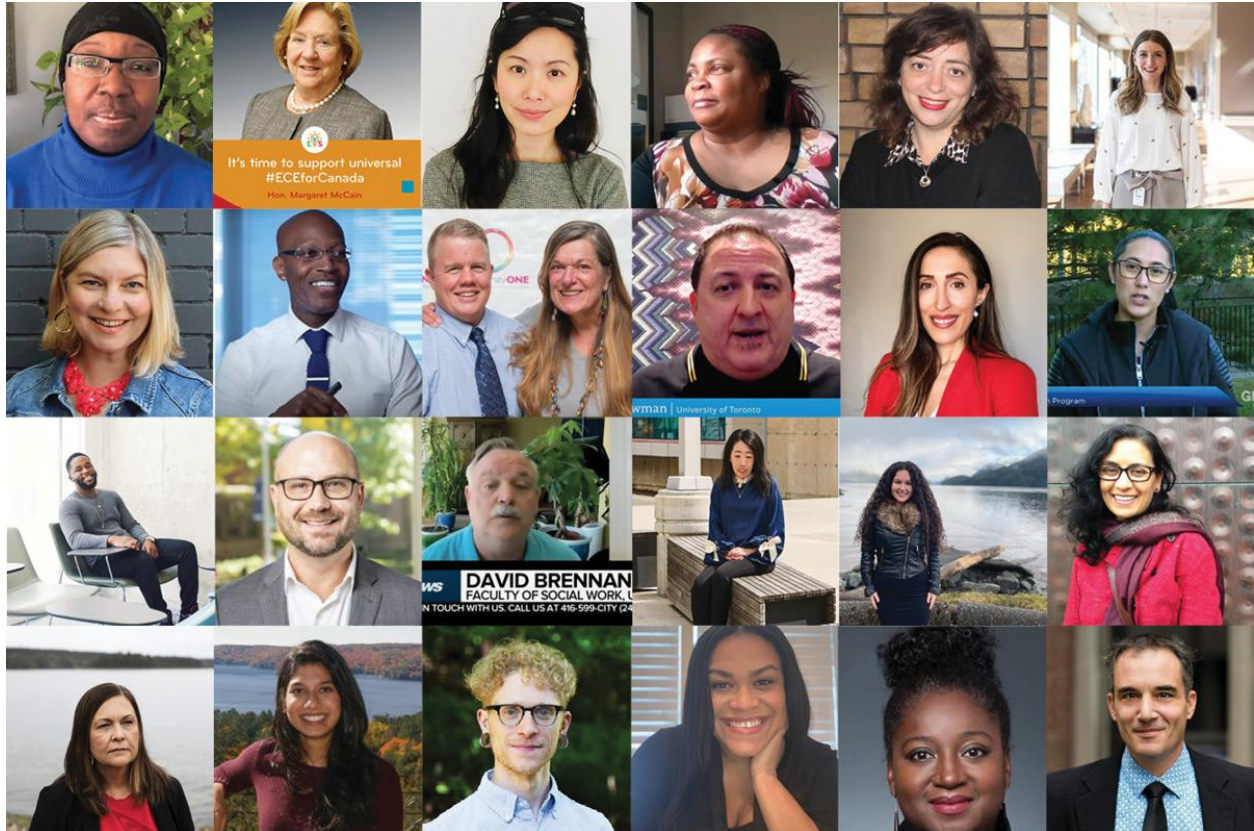




FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO



University of Toronto

Factor-Inwentash Faculty of Social Work

Self-Study

2021

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1. History of the Factor-Inwentash Faculty of Social Work

The Factor-Inwentash Faculty of Social Work (FIFSW) at the University of Toronto is Canada's oldest school of social work, ranked #1 nationally and #2 globally. It is also ranked among the top 5 schools of social work in North America with regard to faculty productivity. Established in 1914 and initially known as the Department of Social Service, 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 Bachelor of Social Work (BSW) degree for one year of study after a BA degree and the Master of Social Work (MSW) for two years of study after a BA. The BSW 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 without central administration. Advancements in social work education were clearly needed. The establishment of a social work school at the University of Toronto was followed by schools at McGill University (1918), at the University of British Columbia (1928) and in the early 1940s at the University of Manitoba and Dalhousie University. In the early 1950s, the School of 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 and 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. Today, many of our graduates occupy the professorships of faculties and schools of social work across Canada and the United States.

1.1. The FIFSW's Mission

The mission of the FIFSW 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

1.2. The FIFSW Advantage

The FIFSW distinguishes itself from many top-tier peer institutions by the combination of high faculty research quality and productivity; our signature simulation pedagogy; a diverse student and faculty composition; our innovative Indigenous Trauma and Resiliency (ITR) field of study. Teaching in the Faculty is enriched by the internationally recognized research of faculty members, which is designed to assist governments, agencies and communities to 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's climate and diverse student experience has been a priority area where we have achieved marked success. We have continued to focus more attention on the quality of student experience in our Faculty, with a particular focus on addressing diversity and equity. Several initiatives have centered around:

1. creating diversity workshops that all MSW and PhD students are required to attend;
2. developing the position of the Student Life, Outreach & Equity Advisor to ensure the integration of equity and inclusion within the FIFSW; and
3. forming a Diversity and Equity Committee, with representation from all major constituencies within the FIFSW community.

As of March 2021, we have created the position of Assistant Dean, Student Services, who is responsible for ensuring that all aspects of student services are framed around an equity, diversity and inclusion (EDI) lens.

Recruitment of world-class faculty who represent diverse excellence remains a major Faculty priority. In the past several years we have increased our number of racialized faculty by 44 percent when including Provost's Postdoctoral Fellows. We have continued to attract and admit a diverse student body and are diversifying our senior leadership staff.

2. Self-Study Process

The Provost commissioned this self-study in September 2020 as part of the University of Toronto Quality Assurance Process (UTQAP). This self-study covers the period July 1, 2015 to June 30, 2021. 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 are contained within this report. In addition to the dean's assessment, the following units are represented in this report:

- Professor David Burnes, Associate Dean Academic
- Eileen McKee, Assistant Dean, Field Education
- Professor Lin Fang, Director, PhD Program
- Professor David Brennan, Associate Dean, Research
- Eva Gladish, Chief Administrative Officer

2.1. Feedback Mechanisms

The data and feedback presented in this report are derived from several qualitative and quantitative sources, which include but are not limited to:

- Ongoing data feedback from monthly meetings with the Program Management Group (comprising the Dean; Associate Dean Academic; Chief Administrative Officer; Assistant Dean Field Education; PhD Director; Registrar and Administrative Coordinator of Graduate Studies; Administrative Coordinator, Admissions & Programs, Senior Communications Strategist [effective January 2020], and Assistant Dean, Students [effective March 2021]).
- Standardized student course evaluations, which are discussed with faculty members by the Associate Dean, Academic.
- Surveys are used to evaluate programming such as our diversity and equity workshops, which are offered yearly to all incoming students: two-year MSW, advanced standing, and PhD students.
- Year I Introduction to Social Work Conference.
- Monthly community update meetings.
- Ongoing feedback from the Graduate Student Association leadership.
- Survey data that were collected for the 2020 Canadian Association of Social Work Education (CASWE) reaccreditation process.
- Recent 2021 student survey data.
- Weekly Academic Leadership Team Meetings (Dean; Associate Dean, Academic; Associate Dean, Research; PhD Program Director; Chief Administrative Officer; Assistant Dean, Practicum; Assistant Dean, Students [effective March 2021]).
- MSW student concerns are discussed by the MSW Studies Committee and the Graduate Student Association. These committees include students, staff and faculty members and the Associate Dean, Academic, as well as community members representing agencies that offer practicum placements or collaborate on research with faculty. These

committees focus on educational experiences and the student experience in the MSW program and are identified sites for soliciting and responding to student feedback. In addition, the Associate Dean, Academic meets monthly with our Graduate Student Association representatives, as well as an international student representative, to receive and respond to student feedback.

- PhD student concerns are discussed in detail by the PhD Studies Committee, comprising four PhD students representing different years of the program, four 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 field of study 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's monthly student meetings, mix and mingle with students meetings; open-door policies in the offices of the Dean and Associate Dean, Academic and in the Practicum Office.
- Scholarly productivity is reviewed annually for all faculty members.
- Faculty members participate in faculty meetings and extended planning meetings to contribute to the process.

2.2. Programs Under Review

This report reviews these programs:

- Master of Social Work (MSW)
- Doctor of Philosophy in Social Work (PhD)

The FIFSW offers a professional/academic program of study leading to a Master of Social Work (MSW) degree and a post-master's program leading to a Doctor of Philosophy (PhD) degree.

The MSW 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 following five fields of study: Children and Their Families, Social Justice and Diversity, Mental Health and Health, Gerontology, or Human Services Management and Leadership..

Students entering with a BSW degree from a recognized university will be given advanced standing and will normally complete the MSW program in 1 year full-time; or 2 years part-time. Students in the advanced standing program obtain specialized knowledge and skills and specialize in one of the aforementioned five fields of study.

The MSW program is fully accredited as a professional program by the Canadian Association of Social Work Education (CASWE).

The PhD 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 PhD

program is designed for individuals who want to assume leadership positions in teaching, research, policy and administration. We also offer a flexible-time PhD which differs only in design and delivery. All requirements are the same as those for the full-time PhD students. The time limit is six years full-time or eight years part-time.

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

1. JD/MSW with the Faculty of Law
2. MHSc/MSW with Health Policy, Management and Evaluation in the Dalla Lana School of Public Health (final cohort 2021)

In addition to these two combined programs, we continue to offer a combined program between the University of Toronto Scarborough (UTSC) Specialist Co-op programs in Mental Health Studies (B.Sc. Hons.) and the FIFSW MSW known as "Combined Honours Bachelor of Science (Specialist and Specialist Co-op in Mental Health Studies)," which commenced in 2016.

The Faculty participates in the following collaborative graduate programs:

- Collaborative graduate program in Addiction Studies (MSW, PhD)
- Collaborative graduate program in Aging, Palliative and Supportive Care across the Life Course (MSW, PhD)
- Collaborative graduate program in Bioethics (PhD)
- Collaborative graduate program in Community Development (MSW)
- Collaborative graduate program in Contemporary East and Southeast Asian Studies (MSW)
- Collaborative graduate program in Ethnic and Pluralism Studies (MSW, PhD)
- Collaborative graduate program in Health Services and Policy Research (PhD)
- Collaborative graduate program in Sexual Diversity Studies (MSW, PhD)
- Collaborative graduate program in Public Health Policy (MSW, PhD)
- Collaborative graduate program in Women and Gender Studies (MSW, PhD)
- Collaborative graduate program in Women's Health (MSW, PhD)

3. MSW Program

3.1. Introduction and Objectives

The overall purpose of the MSW 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 field of study. There are five fields of study: Children and their Families, Gerontology, Health and Mental Health, Human Services Management and Leadership, and Social Justice and Diversity. In addition, the FIFSW offers a stand-alone, two-year MSW, Indigenous Trauma and Resiliency (ITR) field of study. These fields of study are built upon the expertise of core teaching faculty and have all been developed with the active participation of partner agencies in each respective field.

The overall objectives of the MSW 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
- Prepare graduates for ethical, innovative and effective social work practice in a diverse society
- Prepare graduates to practice social work around principles of equity, diversity and inclusion in their work with individuals, families and communities
- Prepare graduates for competent practice which is informed by theory and research
- Prepare graduates who make professional decisions and perform professional functions that are informed by an understanding of social justice and the socio-political context of practice
- Prepare students for professional practice according to CASWE accreditation standards
- Encourage interdisciplinary linkages through interprofessional education (IPE)
- Strengthen our partnerships with social work agencies in areas 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.

3.2. Curriculum Fit to MSW Learning Outcomes

According to the Canadian Association for Social Work Education (CASWE), the mission of social work education, at the master's level, 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 fosters attainment of learning objectives for students, 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 the MSW 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 MSW 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. Students without a first level social work degree may be admitted to a two-year graduate social work program.
- Programs for students admitted with a first level social work degree include a specialized or advanced study component of at least 18 credit hours of course work, 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 MSW studies at a level equivalent to their counterparts with the BSW; and
 - 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.

All fields of study have a minimum of four required core courses, two elective half-credit courses and a full-year practicum. The Gerontology field of study requires students to take an additional half-credit to complete this specialization's requirements. Candidates completing the MSW program with advanced standing must also complete SWK 4510 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 FIFSW.

Two-year MSW program students must declare their field of study by mid-February of their first year. Students admitted to the MSW program with advanced standing declare their field of study on the MSW application form.

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

The curriculum at the FIFSW provides one year of foundational education on social work knowledge, values, ethics and skills for students entering without BSW preparation. The following are the required core courses of instruction in Year 1 of the two-Year MSW full-time program:

- SWK 4102H: Social Policy and Social Welfare in the Canadian Context (Fall)
- SWK 4103H: Elements of Social Work Practice (Fall)
- SWK 4105H: Social Work Practice Laboratory (Fall)

- SWK 4107H: Foundations of Social Work: Knowledge, Theory and Values that Inform Practice (Fall)
- SWK 4602H: Social Work Practice with Groups (Fall)
- SWK 4510H: Research for Evidence-Based Social Work Practice (Winter)
- SWK 4605H: Social Work Practice with Individuals and Families (Winter)
- SWK 4654H; Social Work Practice with Organizations and Communities (Winter)
- SWK 4701H: Social Work Practicum I (January–May) (Winter)

The learning objectives for the foundation year are defined by the CASWE accreditation standards, 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 are as follows.

SWK 4102H Social Policy and Social Welfare in the Canadian Context

This course provides a comprehensive overview of the development of social policy and debates around its implication in the Canadian context, including references to social welfare policies, economic policies, education, healthcare, housing, labour, and community development, among other important policy areas of focus. Through this overview, the course aims to provide important tools for social work practitioners, including a strong background in social policy context and trends, as well as resources to strategize, mobilize, and advocate for policies and programs to help improve the quality of life and reduce hardships of vulnerable and marginalized populations. The course primarily focuses on Canada – and Ontario specifically – yet materials will also draw from differences in policies across provinces/territories and cross-nationally. The course concludes with a focus on implications of social policy for practice, organizing to affect change and improve social policy, and recommendations for advocacy in the field.

SWK 4103H and SWK 4105H Elements of Social Work Practice and Social Work Practice Laboratory

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 will provide the opportunity to integrate social work theory and practice informed by research. The course will also provide students with the opportunity to be exposed to social work practice with diverse populations across the life cycle. This will occur through readings, class discussion, lecture, 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 will be 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 4105H 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 1. 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 will be considered and students will learn to examine the various kinds of knowledge use in social work. The frameworks covered would span intra-personal, interpersonal, environmental and social/ structural theories. Analyses of the strengths, limitations and relevancy of these frameworks will be conducted and contextualized with regard to the intersecting diversities found in Canadian society.

SWK 4510H Research for Evidence-Based Social Work Practice

Evidence-Based Social Work Practice (EBSWP) is a systematic approach to making decisions that emphasizes (1) formulating answerable questions, (2) locating, critically appraising, and interpreting the relevant research evidence, (3) applying best available evidence in consultation with clients, and (4) evaluating the intervention. Using a problem-based learning model, students evaluate and interpret the best available evidence relating to several social work policy and practice questions. Supported by a series of research methods tutorials, students develop an understanding of quantitative and qualitative research designs and methods appropriate for answering policy and practice questions. In appraising the evidence and crafting solutions to questions, students will examine the data from a scientific viewpoint and will also consider the extent to which the research findings can be applied to diverse populations. It is also important to note that the evidence-based practice framework that is used within the course considers cultural sensitivity and attunement.

SWK 4602H Social Work Practice with Groups

Knowledge of the theoretical foundation and practice skills for working with groups in social work is a widely 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 teamwork 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 cross-cuts 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, couples 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, couples and families. Students will learn about and apply practice theory relevant to all phases of the helping process. The course emphasizes foundational practice concepts related to the therapeutic alliance, emotion regulation and neuroscience, as well as an array of specific practice approaches to use with individuals and couples/families. Each practice approach is examined from the perspectives of problem definition, intervention strategies and critiques of biases, as well as the research evidence. Since this course is offered concurrently with the practicum, emphasis is placed on the integration of classroom learning with students' practicum experiences.

SWK 4654H Social Work Practice with Organizations and Communities

This course provides foundation content on social work methods in working within organizations and with communities. It is designed to complement the social work courses that individuals receive in the foundation year of preparation for students' entry into the second year of the master's program. The course utilizes a generalist intervention model and practice skills for engaging in community and organizational practice. The course focuses on social work methods, theory, skills and techniques that help to effect change, solve problems and enhance the functioning of organizations and communities.

SWK 4701H Social Work Practicum I (CR/NCR)

In order to achieve a sufficient and broad knowledge base in the Year 1 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 will be expected to achieve the first level of competence as defined in the practicum manual, which are to:

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

The Year 1 practicum is a generalist practicum. A student has a choice of practicum within a range of settings related to the student's 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 are as follows:

- 21 hours per week, three days per week, from January to April
- 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 65 to 70 days.

3.4. Program of Study: Year 2 of the Two-Year MSW Full-Time Program and MSW Program with Advanced Standing (Students Entering with a BSW Degree)

Students in Year 2 of the two-year MSW program or those in the MSW program with advanced standing select one of the fields of study described below. These sections provide a description of each field of study, as well as the learning outcomes or competencies that students develop in each field of study and the specific courses that the competencies map onto within each of field of study.

3.4.1. Children and Their Families

Students will become familiar with the social ecological/developmental model which views children as interacting with and affected by their whole environment, an approach that is informed by the most current empirical research. Child mental health and the various issues for which children and youth are referred for services will be covered. Students in Children and their Families can expect to learn how to engage children and their families, and conduct assessments and evidence-informed interventions across systems levels. Students will learn to critically analyze policies and identify impacts on children and families. Evaluating practice and programs and developing proposals for service funding will also be part of the student learning experience. Students will leave the program with networking and advocacy skills and knowledge of program and policy development.

Competencies and associated courses:

1. Critical Thinking (SWK 4620, SWK 4608, SWK 4514, SWK 4625)
2. Assessment (SWK 4620, SWK 4608)
3. Engagement (SWK 4620, SWK 4608)
4. Intervention (SWK 4620, SWK 4608)
5. Knowledge Utilization and Mobilization (SWK 4625, SWK 4514, SWK 4608, SWK 4620)
6. Embrace Diversity (SWK 4620, SWK 4608, SWK 4514, SWK 4625)

3.4.2. Gerontology

Social work students in Gerontology can expect to gain the knowledge and skills necessary for assisting older individuals and their families in meeting the challenges of an aging society. Students will learn to provide a wide variety of services and programs performed in community and institutional settings that aim to improve the quality of life of older adults as well as enhance the abilities of families to provide for their aging family members' needs. Students also learn to develop and implement policy on both the provincial and national levels through performing research on aging, learning how to consult with the government, and learning how to engage in social advocacy.

Competencies and associated courses:

1. Utilize Frameworks for Understanding Human Aging (AGE 2000, SWK 4634)

2. Demonstrate Ethical and Professional Behaviour in Work with Older Adults and Their Families (SWK 4618, SWK 4612, SWK 4641, SWK 4637)
3. Engage in Practice-Informed Research and Research-Informed Practice (SWK 4513, SWK 4612)
4. Engage Diversity and Difference (AGE 2000 4612, 4641)
5. Engage in Policy Practice Relevant to Older Adults (SWK 4612, AGE 2000, SWK 4618)
6. Assess, Engage and Intervene with Older Individuals and Their Families (SWK 4612, SWK 4637, SWK 4634, SWK 4641)

3.4.3. Health and Mental Health

Students in Health and Mental Health can expect to gain the knowledge necessary to perform as an interprofessional health team member in helping individuals and families adapt to and overcome challenges associated with mental and physical problems/illness. Students will leave the program with an understanding of the social and community context in which problems/illnesses occur and are exacerbated, as well as an understanding of the policies that facilitate the creation of these social environments. This knowledge equips students with the critical thinking capacities to intervene at multiple levels (individual, family, group, community, policy) to support those with various needs and abilities.

