keep the Faculty on the cutting edge of education and research for social work practice and public policy, comprising 4 strategic directions:

Table 1. Academic Plan 2011-2016 Strategic Directions



Vision	To lead towards a better society, through social work education, research and practice
Mission	<p>The Faculty is committed to:</p> <ul style="list-style-type: none"> • Educating and developing professionals who have the capacity to engage in and influence our changing world through social work practice, policy and research • Advancing research, practice, and policy that shapes the future of a profession that crosses national boundaries • Providing leadership by mobilizing knowledge that incorporates the range of expertise existing within the broader social work communities that exist internationally • Collaborating with our diverse partners to address social inequities at local, national and global levels
Values	<ul style="list-style-type: none"> • Understanding the individual in the environment • Thinking systemically • Respecting distinct systems of belief and lifestyles • Promoting social justice, creativity and innovation • Integrating research and practice • Fostering knowledge mobilization within our community • Creating a learning environment that is consistent with social work values • Promoting professional, competent and ethical social work practice

⁵ See Appendix 5 for the FIFSW Academic Plan 2011-2016.

1. ACADEMIC PROGRAMS

ACADEMIC PROGRAMS

Programs under Review:

- Master of Social Work, M.S.W.
- Doctor of Philosophy in Social Work, Ph.D.
- Advanced Diploma in Social Service Administration, A.D.S.S.A.

The Factor-Inwentash Faculty of Social Work offers a professional/academic program of study leading to a Master of Social Work (M.S.W.) degree and a post-master's program leading to a Doctor of Philosophy (Ph.D.) degree.

The Master of Social Work program prepares graduates for professional practice in social work. Students with an appropriate bachelor's degree from a recognized university will normally complete the program in two years of full-time study. The first year of the program covers core and foundational social work knowledge, values and skills at a graduate level. During the second year, students specialize in one of the five fields of practice: Children and their Families; Social Justice and Diversity, Mental Health and Health, Gerontology, and Social Service Administration.

Students entering with a B.S.W. degree from a recognized university will be given advanced standing and will normally complete the program in 1 year full-time; or 2 years part-time. Students obtain specialized knowledge and skills.

The M.S.W. Program is fully accredited as a professional program by the Canadian Association of Social Work Education (CASWE). The M.S.W. Program was recently accredited in 2012 for 8 years.

The Ph.D. program is a thesis based full-time program in which students acquire knowledge and skills in research and scholarship. All candidates must have a master's degree upon entry. The Ph.D. program is designed for individuals who want to assume leadership positions in teaching, research, policy and administration. We also offer a flexible-time Ph.D. which differs only in design and delivery. All requirements are the same as those for the full-time Ph.D. students. The time limit is 6 years full-time; or 8 years part-time.

The Advanced Diploma in Social Service Administration is a stand-alone, direct-entry diploma for people with a master's degree and significant work experience in the social service sector. The curriculum is designed to prepare individuals to become managers, supervisors and leaders of small, medium-sized and large social service agencies and small grassroots community based organizations providing effective service to diverse communities. Time limit for completion is 5 years full-time; 5 years part-time.

The Faculty participates in two combined programs:

1. JD/M.S.W. with the Faculty of Law
2. MHSc/M.S.W. with Health Policy, Management and Evaluation in the Dalla Lama School of Public Health

In addition to these two combined programs, we are currently developing a combined program between the University of Toronto Scarborough (UTSC) Specialist Co-op programs in Mental Health Studies (B.Sc. Hons.) and the FIFSW M.S.W. entitled, “*Combined Honours Bachelor of Science (Specialist and Specialist Co-op in Mental Health Studies)*.” The FIFSW faculty has approved development of the program and it will be taken to Faculty Council in the fall of 2014, for discussion and approval.

The Faculty participates in the following collaborative graduate programs:

- Collaborative graduate program in Addiction Studies (M.S.W., Ph.D.)
- Collaborative graduate program in Aging, Palliative and Supportive Care across the Life Course (M.S.W., Ph.D.)
- Collaborative graduate program in Asia-Pacific Studies (M.S.W.)
- Collaborative graduate program in Bioethics (Ph.D.)
- Collaborative graduate program Community Development (M.S.W.)
- Collaborative graduate program in Ethnic and Pluralism Studies (M.S.W., Ph.D.)
- Collaborative graduate program in Health Care, Technology, and Place (Ph.D.)
- Collaborative graduate program in Health Services and Policy Research (Ph.D.)
- Collaborative graduate program in Sexual Diversity Studies (M.S.W., Ph.D.)
- Collaborative graduate program in Women and Gender Studies (M.S.W., Ph.D.)
- Collaborative graduate program in Women's Health (M.S.W., Ph.D.)

Self-Study Process

The Self-Study was commissioned by the Provost in September 2013 as part of the University of Toronto, Quality Assurance Process (UTQAP). The process has involved extensive consultation. The Dean (Faye Mishna) conducted internal and external stakeholder consultations (with students, faculty, staff, alumni, Field Instructors, external partners, etc.) to seek input for the Self-Study document.⁶ To facilitate the process, the Dean asked the following Academic and Administrative team members to compile various sections of the document related to their area of responsibility, which they submitted to the Dean:

- Professor Charmaine Williams, Associate Dean Academic
- Professor Barbara Fallon, Director, Ph.D. Program
- Professor Emeritus Sheila Neysmith, Director of Research
- Joanne Daciuk, Research Manager
- Eva Gladish, Assistant Dean, Administration and Finance
- Eileen McKee, Assistant Dean, Field Education
- Sharon Bewell, Registrar and Administrative Coordinator of Graduate Studies
- Angela Umbrello, Administrator Coordinator, Admissions & Programs
- Terry Gardiner, Student Life, Outreach & Equity Advisor

⁶ See Appendix 6 for a list of participants in the Self-Study consultations.

The Faculty has a Research Office comprising the Associate Dean Research and the Research Manager. The Associate Dean Research position is critical with respect to mentorship and leadership regarding all FIFSW research activities. Sheila Neysmith was the Associate Dean Research from 2010 to June 30, 2013 at which time she retired from the University. The Dean received permission to appoint her as Director of Research from July 1, 2013 to June 30, 2015 (as an Emerita Professor she would not be eligible to hold an Associate Dean position) to ensure continuity. This approval was granted because at the time of Professor Neysmith's retirement, The FIFSW had 6 pre-tenure faculty members at varying stages in the tenure process and the Faculty was searching for a number of new faculty members due to retirements. Because of the transition, which the Faculty was undergoing, it was considered optimal to continue with Professor Neysmith as Director of Research. A faculty member will be appointed as Associate Dean Research effective July 1, 2015.

Self-study is ongoing within the Factor-Inwentash Faculty of Social Work. This process of continuous **evaluation involves input from students, field practice educators in the community, and community agencies.** The feedback from all evaluation and feedback mechanisms is reviewed by the Program Management Group.

The Self-Study is intended to coincide with the end of the 6-year term of Dean Mishna in June 2015 (Interim Dean, July 1, 2009 - January 31, 2010; Dean, February 1, 2010 - June 30, 2015).

Self-study is ongoing within the Factor-Inwentash Faculty of Social Work. This process of continuous evaluation involves input from students, field practice educators in the community, and community agencies.

The feedback from all evaluation and feedback mechanisms is reviewed by the Program Management Group (comprising the Dean; Associate Dean Academic; Assistant Dean Administration and Finance; Assistant Dean Field Education; M.S.W. Director; Ph.D. Director; Registrar and Administrative Coordinator of Graduate Studies; and Administrative Coordinator, Admissions & Programs).

- All courses are evaluated by students through a standardized course evaluation and these evaluations are discussed with faculty members by the Associate Dean Academic.
- An end of year survey is administered to all students after Year 1 of the program and specialization evaluation surveys are administered to all students at the end of year 2.
- Surveys are used to evaluate programming such as “Engaging the Learning Edge” workshops, which are offered yearly to all incoming students: two-year M.S.W., Advanced Standing, and Ph.D. students.⁷
- Year I Introduction to Social Work Conference and student workshops like “Discovering Diversity,” “The Tricky Spots: When Oppressions Collide.”
- The survey results are discussed by faculty, teaching teams, specialization teams, etc.

⁷ See Appendix 7 for Evaluations of “Engaging the Learning Edge” Workshops.

- M.S.W. student issues are discussed by the M.S.W. Studies Committee and the Graduate Student Association. These committees include students, staff and faculty members, the Dean and/or Associate Dean Academic and community members representing agencies that offer practicum placements or collaborate on research with faculty. The committees focus on educational experiences and the student experience in the M.S.W. program and are identified sites for soliciting and responding to student feedback. In addition, groups like the Accessibility Working Group provide input through these and other committees.
- Ph.D. student issues are discussed in detail by the Ph.D. Studies Committee, comprising 4 Ph.D. students representing different years of the program, 4 faculty members and an alumnus of the program. Issues discussed include curriculum review and development, indicators of student success, and indicators of success of graduates.
- Regular feedback is solicited both formally and informally.
 - Formally: participation of field educators, faculty members, students and community practitioners in: specialization curriculum meetings; meetings of course coordinators and instructors with field representatives and Field Instructors; Practicum Advisory Group; Association of Teaching Centres; Faculty Council and other governance committees; Search Committees for new faculty and staff.
 - Informally: Dean mix and mingle with students meetings; Open door policy in the Dean, Associate Dean Academic, and the Practicum Offices.
- FIFSW Student Life, Outreach & Equity Advisor available to students, staff and faculty for feedback, consultation, advice.
- Scholarly productivity is reviewed annually for all faculty members.
- Faculty members participate in faculty meetings and extended planning meetings to contribute to the process.

M.S.W. Program

Introduction & Objectives

The overall purpose of the Master of Social Work program is to produce graduates who are ready to enter practice having received a thorough grounding in the knowledge, values and skills common to all social workers. Moreover, all students are expected to graduate with an advanced level of knowledge and professional competence in a chosen social work specialization. There are five specializations: Children and their Families, Social Justice and Diversity, Mental Health and Health, Gerontology, and Social Service Administration. These specializations are built upon the expertise of core teaching faculty and have all been developed with the very active participation of partner agencies in each respective field.

The objectives of the M.S.W. program are:

- To prepare graduates who have a generic foundation of core social work knowledge, values and skills, applicable to all fields and methods of practice
- To prepare graduates for ethical, innovative and effective social work practice in a diverse society
- To prepare graduates for competent practice which is informed by theory and research
- To prepare students for specialized practice in five identified areas:
 1. Children and their Families
 2. Social Justice and Diversity
 3. Mental Health and Health
 4. Gerontology
 5. Social Service Administration
- To prepare graduates who make professional decisions and perform professional functions that are informed by an understanding of the political context of practice
- To prepare students for professional practice according to CASWE accreditation standards
- To encourage inter-disciplinary linkages through interprofessional education
- To strengthen our partnerships with social work agencies in areas of particular interest to the Faculty for the purposes of enriching our curriculum and of producing graduates with the requisite skills to function in those agencies

These objectives are achieved through an integration of classroom-based knowledge and field practice education.

The University of Toronto, Statement of Institutional Purpose declares,

The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.

The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

Within the unique university context, the most crucial of all human rights are the rights of freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and of the university itself.

It is this human right to radical, critical teaching and research with which the University has a duty above all to be concerned; for there is no one else, no other institution and no other office, in our modern liberal democracy, which is the custodian of this most precious and vulnerable right of the liberated human spirit.

- University of Toronto Governing Council, October 15, 1992

Consistent with the University of Toronto's Statement of Institutional Purpose, the Factor-Inwentash Faculty of Social Work has adopted the following Mission Statement:

The mission of the Factor-Inwentash Faculty of Social Work at the University of Toronto has an international perspective that is influenced by its position within one of the top universities in North America located in a global metropolis. As such, the Faculty is committed to:

- Educating and developing professionals who have the capacity to engage in and influence our changing world through social work practice, policy and research
- Advancing research, practice, and policy that shapes the future of a profession that crosses national boundaries
- Providing leadership by mobilizing knowledge that incorporates the range of expertise existing within the broader social work communities that exist internationally
- Collaborating with our diverse partners to address social inequities at local, national and global levels

The Factor-Inwentash Faculty of Social Work is distinguished by its special emphasis on the integration of research and practice; by its partnerships with community agencies; by its identification of special themes, which are responsive to societal needs, to guide it in setting priorities; and by its governing structure that brings together teaching faculty, Field Instructors, students, alumni, the profession, the administration, and the University as partners in the realization of the Faculty's mission.

Appropriateness of the Curriculum to Learning Outcomes and M.S.W. Level Practice

According to the Canadian Association for Social Work Education (CASWE), the mission of social work education at Baccalaureate and Master levels is to promote excellence in social work education, scholarship, and practice with a human rights and responsibility and social justice focus. To achieve these goals, social work education identifies learning objectives for students and statements of what students are expected to know and to be able to do, which link student learning objectives to the promotion of excellence in social work education, scholarship, and practice with a social justice focus. Standards for M.S.W. curriculum are set by the CASWE and reviewed regularly through a rigorous accreditation process. Those standards are defined as follows:

- The academic unit specifies the particular areas of specialization and/or advanced study which characterize the program within the context of the academic unit's mission. The M.S.W. curriculum includes theories, policies and practices relevant to the student's selected major area of social work practice (i.e., research/scholarship, professional leadership, social work supervision and advanced practice and/or areas of specialization).
- Students with a first level accredited social work degree may be admitted to a one-year graduate social work program either full-time, or part-time. Students without a first level social work degree may be admitted to a two-year graduate social work program as first time students, only.
- Programs for students admitted with a first level social work degree include a specialized or advanced study component of at least 8 to 9 one-semester courses or equivalent and a practicum of at least 450 hours and/or a thesis or memoire, as defined by the program's university, such as to provide an opportunity for the integration and demonstration of advanced social work skills in practice, and/or policy analysis and/or research.
- Programs for students admitted without a first level social work degree include two components:
 - A foundation component of at least 8 one-semester courses or equivalent, and a field practicum of at least 450 hours such as to achieve a level of preparation sufficient to equip the student to engage in M.S.W. studies at a level equivalent to their counterparts with the B.S.W..⁸
 - An advanced study component of at least 6 one-semester courses or equivalent, a practicum of at least 450 hours and/or a thesis or memoire, as defined by the program's university, such as to provide for the integration and demonstration of advanced social work skills in practice and/or policy analysis and/or research from one of the following five specializations: 1. Children and their Families; 2. Mental Health and Health; 3. Social Justice and Diversity; 4. Gerontology; and 5. Social Service Administration

⁸ See Appendix 8 for Courses of Instruction in the M.S.W. Program and courses offered in each specialization.

All specializations have a minimum of four required half credit-courses, two elective half-credit courses, and a full-year practicum. The Gerontology specialization requires students to take an additional half-credit to complete the specialization requirements. Candidates completing the M.S.W. Program with Advanced Standing must also complete SWK4510 Research for Evidence-Based Social Work Practice within their year of study.

Students are permitted to take their electives from anywhere in the University of Toronto or from other universities at the graduate level (with the permission of the Associate Dean, Academic) in addition to the ones offered at the Faculty.

Two-year stream students must declare their specialization by mid-February of the first year. Students admitted to the M.S.W. Program with Advanced Standing declare their specializations on the M.S.W. Application Form.

Program of Study: Year 1 of the Two-Year M.S.W. Full-Time Program (Students with a BA/BSc Degree)

The curriculum at the Factor-Inwentash Faculty of Social Work provides one year of foundational education on social work knowledge, values, ethics and skills for students entering without B.S.W. preparation. Courses of Instruction, Year 1 of the Two-Year MSW Full-time Program:

- SWK 4102H: Social Policy and Social Welfare in the Canadian Context
- SWK 4103H: Elements of Social Work Practice (Fall)
- SWK 4105H: Social Work Practice Laboratory (Fall)
- SWK 4107H: Foundations of SW: Knowledge, Theory and Values that Inform Practice
- SWK 4510H: Research for Evidence-Based Social Work Practice
- SWK 4602H: Social Work Practice with Groups
- SWK 4605H: Social Work Practice with Individuals and Families (Winter)
- SWK 4654H; Social Work Practice in Organizations and Communities
- SWK 4701H: Social Work Practicum I (January – May 31st) (Winter)

The learning objectives for the Foundation Year are defined by the accreditation standards of the Canadian Association for Social Work Education and they are:

- Identify as a professional social worker and adopt a value perspective of the social work profession
- Adhere to social work values and ethics in professional practice
- Promote human rights and social justice
- Support and enhance diversity by addressing structural sources of inequity
- Employ critical thinking in professional practice
- Engage in Research
- Participate in policy analysis and development
- Engage in organizational and societal systems' change through professional practice
- Engage with individuals, families, groups, and communities through professional practice

Courses and Descriptions

SWK 4102H Social Policy and Social Welfare in the Canadian Context: This course emphasizes the acquisition of knowledge about the development of the Canadian welfare state – its rise and decline – and the skills needed to analyze the social policies and programs—essential tools for all aspiring social work practitioners. Its goals are to gain critical awareness of 1) public social policies as the outcomes of competing social, political and economic forces and priorities, and 2) the implications of social policy choices for social work practice. The focus is on Canada – and particularly, Ontario – although comparisons are made to other jurisdictions when appropriate. Social policy responses to the diverse needs of particular groups are examined within the context of power, conflict and human rights. Special attention is directed to distinctive social policy approaches in Quebec, and to the social policy dimensions of tax and social assistance policy.

SWK 4103H and SWK 4105H Elements of Social Work Practice and Social Work Practice Laboratory: These are required courses in the first term of our two-year M.S.W. Full-Time Program. These companion courses provide students with basic preparation for professional social work practice and are specifically designed to support students' transition to their field practicum.

- **SWK 4103H Elements of Social Work Practice:** The goal of this course is to provide students with core concepts used in direct social work practice with client systems. An ecological/systems perspective of person-in-environment is used to anchor generic concepts for a range of practice situations. The course provides the opportunity to integrate social work theory and practice informed by research. The course also provides students with the opportunity to be exposed to social work practice with diverse populations across the life cycle. This occurs through readings, class discussion, lecture, site visits and presentations by community colleagues. There is a particular focus on beginning work with clients, including the key components of developing a relationship and assessment.
- **SWK 4105H Social Work Practice Laboratory:** The Practice Laboratory is a companion course to the Elements of Social Work Practice and concepts studied in that course are applied through practice simulations. This course aims to link and apply theory and research to social work practice as students master generic interviewing and communication competencies with a focus on relationship building and assessment with a diverse range of clients. SWK 4105 is also designed to develop professional competencies including the ability to critically self-reflect and work productively in a collegial group. This course is preparatory to the field practicum in second term of Year-one. Emphasis is given to developing a positive learning environment based on mutual support and respect.

SWK 4107H Foundations of Social Work: Knowledge, Theory and Values that Inform Practice: This course critically engages with the knowledge, theories and values that constitute the foundation of the social work profession and inform its practice. This foundation has incorporated elements drawn from different disciplines and diverse knowledge bases. The process of integration and subsequent transformation is ongoing and ultimately contributes to developing a theoretical and value base needed to conduct professional, ethical, competent, evidence-based social work. We believe that social work is informed by multiple intersecting theories. A range of theories and approaches are considered and students learn to examine the various kinds of knowledge use in

social work. The frameworks covered span: intra-personal, interpersonal, environmental and social/ structural theories. Analyses of the strengths, limitations and relevancy of these frameworks are conducted and contextualized with regard to the intersecting diversities found in Canadian society.

SWK 4510H Research for Evidence-Based Social Work Practice: Evidenced Based Social Work Practice is a systematic approach to making decisions that emphasizes: 1) formulating questions; 2) locating, evaluating and interpreting the relevant research evidence; 3) applying best available evidence to the initial context; and 4) evaluating the implementation of the decision. Using a problem-based learning model, students evaluate and interpret the best evidence available relative to a number of social work policy and practice questions. Supported by a series of research methods tutorials, students develop an understanding of some of the basic quantitative and qualitative research designs and methods appropriate for answering policy and practice questions.

SWK 4602H Social Work Practice with Groups: Knowledge of the theoretical foundation and practice skills for working with groups is a useful component of graduate level social work education. The application of group work knowledge is called for in all areas of the profession, including community organization and development, clinical practice, and committee and team work in policy-making and administrative contexts. This course provides a social work methodology for working with groups, which is applicable to a variety of purposes, issues and populations. As such, it cuts across the individual, family, group, community and policy aspects of the curriculum. Social work's ongoing commitment to achieving social justice is emphasized and various forms of diversity, oppression and privilege are addressed throughout the course.

SWK 4605H Social Work Practice with Individuals and Families: This course provides fundamental preparation for students to understand clinical social work practice with individuals and families. Building on the engagement, alliance development and assessment skills students have mastered in the first term, this course introduces students to basic intervention strategies and procedures commonly utilized in clinical social work practice with individuals and families. The course approaches practice from a biopsychosocial perspective, highlighting neurocognitive, intrapersonal, interpersonal, community, social, political and economic factors that influence personal and interpersonal wellbeing, and social justice. The course is anchored in a client-centered and client-focused approach to practice that emphasizes engagement throughout the helping process.

One focus of the course is on applying selected theoretical frameworks to engagement, assessment and intervention in practice with individuals in an ecological context. Each framework is examined from the perspectives of problem definition, intervention strategies and critiques of biases, as well as the research evidence. Concepts of transference and countertransference as they apply to clinical work are covered and applied to case examples. Each learner is encouraged to develop the details of his or her own approach to practice which incorporates professional values and focus, ethics, theories, intervention strategies, evaluation approaches, and previous learning. Learners refine this individualized, professional model of practice throughout the course. Since this course is offered concurrently with the practicum, emphasis is placed on the integration of classroom learning with students' practicum experiences.

SWK 4701H Social Work Practicum I (CR/NCR): A student who has not met the minimal competency requirements for the Practicum at mid-term of Year 1 may not register for any Year 2 required courses without special permission from the office of the Associate Dean, Academic.

In order to achieve a sufficient and broad knowledge base in the Year I practicum, the student must demonstrate core social work knowledge and beginning practice competence with a client system and on behalf of such a client system, in the context of programs and organizations delivering social services. The competency model is the framework for the practicum and the student is expected to achieve the first level of competence as defined in the practicum manual - that is:

- to develop and demonstrate her/his professional identity as a social worker with respect to commitment to and the provision of service to people;
- to develop and demonstrate the ability to function within an organizational context;
- to develop and demonstrate the ability to function within a community context;
- to develop and demonstrate the ability to identify, assess, formulate, implement and evaluate strategy on behalf of the user system; and
- to demonstrate beginning effectiveness in communication skills.

The Year I practicum is a generalist practicum in direct practice. A student has a choice of practicum within a range of settings related to her/his interest. The field practicum provides learning opportunities for students to integrate and apply theory to practice and develop competence in performing social work roles within the framework of social work values. The practicum takes place in a wide range of service settings offering practice learning in all social work modalities. Students have an opportunity to find out about these agencies in mid-October, and have input into decisions about their practicum.

Time Requirements:

1. 21 hours per week, three days per week, from January to April; or
2. 28 hours per week, four days per week from mid-April to the end of May.

The total number of days in the Practicum is approximately 69 days. The days listed above are set aside in the student's timetable for the Practicum. However, other days may be used if there is no conflict with classes and if this is mutually agreeable to the student and instructor and is approved by the Faculty/Field Liaison. Students are allowed the regular University holidays and may observe their religious holidays that fall on Practicum days.

SWK 4654H Social Work Practice with Organizations & Communities: This course provides foundation content on social work methods in working with organizations and communities. It is designed to complement the social work courses in the foundation year of preparation for students' entry into the second year of the master's program. The course utilizes the generalist intervention model and practice skills. The course focuses on social work methods and theory, skills and techniques that help to effect change, solve problems and enhance the functioning of organizations and communities.

Program of Study: Year 2 of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing (Students Entering with a B.S.W. Degree)

Students select one of the following specializations:

Children and their Families

This specialization is designed to prepare students for social work practice with children and their families at all levels of intervention, from individual to group work with children, to family and couple intervention, to community organization, and to program and policy development. This specialization is informed by an ecological developmental model that views children as dynamic individuals interacting with their environment. As families play a central role in child socialization and in dealing with systems that impact children and adolescents, building on family strengths is key to achieving positive child outcomes. The developmental perspective adds an understanding of child functioning and of critical protective and risk factors in the child and family's ecology across developmental phases. The ecological and developmental approaches are informed by current research evidence and empirically supported theory. It is recognized that social work practice with children and their families intersects with important policies, and that knowledge of these policies and their impact is crucial to informing competent, culturally based, ethical practice.

Social Justice and Diversity

The Social Justice and Diversity specialization is designed to foster critical thinking and critical practice skills to address inequality and marginalization in Canada's diverse population. Courses draw from a range of theories to inform social work practice including: structural, feminist, anti-racist, indigenous, and anti-oppressive approaches. This specialization addresses social exclusion through understanding historic, contemporary, and transnational dimensions of oppression and, articulating ways to work towards social change. Some core skills addressed in this specialization include: anti-oppressive practice skills for working with individuals, families and groups; popular education and community mobilization; policy analysis and policy advocacy; and research proposal writing. Working from a social justice and anti-oppressive lens, there is exploration of how practice skills are inextricably linked to understanding how our values and knowledge base guides our work. Critical reflexivity and social work praxis, thus, are key elements in this specialization. Through paying attention to the relationship between theory, research and practice we aim to better understand how theory informs our practices, and how our practices help us reconsider our theoretical and empirical understandings of social inequality, exclusion and marginalization.

Mental Health and Health

Students in this specialization are prepared for the key role they will play in assisting individuals and their families adapt to and overcome challenges associated with mental and physical illness. Students learn that as members of interprofessional health teams, social workers can assist others in understanding the social and community context in which physical and mental illness occur and the ways in which these larger systems contribute to the development of illness and exacerbate or ameliorate the challenges in adapting to illness or disability. Social workers work to alter the social environment in order to enhance its potential to support individuals with varying needs and abilities. There is a concurrent focus on health and mental health policies that affect the lives of Canadians and social work practice and multi-level approaches to intervention that are informed by current research evidence.

Gerontology

Social workers are important agents in assisting older people and their families to meet the challenges of an aging society. Students in this specialization learn to provide a wide variety of services and programs both in the community and in institutions that are aimed at enhancing the quality of life of older people and assisting families adjust to the aging of their family members. They also learn the process of developing and implementing social and economic policies at the provincial and national levels through research on aging, consultation with government and social advocacy. This specialization has the distinction of being associated with an interdisciplinary collaborative graduate program, “Aging, Palliative and Supportive Care across the Life Course.” This association creates additional opportunities for collaborative learning in an interdisciplinary environment and all students completing the specialization receive a transcript notation indicating their completion of the requirements for the collaborative graduate program.

Social Service Administration

The goal of this specialization is to provide a rigorous and comprehensive grounding in the key values, skills and knowledge required by administrators, managers and leaders of social service organizations. This specialization was jointly developed and is jointly taught with community leaders to facilitate the development of senior managers and administrators with strong knowledge and skills in the management of social service agencies. This specialization is distinguished by its integration with the Advanced Diploma in Social Service Administration. Through shared learning experiences with students completing the Post-Master’s Advanced Diploma, M.S.W. students benefit from the professional experience of their Diploma colleagues, while contributing their knowledge gained from professional experience and current academic engagement.

Admission Requirements

There are two streams of entry for the Master of Social Work (M.S.W.) Program. Candidates entering with an appropriate bachelor’s degree from an accredited university typically complete the program in two years of full-time study. Candidates entering with a B.S.W. degree from an accredited university will be given advanced standing and typically complete the program in one year of full-time study or two years of part-time study.

- Candidates for admission to the Two-Year M.S.W. Full-Time Program require an appropriate bachelor’s degree from a recognized university, and at least a mid-B standing or better in the final year of full-time study or equivalent, in senior level courses (300 or 400 level).
Note: According to the School of Graduate Studies Calendar, “an appropriate bachelor’s degree that has appropriate breadth, depth and, where appropriate, an affinity to the graduate program to which the applicant is seeking admission as determined by the School of Graduate Studies.”
- Candidates for admission to the M.S.W. Program with Advanced Standing require a Bachelor of Social Work degree from an accredited university, and at least a mid-B standing or better in the final year of full-time study (or equivalent).

- All applicants must have at least three full courses, or their equivalent, in the social sciences, to include a half-credit course in research methodology, preferably in the social sciences. A grade less than mid-B in the required half-credit course in research methodology will lessen the applicant's probability of admission.
- Experience (voluntary or paid) in the social services or related field, and knowledge of critical social issues are recommended. Suitability for professional practice in social work will also be considered.
- English language facility test, if applicable.

The criteria for admission are based on the applicant's academic standing, work or volunteer experience in the human services, responses to the written statement, and overall strength of the references. Each year the Factor-Inwentash Faculty of Social Work receives many more qualified applications than spaces available in the program.

Appropriateness of admission requirements to the learning outcomes of the program

The admission requirements, set by the Teaching Faculty, are in place to ensure students have a sufficient background in order to succeed in our program. Applicants must have an appropriate undergraduate degree that gives them a solid foundation in liberal arts (social sciences, humanities and sciences). The social sciences requirement ensures potential applicants have the background knowledge and understanding of critical social issues. There is a strong research emphasis in our program, and the required prerequisite research course is essential for students to be successful in meeting the two research requirements in the program (SWK4510 Research for Evidence-Based Social Work Practice; and the required research course specific to the student's area of specialization).

Recruitment

The FIFSW Admissions Team offers Information Sessions on a regular basis from April to late November. These sessions are designed to acquaint prospective applicants with the available programs, admission and program requirements, and application procedures. The sessions are well-attended, with an average of 75 participants per session. We have had to close registration for some sessions due to room capacity.

As evidenced by the statistics, both the two-year M.S.W. Program and the Advanced Standing Applicant pool have seen an increase in the number of applicants (see Tables 2-4). The part-time applicant pool fluctuates, depending on the enrolment target set that year. Enrolment targets are impacted by time-to-completion rates, particularly for the part-time pool.

Table 2. Applications for the Two-Year M.S.W. Program - Full-Time Studies

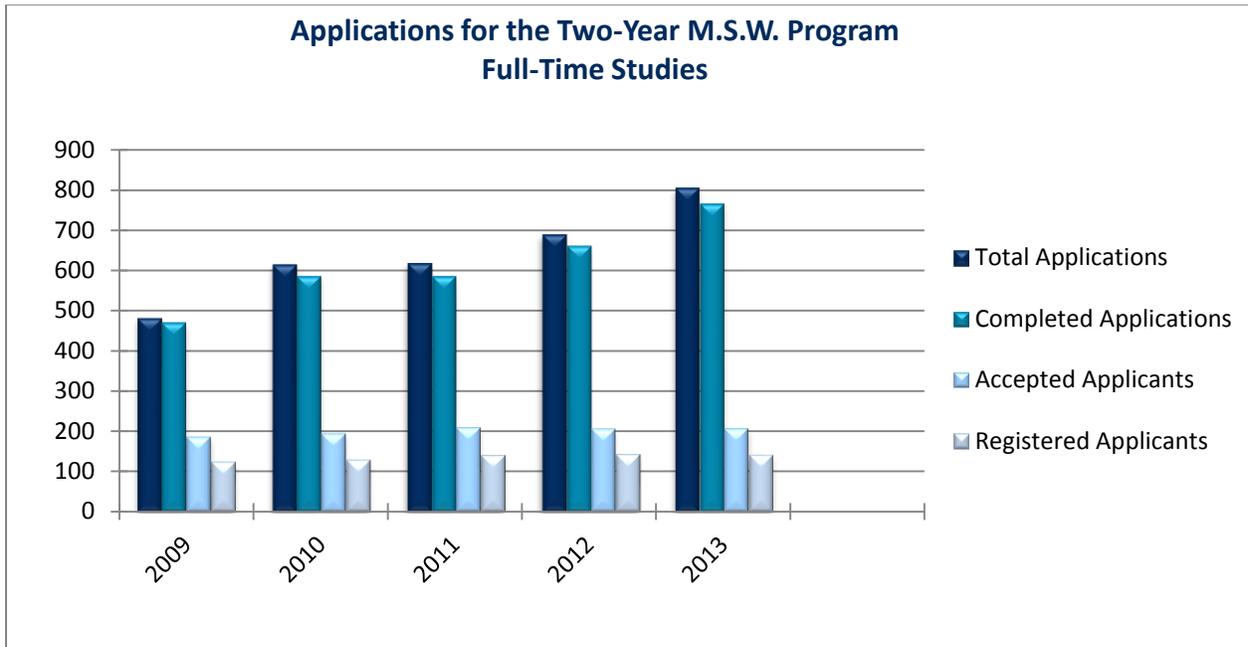


Table 3. Applications for the Advanced Standing M.S.W. Program - Full-Time Studies

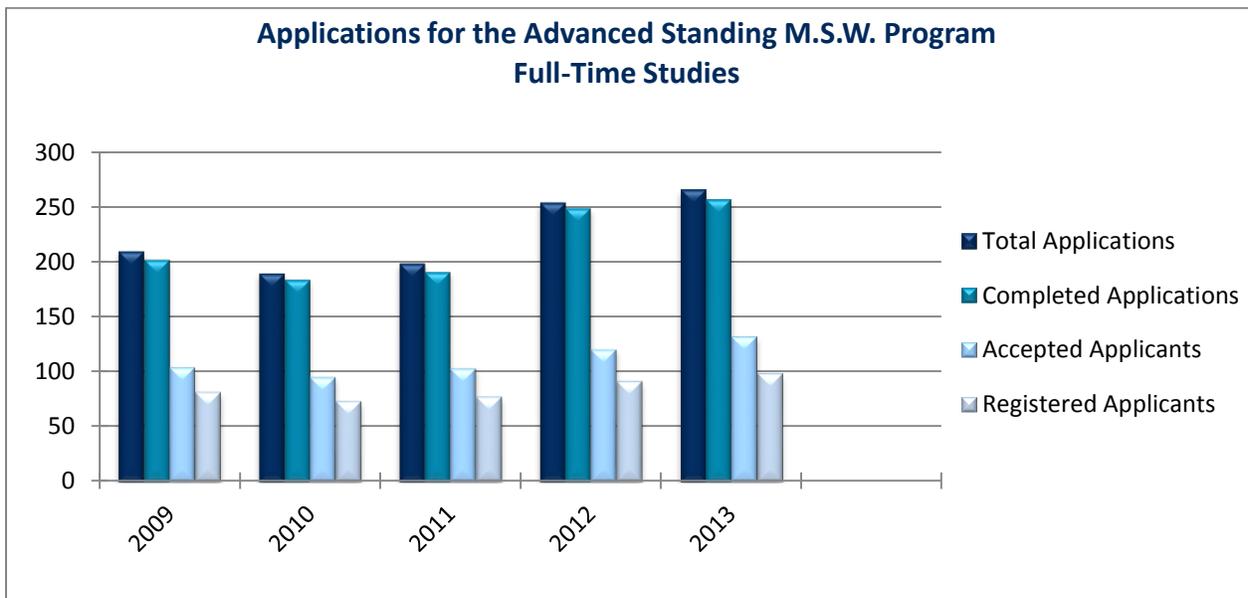
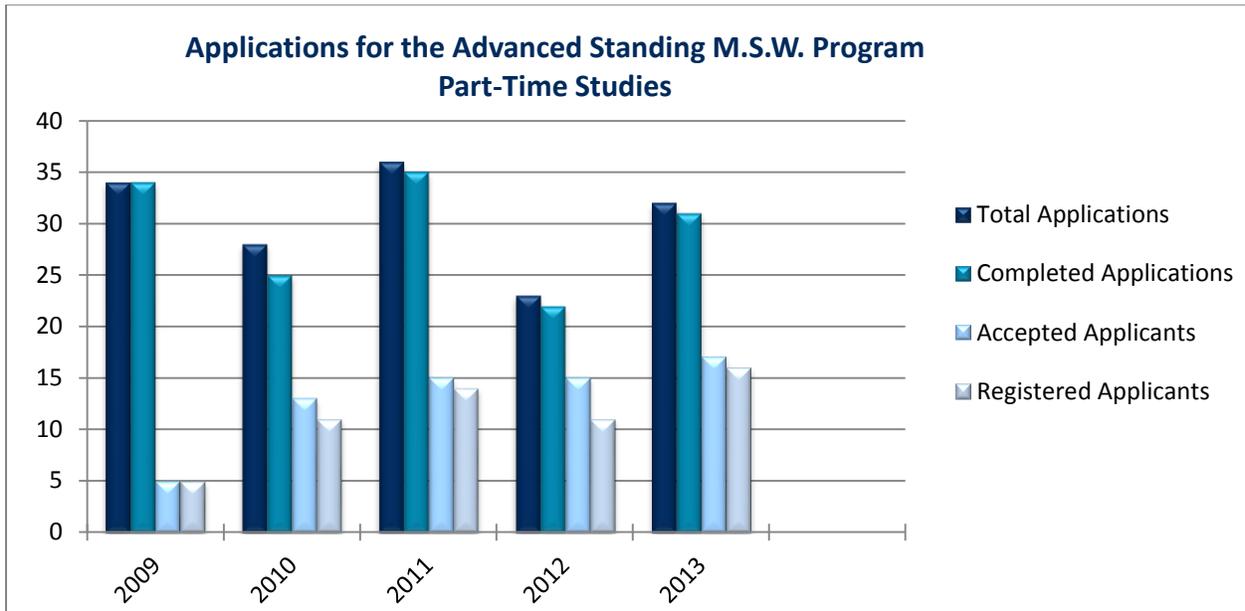


Table 4. Applications for the Advanced Standing M.S.W. Program - Part-Time Studies



The FIFSW increased enrolment due to graduate growth has not impacted the competitiveness of the applicant pool. The average GPA of the admitted class for the two-year M.S.W. Program has been consistently in the A- range. The same is true for the Advanced Standing (full-time). The part-time average GPA has been in the high B+ to A- range.

The following tables show our offer and acceptance rates in relation to the Social Sciences and all of the University.

Table 5. Offer Rates – Professional Master’s Degrees

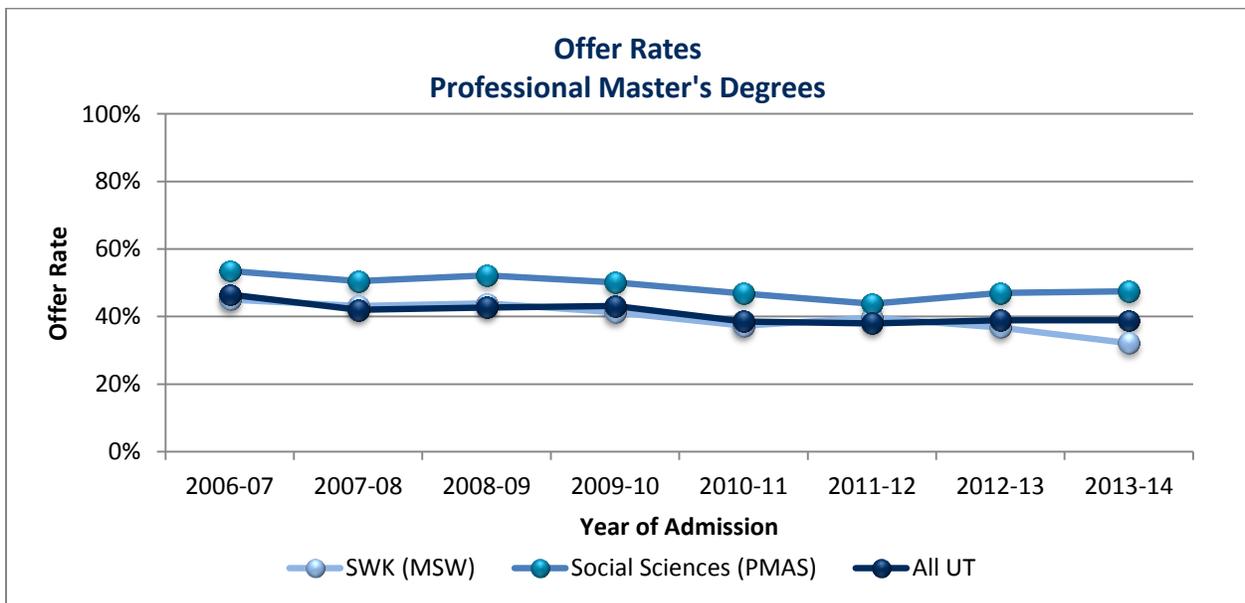
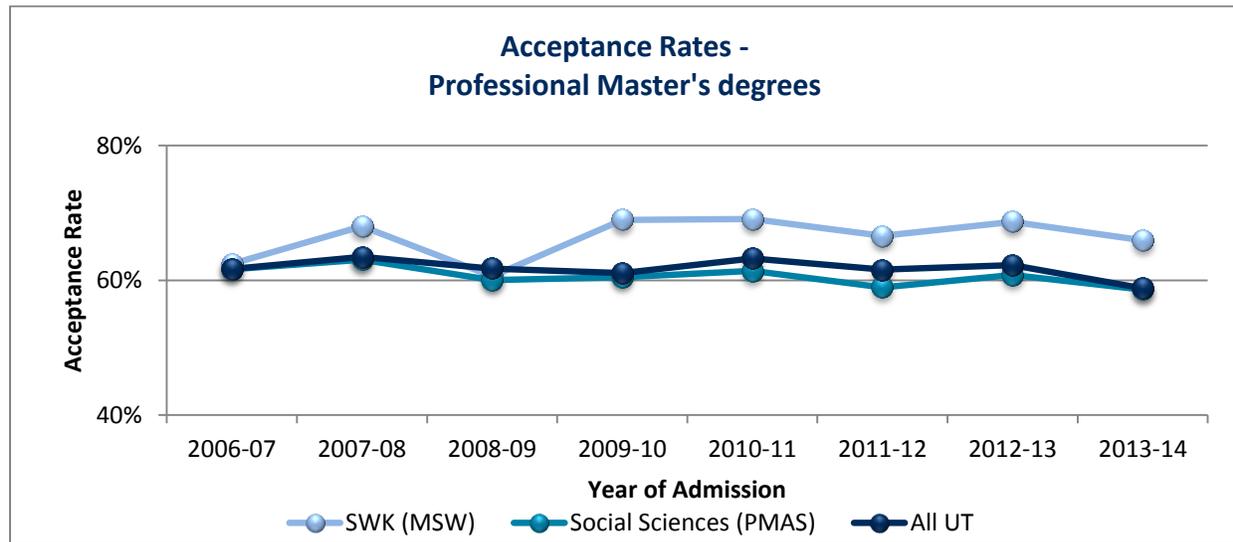


Table 6. Acceptance Rates – Professional Master’s Degrees



Curriculum and Program Delivery

Preparation for Advanced, Specialized or Supervisory Social Work Roles

The 2012 accreditation reviewers concluded that the FIFSW M.S.W. “program has clearly articulated goals and objectives that are consistent with the Faculty’s mission statement.” They go on to write that both years of the M.S.W. program “place high emphasis on the development of capacity for reflective practice and the ability to analyze, synthesize, use, evaluate and develop theory to address complex practice problems.” Almost all of the first year courses include reflective assignments to facilitate exploration of issues of diversity, social work values and ethics and their effects of on students’ identities in practicing social work and forming relationships with clients and stakeholder groups. This continues into the second year comprising two-year students as well as Advanced Standing B.S.W. students who enter the program in the second year. Year 2 curriculum is focused on practice issues specific to a specialized domain of practice. As indicated in the descriptions (pages 20-22), the specializations stress the development of specific knowledge, attitudes, skills and self-awareness as necessary for effective practice in each area. The specialization structure makes it possible to provide deeper, more advanced education in each area and, through assignments and classroom processes that emphasize peer collaboration, decision-making and leadership skills, prepares students for specialized practice and leadership roles.

