

UTQAP Template

Cyclical Review: Terms of Reference

Programs under review:	<p>Graduate Programs:</p> <ul style="list-style-type: none">• Master of Social Work, M.S.W.<ul style="list-style-type: none">○ <i>M.S.W. Fields:</i><ul style="list-style-type: none">▪ Children and Their Families▪ Gerontology▪ Health and Mental Health▪ Human Services Management and Leadership▪ Indigenous Trauma and Resiliency▪ Social Justice and Diversity○ <i>Delivery options:</i><ul style="list-style-type: none">▪ All M.S.W. fields except for Indigenous Trauma and Resiliency offer an advanced-standing option• Social Work, Ph.D. <p>Combined Degree Programs:</p> <ul style="list-style-type: none">• UTSC Mental Health Studies (H.B.Sc.), Specialist and Specialist Co-op / Master of Social Work, M.S.W.• Juris Doctor, J.D. / Master of Social Work, M.S.W.
Division under review:	Factor-Inwentash Faculty of Social Work
Commissioning officer:	Vice President and Provost
Date of scheduled review:	December 6-10, 2021

The Terms of Reference are intended to establish the parameters of the cyclical review process and provide the framework of the review report. (UTQAP reviews are still required even when accreditation reviews have been conducted.) Reviewers are asked to comment explicitly upon the following:

1 Program(s)

For **each** program under review, consider and comment on the following:

Objectives

- Consistency of the program with the University's mission and Faculty's academic plans.
- Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate degree level expectations.

Admission Requirements

- Appropriateness of admission requirements to the learning outcomes established for completion of the program.

Curriculum and Program Delivery

- Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated.
- Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Opportunities for student learning beyond the classroom.
- Opportunities for student research experience.

Assessment of Learning

- Appropriateness and effectiveness of the methods used for assessing student achievement of the defined learning outcomes and degree level expectations, especially in the students' final year of the program.

Quality Indicators

- Assessment of program against international comparators.
- Quality of applicants and admitted students; enrolment.
- Student completion rates and time to completion.

- Quality of the educational experience, teaching, and graduate supervision.
- Implications of any data (where available) concerning post-graduation employability.
- Availability of student funding.
- Provision of student support through orientation, advising/mentoring, student services.
- Program outreach and promotion.

Additional Graduate Program Criteria

- Monitoring and management of students' time to completion in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Faculty commitment to student mentoring.
- Student quality, including for example grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills.
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
- Sufficient graduate-level courses that students will be able to meet the requirement that all course requirements be met through courses at the graduate level.

Quality Enhancement

- Initiatives taken to enhance the quality of the program and the associated learning and teaching environment, including initiatives taken to promote student well-being and resiliency in the learning and teaching environment.
- Extent to which initiatives have been undertaken to enhance the program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity.

2 Faculty/Research

- Scope, quality and relevance of faculty research activities.
- Appropriateness of the level of activity relative to national and international comparators.

- Appropriateness of research activities for the undergraduate and graduate students in the Faculty.
- Faculty complement plan.
- Appropriateness and effectiveness of the academic unit's use of existing human resources. In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.

3 Relationships

- Strength of the morale of faculty, students and staff.
- Initiatives undertaken to enhance a sense of community in the program/unit.
- Scope and nature of relationships with cognate Faculties, academic departments and units.
- Extent to which the Faculty has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs.
- Scope and nature of the Faculty's relationship with external government, academic and professional organizations.
- Social impact of the Faculty in terms of outreach and impact locally and nationally.

4 Organizational and Financial Structure

- The appropriateness and effectiveness of the Faculty's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.
- The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
- Opportunities for new revenue generation.

5 Long-Range Planning Challenges

- Consistency with the University's academic plan.
- Appropriateness of:

- ▶ Complement plan, including balance of tenure-stream and non-tenure stream faculty;
- ▶ Enrolment strategy;
- ▶ Student financial aid;
- ▶ Development/fundraising initiatives;
- ▶ Management and leadership.

6 International Comparators

Assessment of the Faculty and the programs under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.