Competencies and associated courses:

1. Critical Decision-Making (SWK 4412, SWK 4622, SWK 4604, SWK 4631, SWK 4511)
2. Performing Decisions (SWK 4632, SWK 4622, SWK 4604, SWK 4631, SWK 4511)
3. Delivering Interventions (SWK 4604, SWK 4622, SWK 4632, SWK 4631)
4. Interprofessional Practice (SWK 4622, SWK 4632, SWK 4631, SWK 4412)
5. Diversity and Social Justice (SWK 4604, SWK 4631, SWK 4622, SWK 4632, SWK 4412, SWK 4511)
6. Evaluation and Quality Improvement (SWK 4604, SWK 4631, SWK 4511, SWK 4632)

3.4.4. Human Services Management and Leadership

Students in Human Services Management and Leadership can expect to gain the skills, values and knowledge required to assume the role of supervisor, manager, executive leader and administrator in the human services sector. The program was collaboratively created and is jointly taught by community leaders who aid in developing students' capability to manage human service organizations. Specifically, students will gain competencies in human services leadership, navigating financial and service delivery systems, engaging effectively in partnerships within the non-profit sector and across sectors with for-profit and government organizations, strategic planning, financial and human resources management, and assessing social outcomes and social impact through program evaluation. Special topic electives aid in developing competencies that will aid as students learn how to create organizational change and promote organizational development, along with engaging in socially innovative efforts, creating social enterprises and embarking on other social entrepreneurial efforts.

Competencies and associated courses:

1. Leadership (SWK 4425, SWK 4426, SWK 4427, SWK 4515, SWK 4642)

2. Engaging Stakeholders (SWK 4425, SWK 4427, SWK 4642)
3. Shaping Organizations (SWK 4425, SWK 4427)
4. Managing Finances (SWK 4425, SWK 4426, SWK 4642)
5. Managing People (SWK 4427, SWK 4642)
6. Evaluation (SWK 4515, SWK 4642)

3.4.5. Social Justice and Diversity

Social Justice and Diversity fosters critical thinking and critical practice skills to address social inequality, exclusion and marginalization within Canada's diverse population. Courses in this field of study draw from a range of critical social work knowledge including structural, feminist, anti-racist, Indigenous and anti-oppressive theories and approaches. Students will explore historic, contemporary and transnational dimensions of oppression toward fostering social change, equity and empowerment. Working from a social justice and anti-oppressive lens, students will develop core skills related to observation, assessment, self-awareness, critical thinking, and oral and written communication. Students will also learn skills related to intergroup dialogue, advocacy, community mobilization, policy analysis and policy advocacy, and research proposal writing. Critical reflexivity and praxis are key elements.

Competencies and associated courses:

1. Reflexivity (SWK 4306, SWK 4606, SWK 4304, SWK 4512)
2. Power Analysis (SWK 4306, SWK 4304, SWK 4512)
3. Collaboration (SWK 4306, SWK 4304, SWK 4512)
4. Practice and Policy (SWK 4606, SWK 4304, SWK 4512)
5. Research and Resource Mobilization (SWK 4306, SWK 4512)
6. Ethical Decision-Making (SWK 4306, SWK 4606, SWK 4304, SWK 4512)

4. The MSW Practicum

The development of competence in the professional practice of social work is a primary objective of the MSW program at the FIFSW. 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 MSW program at the FIFSW.

From March 2020, the Practicum Office has been operating within the confines of the global pandemic. This report includes a dedicated section on the impact of the global pandemic on the Practicum Office. The other sections describe the practices, procedures and initiatives before the pandemic. In this part of the self-study report, “new initiative” refers to initiatives implemented since the last program review.

4.1. Description of Practicum

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 the society. Social service, health and educational organizations voluntarily demonstrate their commitment to social work education by offering practicums. Experienced social workers provide field education to students. Students learn to practice within the professional framework of social work values and ethics. While developing a commitment to the profession of social work, students are encouraged to develop a practice style reflective of their personal strengths and interests.

Social work practice competency behaviours provide the framework for the practicum. The framework defines the behaviours believed to be necessary for competent social work practice. It serves as a broad framework for field settings in developing their practicum program. The framework has been used to develop materials to help students and field instructors describe learning opportunities, define learning goals and evaluate the student’s performance.

The practicum courses generally take place in approved settings in and around the Greater Toronto Area (GTA). Settings represent a wide range of opportunities: health care organizations, educational institutions, social service agencies, associations, advocacy groups and government ministries, to name a few. Agreements between the University of Toronto and the organizations are formalized through signed affiliation agreements.

Increasing flexibility and technology has allowed practicums outside of the GTA. Benefits to this include increased accessibility and networking for students who wish to complete a practicum in their home community.

4.2. Common Elements

Common elements of Social Work Practicum I and Practicum II are:

- Practicum Checklists: I – Safety and Orientation, II – Learning and Reflection
- Learning Contract due at 20% of practicum
- Interim evaluation(s) due at 50% of practicum or at end of each rotation
- Final evaluation due by last day

4.3. Models of Field Instruction

Models of field instruction employed include:

- Traditional: one or two students per field instructor
- Co-supervision (one student and two or three field instructors) or Rotation (one student per two or three sequential field instructors; designed to accommodate field instructors unable to commit to a full practicum)
- Team (Year 1 only): one Faculty-based field educator for one to eight students; one site supervisor for each of the students

4.4. Block Practicums

Block practicums:

- are employed to accommodate students'/settings' individual circumstances
- have the same time requirements; however, practicum attendance is typically four or five days per week
- coincide with a University semester: September to December, January to April, or May to August
- must be completed within one academic year
- frequently used by part-time students who have taken a leave of absence from employment in order to complete SWK4702
-

4.4.1. SWK 4701 Practicum I

SWK 4701 Practicum I is regarded as an introduction to generic social work practice. The practicum is designed to provide students with beginning skills and competencies required for direct social work practice with diverse client systems. The practicum provides the opportunity to apply theory to practice.

Practicum I is designed to offer students direct practice learning opportunities, in addition to indirect experiences. By the midterm evaluation (halfway point), students are expected to be engaged in direct service with clients. Upon completion of the practicum, students emerge with a beginning conceptual understanding of:

- the organizational context – agency mandate, social work purpose and role
- the professional context – values, code of ethics, regulation
- the interprofessional context – working collaboratively in teams
- an understanding of the importance of self-awareness and reflection in social work practice
- an understanding of the beginning stage of direct practice with diverse clients and client systems
- an ability to develop a collaborative professional relationship with a client

Practicum I traditionally begin in January for 21 hours per week until the week when classes end in April. When classes end, Practicum I continues for 4 days (28 hours) per week, until the last week in May, for a total of 469 hours. Two days are allotted for unscheduled sickness/emergency.

Practicum I Matching Process: Practicum 1 students choose a predetermined number of practicums (7 or 10) from the options available on the PAS. The PAS matches as many students as possible with their first choice for an interview. Following the interview, if the field instructor or the student does not believe the practicum would be a positive learning experience, the Practicum Office is to be contacted immediately and assigns another practicum interview for the student and field instructor. Practicum I must be successfully completed prior to commencing Practicum II.

New Initiative: Students are required to choose from three different categories in order to avoid the number of requests for high-demand sites.

4.4.2. SWK 4702 Practicum II

The final year of the MSW program prepares students for advanced social work practice competence. 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
- Human Services Management and Leadership (formerly Social Service Administration)
- Gerontology

Usually Practicum II follows the academic year, from September through the end of classes in April at 21 hours per week, usually totalling 525 hours. Three days (21 hours) are allotted for unscheduled sickness or emergency.

Practicum II Matching: Students take an active role in practicum selection. An overview of the 2021 recruitment and matching schedule is provided in Table 22. The detailed schedule is posted on the FIFSW website.

Table 22: Practicum Matching Schedule

Schedule	Practicum Selection Process
January through April	Field instructor recruitment. Supporting field instructors provide detailed descriptions on which students will base their selections.
April	Student information sessions.
May	Based on the descriptions field instructors provide on the PAS, students select a predetermined number of practicums that comply with their field of study/collaborative program for potential interviews. Using a computer algorithm, the PAS indicates up to two interview locations. After interviewing, student and field instructor indicate on the PAS whether they wish to move forward with a practicum.
May and June	The PAS is run to confirm practicum matches. Not all students will be confirmed with a practicum at this stage.
June	Some practicums – namely hospital settings – are particularly attractive to students. One reason is that the salary of hospital social workers is usually higher than that of social workers in the community. As a result, many students are disappointed when they are not matched with a hospital setting for an interview or are matched with just one. The Practicum Office communicates this reality to students and works with these students to find interview opportunities before the pre-scheduled running of the computer algorithm for the final match.
June through August	Late admissions are also supported throughout the summer to match students with appropriate practicums.

New Initiative: Three high-demand practicum sites have implemented the decision to allow an FIFSW student to complete only one practicum with their organization. A fourth site independently made the same ruling. This restriction is communicated to students.

4.5. Other Areas Addressed by the Practicum Office

4.5.1. Student Professional Behaviour and Ethical Performance

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

- Social Work *Code of Ethics*
- *Guidelines for Ethical Practice* (2005), Canadian Association of Social Workers (CASW)
- *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 behavioural standards are serious and represent failure to meet standards in a professional setting.

The FIFSW adheres to other University of Toronto policies, including but not limited to:

- Statement on Human Rights, (2012)
- Code of Behaviour on Academic Matters, (2019)
- Code of Student Conduct (2019)
- Policy and Procedures: Sexual Harassment as well as federal and provincial Criminal Codes
- Standards set by the Ontario College of Social Workers and Social Service Workers

4.5.2. Sharing of Information

The practicum website clarifies to students re 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 about you will also be shared as necessary for your classroom or field education in the program, to support your success in the program, and to provide letters of reference in the future. The field practicum is an integral part of the program. Information about you will be shared with agency representatives, field instructors, field liaisons and educational coordinators as necessary to support and evaluate your progress.

The University protects student information in accordance with the Freedom of Information and Protection of Privacy Act.

4.5.3. Workplace Insurance

The Ministry of Colleges and Universities (MCU) provides students with workplace coverage through either Workers' Safety Insurance Board (WSIB) or Chubb (formerly ACE INA) Insurance while registered in the practicum. Coverage does not include classroom instruction or orientation that is held outside of the scheduled practicum.

4.5.4. Orientation and Safety Commitment

In 2015, Checklist I was implemented, with the intent that field instructor and student commit to reviewing safety issues in the first day of the practicum. If the field instructor does not provide this orientation, the student must inquire. If a student perceives a risk at any time during the practicum, it is imperative for the student to notify and discuss concerns with the field instructor(s), educational coordinator (if applicable), faculty-field liaison (FFL) or Practicum Office to address safety. Personal safety risks are not to be undertaken by students. In consultation, the checklist was updated in 2021 to include an early discussion of equity, diversity and inclusion.

New Initiative: In 2017, a Checklist II was introduced; it is completed at mid-practicum for SWK 4702. Recommended in a student consultation, it is now completed before the course drop date for SWK 4701 to increase options for a student in the practicum. The intent of Checklist II is to provide the opportunity for the student and field instructor to identify issues of concern as early as possible.

4.5.5. Accommodation

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 Accessibility Services. Students requesting accommodation for the practicum should 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 a reasonable effort to ensure that appropriate supports are in place. An increasing number of students are registered with Accessibility Services and requesting practicum accommodations.

New Initiative: Accessibility Services provides professional development sessions for field instructors to facilitate and improve accessibility for students in the practicum setting.

4.6. Field Instruction

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 the student can engage in critical self-reflection, question and analyze their interventions and progress, question and develop their identity as a future practitioner, and develop understanding of their relationship with colleagues. Field instruction standards are communicated on the practicum website at <http://socialwork.utoronto.ca/practicum/field-instruction-standards/>.

4.7. FIFSW/CASWE Standards

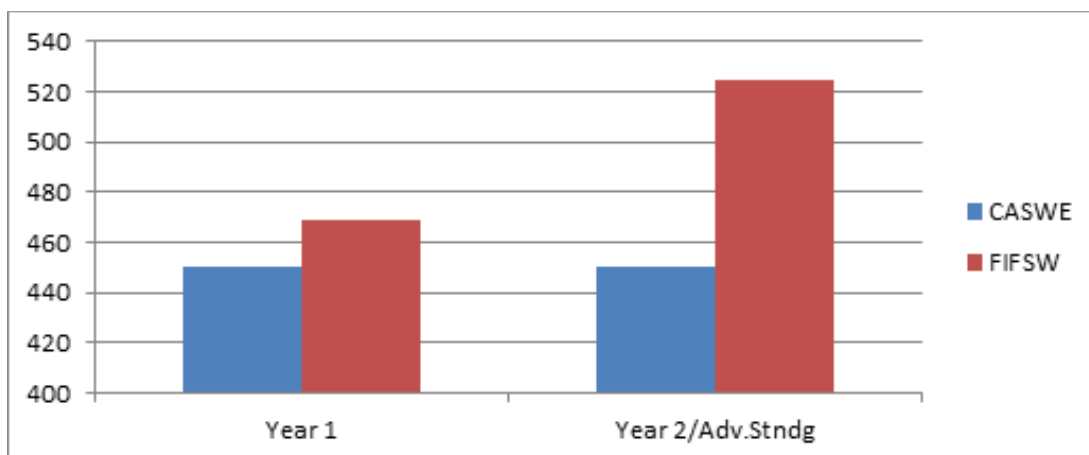
The FIFSW practicum time requirements (Table 23 and Figure 27) surpass the requirements of the Canadian Association of Social Work Education (CASWE) Standards of Accreditation.

Table 23: Standards

	Year 1 MSW students	Year 2/Advanced Standing MSW Students
CASWE (2014) requirements	450 hours	450 hours
FIFSW requirements	469 hours	518-525 hours*

*Variation occurs due to timing of statutory holiday.

Figure 27: Number of Hours Required in MSW Practicum



Notes: Chart begins at 400 hours. Variation occurs in Year 2 FIFSW requirement due to timing of

statutory holiday.

During the academic year, classes are held on Mondays and Tuesdays. Wednesday to Friday is protected for practicum.

4.8. Field Requirements

Specific requirements (e.g., police checks, immunization, mask fitting, car/licence, language requirements, weekend or evening hours) may be expected at individual practicum settings and are identified in the PAS database, described in greater detail below. Weekend and remote practicums are growing requirements.

Student safety is of paramount concern. Practicum sites are expected to provide students with specific orientation on policies and procedures regarding risk management and staff/student/client safety, including fire procedures and methods for assessing and handling risky situations. Student and field instructor complete Checklist I, which addresses a substantial orientation, including safety.

4.9. Practicum Administration System (PAS): Objectivity in Practicum Matches

The Practicum Office has used the PAS for over 15 years as a searchable database of field education opportunities. All students and a vast majority of field instructors have an adequate comfort level with the PAS. Accessibility, equity, objectivity and efficiency are key features of the PAS as it serves the following purposes:

1. A database of all practicum opportunities offered in each academic year: Field instructors, with their own password, manage their account and provide descriptions and other information about their specific practicum opportunity directly into the PAS.
2. A matching program for interview selections and practicums: Students in SWK 4701 and SWK 4702 view the practicum listings on the PAS to select their interview choices prior to interview matching.
3. Midterm and final evaluation tool: The PAS also archives this information for the Practicum Office.

The PAS is constantly modified in order to be more responsive to the needs of its multiple users: the Practicum Office, students, field instructors, educational coordinators and FFLs.

New Initiatives: Since the inception of the PAS, the Practicum Office has requested customized modifications to meet changes in practicum processes. Examples of these modifications include adding a summer schedule option, identifying students in the ITR field of study, differentiating ITR field instructors/practicums from those for the non-ITR MSW field of study, and adding identifiers for healthcare settings where the FIFSW is responsible to monitor immunization compliance. Most recently, the practicum listings were modified to accommodate remote practicum options and differentiate between in-person, remote and flexible (in person and/or remote as appropriate) options. The most recent change to the practicum listings has been the addition of a field for the field instructor to confirm that the "Field instructor supports a safe practicum for all (LGBTQ+ and BIPOC) individuals."

Future Plans: These modifications have met the immediate needs of the Practicum Office, but they are temporary fixes. The practicum database system could be greatly improved to more accurately

reflect current workflow and reporting. The PAS, as it currently is programmed, does not allow for the flexibility required in terms of students' individual situations, such as flexible schedules, student movement between practicums, or prioritizing students based on more than one qualifier (e.g., disabilities or special accommodations).

4.10. Human Resources

4.10.1. Practicum Office Staffing

The staffing of the Practicum Office consists of:

- 1 FTE Assistant Dean, Field Education
- 1.8 FTE Practicum Coordinators
- 1.6 FTE Practicum Assistants

The staffing level of the Practicum Office has not increased in tandem with the substantial increase in enrolment in the FIFSW MSW program. Compared with (American) MSW programs with comparable numbers of students, the FIFSW Practicum Office is understaffed.

In addition to the recruiting of volunteer field educators for the FIFSW MSW students, the team is also responsible for responding to enquiries from registered and prospecting students; developing and delivering information sessions on the practicum matching process; designing new models to deal with the lack of volunteer field educators; ensuring the database is functional; supporting field educators with training materials; providing timely communications to students; recruiting and managing FFLs; supporting field instructors, students and FFLs when requested; administering the agreements, workplace safety documentation and immunization requirements of practicum sites; developing regular and customized schedules; and coordinating with other units of the FIFSW.

4.10.2. Faculty-Field Liaisons

Faculty-field liaisons (FFLs) are accountable to the Assistant Dean, Field Education. They are recruited through direct referrals and postings directed at experienced MSW field instructors. FFLs are expected to be accessible to students and field instructors. PhD students with field supervision experience have the following advantages: they are currently teaching courses related to direct practice, such as Elements and Lab, and/or doing research in field education; they are in the building; and they are accessible. Remuneration is based on the number of students/field instructors they are responsible for: \$250 per dyad. This rate has not changed since at least 2008.

4.10.3. Field Instructors

As per CASWE Standards, SWK 4701 Practicum I field instructors must hold a BSW or an MSW. SWK 4702 Practicum II field instructors must hold an MSW. When these conditions cannot be met, the student must have access to an MSW or to additional support from the faculty. The FIFSW can also assign an "external" MSW, a social worker from outside the agency, to provide co-supervision.

4.10.4. Supports for Field Instructors

The Practicum Office provides formal opportunity for the preparation and orientation of students to their settings and for continuing professional education to new and returning field instructors.

Appendix D is a list of professional development sessions from 2015 through 2018. The topics are modified according to feedback from the field, Practicum Office observations, and current issues relevant to field education. In recent years, in response to the need for greater accessibility, selected sessions are accessible remotely, either live or archived.

4.11. Challenges and Trends

4.11.1. Increase in Number of Practicums and Field Instructors Needed

Recruitment of field instructors is extensive and uses many resources of the Practicum Office. Appendix E demonstrates that the number of practicums offered to MSW students since 2014 has increased. Details regarding challenges and trends follow:

- Settings such as hospitals are the most popular selections. The demand far exceeds the supply. The result is disappointment when students who expect a practicum in a hospital are not assigned to or matched with a hospital.
- Other social work schools and satellites in the GTA are competing for quality practicums. Students from other disciplines, such as Counselling, MEd, MPsych, nursing, human service workers and others, also compete for practicums.
- The number of FIFSW admissions has increased.
- Increased demands on field instructors' time and/or space limit their availability to offer field education.
- Students appear to get their information, some of it erroneous, from sources such as Facebook groups. The Practicum Office provides accurate information through:
 - student workshops (formal and ad hoc)
 - 4 FFL-student meetings
 - Practicum Manual
 - FAQs
 - the FIFSW website
 - Practicum Office emails
 - Open door practice
- Increasing number of hospital settings require staff/field instructors, and, in turn, their MSW students, to do weekend shifts. This is concomitant with increasing student requests for accommodation to family care needs. The result can be desirable practicum opportunities that are unfilled.
- An increasing number of historical partners are now requiring competition with students from other schools, are outside of the FIFSW timelines and/or often have placements managed by non-MSWs. Such scenarios diminish the impact of the relationship/partnership. Transparency with students about these offers provided through different mechanisms (resumes, competition, differing timeframes) again demand individual work with each setting and student involved.
- The University of Toronto Health Sciences have negotiated affiliation agreements with approximately 32 MSW practicum settings in Toronto. The 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 the 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 the majority of the practicum opportunities come from the settings with affiliation agreements, it is clear that many

settings (e.g., Children's Aid Services of Toronto, Catholic Children's Aid, Hospital for Sick Children, George Hull Centre, Centre for Addiction and Mental Health) provide teaching opportunities to students from other universities. This emphasizes the critical import of relationships as well of incentives for these volunteer and time-consuming educational responsibilities. For those settings that are not addressed by the affiliation agreements, a standard agreement (Appendix F), usually in effect for five years, that outlines responsibilities, indemnification, legal liability and insurance is signed by the Dean of the FIFSW and senior management at the participating setting and kept on file at the Practicum Office.