M.S.W. Curriculum

The Faculty continually reviews and revises the curriculum. We collaborate with a number of divisions across the University and with community partners/organizations. We continue to emphasize complementing the *explicit curriculum* with a focus on the *implicit curriculum*, which entails providing an excellent student learning experience both inside and outside of the classroom, which conveys the *explicit curriculum*. Our aims are to both enhance the student experience and foster the teaching of social work practice to ensure that learning outcomes of students prepare them for M.S.W. level of practice. As a result of the ongoing review and revision, we are constantly developing and implementing innovations with respect to the curriculum.

Appropriateness of Learning Outcomes for M.S.W. Level of Practice

The M.S.W. program at the Factor-Inwentash Faculty of Social Work, takes thoughtful and careful consideration to ensure the appropriateness of learning outcomes for M.S.W. level of practice. During the students' first week of classes we hold an Introduction to Social Work Conference, which socializes incoming students to the profession, and introduces them to the importance of theory and research as applied to practice and social justice, diversity and equity issues. This introductory conference develops a collegial atmosphere among students. At a foundational level, we recognize that students come from a range of disciplines and knowledge bases. Foundational courses take this into consideration and bring together the multiple perspectives that are compatible with social work and underpin professional approaches. Our M.S.W. courses are designed to teach skill development and the necessary tools for understanding social policy, learning models of practice, and gaining knowledge of several research and evaluation methodologies. Experiential learning is emphasized to develop core professional competencies and to ensure students can enhance their clinical ability and customize their knowledge into their practice. In this way, students learn to identify and articulate components of their unique professional practice model grounded in key concepts taught through the curriculum. Additionally, experiential learning promotes professional self-awareness and reflexivity when considering one's social location and impact on work with clients. Lastly, we integrate and focus on developing practice knowledge and the skills required to work within a continuum of health and mental health care contexts. Collaboration with field agencies is continual and ongoing to ensure the course content is consistent with field needs and expectations.

Innovation and Creativity

Instructors in our M.S.W. program use a range of innovative and creative activities and exercises to create learning opportunities for students. Examples include video demonstrations, preparation of policy briefs, and development of proposals for group programs. Some of the student developed group proposals have been implemented in organizations. To enhance students' competence in engagement and practice, simulation in teaching is increasingly used in courses in the M.S.W. Program. Simulation is also used to assess student learning outcomes in two courses and is being planned for specialization courses. In some of our courses, students learn to conduct systematic reviews, several of which have been published in peer reviewed journals. Other course innovations include the use of art to raise awareness about global issues of gender oppression. We continually seek to enhance student learning through innovation and creativity in our courses, including the way we deliver the content.

- We have begun to use the Inverted Classroom approach in some classes, whereby we offer blended learning. The students learn the content online by watching video lectures, and the instructors spend time in the classroom on discussion and clarification as well as problem solving. Feedback indicates that approximately 88% of the students really valued this approach; they experienced the class time as invaluable
- We are offering some courses in community settings (e.g., a children's hospital; a children's mental health centre; a child welfare agency), which we will evaluate.
- We offer innovative elective courses in the form of webinars, and have successfully offered one-week intensive courses.

Opportunities for Student Learning Beyond the Classroom

Our M.S.W. program offers a variety of opportunities for students to continue and enhance their learning beyond the classroom. The most significant form of learning beyond the classroom is the Practicum placement including research practicum placements. A number of faculty members also offer research practicum placements for students as well as research assistantships that are opportunities to learn beyond the classroom.

A number of course paper assignments entail using case studies to illustrate theoretical, practice or policy issues covered in the course, which can help students transfer their classroom learning to real-life scenarios. For example, students are encouraged to develop a case study based on their placement setting as the basis for completing an Evidence Based Practice (EBP) review of a selected intervention. Practice courses use assignments in which students apply selected theoretical frameworks or concepts to a case. In some courses, assignments require students to work and participate in activities beyond the classroom and interact with community agencies and University of Toronto groups, or to gather information from community organizations. For example, “A morning in the life of a social worker” entails Year 1 M.S.W. students being assigned to a social worker, who they shadow for a morning, introducing them to teamwork, and models of assessment in a hospital and/or a children’s mental health centre. Another example entails a community forum in which students create visual displays of current policy issues and invite the broader community. Dialoguing with community members about their work is part of the assignment.

Other opportunities to enhance learning beyond the classroom include webinar presentations by local, national and international experts, as well as talks/workshops by Community experts and academic researchers. An FIFSW faculty member who is the Coordinator of the M.S.W. program Gerontology Specialization is also Director of the Institute for Life Course & Aging. The Institute offers a wide array of excellent programs and workshops of which many gerontology students take advantage. The Institute offers interdisciplinary learning opportunities and onsite learning in the community.

Each year a considerable number of co-curricular events are offered to students, which cover preparation for professional practice, emerging practice paradigms, and national/international human rights issues. Examples of such talks/workshops are: “Your Future in Social Work” (Ontario College of Social Workers & Social Service Workers); Green Dot Information Session – “Violence against Women”; “Gender Expression and Gender Independent Children”; “Getting a Job in Healthcare and Surviving the First 6 Months”; “Multiculturalism and Human Rights: The Challenge of Competing Rights”; “A Stream of Stories: Narrative Perspectives on Health and Illness”; “Resume Writing and Cover Letter Workshop”; “Human Rights and Rainbow Crosswalks: World Pride and Social Work Unite”; “Demystifying Social Work Private Practice: What You Need to Know and How You Can be an Advocate for Social Justice”.

Online platforms have been used to create innovative ways to enhance student learning. We introduced EvidenceBP Cafés - an informal lunchtime discussion about the role of evidence in practice settings. Another forum constitutes blogs creating an online space for course members to test their ideas and practice writing with a broader audience. These platforms serve as catalysts for exchanging knowledge, strategies, and creativity. Other examples include the development of a training video using GoAnimate and the use of interactive databases such as PracticeWise.

Interprofessional Education (IPE)

FIFSW students participate in the University of Toronto Interprofessional Education (IPE) curriculum. The FIFSW has been active in developing interprofessional education since its inception at the University. Given social workers' integral role on health care teams and the increasing recognition of the importance of interprofessional collaboration in health care, the Faculty strongly encourages and facilitates student participation in the IPE curriculum, and continually develops initiatives to enhance social work students' interprofessional learning. The M.S.W. Director and another faculty member sit on the Interfaculty Curriculum Committee and on the committee that plans a core year 1 educational event. The Assistant Dean Field Education sits on several IPE committees and field colleagues and social work adjunct faculty are also actively involved in a range of learning events.

The participation of the involved faculties is significant. Thousands of students have attended the various integrated learning activities and their feedback is regularly collected and incorporated to create a stronger IPE program. For example, a recent study on student participation by the student representatives of the Interfaculty Curriculum Committee found that students were encountering barriers when registering for workshops and were requesting additional sessions with enhanced content. The Center for IPE has begun to make changes based on this feedback. Currently there is discussion about capturing student participation in IPE activities in the co-curricular record as a way to formalize student involvement.

FIFSW students are described by the other faculties and the IPE Centre staff as enthusiastic and engaged and have recently led an effort to host a Social Work IPE event. Social work recently had our first Social Work Directed Sponsored IPE activity approved by the Centre for IPE. Entitled *Changing Immigration Policy: The Effect on Healthcare*, this activity has been approved as a red learning activity in the IPE Curriculum. The session will address healthcare for newcomers and immigrants and the importance of taking into account social and cultural issues in assessment and delivery and will be open to all disciplines.

There has been research conducted to "measure changes in students' self-perceived knowledge, skills and attitudes related to IPE competencies" as a result of students' participation in a core interprofessional education event entitled "Team Work: Your Future in Professional Health Care." This educational event was integrated into a required year 1 M.S.W. course in 2009, 2010, and 2011. All FIFSW students participated in this event and were provided with the study consent letter and pre-session and post-session surveys. In 2011, in an attempt to enhance social work student learning, all FIFSW students participated in a full-day program devoted to IPE learning prior to attending the core event, but after they completed the pre-session survey. In addition to attending the mandatory event, students viewed a DVD on the importance of interprofessional collaboration, were involved in class discussions, and watched a panel of social workers talk about the importance of interprofessional collaboration in their individual settings.

The IMAGINE Clinic (Interprofessional Medical and Allied Groups for Improving Neighbourhood Environment) is an interprofessional, student-run community health initiative with the aim of promoting and providing health care and includes a primary health care clinic serving marginalized populations in Toronto – for example, individuals who are homeless, refugees and precarious immigrants. The clinic operates out of a space in the *Central Toronto Community Health Centre Queen West*, providing free health services for people without ID or OHIP. Interprofessional teams of students are supervised by preceptors from each profession. IMAGINE is staffed by students and preceptors from various disciplines, including social work, nursing, pharmacy and medicine. Interest and enthusiasm for the IMAGINE clinic has burgeoned among social work students, who are active volunteers in the IMAGINE Clinic, often in leadership roles.

Opportunities to Work on Faculty Research Projects as Student Learning Beyond the Classroom

An important method of student learning beyond the classroom constitutes working as research assistants for faculty research projects. As a significant majority of faculty members hold a Council Grant as principal investigator, there are numerous opportunities for M.S.W. students to work on faculty research projects. Working on these projects involves the opportunity to participate in all stages of the research including liaising with community organizations, preparing ethics protocols, and participating in data collection and analysis and often results in co-authoring publications in refereed journals and in co-authoring presentations for refereed conferences. Such opportunities offer students invaluable learning.

Teaching and Assessing Student Learning using Simulation

The FIFSW is well positioned to provide leadership in the development and testing of simulation-based approaches to teaching and assessing social work students. Researchers and educators at the Factor-Inwentash Faculty of Social Work are part of a growing international community of simulation experts in the helping professions – health and human service professional educators and researchers locally, nationally and internationally – who are using and assessing the effectiveness of simulation to prepare students for social work practice in the context of client safety and work with vulnerable populations.

The demand for simulation-based teaching continues to grow as more and more faculty members have successfully used this innovative form of teaching in their classes. The next step is to systematically integrate the use of simulation-based teaching and evaluation as the signature pedagogy at the Faculty, so that all students will participate in a number of simulations before graduation. It is imperative therefore to have a professional educator assist in developing and coordinating all aspects of the program.

We have been supported through a private donation, and recently received \$1,000,000 to be directed to the *Simulation-Based Teaching and Assessment Program*. This generous gift will allow the FIFSW to expand and meet the increasing demand. We will hire a Simulation Educator/Coordinator to provide leadership in developing the simulation program and the use of simulation in teaching and in assessment of student learning at FIFSW, and with partners in local agencies and simulation centers. The Simulation Educator/Coordinator will work with and report to the Associate Dean Academic, consult with the Simulation Learning Faculty Lead, Professor Marion Bogo, and participate with faculty on the Simulation Program Steering Committee.

Ongoing projects

1. *To adapt OSCE for Social Work to assess the competence of students after completing the first term of the Masters of Social Work Program and prior to entering the field. (Bogo, Katz, & Litvack)*

A one scenario OSCE Adapted for Social Work is used as the final assignment in the Social Work Practice Laboratory. A SSHRC funded study evaluation (Bogo & Regehr) of our model and method has demonstrated its effectiveness in accurately assessing student learning and in providing focused direction for learning in the second term of Year 1 of the program. The data from the OSCE are extremely useful in many ways: a) identify individual students who may be at risk in the field so that additional educational supports can be introduced immediately, b) identify areas in which course objectives are met and areas that need further strengthening, and c) provide students with objective feedback. Students overwhelmingly report learning through the experience of the examination and feeling more confident as they enter the practicum. Students now bring the Final Evaluation of their performance in the OSCE and in the Lab to their Field Instructors to begin contracting and planning for their field education practicum.

In May 2013 as part of the Competency for Professional Practice Research Initiative we interviewed Field Instructors to examine how they have used the information from the OSCE and Lab Evaluation to facilitate student contracting and learning in field education. Findings led us to institute a more systematic method including faculty-field liaison review of learning contracts to ensure recommendations from the OSCE and Lab are incorporated.

2. *To develop and test the Cyber Counseling Objective Structured Clinical Examination (COSCE). (Fang, Mishna, & Bogo)*

A study involved the development and validation of the Cyber Counseling Objective Structured Clinical Examination (COSCE), a method and tool used to assess the competence level of trainees and professionals who practice cyber counseling. The COSCE's development involved the creation of a cyber counseling performance rating scale and two simulated client scenarios, and the recruitment and training of three raters. The COSCE was tested on six M.S.W. students and six seasoned cyber counseling practitioners. We examined the COSCE's internal consistency, interrater reliability, and interclient reliability. As well, we assessed the construct validity through exploratory factor analysis and known-groups validation method. The study found that with further improvement, the COSCE can be a reliable and valid tool in assessing the competence of cyber counseling practitioners.

In spring 2013 we began to use the tool to evaluate the effectiveness of courses offered in the Master's program by assessing students' competence in cyber counseling using this method and tool. We are using the COSCE to evaluate M.S.W. interns in *Counseline*.

3. *To enhance social workers' competence in working with high conflict families in the context of custody assessment and in child protection using simulation. (Saini, Lee, & Polak)*

Research has found that social workers are frequently involved with families where there is high conflict between partners with the conflict also directed at social workers. This conflict affects the level of emotional arousal of participants in the interview as well as decision-making on the part of the social worker. In the winter of 2013 educational materials were developed to

identify the necessary knowledge base and enhance critical thinking, subjective experience, and practice skills through using simulation. A conceptual framework was developed which integrated existing literature and empirical findings on knowledge and skills for working with high conflict families into a competency-based framework using as a starting point the Competence Model developed in previous OSCE studies. A case study was developed and used to train actors. Working with the Standardized Patient Program facilitators and actors provided a 3 hour “teaching with simulation” class in the course on Child Welfare in March 2013. Student and instructor feedback was extremely positive. Consent was obtained to video record all aspects of the session. Saini, Craig, Lee, Litvack, and Bogo reviewed the recording to a) refine the package, b) develop an OSCE, and c) continue to develop the process and procedures for using simulation in teaching and in assessment. The goal is to develop a final package which could be used in Continuing Education and staff development in child protection practice and for those involved in custody and access assessments.

Based on our review of the first use of simulation Saini offered a Continuing Education one day workshop for practicing social workers and students in the Children and their Families specialization in February 2014. The workshop was very well received and the experienced practitioners, students, and faculty observed that this method enables us to deconstruct complex concepts – often expressed at an abstract or general level – as micro-skills. This perspective can inform a more deliberate style of teaching and debriefing that closely links theory and practice.

In his reflections and analysis of the video recordings of simulated interviews Saini has begun to identify patterns of students’/practitioners’ behaviors with this type of client group. These insights will lead to more specific guidelines for teaching.

Based on the success of this project Saini and Polak are now developing the use of simulation in teaching mediation.

4. *To develop and evaluate an educational module for social work students that uses simulation to develop competence in maintaining a working relationship with clients when reporting suspected child maltreatment. (Bogo, Tufford, Katz, Lee, & Ramjattan)*

Social workers are in a unique position to support the health and wellbeing of Ontario families as they provide a wide range of psychosocial interventions. While providing services however, social workers are often the first to identify suspected child maltreatment which requires mandatory reporting. At the same time it is important to maintain a relationship with the family, to provide ongoing care and psychosocial support to address conditions contributing to maltreatment. Based on our research on strategies to manage this tension so that relationships can be sustained in the face of reporting and our research on simulation in social work, an educational approach using simulation is in the developmental stage. Once developed the approach can be used in clinical courses in the Masters Program, offered in Continuing Education workshops, and adapted to educate a range of health professionals.

5. *To enhance students' competence in rapid engagement and practice in acute care hospitals. (Craig)*

Medical treatment in acute care hospitals currently is typically characterized by short stays necessitating rapid engagement and intervention on the part of social workers. Social workers play a pivotal role in facilitating transition between the hospital and community and between health care settings. Since patients are admitted for a short period of time and caseloads are high, social workers need to be able to work quickly to establish rapport, orient patients and families to the setting, conduct focused assessment, and carry out relevant interventions. This project engaged social work practitioners in the health field in conceptualizing practice and designing a case scenario. A family situation depicting a medical crisis and working with cultural diversity involved 3 actors in all three sections of the second year Masters course, Social Work Practice in Health in 2013-2014. The sessions were video-recorded and are now being used to analyze and document competence in this field of practice.

6. *To develop and use simulation with standardized clients to teach mindfulness and to assess students' mastery of the concepts and micro-skills in the course Mindfulness and Social Work Practice in the second year of the Masters of Social work Program. (Katz)*

Based on a complex model of competence for using mindfulness in social work practice an innovative assignment was created for March- April 2014. Students use simulation with trained standardized actors and were involved in an OSCE to practice and demonstrate the skills, to reflect on the concepts underlying their skills and to integrate feedback from the instructor for a final integrative assignment. Facilities at the Michener Institute were used for the first time to explore possible partnership for collaboration in simulation.

7. *To provide teaching vignettes to develop students' competence in relational aspects of practice with individuals, including engagement, rupture and repair, and assessment. (Bogo, Power, Lee, & Asakura)*

Instructors in the first year, second term course Social Work Practice with Individuals and Families are experimenting with the development and use of an Objective Structured Video Interview (OSVI) to facilitate students' application of knowledge and skill. This OSVI has the potential to be used as an assessment tool in the future.

Based on the competence/educational outcomes identified for the course a case scenario in four segments is being scripted to provide client information for use in a) engagement and goal setting, b) individual and family assessment, c) relationship rupture and repair, and d) cross-cultural practice. An actress will be trained to deliver a monologue with prompts from an interviewer. The interview will be video-recorded. Instructors will then be able to use segments in conjunction with presentation and discussion of conceptual material and practice principles. The interview will be stopped at particular points and students will practice responses (using Dragon Dictation they can dictate what they would actually say) and compare each response to peers. Instructors can debrief, linking concepts, principles, and actual behaviors. The video will be available for field testing and use in 2015.

8. *To develop Field Instructors' competence in managing relational issues with students when aiming at developing students' social work practice competence. (Litvack, Katz, & Bogo)*

Research conducted at the FIFSW has shown the difficulty Field Instructors have in giving negative feedback to students in the context of the intensity of the dyadic model of field education. This project will use the research and conceptualization of best practices in field education to build instructors' competence in managing relational issues so that they can a) observe student performance and provide both positive and corrective feedback; b) promote student self-awareness, reflection and emotional regulation while maintaining appropriate boundaries, and c) link practice to a conceptual framework. Using a successful format developed by Litvack to train Field Instructors, a DVD and manual is being produced that will address the above issues through presenting a brief conceptual framework, discussion questions, and two or more simulations of Field Instructor and student interactions regarding each issue.

9. *To develop a Family Therapy OSCE to assess and articulate family therapy clinical core competencies in Children's Mental Health across three disciplines – Social Work, Psychology, and Psychiatry. (Katz, Bogo, Korenblum, Yabsley, & Cohen)*

This project will work iteratively with representatives of three disciplines to articulate family therapy core competencies and develop a conceptual model for family therapy practice and education. This model will incorporate related literature from family therapy training. Based on this model a series of OSCEs will be developed to assess the competence of students who are receiving training at the Hincks-Dellcrest Centre. This project is funded through a Bertha Rosenstadt research grant from the Factor-Inwentash Faculty of Social Work, University of Toronto and matching funds by the Hincks-Dellcrest Centre. Fifteen practitioners were interviewed in focus groups and the data are being analyzed.

10. *To develop simulation for teaching the family therapy intervention technique of 'enactment' and ultimately to design and use an OSCE for students in the Children and their Families Specialization. (Alaggia, Lee, & Stern)*

A literature review was conducted and a case scenario developed that includes intergenerational/cultural issues. The plan is to incorporate the simulation in the Family Specialization in 2014-2015.

11. *To develop simulation scenarios to train social workers and social work students to use a standardized screening tool for domestic violence and to plan for safety. (Alaggia, Saini, & Jenny)*

Following a literature review a competency model with practice behaviours has been developed to guide the construction of a case scenario.

Potential New Projects

12. *To develop simulation and video clips to teach about mental health and social justice, specifically intersectionality, stigma, and an anti-oppressive stance. (Logie, Williams)*
13. *To use simulation to teach law and social work students interviewing in legal and quasi social work/legal settings. (Saini)*

Collaborative Graduate Programs

The Factor-Inwentash Faculty of Social Work in collaboration with other University of Toronto graduate departments offers interested students opportunities to develop and integrate graduate training in multidisciplinary fields. Students accepted into a collaborative graduate program must meet all academic requirements for their degree and requirements of the collaborative graduate program.

The following eight Collaborative graduate programs are approved for students registered in the M.S.W. program:

- Collaborative Graduate Program in Addiction Studies
- Collaborative Graduate Program in Aging, Palliative and Supportive Care Across the Life Course
- Collaborative Graduate Program in Asia-Pacific Studies
- Collaborative Graduate Program in Community Development
- Collaborative Graduate Program in Ethnic and Pluralism Studies
- Collaborative Graduate Program in Sexual Diversity Studies
- Collaborative Graduate Program in Women and Gender Studies
- Collaborative Graduate Program in Women's Health

Combined Degree Programs

The Faculty participates in two combined programs. Admission to the combined program is conditional upon the applicant meeting each faculty's admission requirements.

Combined Law and Social Work - J.D./M.S.W. Program

The Factor-Inwentash Faculty of Social Work and the Faculty of Law offer a combined program leading to degrees of Juris Doctor and Master of Social Work. The program is intended for students who wish to practice in the areas where law and social work intersect (e.g., child welfare, juvenile and criminal justice, dispute resolution, mental health and family law). Students complete the two degrees in four years, rather than the five it would take to pursue the two independently. Students who enter with a B.S.W. will be given advanced standing.

Combined Health Administration and Social Work - M.H.SC./M.S.W. Program

With the focus on community health care, there is a greater need for linkages between health and social services. The Interdisciplinary Program of Social Work and Health Administration is a program of study for students who wish to move into administrative leadership in health care organizations. The program allows students to complete both degrees in three years, rather than the four it would take to pursue the two independently. Students entering with a B.S.W. degree will be given advanced standing.

Combined Honours Bachelor of Science (Specialist & Specialist Co-op in Mental Health Studies)

We are currently developing a combined program between the University of Toronto Scarborough (UTSC) Specialist/Specialist Co-op programs in Mental Health Studies (B.Sc. Hons.) and the FIFSW M.S.W. The FIFSW faculty has approved development of the program and it will be taken to Faculty Council in the fall of 2014, for discussion and approval.

Student Funding

A significant number of awards, scholarships and bursaries have been established through generous donations from donors for the purpose of providing funding for both our M.S.W. and Ph.D. students. Eligibility for many of the awards is based on financial need and/or merit but in many cases, students also must meet conditions of the specific awards.⁹

We are pleased to be able to offer the current level of support for students in the M.S.W. and Ph.D. Programs from FIFSW internal awards. The Faculty considers M.S.W. and Ph.D. students for awards and bursaries through a general application in September. Awards classified as Graduate Ontario Student Opportunity Trust Funds (OSOTF) require recipients to be residents of Ontario who demonstrate financial need, according to the provincial government's OSOTF program guidelines. For the purpose of OSOTF awards, an Ontario resident is a Canadian citizen or a permanent resident of Canada who has an Ontario mailing address at the time the award is offered. The increased internal awards specific to registered full-time Social Work students over this period has resulted in less reliance on the University of Toronto Fellowship Fund to satisfy the unmet need¹⁰ of students who apply for internal awards each year.

Funding from the University of Toronto Fellowship (UTF) is assigned to students on the basis of merit (students with a GPA of at least A-, 3.7/4.0 scale) who have applied for funding through the internal award process in September and who the Internal Awards Committee has assessed as meritorious but who have not received external funding, such as OGS, SSHRC or CIHR, or an internal FIFSW award. International students who apply for internal awards but do not meet the OSOTF condition of residency are considered for a UTF.

The percentage of M.S.W. students receiving external fellowships/scholarships is on par with graduate programs in the Social Sciences at the University (see Table 9 below). The criteria for eligibility for the Canada Graduate Scholarships (SSHRC, CIHR) Master's Program impact the number of awards received by M.S.W. students because Master's programs that are based only on

⁹ See Appendix 9 for awards available to registered students within the FIFSW in the 2013-2014 Academic Session.

¹⁰ See Appendix 10 for School Graduates definition and criteria for determining financial need.

course work are not eligible. The Program must have a significant research component: thesis, major research project, dissertation, scholarly publication, etc. that is merit/expert reviewed at the institutional level and is a requirement for completion of the program. The M.S.W. thesis is optional in the M.S.W. Program as is the completion of a major research project. This criterion limits the number of students eligible to apply from the M.S.W. Program. Also, the Ontario Graduate Scholarship (OGS) has devolved to the University and a quota is now assigned by the School of Graduate Studies to departments each year. The number of students receiving OGS funds will be directly proportional to the quota received each year.

Table 7. Financial Support for Master’s Students

Financial Support for Master's Students								
Year	\$ Amount of Support From							
	UT Fellowship			SW Restricted Fund			External Awards	
	\$ Amount	Student #	% of Total	\$ Amount	Student #	% of Total	Student #	% of Total
2005-2006	\$273,934	150	66.96%	\$111,266	65	29.02%	14	6.25%
2006-2007	\$227,260	144	54.34%	\$130,143	70	26.42%	17	6.42%
2007-2008	\$348,162	135	41.67%	\$134,949	81	25.00%	13	4.01%
2008-2009	\$154,113	111	33.13%	\$331,394	109	32.54%	15	4.48%
2009-2010	\$96,908	84	25.07%	\$294,350	123	36.72%	16	4.78%
2010-2011	\$56,000	56	16.33%	\$404,656	126	36.73%	16	4.66%
2011-2012	\$239,300	105	28.85%	\$418,001	139	38.19%	24	6.59%
2012-2013	\$134,585	75	19.18%	\$465,765	154	39.39%	21	5.37%
2013-2014	\$108,148	96	22.97%	\$538,312	149	35.65%	4	0.96%

Table 8. Amount of Financial Support for Master’s Students

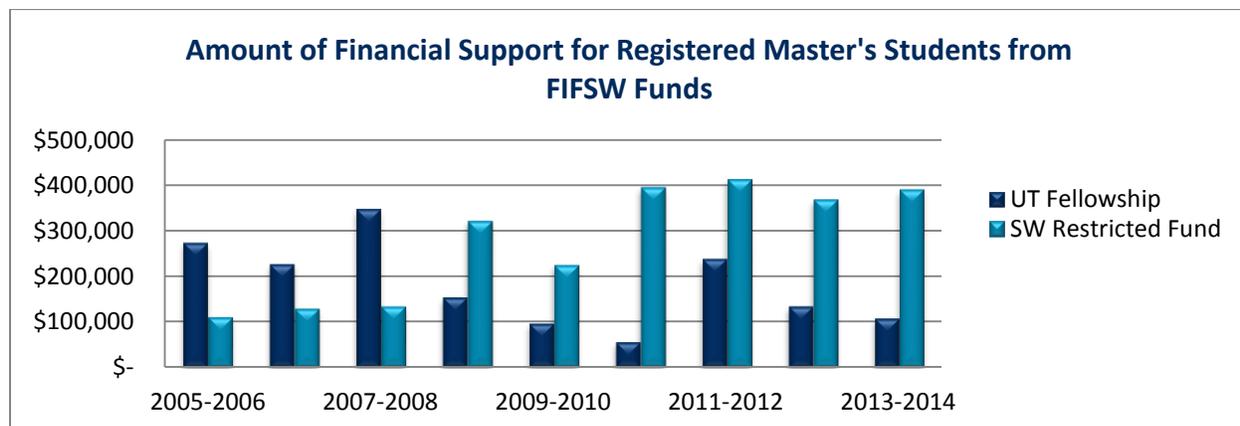


Table 9. Percentage of Professional Master’s Students with External Fellowships / Scholarships

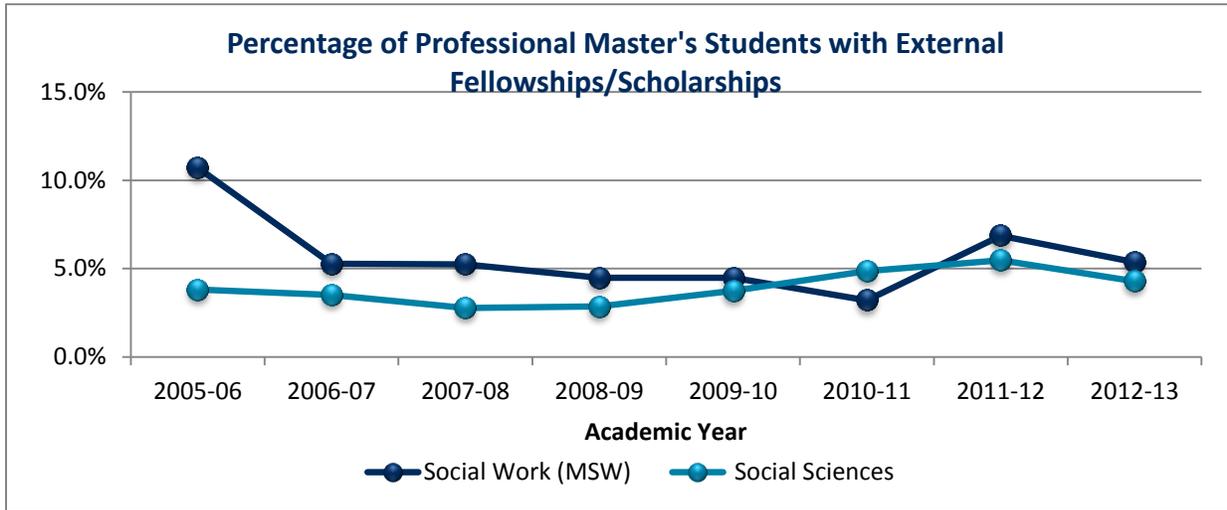
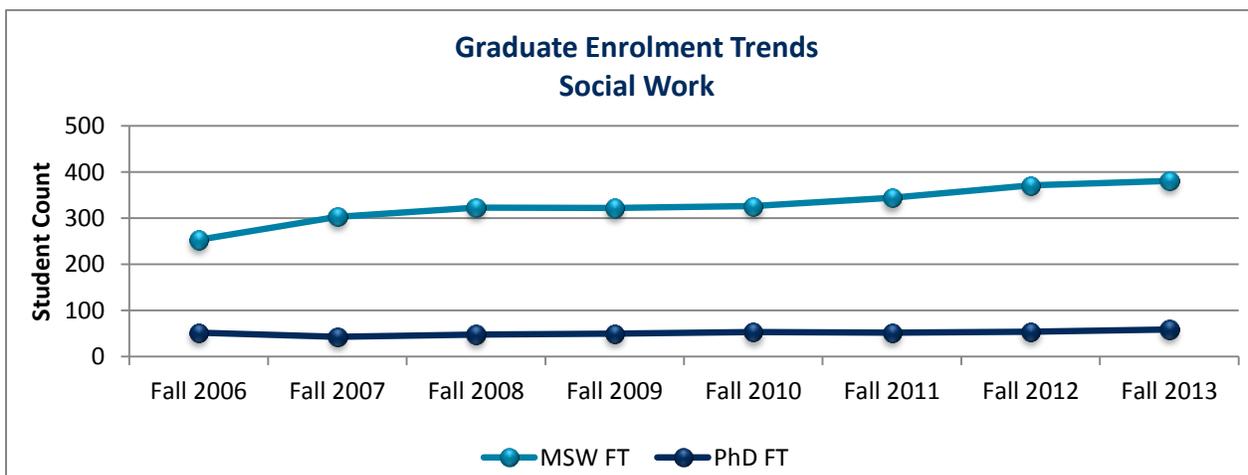


Table 10. Graduate Enrolment Trends – Social Work (table and graph)

Degree	Attendance Class	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
DSSA	FT	0	0	0	0	4	3	2	3
	PT	0	0	0	0	10	11	5	6
M.S.W.	FT	253	303	323	322	326	344	371	381
	PT	63	45	36	24	17	35	29	27
Ph.D.	FT	52	43	48	50	53	52	54	59



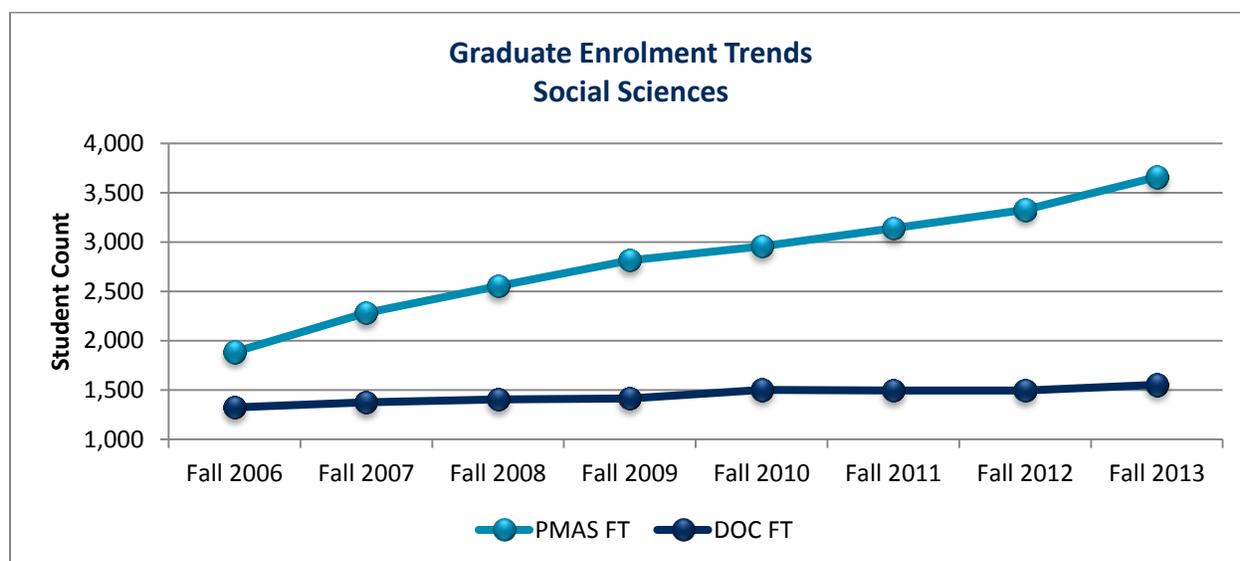
Data Source: Graduate Enrolment Cube, Fall 2006 to Fall 2013.

Comparing the graduate enrolment trends in Social Work with the general Social Sciences, there is evidence to show Social Work enrolment trends have increased over the years, mainly to our M.S.W. program. Please see Organization and Financial Structure for impact on enrolment growth and details.

Table 11. Graduate Enrolment Trends – Social Sciences (table and graph)

Degree	Attendance Class	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
PMAS	FT	1,887	2,283	2,554	2,814	2,955	3,141	3,328	3,658
	PT	1,007	1,014	998	1,146	977	842	795	759
MAST	FT	410	468	482	444	411	400	427	446
	PT	117	136	126	138	130	135	97	85
DOC	FT	1,326	1,377	1,405	1,415	1,502	1,497	1,494	1,552

Note: ADSSA and M.S.W. PT are eliminated due to low numbers.



Note: Diploma and PMAS PT are eliminated for comparative purposes.

M.S.W. Practicum [Student Learning Beyond the Classroom]

The development of competence in the professional practice of social work is a primary objective of the Master of Social Work (M.S.W.) Program at the Factor-Inwentash Faculty of Social Work (FIFSW) at the University of Toronto. Field education offers students educational opportunities through which knowledge may be integrated and applied to practice, and competence in performing social work practice skills can be developed. Field education is credited by graduates, employers and educators as one of the most important elements of social work education programs, and is critical to the learning experience of students in the M.S.W. Program at the Factor-Inwentash Faculty of Social Work.

In the 2013-2014 academic year there were 142 Year 1 students and 242 Year 2 / Advanced standing students completing **193,648** hours of practicum. Dedicated Field Instructors, faculty/field liaisons, educational coordinators, field educators (experienced Field Instructors with oversight responsibilities), site supervisors, and Practicum Office staff support the field education experience. Agency and organization leaders agree to offer field education resources so that FIFSW students can engage in a practicum.

The practicum is based upon the cooperative involvement of:

- The M.S.W. student
- The Field Instructor(s)
- The educational coordinator, if applicable
- The faculty-field liaison
- *Practicum Office team*: Assistant Dean, Field Education; Practicum Coordinators; Practicum Office Assistant.

The respective responsibilities of each stakeholder group are outlined in the online [Practicum Manual](#).

Practicum Requirements

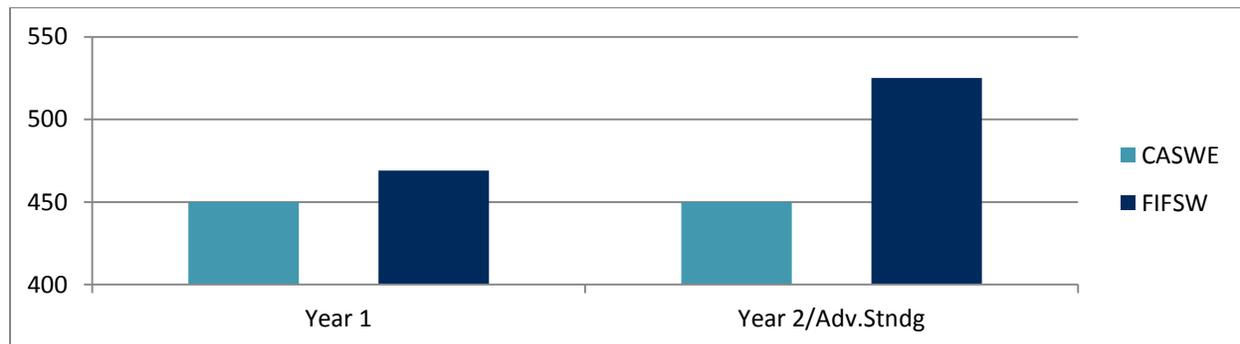
FIFSW practica time requirements surpass the requirements of the Canadian Association of Social Work Education (CASWE) Standards of Accreditation:

Table 12. FIFSW Practicum Hours

Requirements	Year 1 M.S.W. students	Year 2 / Advanced Standing M.S.W. Students
CASWE (2013) Requirements	450 hours	450 hours
FIFSW Requirements	469 hours	518-525 hours*

*Variation occurs due to timing of statutory holiday.

Table 13. Number of Hours Required in M.S.W. Practicum



*Variation occurs due to timing of statutory holiday.

Year 1 students begin their practicum placement in January. From January until classes end students attend practicum Wednesdays to Fridays. From the second week of April until the end of May, students attend practicum Tuesday to Friday. Year 2 students attend classes on Mondays and Tuesdays during the academic year, with Wednesdays to Fridays protected for Practicum.

In common with schools of social work across North America, recruitment of Field Instructors has become increasingly challenging and uses many resources of the Practicum Office due to several reasons (increased enrolment; competition with other schools of social work, social service workers, and other disciplines; M.S.W. space / time pressures; new FIFSW requirement that Year 1 students have direct practice practicum). Current recruitment methods include: e-mail recruitment calls to our database of 1200+ former Field Instructors, site visits, phone calls, word of mouth, faculty members' outreach. A range of practicum models (described below) have been developed in order to address the shortage of Field Instructors.

Faculty-field liaisons link the agency and our program and ensure student achievement of competence. They are accountable to the Assistant Dean, Field Education. They are recruited through various means, including direct referrals, postings directed at experienced M.S.W. Field Instructors, and more recently Ph.D. students who have field supervision experience and currently are teaching direct practice courses (Elements and Lab) and/or conducting research in field education. Remuneration is based on the number of students/Field Instructors for whom they are responsible: \$250 per dyad. This rate has not changed in at least six years.

Student practicum placements take place in approved settings in and around the Greater Toronto Area (GTA). From time to time, practica may be arranged outside of the GTA on a case-by-case basis, as needed. Settings represent a wide range of opportunities: health care organizations, educational institutions, social service agencies, associations and advocacy groups, and government ministries, to name a few.