- Accessibility demands receive the highest priority and are increasing in numbers but often are presented late, when options have already been committed to other students. The Practicum Office communicates with students about these services and advises students to register in advance of the practicum selection process.
- Responding to students outside the GTA requesting practicums in their community is resource intensive. The FIFSW has again modified its position on practicums outside the GTA; whereas previously they were only available in extenuating cases, the Practicum Office is expected to exercise flexibility and customization to locate practicums in a way that accommodates the student when possible. This dramatic increase, along with other challenges identified throughout the narrative, has been responded to in a number of ways, outlined below.

4.11.2. Recruitment

Methods of recruitment include emailed recruitment calls to our database of more than 3,000 former field instructors, site visits, phone calls, word of mouth and preparing current FIFSW students to be future field instructors. Different practicum models such as the rotation model (one student per up to three field instructors) have been developed in order to address the shortage of field instructors.

4.12. Assessment of Learning in the Field

Measuring competency in student practicum is critical because social work schools such as the FIFSW are responsible for producing competent professional practitioners. Field learning at the FIFSW is assessed using the competency framework. The Practice-Based Evaluation (PBE) tool is used to assess learning in the field. The PBE tool is based on extensive development that involved consultation with field representatives to determine the critical domains and methods to assess. The tool has also been tested for reliability. The field instructor and student select statements in each domain that best describe the student. Each statement is weighted, and students must achieve a threshold score in each domain. The Practicum Office website has a link to articles by the researchers Marion Bogo and Cheryl Regher on the development of the PBE tool.

In order to achieve a sufficient and broad knowledge base in Practicum I, the student will demonstrate core knowledge and beginning practice competence in direct practice with a client system and on behalf of client systems in the context of programs and organizations for the delivery of social work services.

Practicum I students are assessed on the midterm and final evaluations under six domains:

- Learning and Growth
- Behaviour in the Organization
- Conceptualize Practice

- Clinical Relationships
- Assessment and Intervention
- Professional Communication

In Practicum II, if it involves direct practice with clients, the same domains are used. However, if the Practicum II is indirect, the following domains apply:

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

4.13. The Bridging Project

In an effort to bridge the Elements and Lab course from their first semester with Practicum I and Practicum II, the Bridging project was designed. In 2012-13, the Practicum Office implemented a communication strategy to inform FFLs, Practicum I students and field instructors that students are expected to bring their Lab Summary from their first semester to their Practicum I field instructor and address Lab Summary issues in their Learning Contract. The Practicum Office advises Practicum I field instructors that their summary comments will be shared with the Practicum II field instructor and FFL and instructs students entering Practicum II to bring their (final Practicum I, BSW practicum or employment) evaluation to their Practicum II field instructor and FFL.

In 2013, the Practicum Office revised the Learning Contract template and required students to check off that they have shared their Lab Summary/comments from their previous evaluation with their field instructor. Consultation with FFLs identified that a few students did not share these, with no consequences. As a result, communication was enhanced to facilitate more sharing. In addition, the template for the Learning Contract paralleled the domains in the evaluation tool.

In summary: At the beginning of Practicum I, students submit to their field instructor(s) and FFL a copy of their Lab Summary from the fall term. The purpose is to ensure that any identified areas for development are included in the Learning Contract.

Communicating to the field instructors: The Practicum Office communicates via a Fact Sheet and information about bridging items to Practicum I field instructors prior to commencement of the practicum in early January.

4.14. Evaluating Practicum Elements

With the wide variety of stakeholders involved with the successful practicum of each student in the MSW program, and in consultation with students, FFLs and field instructors, a comprehensive array of feedback/evaluation tools are used for the various components of field education, as summarized in Table 24 and reviewed annually. Ryerson, York, and other Canadian schools of social work as well as the Berkeley and Smith Practicum Manuals were consulted.

Table 24: Evaluation Tools

Stakeholder Groups	Target of Evaluation	Tool
Field instructors	Student	Online practicum evaluation tool (midpoint and final)
	Practicum Office process	Education Coordinators at Teaching Centres – survey
	Professional development	Evaluation questionnaire at end of each session
	Self	Self-evaluation tool in practicum manual
Students	Practicum setting	Survey
	FFL	Survey
	Practicum Office process	Practicum I and II student forum after practicum commencement Practicum Advisory Committee (PAC) Ad hoc meetings with Practicum I students
FFLs	Setting	FFL reports
	Student	Credit form

4.14.1. Evaluation of Field Setting

Students are asked to provide feedback about their practicum experience by way of 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 worked best for the student in that setting, as 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 learning goals 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

Feedback from the students is shared with field instructors in a non-identifying format such as the list above before the start of the practicum, in an effort to assist field instructors in implementing the feedback. (See Appendix G for an example.) Students and field instructors are informed of this process in the Practicum Manual and on the survey. FFLs provide ongoing feedback about the practicums.

4.14.2. Evaluation of the FFL

Students meet with their assigned FFL throughout the academic year and complete an evaluation of these meetings.

4.14.3. Evaluation of the Practicum Office Processes

Student fora are hosted by the Practicum Office to engage in dialogue and elicit student feedback. Processes to provide feedback anonymously are communicated.

4.14.4. Practicum Advisory Committee

The Practicum Advisory Committee (PAC) is a permanent, independent committee which provides 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 MSW 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 practised. Meetings of the committee occur twice each term and are open to all constituents.

4.14.5. Association of Teaching Centres

The Association of Teaching Centres (ATC) meets four times a year with the mandate to:

- collaborate/exchange information to facilitate agency development re field education
- exchange information with the FIFSW relevant for the purpose of furthering the quality of social work field and class education
- provide representation to relevant Faculty committees

4.15. Relationships

The success of the Practicum Office in achieving the required number of field instructors is, to a large part, dependent upon the outstanding relationships with the individual field instructors, as well as the organizations themselves. Support and recognition are critical. The FIFSW recognizes the volunteer contributions of the field instructors and the organizations through multiple mechanisms.

4.15.1. Recognition and Incentives for Field Instructors and Settings

- Appendix H is a list of partners for 2020-21 that appears on the Practicum website. This list serves several purposes, such as to publicly acknowledge our partners and to inform (potential) MSW students of examples of practicum settings.
- The Practicum Office continues to provide each field instructor access to the University of Toronto's online library collection for the duration of the practicum.
 - **New Initiative:** As of 2021, field instructors are required to have a UTORid for library access. A field instructor's date of birth field was added to the PAS. The information will be collected by the Practicum Office and forwarded to the Library.

- Integration of Alumni and Advancement initiatives: FIFSW Alumni are a significant source of field instructors. Communication between Alumni and Practicum Office has been challenged in 2020-21 due to limited personnel in the Alumni Office.
- Professional Development sessions: At least four professional development opportunities respectively to Practicum I and Practicum II field instructors, as well as Power and Authority and Managing Conflict workshops, are offered by the Practicum Office. (See Appendix D.)
 - Field instructors are the key audiences not only 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 also for presentations provided by faculty, guest speakers and workshops sponsored by the FIFSW.
- Bertha Rosenstadt Trust Funds have been used creatively to solidify relationships with field settings and obtain commitments for student practicum opportunities, while stimulating thoughtful discussions and projects related to field education. The Practicum Office, with the Dean's Office, continues to work closely with partners in developing new agreements, resulting in more academic and ethical rigour in the implementation and evaluation of the projects undertaken. In addition, the Practicum Office leverages these projects by requesting a signing ceremony when the agreement for funding is finalized. This results in photographs with senior staff and the Dean of Social Work, which the institute often uses in internal newsletters to raise the profile within the partner organization of social work, social work education and collaboration with the University of Toronto. During the pandemic, Bertha Rosenstadt Trust recipients were challenged to meet requirements. For this reason, the Practicum Office negotiated deferrals.
- Continuing education courses are discounted by 20% for field instructors. In addition, field instructors are entitled to the staff rate at athletic facilities at all three campuses with negligible uptake.
- Adjunct Lecturer designation: Recruitment of field instructors is resource intensive. A field instructor who commits to a practicum in three consecutive academic years can apply for the designation of Adjunct Lecturer. The Practicum Office provides a certificate to recognize this commitment.
 - **New Initiative:** The commitment requirement was reduced to three practicum offers during the appointment.
- Benefits of being a field instructor: A [webpage](#) is accessible to Educational Coordinators and others to promote field instruction of FIFSW students and being a field instructor.
- Letter to CEO/supervisors during Social Work Week: Signed by the Dean, this letter is mailed prior to Social Work Week in March to CEOs of healthcare settings that have FIFSW MSW students, as well as to field instructors in non-health settings, and outlines the benefits MSWs and MSW students bring to their organizations. Positive responses including from CEOs are received.
 - **New Development:** For efficiency, the letter is now emailed to all field instructors. In 2021, a short video was also included. The letter is in Appendix I.

4.15.2. Maintaining and Nurturing Partnerships

Several strategies are employed in order to maintain, nurture and strengthen existing partnerships:

- Individual meetings to promote opportunities: The Practicum Office held meetings with several organizations to clarify, promote and create opportunities and address issues. As of March 2020, all meetings are held virtually.
- Specialized services/prescreening: As a result of individual consultation, some organizations have special requests that are articulated in the database or may result in additional screening by Practicum Office staff.

New Initiative: Beginning in 2018, as an incentive to fill practicum opportunities outside of the GTA by students living in those regions, the Practicum Office lists these practicums on the website and promotes them in advance of the PAS matching.

New Initiative: CASWE standards state that field instructors require two years of professional experience. Reaching social workers two years after graduation can be a challenge for the Practicum Office. The Practicum Office has been in consultation with CASWE accreditors, the national Field Directors Committee, and the provincial Field Directors Committee recommending that field offices be allowed discretion in appointing field instructors.

Planting the Seed with Students: A noon-hour panel of field instructors presents to students and responds to questions regarding being a field instructor. The evaluations have been positive. The Practicum Office has canvassed the CASWE Accreditors to move planting the seed about field instructor opportunities to the larger curriculum of all schools of social work in Canada.

Education Coordinators: The relationships with Educational Coordinators are critical in that they, among other duties, facilitate communication with individual field instructors in their respective organizations. In response to a request from Educational Coordinators, each organization has one FFL, and students and field instructors are assigned to the FFL accordingly. During the COVID-19 pandemic, the schedule of meetings has been customized and more frequent to meet the needs of the members.

Consultations: To facilitate communication between, and gain input from, the various stakeholder groups that relate to the Practicum Office, in addition to the various consultation structures described above, dedicated consultations are held on a variety of issues. Examples include the following:

- April 2018: Marion Bogo led a consultation workshop with field instructors on the development and use of the online evaluation tool.
- March 2019: A consultation meeting was held to discuss the hospital mergers and their impact on qualifying for, and allocation of, Bertha Rosenstadt Trust Funds.
- January 2019: Marion Bogo led a Zoom information session and consultation on practicum evaluation for all Ontario offices.
- August 2020: ATC members Christie Hayos and Reem Abdul-Qadir led a Zoom consultation for field instructors on effectively providing remote/online supervision and evaluation during the COVID-19 pandemic.

Academic Coordinators for Clinical Education (ACCE): This group has practicum representation from the health sciences, including the FIFSW, at the University of Toronto to review issues of common concern (mutual recruitment challenges) and collaborate on common interprofessional education (IPE) projects.

National Field Education Directors: The Canadian Association of Social Work Education (CASWE) has field representation from the various social work schools. Two formal meetings are held per year to discuss issues. The CASWE and the Council on Social Work Education (CSWE) conferences are opportunities to present developments and research from the FIFSW Practicum Office and to learn from other schools. In 2021, presentations on initiatives will be made at national conferences.

3.5. Indigenous Trauma and Resiliency (ITR) Field of Study

The first of its kind in North America, the MSW Indigenous Trauma and Resiliency field of study (MSW-ITR), was developed in partnership with the Middleton-Moz Institute and the Ontario Federation of Indigenous Friendship Centres (OFIFC). Its goal is to prepare social workers to work with individuals, families and communities affected by historical and generational trauma in Canada and across the globe. The MSW-ITR has an innovative hybrid learning format – online learning combined with five six-day intensive courses at the FIFSW – that does not require students to move from their communities to attend school. Practicum placements are in the students' own communities. The curriculum is a unique blend of Indigenous teachings and the most current scholarship and research.

The MSW-ITR emphasizes curriculum and teaching tailored to the course content/approach. It provides students with a course of study in trauma relevant to the complex needs and demands of practitioners working with individuals, families, schools and communities affected by historical and multigenerational violence and suffering. This field focuses on theoretical knowledge, personal development and skill building through face-to-face seminars, online distance learning and mentoring through field placements. In all learning, students focus on the mental, spiritual, emotional and physical effects of trauma on self, family, community and culture. Each learner brings their gifts of humanity and healing to the program, which they and learn to integrate with the wisdom of an Indigenous worldview, the latest neuroscience and knowledge of trauma and resiliency, and social work practice and ethics to contribute to a collective understanding of how to serve individuals, families and communities in the global context.

Degree requirements for the MSW-ITR are normally completed within two years. The maximum time limit for completing the MSW-ITR field of study degree requirements is three years from the date of first registration in the program. The program length is six sessions (two years) full-time. There are five six-day intensive face-to-face courses held in Toronto, three in the first year and two in the second year. Each six-day intensive course includes academic learning, experiential learning, and wellness evaluation and activities. Each intensive course builds on previous courses; therefore, in-person attendance at the intensive courses is mandatory. If students miss an intensive course, they cannot take the next one in sequence and will need to wait until it is offered the following year. Each online course involves academic learning of the subject, extensive reading or audio learning of course material, chat room connection with fellow students and faculty, written assignments and/or oral or written tests (to be determined by the instructor).

All MSW-ITR students complete seven half-credit courses (3.5 FCEs) in the first year of the two-year program and eight half-credit courses (4.0 FCEs) in the second year, which includes 450 contact hours in a practicum (1.0 FCEs). Students without a BSW degree also must complete SWK 4102H Social Policy and Social Welfare in the Canadian Context and SWK 4516H Indigenous Trauma and Resiliency Practicum (450 hours) in Year 1 of the two-year program (1.0 FCEs). Students with a BSW degree will be exempted from SWK 4102H and SWK 4516H.

The required courses in the MSW-ITR field of study are as follows:

Year 1

- SWK 4101H Understanding Historical and Multigenerational Trauma
- SWK 4106H Social Work Ethics and Indigenous Communities
- SWK 4108H Sexual Abuse, Sexual Assault and the Family
- SWK 4109H Trauma and Human Development
- SWK 4110H Trauma and Addiction
- SWK 4902H Indigenous Perspectives on Grief, Loss and Unattended Sorrow
- SWK 4510H Research for Evidence-Based Social Work Practice

Year 2

- SWK 4517H Indigenous and Participatory Research Methods
- SWK 4901H Facilitating Training in Indigenous Communities
- SWK 4111H Trauma-informed Organizational and Community Intervention
- SWK 4903H Program Development and Healthy Leadership – the Importance of Ceremony and Ritual
- SWK 4904H Working with Couples and Families in Indigenous Context
- SWK 4905H Seeing the Need, Creating the Solution
- SWK 4703Y MSW-ITR Practicum I

3.6. Admission Requirements

There are two streams of entry for the MSW 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 BSW 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 MSW 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).
- Candidates for admission to the MSW program with advanced standing require a BSW 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, knowledge of critical social issues, and experience with diverse populations 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, responses to the written statement, and overall strength of the references. Each year the FIFSW receives many more qualified applications than spaces available in the program.

3.6.1. Admission Requirements and Program Learning Outcomes

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 (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).

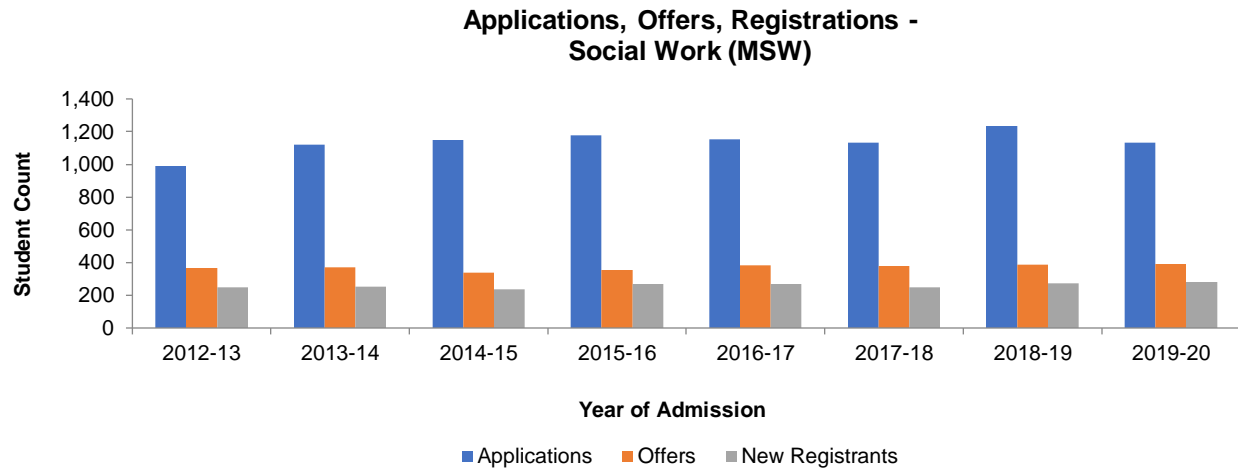
3.6.2. Recruitment

The FIFSW admissions team offers Q&A 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. Throughout 2020, in particular, we emphasized recruitment of international students using specialized Q&A sessions tailored to this prospective group. In addition to live Q&A sessions, the admissions team posts a pre-recorded information session on the faculty website. Other recruitment mechanisms include attendance at external graduate fairs, targeted recruitment through social media (e.g., Facebook, Google Ads), as well as follow-up emailing with information session participants. In the past two years, resources have also been dedicated to update the website appearance and information, update the faculty branding on admissions recruitment materials, as well as revise our admissions recruitment materials to include more concise and digestible information. In 2020, we received Postsecondary Education Fund for Aboriginal Learners (PEFAL) funding to strengthen our recruitment efforts toward prospective students identifying as Indigenous. Using the PEFAL funding, we updated our admissions materials to reflect content and language that is more inclusive to prospective students coming from Indigenous communities.

During the 2020 recruitment cycle within the pandemic, all efforts were moved online, including information/Q&A sessions. Hosting Q&A sessions online allowed us to reach more prospective students and particularly individuals outside the Greater Toronto Area (GTA) and internationally at no additional cost to the faculty. Dedicated Q&A sessions for prospective international students were received very positively by participants and conveyed the faculty's commitment to welcoming and supporting international students.

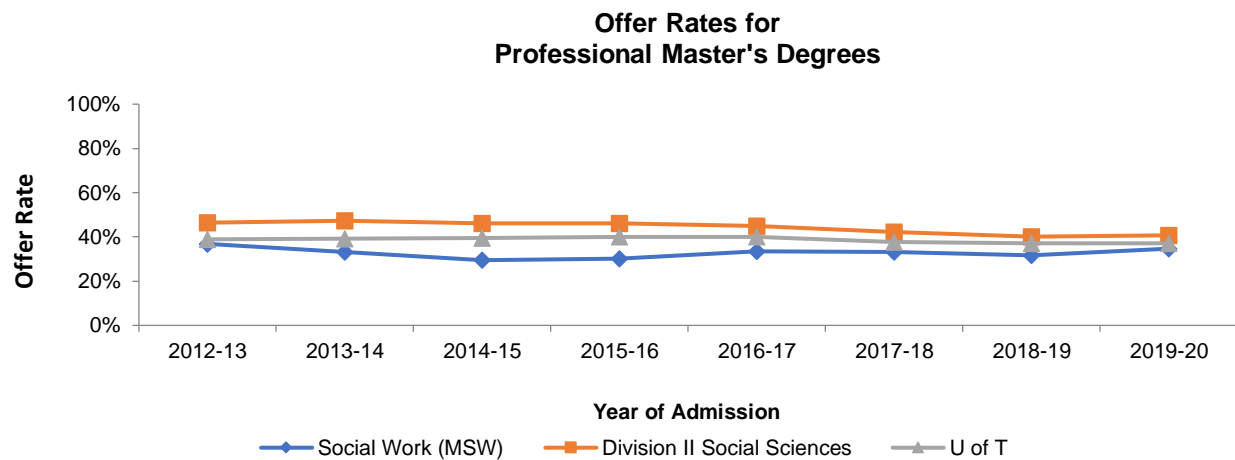
As illustrated in Figure 2, the total number of applications received over the past five years to our MSW programs has remained relatively consistent. Over the past five years, the total number of MSW applications has ranged from 1,133 to 1,233 with a mean of 1,166. Since 2015-16, the number of MSW offers made to applicants and the subsequent number of new registrants has generally increased by small increments year over year. Our MSW applicant success rate (new registrants/application received) has ranged from 22% to 25% with a mean of 23%. The average GPA of the admitted class for Fall 2020 for both the two-year MSW program and the MSW program with advanced standing (full-time and part-time) remains steady in the A- range.

Figure 2: MSW Applications, Offers, and Registrations



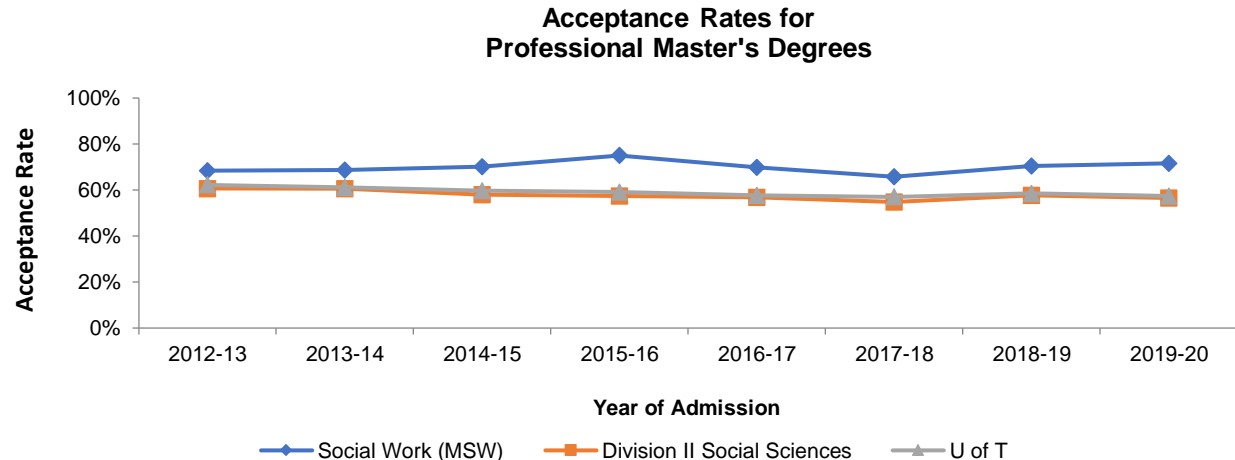
As shown in Figure 3, our offer rates over the past five years have ranged from 30% to 35% with a mean of 33%. Relative to other Division II social sciences and the University of Toronto more broadly, our offer rates are consistently lower and are indicative of a particularly competitive application process.

Figure 3: MSW Offer Rates Relative to Other Divisions and University of Toronto



Finally, as shown in Figure 4, our MSW acceptance rates over the past five years have ranged from 66% to 75% with a mean of 71%. Relative to other Division II social sciences and U of T more broadly, these acceptance rates are consistently higher.

Figure 4: Acceptance Rates Relative to Other Divisions and University of Toronto



3.7. Increasing the Diversity of MSW Students

Over the past several years, a key area of growth at the FIFSW has been to strengthen the diversity of our MSW student body to better reflect the communities served by social workers. Figures 5, 6, and 7 illustrate the composition of our MSW student body between 2017 to 2020 in relation to gender identity/expression, sexual orientation, and race/ethnicity, respectively. As shown in Figure 5, students identifying as female consistently represent the majority of our MSW student body. While we have seen growth in the proportion of students identifying as non-binary or queer, the number of

students identifying with these identities, along with those identifying as trans, two-spirit, or male, remains relatively low and represents an area for growth moving forward.

In relation to sexual orientation (Figure 6), those identifying as heterosexual consistently represent the strong majority of our student body. Although the proportion of students identifying as bisexual or queer have risen, further representation among marginalized groups in relation to sexual orientation represents an important area for future growth. Race/ethnicity represents a dimension of social identity where the FIFSW has experienced significant change over the past four years toward a more diverse student body. As shown in Figure 7, the proportion of students identifying as White has declined from 53% to between 38% and 43% since 2017, while we have experienced an increase in the proportion of students identifying as Black, Asian, and Middle Eastern. The proportion of students identifying as Indigenous has remained somewhat consistent (8% – 10%) and represents an ongoing area of focus moving forward. Strengthening the diversity of our MSW student body remains an important area of emphasis at the FIFSW. To continue fostering an inclusive environment and reducing barriers to education, The FIFSW has launched two new application programs. The Black Student Application Program and the Indigenous Student Application Program are part of the Faculty’s intentional commitment to Black and Indigenous student representation in the FIFSW community and decreasing barriers to accessing the program for Black and Indigenous Learners.

Figure 5: Gender Identity and Expression of Registered MSW Students

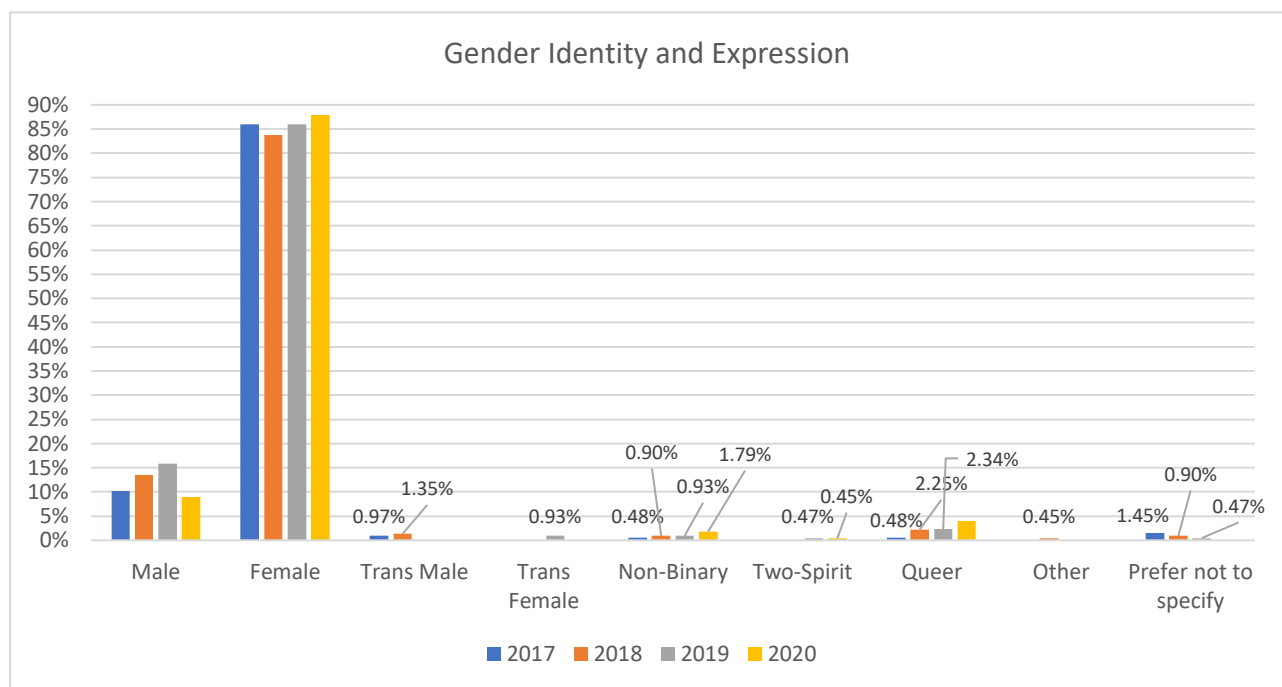


Figure 6: Sexual Orientation of Registered MSW Students

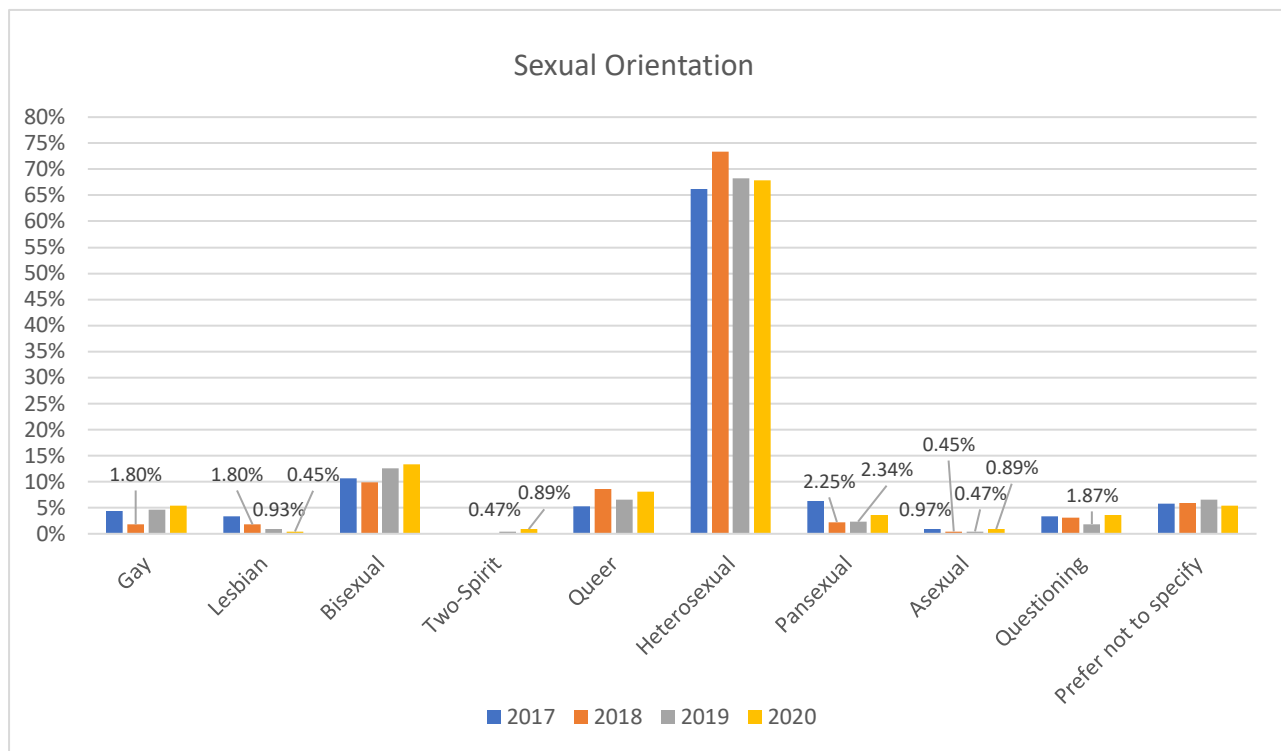
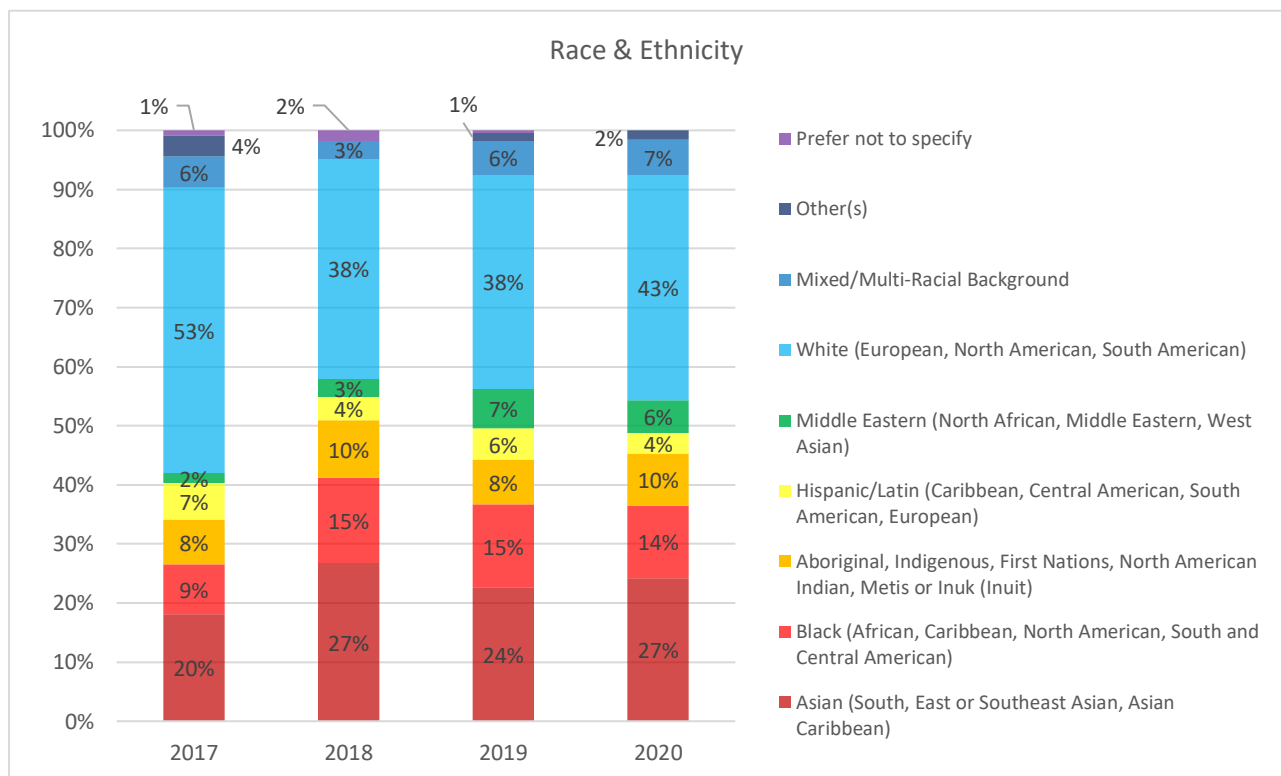


Figure 7: Race/Ethnicity of Registered MSW Students



3.8. Curriculum and Program Delivery

3.8.1. MSW Curriculum Changes to Reflect Principles of Equity, Diversity and Inclusion

As the diversity of our students increases, it is imperative that we better ensure that our curriculum reflects diverse perspectives and principles of equity, diversity and inclusion (EDI) in order to better serve our students and changing societies. Therefore, a curriculum that integrates EDI principles fosters a more inclusive learning environment for our students and provides a platform to develop their capacity as social workers to practice with clients from varied intersecting socio-cultural backgrounds. With this emphasis in mind, we created the Curriculum Innovations Committee in 2020 to identify strategies or changes to the MSW curriculum to further integrate diverse perspectives and to develop student capacity as social workers around EDI principles in their work with individuals, families and communities.

In 2020-21, the committee focused on Year 1 of the two-year MSW program as a first step toward curriculum change. The committee was chaired by the Associate Dean, Academic and consisted of faculty who coordinate the first-year required/core courses, as well as students, community members, program staff and an EDI advisor. In its first year of operation, the committee developed a strategic plan to refine the first-year MSW curriculum and to develop capacity among instructors to teach content that emphasizes EDI principles. Curriculum changes include an integration of five student EDI competencies (professional identity, personal reflexivity, theory, practice, advocacy) into Year 1 of the two-year MSW program, as well as the introduction of a six-part seminar into the second semester of Year 1 that provides a dedicated space within the MSW curriculum for students to develop capacity as social workers around EDI principles. The committee is currently seeking feedback on the strategic plan from faculty, students and community members. After revising the strategy based on stakeholder feedback, the committee aims to develop new curriculum content and pass changes through governance in 2021-22 and implement the revised curriculum in the 2022-23 academic year.

3.8.2. Preparation for Advanced, Specialized or Supervisory Social Work Roles

The MSW program emphasizes the development of reflective practice and the integration of theory, research and practice. Almost all of the first-year courses include assignments to facilitate exploration of topics related to diversity, social work values and ethics and their effects on students' identities in practising 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 BSW students who enter the program in the second year. The Year 2 curriculum is focused on practice issues specific to a specialized domain of practice or field of study. The fields of study 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, it prepares students for specialized practice and leadership roles.

3.8.3. Curriculum Revision and Innovation

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*. The *implicit curriculum* 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 students' learning outcomes

prepare them for the MSW level of practice. As a result of the ongoing review and revision, we are constantly developing and implementing innovations with respect to the curriculum.

3.8.4. Supporting the MSW Learning Objectives

The MSW program at the FIFSW takes thoughtful and careful consideration to ensure the appropriateness of learning outcomes for the MSW level of practice. Prior to students' first week of classes in the two-year program, 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, equity, and inclusion. 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 MSW 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.

3.8.5. Curriculum Innovation and Creativity

Instructors in our MSW program use a range of innovative and creative activities and exercises to create learning opportunities for students. Examples include video demonstrations, case-based analysis, preparation of policy briefs, and development of proposals. To enhance students' competence in engagement and practice, simulation-based learning has become our signature pedagogy and is increasingly used in courses in the MSW program. Simulation is also used to assess student learning outcomes in two courses. In some of our courses, students learn to conduct systematic reviews, several of which have been published in peer-reviewed journals. We continually seek to enhance student learning through innovation and creativity in our courses, including the way we deliver the content.

- The Faculty developed the MSW Indigenous Trauma and Resiliency (ITR) field of study in response to community needs. This program is now in its fifth year. Several of its graduates have assumed leadership roles across Canada. These roles include executive director and lead counsellor roles at First Nations health centres and family treatment centres, working as lead social workers in the criminal justice system, acceptance into law school, supervisors in Indigenous youth protection, clinical social workers for Indigenous children and youth programming, and more.
- Since March 2020, all of our courses, with the exception of specific intensive offerings in the ITR field of study have transitioned online. Our online course formats include fully synchronous and fully asynchronous options, as well as courses that combine these two approaches. For example, use of the Inverted Classroom approach has increased during the pandemic and associated online learning environment. Using this approach, students

learn content online by watching video lectures, and then instructors spend time in the classroom on discussion, clarification, problem solving and applied learning activities.

- We are offering some courses beyond the walls of the traditional classroom, in community settings (e.g., children's mental health centre; child welfare agency) where students can integrate their learning while immersed in the context of an actual practice setting.
- We offer elective courses through the conventional weekly format, as well as in the form of one-week intensives and weekend offerings.
- The ITR field of study includes several week-long intensives that are designed with an experiential and community-building process, including daily ceremonies, student wellness plans, and processing of personal and/or intergenerational trauma. In working on the self, as well as learning through theory and research, ITR students are equipped to work with vulnerable individuals, families and communities.

3.9. Student Learning Beyond the Classroom

Our MSW 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 one course, students are asked to create a video demonstration of practice skills that are informed by the theory and concepts covered in the course. In other 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, one course entails a community forum in which students create visual displays of current policy issues and invite the broader community. Communicating 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. A FIFSW faculty member who is the coordinator of the Gerontology field of study in the MSW program is also the director of the Institute for Life Course and 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 on-site 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 recent talks/workshops are Indigenous Cultural Competence Training, "Family and Caregiver Experience within the Mental Health System," Applied Suicide Intervention Skills Training, Lunch with a Recent Grad, "Francophone Services," "Opioid Crisis," "Developmental Disability Services in Toronto and Beyond," "Medical Assistance in Dying (MAID)

and Social Work,” “Conversation with a [Holocaust] Survivor,” “People of Colour Potluck Social,” “Remembrance and Action on Violence Against Women,” Income Replacement Training, “Honouring Black Social Work History,” “Ontario College of Social Workers and Social Service Workers Session: Your Future in Social Work,” “Resume Writing and Cover Letter Workshop,” “Interview Skills Workshop,” “Why Planning, Process and Policy Matter” and “Community Dialogues: Linking Systemic Inequality to Social Work Practice.”