The University of Toronto Health Sciences negotiates affiliation agreements with approximately 25 M.S.W. practicum settings in Toronto, representing approximately half of the practicum placements. FIFSW is advised of these agreements on an annual basis. The affiliation agreements provide a framework for collaboration on issues of mutual interest, including "academic missions and initiatives." This is a significant advantage for FIFSW, as the agreements state: "The Hospital undertakes that any teaching of students from other educational institutions will not compromise its ongoing teaching commitment to the University." Although about half of the practicum opportunities are in settings with affiliation agreements, it is clear that some settings with community or full affiliation agreements (e.g., Hospital for Sick Children, George Hull Centre, and the Centre for Addiction and Mental Health) offer teaching opportunities to students from other universities. As a result it is critical that the Practicum Office and FIFSW have strong inter-organizational relationships with these settings to maintain their commitment to providing Practicum.

For those settings that are not included in the affiliation agreements, a standard generic agreement exists. These agreements are typically for five years¹¹ and outline responsibilities, indemnification, legal liability and insurance. These agreements are signed by the Dean of FIFSW and senior management at the participating setting, and kept on file at the Practicum Office.

¹¹ See Appendix 11 for Standard Generic Agreement.

Specific requirements (e.g., police checks, immunization, mask fitting, car / license) may be expected at individual practicum settings and are identified on the database called the Practicum Administrative System or PAS, described in greater detail¹². An increasing number of hospital settings require staff / Field Instructors, and in turn, their M.S.W. students, to do weekend shifts. This is concomitant with increasing student requests for accommodation due to their own family care needs. A consequence of the weekend requirement is that students may not be available and therefore desirable practicum opportunities can remain unfilled.

Student safety is of paramount concern. The online Practicum Manual devotes a section to safety, with guidelines and directions for Field Instructors and students. Practicum sites are expected to provide students with specific orientation to policies and procedures regarding risk management and staff/student/client safety, including fire procedures and methods for assessing and handling risky situations. Students are informed that if they perceive themselves to be at risk at any time during the practicum, it is imperative to notify and discuss concerns with their Field Instructor(s), educational coordinator (if applicable), FFL, or the Practicum Office, and act in a manner that ensures their safety. It is made clear that personal safety risks are not to be undertaken by students.

The Ministry of Training, Colleges, and Universities (MTCU) provides students with coverage through either Workplace Safety and Insurance Board (WSIB) or ACE INA while registered in the practicum. Coverage does not include classroom instruction or orientation that is held outside of the scheduled practicum.

The FIFSW is committed to providing accommodation to support students with documented disabilities to facilitate academic and co-curricular success. Students requesting accommodation must be registered with the University of Toronto Accessibility Services. Students requesting accommodation for practicum present the letter of accommodation provided by Accessibility Services to the Practicum Office, as soon as possible prior to the practicum matching process so that the Practicum Office can make reasonable efforts to ensure that appropriate supports are in place. There are increasing numbers of students registered with Accessibility Services and requesting practicum accommodations.

Description of Practicum

The development of competence in the professional practice of social work is a primary objective of the M.S.W. Program. The practicum offers students educational opportunities where:

1. Knowledge can be integrated and applied to practice.
2. Competence in performing practice skills can be developed.

Field education is an experiential form of teaching and learning that takes place in a service setting. Learning is achieved through the provision and/or development of services to clients, communities, organizations, or society. Social service, health, and educational organizations voluntarily demonstrate their commitment to social work education through offering practica. Experienced social workers provide field education to students. Students learn to practice within the professional framework of social work values and ethics.

¹² See Appendix 12 for Practicum Administration Processes/Timelines; Practicum Administration System (PAS).

While developing a commitment to the profession, students are encouraged to develop a practice style reflective of their strengths and interests. A competency framework describes the knowledge, values, skills, and abilities necessary for competent practice. Using this framework, materials have been developed to help Field Instructors and students describe learning opportunities, define learning goals, and evaluate student performance.

Field instruction is an integral component of student learning and evaluation in practicum placements. Regular direct observation of a student's work is essential for teaching and evaluation. Supervision – an expected minimum of one hour per week – is a protected confidential time within which students: can engage in critical self-reflection; link practice to concepts learned in courses; question and analyze their interventions and progress; question and develop their identity as a future practitioner; and develop understanding of their relationship with colleagues.

Year 1 Practicum

The Year 1 practicum is regarded as an introduction to generic social work practice. Year 1 practica are designed to offer all students direct practice learning opportunities. By the mid-term evaluation (half way point), students are expected to be engaged in direct service with clients. The practicum is designed to provide students with beginning skills and competencies required for direct social work practice with diverse client systems. Importantly, the practicum provides the opportunity to apply theory to practice. There is an increasing emphasis on a competency framework for the Year 1 courses in direct practice (Elements of Social Work Practice, Social Work Practice Laboratory, Social Work Practice with Individuals and Families). Faculty members have begun working with the Assistant Dean, Field Education to closely align competencies across these courses and the practicum.

Upon completion of the practicum, students have a beginning conceptual understanding and practice competence in relation to:

- The organizational context – agency mandate, social work purpose and role;
- The professional context – values, code of ethics, regulations;
- The interprofessional context – working collaboratively in teams;
- The importance of self-awareness and reflection in social work practice;
- The beginning stages of direct practice with diverse clients and client systems;
- Developing a collaborative professional relationship with a client;
- Developing professional assessments; and
- Implementing an intervention plan.

Year 2 / Advanced Standing Practicum

The M.S.W. Year 2/Advanced Standing program prepares students with competencies for advanced social work practice. This includes the development of critical professional judgment, systematic inquiry, and ethical responsibility in one of five specializations:

- Children and their Families
- Social Justice and Diversity
- Mental Health and Health
- Gerontology
- Social Service Administration

Evaluation of Students in the Practicum

Competence: Measuring competency in practicum is critical because social work schools such as FIFSW are responsible for producing competent professional practitioners. FIFSW field learning is assessed using the competency framework. The online Practice-Based Evaluation (PBE) Tool is used to assess learning in the field, and is informed by extensive consultation with field representatives to determine the critical domains and methods to assess. The tool has been tested for reliability. The Field Instructor and student separately select from descriptors that best describe the student in each of 6 domains. The numeric weighting for each statement is generated by a computerized report once the completed tools are submitted. Students must achieve a threshold score in each domain. The Practicum Office website has a link to a video presentation by the researchers Marion Bogo and Cheryl Regehr describing the development and testing of the PBE tool.

Year 1 students are assessed on the midterm and final evaluations within the six domains:

- Learning and Growth
- Behaviour in the Organization
- Conceptualize Practice
- Clinical Relationships
- Assessment and Intervention
- Professional Communication

In Year 2, the same domains are used. However, if the Year 2 / Advanced Standing students are in settings that are indirect, they are assessed on a separate tool under the following domains:

- Learning and Growth
- Behaviour in the Organization
- Leadership
- Critical Thinking / Analysis, Planning and Implementation
- Written and Verbal Communication
- Values and Ethics

In order to evaluate students based on the competencies, it is required that Field Instructors directly observe students' practice. Observation can include:

- The student's work with individuals, groups and families;
- The student attending and contributing to team, community or interprofessional meetings;
- The student preparing and (co-)leading workshops and training;
- The student completing activities and tasks in an indirect service setting.

Self-reflective journals and process recordings also are important tools to assess students' rationale and use of concepts to guide their activities. The Practicum Manual on the FIFSW website provides information and references on self-reflective journals and process recordings.

Bridging initiative: The *Bridging Project* was designed to bridge the Elements and Lab course in the first semester, the Year 1 Practicum and Year 2 Practicum. In 2012-2013, the Practicum Office implemented a communication strategy to inform FFLs, Year 1 students and Year 1 Field Instructors that Year 1 students are expected to bring their first semester *lab evaluation summary* to their Year 1 Field Instructor (in January), and address issues in their Learning Contract. The Lab evaluation summary includes educational assessment and recommendations based on many practice interviews and analysis as well as the OSCE. The Practicum Office has always directed students to bring Year 1 practicum evaluations to their Year 2 Field Instructor.

Communications are also directed toward the Year 1 Field Instructors via the Practicum Assessment System (PAS) that their *Summary Comments* on the final practicum evaluation will be shared with Year 2 Field Instructors. Year 2 students bring their previous (final Year 1 practicum evaluation; B.S.W. practicum evaluation, work evaluation) to their Year 2 Field Instructor and faculty-field liaison. Advanced standing students may provide their Field Instructor(s) with a copy of their final B.S.W. practicum evaluation or a recent employment review. In 2013, the Practicum Office revised the Learning Contract template, which now requires students to check off that they have shared their lab evaluation summary /comments or their previous practicum evaluation with their Field Instructor.

Year 1 students must successfully complete their Year 1 practicum prior to commencing the Year 2 practicum.

Sharing of Information: The Faculty is committed to educational processes to bridge and support learning. We recognize that it is critical to identify and assist students who may be experiencing problems. FIFSW informs students of these aims and ensures that students are aware that the University and Faculty protect student information in accordance with the *Freedom of Information and Protection of Privacy Act* (FIPPA). The following Communication Strategy was implemented to inform students of the sharing of information: “The University of Toronto respects students’ privacy. Personal information provided to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It may be used and disclosed as necessary for official University purposes and shared within the University on a need-to-know basis. Information will also be shared as necessary for classroom or with agency representatives, Field Instructors, field liaisons and educational coordinators as necessary to support and evaluate student progress. The University protects student information in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA).”

Student Professional Behaviour and Ethical Performance

The professional and ethical performance of students is a highly valued component of the M.S.W. program. Professional behaviour must align with:

- [Social Work Code of Ethics](#)
- [Guidelines for Ethical Practice](#) (2005), Canadian Association of Social Workers (CASW) (2005)
- [Standards of Professional Practice Behaviour for all Health Professional Students](#), University of Toronto (2008)
- [Student Professional Conduct Agreement in Practicum](#)

Breaches of the ethical and behavioral standards are serious and represent failure to meet standards in a professional setting.

FIFSW adheres to other U of T policies, including but not limited to:

- [Statement on Human Rights](#), (2002);
- [Code of Behavior on Academic Matters](#), (1995);
- [Code of Student Conduct](#), (2002);
- [Policy and Procedures: Sexual Harassment](#), (1997), as well as
- Federal and provincial Criminal Codes and
- Standards set by the Ontario College of Social Workers and Social Service Workers (OCSWSSW).

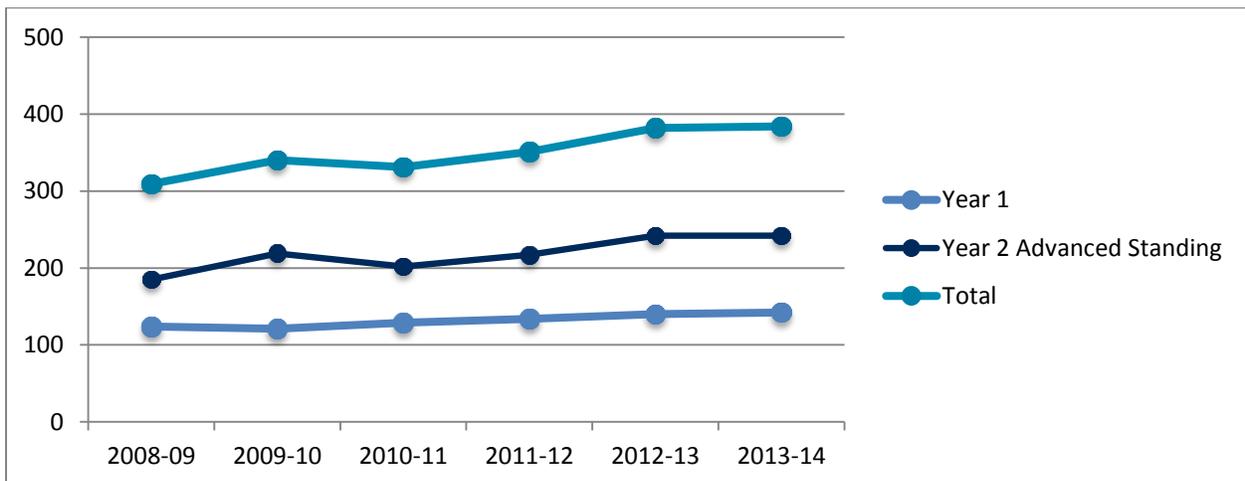
Need for Greater Number of Practicum Placements

Tables 14 and 15 demonstrate the increase of **over 24%** in the number of practicum placements provided to M.S.W. students from 2008-2009 to 2013-2014.

Table 14. Number of Practicum Placements provided to M.S.W. students

Academic Year	Year 1 M.S.W. students	Year 2/Advanced Standing M.S.W. students	Total
2008-09	124	185	309
2009-10	121	219	340
2010-11	129	202	331
2011-12	134	217	351
2012-13	140	242	382
2013-14	142	242	384

Table 15. Number of M.S.W. students in practicum from 2008-2009 to 2013-2014



The FIFSW utilizes several models of field instruction. The Team Model and Block Practicum are new initiatives in response to the need for an increased number of practicum placements.

Models of Field Instruction

- Traditional: 1 or 2 students – 1 Field Instructor
- Co-supervision: 1 student and 2- 3 Field Instructors; designed in response to Field Instructors who could not commit to a full practicum but who wanted to provide practicum
- Rotation: 1 student and 2- 3 sequential Field Instructors; designed in response to Field Instructors who could not commit to a full practicum but who wanted to provide practicum
- Team (students in Year 1 only): 1 Faculty-based field educator for six students, funded by the Faculty; 1 site supervisor for each of the six students.
- Block practicum

Team models were first introduced in January 2012 in response to an insufficient number of practicum opportunities for Year 1 students. Six Year 1 students and 1 FIFSW-based field educator were assigned to each of two sites. Each student was assigned to an agency “task supervisor” and received M.S.W. supervision with the field educator. In order to address practicum needs, this model was expanded in January 2013 to 12 sites, for an increase of 72 critically-needed practicum opportunities for students. This model entails coordination, supervision, and field instruction provided by an external M.S.W. field educator employed by the FIFSW. Central to the model is collaboration with the *host organization’s* non-M.S.W. staff as task supervisors.

There is thus co-supervision of each student with the host task supervisor providing daily supervision and support, and the FIFSW-based field educator emphasizing the educational role and a social work lens. Informed by consultations with students and field educators, in early 2013 we identified issues in the model to which we responded both immediately and in the longer term. Due to issues we identified in some placements, we immediately transferred five of the students to practicum placements that provided the necessary learning opportunities.

The longer term response has involved consultations with students, Field Instructor representatives and field faculty. A working group comprising students, faculty and community field educators developed several recommendations, which we are implementing when possible. A review of the 72 Year 1 team model practicum opportunities indicated that approximately 50% did not meet our standards. We are now conducting a comprehensive evaluation of the remaining 35 team model practicum placements, in order to determine which we will maintain for 2015 and to inform further refinement.

The purpose of the **block practicum placement** is to accommodate students’ individual circumstances. In addition, some practicum settings prefer this form of placement because of the continuity it offers. The time requirements remain the same, approximately 75 days for Year 2 / Advanced standing and approximately 67 days for Year 1. The block practicum placement is typically 4 or 5 days per week. Block practicum placements must coincide with a university semester; September to December, January to April, or May to August. Each practicum placement must be completed within one academic year.

In an effort to address the lack of sufficient Year 1 practicum opportunities, consultation took place with representatives from the field, students, faculty and Practicum Office in June 2013. One recommendation in order to make more Year 1 practicum opportunities available was to offer Summer practicum placements, as some sites had space and opportunities during the summer but not at other times in the year. In implementing this innovation, a communication strategy was developed, which comprised advising students of a Summer 2014 practicum opportunity, which was to coincide with a required course, SWK 4605H - *Social Work Practice with Individuals and Families*. As this course is offered to coincide with the first year practicum during the academic year, it was scheduled on Tuesday evenings in the summer 2014 session to ensure it took place at the same time as the summer practicum. Students are clearly informed about the need to be aware of the full-course load requirements in order to be eligible for Ontario Students Assistance Program (OSAP) funding. Students declared in the Fall 2013 term whether they would be participating in a January 2014 or a summer 2014 practicum.

In the fall and spring, 2014, the Practicum Office included Summer 2014 in its recruitment call. Eight Year 1 students are participating in the formal Summer 2014 session.

Field Instructors

As per CASWE Standards, Field Instructors for Year 1 students must have a B.S.W. or an M.S.W. Year 2/ Advanced Standing Field Instructors must have an M.S.W. When these conditions cannot be met, the student must have access to a social worker with an M.S.W.

New and returning Field Instructors are provided professional education opportunities such as workshops in order to help them prepare and orient students to their settings. Providing supports and professional development for Field Instructors is a priority.¹³ The topics of workshops are modified based on feedback from the field, observations of the Practicum Office, and current issues relevant to field education. In recent years, in response to the need for greater accessibility, selected sessions are accessible via webinar, either live or archived.

Evaluating other Components of the Practicum

With the wide variety of stakeholders involved in the successful practicum of each student in the M.S.W. program, and in consultation with students, faculty, faculty-field liaisons and Field Instructors, a comprehensive array of evaluation tools are used for the various components of field education, as summarized below and reviewed annually. In developing the various tools, Ryerson School of Social Work, York School of Social Work, and other Canadian schools of social work were consulted either in person or through an email survey, and the Berkeley Social Welfare and Smith College School for Social Work Practicum Manuals were reviewed.

¹³ See Appendix 13 for a list of professional development events offered to Field Instructors 2011-2014.

Table 16. Practicum Evaluation Tools

Stakeholder Groups	Target of Evaluation	Tool
Field Instructors	Student	Online Practicum Evaluation tool (mid and final)
	Practicum office process	ECs at Teaching Centres - survey
	Professional development	Evaluation questionnaire at end of each session
	Self	Self-Evaluation Tool in practicum manual
Students	Self	Kolb's Learning Inventory in practicum manual Online Practicum Self-Evaluation Tool
	Practicum setting	Survey
	FFL	Survey
	Practicum office process	Year 1 and Year 2 student after practicum commences Practicum Advisory Committee (PAC) Ad hoc meetings with Year 1 students
FFLs	Setting	Faculty-Field Liaison Reporting Form
	Student	Credit Form

Field Settings: Students are asked to provide feedback about their practicum experience through an online questionnaire. In previous questionnaires, students responded that they found it useful and beneficial to:

- Have a comprehensive orientation;
- Have access to their own desk, phone, and computer;
- Have a discussion to clarify student roles, allowing the student to be efficient and maximize their hands-on learning opportunities;
- Have protected and structured supervision time;
- Determine with their Field Instructor what type of supervision/education works best for the student in that setting; students identify benefitting from different types of supervision;
- Have some direct supervision of work;
- Feel part of the team/valued by the team;
- Feel supported by their Field Instructor;
- Work with their Field Instructor to ensure that learning goals identified in the learning contract are met;
- Have a discussion with their Field Instructor about the importance of self-care for social workers, and ways to promote self-care.

Student feedback is shared with Field Instructors in a non-identifying format before the start of the practicum, in an effort to assist Field Instructors to implement the feedback. Students and Field Instructors are informed of this process in the online Practicum Manual and on the survey. FFLs (and Field Educators at Team settings) also submit a review of the practicum setting.

Faculty-Field Liaison: Students meet with their assigned Faculty-Field liaison at the FIFSW throughout the academic year and complete an evaluation of these meetings. Issues identified in the feedback are addressed.

Practicum Office Processes: *Student Fora* are hosted by the Practicum Office to foster dialogue and elicit student feedback. The *Practicum Advisory Committee* (PAC) is a permanent, independent committee which serves as a bridge between the Practicum Office, students, field and faculty. The purpose of the committee is to address practicum issues with constituency representation. The PAC may make recommendations to the Practicum Office and the M.S.W. Studies Committee in all areas related to the practicum process, including matters of philosophy, policy, practicum models, practicum selection and breadth, and ways in which policy is implemented and practiced. Committee meetings occur twice each term and are open to all constituents. The Practicum Office also seeks input from the Association of Teaching Centres (ATC), whose mandate includes, "...providing advice to the Faculty for the purpose of furthering the quality of social work education and practice, and contributing to the development of knowledge in social work and social welfare" (ATC, Terms of Reference, February 2010).

Relationships

The ability of the Practicum Office to contract with the required number of Field Instructors is in large part due to the strong and deep relationships with the individual Field Instructors and the organizations. Support and recognition are critical. The FIFSW recognizes the volunteer contributions of the Field Instructors and the organizations through multiple mechanisms.

Recognition and Incentives for Field Instructors and Field Practicum Settings

- The List of Partners in 2013-2014 which appears on the Practicum website, acknowledges our partners in a manner they can use and inform (potential) M.S.W. students of examples of practicum settings.¹⁴
- Each Field Instructor is provided a UofT library card for the duration of the practicum.
- Integration of Alumni and Advancement initiatives. FIFSW Alumni are a significant source of Field Instructors. For this reason, there is regular communication among the Advancement Office, Alumni and the Practicum Office in order to identify opportunities and promote coordination.
- Professional Development: At least four professional development opportunities and workshops (e.g., power and authority and managing conflict) are offered to Field Instructors.

¹⁴ See Appendix 14 for a list of Partners in 2013-2014.

- Not only are Field Instructors the key audience for professional development sessions on field education (e.g., learning styles, teaching styles, integration of theory and practice, evaluating and giving feedback, managing conflict, power differentials, endings), but they are also a key audience for FIFSW sponsored workshops / talks / webinars presented by faculty and guest speakers.
- When an organization agrees to take a pre-negotiated number of practicum students for three consecutive years, the FIFSW provides the organization a three-year Bertha Rosenstadt Trust Fund in Health Research grant (\$5,000 per year), to conduct research related to field education. The Practicum Office and Dean's Office work with partners in developing new agreements, to ensure rigour in the implementation and evaluation of the projects. This initiative has fostered dialogue and strengthens our relationships with participating agencies, and importantly, motivates social workers in participating organizations to conduct research. This fund, which is available to our Faculty as well as to all other University of Toronto Health Sciences Faculties, is an important way for the FIFSW to secure long-term commitments for M.S.W. student placements, while also promoting discussion and cutting edge research in field education. The Practicum Office leverages these projects by requesting a 'signing ceremony' when the agreement for funding is finalized. Signing and photographs are taken with organization senior administration and the FIFSW Dean, which the organization often highlights in internal newsletters to raise the profile in the partner organization of social work, social work education and our collaboration.
 - We are currently evaluating the Bertha Rosenstadt Trust Fund in Health Research *program* to determine its impact on field education. Coinciding with the FIFSW 100th Anniversary celebrations, a 'showcase' of Bertha Rosenstadt projects will take place in December 2014.
- Specialization Coordinators: a session with specialization coordinators for Field Instructors is held each June to coincide with the first Professional Development meeting for Field Instructors of students beginning a Year 2/ Advanced Standing Practicum in September.
- Continuing Education courses are discounted. In the fall of 2014, the discount will be increased to 20%.
- Adjunct Lecturer Designation: Recruitment of Field Instructors is resource intensive. A Field Instructor who commits to three years can apply for the designation of Adjunct Lecturer. The Practicum Office provides a certificate to recognize this commitment.
- Benefits of being a Field Instructor: A webpage is accessible to Educational Coordinators and others to promote Field Instruction of FIFSW students.
- Letter to CEO / Supervisors during Social Work week: In March each year, prior to Social Work Week, a letter from the Dean is mailed to CEOs of health care settings that have FIFSW M.S.W. students, and to Field Instructors in non-health settings. The letter outlines the benefits which M.S.W.s and M.S.W. students bring to their organizations. Positive responses include written responses from CEOs.

Maintaining and Nurturing Partnerships: Several strategies are employed to maintain, nurture and strengthen existing partnerships:

- Individual Meetings to Promote Opportunities: The Practicum Office holds meetings with several organizations to clarify, promote and create opportunities and address issues.
- Specialized services / prescreening: As a result of individual consultation, some organizations have special requests that are articulated on the database, or may result in additional screening by Practicum Office staff.
- The gerontology specialization has experienced growth, to which the Practicum Office must respond with gerontology practicum opportunities. In an effort to recognize, retain and nurture gerontology Field Instructors, a customized educational workshop called “Law and the Elderly for Practitioners” was offered in January 2014 and was very well received.
- According to CASWE Standards, Field Instructors must have two years of professional experience. Accessing social workers two years after graduation can be a challenge. The question of how the Practicum Office could reach out to M.S.W. students regarding being a Field Instructor in the future was posed to the Practicum Advisory Committee (PAC). Based on PAC’s feedback, a noon hour panel comprising Field Instructors was offered to students. Panel member responded to questions related to being a Field Instructor. The evaluation was positive and suggested it be offered earlier in the year.

The **Association of Teaching Centers (ATC)** meets four times a year to address practicum issues specific to Teaching Centres. An FIFSW Teaching Centre (TC) is a social service, social policy, or health care organization which:

- Identifies social work education as an objective.
- Is prepared to enter into a long-term partnership with the FIFSW to further the quality of social work education and practice, and contribute to knowledge in social work and social welfare.
- Develops a Field Practicum program reflective of the Teaching Centre service delivery and social work practice expertise, congruent with the curriculum of the FIFSW.

The relationships with Educational Coordinators within Teaching Centres are critical. Among other roles, Educational Coordinators facilitate communication with individual Field Instructors in their respective organizations. In response to a request made by Educational Coordinators, one Faculty Field Liaison is assigned to an organization.

As the key contact in teaching centres, Educational Coordinators are provided a schedule / checklist of practicum-related events to assist them with their responsibilities, such as reviewing learning contracts, recruiting Field Instructors, and reviewing descriptions on the PAS database.

In consultation with Practicum Office and faculty, the *Excellence in Field Education Award* was established. It was announced to coincide with Social Work Week, and the inaugural recipients will be presented with their awards in October 2014 during the FIFSW 100th Anniversary opening event.

Consultations: To facilitate communication between, and gain input from, the various stakeholder groups that relate to the Practicum Office, consultations are held on a variety of issues. Examples include:

- In May 2013, consultations were held with representatives from the Year 1 student body, the field, and faculty, to gather recommendations to address the gap between the number of Year 1 students and the number of practicum opportunities. The result was development of a formal summer practicum session.
- In January 2014, consultations were held with representatives from Year 1 students, the field, and faculty to develop effective ways to inspire M.S.W. students to consider becoming a Field Instructor. This resulted in a panel presentation to students by Field Instructors.

The **Academic Coordinators for Clinical Education** group (ACCE) has practicum representation from the University of Toronto Health Science Faculties, including FIFSW, to review issues of common concern (e.g., mutual recruitment challenges) and collaborate on common interprofessional education (IPE) projects.

The Canadian Association of Social Work Education (CASWE) has field representation from the various social work schools across Canada. Two meetings are held per year, at which issues are discussed. The CASWE and the American Council on Social Work Education (CSWE) conferences offer important opportunities for the FIFSW Practicum Office to present developments and research and to learn from other schools. In May 2014, the Practicum Office made a presentation at CASWE and in October 2014 will make a presentation at CSWE.

Practicum Challenges

The most pressing immediate challenge has been, and by all indicators will continue to be, **recruitment of Field Instructors** to provide robust meaningful learning practicum experiences for M.S.W. students. Many Practicum Office activities revolve around addressing the paucity of these opportunities:

- Repeated recruitment calls to Field Instructors
- Follow up with Field Instructors to obtain meaningful descriptions for the database
- Responding individually and/or in groups to student anxiety regarding delays that may result or to student dissatisfaction with practicum matching
- Designing and evaluating new models of field education to address the need for more Field Instructors

Increasing the number of practicum opportunities is therefore both the long range plan and the long range challenge for the FIFSW Practicum Office.

An important and related long range planning measure for the Practicum Office is the **promotion of social work and field education** within the organizations that employ social workers. We do this in the Practicum Office through measures previously described, such as:

- Letters to supervisors sent for Social Work Week;
- Photographed ‘signing ceremonies’ for recipients of the Bertha Rosenstadt Trust Fund in Health Research;
- Recognition of our community partners on the FIFSW website.

To ensure rich field education for future M.S.W. students, we continually work to find methods to communicate the impact and importance of being a Field Instructor and inspire current M.S.W. students to become Field Instructors in their future. One new initiative this year was a panel comprising Field Instructors which was offered to M.S.W. students.

Accessibility needs receive the highest priority and are increasing. The need for accessibility accommodation is often indicated to the Practicum Office at a late date, which means that the most suitable options may already be committed to other students. We have developed clear communications to inform students of the need to register for Accessibility Services before the practicum selection process. This communication has improved the situation.

Responding to students outside the GTA requesting practica in their community is resource-intensive. We have improved our communication to students to inform them that practica outside the GTA are only available in extenuating cases.

M.S.W. Program Quality Indicators

In addition to the information in this section, quality indicators are discussed throughout this Self-Study.

Time-to-Completion

Table 17. Professional Master’s Degree - Full-time (table and graph)

Year Range	SWK (PMAS, FT)		Social Sciences		All U of T	
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2005-06	130	1.24	746	1.59	1,218	1.66
2006-07	133	1.26	764	1.60	1,294	1.67
2007-08	171	1.29	862	1.54	1,424	1.63
2008-09	191	1.40	1,027	1.64	1,652	1.65
2009-10	188	1.34	1,150	1.70	1,791	1.67
2010-11	208	1.36	1,261	1.70	2,055	1.68
2011-12	187	1.38	1,314	1.69	2,118	1.68
2012-13	213	1.39	1,381	1.66	2,268	1.63

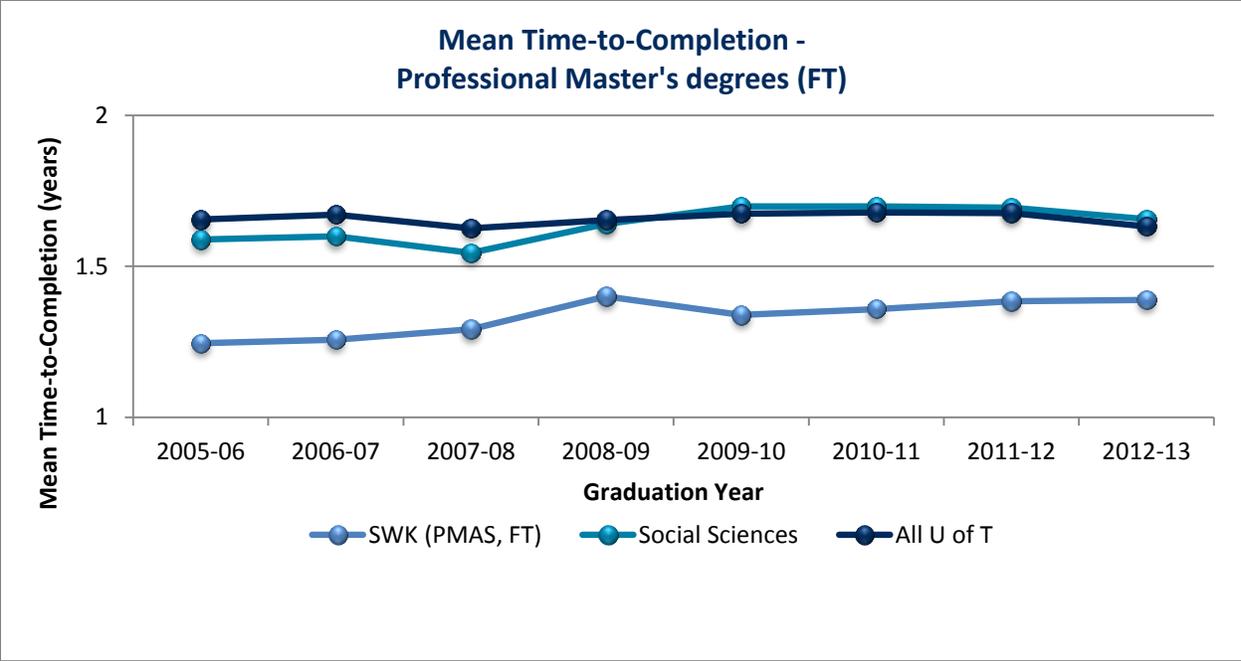
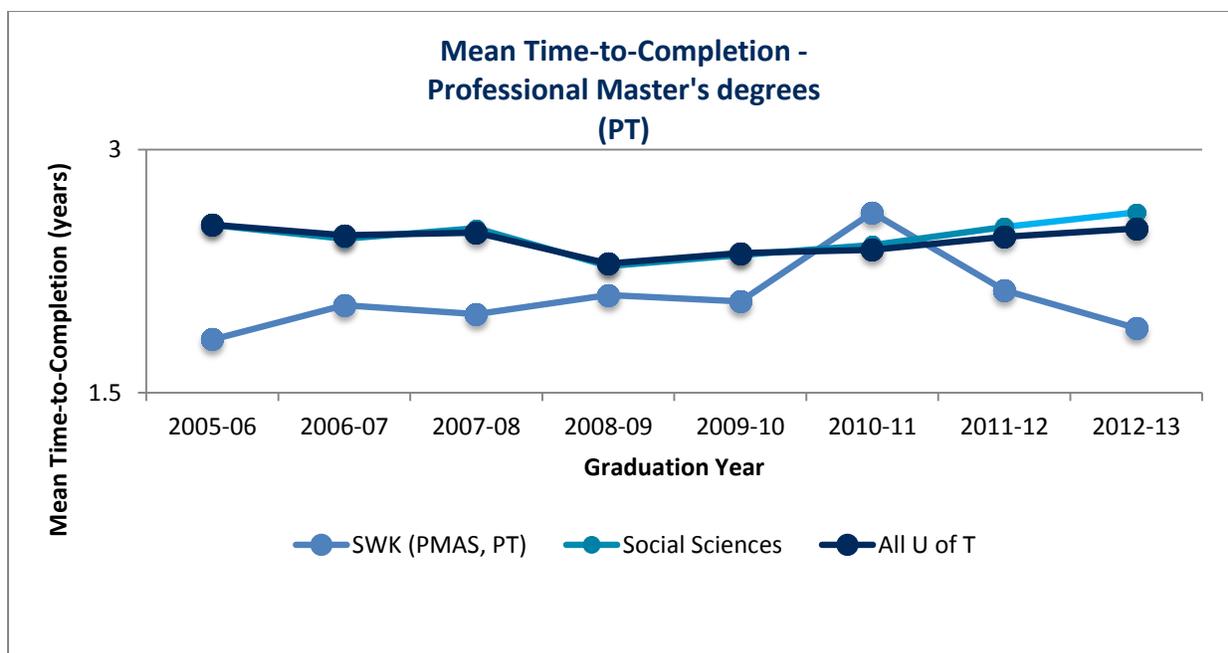


Table 18. Professional Master's Degree - Part-time (table and graph)

Year Range	SWK (PMAS, PT)		Social Sciences		All U of T	
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2005-06	29	1.83	546	2.53	717	2.54
2006-07	26	2.04	474	2.45	625	2.47
2007-08	21	1.98	382	2.51	531	2.49
2008-09	23	2.10	352	2.28	517	2.30
2009-10	21	2.06	426	2.35	652	2.36
2010-11	6	2.61	464	2.41	613	2.38
2011-12	10	2.13	394	2.52	538	2.46
2012-13	13	1.90	361	2.61	514	2.51



M.S.W. Course Evaluations

Since the fall of 2013 course evaluations have been administered online through the University of Toronto Centre for Teaching Support and Innovation (CTSI). With this change the course evaluations were redesigned and comparisons with previous years are not possible. The data presented below are based on students' online course evaluation ratings for Winter 2013 courses. The data are an aggregate of responses for all courses as reflected in ROSI and weighted by course. Courses with less than 5 respondents are deleted.

Notes about the Course Evaluation Data:

- *Rating scale for Core Questions 1 to 5:*
 - *1 – Not at All, 2 – Somewhat, 3- Moderately, 4 – Mostly, 5 – A Great Deal*
- *Rating scale for Core Question 6:*
 - *1 – Poor, 2 – Fair, 3 – Good, 4 – Very Good, 5 – Excellent*

Table 19. Core Questions: Mean ratings for Department & Faculty

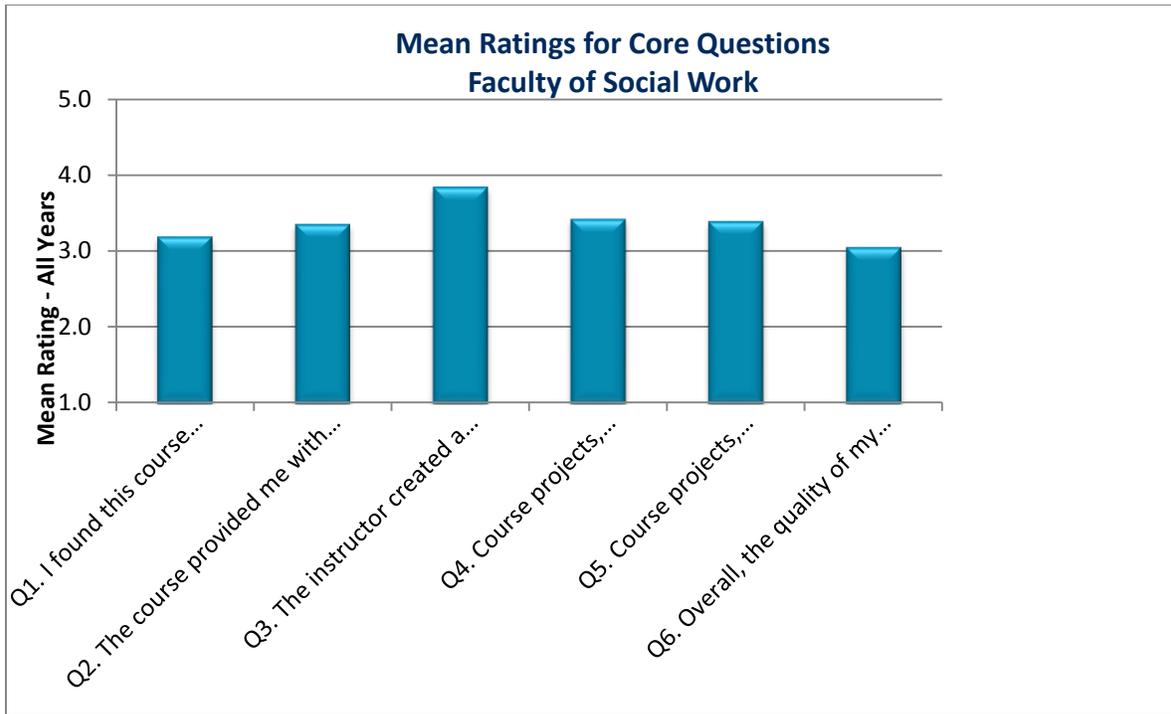


Table 20. Responses for Core Questions at the Department Level, Q1 to Q5

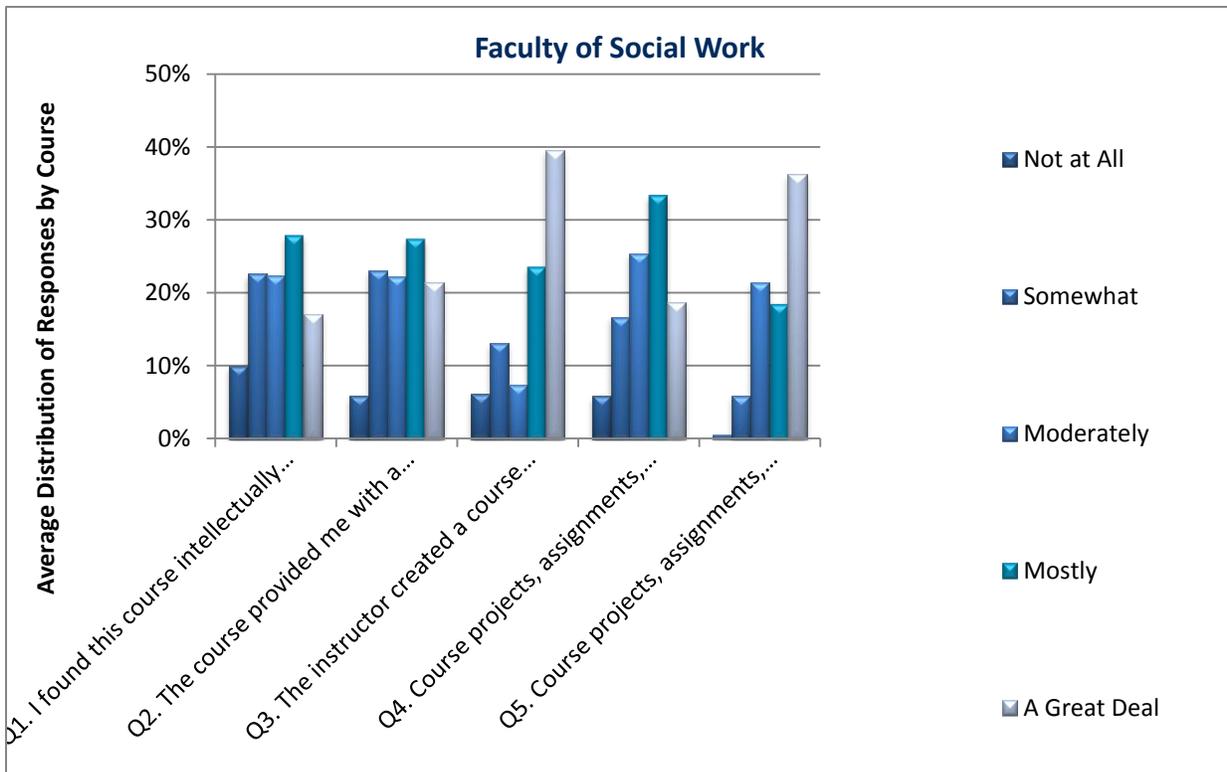


Table 21. Responses for Core Questions at the Department Level, Q6



Table 22. Graduate Summary Statistics

	No. of Courses	Mean	Not at All	Somewhat	Moderately	Mostly	A Great Deal
Q1. I found this course intellectually stimulating.	18	3.19	10.0%	22.7%	22.4%	27.9%	17.0%
Q2. The course provided me with a deeper understanding of the subject matter.	18	3.36	5.9%	23.0%	22.2%	27.4%	21.5%
Q3. The instructor created a course atmosphere that was conducive to my learning.	18	3.84	6.2%	13.1%	7.4%	23.7%	39.5%
Q4. Course projects, assignments, tests and/or exams improved my understanding of the course material.	18	3.42	5.9%	16.7%	25.4%	33.4%	18.6%
Q5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	18	3.39	5.8%	21.4%	18.6%	36.2%	18.0%

	No. of Courses	Mean	Poor	Fair	Good	Very Good	Excellent
Q6. Overall, the quality of my learning experience in this course was...	18	3.05	11.2%	22.3%	28.4%	26.0%	12.1%

Source: Student Course Evaluations, Centre for Teaching Support and Innovation

Table 23 below shows course evaluation responses for the Factor-Inwentash Faculty of Social Work compared to Faculty of Art and Science. The University implemented new campus-wide evaluations. The FIFSW was part of the pilot that took place in 2013 and the new system was fully implemented in 2014.