3.9.1 Interprofessional Education

FIFSW students participate in the University of Toronto interprofessional education (IPE) curriculum. The FIFSW has been active in developing IPE 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. Two of our faculty members represent the FIFSW as IPE co-leads on the Interfaculty Curriculum Committee. 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. Since 2009, one of the core IPE activities, “Team Work: Your Future in Professional Health Care,” has been integrated into a Year 1 MSW core course, so that all of our Year 1 students are exposed to IPE in their first semester.

FIFSW students are described by the other faculties and the IPE Centre staff as enthusiastic and engaged. In 2021, FIFSW students participated in the University of Toronto Interfaculty Pain Curriculum (IPC) for the first time. The two IPE faculty co-leads negotiated inclusion of FIFSW students in this symposium, as students from the faculty of social work had never previously participated in this IPE activity. Involving social work students in the 2021 IPC was one way of broadening the potential involvement of social work and social work students within the overall IPE curriculum.

The three-day IPC is developed and delivered by the University of Toronto Centre for the Study of Pain (UTCSP). Each March, approximately 1,000 students from health disciplines across the University of Toronto, including medicine, dentistry, nursing, pharmacy, physiotherapy, occupational therapy and physician assistant students, take part in an educational series – though large-group and small-group learning sessions – related to current research and understanding of pain and clinical practice in pain management. Students practice developing pain care plans, describe multi-professional and interprofessional strategies for collaborative pain practice, and consider ethical, legal, social and political issues that may impact patients’ pain outcomes. The individual faculties also provide discipline-specific content to their students during a three-hour session, embedded within the three-day curriculum.

Following the IPC event, the two faculty co-leads held a focus group with social work students who participated in the pain curriculum. Social work students who participated this year stated that the pain curriculum experience was exceptionally positive and helped them learn how to further negotiate collaborative care within an interprofessional team. Additionally, the faculty co-leads received high praise of the social work students’ contribution to the collaborative learning experience.

The faculty co-leads are involved in developing new curriculum for new IPE events. One such innovation is a new international learning event. In June 2021, select students from the FIFSW and from medicine, pharmacy and nursing are doing an online learning event with students from the Chinese University of Hong Kong (CUHK). This is the first time that University of Toronto IPE is collaborating with CUHK. We have identified six FIFSW students to participate as social work ambassadors for this event. Content will focus on learning about the health systems in both countries and also assessing and managing challenges of elderly individuals who are living in the community.

3.9.2. Students Opportunities on Faculty Research Projects

Working as research assistants for faculty research projects constitutes an important method of student learning beyond the classroom. As a significant majority of faculty members hold a Council Grant as principal investigator, there are numerous opportunities for MSW 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 co-authoring presentations for refereed conferences. Such opportunities offer students invaluable learning.

3.9.3. 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 FIFSW 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. Simulation-based teaching and evaluation is the signature pedagogy at the Faculty, with the goal that all students will participate in a number of simulations before graduation.

We have been supported through a private donation of \$1,000,000 for the Simulation-Based Teaching and Assessment Program. This generous gift has allowed the FIFSW to expand and meet the increasing demand and the hiring of 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 the FIFSW, and with partners in local agencies and simulation centres. The Simulation Educator/Coordinator works with and reports to the Associate Dean Academic, consults with the Simulation Learning Faculty Lead, Professor Marion Bogo, and participates with faculty on the Simulation Program Steering Committee.

Simulation-based teaching and learning have continued to grow at the Faculty. In 2020-21, simulation-based learning was moved online due to COVID-19 restrictions necessitating course delivery online as opposed to in person. In April 2020, we launched the simulation-based Virtual Practice Fridays as a response to the COVID-19 pandemic, which created an interruption in winter practicums and a reduction in spring/summer placements for MSW students. In order to continue to provide “education for practice” to students, special simulation sessions were provided. One group of MSW students (10 students) attended 10 Virtual Practice Friday sessions in the spring term, and a smaller group of eight students attended seven sessions in the summer term. The groups were supervised by the Simulation Coordinator and co-facilitated by four PhD students.

In the 2020-21 academic year, simulation was used to teach generalist and specialized competencies in 14 courses across the MSW program in the fall and winter sessions. In addition, we offered MSW students several educational enhancements using simulation to teach core competencies. The Advanced Standing Practice Seminar had 25 students participate. Evaluations from students indicated enhanced knowledge, skills and self-awareness; better preparedness for the field; and an opportunity to meet and connect online with other students. In the fall/winter sessions of the 2020-21 academic year, 16 simulation-based Practice Friday sessions were held for Year 1 MSW students (109 students attended over the 16 sessions). These sessions were facilitated by the Simulation Coordinator or by PhD students, providing an opportunity for PhD students to develop competence in teaching social work practice using simulation. Community social workers acting as field instructors for MSW students were invited to participate in Practice Fridays to provide feedback to the students attending, and 11 social workers participated over the 16 Practice Friday sessions. In addition, in the winter term we held two Practice Friday sessions for Year 2 students (12 students) who were completing indirect practicums, and these sessions were facilitated by the Simulation Coordinator.

A one-scenario Objective Structured Clinical Examination (OSCE) adapted for social work is used as the final assignment in the Social Work Practice Laboratory for all Year 1 students in the two-year MSW program. A Social Sciences and Humanities Research Council (SSHRC)–funded study evaluation¹ 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, as they (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 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. During the online OSCEs, approximately 150 Year 1 students completed the OSCE with a total of 12 simulated participants playing one of two roles as the “client.” Course instructors and PhD students rated the students’ OSCE performance.

Faculty continue to publish research and teaching papers on this program. “The Toronto Simulation Model” is highlighted in the lead paper in a special issue of the *Clinical Social Work Journal* on simulation in social work.² The special issue also includes two additional papers authored by FIFSW faculty members. Please see the following website for a full list of publications our faculty members have published on simulation-based learning within social work education:

<https://socialwork.utoronto.ca/simulation-learning/research-presentations/>.

3.9.4. Collaborative Graduate Programs

The FIFSW 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

¹ Improving Social Work Decision-Making in Situations of Risk and Uncertainty. Regehr, C. (PI). Co-Investigators: Bogo, M., Fallon, B., Regehr, G. Collaborator: Paterson, J. (2017).

² Bogo, M., Kourgiantakis, T., Burns, D., King, B., & Lee, E. (2021). Guidelines for advancing clinical social work practice through articulating practice competencies: The Toronto Simulation Model. *Clinical Social Work Journal*, 49, 117–127. <https://doi.org/10.1007/s10615-020-00777-6>

their degree and requirements of the collaborative graduate program.

The Faculty participates in the following collaborative graduate programs:

- Collaborative graduate program in Addiction Studies (MSW, PhD)
- Collaborative graduate program in Aging, Palliative and Supportive Care across the Life Course (MSW, PhD)
- Collaborative graduate program in Bioethics (PhD)
- Collaborative graduate program in Community Development (MSW)
- Collaborative graduate program in Contemporary East and Southeast Asian Studies (MSW)
- Collaborative graduate program in Ethnic and Pluralism Studies (MSW, PhD)
- Collaborative graduate program in Health Services and Policy Research (PhD)
- Collaborative graduate program in Sexual Diversity Studies (MSW, PhD)
- Collaborative graduate program in Public Health Policy (MSW, PhD)
- Collaborative graduate program in Women and Gender Studies (MSW, PhD)
- Collaborative graduate program in Women's Health (MSW, PhD)

3.10. Student Funding

A total of 98 number of internal awards, scholarships and bursaries have been established through generous donations from donors for the purpose of providing funding for both our MSW and PhD 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, which may be related to socio-demographic characteristics and/or substantive areas of interest. In the 2020-2021 academic year a total of 302 students received, on average, \$2,564 through our internal awards system for a total of \$774,567.33. Among a total of 340 applicants, 302 students received funding through our internal awards system (see Table 4). See Appendix C for awards available to registered students within the FIFSW in the 2020-21 academic year.

Table 4: Internal Awards Allocated Across Programs in 2020-21

Year of Study	Total Allocated Funds	% of Total Allocated Funds	Total Recipients	Total Applicants
First-year MSW	\$251,784.17	32.51%	92	104
Second-year MSW	\$296,943.64	38.34%	97	112
MSW with advanced standing	\$106,699.83	13.78%	41	50
PhD	\$58,639.69	7.57%	25	26
MSW Bursary ³	\$60,500.00	7.81%	47	48
Grand Total	\$774,567.33	100.00%	302	340

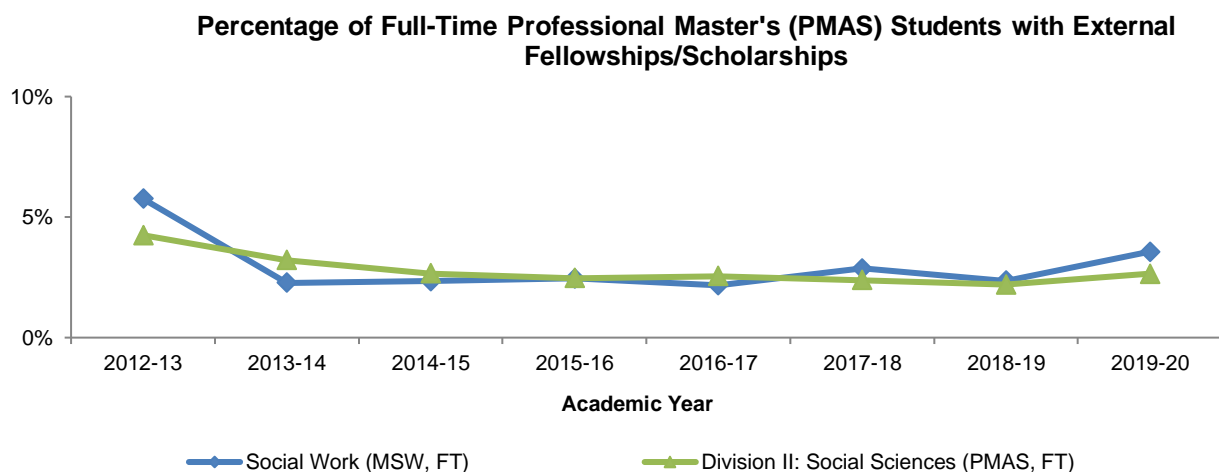
³ MSW Bursary is used to provide support for students with unmet need who have not applied or received an internal award offered to registered students to support students with need.

We are pleased to be able to offer the current level of support for students in the MSW and PhD programs from FIFSW internal awards. The Faculty considers MSW and PhD 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 has resulted in less reliance on the University of Toronto Fellowship Fund to satisfy the unmet need 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-, or 3.7 on a 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 Ontario Graduate Scholarship (OGS), SSHRC or Canadian Institute of Health Research (CIHR) funding, or an internal FIFSW award. International students who apply for internal awards but do not meet the OSOTF condition of residency are considered for the UTF.

As shown in Figure 8, the percentage of MSW students receiving external fellowships/scholarships is generally on par with and sometimes slightly higher than the corresponding percentage for graduate programs in Division II Social Sciences at the University.

Figure 8: Percentage of Students Receiving External Fellowships or Scholarships

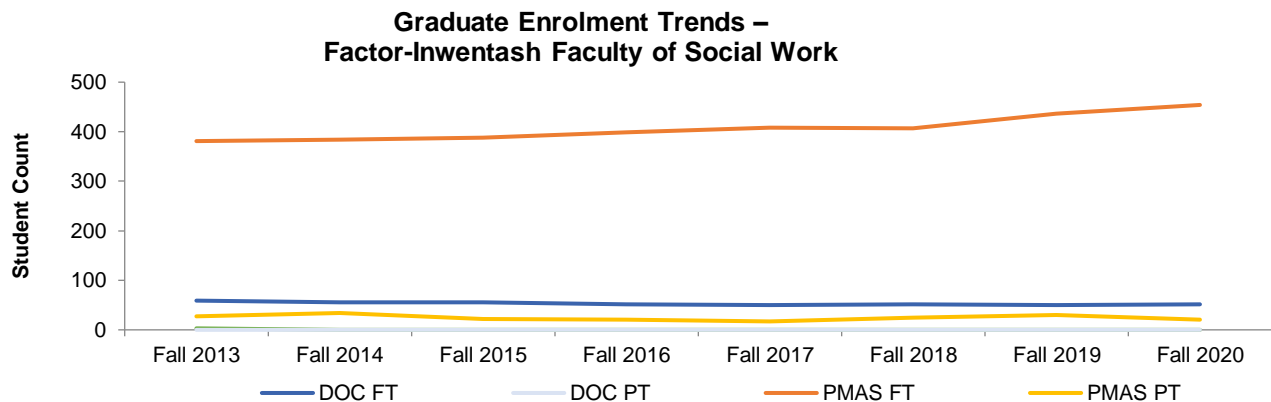


The criteria for eligibility for the Canada Graduate Scholarships (SSHRC, CIHR) Master's Program impact the number of awards received by MSW students because master's programs that are based only on coursework are not eligible. The program must have a significant research component: thesis, major research project, dissertation, scholarly publication, etc. that is merit/expert reviewed at the institutional level and is a requirement for completion of the program. The MSW thesis is optional in the MSW program, as is the completion of a major research project. This criterion limits the number of students eligible to apply from the MSW program. Also, the Ontario Graduate Scholarship (OGS) has devolved to the University, and the School of Graduate Studies now assigns a quota to departments each year. The number of students receiving OGS funds will be directly proportional to the quota received each year.

3.11. Enrolment

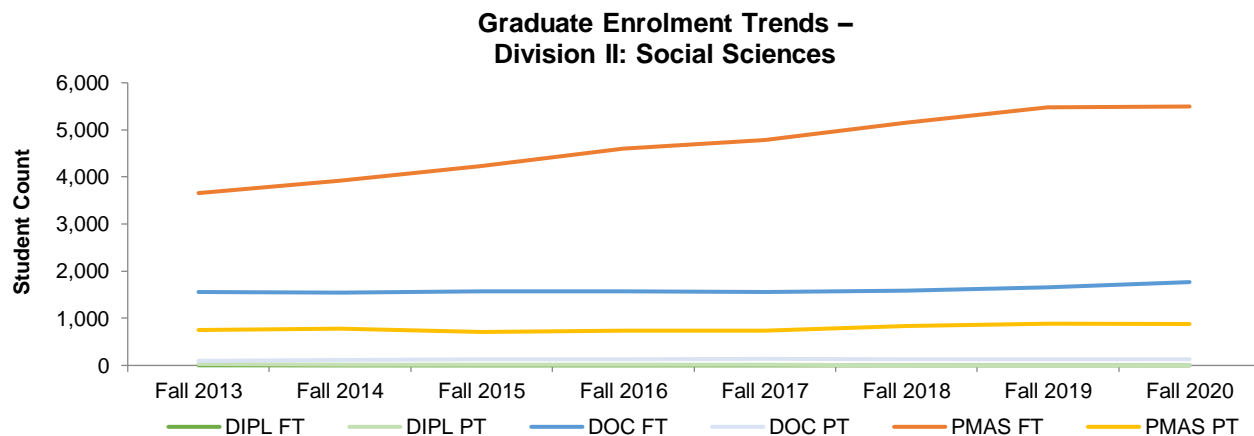
As presented in Figures 9 and 10, MSW enrolment trends at the FIFSW over the past five years generally show year-over-year increases, particularly since 2018. These MSW enrolment trends are generally similar to those of Division II Social Sciences that also experienced growth over the past five years. Please see the Organizational Structure and Financial Structure sections for impacts on enrolment growth and details.

Figure 9: Graduate Enrolment Trends at the FIFSW



Note: DOC = doctoral students; PMAS = professional master's students.

Figure 10: Graduate Enrolment Trends in Division II: Social Sciences



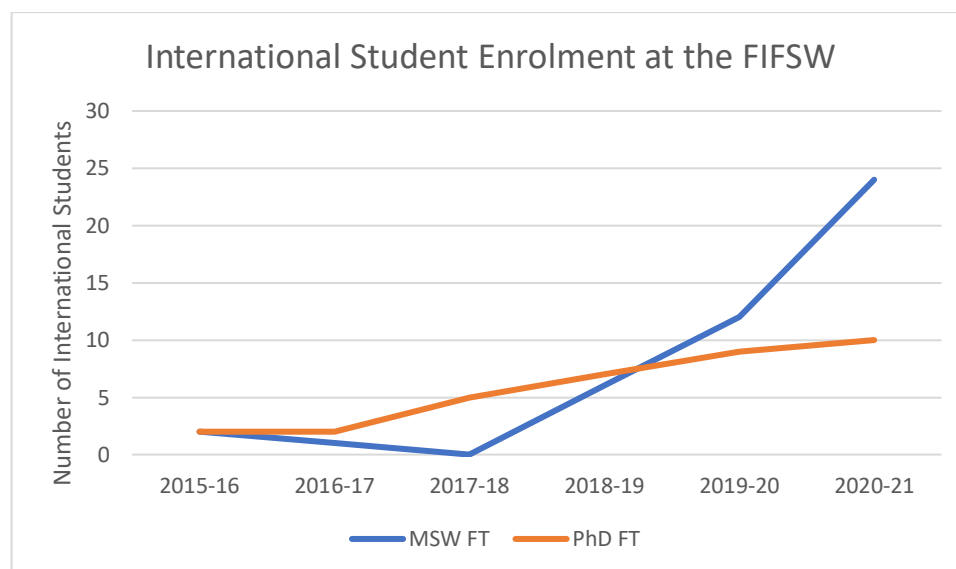
Note: DIPL = diploma; DOC = doctoral students; PMAS = professional master's students.

Figure 11 shows international graduate enrolment trends over the past five years.

FIFSW has a ranking as the #2 faculty of social work globally. In addition, almost one-third of our full time faculty are conducting research in international settings or on issues related to migrant and immigrant and Indigenous communities in Canada. However, prior to academic year 2019-2020, international students comprised approximately 2 percent of our overall student body. To better align our student body with our faculty's global focus, increasing globalization, and growing rate of internationalization of UofT and the social work profession, we have increased our international study body enrolment to approximately 10 percent during the 2021-2022 academic year. This international student growth is new for the Faculty and stands to benefit both domestic and international students by providing them with a more global world view. In the last two years, we have been working to increase international student enrolment. In 2020-21, the domestic/international mix of MSW students included an increase in international student intake of 12 from approximately 8 in the previous year, for a total headcount of 25 full-time international students. The intake of international students in 2021-22 increased by an additional 10 students.

To support this significant growth, we have created the role of Coordinator for Student Engagement and Success (50 percent of this effort is devoted to supporting international students. The increase in international students is placing a higher demand on our practicum office for quality placements which are already in short supply. Our increased international student body also requires the Faculty to train staff and faculty to better understand and support the curricula and co-curricular needs of a diverse international student cohort in order to make our FIFSW community more welcoming. The additional revenue generated by international students would also have to be redistributed to attract more qualified students from low and middle income international countries.

Figure 11: Graduate International Enrolment Trends at the FIFSW



3.12. Time to Completion

As shown in Figure 12, time to completion for full-time MSW students has consistently been, on average, 1.4 years. As presented in Table 5, time to completion for advanced standing MSW students

has consistently been, on average, 0.8 years (9.6 months), which approximates the intended program length between September and June. Similarly, time to completion for two-year program MSW students has consistently been, on average, 1.7 years, which approximates the intended program length from September of Year 1 to June of Year 2.