Table 23. Summary Statistics - Faculty of Social Work compared to Faculty of Art and Science - Winter 2014 compared to Winter 2013

	Winter 2013	Winter 2014
Number of Courses		
Social Work	18	49
SGS - Arts & Science	180	246
Response Rate		
Social Work	66%	61%
SGS - Arts & Science	52%	61%
Q1. I found this course intellectually stimulating		
Social Work	3.19	3.78
SGS - Arts & Science	3.96	4.14
Q2. The course provided me with a deeper understanding of the subject		
Social Work	3.36	3.92
SGS - Arts & Science	3.98	4.18
Q3. The instructor created a course atmosphere that was conducive to my learning -		
Social Work	3.84	4.30
SGS - Arts & Science	4.09	4.29
Q4. Course projects, assignments, tests and/or exams improved my understanding of the course material - Mean Response		
Social Work	3.42	3.98
SGS - Arts & Science	3.95	4.16
Q5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material - Mean Response		
Social Work	3.39	4.01
SGS - Arts & Science	3.99	4.19
Q6. Overall, the quality of my learning experience in this course was... - Mean Response		
Social Work	3.05	3.68
SGS - Arts & Science	3.72	3.97

Note: Statistics exclude Courses with less than 5 respondents.

Source: Student Course Evaluations, Centre for Teaching Support and Innovation

M.S.W. Exit Surveys

Beginning in the 2012-2013 academic year the MSW Year 1 Completion Survey, the MSW Specialization Surveys and the MSW Graduate Survey were administered as Campus Labs web-based surveys through the Office of Student Life at the University of Toronto. Each of these surveys was revised with the onset of the online system, making multi-year comparisons not possible since the previous year's surveys have different response categories and in some cases different questions.

M.S.W. Year 1 Completion Survey¹⁵

The MSW Year 1 Completion Survey asked students to assess their present knowledge and present skills at the end of their first year as compared with when they first entered the program. In addition, the survey asked about the students' satisfaction with the program. Tables are presented in Appendix 15 for the 2012-2013 academic year. One hundred and three students completed the MSW Year 1 Completion Survey.

As Tables 1 to 7 in Appendix 15 show, for the majority of the items students responded that they gained some new knowledge or a substantial increase in knowledge as compared with when they first entered the program. These included knowledge of Canadian social policy, knowledge of multiple and intersecting bases of oppression, domination and exploitation in Canada and knowledge of social justice and empowerment initiatives used by marginalized groups in Canada. Social work values and ethics and social work theories are the items for which students gained the most new knowledge. A third of students reported gaining no new knowledge of qualitative social work research methods and 19% reported gaining no new knowledge of quantitative social work research methods.

Tables 8 to 14 in Appendix 15 show the students' assessment of their present skills compared with when they first entered the MSW program. The majority of students reported developing substantial new skills in applying social work values and ethics in a variety of practice situations, critical appraisal of research to identify best practices and applying social work theories in practice with individuals and families. Over half reported developing some new skills in critical analysis of social policies and two thirds reported gaining some new skills in applying social work theories in practice with communities and organizations.

Tables 15 to 26 in Appendix 15 show the students' satisfaction with the MSW program. The majority of students were somewhat to very satisfied with the overall course/workload, appropriateness of course assignments and quality of teaching faculty, and integration of theory, research and practice in the curriculum. Over two thirds reported being very satisfied with the social atmosphere/environment in the Faculty, knowledge and experiences brought by other students, the quality of/access to computer facilities and helpfulness of administrative staff.

While the majority were satisfied with the diversity of the student body 19% reported not being satisfied. Similarly, the majority was satisfied with the extent of integration between practicum and classroom education and about one third reported not being satisfied. Forty percent of students were not satisfied with the helpfulness of the faculty field liaisons and 50% reported not being satisfied with the helpfulness of the Practicum Office staff.

¹⁵ See Appendix 15 for M.S.W. Year 1 Completion Survey.

M.S.W. Specialization Surveys¹⁶

In the 2012-2013 academic year 128 MSW students completed the MSW Specialization survey. Table 1 in Appendix 16 shows that the majority of the students completing the survey were in the Mental Health and Health (45%) specialization, followed by Children and their Families (30%), Social Justice and Diversity (13%) and Gerontology (12%).

Tables 2 to 27 in Appendix 16 show the results of the survey. Students were asked to rate how the program has contributed to their skill development in various areas. Program refers to both classroom and field education. These areas included values and ethics (Table 1 and Table 2), individuals and family (Table 4 to Table 6; Table 13 to Table 17), service, programs and policies (Table 7 to Table 10; Table 18 and Table 19), theory and knowledge in practice (Table 11 and Table 12), interdisciplinary/interprofessional collaboration (Table 20 to Table 22), practicum (Table 23 to Table 25), and evaluation and research (Table 26 and Table 27). The students were asked to rate whether they felt each statement was “not true”, “somewhat true”, “moderately true” or “very true”.

Overall, the majority of students most often responded “moderately true” to “very true” to all the items associated with increased skill development in each of these domains. The statements the students most frequently reported to be “very true” were - *Individual and Families*: “I am able to establish rapport and maintain an effective working relationship with individuals and family members, using as appropriate, sensitivity, warmth, role modeling, assertiveness and authority are” (85%); *Interdisciplinary/interprofessional collaboration*: “I know how to effectively collaborate and communicate with other health, mental health, social services, and allied health professionals in delivering services to clients” (63%); “I can identify, distinguish between, and perform roles of consultant, core team member, and team leader” (59%); and “I know how to identify and incorporate into practice the distinct and overlapping roles of social work and other professions in the care of the client group in my specialization” (55%). Items that respondents were most likely to rate as “not true” were in *Individual and Families*: “I learned how to conduct a comprehensive assessment of families in order to identify strengths, needs and risk factors” (23.4%) and “I learned how to conduct a comprehensive assessment of individuals in order to identify strengths, needs and risk factors” (11.3%).

The students were asked questions about their satisfaction with the Practicum. Table 23 to Table 25 in Appendix 15 show the majority of students were satisfied with the extent of integration between the practicum and classroom education, the helpfulness of the faculty field liaison and the helpfulness of the Practicum Office staff.

¹⁶ See Appendix 16 for M.S.W. Specialization Surveys.

M.S.W. Graduate Survey¹⁷

The M.S.W. Graduate Survey represents 199 students' responses from June 2013 and November 2013. Tables 1 to 15 in Appendix 17 show the results of the survey. The majority of the respondents were from the Mental Health and Health specialization (46.2%), followed by Children and their Families (31.7%), Gerontology (9%), Social Justice and Diversity (8%) and Social Service Administration (5%).

Eighty-seven percent of the graduates are employed and two-thirds are employed full-time in social work/human services. Sixty-eight percent report that their jobs are located in the GTA. Almost two-thirds of the graduates report that an M.S.W. degree was required for the position. Forty percent are employed in community-based organizations and 31% in hospital/health care facilities. One third of the respondents' primary job function is therapy/counseling, followed by hospital social work (19%), and case management (17%). The majority of graduates report incomes of \$50,000 or higher and the 1 year program (Advanced Standing) graduates report receiving a higher annual income than the graduates from the 2 year program. The majority of respondents reported being satisfied with their job duties and compensation, and reported having a job that is related to what they want to be doing.

M.S.W. Canadian Graduate and Professional Student Survey¹⁸

The M.S.W. CGPSS represents 214 students' responses for the 2013 year. Appendix 18 shows the results of the survey in the following manner: satisfaction with the program, quality of interaction, and coursework; program and department support; and general assessment. Almost all of the respondents indicated positive feedback on intellectual quality of the FIFSW faculty. More than 90% of students felt that opportunities for student collaboration and teamwork were good, very good or excellent. Overall, more than 85% of students rated the academic experience and graduate program as good, very good or excellent.

¹⁷ See Appendix 17 for M.S.W. Graduate Employment Survey.

¹⁸ See Appendix 18 for M.S.W. Canadian Graduate and Professional Student Survey.

Ph.D. Program

Introduction and Objectives

The purpose of the Ph.D. program at the Factor-Inwentash Faculty of Social Work is to prepare students for leadership roles in social work education, research and the community. This purpose is consistent with the mission of the FIFSW and the University of Toronto: excellence in scholarship, service, teaching and innovative research. Through a series of fellowships, teaching and research assistantships, the Ph.D. Program facilitates strong community connections for our Doctoral Students.

Admission Requirements

Students are admitted to the Ph.D. Program on the bases of prior scholarly, professional achievements and practice experience. Applicants who have been involved in research and who have a record of publications are rated highly for consideration for admission. These admission criteria acknowledge that the Ph.D. in Social Work is a research degree located in a University which emphasizes research excellence across all of its graduate programs.

The admissions process is a transparent one. Information on applications is provided through the Faculty website. Several information sessions are offered in the fall to the broad community. In 2013, four information sessions were organized for M.S.W. students who were considering a Ph.D. Field Instructors received a mailing inviting them to attend one of the sessions.

To be considered for admission applicants must meet the following requirements:

- A Master of Social Work degree or an equivalent Master's degree with a minimum B+ average from an accredited program in a university of recognized standing.
- Competency in basic statistical methods at an introductory level (an introductory statistics course is offered in the first term of the program to ensure that students meet this prerequisite).
- Educational and professional experience that indicate a capacity to undertake research-oriented post-graduate work.

The admissions process is a competitive one, with an average admissions rate of 20% over the past 4 years.

Table 24. Applications, Offers, Registrations – Social Work (Ph.D.)

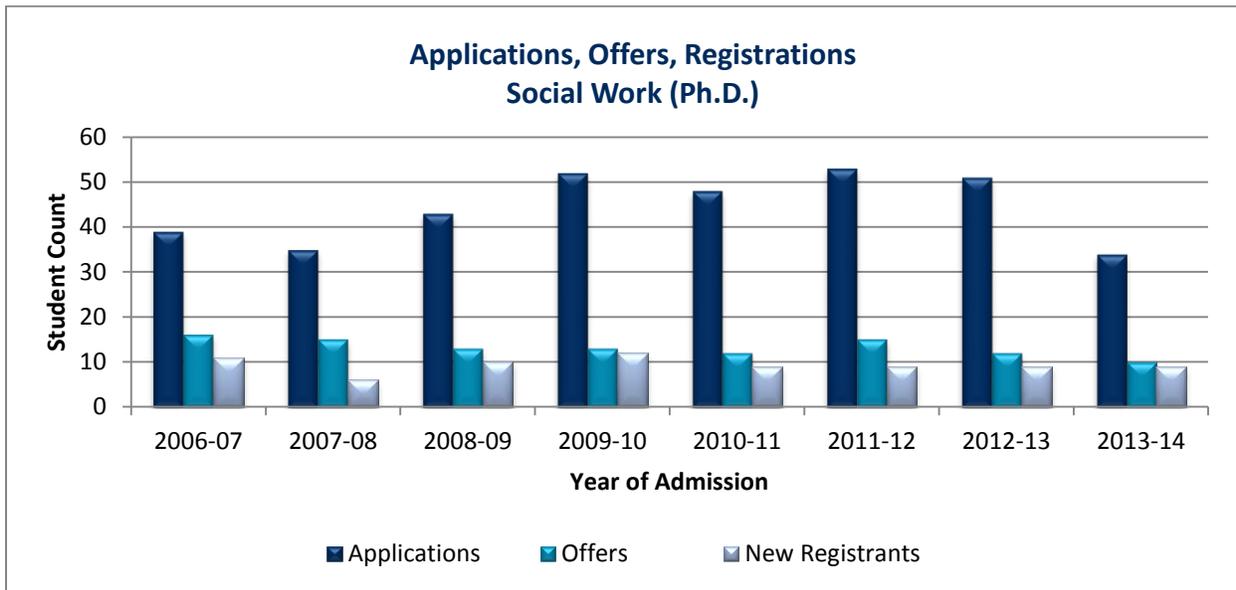


Table 25. Ph.D. Applications: Completed, Accepted, Registered

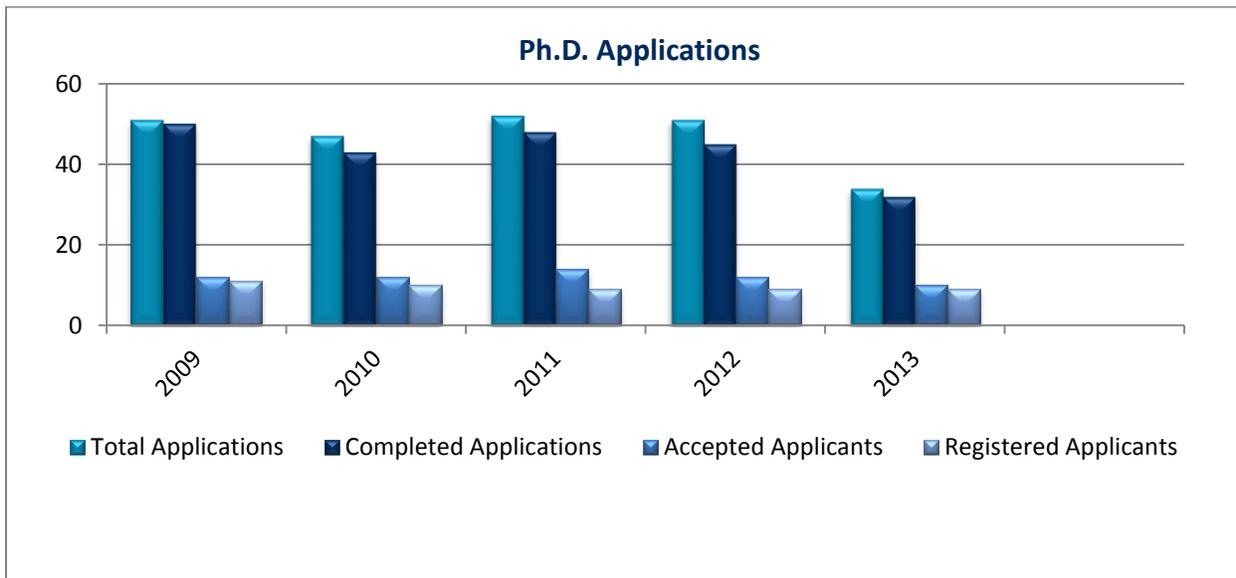


Table 26. Offer Rates - Doctoral Degrees

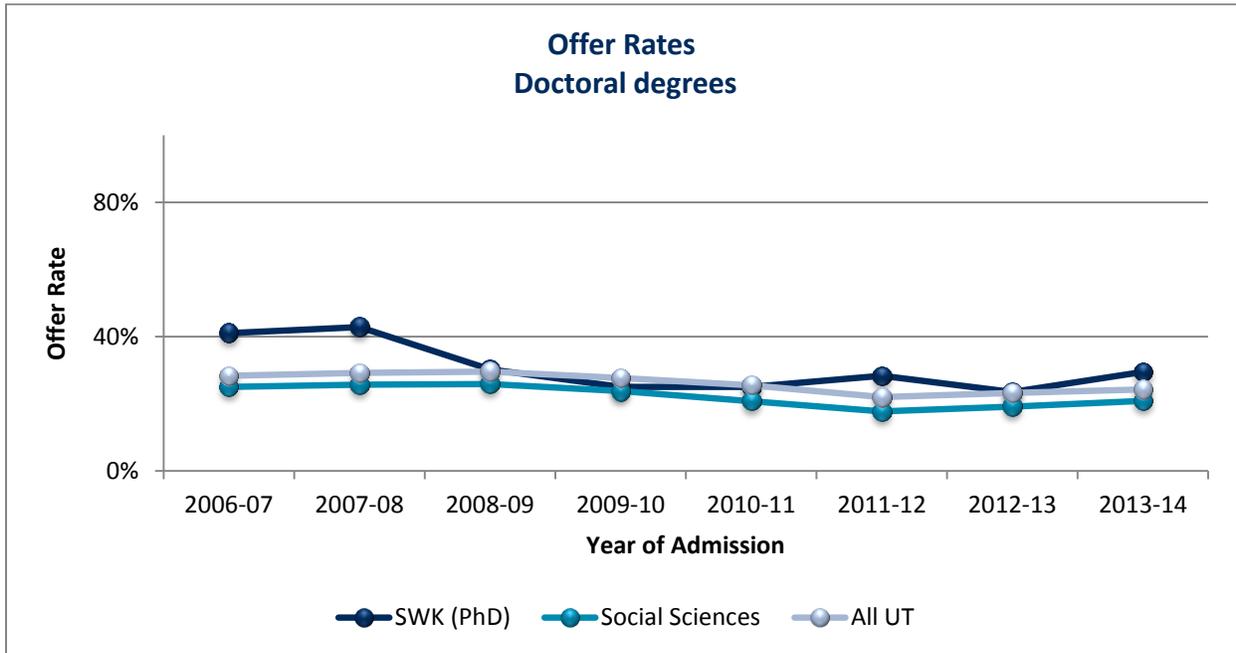
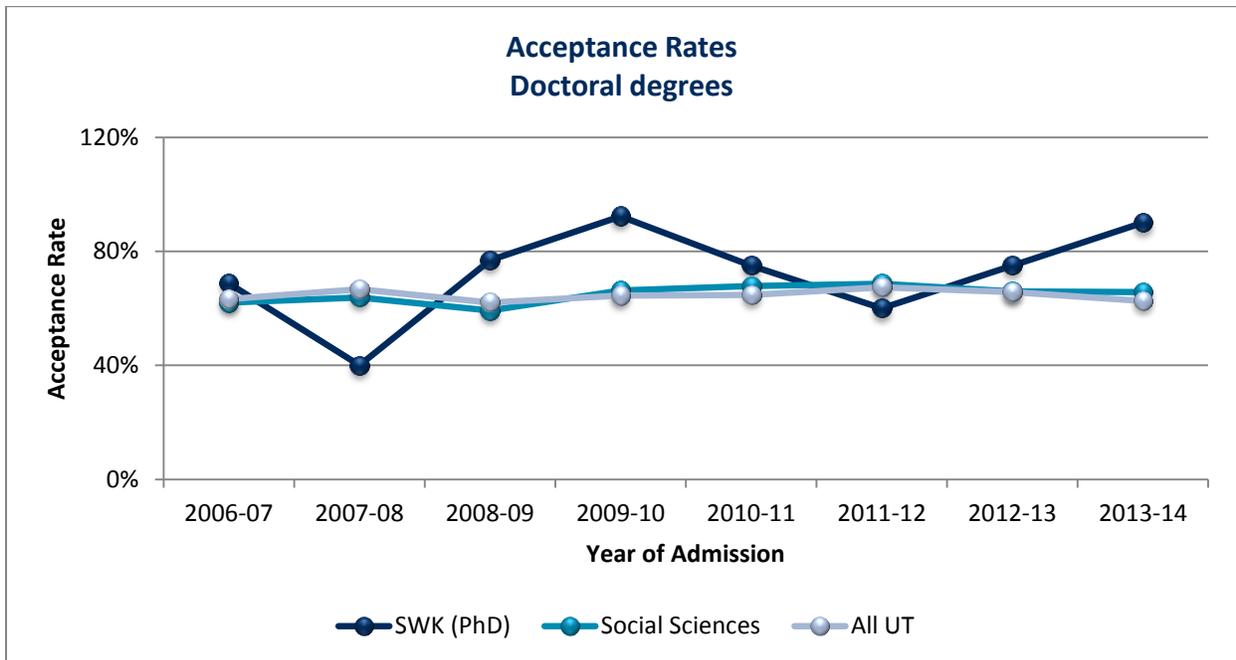


Table 27. Acceptance Rates - Doctoral Degrees



Curriculum and Program Delivery

Through scholarship, research, and mastery of substantive areas of study the objectives of the program require student competence upon completion of the program in the following:

- Conduct social work research using a range of paradigms and methods
- Conduct research that both informs and advances social work knowledge and performance in areas of direct practice, community intervention, and policy development
- Demonstrate a broad understanding of the major practice and policy issues in social welfare and the profession of social work.
- Demonstrate substantive knowledge of a field of social work (defined by students' research interests), which results in the articulation of important empirical questions

The Ph.D. Program at the FIFSW aims to create a climate of excitement, challenge and support for our doctoral students.

The Ph.D. Program is designed to facilitate a plan of study which focuses on a well-defined substantive area of research in social work. Students in the Ph.D. Program in Social Work are expected to acquire a basic grounding in quantitative and qualitative research methods as well as specialized competencies in the methodological skills necessary for productive scholarship in the substantive area of their chosen research.

Required Research Courses

5 semester courses or equivalent approved by SGS.

- SWK 6301H Intermediate Statistics and Data Analysis; all incoming doctoral students are required to take SWK 4506H as a prerequisite or pass an equivalent competency exam.
- SWK 6302H Epistemology and Social Research
- SWK 6307H Designing and Implementing Qualitative Social Work Research; includes a Lab component.
- SWK 6308H Designing and Implementing Quantitative Social Work Research; includes a Lab component.
- SWK 7000H Doctoral Thesis/Comprehensive Seminar (CR/NCR). The aim is the integration of theory and methodology around the student's focus of research. This Advanced Seminar is offered in the first term of the second year of studies.

Elective Courses and Offerings

Five graduate elective half-courses (or equivalent) at least one of which is taken at the Factor-Inwentash Faculty of Social Work, and at least one of which is taken in another graduate department. Elective courses are primarily substantive in nature but can also be methodological. They are selected by the students based on the focus of their research, with multiple interdisciplinary options. A research-focused reading course in the student's area of research can substitute for a course, with the program's approval.

Three social work courses geared specifically to Ph.D. students have been developed or reactivated and are now offered every other year:

- **SWK 6005H Theoretical Foundations of Social Work.** The current version of the course developed and taught by Adrienne Chambon builds on the Carnegie Foundation's recommendation for a historical review of the discipline. This "*History of Social Work and Social Welfare*" course includes a methodological dimension: archival research, discourse analysis and visual methods.
- **SWK 6006H Theory and Practice of Teaching Social Work.** The course is aimed at the formation of social work educators and provides an elective Teaching Internship. Students are encouraged to attend the University's numerous workshops, seminars, and teaching assistant training programs offered through the Office of Teaching Development, the Centre for Faculty Development and the Wilson Centre, Faculty of Medicine, and to enroll in courses on education at The Ontario Institute for Studies in Education (OISE). Since 2001, numerous projects developed in the course are presented at Canadian and US social work education conferences and five papers produced in the course were published in peer-reviewed journals: *Canadian Social Work Review*, *The Clinical Supervisor*, *International Journal of Inclusive Education*, and *Journal of Teaching in Social Work*.
- **SWK 6101H. Critical Evaluation of Social Work Theory: Advanced Clinical Concepts: Theory, Research, Practice.** Developed and taught by Faye Mishna, the purpose of this course is to integrate and examine theory, research and practice wisdom. The aim of the course is to enhance students' theoretical and clinical knowledge, foster Ph.D. students' ability to teach clinical theory to B.S.W. and M.S.W. students, and assist students in conducting practice research at various levels of intervention.

Other Ph.D. level courses have been offered in recent years: *Women & Social Policy*; *Advanced Policy Analysis*, *Advanced Statistics*, *Advanced Qualitative Methodology and Decision Making Theories in Child Welfare*. A range of M.S.W. level courses can also be taken as electives depending on the student's focus of interest, gap in knowledge, and available courses.

Problem-based learning course: In 2014, a problem-based learning methodology was adopted in the Ph.D. Quantitative Methodology course. Each class, students were presented with a real world issue and discussion on the topic and the readings for the class formed the substantive content for the week. Very few formal lectures were delivered. The class agreed to work on a paper together regarding this experience.

Block course: One course, *Decision Making Theories in Child Welfare*, was taught as an intensive block course. Block courses have the advantage of immersing students in the content which allows for rich discussions and a comprehensive approach to the content. It also allows the FIFSW to attract world renowned experts in the subject area as instructors. Students were positive about the flexibility of the model.

Interdisciplinary Offerings: The University of Toronto offers a range of graduate courses that Ph.D. students can take with permission from the Ph.D. Director to ensure that the course meets the Ph.D. level expectations and is congruent with the student's focus. Typically Ph.D. social work students have taken courses in public and community health, geography and planning, and education (from sociology and equity studies in education; to courses in child development).

Interdisciplinary Collaborative graduate programs as interdisciplinary resources: In addition to graduate level courses in other disciplines, those Ph.D. students affiliated (by choice) with an Interdisciplinary Collaborative graduate program at the University of Toronto benefit from a selection of interdisciplinary graduate seminars. The FIFSW M.S.W. and Ph.D. programs have formal partnership with the following Collaborative graduate programs:

- Collaborative Graduate Program in Addiction Studies
- Collaborative Graduate Program in Aging, Palliative and Supportive Care Across the Life Course
- Collaborative Graduate Program in Healthcare, Technology and Place
- Collaborative Graduate Program in Bioethics
- Collaborative Graduate Program in Ethnic and Pluralism Studies
- Collaborative Graduate Program in Health Services and Policy Research
- Collaborative Graduate Program in Sexual Diversity Studies
- Collaborative Graduate Program in Women and Gender Studies
- Collaborative Graduate Program in Women's Health
- Collaborative graduate program in Human Development (anticipated Fall 2014).

The following two (2) programs are exclusively available to doctoral students:

- Collaborative Graduate Program in Bioethics
- Collaborative Graduate Program in Health Care, Technology and Place

Interdisciplinary methodology offerings: Students have taken advanced courses in methodology offered in other departments. The Ph.D. program is a member of the interdisciplinary Centre for Critical Qualitative Studies in the Health Sciences.

Comprehensive Paper

Following completion of the course work, students are required to satisfactorily complete a Comprehensive Paper. This is an original work which typically corresponds to the original theoretical framework of the student's thesis (75 pages maximum including references) and is often turned into a publication. The Comprehensive Paper is assessed by the student's supervisor and an additional faculty member based on the criteria indicated in the Ph.D. Manual and operationalized by way of the assessment forms.

Thesis Proposal and Thesis

Subsequently, students develop their Thesis Proposal with guidance from their Supervisor and committee members. Typically, a faculty member from another discipline will serve as a committee member for the student's Ph.D. thesis. Alternatively, a faculty member in social work from another university may serve that function.

Once the proposal is approved, students achieve the status of Ph.D. Candidate. To remain in 'good standing' students are expected to achieve this status by the end of their third year of study.

Candidates complete a thesis which shall constitute a distinct contribution to knowledge in the field of social work and must be based on research conducted while registered for the Ph.D. Program. A recent innovation is the option of Ph.D. students completing three publishable papers as their dissertation. The written thesis is defended in an Oral Examination. The Ph.D. degree covers the written thesis and the defense.

We are committed to helping the Ph.D. students complete their degrees in a timely manner. Our time to completion rates are now in line with other Ph.D. Programs in the Social Sciences and for all of the University of Toronto doctoral programs. See Table 35. The mean time to completion of the program has decreased from 6.72 years in 2005-2006 to 5.33 years in 2012-2013.

In addition to the program detailed above, the more general climate is offered through the following events:

- A first-year Ph.D. Orientation Seminar led by the Ph.D. Director provides incoming students with information about academic resources in the Faculty (e.g., research office, RAs), and in the University as well as administrative guidance. This semester-long series of meetings includes academic writing sessions to assist students in learning about the writing expectations in a doctoral program, and specifically providing guidelines for students to apply for research support to the federal and provincial funding bodies (SSHRC and OGS). This seminar serves as a forum for the group to share their questions and to serve as a source of support. It also provides a venue for the presentation and discussion of several of the faculty-led research projects. Students thus have exposure to faculty members and to a number of their peers who are RAs in the projects.
- As of January 2009, a Writing Workshop series geared to the writing tasks of more advanced students was developed by a working group comprising doctoral students and faculty and the Director of the Writing Centre for Health Sciences, Dr. Dena Taylor. A series of three workshops is offered addressing: literature reviews; writing a Comprehensive Paper and finding one's voice.
- The Ph.D. Student Association (Ph.D.SA) invites guest speakers based on common interests of their membership.
- The Ph.D. Studies Committee comprising 4 Ph.D. students representing each year and cohort of the program, 4 faculty members and an alumnus of the program, meets regularly and focuses on continual programmatic improvements and governance. For example in 2013-2014 the Committee decided to ask Alumni to organize mentors for Ph.D. students particularly regarding reviewing grant proposals.

- Once a year, a faculty member offers a workshop on the process of applying for an academic position and interviewing for a job.
- The Ph.D. student list posts announcements of available RAships, lecture series, conferences, calls for papers, and other scholarly events, and announcements of academic positions in Canadian and US universities. The information from US universities comes to us from GADE, the US organization of Ph.D. programs with which our Faculty is affiliated and from NADD the National Association of Deans and Directors. Information related to Canadian Universities comes from the Canadian Association of Social Work Education and the Canadian Deans and Directors.
- A semi-annual social gathering takes place for Ph.D. students with the Director of the Program and teaching faculty.

Evidence of Innovation

In September the Faculty initiated a teaching opportunity initiative to provide interested Ph.D. students the opportunity to teach one, 3 hour class in the M.S.W. program with the support of a faculty member. This opportunity can take place at any point in the Ph.D. program, but is intended for students who have not had teaching opportunities at the Faculty. Students can make this request to more than one faculty member. The goal of this opportunity is to contribute to the student's development as a social work educator through observing and offering educational experiences. The student should have expertise in the subject area of their chosen internship site. This opportunity provides an experiential component under the direction of a faculty member with professional expertise and teaching experience in the student's area of interest.

Outcomes for students:

- Awareness of how to prepare an educational activity including materials such as an outline for a class session, teaching notes, handouts, exercises and cases;
- Awareness of how to deliver an educational activity such as a lecture, workshop, or tutorial in ways that enhance the students' learning and development as a social worker;
- Interpret and use feedback from student participants and faculty observers.

A flexible-time Ph.D. Program for Social Work, established in September 2007, was created for practicing professionals who demonstrate that their employment or other professional work is related to their intended field of study and research interests. The duration of the program is extended from a six year program to an eight year program. All requirements for the program are the same as the full-time program. Unfortunately, it has either not attracted applicants or applicants who were initially interested chose to change their status and commit to a full-time program. This option is more financially onerous for the student. The student fee structure follows that of a full-time program rather than a part-time program although unlike the full-time program, there is no financial support attached to the flexible-time Ph.D. Program. They are assessed in the same way as the full-time applicants.

We are currently exploring various ways to implement this more effectively as students are struggling to progress through the program on a part-time basis.

Assessment of Learning

Student Progress Reports

Beginning in Year 2, students are required to complete an annual Progress Report detailing the achievements of that year in relation to a) the progress through their Ph.D. studies and their objectives for the following year; and b) a list of their academic accomplishments, e.g., awards, conference presentations and publications. This report is countersigned by their supervisor.

Thesis Evaluation Procedures

Students must complete an original thesis which shall constitute a distinct contribution to knowledge in the field of social work and must be based on research conducted while registered for the Ph.D. Program. The candidate shall successfully defend the thesis at a final oral examination which is administered by the School of Graduate Studies in compliance with all of the University of Toronto regulations.

Quality Indicators

Employment

Our doctoral graduates are practice leaders, research leaders and policy leaders.

- FIFSW graduates are faculty members throughout North America and the world including: Tel Aviv University, Hong Kong City University and Hong Kong Polytechnic, and virtually every Canadian university with a School or Faculty of Social Work. In the past two years graduates were hired at top ranked universities including the University of British Columbia, McGill, Columbia University and the University of Michigan.
- Doctoral graduates are Directors and Deans of Social Work Departments and Faculties in Canada, the United States, Hong Kong and Israel.
- Doctoral graduates assume senior research and policy positions in government ministries. Graduates are Directors of Social Work and hold Clinical Research Scientist positions in leading hospitals such as the University Health Network and the Hospital for Sick Children.
- Doctoral graduates are advanced social work practitioners offering direct service.

Ph.D. Graduates' Employment Survey Results

Table 28. Current Position of recent FIFSW Ph.D. Graduates Surveyed in 2012 (n=48)

Employment Type	Percent (n)
Tenured	22.9% (11)
Tenure-stream	31.3% (15)
Research associate/research scientist	4.2% (2)
Post doc	6.3% (3)
Other (includes contract and adjunct academic positions)	8.3% (4)
Not academic position	27.1 (13)
Total	100% (48)

Ph.D. Canadian Graduate and Professional Student Survey¹⁹

The Ph.D. CGPSS represents 25 students' responses for the 2013 year. Appendix 19 illustrates the results of the survey in the following manner: satisfaction with the program, quality of interaction, and coursework; program and department support; and general assessment. Almost 90% of the respondents indicated positive feedback on opportunities to take interdisciplinary courses outside of the faculty. More than 80% of the students indicated that quality of instruction of courses was good, very good or excellent. Overall, more than 70% of students rated the academic experience and graduate program as good, very good or excellent.

Publications

Doctoral students are publishing in a wide array of social work journals and journals in related disciplines (see list below). In addition, students co-author research reports. They are publishing in professional journals and are presenting at local, national and international conferences.

Social Work Journals

(*Ph.D. Student is First/Sole Author excluding book reviews)

British Journal of Social Work; Canadian Public Policy; Canadian Review of Social Policy Canadian Social Work Review; Children and Youth Services Review; Clinical Social Work Journal*; Critical Social Work; Families in Society*; Journal of Gay and Lesbian Social Services; Journal of Public Child Welfare; Research on Social Work Practice; Smith College Studies in Social Work; Social Work Education.**

Evaluation of the Doctoral Program

With the recent appointment of a new Director of the Ph.D. Program the need for a systematic evaluation of all aspects of the doctoral program has been identified. This will include gaining data from doctoral students, recent graduates of the doctoral program, and faculty members regarding all components including doctoral courses, inter-disciplinary learning opportunities, supervision of the comprehensive paper and thesis, and teaching and research opportunities.

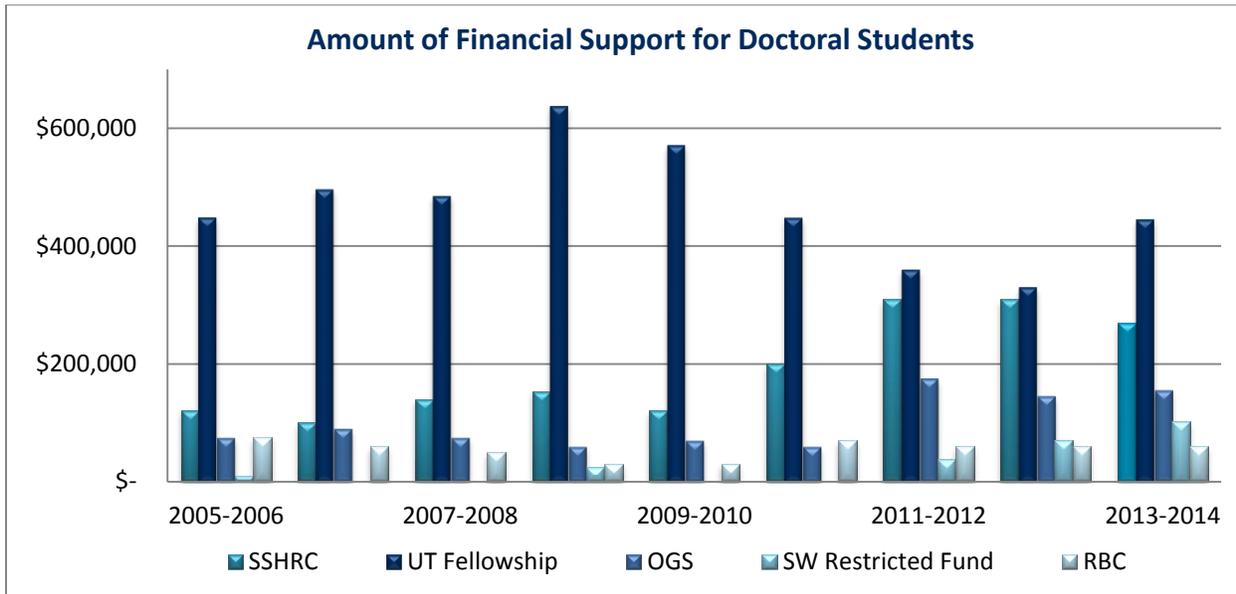
¹⁹ See Appendix 19 for Ph.D. Canadian Graduate and Professional Student Survey.

Student Funding

Table 29. Financial Support for Doctoral Students

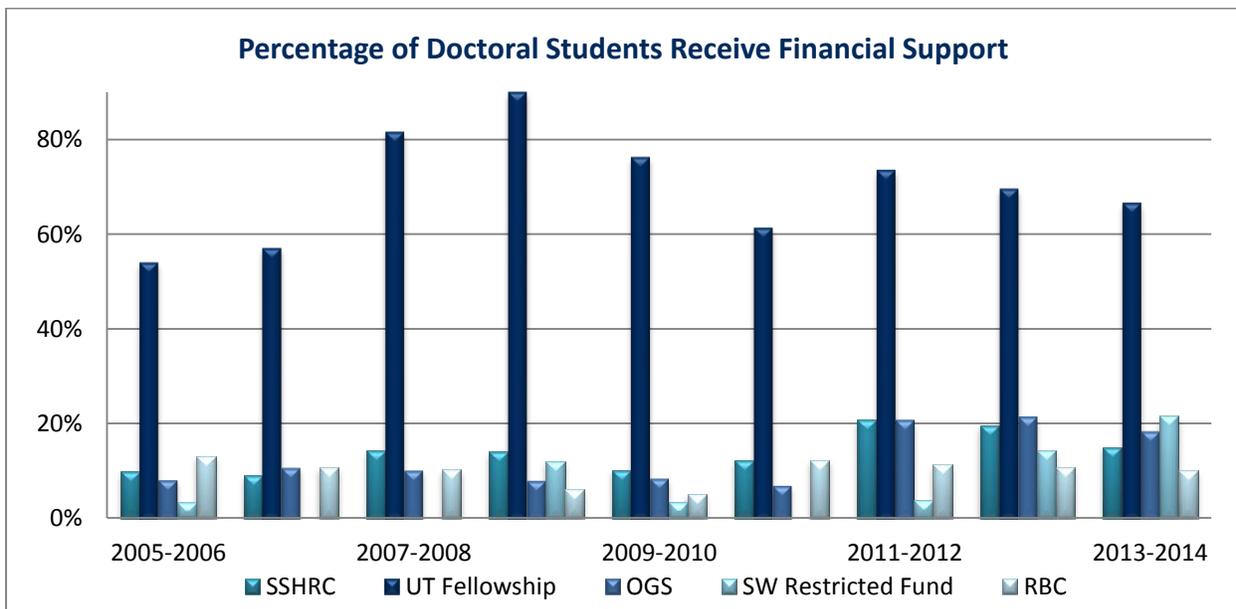
Year		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
SSHRC	\$ Amount	\$120,000	\$100,000	\$140,000	\$153,000	\$120,000	\$200,000	\$310,000	\$310,000	\$270,000
	Student #	6	5	7	7	6	7	11	11	9
	% of Total	9.84%	8.93%	14.29%	14.00%	10.17%	12.28%	20.75%	19.64%	15.00%
UT Fellowship	\$ Amount	\$448,800	\$496,555	\$485,100	\$638,063	\$571,512	\$448,040	\$360,006	\$330,250	\$445,427
	Student #	33	32	40	45	45	35	39	39	40
	% of Total	54.10%	57.14%	81.63%	90.00%	76.27%	61.40%	73.58%	69.64%	66.67%
OGS	\$ Amount	\$75,000	\$90,000	\$75,000	\$60,000	\$70,000	\$60,000	\$175,000	\$145,000	\$155,000
	Student #	5	6	5	4	5	4	11	12	11
	% of Total	8.20%	10.71%	10.20%	8.00%	8.47%	7.02%	20.75%	21.43%	18.33%
SW Restricted Fund	\$ Amount	\$9,000	-	-	\$24,900	\$1,500	-	\$37,530	\$71,022	\$102,440
	Student #	2	0	0	6	2	0	2	8	13
	% of Total	3.28%	0.00%	0.00%	12.00%	3.39%	0.00%	3.77%	14.29%	21.67%
RBC	\$ Amount	\$75,000	\$60,000	\$50,000	\$30,000	\$30,000	\$70,000	\$60,000	\$60,000	\$60,000
	Student #	8	6	5	3	3	7	6	6	6
	% of Total	13.11%	10.71%	10.20%	6.00%	5.08%	12.28%	11.32%	10.71%	10.00%
Other Awards	Student #	1	5	3	8	8	5	7	3	0
	% of Total	1.64%	8.93%	6.12%	16.00%	13.56%	8.77%	13.21%	5.36%	0.00%

Table 30. Amount of Financial Support for Doctoral Students



Note: The Faculty has moved to provide matching funds from the operating grant (UT Fellowship) in support of researchers willing to provide research experience to doctoral students as an incentive. Half of the funding would come from the faculty member's grant and half from the UT Fellowship. Based on this, it is anticipated that the UTF portion of the Ph.D. guaranteed funding package will likely increase as more faculty/students participate.

Table 31. Percentage of Doctoral Students Receiving Financial Support



Note: As of 2012-2013, OGS is now administered through universities, with each department receiving a quota from which M.S.W. and Ph.D. students will be awarded. As a result, FIFSW is restricted in the amount it can provide to its students. In addition to what is depicted on the chart, Ph.D. students in their sixth year are eligible to receive funding from the Doctoral Completion Award (DCA) if they will defend their thesis by the end of their sixth year. This is funded by the School of Graduate Studies. The average funding is \$10,000 per student who meets these conditions. As this initiative is relatively new, having begun in 2012-2013, we have not reported it in the chart.

Table 32. Funding Received by Ph.D. Graduates from 2007 to 2012

	Institutional Funding (Scholarships)	Research Assistant Earnings	Teaching Assistant Earnings	Total Funding
Mean	\$92,833.22	\$25,060.92	\$21,103.39	\$138,997.53
Median	\$89,974.43	\$15,303.86	\$17,653.71	\$130,133.30
Std. Deviation	\$17,649.24	\$28,811.01	\$20,890.47	\$44,263.42
Minimum	\$45,700.00	\$0.00	\$0.00	\$72,862.00
Maximum	\$123,909.00	\$110,884.02	\$95,633.88	\$252,217.90

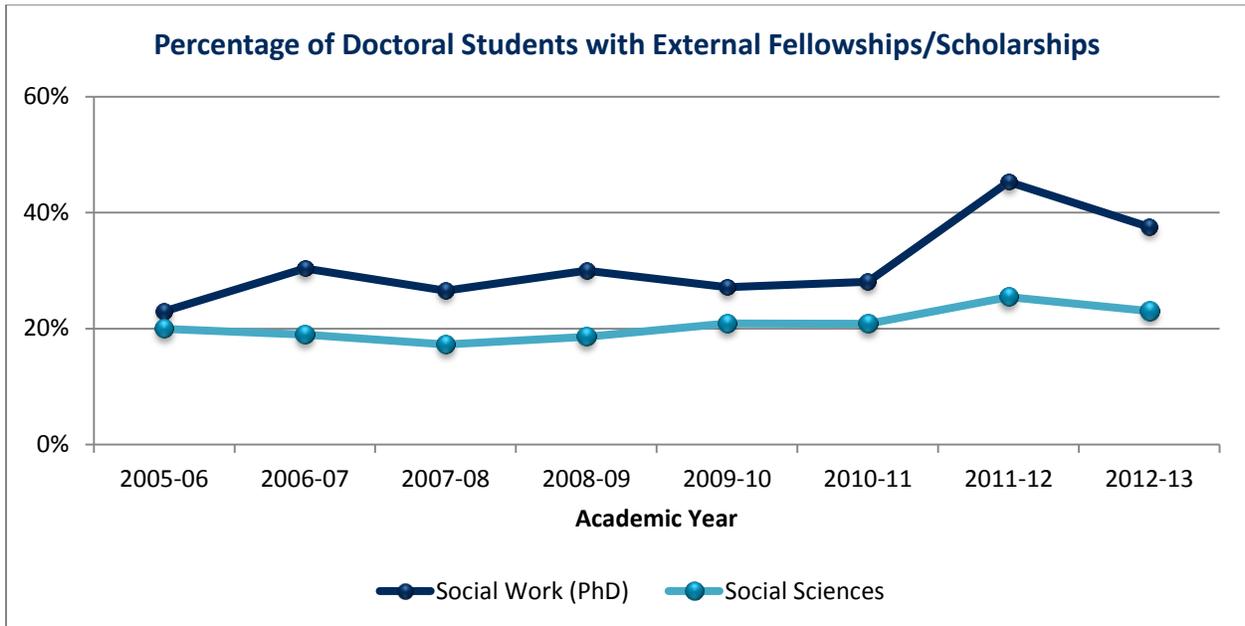
Note: The University offers a funding package of at least \$15,000 plus tuition and fees to eligible full-time doctoral-stream students. The funding package can be made up from a variety of sources including internal awards; external awards; research assistantships; and teaching assistantships. Funding covers five years of study. Students have up to six years to complete their program. This funding is conditional upon the timely progress of studies, or Good Standing. By the end of their third year, students are expected to have completed their coursework; written their Comprehensive Paper and have their Thesis Proposal approved by their committee. They thus achieve the status of Candidacy, which is followed by the conduct of their research and the thesis defense.

Table 33. Doctoral Degrees

Academic Year	Social Work (Ph.D.)			Social Sciences		
	Students with Fellowships or Scholarships	All Students	% with Fellowship or Scholarship	Students with Fellowships / Scholarships	All Students	% with Fellowship / Scholarship
2005-06	14	61	23.0%	293	1,468	20.0%
2006-07	17	56	30.4%	275	1,449	19.0%
2007-08	13	49	26.5%	259	1,499	17.3%
2008-09	15	50	30.0%	280	1,508	18.6%
2009-10	16	59	27.1%	324	1,552	20.9%
2010-11	16	57	28.1%	335	1,607	20.8%
2011-12	24	53	45.3%	400	1,571	25.5%
2012-13	21	56	37.5%	368	1,600	23.0%

Data Source: Graduate Student Income Cube, 2005-2006 to 2012-2013. (See notes below.)

Table 34. Percentage of Doctoral Students with External Funding

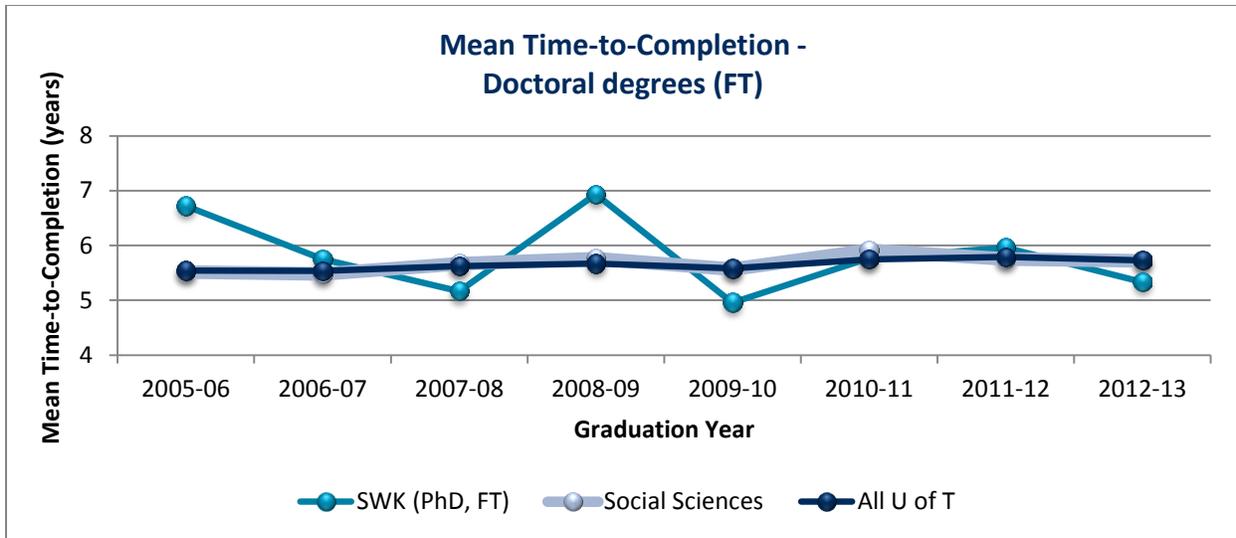


Notes:

1. 'Students with Fellowships/Scholarships' data represent the number of full-time students receiving external, merit-based awards in the given year.
2. 'All Students' data represent the number of full-time students registered in the Ph.D. Program in the given year.
3. General notes about the Graduate Student Income Cube:
 - The Cube only contains students that were actively registered at the end of each session and only counts each student once per year.
 - The Cube does not include OSAP loans.

Table 35. Doctoral degree – Full-time (table and graph)

Graduation Year	SWK (Ph.D., FT)		Social Sciences		All U of T	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2005-06	6	6.72	195	5.51	643	5.54
2006-07	8	5.75	188	5.48	636	5.53
2007-08	8	5.17	190	5.67	711	5.63
2008-09	5	6.93	164	5.76	697	5.67
2009-10	8	4.96	171	5.57	738	5.58
2010-11	13	5.77	197	5.91	789	5.75
2011-12	9	5.96	164	5.75	806	5.79
2012-13	7	5.33	194	5.72	868	5.73



Notes:

1. Time-to-completion (TTC) calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values.
2. Time-to-completion values are based on a student's first to last registered session.
3. Comparative data for the Division and all U of T include all doctoral degrees in the corresponding attendance class (i.e., full- or part-time).
4. In some individual years, the number of graduates can be very low. In these cases, the mean time-to-completion may not be representative and should be interpreted with caution.
5. Data for diploma students were not reported due to low numbers (no enrolment in 2005-06 to 2010-11, 4 or less in 2011-12 and 2012-13).

Advanced Diploma in Social Service Administration

Introduction and Objectives

In response to an identified need in the social service sector for individuals with the knowledge and skills to lead and manage social service agencies, the Factor-Inwentash Faculty of Social Work developed a Graduate Diploma in Social Service Administration entitled “Advanced Diploma in Social Service Administration” and a fifth specialization within the M.S.W. in Social Service Administration. The first cohort began the program in September 2010. The intent of this program is to provide a rigorous, comprehensive grounding in the key values, skills and knowledge required by administrators, managers and leaders of social service organizations. The Advanced Diploma and Specialization address a recognized need for education in social service management beyond the level of the Master’s training currently offered in social work and thus is geared towards individuals with Master’s degrees currently practicing in the social services field. Applicants come from across the spectrum of social services. Projected demand for the proposed program was based on a survey of practicing social workers that was conducted in 2005/2006.

The goal of this program is to provide a rigorous, comprehensive grounding in the key values, skills and knowledge required by administrators, managers and leaders of social service organizations. The Advanced Diploma addresses a recognized need for education in social service management beyond the level of the Master’s training currently offered in social work.

Students in these programs will:

- Develop skills in leadership, governance, stakeholder relations and strategic planning
- Develop skills in recruiting and managing non-profit Boards, developing committee structures, enhancing Board-staff relations and ensuring Board succession
- Gain a thorough understanding of financial management including accounting, budgeting and forecasting
- Develop knowledge and skills in human resource management and labour relations including hiring, training, managing performance and working with unions
- Learn to manage service delivery including developing appropriate organizational structures, annual planning, program development and evaluation, selecting and maintaining management information systems and contracting on behalf of the organization
- Develop knowledge regarding legal aspects of managing social service organizations including labour legislation and regulations, insurance and liability considerations, managing complaint processes and working with legal staff and consultants.

Admissions Requirements

Students applying to the Advanced Diploma in Social Service Administration must have an M.S.W. or a Masters level degree in a discipline related to social work with a mid B grade average. They must have a minimum of three years of work experience in the human services. Admissions data reveal a high of 20 applicants in 2010 to a low of 5 in Fall 2012. All students who apply and meet the eligibility criteria are admitted. The acceptance of admissions offers indicated by registration in the program is 80%. Since 2010 we have had 36 students register.

Curriculum and Program Delivery

The Advanced Diploma program comprises four core half courses: Leadership Skills in Social Service Organizations; Financial Management of Social Service Organizations; Human Resource Management in Social Service Organizations; and Research and Quality Improvement in Human Service Organizations and two half course electives or one half course elective and a major project. To ensure the Advanced Diploma program is accessible to those working in the field, the program is offered in an executive model – each course is offered one full-day per month. Students can complete two half courses per term, allowing them to complete the entire program in one year if they wish. The program was designed to accommodate 20 students and the first cohort began in September 2010. Brief descriptions of the four core courses are below.

SWK 4425H Leadership Skills in Social Service Organizations: This course focuses on the skills needed by senior managers and administrations to take effective leadership within and outside the organization. It is designed to develop leaders with vision, values and strong skills in stakeholder relations. Key areas covered include:

- Understanding leadership
- Ethics and leadership
- Working with Boards of Directors/governance
- Stakeholder relations
- Transparency/ public accountability
- Public engagement
- Strategic planning/ social entrepreneurship
- Core values that determine the shape and function of organizations
- Creating a physical environment that is accessible to diverse community members
- Culturally competent service delivery

SWK 4426H Financial Management of Social Service Organizations: Leaders of organizations of any size must understand and manage the finances of the agency. This course is designed to ensure that students acquire comprehensive skills in financial management and can apply those skills to ensure the financial health of their agency. Topics include:

- Management accounting
- Budgeting and forecasting
- Funding contracts
- Risk management
- Grantsmanship
- Fundraising

SWK 4427H Human Resource Management in Social Service Organizations: The greatest asset of a social service organization is its staff, and the greatest potential liability for such organizations relates to difficulties in management of staff. Administrators must know how to attract and keep the best people, and protect their organization from liability related to employment matters. This course will cover key areas in human resource management such as:

- Comparison of unionized and non-unionized environments
- Hiring, including writing job descriptions, attracting diverse candidates, and best practices for candidate selection
- Orientation, training and development
- Performance management
- Termination
- Volunteer recruitment and management

SWK 4515H Research and Quality Improvement in Human Service Organizations: Senior managers must be able to structure their organizations to meet organizational goals, identify and measure these goals, and track process and refine service delivery to meet these goals, including responding to changing needs. This course will cover topics such as:

- Developing organizational mission and vision statements
- Identifying and refining organizational goals through consensus building
- Quality assurance and improvement
- Annual planning
- Change management
- Engaging stakeholders
- Developing programs through logic models and balanced score cards monitoring processes, analysis of data and reporting
- Program evaluation and service refinement
- Management information systems and outcome reporting

For each entering cohort we develop a BIO-BOOK to help instructors develop familiarity with the students and to facilitate student networking. The Director and the Teaching Team meet regularly to review new developments and make efforts to both horizontally and vertically integrate course content and assignments. A major structural method used to facilitate this is the use of a common core text (Hardina, Middleton, Montana, & Simpson, (2007). *An empowering approach to managing social service organizations*. New York: Springer Publishing Company).

Each course uses relevant chapters from the text in addition to a wide range of other materials which are typically included in a course pack. We have made extensive use of the National Network of Social Work Managers (NNSWM) Management Competencies to guide course design. Course syllabi are continually updated to reflect the most current thinking in the field.

Feedback to date on the program's structure, curriculum and length relative to learning outcomes has been very positive. Course evaluations have been very positive across most of the courses. During every term in the first few years of the program we conducted program evaluations, in addition to course evaluations. This early feedback was helpful in developing electives (selected topics) for the program, offering courses in the summer, and coordinating assignments. We now have designated elective courses (Selected Topics in Social Service Administration SWK 4642) that are offered in the winter and summer terms and the topics for each term are identified based on a survey of registered students every fall.

The two most popular topics to date are Strategic Planning and Resource Development and a Seminar on Organizational Change. Students can also take a range of electives including online courses in the FIFSW M.S.W. program.

Evidence of Innovation

Using a core text across courses assists with overall integration of the courses and highlights the importance of a social work perspective on leadership and management. The Teaching Team has identified three core themes that are infused throughout the curriculum: evidence-informed practice; client-centered care, and the importance of working with issues of diversity. These themes reinforce social work values and are pivotal in social service administration.

To increase accessibility for working professionals each course has a full day class every 3-4 weeks and the courses rotate from Thursdays to Saturdays each year. Full day sessions can be challenging for instructors and students but a creative mix of small group discussions, case studies, video clips, PowerPoint presentations and guest speakers appears to contribute to successful sessions. The assignments in all of the core courses allow students to apply their learning to their current or previous work situations and to reflect on their strengths and areas for further development.

Assessment of Learning

The core courses in the program use a range of assignments, the vast majority of which the students complete on themselves or the organization in which they work. The assignments provide students with an opportunity to apply theoretical knowledge and develop skills in managerial processes. Some of the assignments they complete include:

- Leadership self-assessment to determine strengths and areas for continuing work in emotional and social intelligence and managerial competencies (NNSWM)
- Development of a strategy for organizational change related to an area of concern in their organization
- Reviews of Financial Reports
- Program proposals with fully developed budgets
- Detailed HR case analysis
- Development of a strategy to deal with a recruitment, empowerment or retention issue
- Scan organization accountability processes
- Development of a program logic model & evaluation

Quality Indicators

In terms of national and international comparators we have reviewed a number of programs offered in this area. The programs focusing on social service administration include programs that are a stream within an M.S.W. program (FIFSW, Calgary, Chicago); programs that are offered through Continuing Education in social work programs (Stanford, San Diego State, University of Texas Austin, Wilfred Laurier); programs that require an M.S.W. or MA in allied disciplines (FIFSW); and stand-alone Master's Programs in Non-Profit Management (Fordham, Pennsylvania, Schulich, Carleton). The post M.S.W. graduate diploma model is not as evident in social work schools in North America. As a post M.S.W. graduate program the Advanced Diploma Program has higher quality standards than continuing education offerings and equips participants with a wider range and depth of skills which they can use in their organizations.

Applicants have typically worked in the field (5-20 years) and have increasingly assumed administrative work or have been promoted to a supervisory, team leader or middle manager position, finding that they lack the leadership or management knowledge and skills needed to be more effective in their jobs. Many had focused on developing their M.S.W. practice skills and had not anticipated assuming administrative roles. Others enjoy the shift in roles and are enthusiastic about learning to be good leaders. The Program has a systematic admissions process. We would prefer more applicants but recognize barriers to larger applicant numbers: the economic recession starting in 2008 which had a significant impact on many social workers' sense of job security; program fees which are higher than those for continuing education programs; agencies have cut staff budgets for external professional development; and some organizations have developed their own internal leadership training programs.

Despite these challenges we have been able to admit a small cohort each September, who are integrated (for core courses) with students in the Social Service Administration M.S.W. Specialization. Each fall we develop a BIO-BOOK profiling both the Advanced Diploma and Specialization students entering the program. M.S.W. students in the Specialization must also meet the requirement of a minimum of three years of human services work experience. The Teaching Team has consistently commented on the extensive experience and high caliber that this combined group brings to the learning process.

Completion Rates

Eighteen students have graduated from the Advanced Diploma program. Their average completion time is 1.72 years. Many take the program on a part-time basis because of full time work commitments. Eight students withdrew from the program for various reasons including financial challenges, work promotions, heavy work load in their place of employment, course workload, and family and medical issues.

Quality of the Educational Experience

There are two major sources of data that provide information on the quality of the educational experience.

First are course evaluations, which demonstrate that the core courses are very well received. Student ratings are excellent for three of the four courses and in most cases exceed the Faculty's mean ratings. Students comment positively on the knowledgeable instructors, the guest speakers, the applied nature of the assignments, the quality of dialogue and the positive class climate. The Financial Management course was initially not rated as well but this is a difficult and unfamiliar topic for many of the students and can be quite challenging to teach. With changes made due to the yearly feedback the course now receives very good evaluations.

The second source of data collected to assess the quality and impact of the learning experience is a recently conducted survey of graduates of both the Advanced Diploma and Specialization program. The 2014 SSA Survey was developed in January 2014 and launched electronically, via Fluid Surveys (a survey web-based platform), on February 24. SSA graduates since 2010 were invited to participate. The survey closed on April 1 2014. Twenty-two graduates responded to the survey for a 50% response rate.

The findings show that in terms of the Leadership Skills course respondents indicated that Organizational Change, Understanding Leadership and Strategic Planning were the greatest areas of learning. Students found the area of Financial Management very challenging – the course has been modified over time and now receives more positive evaluations. The Human Relations course was viewed by a large majority as a very positive learning experience. The Research and Quality Improvement course received very positive reviews. SSA graduate students felt they had learned most about Logic models and data evaluation techniques.

Respondents were asked to rate the overall level of change that has resulted from their participation in the program. Seventy-three percent indicated that there had been a significant or very significant overall change (personal, professional, organizational, community) as a result of participating in the Social Service Administration Program.

Challenges

This review of the Advanced Diploma in Social Service Administration has described the creation and implementation of an innovative program to help social work practitioners gain knowledge and skills to become leaders and managers in the human services field. The responses of students in the program have been very positive both during the program and after returning to their respective workplaces.

The main challenge is attracting sufficient admissions numbers to warrant continuing the program. Factors identified as contributing to this lack of demand are:

- Perceived as an expensive program
- Two-culture dynamic in class (Diploma and Specialization students combined)
- Academic course requirements while working full time are challenging
- Many potential applicants take continuing education courses
- In North America continuing education is the primary mode of delivering this content
- Competition from other programs
- The term “Diploma” appears problematic, typically more connected to college programs
- Most agencies no longer provide professional development monies for their staff
- Increasing number of agencies provide leadership/management training in-house
- Economic recession has had an impact on workers spending on further education

The Faculty is considering a number of options for responding to the current situation. It has been determined that the best decision is to phase out the Advanced Diploma in Social Service Administration over the next few years. There is a commitment to maintain and enhance the Specialization in Social Service Administration and to move towards providing offerings in this area through the FIFSW Continuing Education Program.

2. RESEARCH

Research

Scope, quality and relevance of faculty research activities

The Factor-Inwentash Faculty of Social Work continues a successful research record with increasing opportunities for faculty, students and community partners to engage in internationally renowned research. In 2013-2014, the average number of peer reviewed publications by faculty members was 4.29. Twelve faculty members had 4 or more publications in peer reviewed scholarly journals. This figure increases to an average of 5.33 and 13 faculty members with 4 or more publications in 2013-2014 when in press publications are included.

During 2013-2014 FIFSW faculty published 4 books with 3 books in press. Nineteen faculty members had a book chapter published and 12 had a book chapter in press. A number of faculty members received considerable media attention for their scholarly activity. In 2013-2014, 76% of FIFSW faculty members held a Council Grant as principal investigator. A total of 48 grants and contracts were administered by FIFSW. The funding breakdown is as follows: 35% of the research projects were funded by SSHRC (17 grants); 19% of the research projects were funded by CIHR (9); 40% were funded by other grants (19) and 6% by contacts (3). In addition to being principal investigators on research grants, FIFSW faculty members were co-investigators on 51 research projects in 2013-2014. Three faculty members are completing the second year of their multi-million dollar partnership grants in 2013-2014.

Faculty at FIFSW can be thought of as belonging to two cohorts: Associate and Full Professors who are establishing or have well established international programs of research, and untenured and newly tenured faculty members who have been hired in the last five to six years.

The Director of Research has established a practice of meeting each faculty individually regarding research applications they are pursuing. This provides a functional milieu in which to explore opportunities, to engage in a meaningful conversation about their respective needs and future directions. This research mentoring is done most closely with the newer appointments. The Director meets weekly with the Research Manager regarding ongoing research activities at the Faculty and at Faculty Meetings reports on the activities of the Research Office. The Director of Research meets monthly with peers from across the University at the Research Advisory Board (RAB). This is an important forum for picking up and translating research opportunities into possibilities for FIFSW. As the research profiles of our Faculty grow, keeping up with increasingly diverse funding opportunities has become increasingly more central to this position.

Tables 36 and 37 show the annual funds received in each fiscal year for single and multi-year grants and contracts. In the 2013-2014 fiscal year research funding was **\$3,117,902**.

Table 36. Annual Research Funds from 2004-2005 to 2013-2014 Fiscal Year

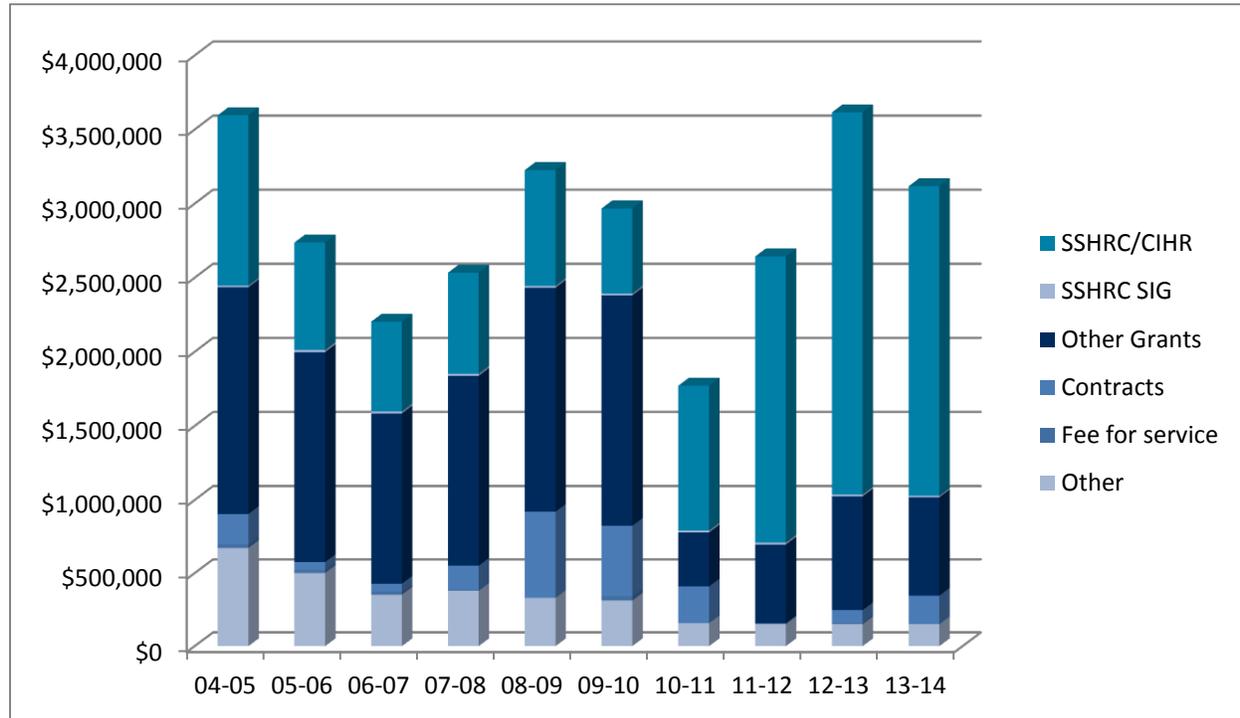


Table 37. Annual Research Funds from 2004-2005 to 2013-2014 Fiscal Year (May 1, 2013 to April 30, 2014)

Year	Other	Fee for service	Contracts	Other Grants	SSHRC SIG	SSHRC/CIHR	Total
04-05	\$671,607	\$25,600	\$207,425	\$1,530,374	\$11,743	\$1,149,324	\$3,596,074
05-06	\$500,893	\$20,000	\$54,872	\$1,421,394	\$15,975	\$724,604	\$2,737,738
06-07	\$352,500	\$20,000	\$55,000	\$1,156,066	\$14,590	\$605,245	\$2,203,401
07-08	\$380,000	\$5,500	\$165,051	\$1,287,145	\$14,983	\$681,382	\$2,534,061
08-09	\$330,000	\$0	\$590,249	\$1,511,364	\$14,104	\$780,692	\$3,226,409
09-10	\$312,000	\$30,000	\$481,971	\$1,556,003	\$13,637	\$573,802	\$2,967,413
10-11	\$157,000	\$0	\$251,992	\$368,826	\$14,157	\$979,534	\$1,771,509
11-12	\$150,000	\$7,500	\$0	\$537,526	\$14,817	\$1,933,653	\$2,643,496
12-13	\$150,000	\$7,500	\$89,395	\$776,653	\$13,905	\$2,578,477	\$3,615,930
13-14	\$150,000	\$0	\$196,018	\$671,696	\$10,802	\$2,089,386	\$3,117,902

** Other includes endowed fellowships and donations.

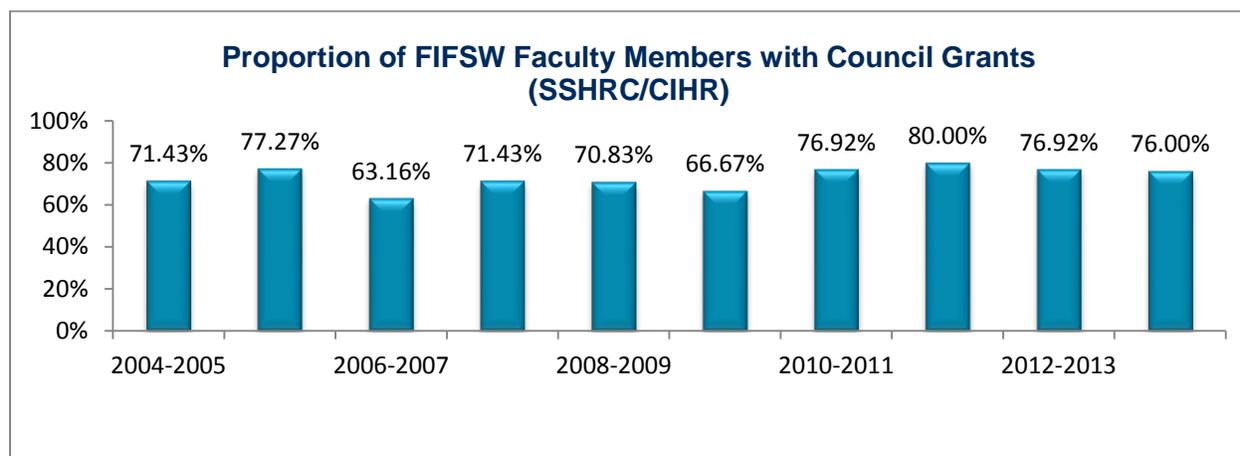
Appendix 20 shows that FIFSW administered 58 research projects during 2013-2014, which includes the total funding awarded per project for a total of **\$17,409,069**. The projects range from small community-based projects to large national studies.

Tables 38 to 40 show faculty members' continued research productivity over the past ten years. In 2013-2014, 76% of FIFSW faculty members held a Council Grant as principal investigator. FIFSW has 25 Principal Investigator eligible faculty members. In 2013-2014 nineteen FIFSW faculty members currently hold a Tri-Council grant as a Principal Investigator (including two emeriti faculty members) (Table 39).

Currently there are 48 external grants and contracts held as Principal Investigators by FIFSW faculty members. This trend has been consistent over the past 3 years. The funding breakdown is as follows: 35% of the research projects were funded by SSHRC (17 grants); 19% of the research projects were funded by CIHR (9); 40% were funded by other grants (19) and 6% by contacts (3). Three faculty members hold multi-million dollar partnership grants (two SSHRC Partnership Grants and one CIHR-CHVI Team Grant). The Tier 2 Canada Research Chair in Health and Social Justice was renewed in 2012-2013 and one faculty member was awarded a five year OHTN Applied HIV Research Chair valued at over a half million dollars. Several faculty members' research has received a great deal of media attention for their contributions to knowledge.

Table 39 shows a breakdown by funding source. Seventeen projects were SSHRC funded, 24 were CIHR funded and 10 were funded from other sources. In addition to being Principal Investigators on research grants, FIFSW faculty members were co-investigators on 51 research projects in 2013-2014 (Table 41). Appendix 21²⁰ gives a detailed breakdown of co-investigators status by faculty member.

Table 38. Faculty Tri-Council Grants



²⁰ See Appendix 21 for detailed breakdown of co-investigators status by faculty member.

Table 39. External Funding by FIFSW by Funding Source 2013-2014

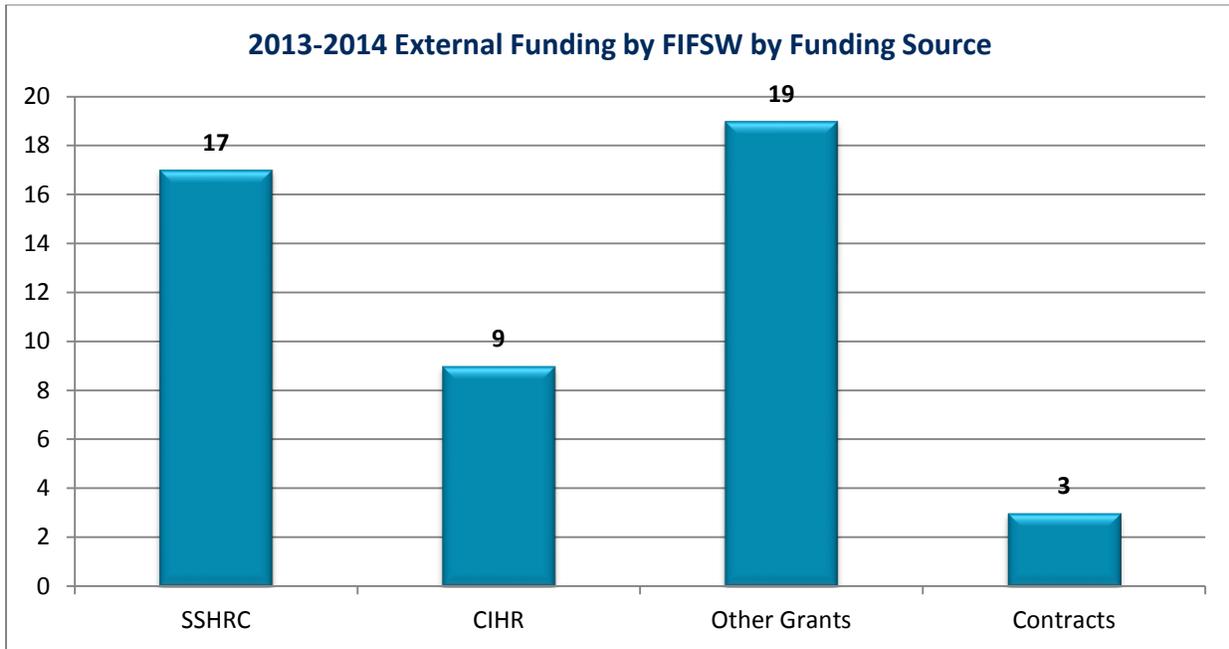


Table 40. Breakdown by Funding Source 2004-2014

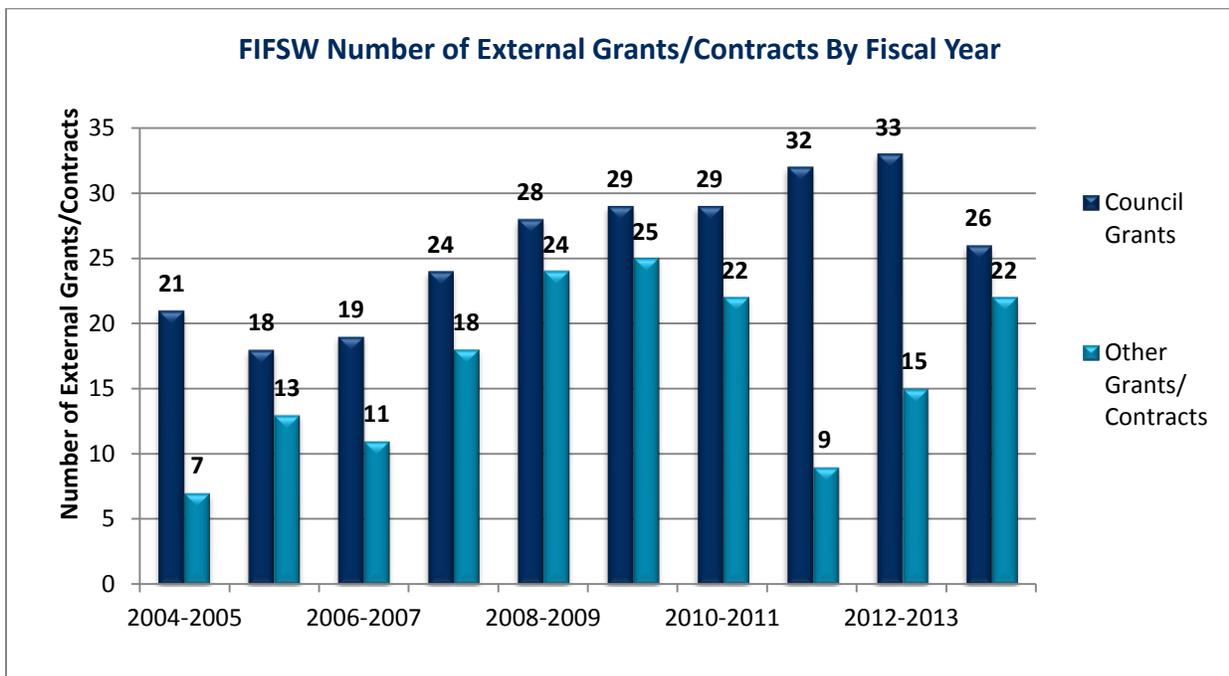
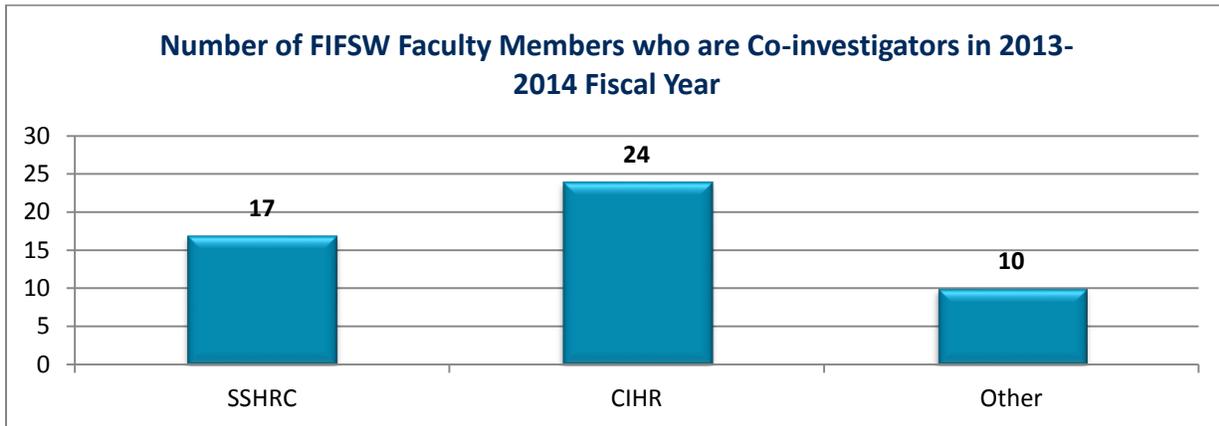


Table 41. FIFSW Faculty Members as Co-Investigators on Other Research Projects



Grant and Contract Submissions

Table 42 shows the total number of grant/contract submissions for the last ten years and Table 43 shows the number of Council Grants (SSHRC/CIHR) awarded over this period.

In 2013-2014, 45 grant applications/proposals were submitted for funding. Fifteen were awarded, fifteen were not awarded and fifteen were pending adjudication as of May 15, 2014. Currently the overall success rate is 50%. Thirty-two council grants were submitted and 10 are pending. Of the 16 SSHRC submissions, 8 were awarded for a success rate of 50%. Six applications were submitted to CIHR and 3 grants were awarded for a 50% success rate. Table 43 shows the breakdown of submissions.

Table 42. FIFSW Research Funding Submissions by Fiscal year

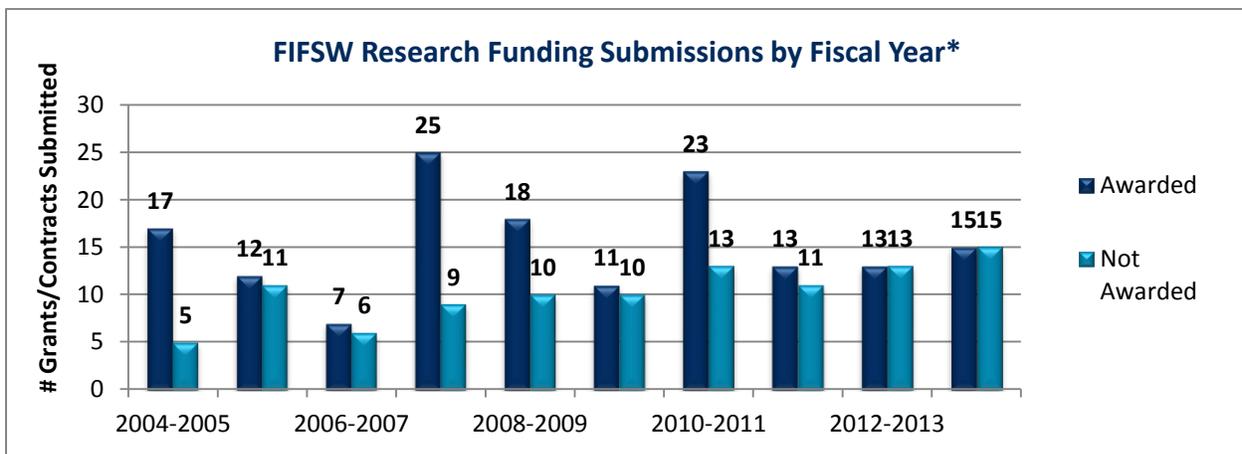


Table 43. FIFSW Council Grant Submissions by Fiscal Year

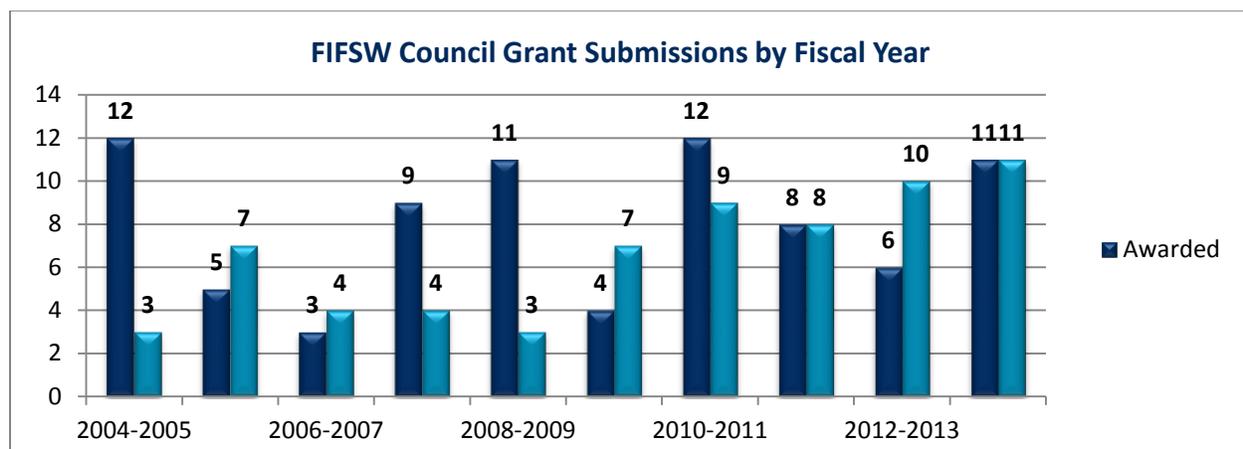


Table 44. Current Status of Applications Submitted for Funding 2013-2014

	SSHRC	CIHR	Other	Total
Awarded	8	3	4	15
Not Awarded	8	3	4	15
Pending Adjudication	1	9	5	15
Total	17	15	13	45
Success Rate as of May 15, 2014	50%	50%	50%	

Scholarly Productivity: Publications²¹

Research and scholarly productivity within the Faculty continues to be strong both in terms of grants obtained and output. Appendix 22 shows the breakdown by faculty member of the number of peer reviewed publications, books and book chapters published in 2013-2014. The average number of peer reviewed publications by faculty members was 4.29. Twelve faculty members had 4 or more publications in peer reviewed scholarly journals. This figure increases to an average of 5.33 and 13 faculty members with 4 or more publications in 2013-2014 when in press publications are included. During 2013-2014 FIFSW faculty published 4 books with 3 books in press. Nineteen faculty members had a book chapter published and 12 had a book chapter in press.