Figure 12: Full-Time MSW Time to Completion

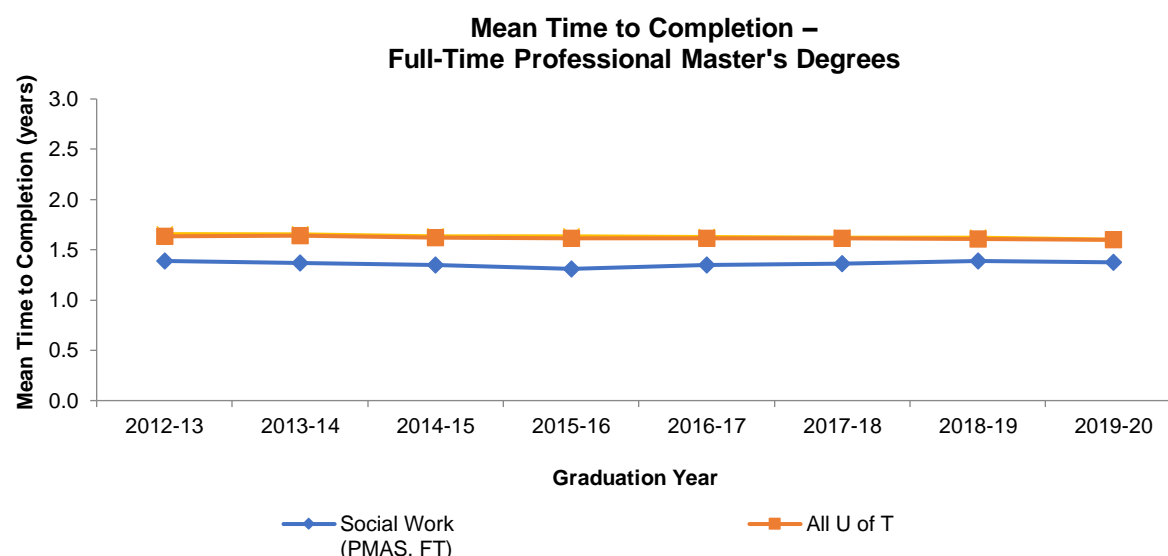


Table 5: Time to Completion (TTC) for MSW Program

Graduation Year	MSW Advanced Standing (PMAS, FT)		MSW Two-Year (PMAS, FT)	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2015-16	106	0.8	139	1.7
2016-17	81	0.8	139	1.7
2017-18	69	0.8	138	1.7
2018-19	81	0.8	151	1.7
2019-20	79	0.8	153	1.7

3.13. MSW 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). The data presented below are based on students' online course evaluation ratings from 2015-16 to 2018-19. The data are an aggregate of responses for all MSW courses, weighted by student, in comparison to data from graduate course evaluations in the Faculty of Arts & Sciences.

Table 6 shows course evaluation response rates among students. The FIFSW makes a concerted effort to encourage students to complete online course evaluations, including email messages from

the office of the Associate Dean, Academic and written messaging in the syllabus. Compared to the Faculty of Arts & Science, FIFSW response rates are consistently higher.

Table 6: Number of Courses and Response Rates

Academic Year	Faculty of Social Work				Faculty of Arts & Science			
	Distinct Courses	Total Invited	Total Responded	Response Rate	Distinct Courses	Total Invited	Total Responded	Response Rate
2015-16	59	2,927	1,775	60.6%	911	10,727	5,786	53.9%
2016-17	69	2,984	2,005	67.2%	914	11,167	6,137	55.0%
2017-18	75	3,026	2,003	66.2%	910	11,341	5,646	49.8%
2018-19	73	3,159	1,950	61.7%	927	12,461	6,479	52.0%

The figures below (Figures 13 to 18) provide aggregate data for the six core evaluation questions.

Notes about the course evaluation data:

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

Based on these figures, FIFSW MSW course evaluations scores on the core questions, on average, tend to fall around a score of 4 (out of 5). Our course evaluation scores are generally similar to those at the Faculty of Arts & Science (ARTSC), which also tend to fall around a score of 4.

Figure 13: Q1. I found this course intellectually stimulating.

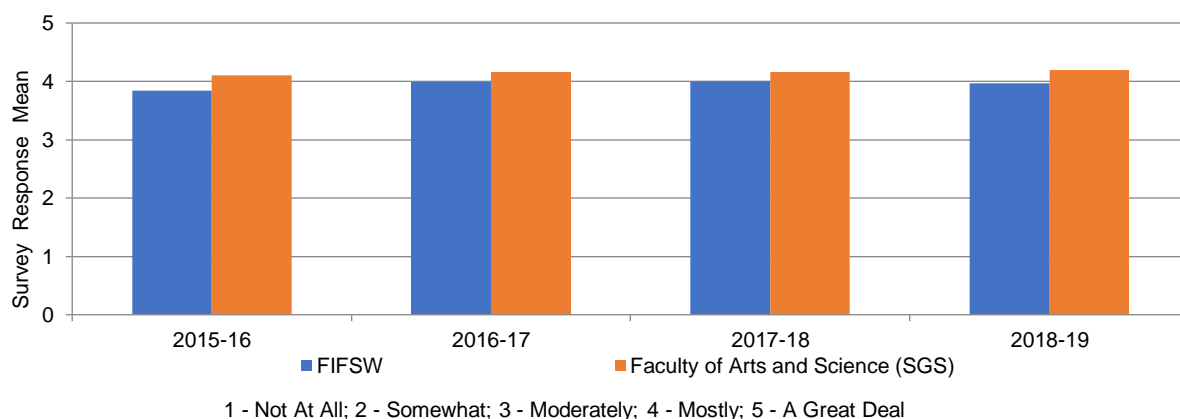


Figure 14: Q2. The course provided me with a deeper understanding of the subject matter.

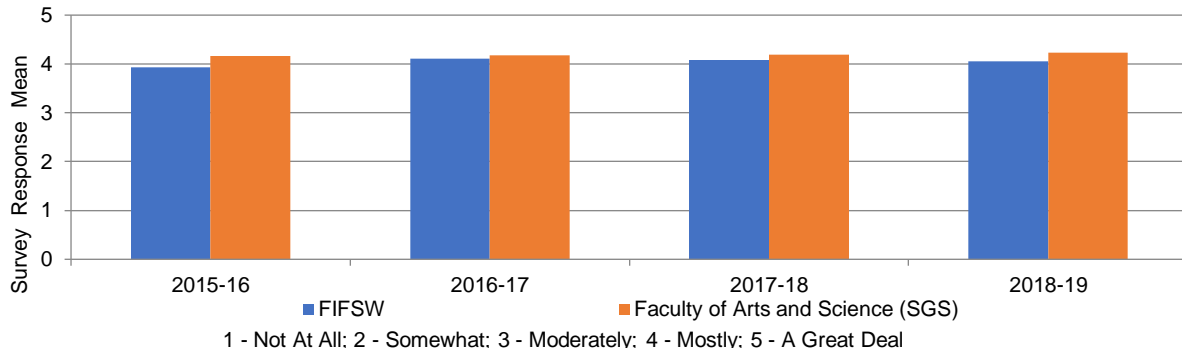


Figure 15: Q3. The instructor created an atmosphere that was conducive to my learning.

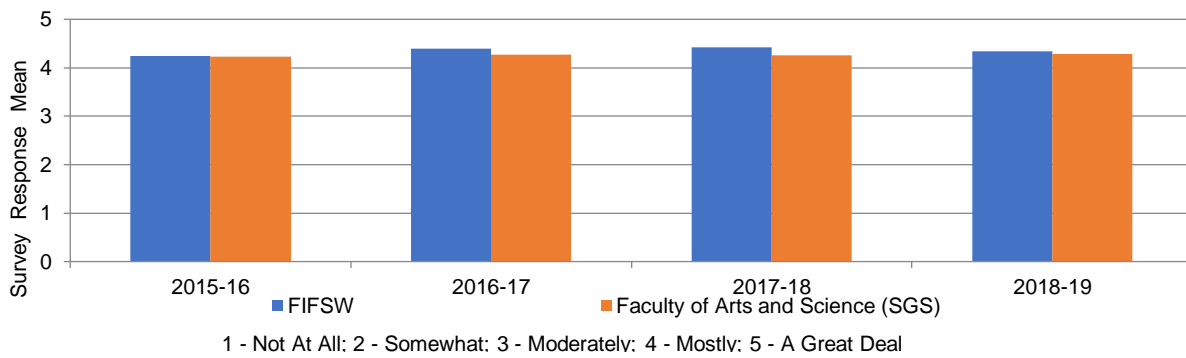


Figure 16: Q4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

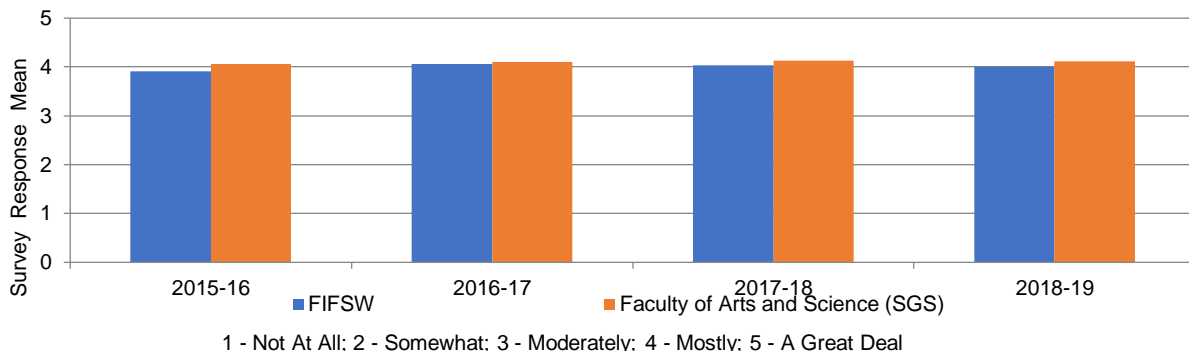


Figure 17: Q5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

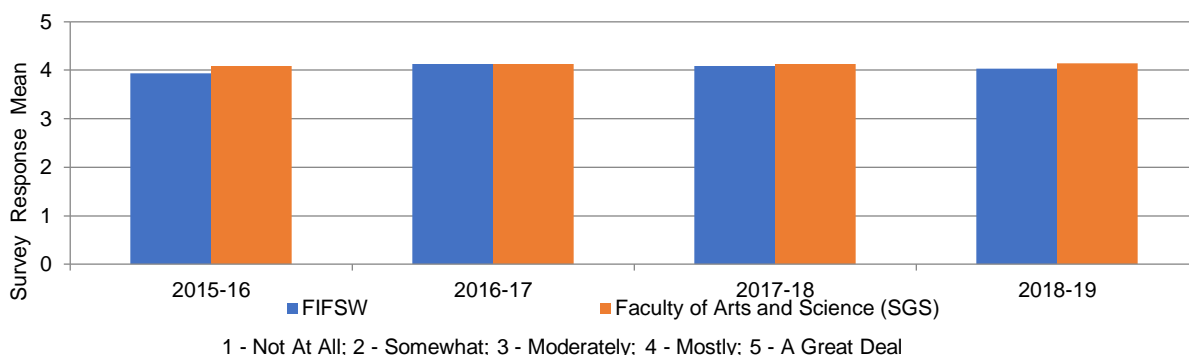
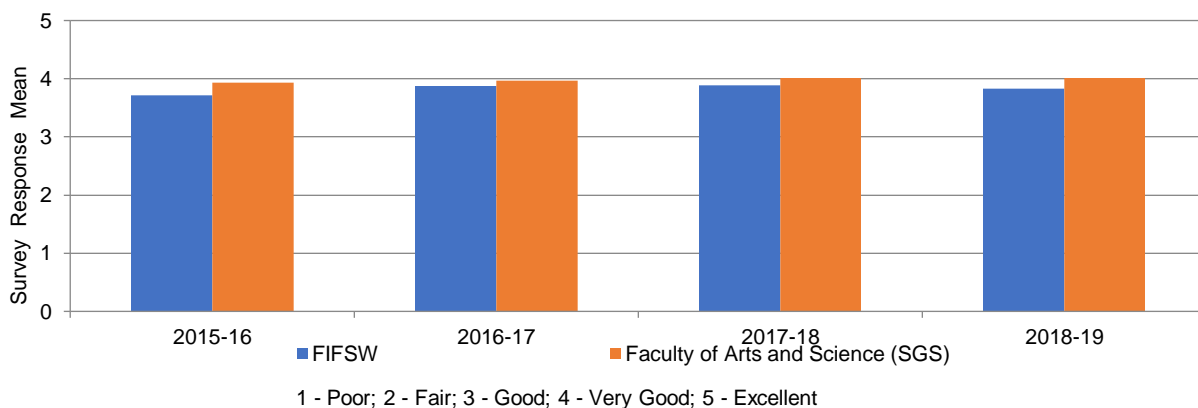


Figure 18: Q6. Overall, the quality of my learning experience in this course was:

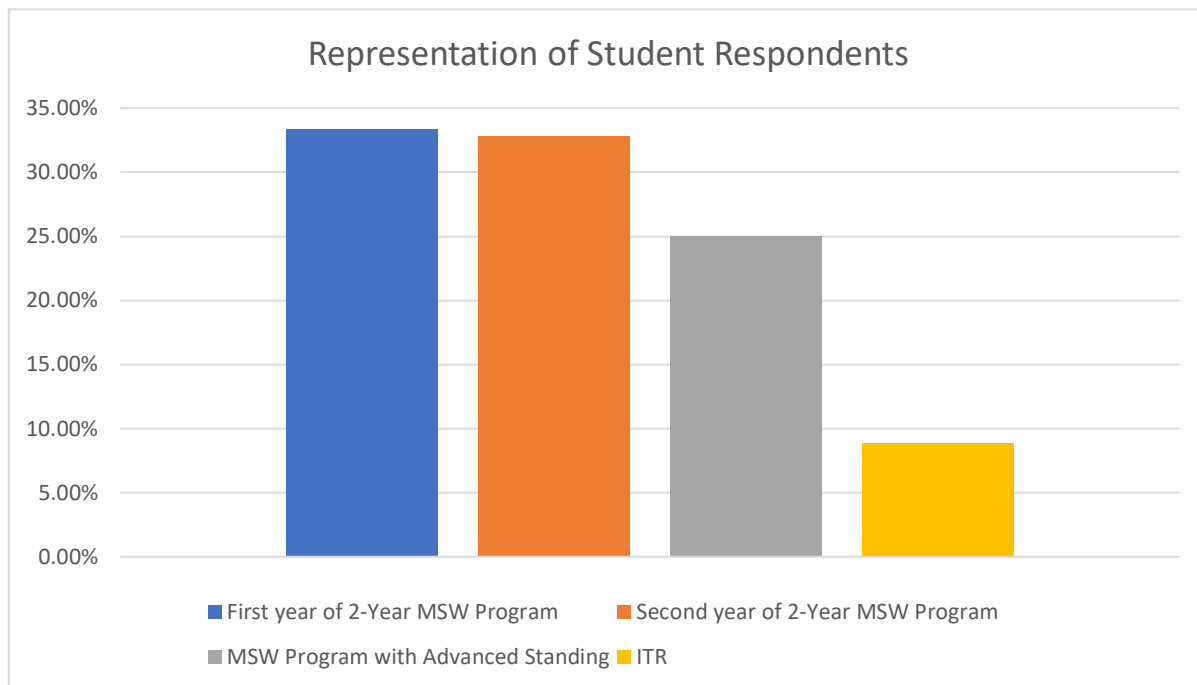


3.14. MSW Student Survey

During the 2020-21 academic year we designed and administered an MSW Program Assessment Survey as a part of the current self-study process. A total of 221 students responded to the MSW Program Assessment Survey, equivalent to approximately 46.43% of the MSW student body. As

shown from Figure 19, a majority of respondents (66.14%) were from the two-year MSW program. This survey was conducted throughout March and April 2021. Tables 7 to 21 illustrate the results of the survey.

Figure 19: Representation of MSW Student Respondents to the Survey



3.14.1. Feedback on the Admissions Process

As shown in Table 7, a majority of student respondents (88.53%) reported that the admissions requirements and application process aligned moderately to very well with their capacity to be successful in the MSW program, but they were also given the opportunity to suggest improvements. Many responses included the need for an interview process, as the current admissions process feels primarily focused on grades and written ability. This is seen to be reductionistic and prevents applicants from showing other skills and knowledge, such as social skills or knowledge of social justice issues, that are essential for a social worker to have. Other students responded with a desire for transparency regarding the weight of different aspects of the application, and would appreciate a larger emphasis put on work, volunteer and lived experience rather than academics. A portion of students (approximately 35%) still wrote “N/A” or commented that there was nothing they would change about the process.

Table 7: Admissions Process

Q3. How well do you feel the FIFSW MSW admissions requirements and application process align with your capacity to be successful in the program?	
Answer	Number of Responses
Very well	94
Moderately well	102
Mildly well	19
Not well	6

3.14.2. Feedback on Preparing to Start the Program

As shown in Table 8, 81.91% of student respondents reported that the written information sent in advance of the program was moderately to very helpful in preparing them to start the program. In asking how the information sent could be improved, many students commented on the lack of information regarding student systems such as ACORN and Quercus, which were confusing for students new to the University of Toronto. Additional information to support course registration and selection, fields of study, deadlines, and the practicum selection process would also be appreciated. As a majority of communication with students was by email, many responded that videos, flowcharts, or using point-form notes would be helpful, especially to visual learners. A central package of information would be ideal, rather than several emails from different sources.

Table 8: Written Information

Q5. How helpful was the written information sent to you in advance of the program in preparing you to start the program?	
Answer	Number of Responses
Very helpful	70
Moderately helpful	96
Mildly helpful	31
Unhelpful	5

Table 9 shows that 71.36% found the MSW orientation and introductory conference or welcome session moderately to very helpful in preparing them to start the program. Prior to the COVID-19 pandemic, the orientation and conference were held over three full days in the beginning of September. However, as the orientation and conference were moved online in Fall 2020, it was shortened to three half-days to curtail Zoom fatigue. Thus, a majority of students would have appreciated more time dedicated to meeting other students in their cohort as well as faculty members to connect with one another and create a sense of community. Having additional social events the week of orientation would have allowed students to come together in an informal setting to facilitate more relationship-building in the program, especially with second-year students. In addition, students added into the program from the waitlist in the late summer would have appreciated a separate orientation or welcome session as they did not get the same level of orientation as students who were admitted earlier.

Table 9: Orientation

Q7. How helpful was the MSW orientation and introductory conference (two-year program and ITR students) or welcome session (advanced standing students) in preparing you to start the program?	
Answer	Number of Responses
Very helpful	64
Moderately helpful	80
Mildly helpful	46
Unhelpful	12

3.14.3. Feedback on Coursework

As shown in Table 10, a majority of first-year students who responded (84.62%) reported that the first-year core courses prepared them moderately to very well for higher-level second-year courses. In providing feedback on how first-year core courses could better prepare students for second-year courses, many students suggested the need to focus on practical skills and have the opportunity for practice and simulations in class. For specific courses, such as SWK 4102H: Social Policy and Social Welfare in the Canadian Context, students wished for more coverage on specific acts, such as the Mental Health Act and Health Care Consent Act, which is useful to know and understand for practicum and future employment.

Table 10: First-Year Core Courses

Q11. How well did the first-year core courses prepare you for higher-level second-year courses?	
Answer	Number of Responses
Very well	39
Moderately well	49
Mildly prepared	15
Not well	1
N/A: Not a second-year student	88

Table 11 shows that 72.92% of students found that coursework prepared them for work in their field practicums moderately to very well. To better prepare them for practicum, students suggested more opportunities to practice therapy interventions, a better integration of policy and law courses in the first semester, and more applicable rather than theoretical readings. Some students also suggested having a course or opportunity to discuss the practicum and conversations around equity and diversity.

Table 11: Coursework Preparation for Practicums

Q13. How well has your coursework prepared you for work in your field practicums?	
Answer	Number of Responses
Very well	44
Moderately well	96
Mildly prepared	44
Not well	8

3.14.4. Feedback on Practicum

As shown in Table 12, 59.90% of student respondents rated their practicum experience as Excellent or High, while 28.65% of student respondents rated their experience as Moderate. Students were able to provide feedback on how the practicum experience could be improved, and a majority of comments indicated that their experience with the Practicum Administration System (PAS) database was poor. In addition, some students would appreciate more and better communication with their faculty-field liaison and field instructor, as well as improved communication with the Practicum Office. However, many students also realized that COVID-19 had an impact on the availability of practicums and the experience they had, as most were done remotely.