²¹ See Appendix 22 for FIFSW faculty peer reviewed publications in the 2013-2014 academic year.

Appropriateness of Activity Level Relative to National / International Comparators

Comparison to Other University of Toronto Divisions and Faculties

The Factor-Inwentash Faculty of Social Work ranks first in participation rates in Tri-council-CRC eligible programs within social science and humanities departments at the University of Toronto for 2010-2011 and 2011-2012. As Table 45 shows 74% of social work faculty participated in Tri-council-CRC eligible programs in 2010-2011 and 71% participated in these programs in 2011-2012. Over the last 6 years, social work faculty have exceeded the average participation rates of faculty from social science and humanities departments within the University of Toronto²².

Source: José Sigouin Manager, Research Information Analysis, Research Services, UofT

A detailed breakdown of the Faculty level of funding compared to Division II Social Sciences is shown in Appendix 23.

Table 45. Participation in Tri-Council CRC-Eligible Programs, 2009-2010 to 2011-2012

By SGS Division

SGS Division	Faculty	09-10	10-11	11-12
Humanities	All Faculties	39%	44%	43%
Life Sci	All Faculties	75%	75%	75%
Physical Sci	All Faculties	93%	92%	92%
Social Sci	All Faculties	50%	56%	55%
	↳ SOCIAL WORK	67%	74%	71%

As shown in the Table 46, below, the Faculty's success rate in Tri-Agency grant applications has been higher than the University and National success rates. In 2011, the Standard Research Grant program was restructured into the Insight Grant and Insight Development Grant programs. FIFSW participation rates are too low to provide comparisons on success rates for these programs.

²² See Appendix 23 for participation in Tri-Council CRC-eligible Programs, 2006-2007 to 2011-2012.

Table 46. Success in Tri-Agency Grant applications: SSHRC Standard Research Grant

Competition Year		2005	2006	2007	2008	2009	2010
Social Work	Applications	4	5	5	5	6	8
	Successful	2	3	4	4	2	5
	Success rate	50.0%	60.0%	80.0%	80.0%	33.3%	62.5%
U of T	Applications	207	225	236	217	223	224
	Successful	95	108	109	103	121	128
	Success rate	45.9%	48.0%	46.2%	47.5%	54.3%	57.1%
National	Applications	2,513	2,534	2,731	2,880	2,717	2,749
	Successful	1,014	841	904	941	986	1,017
	Success rate	40.4%	33.2%	33.1%	32.7%	36.3%	37.0%

Data source: Data for Unit, Faculty and U of T derived from Research Information Systems data, 2005 to 2010. National data from SSHRC reports, 2005 to 2010.

Note: Success rate information is normally reported at the institutional level. At the departmental level, application numbers are too low to calculate meaningful success rates. However, the raw data are provided for information and general comparison against U of T and national data.

Tables 47-48. SSHRC Insight Grant and Insight Development Grant of FIFSW

SSHRC - Insight Grant				SSHRC - Insight Development Grant				
Competition Year		2011	2012	Competition Year		2011	2012	2013
SWK	Unsuccessful	2	2	SWK	Unsuccessful	2	3	0
	Successful	0	1		Successful	1	1	0
	Total Applications	2	3		Total Applications	3	4	0
Competition Year		2011	2012	Competition Year		2011	2012	2013
SWK	Applications	2	3	SWK	Applications	3	4	0
	Successful	0	1		Successful	1	1	0
	Success rate	*	*		Success rate	*	25.0%	0.0%
U of T	Applications	160	214	U of T	Applications	57	58	51
	Successful	63	63		Successful	22	25	20
	Success rate	39.4%	29.4%		Success rate	38.6%	43.1%	39.2%
National	Applications	1,799	2,183	National	Applications	630	936	1,028
	Successful	486	461		Successful	246	329	306
	Success rate	27.0%	21.1%		Success rate	39.0%	35.1%	29.8%

Data source: Data for Unit, Faculty and U of T derived from Research Information Systems data, 2011 to 2013. National data from SSHRC reports, 2011 to 2013. An asterisk (*) indicates that the count of eligible faculty members was 3 or lower. Participation rates are suppressed in these cases.

Comparison to Other Canadian Universities

As Table 49 shows, the Factor-Inwentash Faculty of Social Work continues to rank first in Canada in number of grants held and the amount of funds awarded in all SSHRC programs including student support.

Source: SSHRC Competition Results: Awards Search Engine
<http://www.outil.ost.uqam.ca/CRSH/Resultat.aspx>

Table 49. SSHRC (All Programs including student support) for the Discipline Social Work by University in Canada

SSHRC: All Programs including Student Support		
Discipline Social Work		
	Number	Amount
2011-2012		
University of Toronto	23	761,196.00
York University	15	640,859.00
The University of Calgary	9	487,164.00
McGill University	8	476,819.00
Université de Montréal	10	281,367.00
2010-2011	Number	Amount
University of Toronto	27	1,029,800.00
McGill University	9	541,819.00
York University	10	518,979.00
The University of Calgary	8	391,371.00
Université Laval	9	364,443.00
2009-2010	Number	Amount
University of Toronto	23	\$812,108
Université de Montréal	12	\$790,007
University of British Columbia	13	\$446,899
University of Manitoba	4	\$280,130
University du Quebec Montréal	8	\$238,507
2008-2009	Number	Amount
University of Toronto	31	\$957,429
Université de Montréal	8	\$581,111
University of McGill	11	\$420,354
Université Laval	13	\$286,678
University of Calgary	8	\$255,840
2007-2008	Number	Amount
Université de Montréal	11	\$500,349
University of Toronto	17	\$483,825
University of McGill	9	\$376,846
University of Calgary	11	\$316,765
Université Laval	9	\$255,097

Comparison to Other National and International Schools of Social Work

Publication and Citation rankings

Tables 50-51 shows the results of a publication and citation count using InCites™, Thomson Reuters (2013) covered journals. In the search the field of social work covers resources concerned with homelessness, social casework, social services, social work education, public welfare, family counseling, child welfare and abuse, social work administration, social work with groups, and gerontological social work. (Please note this includes all faculty in the Faculty of Social Work and the University of Toronto who publish in the area of Social Work).

The Factor-Inwentash Faculty of Social Work was ranked first in All Peers and Public Peers publications tied with North Carolina – Chapel Hill and ranked first among the Canadian U15 universities. The Faculty was ranked seventh in All Peers citations, and fourth in Public Peers citations and first among the Canadian U15 universities.

Tables 50-51. Citation and Publication Rankings

Citations Rankings				Publications Rankings			
Institution Short Name	All Peers	Public Peers	U15 Peers	Institution Short Name	All Peers	Public Peers	U15 Peers
N Carolina - Chapel Hill	1	1		TORONTO	*1	*1	1
U Washington	2	2		N Carolina - Chapel Hill	*1	*1	
Columbia	3			Michigan	3	3	
Washington U	4			Columbia	4		
Southern California	5			U Washington	5	4	
Michigan	6	3		Washington U	6		
TORONTO	7	4	1	Illinois – Urbana	7	5	
Chicago	8			Rutgers State	8	6	
Minnesota	9	5		Southern California	9		
Illinois - Urbana	10	6		New York U	10		
Michigan State	11	7		Michigan State	11	7	
Pittsburgh	12	8		U Penn	*12		
Rutgers State	13	9		Pittsburgh	*12	8	
Wisc - Madison	14	10		Chicago	14		
Calif - Los Angeles	*15	*11		Texas - Austin	15	9	
Texas - Austin	*15	*11		Calif - Berkeley	16	10	
MCGILL	17	13	2	Kansas	17	11	
CALGARY	18	14	3	Ohio State	18	12	

Ohio State	19	15		Wisc - Madison	19	13	
Penn State	20	16		CALGARY	20	14	2
Calif - Berkeley	21	17		Minnesota	21	15	
New York U	22			Calif - Los Angeles	22	16	
Kansas	23	18		Boston U	23		
Harvard	24			Penn State	24	17	
U Penn	25			MCGILL	25	18	3
MCMASTER	26	19	4	BRITISH COLUMBIA	26	19	4
Maryland - Coll Park	27	20		Harvard	27		
Vanderbilt	28			Missouri Columbia	28	20	
Duke	29			Johns Hopkins	29		
Johns Hopkins	30			MCMASTER	30	21	5
Case Western Reserve	31			Maryland - Coll Park	31	22	
Missouri Columbia	32	21		Duke	32		
Boston U	33			Vanderbilt	*33		
DALHOUSIE	34	22	5	Indiana	*33	23	
Yale	35			SUNY - Buffalo	35	24	
MONTREAL	36	23	6	Iowa	36	25	
Iowa	37	24		Case Western Reserve	*37		
MANITOBA	38	25	7	MONTREAL	*37	26	6
Emory	39			WESTERN	39	27	7
Brown	40			Yale	*40		
Tulane	41			Calif - Davis	*40	*28	
Indiana	42	26		OTTAWA	*40	*28	8
WESTERN	43	27	8	Northwestern	43		
Calif - Davis	44	28		Brown	44		
BRITISH COLUMBIA	45	29	9	Tulane	45		
Virginia	46	30		Calif - San Diego	*46	*30	
OTTAWA	47	31	10	Calif-San Francisco	*46	*30	
Northwestern	48			MANITOBA	*46	*30	9
Cornell	49			Cornell	49		
Calif - San Diego	*50	*32		LAVAL	50	33	10
Purdue	*50	*32		Calif - Irvine	*51	*34	
Calif - Irvine	*52	*34		Iowa State	*51	*34	
Calif - San Francisco	*52	*34		Stanford	*53		
Iowa State	*52	*34		DALHOUSIE	*53	36	11
SUNY - Buffalo	55	37		Emory	*55		
Oregon	56	38		Purdue	*55	*37	

Princeton	*57			Virginia	*55	*37	
Arizona	*57	*39		Rochester	*58		
LAVAL	*57	*39	11	ALBERTA	*58	39	12
Rochester	60			Arizona	*60	*40	
Florida	61	41		Florida	*60	*40	
Stanford	62			Oregon	62	42	
QUEEN'S	63	42	12	SUNY - Stony Brook	*63	*43	
Brandeis	*64			WATERLOO	*63	*43	13
Rice	*64			Brandeis	*65		
WATERLOO	66	43	13	QUEEN'S	*65	45	14
ALBERTA	67	44	14	Princeton	67		
Calif - Santa Barbara	68	45		Texas A&M College Stn	68	46	
Texas A&M College Stn	69	46		Calif - Santa Barbara	69	47	
SUNY - Stony Brook	70	47		Colorado Boulder	70	48	
Carnegie Mellon	71			Rice	*71		
Georgia Inst Tech	72	48		Georgia Inst Tech	*71	*49	
Caltech	*73			SASKATCHEWAN	*71	*49	15
Mass Inst Tech	*73			Carnegie Mellon	74		
Colorado Boulder	*73	*49		Caltech	*75		
SASKATCHEWAN	*73	*49	15	Mass Inst Tech	*75		

Note: * indicates a tie

Data Sources: InCites™, Thomson Reuters (2013). Report Created: October 31, 2013 Data Processed Jan 31 2013 Data Source: Web of Science ® This data is reproduced under a license from Thomson Reuters. Additional information on institution classification: University of Toronto.

Definitions:

1. Publication counts (articles, notes, and reviews as found in Thomson Reuters-covered journals; other types of items and journal marginalia such as editorials, letters, corrections, and abstracts were omitted) published between 2008 and 2012.
2. Citation counts represent citations-to-date for papers published between 2008 and 2012, as at mid 2013.
3. Each field is defined by a set of journals indexed by Thomson Reuters; there is overlap between fields; the University Science Indicators dataset is highly aggregated; it does not permit drilling down to journal or author level.
4. Data in this file are limited to 76 institutions, all leading research universities in North America [members of the U15 and/or the Association of American Universities (AAU), plus UC San Francisco].

Notes:

1. The rankings are a measure of the performance of UT as a whole in the field of 'Social Work'. This may include scholars working in the field of 'Social Work' outside of the Faculty of Social Work. Thus, it is not appropriate to use this data as a measure of the performance of the department's specific faculty members.
2. A list of journals associated with the Thomson Reuters 'Social Work' category is available:
<http://science.thomsonreuters.com/cgi-bin/jrnlst/jlresults.cgi?PC=SS&SC=WY>

Another comparator of scholarly performance is an article published by Ligon, Cobb and Thyer in the fall of 2012. They tabulated the academic affiliations of the authors of all articles published between 2004 and 2008 in 6 major social work journals (*Journal of Social Service Research, Social Work, Social Service; Review, Journal of Social Work Education, Child Welfare, and Families in Society*) to produce a ranking of the colleges and universities whose faculty made the most substantive contributions to the social work literature. Table 53 illustrates that the Factor-Inwentash Faculty of Social Work ranks fifth in publication productivity among national and international schools of social work. Among Canadian Universities, the Factor-Inwentash Faculty of Social Work ranks first in publication productivity (see Table 52).

Source: Jan Ligon, Alicia Cobb & Bruce Thyer. (Fall 2012). Academic affiliations of social work journal article authors, 2004–2008, *Journal of Social Work Education*, Vol. 48, No. 3 pages 613-622, DOI: 10.5175/JSWE.2012.201000150

Table 52. Colleges and Universities Ranked by the Publication Productivity of their Faculties in Six Major Social Work Journals, 2004–2008 (Top Ten Only)

Rank	Academic Institution	Number of Citations
1	University of North Carolina at Chapel Hill	58
2	Virginia Commonwealth University	56
3	University of Maryland, Baltimore	48
4	Washington University	46
5	University of Toronto	42
6	Columbia University	39
7	University of Texas at Austin	36
	University of Washington	
8	University of California, Berkeley	34
9	University of Chicago	34
	University of Illinois at Urbana-Champaign	
	University of Wisconsin-Madison	
10	Boston University	30
	University of Michigan	

Table 53. Canadian Colleges and Universities Ranked by the Publication Productivity of their Faculties in Six Major Social Work Journals, 2004–2008

Rank	Academic Institution	Number of Citations
5	University of Toronto	42
29	University of Calgary	8
31	University of British Columbia	6
33	Laval University	4
	McMaster University	
	Memorial University of Newfoundland	
34	Carleton University	3
	Dalhousie University	
	University of the Fraser Valley	
	McGill University	

Appropriateness of Research Activities for Students in the Faculty

The Faculty is highly committed to the research training of graduate students. To this end, we provide numerous research assistant opportunities for graduate students, who are involved in all aspects of faculty research. Because of the high research productivity of the faculty, students can have a wide range of research experiences such as being involved in community level participatory research, longitudinal research and major multidisciplinary national and international research projects. Moreover students have the opportunity to work with a variety of faculty members who are conducting diverse programs of research and to participate in all stages of the research from development through dissemination. Research opportunities for M.S.W. and Ph.D. graduate students within the Factor-Inwentash Faculty of Social Work include:

M.S.W. research training opportunities

- Research assistantships (approximately 50-60 annually)
- Research practicum placements (approximately 5-10 annually)
- CIHR Health Professional Student Research Award (approximately 4 awards annually)

Ph.D. research training opportunities

- Research assistantships (approximately 30 annually)
- Royal Bank of Canada Graduate Fellowships in Applied Social Work Research (approximately 10 awards annually)
- SSHRC Fellowships (approximately 8-10 annually) and CIHR Fellowships (approximately 1-2 annually)

3. RELATIONSHIPS

RELATIONSHIPS

Internal Relationships: Faculty Climate and Student Experience

Implicit Curriculum

The FIFSW prioritizes complementing the *explicit curriculum* with a focus on the *implicit curriculum*, entailing providing an excellent student learning experience both inside and outside of the classroom. The classroom teaching conveys the *explicit curriculum*. Our aims are to both enhance the student experience and foster the teaching of social work practice.

We have conceptualized the work on inclusion and equity within the *implicit curriculum* framework, whereby the emphasis is on providing an excellent student learning experience outside of the classroom as well as inside, informally as well as formally. The *implicit curriculum* refers to values, attitudes, and behaviours students learn in and out of the classroom, which are conveyed on many levels—faculty, mentors, and policies. This concept highlights how powerful messages are conveyed that can support or contradict the principles taught in social work's *explicit curriculum*. Fostering the *implicit curriculum* is included in the Faculty's Academic Plan, as an objective within one of the strategic directions.

Equity and Inclusion

The FIFSW is committed to developing and sustaining initiatives to promote equity and inclusion. Issues of diversity, equity and inclusion are core to social work practice and require capacities in terms of awareness, knowledge and skills applied in a range of settings. The Faculty has implemented offering an Equity and Diversity workshop for all incoming students, which establishes expectations and sets a relational and collaborative tone for our learning community. The workshops were first offered to students entering the MSW two-year program and have been extended to include the MSW with Advanced Standing and PhD program incoming students. Attendance at these workshops is expected. This dynamic and interactive workshop explores some of the key issues and strategies to address diversity, equity and human rights in social work practice and education. The workshops have been very well received and participant feedback in workshop evaluations has been overwhelmingly positive.

We are forming a Diversity and Equity Committee, with representation from all constituencies within our FIFSW community, which has been approved through Faculty governance. The first meeting will take place in the fall of 2014. This Committee will develop recommendations for institutional structures and processes to address current and emerging issues in the areas of diversity and equity, and will facilitate the exchange of information, ideas and issues between the FIFSW and its constituencies to promote diversity and equity in the Faculty.

An integral role of the Student Life, Outreach & Equity Advisor is to ensure the integration of equity and inclusion within the FIFSW. Consequently, this person is introduced to faculty and staff and to M.S.W. and Ph.D. students during their orientations. A welcoming open door policy is emphasized as is the clear message that the role was created to invite conversation, to provide support and to

help dismantle barriers to access for all members of the FIFSW community. Themes for which students and faculty consult with the Student Life, Outreach & Equity Advisor range from diversity in course content, access for individuals with disabilities, to facilitating conversation to promote understanding and positive collaboration.

Throughout the 2013-2014 academic year the Student Life, Outreach & Equity Advisor has been involved in or consulted on various activities and events. The Equity Advisor consults in planning talks and workshops offered by the FIFSW for students, faculty and staff and the community. An important component of this role entails identification of Faculty strengths and areas for improvement.

Diversity and equity issues and themes are embedded into the “Introduction to Social Work Conference” offered to all incoming two-year M.S.W. students during the first 2 days of the program, in order to offer a broad range of information and experience about social work and to provide a welcoming and networking opportunity to the incoming students. 2013 presentations included “Child Welfare and Social Work Practice: Making a Difference in the Lives of Children”, “Geriatrics: The Future of Social Work”, “Diverse Gender Expressions: Social Workers and Practice with Gender Independent Children”, “Social Justice and Social Work Ethics”, “From Multiculturalism to Anti-Racism, to Equity: The Challenges of Putting Theory and Policy into Practice”, and “Aboriginal Issues in Social Work”.

Other workshops offered to students over the course of the year included: “Green Dot Information Session”; “Diverse Gender Expression and Gender Independent Children”; “Multiculturalism and Human Rights – the Increasing Challenge of Competing Rights;” and “Breaking out of Huronia” (de-institutionalization of children). Staff workshops were offered on Accessibility for Ontarians with Disabilities (AODA) and University of Toronto Blue Space campaign. The Student Life, Outreach & Equity Advisor also provides support to FIFSW student representatives on University committees, for example the EFUT - étudiants francophones at U of T (otherwise known as the French Club) to provide connections with the University francophone community.

The Student Life, Outreach & Equity Advisor is active in several ongoing initiatives:

Within FIFSW

- *Accessibility Working Group*: chaired by the Student Life, Outreach & Equity Advisor to foster conversation on accessibility at the Faculty and as a space for students, faculty and staff to share experiences and ideas on efforts that are working and on areas for improvement in eliminating and reducing barriers to access.
- *Priority seating initiative expansion*: Following up on a successful pilot project in 2012-2013, the initiative has been expanded to more classrooms, to help reduce barriers to individuals with mobility issues and raise awareness among the FIFSW community.
- *Advanced Standing welcome session follow-up evaluation*: Evaluation was distributed to the current advanced standing cohort to evaluate the semester one M.S.W. program experience of this first cohort to have participated in a welcome session for advanced standing

students. Results will be compared with feedback from the previous year's cohort which requested more equitable ways of orienting incoming advanced standing students as compared to incoming 2-year program students.

- *Student recruitment:* Outreach was expanded to institutions where there might be greater likelihood of attracting students with diverse experiences and cultural perspectives, e.g., George Brown College.

Across the University and the Community

- The Student Life, Outreach & Equity Advisor participates on the University's Positive Space Committee and attends monthly meetings as the FIFSW representative.
- The Student Life, Outreach & Equity Advisor was a member of the *December 6th - National Day of Remembrance and Action on Violence against Women* organizing committee and facilitated small group discussions at the Dec 6 lunch event at Hart House.
- The Student Life, Outreach & Equity Advisor disseminates information and event listings from partners including the Anti-Racism and Cultural Diversity Office and the Sexual and Gender Diversity Office to increase awareness, support implicit learning and provide access to equity-focused experiences and initiatives on campus.
- The Student Life, Outreach & Equity Advisor is Co-Chair of QUTE (Queer University of Toronto Employees), an equity seeking employee resource group. QUTE is an employee resource group for lesbian, gay, bisexual, transgender and queer (LGBTQ) staff and faculty at the University of Toronto. Founded by an FIFSW alumna and former Sexual and Gender Diversity Officer Jude Tate, this group is run by a small team of volunteers.
 - The organizing committee plans social, educational and networking events to build community within the University for employees who identify as members of the LGBTQ community. QUTE supports the retention of sexual minority employees and the expansion and sustainability of more equitable and positive work environments for LGBTQ employees at the University of Toronto.

Health Science Faculties

The Factor-Inwentash Faculty of Social Work is one of six health science faculties at the University of Toronto. The other five faculties are Faculty of Medicine, Faculty of Dentistry, the Faculty of Kinesiology and Physical Education, the Lawrence S. Bloomberg Faculty of Nursing and the Leslie Dan Faculty of Pharmacy. The deans of these faculties have made up the Council of Health Sciences (CHS), which reports to the Provost through the CHS Chair (currently The Dean of the Factor-Inwentash Faculty of Social Work). The purpose of the CHS is to facilitate collaboration among the health sciences and enhance health sciences research and education undertakings. The Council was initiated in 1994 as the Council of Health Sciences and Social Work Deans, and was subsequently renamed the Council of Health Sciences. In July 2013 the CHS expanded to include

representation from each of the Rehabilitation Science programs. The current membership of the CHS is as follows: Health Science Faculty Deans (Dentistry, Kinesiology and Physical Education, Medicine, Nursing, Pharmacy, Public Health, Social Work); Chairs from Speech Language Pathology, Physical Therapy, and Occupational Science and Occupational Therapy; Chair of the Department of Radiation Oncology (as academic head of the Medical Radiation Sciences Program); and Associate Vice-Provost Health Professions Education.

Since its inception, some of the many activities undertaken by the CHS include interprofessional education across the University, development of writing support in the health sciences, the Rosenstadt bequest made available to each health science faculty, affiliation agreements and student placements, academic taxonomy and clinical appointments, the Joint Centre on Patient Safety, criminal record checks, and the Task Force on Valuing Academic Performance.

Interprofessional Education (IPE)

The FIFSW is committed to promoting interprofessional education (IPE) for social work students and has been active in the development of interprofessional education since its inception at the University of Toronto. In 2009, the University launched a requisite IPE curriculum for health science students. Although not requisite for students at the FIFSW, we recognize that social workers play an integral role in health care teams. Given the growing recognition of the importance of interprofessional collaboration in health care, we strongly encourage student participation in the IPE curriculum, and are developing initiatives to enhance interprofessional learning for social work students.

The University of Toronto, Summer Mentorship Program (SMP)

The University of Toronto, Summer Mentorship Program (SMP) in the Health Sciences is dedicated to motivating marginalized high school students of Aboriginal and African descent to pursue and succeed in post-secondary education. The program provides educational opportunities to underrepresented and disadvantaged high school students to experience university life and explore professional opportunities in health care and allied professions. The SMP reaches out to youth who have the academic potential but may not have the advantage or access to achieve their educational goals.

Each summer the Factor-Inwentash Faculty of Social Work welcomes 50 high school students over two days for a dynamic and engaging introduction to the field of social work that includes lectures, personal narratives and interactive learning experiences during the morning followed by an afternoon site visit where each student shadows a social worker at one of our many partner community agencies.

The FIFSW Student Life, Outreach & Equity Advisor coordinates, plans, and evaluates the program each year. In addition, for a number of years we hired a part-time social worker to also coordinate the program. Faculty members, staff, Ph.D. and M.S.W. students and alumni all have participated as ambassadors for the social work profession in the FIFSW effort to share knowledge and experience with the high school student participants. Social Work SMP coordinators have also facilitated large

and small group sessions with SMP students at the Faculty of Medicine covering topics such as “ethical practice” and “utilizing strong communication skills” modelling the collaborative interprofessional practice ethos of both faculties. Our field collaborators work with the coordinators to set up and facilitate site visits.

The Faculty contributes financially as well as in-kind to the development and maintenance of the SMP each year. The 2013 contribution was \$2000.00, in addition to honoraria for the facilitators. The in-kind contributions include the Coordinator’s time.

Student feedback has been consistently and overwhelmingly positive including an appreciation for the opportunity to learn about the range of professional options available within the field of social work and the flexibility with which social workers use their skills to make a difference in supporting the needs of individuals, families and communities. Student participants have steadily rated social work highly among the faculties they experience as part of the SMP. The FIFSW commitment to this program is an investment in the future with more diversity in the higher education community.

Collaborations

In addition to the collaborative work reviewed in other sections of this Self-Study including teaching, combined and collaborative graduate programs and developing collaborations, the Faculty regularly collaborates with divisions and is engaged in a number of collaborative efforts across the University of Toronto.

FIFSW Undergraduate Teaching in the University: Since 2011-2012 the FIFSW has expanded our collaborative teaching efforts within the University. Through the *Undergraduate Course Development Fund Agreement (UCDF)*, faculty members have taught a number of undergraduate courses in the Faculty of Arts and Science. These have been very well received and we will continue in this collaborative teaching.

MOOCs: The Faculty was one of three divisions in the University of Toronto to offer a pilot open access not-for-credit course through Coursera, as part of Open UToronto. An FIFSW faculty member offered two sessions of this University of Toronto set of MOOCs, *The Social Context of Mental Health and Illness*, a total of **58,226 participants**. The courses were very well received.

Counseline: In April 2012 we completed a four-year pilot cyber counseling research and training initiative lab funded by Bell, which involved partnering with St. Michael’s College and Victoria College at the University of Toronto. Social work practicum students offered face-to-face and cyber counseling to undergraduate students in these colleges. The project was unique in educating students through a practicum placement, conducting research including developing a measure to evaluate cyber counseling competence, and providing service. The students were supervised by a social worker with over 20 years of experience, who was seconded from the University of Toronto Counseling and Psychological Services (CAPS). The service was successful and considered valuable by both Colleges. In response to this positive feedback, a partnership was created among the University of Toronto, *Faculty of Arts and Science and its undergraduate Colleges, Health and*

Wellness, and the *Factor-Inwentash Faculty of Social Work*, to offer such a service with some modifications, for a three year pilot period beginning September 2012. In April 2014 we completed. Results of an evaluation of year 1 of *Counseline* indicated that the service was effective. We identified areas for improvement which we incorporated and are currently conducting the Year 2 evaluation.

Counseline continues to be successful. The trend from last year has continued, with a great number of calls to the service. Based on the volume and with some M.S.W. students situated in Colleges we have come to realize the necessity of having a Field Instructor who is available for the full 3 days. Going forward, the Provost has agreed to top up the difference between what the current supervisors are paid (including the back-ups), in order for us to hire a full time clinician, who will supervise *Counseline* M.S.W. students 3 days per week. This clinician will also provide 2 days per week for the Transitional Year Program in the University. This is exciting and offers great opportunities for *Counseline*. Among other benefits, this will provide continuity and ensure that the M.S.W. students feel connected to the University and the Colleges in which they are situated. We have recently hired a clinician on a 1 year contract, effective July 1 2014.

The Fraser Mustard Institute for Human Development: Social Work has an active role in the Fraser Mustard Institute for Human Development. The founding principle of the Fraser Mustard Institute for Human Development is to integrate and coordinate the efforts of faculty from multiple disciplines across the University towards the common goal of optimizing the development during the first 2000 days of a child's life to allow all children to reach their full potential of health, learning and behaviour. The five thematic areas of the Institute, Healthy Kids, The Brain and Human Development, Aboriginal Health and Wellbeing, The World's Child, and Developmental Paths and Interventions, are all themes that are essential to the FIFSW, where leading scholars produce research that drives policy and change, and where practitioners are trained to connect theory and research to practice.

The FIFSW representative is the Director of the Knowledge Mobilization component of the Institute and is one of four directors of the Institute. The intent of the Knowledge Mobilization initiative is to connect change-oriented research and researchers with people and organizations interested in strengthening our understanding and approach to optimal child development, and creating partnerships between academic disciplines and among academia, front-line workers and families. Knowledge Mobilization is the underpinning of any cross-disciplinary work and reflects the core values of the Institute as well as the Faculty. "Leading knowledge mobilization in social work" is one of the four strategic directions outlined in the FIFSW Academic Plan, **TOWARDS A Better Society** (2011-2016).

CUSP: The Faculty is involved in the University of Toronto/New York City and New York University Center for Urban Science and Progress (CUSP). We received a new tenure-track faculty position to ensure focus on this centre.

Stress Management Collaboration: Along with the Faculty of Kinesiology and Physical Education, and the University of Toronto Health and Wellness, the Faculty collaborated on developing and evaluating a program offered in 2013, entitled "The Effects of a Stress Management Program on

First-Year University Students' Mental Health." This is a proactive, preventative approach to dealing with anxiety and depression among university students and entailed delivering and evaluating an embedded lab in a first year undergraduate class in the Faculty of Kinesiology and Physical Education.

Law, Religion & Family: Perspectives on Pluralism in Canada: The FIFSW is collaborating with the Faculty of Law, The Department for the Study of Religion, Emmanuel College, and the Multi-Faith Centre, in creating a high school curriculum that focuses on issues of citizenship and identity in a multicultural context in a fashion that allows students and teachers to address the complex issues pertaining to forced marriage.

Munk School of Global Affairs: The Munk School of Global Affairs approached the Faculty to teach "Advanced Interviewing," a core course in the new program's curriculum, *One Year Post-Graduate Fellowship in Journalism for Non-Journalists: Concepts for Consideration*. This course has been offered successfully for 2 years and will continue.

FIFSW faculty members are active across the University, through Cross appointments²³ to other divisions/faculties, and/or elected and appointed positions on University Committees or Boards such as Provost and President Committees, School of Graduate Studies (SGS), Academic Board of Governing Council, and University Tribunal and Discipline Appeals Board.

Mindfulness Groups for Students on St. George Campus: We are one of a number of divisions and services across the University (e.g., the Multi-Faith Centre, Hart House, Health and Wellness, Buddhist Psychology and Mental Health Programme New College), which are exploring offering free co-curricular mindfulness meditation opportunities to University of Toronto students every day from Monday to Thursday on the St. George Campus. The intent is for FIFSW M.S.W. students and graduates of our Continuing Education Applied Mindfulness Meditation Certificate program to co-lead groups, with supervision.

External Relationships

As discussed in the section on the M.S.W. practicum (page 41), we partner in offering practicum placements with hundreds of organizations and Field Instructors. In addition, the FIFSW maintains close relationships with relevant professional organizations, regulatory bodies, and associations, often in leadership roles and in active collaboration including:

- Canadian Association of Social Work Education (CASWE):
 - Canadian Deans and Directors
 - Ontario Deans and Directors (the Dean is Chair of the Ontario Deans and Directors)
- National Association of Deans and Directors (NADD)
 - St. Louis Group (Association of Research Intensive Universities; the Dean is a member at large)

²³ See Appendix 24 on Faculty Cross-appointments.

- Council on Social Work Education (CSWE; faculty members have leadership roles)
 - Group for the Advancement of Doctoral Education in Social Work (GADE)
- Society for Social Work Research (SSWR; the Dean and two faculty members were appointed Inaugural Fellows in 2013)
- Ontario Association of Social Workers (OASW)
- Ontario College of Social Workers and Social Service Workers
- Campbell Collaboration

Faculty members are involved in international teaching, for example China, Caribbean, Israel.

For our academic planning process, we conducted extensive internal and external consultation. This further strengthened our relationships with our many stakeholders and also established some new relationships. For the UTQAP Self-Study we once again conducted consultations with stakeholders.

Self-Study Consultations

In accordance with the Terms of Reference intended to establish the parameters of the FIFSW cyclical review process, the Dean held 10 meetings with relevant Faculty constituencies to consult and obtain their input. In total there were two meetings with 10 internal representatives and a number of meetings with 29 representatives from 8 distinct external constituencies. The participants were asked for their views on the scope and nature of their organization's relationship with our Faculty, the impact, and the extent to which the Faculty has developed or sustained fruitful partnerships with their organizations and the broader community including government in order to foster research and creative professional activities and to deliver teaching programs. Please refer to Appendix 6 for a list of participants in the Self-Study consultations.

Within the Faculty

Students: The Dean met with current students (M.S.W. and Ph.D.) including students who graduated in June 2014. The participants stated that their experiences at the Factor-Inwentash Faculty of Social Work were very positive overall. They stressed that the Faculty has a good balance of research and clinical focus. The participants expressed feeling supported and appreciated the opportunities they were given by faculty members to strengthen their research and writing skills. Students felt positively about the inclusion of the Objective Structured Clinical Examination (OSCE) for their Elements and Labs Course in the first semester of Year 1. They felt that through preparing for the OSCE they gained valuable practical experience, and suggested that similar educational components that prepare them for practice would be helpful in other classes. An area some students identified as needing improvement was the Practicum Office's communication regarding matching students with practicum placements, although it was noted that there has been improvement. The students felt pleased to have been given an opportunity to contribute in the feedback session.

Alumni: Revitalizing the Alumni continues to be a priority. One meeting was held with representatives of the Alumni Association. The representatives were very positive about their

relationship with the FIFSW. They noted the culture of availability and accessibility which they stated has increased and extends throughout the Faculty and the alumni. The Alumni Association Board members commented on how their connection with the Alumni Association is a great way for them to give back to the Faculty. For example, two members talked about having participated in the mentorship program while they were students. This program is organized through the Faculty and matches a current student with an Alumna for mentorship. These members found their experience as mentees so helpful that they have become mentors. When describing their experience coming back to the Faculty and joining the Alumni Association, participants described feeling welcomed. One member noted that, as an alumna from two Universities, the FIFSW makes alumni feel involved and connected and not contacted solely for financial motivations. She stated: “this motivates my continued involvement with the Faculty”. The members expressed appreciation for the Dean’s active engagement with the Alumni Association which they feel increases their sense of connectedness with the Faculty.

External Agencies

Executive Directors/ Senior Administrators: Several meetings were held with representatives of a range of organizations with whom the FIFSW has relationships and with whom the Faculty collaborates. Overall the representatives were very positive about their relationships with the Faculty and the Faculty’s role and were unanimous in depicting the Faculty as “positive,” “supportive,” “accessible,” “collaborative” and as “leading the way.” The representatives characterized their relationship with the Faculty with phrases such as “flexibility,” “commitment” and “openness to discuss and work through any challenges and problems that arise through collaborating.” The representatives expressed great appreciation for the Faculty’s level of involvement and for the expertise of faculty members. Representatives explained that the opportunities to collaborate with the Faculty as a whole and with individual faculty members have been invaluable for agencies.

Agency representatives highlighted the importance of the Faculty leadership style, which they found to be “accessible,” “responsive,” “supportive” and “innovative”. The representatives commented on the effectiveness of this style in combination with field experience and understanding, believing that this type of leadership has greatly enhanced the collaboration between agencies and Faculty.

Many agency representatives observed that over the past five years the quality of FIFSW M.S.W. students has increased, noting that the students are more focused, skilled and better informed.

Field Instructors: Field Instructor representatives were very positive about their relationship with the Practicum Office staff members and the Assistant Dean of Field Education. They noted the significant liaison and involvement with agencies through continual communication, responsiveness to difficult situations, rigor and high expectations. As noted in the section on the The M.S.W. Practicum, in the first semester of Year 1 all students are enrolled in the courses SWK4103H Elements of Social Work Practice and SWK4105H Social Work Practice Laboratory. At the end of these courses, each student is assessed on how they respond to a simulated scenario with a standardized actor (Objective Standard Client Evaluation; OSCE). The students are expected to

provide their Field Instructor(s) and Faculty-Field Liaison with the summary of their Lab course from their first semester, to be addressed in the Learning Contract. The Field Instructor representatives raised this innovation stating that they find the summary informative and useful for the Field Instructor and student. The representatives also commented favorably about the new online practicum evaluation (implemented in 2008-2009).

One suggestion was for the Faculty to help students with some issues in preparation for their practicum including more having realistic expectations, receiving feedback from Field Instructors regarding areas for improvement, and assuming responsibility for their own self-reflection.

In an effort to foster ongoing discussions about current and cutting edge issues, the Faculty regularly organizes workshops, talks and webinars, to which all Faculty constituencies are invited.²⁴ The agency representatives commented on the importance of these invitations as they facilitate important discussion and knowledge exchange and create opportunities for agencies to network with faculty members and other agencies. The representatives expressed appreciation that these events are free of charge which makes them accessible. Efforts will continue to ensure all agencies are aware of the events and to encourage their participation.

Representatives identified other challenges and suggestions for improvement. An issue identified by Field Instructor representatives was the increasing number of student placements requested. A majority of organizations struggle with space issues. Two organizations noted that they would be willing to provide field education for more students if there was a way to have shorter placements, with the current rotation model noted as an example. The respondents noted and appreciated the Faculty's willingness to adapt to agency limitations and needs by implementing new practicum models, for example the co-supervision/team model which offered a new form of supervision. Not only did they appreciate the Faculty's flexibility but found the new models successful.

While representatives noted the extensive collaboration with the Faculty with respect to education (classroom based and practicum) and research, they indicated that the organizations are motivated to increase collaboration and research and to work with the Faculty to find ways to bridge knowledge and expertise and capitalize on the resources available in the Faculty and agencies.

Social Work Professional Associations: A meeting was held with representatives of the social work professional organizations. Representatives of the Ontario Association of Social Workers (OASW) included the Executive Director, Associate Executive Director, and Past-President of the OASW. The Ontario College of Social Workers and Social Service Workers (OCSWSSW) was represented by the Registrar. Both organizations consider their relationship with the Faculty collegial and collaborative. They all stated that the extent to which they have connected with the Faculty in response to issues relevant for social work has been far-reaching and view the FIFSW as providing a much higher level of support, in comparison to other schools of Social Work in the province and describe the Dean, in particular, as responsive to their issues and receptive to building bridges for academic preparation and social work practice (e.g., a provincial survey on work life balance that led to publications and to other provinces following their lead; a current emergency room pilot project in collaboration with hospital social work). The OCSWSSW noted that FIFSW

²⁴ See Appendix 25 for Faculty Events 2009-2014.

graduates are significantly more likely to register with the College, an indication of the respectful relationship that has developed over the years between an educational institution and a regulatory body. The representatives talked about often inviting faculty members, including the Dean, to speak at events such as Annual General Meetings. The Associate Executive Director of the OASW is and has previously been the Chair of the FIFSW Faculty Council. The Faculty was credited for being responsive to discussions or opportunities for input on practice and trends; an example of this was when Ontario Social Work Deans and Directors met to discuss aging and health care implications for social work practice a few years ago. When the opportunity arose and the Faculty became the recipient of a \$15M endowment, FIFSW endowed a Chair in Gerontology, thus ensuring that issues around aging and social work would remain a relevant forum for research and education for future years to come. The professional associations feel that what distinguishes FIFSW is its progressiveness, its commitment to evidenced-based practice and its belief in competencies as an essential requirement for acquiring evidence of efficiency in social work practice. The representatives believe such commitment and effort is necessary as otherwise social workers are at risk of being overlooked in favour of other health professionals. The representatives stressed that they are very happy with and value their relationships with the Faculty.