Table 12: Overall Practicum Experience

Q15. How would you rate your overall practicum experience in the MSW program?	
Answer	Number of Responses
Excellent	47
High	68
Moderate	55
Low	22

3.14.5. Feedback on the MSW Curriculum

Table 13 indicates that 68.88% of student respondents found that the MSW curriculum integrates diverse perspectives moderately to very well, while 22.52% of respondents found that it integrated diverse perspectives into the learning experience mildly well. When asked about how the integration of diverse perspectives in the MSW curriculum could be improved, students suggested to continue diversifying faculty and staff, holding space for diverse perspectives, embracing different ways of teaching and learning, and including increased coverage of underrepresented cultural and diverse identities, such as Asian and Latinx communities, LGBTQIA+ communities and disability communities.

Table 13: Integration of Diverse Perspectives

Q19. How well does the MSW curriculum integrate diverse perspectives into the learning experience?	
Answer	Number of Responses
Very well	30
Moderately well	74
Mildly well	34
Not well	13

As shown in Table 14, a majority of student respondents (81.51%) found that the methods of evaluation used in assessing their achievement of course learning outcomes were moderately to very effective. When asked about how course assignment evaluation methods could be improved or changed, many students emphasized the need for feedback on final assignments to know what they need to improve on. Students also suggested having more creative assignments rather than using papers as an evaluation method, such as presentations and videos. In response to remote learning, students would have appreciated less group work as it was hard to coordinate group schedules online.

Table 14: Evaluation Methods

Q25. How effective have you found the methods of evaluation throughout courses in the MSW program in assessing your achievement of course learning outcomes?	
Answer	Number of Responses
Very effective	42
Moderately effective	77
Mildly effective	23
Not effective	4

3.14.6. Feedback on Program Structure

As shown in Table 15, a majority of student respondents (82.12%) reported that the current program structure accommodates their learning moderately to very well. Students suggested that the program structure could be improved by removing limitations on how many summer courses one is able to take, and either reducing practicum hours or class hours, or alternating between the two rather than having them concurrently to reduce the chance of burnout. Numerous students agreed with the current program structure, but some suggested having the option of additional evening courses, as some students have family and work responsibilities in addition to schooling.

Table 15: Program Structure

Q21. The MSW program is broadly structured to have classes on Mondays and Tuesdays (9:00am–4:30pm) and practicum on Wednesday, Thursday, and Friday during the Fall and Winter semesters, as well as a variety of course offerings/formats (e.g., one-week intensives, weekly classes) during the Summer semester. In general, how well does this program structure accommodate your learning?	
Answer	Number of Responses
Very well	61
Moderately well	63
Mildly well	16
Not well	11

3.14.7. Program Guidance/Support

Table 16 shows that 65.97% of student respondents felt moderately to very supported in the MSW program when seeking information, guidance or advice, while 26.39% felt mildly supported and 7.64% did not feel supported. Most students suggested that the advising support could be improved by having faculty advisors initiate conversations, explain their role and hold drop-in office hours. Some students felt that communication from the Practicum Office could also be improved in explaining the process. There were also numerous comments in which students reported feeling well supported by either administrative staff or professors when they reached out to them.

Table 16: Program Guidance/Support

Q27. How supported do you feel in the MSW program when seeking information, guidance, or advice about your progression or experience in the program?	
Answer	Number of Responses
Very supported	39
Moderately supported	56
Mildly supported	38
Not supported	11

3.14.8. Feedback on Funding Opportunities

As shown in Table 17, only 45.83% of respondents found that the level of opportunity to access funding throughout the MSW program was Excellent or High, whereas 33.33% found it to be Moderate, and 20.83% found it to be Low. Many students found that they did not qualify for many awards, especially if they lived out-of-province. Additionally, they felt that awards could be promoted better and explained in more depth, as some students were unaware of the awards available until it was too late.

Table 17: Funding Access

Q30. How would you rate the level of opportunity to access funding throughout the MSW program such as internal awards or scholarships?	
Answer	Number of Responses
Excellent	18
High	48
Moderate	48
Low	30

3.14.9. Feedback on Co-Curriculars

Table 18 shows that 54.86% of student respondents found the quality of co-curricular learning opportunities to be Excellent or High, while 34.72% found the quality to be Moderate and 10.42% found it to be Low. A majority of students realize that this is a result of remote learning, as everything had to be moved to Zoom. Lunch and learns were appreciated as an in-person activity, but were less attended during the pandemic as students wanted a break from being on the screen. In terms of interprofessional education (IPE), students felt that it could be better integrated into the program to receive more information, but found it to be helpful. In addition, students would appreciate a better way to access the information than through constant emails.

Table 18: Co-Curricular Learning Opportunities

Q32. How would you rate the quality of co-curricular learning opportunities that occur outside of courses, such as interprofessional education (IPE), lunch and learns, workshops, or speakers?	
Answer	Number of Responses
Excellent	23
High	56
Moderate	50
Low	15

3.14.10. Feedback on Community

As shown in Table 19, 70.13% of student respondents felt that the FIFSW fostered a culture or environment that is welcoming and inclusive moderately to very well, while 21.53% felt that it did this mildly well. Students suggested that the FIFSW could bring in more diversity in staff, faculty and students, and support BIPOC and LGBTQIA+ students more by having conversations around equity, diversity and inclusion.

Table 19: Welcoming and Inclusive Culture or Environment

Q35. How well does FIFSW foster a culture or environment that is welcoming and inclusive of diverse social identities and perspectives?	
Answer	Number of Responses
Very well	37
Moderately well	64
Mildly well	31
Not well	12

As shown in Table 20, only 39.57% of respondents rated the overall sense of community at the FIFSW as Excellent or High, while 41.73% of respondents rated it as Moderate and 18.71% rated it as Low. A majority of comments were related to the pandemic, as students did not have the chance to meet in person, but students would have appreciated more informal gatherings for students to come together. In addition, part-time students and advanced standing students suggested separate orientations or more opportunities to gather in their cohorts as they often felt isolated as a result of entering Year 2 classes new.

Table 20: Overall Sense of Community

Q39. How would you rate the overall sense of community as a student at FIFSW?	
Answer	Number of Responses
Excellent	20
High	35
Moderate	58
Low	26

3.14.11. Feedback on Educational Experience

As shown in Table 21, a majority of students (74.1%) felt that the overall quality of their educational experience was Excellent or High, and 24.46% felt that it was Moderate. When asked about identifying specific priorities the FIFSW should focus on to enhance the quality of their educational or student experience, many students recommended diversifying staff, students and the content presented in courses; improving the practicum process; taking action on student suggestions; offering additional practical learning; and updating the curriculum to integrate anti-oppressive practice, intersectionality and anti-colonial pedagogy.

Table 21: Quality of Educational Experience

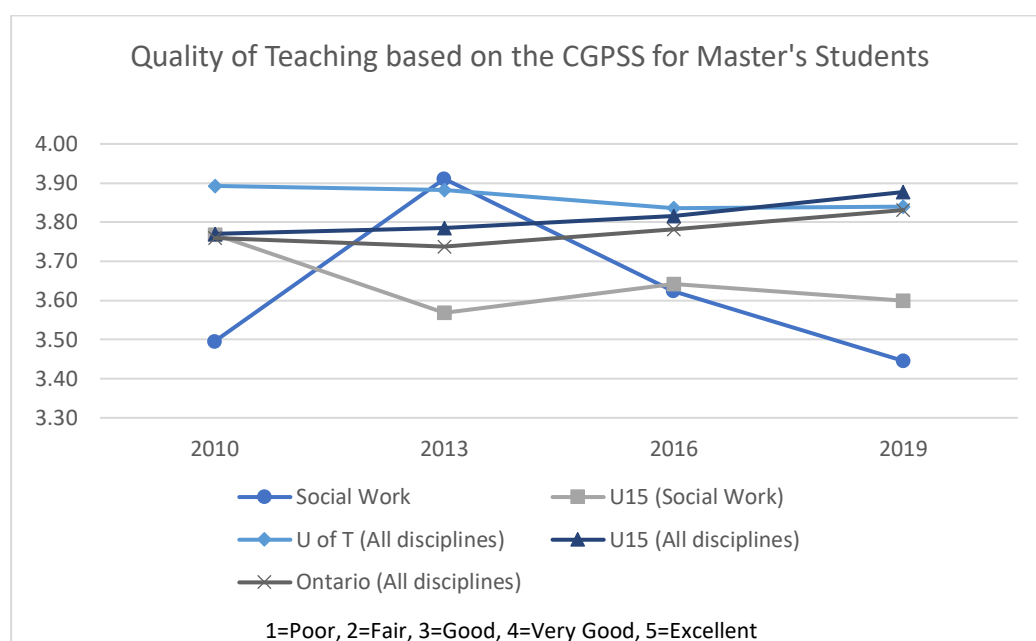
Q42. Overall, how would you rate the quality of your educational experience throughout your MSW program?	
Answer	Number of Responses
Excellent	30
High	73
Moderate	34
Low	2

3.15. MSW Canadian Graduate and Professional Student Survey

The Canadian Graduate and Professional Student Survey (CGPSS) data reflects responses from FIFSW MSW students in 2010 (n=141), 2013 (n=214), 2016 (n=166) and 2019 (n=168) in comparison to other University of Toronto disciplines and other U15 universities more broadly. The current report will focus on data from the past five years (i.e., 2016, 2019). The data presented represent benchmark aggregate scores for categories of quality of teaching and research training and career orientation, as well as five specific questions related to general assessment and satisfaction.

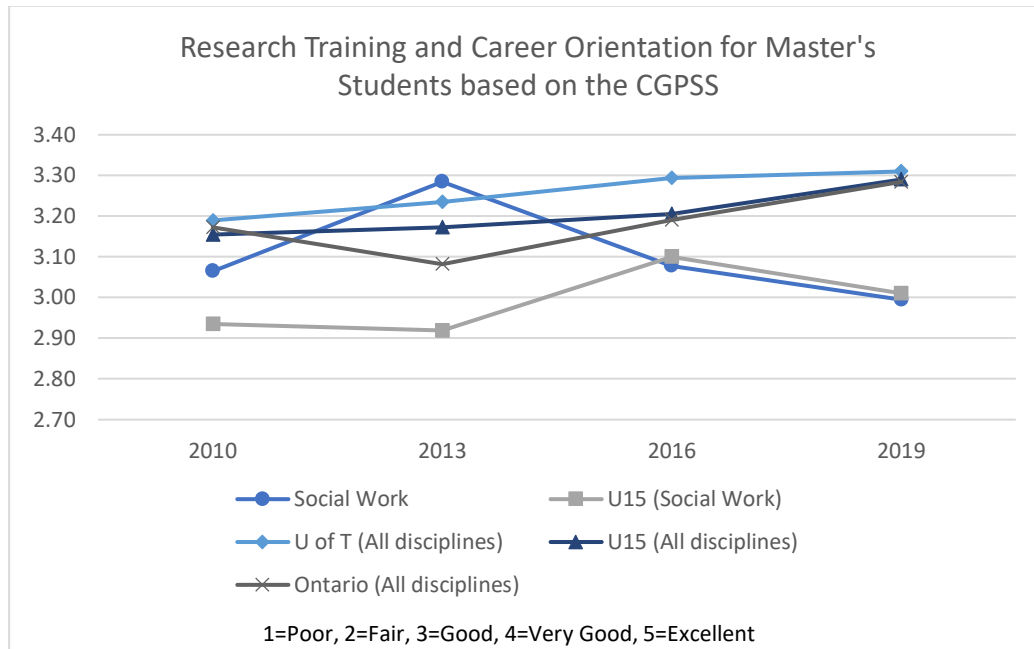
As illustrated in Figure 20, social work students at the FIFSW and other U15 universities rated the quality of teaching as relatively lower in comparison to aggregate scores from students in other disciplines at the University of Toronto and other U15 universities.

Figure 20: Quality of Teaching



Similarly, as shown in Figure 21, aggregate scores for research training and career orientation were lower for social work students at the FIFSW and other U15 universities in comparison to scores from students in other disciplines.

Figure 21: Research Training and Career Orientation



As shown below in Figures 22 through 26, we see similar trends among social work students in comparison to students in other disciplines on questions related to general assessment and satisfaction. Although FIFSW students' responses are slightly lower than those of social work students at other U15 universities on most questions, the substantial difference appears to be between social work and other disciplines more generally, in that social work students seem to respond more critically to questions.