Table 54. FIFSW Faculty Members' International Collaborations 2013-2014

Faculty Member	Country	Type of Collaboration
Alaggia	Scotland	Research Project Collaborator, Visiting Scholar
Bogo	Finland	Visiting Scholar
Brennan	USA	Research Project Collaborator
Chambon	England	Research Project Collaborator
Craig	USA, Thailand, India, South Africa	Research Project Collaborator (Co-Investigator on Newman's Grant)
Fang	USA	Co-Author
Hulchanski	USA, Scotland, Netherland	Research Project Collaborators
Lee	Korea	Research Project Collaborator
Logie	Jamaica, Haiti, Peru, Senegal, Swaziland, Lesotho, Thailand, India, USA	Research Project Collaborators
McDonald	Israel	Research Project Collaborators
Mishna	Israel	Research Project Collaborators
	USA	Visiting Scholar
Newman	Thailand, India, South Africa, New Zealand, USA	Research Project Collaborators
Stern	USA	Visiting Scholar
		Research Project Collaborator
Shera	Brazil	Research Project Collaborators
Tsang	China	Research Project Collaborators
Williams	Jamaica	Research Project Collaborators (Co-Investigator on Logie's Grant)

4. ORGANIZATIONAL AND FINANCIAL STRUCTURE

ORGANIZATIONAL AND FINANCIAL STRUCTURE

Governance Structure

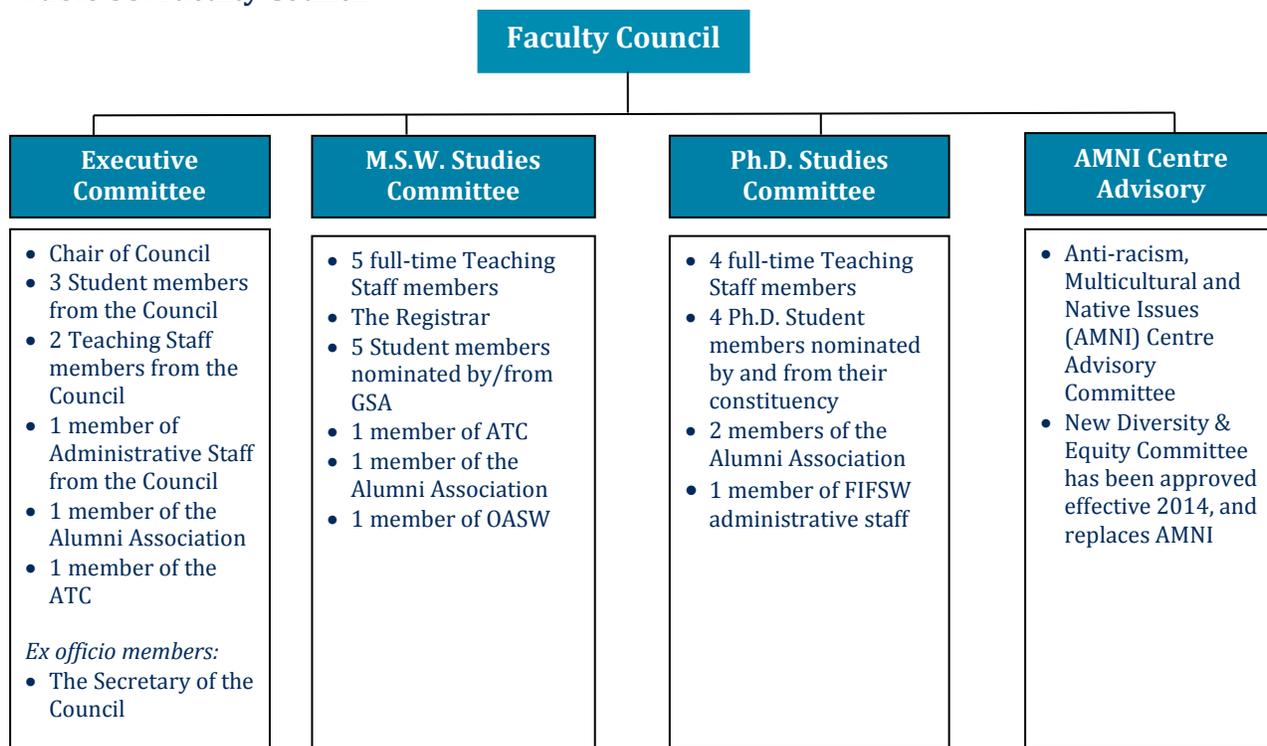
The Council of the Factor-Inwentash Faculty of Social Work is the governing structure that brings together teaching staff, Field Instructors, students, alumni, community social workers, the administration, and the University. The Council exercises its powers and duties under the provisions of the University of Toronto Act, 1971, as amended.

Faculty Council and its Standing Committees make decisions about academic policies that can have a major impact on student learning, and on student, faculty and staff working experiences. Academic policy sets out the principles for, general directions of, and/or priorities for the teaching and research activities of the Faculty. The Council also acts in an advisory capacity, tendering advice to the divisional administration.

Council's specific responsibilities include approving new courses, new degree programs, and new program requirements (the latter two subject to approval by the University's Governing Council). Council does not have authority over administrative or financial matters, which are in the jurisdiction of the Dean, who is the chief executive officer of the Faculty. The Dean reports directly to the Vice-President and Provost.

The Faculty Council Organization Chart shows the full membership and the reporting and communications relationships of the Faculty Council with its Standing Committees. Faculty Council is composed of all teaching faculty, two elected Administrative Staff, five elected M.S.W. Students, two elected Ph.D. students, two elected Alumni Association members, one cognate faculty member, two Association of Teaching Centre (ATC) members and one OASW member. There are 5 ex-officio voting members.

Table 55. Faculty Council



The membership and terms of reference for each Committee are described in the Council By-Laws.²⁵

Each year all Committees are responsible to elect and recommend to Council enough members from various constituencies for each standing Committee to achieve a good balance and representation. The Council elects biennially, at its final meeting of the year and from among its members, a Chair for the succeeding two years. The Vice-Chair is appointed from among the student members on Council in September for a period of one year. Elections for vacant positions on the Faculty Council and Standing Committees take place each year in the early fall. Each constituency elects/appoints their representatives each year, except for faculty members, who are all members of Faculty Council. There are normally four regular meetings of the Council each academic year. Notice of a meeting including a proposed agenda shall be given to members at least 1 week in advance of the meeting. A schedule of the meetings can be obtained from the Secretary of the Faculty Council.

The Constitution and By-Laws of the Faculty Council were last amended and approved by the Faculty Council on January 31, 2012 and approved by the Executive Committee of the Governing Council on March 29, 2012. The Constitution of the Council may only be amended with the approval of the Council and the appropriate body of the Governing Council of the University of Toronto. The

²⁵ See Appendix 26 for Constitution and By-Laws of the Faculty Council.

records of Faculty Council meetings are maintained by the Secretary of Faculty Council and are publicly available.

Organizational Chart

The Factor-Inwentash Faculty of Social Work is a single department Faculty. The Dean is a full-time academic member of the Faculty and has ultimate responsibility for the overall academic direction of the Faculty and for the allocation and management of its resources, in particular, for authority over the budget, appointments, and promotions. The current Dean, Faye Mishna, started her tenure as Dean on February 1, 2010, but held the position of Interim Dean effective July 1, 2009. The senior management team is comprised of the following:

- Dean: Faye Mishna
- Acting Associate Dean Academic: Andrea Litvack [July 1, 2014 – December 31, 2015]
- Associate Dean Research: [Note: the position is currently held by Emeritus Professor Sheila Neysmith in the role of Director of Research – until June 30, 2015]
- M.S.W. Director: Andrea Litvack
- Ph.D. Director: Barbara Fallon
- Assistant Dean, Administration and Finance: Eva Gladish
- Assistant Dean, Field Education: Eileen McKee
- Director of Advancement: Judy Scheininger

The strength of this current leadership team is that they are working well together; there is a strong sense of commitment and unison from within this group towards fulfilling the mission of the Faculty. A challenge is that there will be a period(s) of change and transition, as the previous Associate Dean Academic's term ended on June 30, 2014 and the M.S.W. Director stepped into this role as Acting Associate Dean from July 1, 2014-December 31, 2015. As well, effective June 30 2015, the current Director of Research's term will end and a new Associate Dean, Research will be appointed.²⁶

Faculty

The Faculty complement comprises faculty members in the following categories: tenure/pre-tenured stream, lecturer teaching stream, status-only, and adjunct lecturers. In addition, there are a very large number of Field Instructors and Faculty-Field Liaisons appointed through the Practicum Office. A general guideline for tenure stream faculty is a workload balance that has 40% research, 40% teaching, and 20% service. For lecturer stream faculty, the workload balance is 70% teaching and 30% service/professional development. In terms of workload for a CLTA, there is no percentage set by the University; rather they defer to the division. There are certain restrictions on those however; generally the expectation is that part-time faculty will perform a proportionally reduced service load compared to full-time, and that there will be no service expectation for anybody with less than a 50% appointment.

²⁶ See Appendix 27 for FIFSW Organizational Chart.

In 2012, all University of Toronto tenured and tenure-stream faculty were invited to participate in an online survey conducted by the Harvard-based Collaborative on Academic Careers in Higher Education (COACHE). The online survey assessed faculty perceptions of career satisfaction in the following categories: “Overall Satisfaction”, “Leadership”, “Faculty (department in the survey) Culture”, and “Areas for Improvement” (see Table 56 for the mean scores of the Factor-Inwentash Faculty of Social Work and the University of Toronto).

In all of the four categories, the Factor-Inwentash Faculty of Social Work was rated slightly higher than the University of Toronto’s mean scores. FIFSW faculty members reported being very satisfied with their place of work with a mean score of 83.30% and a 91.70% score when asked if they would choose to work at the Faculty again if they had the choice. These scores are good indicators of the Faculty’s high level of morale during the past few years. The University of Toronto’s mean scores for faculty satisfaction with their place of work is 78.60%. The “Leadership” category measured employee satisfaction across the different levels of leadership at the University, including the President, Provost, Dean and Chair. FIFSW faculty members expressed being more satisfied with leadership by the Dean than by the President or Provost. The FIFSW Dean received scores of 60% for her communication of priorities, and for ensuring opportunities for input into local policy decisions. The 60% mean score for the FIFSW Dean is well above the University’s mean scores for Deans in the same category; the mean score for Deans in the University is 42.9% for communication of priorities, and 36% for ensuring opportunities for input into local policy decisions. The FIFSW “Faculty (department in the survey) Culture” category was rated slightly higher than the University of Toronto’s mean. Faculty members’ satisfaction in the areas of clarity of expectations, scholarly productivity of tenured faculty and the Faculty as a place to work received higher than the University of Toronto’s mean scores. The last category, “Areas for Improvement”, shows that faculty members are satisfied with the importance and effectiveness of mentoring activities within the Faculty. The area for improvement with which faculty members were least satisfied is the Faculty’s culture of encouraging promotion. This area received a satisfaction mean score of 66.70%; still almost identical to the University of Toronto’s mean score of 66.80%.

Table 56. COACHE Survey Results for FIFSW

COACHE Survey Results for the Factor-Inwentash Faculty of Social Work		
OVERALL SATISFACTION		
	U of T Mean Score	FIFSW Mean Score
Percentage of faculty that would choose to work here, if they could do it again.	78.90%	91.70%
Percentage of faculty that are satisfied with their place of work	78.60%	83.30%
Percentage of faculty that are satisfied with the influence they have over the focus of their research and scholarly work.	94.50%	91.30%
Percentage of faculty satisfied with their discretion over course content	91.90%	91.70%

LEADERSHIP		
Percentage of faculty satisfied with the communication of priorities	42.90%	60%
Percentage of faculty satisfied with communication of stated priorities.	41.90%	60%
Percentage of faculty satisfied with the Dean's pace of decision making.	46%	50%
Percentage of faculty satisfied with the Dean ensuring opportunities for input into local policy decisions.	36%	60%
Faculty (Department in the survey) Culture		
Percentage of faculty satisfied with their Faculty as a place to work.	77.90%	83.40%
Percentage of faculty satisfied with the scholarly productivity of pre-tenure faculty	86.70%	72.80%
Percentage of faculty satisfied with the scholarly productivity of tenured faculty	77.70%	81.80%
Percentage of faculty satisfied with the clarity of expectations for scholars and teachers	76.70%	81.90%
Areas for Improvement		
Percentage of faculty satisfied with the Faculty culture encouraging promotion.	66.80%	66.70%
Percentage of faculty satisfied with the clarity of the time frame for promotion	53.70%	61.10%
Percentage of faculty satisfied with the sense provided of whether or not they will be promoted	40.50%	45.00%
Percentage of faculty satisfied with the help they receive with work/life balance	53.00%	63.70%
Percentage of faculty satisfied with the importance of mentoring within the Faculty	83.10%	90.90%
Percentage of faculty satisfied with the effectiveness of mentoring of pre-tenure faculty	54.20%	90.90%
Percentage of faculty satisfied with the effectiveness of mentoring within the Faculty	62.10%	72.80%
Percentage of faculty that expressed satisfaction with compensation and benefits	79.40%	83.30%

In 2010, the University of Toronto conducted the “Speaking Up Survey” and invited all full-time and part-time appointed faculty and staff on the three University of Toronto campuses (St. George, Mississauga and Scarborough) to participate. The goals of the survey were as follows: identify areas of work experience that are important to employees, identify areas of strength and areas that need improvement, and chart progress against internal and external benchmarks set by other internal University surveys and peer institutions.²⁷

²⁷ See Appendix 28 for a representative sample of average responses from the “Speaking Up Survey”; specific to the Factor-Inwentash Faculty of Social Work and the University of Toronto.

Survey results were divided into four categories: “Workplace Practices,” “My Faculty” (Department in the survey), “Recognition” and “My Workload.” In all of the four categories, the Factor-Inwentash Faculty of Social Work was rated slightly higher than the University of Toronto’s average scores. The “My Faculty” category measured employee satisfaction with the quality of communication, faculty and staff morale, teamwork and mutual respect within their respective Faculties or Departments. FIFSW faculty and staff members rated the Faculty with higher than average scores in comparison to the overall University of Toronto. The areas that received the highest averages in the “My Faculty” category were faculty and staff morale, teamwork and cooperation. The “Recognition” category received slightly higher than the overall University of Toronto average scores. FIFSW faculty and staff members reported receiving recognition and feeling valued for their accomplishments at work. The “Workplace Practices” category, measured employee satisfaction with the training they received and professional development opportunities. FIFSW faculty members rated the Faculty with average scores that were well above the overall University of Toronto scores in this category. The areas of mentorship, and overall resources provided to succeed in both teaching and scholarship, received the highest scores. The last category, “My Workload”, measured the impact of workload on performance expectations, job performance and the quality of work produced. The scores in this category were slightly higher than average. Overall, FIFSW faculty and staff reported having strong mutual respect, a reasonable workload, and reasonable performance expectations in this category.

The recruitment and approval process for hiring new teaching faculty members is covered by the *University of Toronto Guidelines for the Search and Hiring Process for Tenure-Stream/Tenured Faculty and Full-Time Lecturer/Senior Lecturer Appointments* and *The University of Toronto Governing Council Policy and Procedures on Academic Appointments*. The third year review of pre-tenure faculty and promotion to Full Professor are also covered by the University’s policies and procedures. New teaching positions are created through retirements, fundraising and the academic planning process. There are presently 27 (equivalent to 23.77 FTE) faculty members in 2013-2014 including two newly hired tenure-stream Assistant Professors, effective July 1, 2014. The first is a replacement position for a retiring faculty member. The second is a new faculty position, part of the University of Toronto/New York City and New York University Center for Urban Science and Progress (CUSP), with facilities based in Brooklyn, New York focusing on challenges faced by the world’s cities.

Searches are ongoing for five pre-tenure/tenure stream academic positions, one of which is the Honey and Norman Schipper Chair in Gerontological Social Work, two are replacement positions for retired faculty members, and two are tenure-stream positions recently vacated (one faculty member was appointed in an endowed Chair position at Social Work, and the other faculty member relocated to Australia). Recruitment for the ongoing searches presents both an opportunity and challenge; that being, to attract a strong applicant pool of top scholars / researchers / teachers, to provide appropriate mentors, and to ensure a smooth integration into the Faculty and the University at large. The Faculty is committed to a mentoring system to achieve success. New faculty members are matched with a Mentor to guide them through the tenure process and are also encouraged to seek consultation with any faculty members regarding issues. In addition, the Dean meets with them regularly to guide and mentor them. The new faculty members are encouraged to attend orientation events and ongoing faculty development workshops offered through the Centre

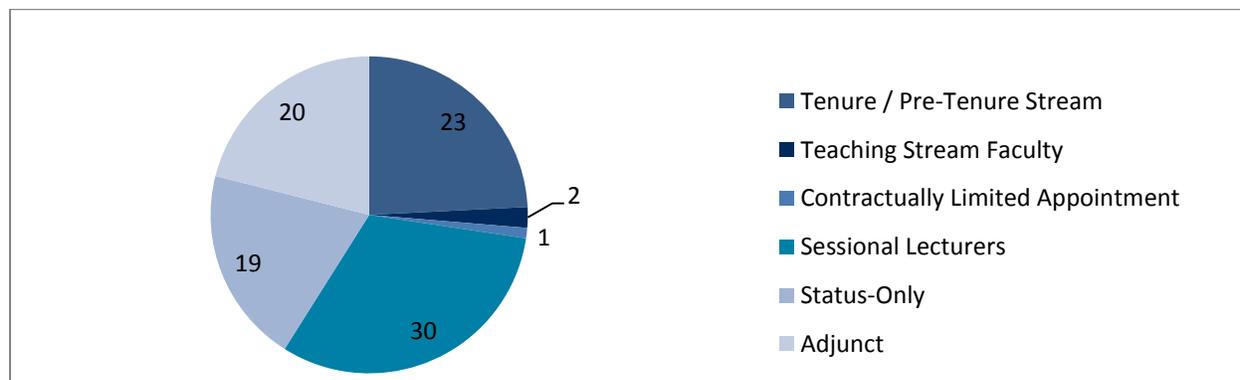
for Teaching Support and Innovation (CTSI) and the Centre for Faculty Development (CFD) to enhance their teaching as well as acquire knowledge of teaching resources including Blackboard.²⁸

The recruitment, application and appointment process for Status-only, Adjunct, Visiting Professor, and Field Instructor appointments are covered in the Faculty’s *Guidelines for Status-only, Adjunct and Visiting Professor Appointment*. The Faculty offers status-only and adjunct appointments only to individuals who are deemed qualified to make a significant contribution to the educational and research activities of the Faculty. In return, the Faculty makes a commitment to further the academic activities and progress of all faculty appointees, in recognition of contributions they make to the mission of the Faculty in education and research.

The Decanal Appointments Committee is responsible for the assignment of workload in these categories and is dependent on the circumstances of the appointment. Generally, Status-only and Adjunct faculty participate on M.S.W. and Ph.D. student committees, teach courses at the Faculty, participate in conferences, provide education, and collaborate with FIFSW faculty on research projects and manuscripts; among other contributions. Status-only and Adjunct positions are reviewed annually and are typically 3 years in duration. There is no right to renewal but applications can be submitted for renewal which may be granted at the Dean’s discretion.

The Faculty also hires Sessional Lecturers on a part-time basis, in accordance with the hiring policies as per the terms of the Collective Agreement between The Governing Council of the University of Toronto and CUPE, Local 3902 (Unit 3). Sessional Lecturers are hired to teach courses left unfilled by the teaching faculty staff. In 2013-2014, the Faculty hired 24 Sessional Lecturers to teach the equivalent of 38 half courses. The Faculty ensures that these appointments meet all the teaching requirements, but it can be a challenge to negotiate such a large number of contracts annually and sometimes, to find office space for Sessionals to meet with students on site. On the other hand, Sessional Lecturers bring with them invaluable practical field experience into the classroom, and strengthen our ties with the field.

Table 57. Number of Faculty by Appointment Category (2013-14)



²⁸ See Appendix 29 for Faculty Appointments: including Status-Only and Adjunct Lecturer Appointments.

Practicum Appointments

Field Instructors and Faculty-Field Liaisons are accountable to the Assistant Dean, Field Education. They are recruited through direct referrals, postings directed at experienced M.S.W. Field Instructors, and more recently, Ph.D. students who have field supervision experience and are currently Course Instructors of direct practice courses (e.g., SWK 4103H Elements of Social Work Practice, SWK 4105H Social Work Practice Laboratory) and/or involved in conducting research on field education. Field Instructors in Year 1 of the M.S.W. program (January-May) or in Year 2 of the two-year M.S.W. program (September-April) provide supervision including opportunities for students to develop FIFSW practice competencies, and demonstrate and encourage the integration of social work theory and practice to their students. They normally hold, at a minimum, an M.S.W. degree from an accredited social work program, have two years of social work practice experience after graduation, are interested in social work education, and have support from the setting to permit adequate time for field instruction responsibilities. Faculty-Field Liaisons deal with any concerns regarding students in practicum settings brought to them by the Field Instructors or the students. Not only do they consult and collaborate with Field Instructors, they exchange information and monitor the students' educational experience.

Administrative Staff

The Administrative staff comprises 3 non-unionized staff members (Assistant Dean Administration and Finance, Assistant Dean Field Education, Advancement Director), and 14 appointed unionized administrative staff (part-time and full-time members of the 1989 United Steelworkers of America Bargaining Unit). One staff member is currently on Maternity Leave, and one on Paid Sick Leave. Since 2009-2010, the administrative staff complement has grown by 19.4%, due to increased FTE in student services, Practicum, Continuing Education, and Research. This is largely due to the increased workload as a result of enrolment growth, rise in research grant funding, expanded student services to incorporate outreach and diversity and expanded Continuing Education. With the 100th anniversary in 2014-2015 and the need for more support to the Advancement Office and the Business Office, the administrative staff complement is expected to increase by an additional 1.5 FTE in 2014. The FTE of the Administrator in Continuing Education increased from 85% FTE to 100% FTE effective July 1, 2014. The current challenge is the increased workload among the administrative staff. The Faculty will need to review workflow processes and automate and streamline administrative processes wherever possible. In the next 5-10 years, there will be retirements of several key administrative personnel, and the challenge will be to have strategies in place for succession planning.²⁹

²⁹ See Appendix 30 for Staff Composition Chart.

Table 58. Staff Complement: Full-Time Equivalent (FTE)

ACADEMIC YEAR	Academic FTE	Admin PM FTE	Admin USW FTE	Gross FTE	Less Self-funded FTE	Net Operating FTE
2009-2010	25.50	3.00	11.60	40.10	0.60	39.50
2010-2011	25.41	3.00	11.40	39.81	0.60	39.21
2011-2012	26.41	3.00	12.15	41.56	0.75	40.81
2012-2013	24.41	3.00	12.55	39.96	0.75	39.21
2013-2014	24.76	3.00	13.85	41.61	0.85	40.76

Advancement Office

The mission of the Advancement Office at the Factor-Inwentash Faculty of Social Work is to assist in the fulfillment of the Faculty's vision and mandate to be a leader in social work education in Canada and around the world and to make social work research relevant and accessible to the people it affects most directly, those on the front lines of social services and the vulnerable people they serve.

Today's enhanced reputation and strong position of the Faculty is in part due to the fundraising successes achieved over the last few years. Securing donations from major corporations and prominent individuals, including Faculty alumni has yielded the Factor-Inwentash Faculty of Social Work an endowment in excess of \$28 million. Last year we awarded \$540,000 to 149 of our Faculty's students. Philanthropic support has had a significant impact on the Faculty and has helped propel it to the next level of excellence.

In 2007 the Faculty received the largest donation ever made to a Faculty of Social Work in North America at that time. The \$15 million gift made by Lynn Factor and Sheldon Inwentash was designated to create five Endowed Chairs and fifty endowed scholarships. In recognition of this transformative contribution, the Faculty was named in honour of our benefactors. This donation has made the single most significant positive impact on the budgetary resources of the Faculty with respect to student aid and faculty recruitment.

With the continued aim of strengthening the Faculty's long-term financial sustainability, the Advancement Office is committed to play an integral goal in the University of Toronto's Boundless Campaign. We will build on our accomplishments, as we continue to strive to enhance the Faculty's capacity for growth across all fundraising programs.

Our Campaign Priorities reflect the Faculty's Academic Plan and offer a strong and exciting array of investment opportunities. The Boundless Campaign for social work will enable the Faculty to continue its trajectory of excellence and innovation that has established it as one of North America's top-ranked social work faculties. Philanthropic support will enhance the Faculty's reputation internationally, strengthen the Faculty's capabilities to conduct cutting-edge research on important and relevant issues of today and further develop essential collaborative alliances across Toronto, Canada and the globe.

We are at an exciting moment in the Faculty's history. This year (2014) marks the Faculty's 100th Anniversary. As plans to celebrate this milestone gear up, we are delighted at the number of volunteers involved, and the tremendous excitement that this special year is creating. We look forward with great anticipation to what should be a spectacular year-long celebration, a year that will bring together all the constituencies of the Faculty on various occasions.

Leveraging the Faculty's strengths and building on past successes, the Advancement Office aims, as we celebrate 100 years of excellence and move our Boundless Campaign forward, to enhance the Faculty's image and profile and begin to invest in the Faculty's next 100 years.

Financial Structure

The financial structure of the University of Toronto is known as the New Budget Model (NBM). The NBM came into effect in 2007-2008 and emphasizes a new approach to the budget allocation process. The fundamental guiding principle in the development of the NBM was that the budget allocation process be a primary tool for the implementation of the University's academic plan and academic priorities. To best support the University's academic priorities, the new model has three basic objectives:

- To provide a high degree of transparency, enabling all levels of University administration and governance to have a clear understanding of University revenues and expenses
- To introduce broadly-based incentives to strengthen the financial health of the University by increasing revenues and reducing expenses
- To encourage a higher level of engagement of all senior levels of administration in budget planning for academic divisions and in recommending priorities and budgetary allocations for shared services

The NBM introduced a simple methodology for attributing revenues and the costs of shared services to all divisions. According to this model, a major portion of the budgetary allocation to an academic division is its Net Revenue, which is equal to its share of the University's gross revenue less its share of expenses and its contribution to student aid and to a University-wide fund called the University Fund. A division's net revenue reflects its programs, student enrolments, fund raising activities, research, etc. Hence, divisions benefit as these activities bring more revenue. Divisions can benefit when, in cooperation with central service units, they are able to make more efficient use of the shared resources.

The remainder of the divisional budget is the allocation a division receives from the University Fund. This allocation is entirely non-formulaic, and is intended to provide funding in support of the University's academic plans. In part, it ensures that the total budget of a division is determined by the University's own priorities rather than by those of an external body.

The process of attributing revenues and costs to a division is based on simple, readily available and verifiable parameters, such as number of students, number of faculty, space area occupied, etc. These measures are referred to as revenue drivers and cost drivers. Cost drivers used in the attribution process to divisions are based on cost bins. For example, total revenue is the cost driver for attributing the cost of financial management (bin#4) and tuition revenue is used in determining divisional shares of the student aid budget (bin#10). Most cost drivers including student enrolment and attributed revenue used in the allocation of the cost bins are based on slip-year data, while a few are based on in-year projections. Revenue attributions to divisions continue to be determined based on projected values. In other words, when a division plans to increase enrolment, its budgeted revenues will increase accordingly. However, its attributed costs for that year will not. If the planned increase is achieved, this will be reflected in cost attributions for the following year.

Each year, actual year-end results for revenue and expense vary from the University's budget. Under the NBM, year-end variances will be flowed to academic divisions and appropriate adjustments either charged or credited to each division. Administrative divisions are not impacted by an annual adjustment of budget to actuals as these budgets are not revenue and cost driven. The adjustment of budget to actuals for the 2006-2007 year was very critical, thus followed a detailed approach which eventually set the University Fund Reference Level for each division. The Reference Level guarantees that future UF allocations will not drop below the initial allocation for each division, further strengthening the objective of historical integrity. Ongoing annual adjustments of budgets to actuals are managed in two stages. The first stage will be a calculation and communication of estimated enrolment-driven variances. No adjustment will be processed on an in-year basis. The second stage will be a final calculation of all adjustments and the processing of budget transfer on a slip-year basis.

Source: University of Toronto Planning and Budget

Operating Budget: Government Grant Revenue

Social Work's Target Operating Budget has increased significantly in the last five years. The largest revenue source for Social Work is based on enrolment, that is, government grant funding and tuition. Any increase in government funding is primarily due to graduate expansion. Ontario grants are based on the unit known as the Basic Income unit or BIU. Once the BIU value for the University is calculated, the province distributes funding evenly across all BIUs. Students eligible for BIU funding are domestic students within the first two years of a Master's program or who are within the first five years in a Ph.D. program, including any time spent in a Master's program. The grant eligibility factor is based not on headcount, but on "eligible full-time equivalent" (eFTE); part-time students are the equivalent of .3 of an eligible FTE.

Table 59. Target Operating Budget

	2009-10	2010-11	2011-12	2012-13	2013-14
Provincial Grant Revenue	\$6,187,145	\$6,480,544	\$6,610,496	\$6,956,113	\$7,251,678
Tuition Revenue	\$2,764,819	\$2,945,305	\$3,094,123	\$3,286,989	\$3,671,119
Investment Income	\$96,049	\$204,052	\$230,410	\$219,265	\$223,997
Other Income	\$73,219	\$66,164	\$81,374	\$97,434	\$98,275
Provincial Scholarship Grant	\$134,130	\$110,845	\$137,523	\$209,829	\$208,114
Endowment Revenue	\$379,794	\$1,655,968	\$1,134,523	\$1,217,354	\$1,308,289
Canada Research Chairs		\$100,000	\$100,000	\$100,000	\$100,000
Overhead on Research	\$294,120	\$222,777	\$199,204	\$208,793	\$237,113
Subtotal: Attributed Revenue (A)	\$9,929,276	\$11,785,655	\$11,587,653	\$12,295,777	\$13,098,585
University Wide Costs	\$2,726,408	\$2,930,969	\$3,300,059	\$3,503,425	\$3,686,821
University Fund Contribution	\$912,123	\$969,607	\$1,001,640	\$1,055,980	\$1,121,319
Student Aid Set-Aside	\$749,996	\$915,255	\$961,432	\$1,110,467	\$1,175,744
Subtotal: University Shared Expenses (B)	\$4,388,527	\$4,815,831	\$5,263,131	\$5,669,872	\$5,983,884
Net Revenue (A) - (B)	\$5,540,749	\$6,969,824	\$6,324,522	\$6,625,905	\$7,114,701
Adjustments to Net Revenue	(475,313)	(1,357,310)	(824,557)	(820,019)	(852,468)
Total University Fund Allocation	1,186,622	1,171,086	1,200,113	1,218,241	1,419,512
Net Budget	6,252,058	6,783,600	6,700,078	7,024,127	7,681,745

Source for "Net Budget": University of Toronto Planning and Budget - SW Target Budget Letters

Operating Budget: Impact of Enrolment Growth

Graduate growth has had a major financial impact on Social Work. Provincial grant funding has steadily risen since 2005-2006 and can be attributed to a long range plan for incremental graduate growth. In 2005-2006, the M.S.W. enrolment intake was 150 students, comprising 75 incoming first year students (2 year program) and 75 Advanced Standing second year students (1 year program). In addition to 75 returning students to 2nd year, the total enrolment target was 225 M.S.W. students.

Beginning in 2006-2007 Phase 1 of Social Work graduate expansion increased admission numbers to the 2 year program from 75 to 100 students. In 2007-2008, an additional 25 students were admitted to the 2 year program, for a total intake of 125 first year students. In 2008-2009, the enrolment target stabilized with 125 intake students in the 2 year program, 125 returning students, and 75 students admitted to the 1 year Advanced Standing program, for a total of 325 M.S.W. students, an enrolment increase of 100 M.S.W. students from 2005-2006. This level of M.S.W. enrolment was maintained in 2009-2010 and 2010-2011.

In Phase 2 of graduate expansion, Social Work focused on enrolment growth in the doctoral stream program. University internal incentives were provided to academic divisions for exceeding their 2008-2009 baseline enrolment count, which for Social Work were 37 eligible FTEs. Only in 2009-2010 did Social Work exceed that number with 42 eligible FTEs. The current intake target for 2014-15 is 58, including an intake (of 10) that has remained constant since 2005-06.

In 2011-2012, Phase 3 of graduate expansion, Social Work began developing a new M.S.W. enrolment strategy to gradually increase its base M.S.W. numbers by 20 students over a period of 4 years; but this was later incorporated as steady state in 2012-2013 with a total intake of 145 incoming first year students (the 2 year program). Discussions on enrolment growth continued, and by 2013-14, the Provost had approved an additional intake of 25 students to the M.S.W. Advanced Standing (1 year program). By 2013-14, Social Work had arrived at the current steady state, with an intake of 145 M.S.W. incoming first year students in the 2-year program, 95 Advanced Standing second year students in the 1 year program; in addition to 145 returning students, the total enrolment target was 390 M.S.W. students.

Up to this point, the enrolment growth figures have been based on headcount, but it is the eligible FTE (eFTE) that drives the funding package. The revised projected target enrolment in terms of eFTE for 2014-2015 is 380.5, comprising 96.6 eFTEs in the Advanced Standing program and 283.9 eFTEs in the 2 year program. The difference between the enrolment target and eFTE is accounted for by international students and students who are ineligible for grant funding. The Advanced Diploma in Social Service Administration eFTE enrolment target is set at 7.7, and the eFTE target for doctoral students of 35.5 brings the total eFTE to 423.7 in Social Work. A comparison of the actual targeted FTE enrolment and the actual eligible FTEs over the past five years indicates that variance between the two for the Master's program is negligible; however, for the Ph.D. program there is a greater discrepancy, which is largely due to students who are taking a longer period of time to complete their program of study.³⁰

The Advanced Diploma in Social Service Administration Program successfully launched in September 2010. That year, enrolment consisted of 4 full-time and 12 part-time students, for a total of 7.6 FTE, which fell short of the enrolment target of 12 FTE. In September 2011, the target enrolment was changed to 7.6, and consisted of 3 new full-time, 4 new part-time and 7 returning part-time students for a total of 6.3 FTE. In 2012-2013, enrolment consisted of 2 new full-time students, 3 part-time continuing students, and 2 new part-time students for a total of 3.5 FTEs. For planning purposes, the enrolment target for 2013-2014 and moving forward, has been conservatively set at a headcount of 5 full-time and 9 part-time students, for a total of 7.7 FTEs. It has been determined that the prudent decision is to phase out the Advanced Diploma in Social Service Administration over the next few years and rather, continue to provide offerings in this area through our Continuing Education Program.

Enrolment growth on the Faculty has had a significant positive impact in terms of revenue generation and educational opportunities for students. Increased enrolment has however, increased the workload for administrative staff; that is, those supporting student services (registrar/admissions/practicum/front-line support staff). In response, the Faculty has increased

³⁰ See Appendix 31 for Comparison of FTE vs eligible FTE Counts 2009-2010 to 2013-2014

part-time administrative support in the Practicum Office, and plans to address other areas as well as review systems for automation to improve efficiency. Enrolment growth has also increased classroom sizes, and the Faculty has responded by adding more sections to courses and hiring casual employees to assist course coordinators.

Given the Faculty's staff complement, space limitations, limited practicum settings, and taking the student experience into account, Social Work has reached its capacity for graduate growth, so any further growth would require major assessment and realignment of resources to meet program needs.

Operating Budget Grant Tuition Revenue

Tuition growth is primarily driven by tuition increases and enrolment growth. Revenue from tuition fees continue to be attributed to each division based on divisional student FTEs and tuition fee levels. Under the new 4-year Tuition Fee Framework for 2013-2014 to 2016-2017, Social Work plans to increase its domestic tuition fees in the Professional Master's and Advanced Diploma in Social Service Administration Program (DSSA) annually by 4%, which puts our increase rates above the institutional overall average cap of 3% for the University of Toronto, but still below the maximum rate allowable in professional and graduate programs, of 5%. International tuition fee increases will be maintained at 5%. There is some concern that by 2018-2019, tuition levels may be so high that we may be at a competitive disadvantage with other Schools of Social Work, but it is too early to predict and we will monitor this situation.

The tables below outline the domestic and international tuition rates for Social Work and the impact of the 2012 Ontario budget on funding for international students, as a result of the International Student recovery (ISR) that was phased in starting with the 2013-14 entering cohort. The IRS reduction in operating grant funding/municipal tax envelope for the University of Toronto is explained as necessary due to Ontario's challenging fiscal circumstances. The reduction is explained, in part, as elimination of subsidies for non-PhD international students provided to institutions to pay for municipal taxation in lieu of property taxes. To compensate for lost revenues, Universities were allowed to increase international student tuition fees. Except for entering or continuing doctoral stream graduate students in 2013-14, tuition rates increased for students in Social Work programs.

The University of Toronto chose not to increase tuition fees for entering or continuing doctoral stream graduate students in 2013-14 and in 2014-15, decreased the SGS doctoral stream tuition by \$45 for the period of the Framework to allow room for tuition increases in other resource-intensive professional programs so as not to exceed the overall average cap of 3%.

Table 60. Domestic and International Tuition Rates

M.S.W. Domestic Tuition Rates (excluding incidental fees)	2012-13	2013-14	2014-15
MSW, Entered 2012	\$8,072	\$8,394	N/A
MSW, Entered 2013	N/A	\$8,394	\$8,720
MSW, Entering 2014	N/A	N/A	\$8,720
DSSA, Entered 2012	\$7,160	\$7,446	N/A
DSSA, Entered 2013	N/A	\$7,446	\$7,740
DSSA, Entering 2014	N/A	N/A	\$7,740
Doctoral Stream, Entered 2012	\$7,160	\$7,160	\$7,115
Doctoral Stream, Entered 2013	N/A	\$7,160	\$7,115
Doctoral Stream, Entering 2014	N/A	N/A	\$7,115

Source: Office of the Vice-President and Provost website

MSW – International Tuition Rates (excluding incidental fees)	2012-13	2013-14			2014-15
		Fee Before Recovery	Int'l Student Recovery	Fee	
MSW, Entered 2012	\$22,513	\$23,639	\$75	\$23,714	N/A
MSW, Entered 2013	N/A	\$23,639	\$825	\$24,464	\$25,687
MSW, Entering 2014	N/A	N/A	N/A	N/A	\$25,687
DSSA, Entered 2012	\$16,886	\$17,730	\$75	\$17,805	N/A
DSSA, Entered 2013	N/A	\$17,730	\$825	\$18,555	\$19,483
DSSA, Entering 2014	N/A	N/A	N/A	N/A	\$19,483
Doctoral Stream, Entered 2012	\$16,886	\$17,730	\$0	\$17,730	\$18,620
Doctoral Stream, Entered 2013	N/A	\$17,730	\$0	\$17,730	\$18,620
Doctoral Stream, Entering 2014	N/A	N/A	N/A	N/A	\$18,620

Source: Office of the Vice-President and Provost website

Operating Budget: Divisional Income

Divisional income consists of revenues collected by the academic divisions. The next highest contributor to divisional revenue is endowment income. This comprises three components: endowment income for student aid, endowment income for Chairs and OGSST Grants (graduate scholarships in science and technology). Investment from endowment income for 9 Endowed Chairs totaled \$807,108 in April 2014. In addition to the returns from the long-term investments of the endowment capital, divisions receive interest on short and medium-term investments of the Expendable Funds Investment Pool (EFIP). This tends to be rather small as a percentage of total operating revenue and fluctuates with market conditions. Canada Research Chairs also constitute divisional income, as do indirect cost recoveries on research grants and contracts. The CRC Program provides \$100,000 in salary and research support for outstanding university researchers on a competitive basis, awarded to each university based on its share of research funding by the federal granting councils. Social Work has one Tier 2 CRC Chair (Peter Newman) in Health and Social Justice which was renewed for another 5 year term (January, 2013-December 2017). Divisional admission user fees, totaling \$71,460 are also a source of revenue; in 2013-2014, there was an increase of \$3,415.50 over the previous year, indicating a 3% growth in the number of applications.

Operating Budget: University-Wide Costs

Academic divisions all have a share of University-wide costs and Social Work's contribution in 2013-2014 was over \$3.6M. The long range projection is that costs will increase such that by 2018-2019, it is projected that our University wide costs are estimated at 4.24M.

Operating Budget: University Fund Contribution

Since 2008-2009, Social Work has been a net beneficiary of the University Fund with a net allocation of \$463,000. In 2009-2010, the net UF allocation dropped to \$357,000 and it has steadily gone down. In 2010-2011, it was \$300,000, in 2011-2012, it was \$268,000, in 2012-2013, it was \$213,000, but in 2013-2014, it went up to \$298,000. The change is due to a combination of revenue growth and incremental UF allocations from the Provost; in other words the UF allocation increased as a direct result of the Provost funding the CUSP initiative.

Operating Budget: Student Aid Set-Aside

This is operating-funded aid that is a pooled resource. Social Work contributes based on its share of total tuition revenue, and the funds are distributed to students based on need.

Operating Budget: Expenditures

The major expense component of Social Work's operating budget is compensation. The increasing cost of salaries and standard benefit rate continues to have the most significant impact on the expense budget and will be the greatest challenge to maintaining a balanced budget in the long term. Cost containment measures will be required in the event of a structural deficit, but for now,

we are maintaining an annual contingency of approximately \$.5M in reserve for compensation. Reserves are not detailed here as they were carried-forward prior to 2009-2010; in fact, they serve as a cushion and may be used to offset unexpected costs. But the Faculty has allocated \$1.5M in reserve as matching funds to donations raised from fundraising efforts towards an Endowed Chair, and \$1M for capital projects/renovations. For the future, it is planned to use reserves to endow a speaker series, to create student scholarships, invest in our information technology infrastructure and support Knowledge Mobilization initiatives. The Faculty is in a sound financial position overall and is functioning sufficiently with its current operating budget to meet its resource needs.

Table 61. Operating Budget: Allocation of Expenses

	2009-10 (actual)	2010-11 (actual)	2011-12 (actual)	2012-13 (actual)	2013-14 (actual)
Faculty Salaries	\$2,980,905	\$3,297,308	\$3,176,556	\$3,224,669	\$3,174,902
Admin Staff Salaries	\$1,025,194	\$1,006,863	\$1,059,028	\$1,169,925	\$1,221,831
Research Associates	\$2,081	\$25,383	\$25,466	\$101,051	\$65,754
Instructors Salaries (TA, CI, Sessional, overload stipend)	\$333,911	\$381,897	\$582,795	\$724,694	\$665,654
Casual Salaries	\$37,212	\$99,827	\$101,930	\$149,329	\$214,930
Benefits	\$956,101	\$1,100,443	\$1,128,601	\$1,238,506	\$1,230,185
Subtotal: Salaries	\$5,335,404	\$5,911,720	\$6,074,376	\$6,608,174	\$6,573,256
Other Expenses	\$649,894	\$690,649	\$1,206,902	\$925,159	\$1,566,895
Student Awards	\$798,420	\$644,040	\$949,306	\$889,834	\$793,575
Income/cost recoveries	-\$1,002,821	-\$1,054,383	-\$983,680	-\$941,037	-\$1,356,918
Subtotal : Non- salary expenses	\$445,493	\$280,306	\$1,172,528	\$873,956	\$1,003,552
Total	\$5,780,897	\$6,192,027	\$7,246,904	\$7,482,130	\$7,576,808

Source: Financial Information System - Payroll Distribution Reports and Total Funding Activity Reports

Report on Self-Funded Units: Continuing Education

Table 62. Continuing Education Actuals

Year	2009-10	2010-11	2011-12	2012-13	2013-14
Revenue	\$145,315	\$241,624	\$297,149	\$412,433	\$561,790
Expense	\$96,195	\$166,115	\$204,651	\$268,561	\$377,970
Profit (Rev-Exp)	\$49,120	\$75,509	\$92,498	\$143,872	\$183,820

Objectives

The objectives of the Continuing Education program align with Faculty academic goals to provide students the knowledge and skills to work effectively with others in a complex and ever-changing world. Certificate programs and workshops represent cutting edge and current topics, policies and practices and are delivered, in large part, by social workers practicing in the field. Continuing Education aims for consistency with the University of Toronto's mission of reaching out to an international audience by increasing the use of distance learning to attract students internationally.

Admission requirements

Most Continuing Education programs have no admission requirement. Prospective students simply register online. A few of the certificate programs require a degree and/or prior experience related to the course but students can request an exemption by speaking with the program coordinator.

Curriculum and program delivery

Instructors are hired for mastery of their area, the goal being to offer a curriculum that is current in each respective discipline. Some programs offer training beyond the classroom by including short supervised practicum placements.

Assessment of learning

Consistent with continuing education principles, there is no academic testing nor mark issued; not even a pass/fail.

Quality Indicators

The program is highly regarded by instructors and students. Many professionals want to become instructors in the program. Students' high regard for the program is demonstrated in the following ways: 1) most students complete certificate programs in a year or two; 2) many students take several classes, enrolling in different workshops and certificate programs; and 3) the program is well regarded outside of Toronto as some students travel from out of town and even out of province to attend classes.

Research

At this time, research is not part of the Continuing Education program. However, some of the course instructors who conduct their own research share their findings. Therefore, students see the program as allowing them to access experts in their respective fields.

Relationships

Morale within Continuing Education is high. Program coordinators and instructors speak with excitement about their own work in related fields, and their workshop and certificate programs within Continuing Education. The program partners with organizations (Hincks-Dellcrest and CAMH) in the community to offer students relevant programming.

Organizational and Financial Structure

Continuing Education is financially self-sufficient, independent from the rest of the Faculty. Registration and community interest continues at the high levels experienced in the last few years and delivers an important profit to the Faculty. Since year of 2009-2010, Continuing Education has made a profit (see Table 62).

Space is a growing issue due to the success of the program. Workshops are held either at the Faculty itself, outside the Faculty remaining within the University and, for collaborative graduate programs, may be held within the collaborator's organization. The increase in requests for remote and onsite programming may reduce the need to locate all the programming within the Faculty and University. Due to the access to space within the University and outside the Faculty, there has not been a shortage of space for programs.

International Comparators

Continuing education attracts students from distances as far afield as Australia to access webinar programming. An informal comparison of FIFSW continuing education programming with other social work continuing education programs shows that FIFSW offers an extremely extensive program. FIFSW continuing education appears to have a larger continuing education program than most, if not all, other universities examined. It is difficult to compare programming quality in such an informal comparison. There has been no formal comparison to date of how this continuing education program compares to other social work continuing education programs. Such comparison would be a worthy task, in order to ensure that this program ranks among the best continuing education program in Canada/North America.

Opportunities for new revenue generation include:

- Developing programming that meets the needs of those in the field (current plans include the development of programs in the teaching of case consultation)
- Offering increased remote and web-based programming to draw students from farther afield and meet the needs of students who cannot physically attend courses due to time constraints and other issues
- Offering increased onsite workshops located within community organizations to meet additional requests for this kind of learning environment
- Seeking out additional community collaborations for joint certificate and workshop programming

Continuing Education: Long-range planning challenges

Continuing education, as a program, must strive to be financially viable and to continue to bring in revenue for the Faculty. The program's finances will continue to be monitored closely for this purpose and programming adjusted as needed to ensure financial viability.

Financial resources for individuals and institutions to pursue continuing professional development and education continue to diminish. The combination of the ability to offer quality affordable instruction and bring in profit to continue to develop the program is an ongoing challenge and will continue to be monitored.

Marketing to ensure that professionals in the community and those farther afield are aware of FIFSW's continuing education program and the program's ability to tailor workshops and certificates to organizations will be an ongoing planning challenge. Marketing opportunities and strategies will be sought.

A focus will be examining the possibility of creating two tracks in continuing education: one based on attendance or completion and one based on professional development. The professional development track would provide a certificate that specified the courses taken and competencies mastered or attained.

Continuing education aims to follow the overall University of Toronto's focus on attracting and retaining excellent course instructors and program directors, staff and students, ensuring that programming is current, relevant and of high quality, and useful to the community. To date this has been determined through word of mouth. It is unclear whether employing more formal ways of locating qualified staff could provide even better instruction in programs offered. It could be useful to include a research component at some point in the future to ensure that the program meets the community's needs. It could also be useful to include research to develop theory and practice of continuing education. These initiatives would require additional funding, faculty, and staffing, as well as an infrastructure to support research. With the increased emphasis in social work as a field on building competencies, it could be useful to conduct research to determine whether students completing continuing education programs acquire the level of competencies they seek when they register for these programs.

Long-Range Budget Projections

A very important component of the new budget model was the development of a new process for budgetary reviews for both academic and service divisions. Academic divisions prepare multi-year budget plans based on the University's long-range budget guidelines and their own academic plans, including enrolment projections, new program offerings, etc. By necessity, multi-year projections are estimates requiring making many assumptions. The process is distinctly different from the detailed and exact figures that are used in the preparation of actual budgets. For academic divisions, the review process informs approvals for faculty appointments and the allocation of the University Fund, at the recommendation of a broadly-based advisory committee.

A five-year budget cycle covering the period from 2007-2008 to 2011-2012 was established to provide the framework needed for the new budget model. The next five-year cycle will cover the period from 2014-2015 to 2018-2019. Budget projections are dependent on many factors external to the University, including government policy, market behaviour, and so on. Assumptions therefore must be made to estimate revenues and expenses over a five year budget cycle.

The NBM has been beneficial to Social Work and is a contributing factor to its success from a financial perspective. Based on Social Work's 2013-2014 Long Range Budget Plan, however, it may appear that deficits will occur in the outer years, but that is not necessarily the case, as the plan is only a projection and a very conservative one. A more realistic projection is that the Faculty will balance its budget with respect to its annual expenditures, with deficits occurring to cover one-time-only costs, such as for capital projects/renovations.

Table 63. Long Range Budget Plan

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Expense Budget	\$7,782,261	\$7,688,564	\$7,726,012	\$7,894,755	\$8,018,811
Divisional Revenue	\$1,247,540	\$1,247,540	\$1,255,866	\$1,255,865	\$1,264,275
Net Revenue from Enrolment/Tuition changes	\$83,505	\$67,427	\$70,723	\$63,096	\$60,127
Subtotal: Expense Budget	\$9,113,306	\$9,003,531	\$9,052,601	\$9,213,716	\$9,343,213
Compensation	\$7,164,912	\$7,543,801	\$7,817,813	\$8,065,181	\$8,322,138
Student Support	\$850,000	\$850,000	\$850,000	\$850,000	\$850,000
Other Expense	\$750,000	\$750,000	\$750,000	\$750,000	\$750,000
Subtotal: Projected Expenses	\$8,764,912	\$9,143,801	\$9,417,813	\$9,665,181	\$9,922,138
Annual Surplus / (Deficit)	\$348,394	(\$140,270)	(\$365,212)	(\$451,465)	(\$578,925)

Space Profile

Occupancy and NASM Space

The Factor-Inwentash Faculty of Social Work is situated at 246 Bloor Street West and occupies the first to fifth floors, as well as the seventh Floor. The sixth floor is occupied by Information and Technology Services (I+TS) staff, part of the Chief Information Office portfolio. The seventh floor was acquired in September, 2010 from the Centre of Excellence for Research on Immigration and Settlement (CERIS) which was under the VP-Research portfolio. The building is wheel chair accessible and the location is easily accessible by public transit.

The building is approximately 6,700 gross square metres (gsm), comprising 3,450 net applicable square metres (nasm) of assignable program space. Under the New Budget Model, divisions incur occupancy costs, which take into account cost of utilities, maintenance and caretaking (regular and deferred), facilities and service costs. The cost driver assigned to academic divisions for occupancy costs are on a per nasm basis, using the data maintained in the space inventory database.

Social Work occupies a total of 1,810 nasm which are allocated for faculty and staff offices, research space, student computing labs, a Webinar room, an Audio-Visual room, a video-conferencing room, small group meeting rooms, a Writing Lab, an office for Continuing Education, and student space.

The Academic and Campus Events Office (ACE) occupies a total of 776.4 nasm throughout multiple floor levels, of which 123.8 nasm is temporarily inactive due to egress issues and temporary storage, leaving a total of 10 classrooms in 652.6 nasm available for regular use.

Information and Technology Services occupies 524 nasm, Tim Hortons (ground floor), occupies 271 nasm, Utilities/Plant Maintenance occupies 43 nasm, Facilities and Services custodial occupies 27 nasm, for a total of approximately 3,450 nasm.

Office Space

All Professors, Research Associates and administrative/technical staff have private offices, with the exception of the reception staff in the main office. Active Emeriti Professors have shared offices with a maximum of 3 occupants per office. Visiting Scholars, Post-doctoral Fellows and Research Assistants also have shared office space. Continuing Education is allocated one private office. The Health Sciences Writing Centre is allocated an office which the students refer to as the Writing Lab; it is staffed by Lecturers/Senior Lecturers, and funded through the participating Faculties (Kinesiology and Physical Education, Dentistry, Nursing, Pharmacy and Social Work). Office space is also provided to an external organization, Canadian Roots Exchange, with whom Social Work has a Memorandum of Agreement to collaborate for a period from July 1, 2012 to June 30, 2015. The objective of the collaboration is to strengthen awareness and understanding of Aboriginal communities amongst FIFSW students, faculty and staff and to assist the CRE in its objective of providing greater awareness of indigenous issues for the U. of T. community.

Instructional Facilities

The M.S.W. Program is a combination of classroom and practicum-based education in the field and this building is the main classroom learning setting for Social Work students.

Prior to the New Budget Model, Social Work maintained control of classrooms in the building, but with the onset of graduate expansion and the need to enlarge and better equip classrooms, along with the incentive to save costs through the removal of classrooms from the divisional space inventory if the ACE were to maintain the classrooms, Social Work handed over administrative management of classrooms to ACE in 2007-2008.

Since this shift, ACE has undertaken major classroom renovations in the building, including the construction of the largest classroom in the building on the 5th floor, which can accommodate up to 75 students. Other renovations include the enlargement of classrooms (constructing two 30 seat classrooms from three smaller sized 20-25 seat classrooms) on the second, third, and fourth floors, converting several office spaces on the ground floor into two new classrooms and a meeting room, constructing a new Ph.D. computer lab on the 5th floor, and renovation of office space on the 7th floor to accommodate a new classroom that seats 40 students. In total, there are 10 classrooms.

In the fall of 2011, the classrooms were equipped with Teaching Station Juniors (TSJrs) by the Office of Space Management. Social Work and OISE were the first divisions to be equipped with TSJrs which are centralized audio-visual equipment/instructional technology built into the classroom for instructors. In addition to this, Social Work still provides for an on-site AV technician to assist instructors.

In 2013-2014, Social Work underwent a Space Utilization Study, through Campus and Facilities Planning Office. It was interesting to learn that classrooms were well utilized; in terms of the distribution of total bookings for the Fall 2012 term. Social work uses these classrooms on average 28.8 hours per week per room (21.4 hours academic, 7.4 hours other). The COU benchmark for classroom use is 34 hours per week. ACE books the rooms for other users and the overall use of these rooms was 4,433 hours, or an average of 34.1 hours per week over 13 weeks. The percentage of usage in ACE classrooms by Social Work was 63% for academic purposes and 22% for other (continuing education, student activities, administration, and research activities). The remaining 15% usage was for other ACE user bookings. In addition, Social Work books an average of 120 hours per Fall term of classroom space in the OISE building.

Research Activity Space

There is 166 nasm of research activity space in Social Work, which mainly comprises offices and work space for use by research assistants, Postdoctoral Fellows and Research Associates involved in project/grant based research activities.

In the summer of 2011, Principal Investigator, Professor Aron Shlonsky was the recipient of a Canadian Foundation for Innovations grant. He received funding to establish a child welfare data processing lab. The existing Research Data Lab (room 522) was renovated and 14 new computers

along with quantitative and qualitative data analysis software were purchased with this grant funding. As well, room 524 was renovated and equipped with five workstations using CFI funds. Research Assistants are given access to these spaces to work on research projects.

Student Areas

There are two main hubs for student activity, the 3rd floor lounge (a large seating area with an adjoining kitchenette) and the 7th floor study area (a lounge space with plug and play work stations and comfortable sofa chairs arranged for group study). These spaces allow for large and multiple small group gatherings. On every floor, there are smaller lounges with seating available for students to congregate.

Both the M.S.W. Graduate Student Association (GSA) and the Ph.D. Student Association (PH.D.SA) are allocated office space, computers, and telephones.

Ph.D. students are allocated shared office space. Year 1 Ph.D. students have a computer lab/office space with five work stations, but the room is spacious enough for at least twice the number of students to use. Ph.D. students between 2nd year and 5th year are each allocated a typical private office to share, with 3 work stations.

Ontarians with Disabilities Act

The Faculty facilities are compliant with the Ontarians with Disabilities Act. The Faculty's AODA Officer is Professor Andrea Litvack. All faculty and staff members have received the provincial mandated customer service standard pamphlet. Some administrative staff members have taken the formal training offered by the University's Organizational Development and Learning Centre (ODLC), but to ensure that all administrative staff received training, an in-house training session was conducted by the Student Life, Outreach & Equity Advisor in 2012-2013.

Future - Simulation Lab: One of the Faculty's long range plans is to build a simulation lab with the infrastructure to provide simulation-based education and clinical assessment tools for our faculty and students. To this end, the Faculty has been campaigning for funding support through its participation in the University of Toronto's Boundless Campaign. This has resulted in a recent major donation to Social Work in the amount of \$1million from an esteemed alumnus, Larry Enkin.

Renovation: Renovation of high traffic administrative areas in the building are currently being undertaken; this includes the offices of the Dean and Associate Dean Academic, the main reception area on the second floor, and the third floor student lounge. Following this, the next step will be to renovate the small open lounge spaces on all the floors from the second to the fifth floor and convert them into more amenable spaces for socializing and working by providing plug-and-play work surfaces.

More research space will eventually be needed if grant-based research funding grows as it has in the last five years.

Information Technology Resources

Services and Support Agreements

Social Work has two Services and Support Agreements with the OISE Education Commons group. The first, a Systems and Network Services and Support Agreement, is approximately \$100,000/year and covers the following categories of services: faculty and staff desktop and laptop computers, student access computers, and network printers, server and virtual server hosting, internal awards LAMP web server, student lab server, access to EC labs, listserv support, third party repairs, software support and proactive lab computer maintenance.

The second is a Media Services and Support Agreement and is approximately \$90,000/year and covers the following categories of services: audio and video production, digital media, instructional technology, webcasting and video conferencing.

Faculty Computing Network

Computers in Social Work are connected via a Local Area Network to central file servers, called Proteus (faculty/staff) and Sedna (students), where all users' data are stored and backed up. There are two servers, one assigned to store faculty/staff data, and the second to store student data. Network printers are found on every floor where there are faculty offices. Inventory lists of computing equipment are maintained and computers are regularly upgraded every 4-5 years. The building is fully equipped with WiFi. The Faculty participates in the Microsoft Software Agreement, as negotiated by the University of Toronto in 2012-2013.

Student Computing Facilities

M.S.W. students have access to a computer lab on the seventh floor, with 19 work stations and printing capability. Students also have access to the Computer Lab with Adaptive Technology for Accessibility, also located on the seventh floor. This lab is equipped with two work stations, one with an electrical adjustable table for students in a wheelchair and the other work station with Kurtzwell 3000 software for students with visual and hearing disabilities.

All Ph.D. students are provided with free printing capability. M.S.W. students are charged for printing at a rate of \$20 for 300 pages, and \$40 for 700 pages.

Video-Conference and Webinar Rooms

The webinar room was built and furnished in 2012-2013, seating 30 people. In addition to webinar capability to reach wider audiences for research and educational seminars/lectures, the room is equipped with a SMART board which serves as an interactive whiteboard with Internet access. The video-conference room was built in 2007-2008 and seats 12 people. The technology is still viable and the space is often used for research collaboration.

Audio-Visual Room/Recording Studio

The audio-visual room in the Faculty doubles as a recording studio for the purposes of training students in interview/counselling skills. Interviews conducted in the studio can be taped and/or can be viewed through a one-way mirror that separates the studio and the viewing room. The AV technician is on site on a full-time basis, through the Services and Support Agreement with OISE-EC.

Social Work Website

The current website was revamped and launched in July, 2014, from a content management system to an open source system – Wordpress. The website design was completed via contractual association with the U.of T. I+TS web design group. Web content and upgrades are largely the responsibility of the Administrative Assistant to the Associate Dean Academic who also has the role of Website Administrator. The current incumbent is relatively new having come in as a maternity leave replacement but is now working closely with I+TS to ensure a smooth transition.

Library Services

The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America, behind Harvard and Yale. The research and special collections, together with the undergraduate libraries comprise almost 11.5 million print volumes, nearly 5.5 million microform volumes, more than 17,000 journal subscriptions, in addition to a rich collection of manuscripts, films, and cartographic materials. The system also provides access to more than 1 million electronic resources in various forms including e-books, e-journals, and online indices, and increasingly supports access via personal handheld devices. There are numerous collection strengths in a wide range of disciplines reflecting the breadth of research and instructional programs at the University. The University of Toronto Library system has an annual acquisition budget of \$25 million. The strong collections, facilities and staff expertise attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Table 64: North American Research Libraries Rankings 2007-2012

Major North American Research Libraries					
	2007-08	2008-09	2009-10	2010-11	2011-12
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Toronto (3rd)	Columbia	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)
4	Columbia	Toronto (4th)	Columbia	Michigan	Columbia
5	CA, Berkeley	Michigan	Michigan	Columbia	Michigan

Table 65: Top 5 Canadian Universities in ARL Rankings

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2007-08	2008-09	2009-10	2010-11	2011-12
RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY
3/Toronto	4/Toronto	3/Toronto	3/Toronto	3/Toronto
12/Alberta	16/Alberta	11/Alberta	11/Alberta	10/UBC
25/British Columbia	26/British Columbia	24/British Columbia	16/British Columbia	15/Alberta
26/McGill	34/Montreal	31/Montreal	32/Montreal	18/McGill
33/Montreal	40/McGill	37/McGill	38/McGill	32/Montreal

Space and Access Services: The Library system provides a variety of individual and group study spaces for both undergraduates and graduates in the 10 central and 23 divisional libraries on the St. George, Mississauga, Scarborough and Downsview campuses. Study space and computer facilities are available twenty four hours, five days per week at one location, Robarts Library. Web-based services and electronic materials are accessible at all times from campus or remote locations, through the U of T based Scholars Portal and other leading edge digital services.

Instruction & Research Support: The Library plays an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist students in meeting graduate degree level expectations for the Master of Social Work (M.S.W.), Doctor of Philosophy in Social Work (Ph.D.), and the Advanced Diploma Program in Social Service Administration programs in the ability to gather, evaluate and interpret information. These services are aligned with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education.

Program Specific Instruction: Instruction occurs at a variety of levels for M.S.W. and Ph.D. students and is provided by the faculty liaison librarian for the Faculty of Social Work. The liaison librarian facilitates formal instruction integrated into the class schedule, orientation courses for all new M.S.W. students, and hands-on tutorials for M.S.W. and Ph.D. students related to course assignments and research. For example, in-depth, in-class instruction is provided for students in *SWK4510H Research for Evidence-Based Social Work Practice*, a prerequisite for all M.S.W. second year required courses, and *SWK 4513H Knowledge Building in Social Work*, a second year course that builds on *SWK4510H*. These hands-on sessions are designed by the faculty liaison librarian in close consultation with faculty in order to ensure that they are closely integrated into the curriculum and are meaningful to students. Instruction provided makes extensive use of online library resources such as *PsycINFO*, *Social Services Abstracts*, *Sociological Abstracts*, *Ageline*, *Medline*, *CINAHL*, *EMBASE*, *Cochrane Collaboration Library*, and citation management tools such as *RefWorks*.

The Library, through its [liaison librarians](#), further supports teaching and learning through activities including: creating custom handouts, worksheets, and tutorials, and online guides which reinforce and build on concepts covered in workshops and orientation sessions. For example, a research guide has been created specifically to support students enrolled in *SWK 4510H* (<http://guides.library.utoronto.ca/SWK4510>). All M.S.W. students in *SWK 4510H* have a 3 hour workshop in searching library databases.

Collections: Many college and campus libraries collect materials in support of Social Work; the largest collection of materials is centrally located in Robarts Library. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of Social Work at the University of Toronto.

Journals: The Library subscribes to all 25 of the top 25 journals listed in Journal Citation Reports (JCR) in subject area SOCIAL WORK. Of these titles, all 25 are available electronically to staff and students of the University.

Monographs: The University of Toronto Library maintains comprehensive book approval plans with 53 book dealers and vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of the Social Work Program, UTL specifically receives books through plans with Coutts-Ingram. In addition to these plans, individual librarian selectors select unique and interesting scholarly material overlooked by standard approval plans. These selections include contributions to the collections of the Thomas Fisher Rare Book Library, special requests from faculty, and individual e-books and e-book packages, including complete collections of e-books from the following publishers: Taylor and Francis, Oxford University Press, Cambridge University Press, major US University Presses and Canadian University Presses. In this way, the Library continues to acquire more than 120,000 book titles per year.

Preservation, Digitization, and Open Access: The University of Toronto Library supports open access to scholarly communication through its institutional research repository (known as T-Space), its open journal and open conference services, and subscriptions to open access publications. In addition to acquiring materials in support of the program in Social Work, the Library is also, in cooperation with the Internet Archive, digitizing its monograph holdings published before 1923. These books are available without charge to anyone with access to the Internet through the Scholar's Portal e-Book platform.

Key Databases: Two key databases in this area are *Social Services Abstracts* and *Social Work*. However, given the interdisciplinary nature of social work research and application, extensive use is made of additional databases that deal with social services such as *Medline*, *PsycInfo*, *Social Service Abstracts*, *Sociological Abstracts*, *Social Work Abstracts*, *Applied Social Sciences Index and Abstracts*, *AgeLine*, *CINAHL*, and *EMBASE*, *Cochrane Collaboration Library*.

Source: University of Toronto Libraries Report for Social Work 2014

School of Graduate Studies - Student Support Spaces

The **Grad Room** is an accessible space on the St. George campus which provides University of Toronto graduate students with a lounge area and a multi-purpose space for academic, social and professional graduate student programming.

Grad Room is home to the **Graduate Professional Skills Program** (GPS). GPS is a non-academic program presented by SGS consisting of a variety of offerings that provide doctoral stream students a range of opportunities for professional skills development. The program focuses on skills beyond those conventionally learned within a disciplinary program, skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academe. GPS aims to help students communicate effectively, plan and manage their time, be entrepreneurial, understand and apply ethical practices, and work effectively in teams and as leaders.

The Office of **English Language and Writing Support** (ELWS) provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, ELWS helps students cultivate the ability to diagnose and address the weaknesses in their oral and written work. ELWS offers four types of instruction designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, and website resources.

Source: School of Graduate Studies website

5. LONG-RANGE PLANNING CHALLENGES

LONG-RANGE PLANNING CHALLENGES

M.S.W. Program

- Committed to working to ensure that our students reflect the diversity of Toronto and Canada, we engage in recruitment and outreach across Toronto and Ontario, targeting underrepresented groups. We seek opportunities to reach under-represented groups earlier in their educational trajectory (e.g., Transitional year program, Summer Mentorship Program, CITY Leaders program). We are teaching undergraduate courses, engaging our alumni in outreach activities such as the FIFSW Podcast, mentoring students through our Alumni Mentoring Program and presenting to audiences so that we can inspire increasingly diverse groups of students to think about social work as a possible career choice.
- We are committed to further integrating Aboriginal content in our curriculum and to be further involved in local and national Aboriginal initiatives. As noted above, we are active in these efforts and have received feedback from students and faculty suggesting that we are beginning to successfully integrate Aboriginal issues in the Faculty and curriculum. Hiring an Aboriginal scholar is a priority.
- We must ensure teaching quality in multi-section courses, as we use more Ph.D. students as course instructors due to increasing enrolment. To support faculty who coordinate multi-section courses, the Faculty provides research assistants to offload administrative duties and allow faculty coordinators to focus on curriculum development and teaching enhancement.

Recruitment

- Recruitment for the number of positions for which we are searching and positions which will be open offers both an opportunity and challenge. The current dean has appointed five tenure track faculty members and one teaching stream faculty, all of whom bring significant strengths and contributions to the Faculty. Ongoing recruitment challenges include; recruiting a strong applicant pool, hiring top scholars, researchers and teachers; providing mentoring to ensure research and teaching success; and integrating new faculty into the existing faculty group.
- The most significant recruitment challenge is the lack of tenure track applicants in clinical research who can also teach clinical courses. This is a significant problem identified in top ranking schools of social work throughout North America. It is critical to ensure that we replace retiring clinical faculty with those who can further this fundamental social work area.

- Another significant challenge is ensuring that there are faculty members to assume senior management positions within the Faculty.
- Along with important benefits and opportunities, a cohort of new faculty brings challenges: the loss of institutional memory as faculty members retire; integrating and mentoring new faculty members; and sustaining and building on the highly productive and collaborative Faculty climate developed in the past few years

Field Education/Practicum

- A continuing challenge in social work education in general is finding quality direct service practicum for Year-1 students. We are committed to finding sufficient quality practice practicum for year-1 M.S.W. students. We are working with the community to develop innovative initiatives, which we evaluate.

Ph.D. Program

- A challenge is to expand the Ph.D. applicant pool in order to attract more national applicants rather than primarily those who live locally and also applicants with the potential to become clinical researchers. A challenge will be to continue to attract top notch applicants by providing attractive packages of scholarships, teaching and research support. Several initiatives are underway to encourage students to move through the program in a timely manner.

The PhD Internal Matching Initiative, for instance, provides students in Years One through Five who wish to take part in this incentive, to be matched with a faculty member for research. Half of the stipend is paid to the students through payroll on a monthly basis and the other half of the stipend is awarded at the end of the term as a fellowship. This initiative makes it possible for students to work with a faculty member on their research project and for the Faculty to meet the University funding commitment for students from all sources, including research. It is our continued objective to provide supports for students so they can concentrate on their studies.

The flex-time program is another initiative put in place to provide an opportunity for those who are not able to do the Ph.D. Program on a full-time basis to move through the program at a slower pace. Unfortunately, flex-time programs are not considered for the University guaranteed funding commitment. The only real advantage is they allow an extra year to achieve candidacy (before the end of the Year 4 of the Program). This initiative has not attracted as many students to enrol as anticipated and to-date, we have not had anyone graduate from the flex-time program.

- Another challenge is to track where students are in their research. What has been working well is the requirement that students complete an Annual Progress Report during the second year of registration and once a year thereafter detailing their achievements of the previous year and their objectives for the next year. A satisfactory progress report is needed for students to remain in good standing and provides the supervisor and the Ph.D. Director with information about how the student is progressing throughout the program. Permission to continue to register in the program depends on a satisfactory report. This document is reviewed and signed by the student's supervisor and the Ph.D. Director. It is now possible to flag issues as they arise.
- Achieving candidacy (complete all the requirements for the doctoral degree exclusive of thesis) before the end of Year 3, except for the flexible-time PhD program option which must be achieved by the end of the 4th year of study, to continue in good standing and to register further in the program, can present challenges for students. Having this benchmark in place has been helpful, however, in moving students through the program. Having funding supports in place so that they can concentrate on their studies is a current focus of administration of the Ph.D. Program.
- Students who have not defended by the sixth year of the program also presents a challenge. Students who lapse are unlikely to finish the program. On September 1, 2010 the School of Graduate Studies changed the conditions for Program Extensions beyond Year Six of the Program to allow in exceptional circumstances students, who fail to complete all the requirements for the degree within the six year period, to be considered for a maximum of four one-year extensions, with approval of the Ph.D. Program and the School of Graduate Studies. Students who do not successfully defend the thesis within the extension time period cannot register further and are terminated from the Ph.D. Program. This extension policy is too new to be able to determine whether it will be effective in improving completion rates.

International Relations

- An ongoing challenge is to bring in international students. Each year, the Faculty is very successful in attracting interested doctoral students. We are however, only able to select one student, at most, for entry due to fiscal constraints. Most of our scholarships and fellowships require Canadian citizenship or permanent residence and we cannot afford to bring in more than one outstanding international student in any given year.
- A priority is to continue to explore and build Faculty partnerships with international universities. Globalization is a salient aspect of the context of social work practice, research and scholarship, for instance immigration and settlement, and cultural diversity.

General

- We strive to make innovative use of technology throughout our program.
 - A challenge is to continue to teach and collaborate with other divisions without depleting our resources.
- Moving the competence agenda forward – simulation – funding
 - Our recent \$1,000,000 gift for the Simulation-Based Teaching and Assessment Program will help us to systematically integrate the use of simulation-based teaching and evaluation as the signature pedagogy at the Faculty, so that all students will participate in a number of simulations before graduation.
- Continue to collaborate with the Professional Association (Ontario Association of Social Workers; OASW) and community to position social work as a key player in our rapidly changing urban environments.
 - We have excellent relationships with the OASW. FIFSW is physically located in one of the world's most diverse metropolitan centres. FIFSW must continue to work closely with OASW and our community partners to meet the changing needs of this diverse population. Human and financial resources will be increasingly stretched in the years ahead. Sustaining the multiple levels of engagement required for collaboration is an ongoing challenge which we foresee and must plan for.
- Continue to be active in working interprofessionally
 - FIFSW, both as a Faculty and through its individual faculty members, is currently engaged in a variety of interprofessional collaborations. We see this area increasing in complexity in the next decade as interdisciplinary scholarship becomes the norm rather than the exception. Research funding bodies such as SSHRC and CIHR, and professional practice models, place a priority on interdisciplinary teams. It is now recognized that knowledge creation and translation must draw on many perspectives. Like other professions and disciplines, FIFSW is still carving out interprofessional practice models that reflect and operationalize our Mission and values. We recognize that there will be tensions and negotiations as we operationalize and institutionalize these models in the years ahead. Appropriate strategies will need to be developed.

- Studies of Aging is expected to grow. FIFSW wants to ensure that we remain a leader
 - Population aging is already influencing the focus of scholarship and professional practice. FIFSW prepares students through a specialization at the Master's level. Also, a number of our faculty members focus their research in this area. The challenge however, will be how to infuse aging issues throughout the curriculum because we now must assume that all students, no matter their area of specialization, will be addressing the social, psychological, physical and policy implications of a population, one-third of whom will be over 65 during our graduates' practice years. In addressing aging, the cultural diversity that marks urban areas poses a considerable challenge for practitioners. FIFSW will be addressing these issues through curriculum planning, our practicum field placements and community partnerships.

6. PREVIOUS REVIEW RECOMMENDATIONS

Previous Review Recommendations

The 2009 external review of the Factor-Inwentash Faculty of Social Work, comprising coordination of the Ontario Council on Graduate Studies (OCGS) appraisal of graduate programs and an Augmented External Review took place shortly after Dean Cheryl Regehr became Vice-Provost Academic Affairs and Faye Mishna became Interim Dean of the FIFSW. The reports of the OCGS Consultants and the External Reviewer were very positive about the FIFSW.

OCGS Consultants' Report

The OCGS consultants credited the Faculty with many achievements, including:

1. The faculty members' high level of competence. The reviewers noted that faculty members had experience in their areas of specialization as well as an impressive record of scholarship in peer reviewed journals and presentations in juried conferences.
2. The outstanding faculty research in both quality and quantity.
3. Solid curriculum. The reviewers commented that agencies reported that FIFSW M.S.W. graduates are better prepared in clinical skills in the specializations than graduates from other regional programs.
4. The high quality of Ph.D. student research and the intellectual rigor of the program.
5. The development of a competency-based evaluation tool in the M.S.W. program used to evaluate student competencies and the potential of this tool to contribute to social work education both within and outside of the Faculty.
6. The extremely high retention and graduation rates of full-time and part-time M.S.W. students.
7. The extensive and appropriate library resources related to social work and its interdisciplinary nature.
8. A number of innovative features within the FIFSW

Issues identified by OCGS Consultants

Students entering the Ph.D. Program without an MSW: "We see students with an MSW degree as being slightly advantaged if their goal following completion of the Ph.D. is to teach in a social work program. We wonder whether students are always made aware of the significance of the lack of the MSW degree. We would recommend that consideration be given to the development of a joint MSW/Ph.D. degree, which would allow students without the MSW to obtain it during the course of their Ph.D. studies."

The Faculty shares the reviewers' concern that students entering the Ph.D. Program with an M.S.W. might have an advantage over those without an M.S.W. with respect to obtaining positions in social work programs. We plan to gather this information going forward. The Faculty admits an average of two students per year without an M.S.W. degree, to the Ph.D. Program. The admissions process is stringent and these students contribute greatly to the program. They are immersed in courses that are specific to social work, such as the methods and epistemology course, and work on faculty research projects. The students are required to demonstrate how their thesis contributes to social work knowledge. We strongly encourage the students to take a course in social work as an elective from a substantive area. The Canadian Association for Social Work Education Standards of Accreditation (2013) do not require faculty to have a social work degree, whereas the American Council on Social Work Education, Educational Policy and Accreditation Standards (2012) require faculty members who teach practice courses to have a social work degree. Currently, we are considering the feasibility of enabling students entering the Ph.D. program without a social work degree to receive an M.S.W.

Ph.D. Program: Withdrawal and time to completion rates: "The data also indicate that some students are requiring considerably more time to complete requirements than the guidelines suggest. Of the 55 students admitted between 1999 and 2005, three completed within 12 terms, five more within 18 terms, and three more within 21 terms. Three of these students are still in progress. Lengthy times to completion are not uncommon in Social Work Ph.D. programs, which may be related, at least to some degree, to students' age and life stage. We would recommend that a review of the Ph.D. program be implemented so that strategies to reduce the withdrawal and time to completion rates might become clearer."

Since 2009 only two students have withdrawn from the FIFSW Ph.D. program.

The length of time to completion by Ph.D. students has been an ongoing issue that the Faculty works to address and the length of time has been decreasing and is on par with other divisions across the University of Toronto (see Table 35).

Lack of space and some accessibility issues: "The addition of 50 MSW students every year has contributed to a shortage of classrooms, and insufficient numbers of classrooms that can accommodate large classes. The Faculty has attempted to cope with these challenges by scheduling required courses in the evening, scheduling more courses in the spring and summer, and piloting some on-line courses. The significant success of the Faculty in obtaining large numbers of research grants has also contributed to insufficient space for research assistants. We understand that a plan for the Faculty of Social Work to occupy all seven floors of the building at 246 Bloor St. W. was included in the Factor-Inwentash donation agreement. We would encourage the University to move as quickly as possible to allocate that additional space to the Faculty of Social Work."

In 2010 the Faculty acquired the seventh floor of the building. In so doing, Social Work acquired two new classrooms, seating 30 and 40 students. The rest of the space on this floor was renovated to accommodate four offices on one side of the building and student lounge and computing space on the other side of the building. The MSW computer lab was moved to this floor along with the Computer Lab with Adaptive Technology for Accessibility. As a major focus of the seventh floor is

student centred, a new individual user washroom that increases access was constructed. In renovating this floor, a priority was ensuring inviting and productive space for students. This student area has proved to be very popular and an excellent and well used space for student interaction. Students use the space to work on projects, have lunch and just gather. A newly renovated space includes a state-of-the art Webinar room (4th floor) which greatly facilitates our ability to offer teaching, lectures and workshops that social workers can access from all parts of the province, nationally and internationally, and facilitates faculty members' ability to collaborate and meet with research teams all over the world.

In 2013, the University conducted a Space Utilization Study of the Faculty. The conclusion was that the building fits with the FIFSW situation and needs. Recommendations include renovating current space to provide more community building and flexibility regarding use of research and meeting space, which is currently being planned.

Whether specializations prepare graduates for available jobs. “The specializations are too new for evaluation as yet, but in the future the FIFSW will need to assess whether the specializations prepare graduates for jobs available in the region. Because students select their concentration, there is a possibility of too many graduates in some areas, not enough in others.”

In 2013 we developed and began administering surveys to gather information on Faculty M.S.W. graduates and Ph.D. graduates. These surveys will be administered on a yearly basis and the data collected from these surveys will provide us valuable information such as employment opportunities and trajectories of FIFSW graduates. Thus far we have data on 199 M.S.W. graduates (see Appendix 16, M.S.W. Graduate Employment Survey). Table 1 asks the graduate to identify their specialization when they were in the Faculty and Table 7 asks what best describes their current job's specialization. Results of the two tables are similar suggesting that the specializations are indeed preparing the appropriate number of graduates.

Other Recommendations

- *Pay careful attention to the age of new hires to ensure faculty renewal.*
 - Since 2009 we have appointed 5 full-time tenure-track faculty members and one lecturer. These faculty members bring tremendous strengths to the Faculty and will ensure faculty renewal and very likely will assume senior management roles in the future.
- *That the support and resources necessary to retain and increase this Faculty's prominent position in social work be continued.*
 - As is evident in this Self-Study, the Faculty is fortunate to have the needed support and resources “to retain and continue” the Factor-Inwentash Faculty of Social Work's “prominent position in social work be continued.”

- *That the Faculty continues to support student and faculty participation in the Interprofessional Education initiative among health science faculties.*
 - As noted in this document (see page 28), student and faculty participation in interprofessional education is active and increasing.

The External Reviewer's Report

The reviewer considered the Faculty to be among the top 10 Social Work programs in North America and the fifth most productive social work faculty in terms of publications in major journals in the field. The reviewer noted that the morale among staff, students and faculty is high, that the gift by Lynn Factor and Sheldon Inwentash had strengthened the program, and that the new faculty hires augmented the previously impressive cadre of professors.

Issues identified by the External Reviewer

Consideration be given to examining the structure of the administrative team and possibly strengthening the role of the Associate Dean

In order to ensure continuity of the curriculum within the programs, the Associate Dean Academic has become more involved with the Ph.D. program and the Practicum Office, in addition to the involvement with the M.S.W. program and the Advanced Diploma in Social Service Administration.

Recommendation to review the thesis and research practicum options at the M.S.W. level as these are not required for accreditation and may undermine opportunities to develop competence in direct practice

Thesis option: The recommendation regarding the thesis option corresponded with the Faculty's plans, as we had identified the thesis option in our M.S.W program as a challenge and had determined that the Faculty would review the thesis in order to make recommendations about whether and how to offer this option effectively.

The recommendation following the review was to make the option of a full thesis available to a maximum of three students depending on 1) the quality of the applicant's proposed research and 2) the availability of a supervisor. In order to be eligible a student must meet the criteria for an OGS or have a SSRHC; must write a 1 page letter explaining why he/she wants to undertake a thesis; and complete a 2 page proposal. Applications are reviewed by a committee and matched with an appropriate available supervisor if possible. This process is working.

The Research Practicum option is intended for Year 2 MSW students who request this as a placement. These students are clearly informed of the implications, which are that this practicum will not prepare them for direct practice and that if they are interested in direct practice this option is not preferred. To address the issue of ensuring opportunities to develop competence in direct practice, the Dean initiated a policy whereby Year 1 M.S.W. students must take part in a practicum that is in direct practice.

APPENDICES (in PDF portfolio)

- Appendix 1 OCGS Appraisal and Augmented Review**
- Appendix 2 External Review Report**
- Appendix 3 Response to External Review & OCGS Response to Consultant's Review**
- Appendix 4 Report of Accreditation of Site Visit**
- Appendix 5 Academic Plan FIFSW 2011**
- Appendix 6 Participants in the Self-Study Consultations**
- Appendix 7 Evaluations of Engaging the Learning Edge - Workshops 2011-13**
- Appendix 8 Courses of Instruction**
- Appendix 9 Awards for Registered FIFSW Students 2013-14**
- Appendix 10 SGS Definition and Criteria for Determining Financial Need**
- Appendix 11 Standard Generic Agreement**
- Appendix 12 Practicum Administration System (PAS) - Processes and Timelines**
- Appendix 13 Professional Development Events for Field Instructors 2011-2014**
- Appendix 14 List of Partners**
- Appendix 15 M.S.W. Year 1 Completion Survey 2012-2013 Results**
- Appendix 16 M.S.W. Specialization Survey 2012-2013 Results**
- Appendix 17 Graduate Employment Survey**
- Appendix 18 M.S.W. Canadian Graduate and Professional Student Survey**
- Appendix 19 Ph.D. Canadian Graduate and Professional Student Survey**
- Appendix 20 Ongoing Research Projects 2013-14**
- Appendix 21 Faculty Members who are Co-investigators**
- Appendix 22 FIFSW Faculty Publications 2013-2014 Academic Year**

- Appendix 23 Participation in Tri-Council CRC-Eligible**
- Appendix 24 Faculty Cross Appointments**
- Appendix 25 Event List without Practicum 2014**
- Appendix 26 FIFSW Faculty Council Constitution (Approved 2012) & FIFSW Faculty Council By-Laws (Approved 2012)**
- Appendix 27 FIFSW Organizational Chart**
- Appendix 28 Representative Sample of Average Responses from the “Speaking Up Survey”**
- Appendix 29 Faculty Appointments (including Status-Only and Adjunct Lecturer Appointments)**
- Appendix 30 Staff Composition Chart**
- Appendix 31 Comparison of FTE vs Eligible FTE Enrolment (All Programs)**

SUPPLEMENTARY INFORMATION (in PDF portfolio)

Curriculum vitae of FIFSW Faculty