Figure 22: Overall Quality of Academic Experience

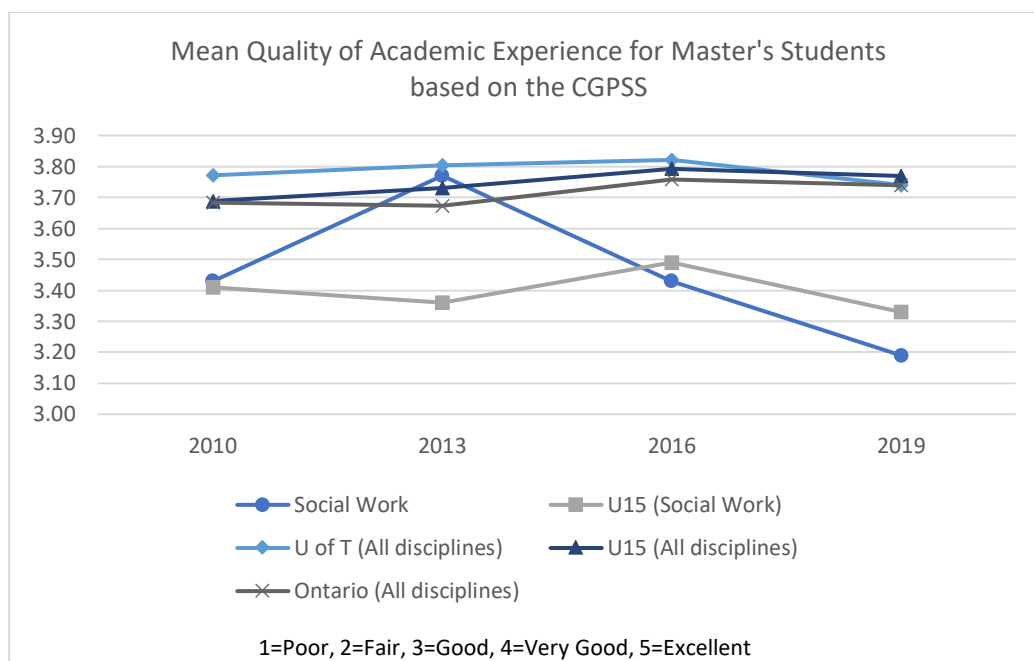


Figure 23: Quality of Student Life Experience

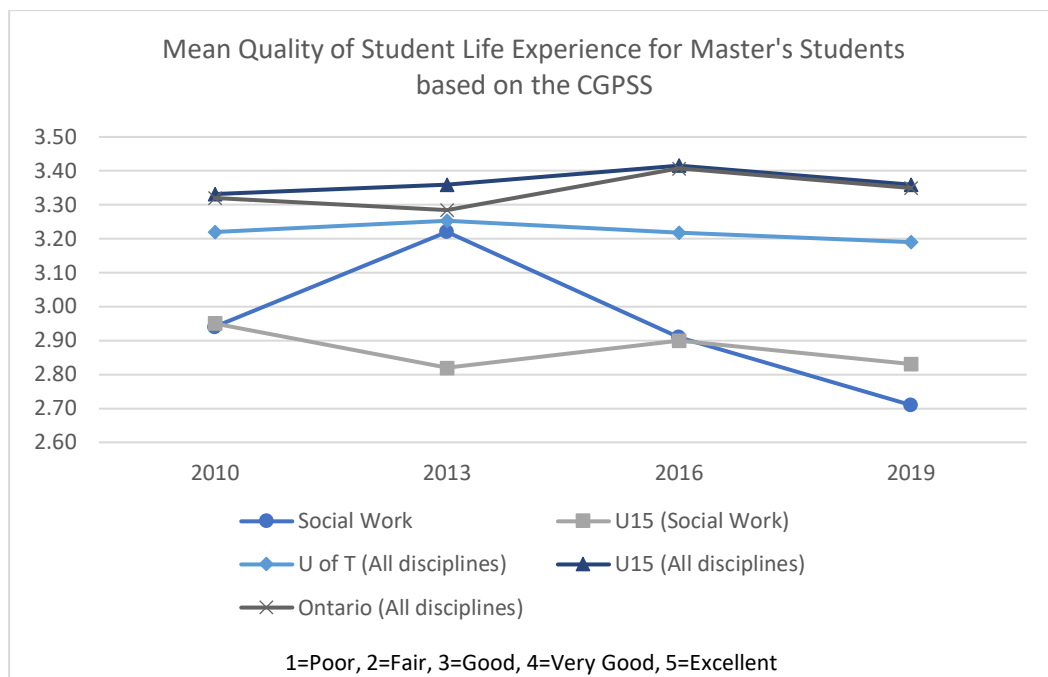


Figure 24: Quality of Graduate Program

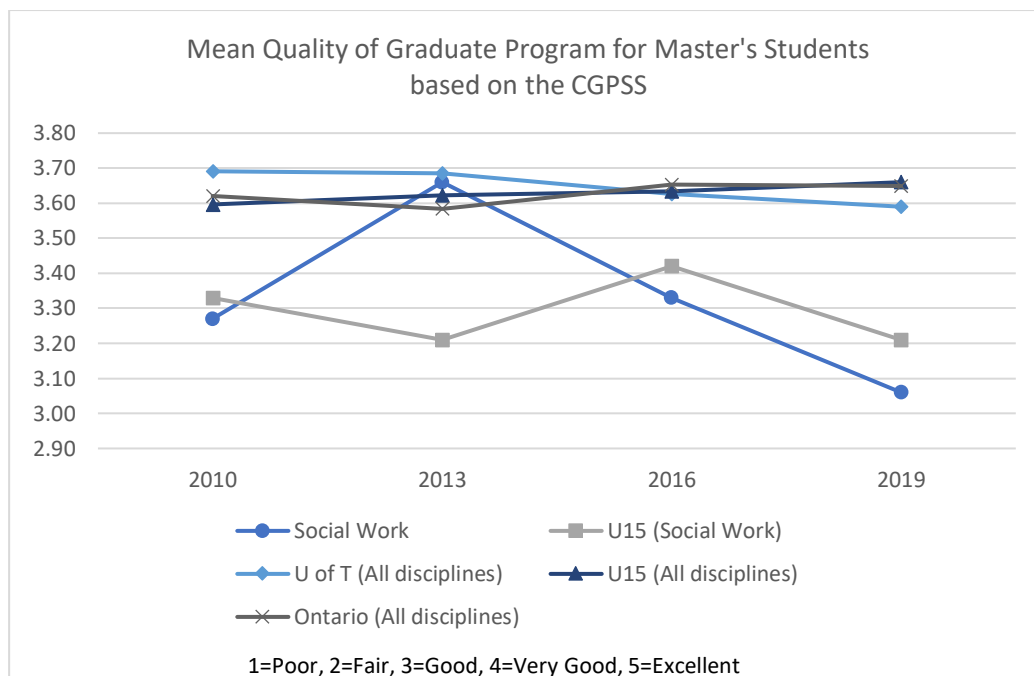


Figure 25: Quality of Overall Experience

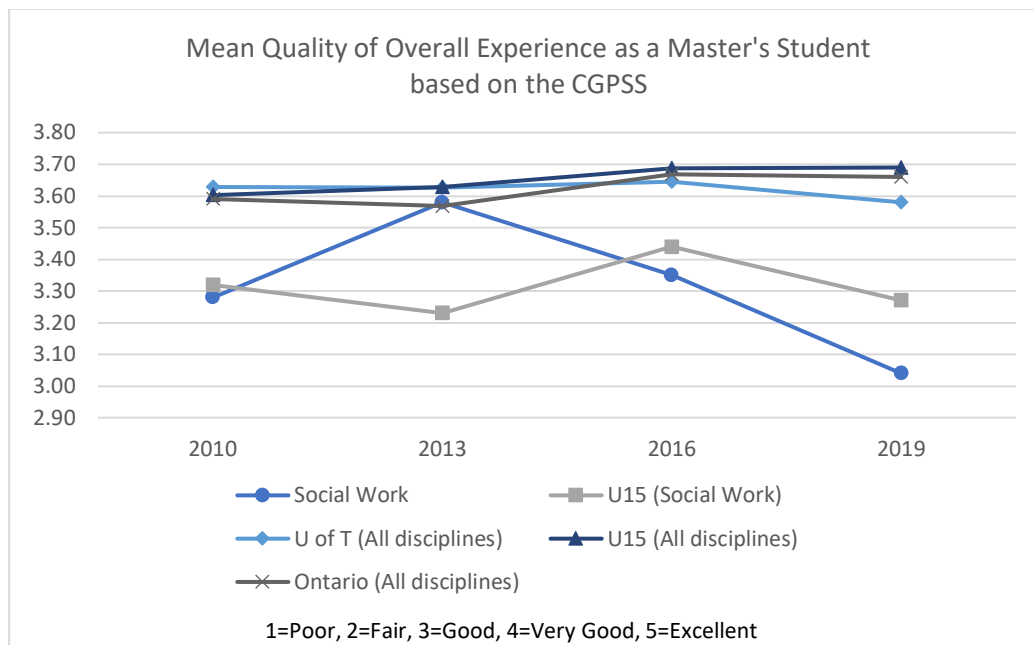
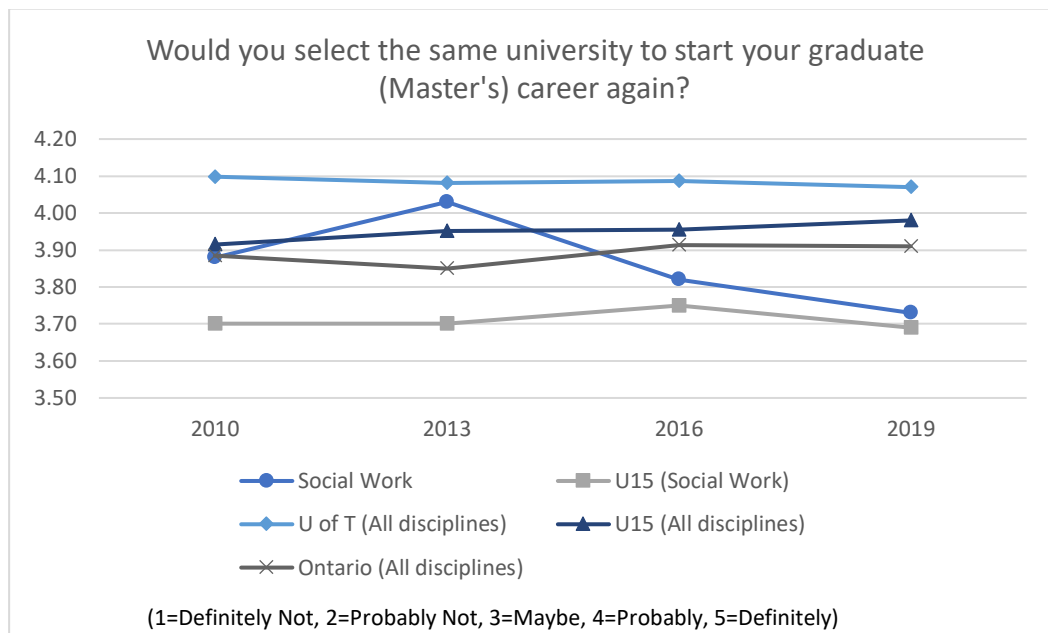


Figure 26: Selection of Same University



3.16. Current Status of MSW Program Accreditation

In March 2012 the FIFSW underwent an accreditation site review of the MSW program by the Canadian Association of Social Work Education Commission on Accreditation (CASWE-ACFTS). The CASWE-ACFTS Commission on Accreditation reviews all accredited schools of social work every 7

years. During this review, the FIFSW received high praise, and was reaccredited until June 30, 2020. In March 2020, the FIFSW was set to host its next cycle accreditation site review after submitting a self-study report to CASWE-ACFTS in Fall 2019. Unfortunately, this accreditation site review was postponed until Fall 2021 due to the COVID-19 pandemic. In the interim, the Commission on Accreditation (COA) passed a motion to grant an accreditation extension until January 31, 2022 to the MSW program at the FIFSW. We have been in contact with the commission, which has indicated a strong preference for this site visit to take place in person. Therefore, pending public health guidelines in the fall, the reaccreditation review may be further delayed and our reaccreditation extended.

3.17. Challenges, Opportunities and Innovation

While our overall MSW academic and curricular experience carries many strengths, we have also identified areas of opportunity or innovation to address moving forward. As outlined above, we recognize that our MSW curriculum has been historically developed through a Euro-centric, colonial, hetero-normative lens that can serve to reproduce unequal social dynamics in the classroom and underdeveloped the capacity of our graduates to work with diverse communities. Through the work of the Curriculum Innovations Committee, we are explicitly and strategically addressing this issue by introducing competencies and content into our MSW curriculum that is dedicated to further integrating diverse perspective and principles of equity, diversity and inclusion.

In line with the broader priority to enhance inclusivity and accessibility at the University of Toronto and the FIFSW more generally, our MSW program has the opportunity to break down traditional barriers and expand our vision of classrooms without walls. Specifically, there is an opportunity to explore and implement models in which members of the community are integrated into our classrooms as both learners and knowledge brokers alongside our MSW students. This classroom learning model that integrates both students and community members has the potential to enhance the learning experience of our students via exposure to the rich lived experience of community members around a specific course topic, while also providing an opportunity for community members – particularly members from marginalized communities – to gain university exposure and credit for their participation. As we move forward, there are also opportunities to deepen the formal integration of interprofessional education (IPE) into our curriculum. The FIFSW represents the only allied health faculty at the University of Toronto that does not require students to participate in the centrally organized University health IPE curriculum. Such a learning experience would be enriching, in particular, for our students in the Mental Health and Health field of study, who would benefit from training in working with other allied health professions.

In the area of student outreach and recruitment, we will continue to prioritize efforts targeted toward marginalized and underrepresented communities. While we have made gains in increasing the diversity of our MSW students, these gains need to be pushed further, in particular related to outreach targeted toward Indigenous applicants, whose representation in our program has remained relatively stagnant. As we continue our recruitment outreach efforts, usage of social media as a recruitment mechanism represents an area for growth. After piloting a social media recruitment effort in 2020 via Facebook and Google Ads, we learned that a more specialized approach is required to yield more advertisement hits and conversions from these hits to program applications. Similarly, a broader social media presence and marketing approach (different than paid advertising) in general would likely reach prospective applicants and is an area for future growth.

While the quality of education has remained constant, the experience of students from an online learning environment in the global pandemic has brought challenges in how students build lasting relationships within various communities inside and outside the institution. At the same time, these

online spaces have presented many engagement opportunities for students across the globe. These opportunities have eliminated barriers to connecting with remote global communities. The new normal that we anticipate taking hold in the near future will allow for recognizing the importance of being together in the same physical spaces for many students and student services staff. The new norm will require commitment and flexibility from student service providers and students alike to build a better student experience going forward that leverages the best of both worlds of online and in-person services. The instant switch to electronic management of processes related to student services and files, at the beginning of the pandemic, accelerated advancement of digitalization of files and procedural capacities. These new processes will continue to be refined and redefined through continuous innovation and adaptability to change. Consequently, in the post-pandemic era, there would be the opportunity to consider how online education might be utilized for some courses in order to enhance student access and needs.

4.16. Indigenous Trauma and Resiliency (ITR) Field of Study

In 2016, the ITR field of study was introduced. The part-time ITR Practicum Coordinator supported the coordination of practicums. This role transitioned into the full-time Coordinator, Indigenous Initiatives role, with half of their time allotted to coordinating practicum relationships.

ITR Practicums: Coordination of ITR practicums takes into consideration the complex and unique needs of students located in remote communities and/or facing multiple intersecting barriers. Students who face multiple barriers to completing a practicum can request practicums that are within their community and flexibility in the days and hours of the practicum, as well as requesting a specific agency to complete their field experience. ITR practicums are individually matched to reflect the trauma-informed approach: genuine, authentic and compassionate. ITR practicums share similarities with the other practicums and have unique aspects:

- SWK 4516H is a requirement for students without a BSW degree.
- SWK 4703Y includes a 40 hour community intervention.
- Internship supervisors can include Elders, respected cultural mentors and skilled professionals.
- The ITR practicum emphasizes and focuses on the strong connection between personal, cultural, professional and academic development.
- Students discern individual resiliency through values, ceremonies and teachings of their cultural heritage.
- Students experience hands-on learning in one or more specific areas of trauma intervention and treatment.

The FIFSW Practicum Office works with students to locate appropriate mentorship in their area, based on a one-on-one conversation that takes into consideration the student's geographic location, their preference for practicum setting, and any potential leads that they may have. Once a suitable match has been made, a customized schedule indicating major milestones for the student, field instructor and FFL is developed.

4.17. Organizational and Financial Structure

Increased enrolment in the FIFSW program has resulted in the need for increased resources in the

Practicum Office. The Dean responded with resources for a 0.8 FTE Practicum Coordinator position and a 0.5 FTE Practicum Assistant as of November 2018. This position was increased from 0.5 to 0.7 FTE in 2019 when the ITR Practicum Coordinator position was vacated and then was reduced to 0.6 FTE due to budget cuts. In addition:

- Increased customization of database (PAS) has been supported financially by the Dean.
- Utilization of work-study students has been supported by the Dean.
- Facilities at the Practicum Office (space, information technology) have been supported by the FIFSW. Currently, one office is shared by the 0.8 FTE Practicum Coordinator and the 0.6 Practicum Assistant.

The increase in MSW program registrations and demands on the Practicum Office have not been reflected in human resources within the Practicum Office.

4.18. Long-Range Planning 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 practicums to MSW students. Many of the activities of the Practicum Office revolve around addressing the paucity of these opportunities:

- Repeated recruitment calls to field instructors
- Following up with field instructors to obtain meaningful descriptions in the database
- Responding individually or in groups to student anxiety regarding delays that may result or dissatisfaction with practicum matching
- Designing and evaluating new models (e.g., team model) to address the need for more field instructors

Therefore, increasing the number of practicum opportunities continues to be the primary long-range plan and challenge for the FIFSW Practicum Office.

New Initiatives: Along with retention and recognition of and incentives for current field instructors, another important and related long-range planning measure for the Practicum Office is the promotion of social work and field education within organizations that employ social workers. The Practicum Office does this through such measures as:

- Emailing letters to field instructors for Social Work Week
- Photographing signing ceremonies for recipients of Bertha Rosenstadt Trust funding
- Recognizing our community partners on the Practicum website
- Advocating for benefits for field instructors, and promoting benefits to field instructors
- Offering to post job openings on the FIFSW Alumni eDigest
- Encouraging social work employers to support social work field education

In addition, communicating to current MSW students—future field instructors—the importance and benefits of being a field instructor is key. The Practicum Office does this by:

- Hosting an annual noon-hour panel discussion of field instructors
- Embedding messages about being a field instructor in FFL–student communication

- Disseminating strategies with colleagues at social work conferences and in social work publications
- Advocating for the CASWE accreditation standards to require curriculum content on supervision

Recruitment strategies must be augmented, and resourced, if the signature pedagogy of social work education is to remain viable. Only in ways such as these can we ensure a rich pool of field education for future MSW students.

4.19. Equity, Diversity and Inclusion (EDI) Initiatives

In the Fall 2020 semester, the Practicum Advisory Committee embraced the opportunity to develop EDI Work Plans for the committee as well as for practicums. The strategies were shared with the MSW Studies Committee and the Professional and Management Group (PMG) as well as the Association of Teaching Centres (ATC). EDI Working Groups were established by the PAC and ATC to facilitate implementation. The Practicum Office also encourages field instructors to state in the PAS description Black, Indigenous, or people of colour (BIPOC) are encouraged to apply. The PAS has an EDI enhancement (see details in section 6.9).

4.20. International Students

In spring 2020 awareness was raised that the Practicum Office was the major support for international students regarding their legal, work permit and medical requirements. Since this awareness was raised, international students receive dedicated support in a timelier manner. The Practicum Office continues to support international students with practicum-specific issues, including supporting practicums in home countries.

4.21. New Initiative: Alliance of Ontario Social Work Field Education Directors

The CASWE Field Directors Committee has been well established, meeting at least twice a year, including at the national CASWE conferences. In 2017, regional issues and opportunities were becoming increasingly apparent. For this reason, the Alliance of Ontario Social Work Field Education Directors was established for the Field Education Directors in the 14 schools of social work in Ontario to identify and collaborate on issues of mutual concern to enhance field education in Ontario. The FIFSW played a leadership role in conceptualizing and developing the Alliance. The Alliance has successfully developed meaningful relationships not only among its participants but also with:

- Ontario deans and directors of social work programs.
- The Ontario College of Social Workers and Social Service Workers: The role of field instructor can now be considered as part of members' Continuing Competence Program (CCP) requirement. the College's newsletter profiled field education in its quarterly members' newsletter, and its Registered Social Workers campaign to social work employers promotes hiring field instructors.
- Ontario Association of Social Workers: A table was provided for the Alliance at the biannual OASW Conference. During the pandemic, the Alliance successfully canvassed OASW to waive e-counselling workshop fees for field instructors and students as well as to promote field supervision to its members.

The development and successes of the Alliance was the subject of a session at the 2020 CSWE Conference.

4.22. Academic Year 2020-21 by the Numbers

In the 2020-21 academic year, 402 students completed practicums, and from the 425 were listed on PAS. More specifically, 147 students completed Practicum I, and 255 students completed Practicum II. Approximately 558 field instructors, as well as FFLs, educational coordinators, field educators (experienced field instructors with oversight responsibilities) and Practicum Office staff support the field education experience. The respective responsibilities of each stakeholder group are outlined in the online practicum manual.

A dedicated section on the two-year Indigenous Trauma and Resiliency (ITR) field of study (first cohort in 2016) is in this report. In 2020-21, 18 students completed their first practicum, and 20 ITR students completed their final practicum.

4.23. The Impact of the COVID-19 Pandemic on Practicums

As of March 16, 2020, much changed in the Practicum Office, including procedures, communication to stakeholders, and the forms that practicums took. This section describes some of the responses made by the Practicum Office to accommodate the COVID-19 pandemic.

4.23.1. Practicum Office

All Practicum Office staff have been operating remotely since March 16, 2020. This dynamic situation was continually, daily at times, assessed for appropriateness in light of public health, University and Faculty guidelines. To address the dynamic nature of the pandemic, Practicum Office meetings occurred daily to respond to the constantly changing COVID protocols within the University as well as with each practicum site. Communications with students, field instructors, FFLs and staff were made through conference calls, email, Teams meetings and Zoom meetings.

4.23.2. Professional Development

Due to COVID restrictions, all Practicum I and II Field Instructor Professional Development sessions (eight total) were presented online via Zoom. The sessions were recorded and made available to field instructors who were not able to attend the sessions live. Because of budget constraints, a contracted presenter for Field Instructor Professional Development sessions was not used. FIFSW field instructors have volunteered as co-presenters with the Assistant Dean. For a full list of offerings, please see <https://socialwork.utoronto.ca/practicum/practicum-schedules/year-2/>.

4.23.3. Community Town Hall Sessions for Students

Nine remote community information sessions coordinated by the Associate Dean, Academic were held to keep students collectively informed of developments during COVID. The questions presented by students in the first four sessions overwhelmingly addressed practicum issues, reflecting the dynamic nature of practicums.

4.23.4. Accreditation Standards

CASWE offered flexibility in the form of a reduction of practicum hours to 337.5 hours. This was formalized for the 2020-2021 academic year in early summer and extended to April 2022.

4.23.5. Practicum II during COVID

Students begin Practicum II in the fall semester of each academic year. Due to uncertainty about in-

person classes and practicums for the Fall 2020 semester, Practicum II field instructor recruitment could not recommence until July 2020. Most sites took advantage of the flexibility of reduced hours and the possibility of a later start date, which resulted in the need for customized schedules for some students and staggered collection of documents. Practicum II selection and field of study no longer were required to match. FFL–student meetings and Field Instructor Professional Development sessions were adjusted to accommodate the truncated Practicum II schedules.

4.23.6. Practicum I during COVID

For Practicum I starting in January 2021, students were allowed to select indirect practicums. Thirty-one students did not receive a Practicum I with direct practice.

4.23.7. Geographical Challenges

Some international students were unable to travel to Canada because of COVID travel restrictions. The Practicum Office worked individually with these students to help secure practicums in their home countries or remote practicums. Because classes were online, many domestic students found it economically prudent to stay in their hometowns rather than move to Toronto. The Practicum Office worked with these students to locate and set up practicums in their hometowns.

4.24. Challenges, Opportunities and Innovations

Although, as it did with so many other systems, COVID-19 complicated existing described challenges with the practicum courses, our innovative measures (such as accommodating customized start and end dates and length of practicum, and promoting practicums where a student was employed) ensured that each FIFSW student was provided the opportunity to complete the practicum courses. This was in no small part due to the commitment of the current Practicum Office staff. Suggestions for a more progressive and integrated FIFSW include measures such as:

1. Increasing resources in the Practicum Office commensurate with other components of FIFSW and other schools of social work
2. Embracing the new CASWE accreditation standards re curriculum content on professional identity as a field educator
3. Hosting a field educators' repository of resources
4. Harmonization with other health science faculties re responsible immunization requirements for all incoming FIFSW students
5. Consideration of field capacity in the admissions process

5. PhD Program

5.1. Introduction and Objectives

The purpose of the PhD program at the FIFSW 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 PhD program facilitates strong community connections for our doctoral students.

5.2. Admission Requirements

Students are admitted to the PhD program on the basis of prior scholarly and 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 PhD in social work is research degree located in a University that emphasizes research excellence across all of its graduate programs.

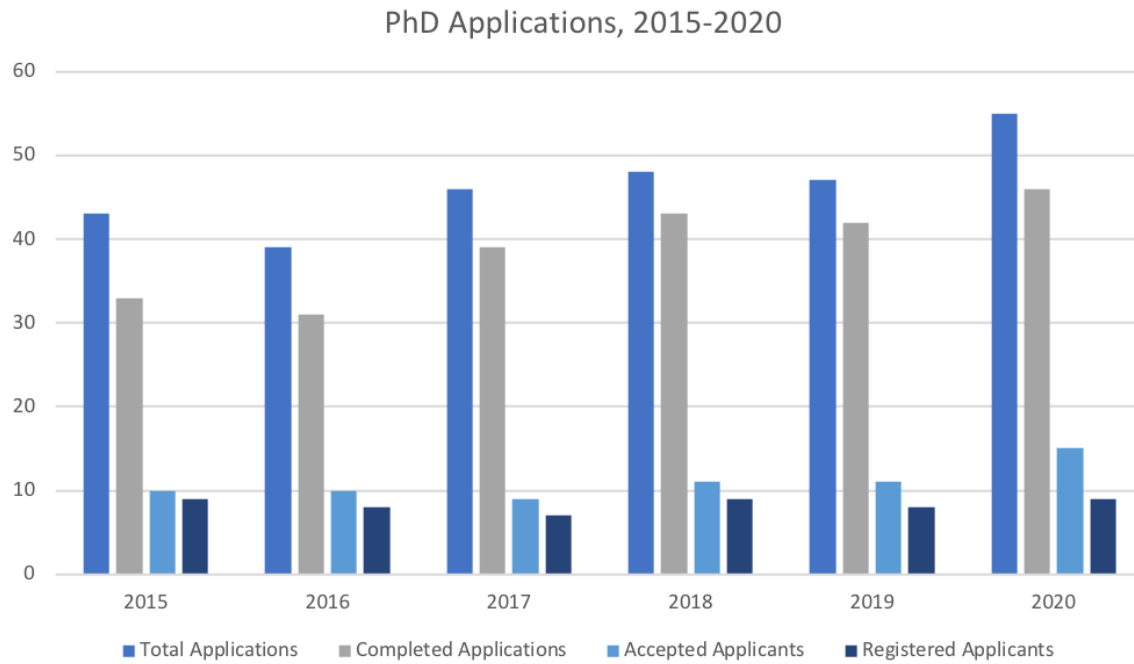
The admissions process is a transparent one. Information on applications is provided through the Faculty website. Several information sessions are offered in the fall to the broad community. In the past six years, an average of four to five information sessions, including online sessions, were organized each year for prospective PhD applicants, including graduating MSW students.

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 indicates a capacity to undertake research-oriented postgraduate work.

The admissions process is a competitive one, with an average admissions rate of 23.7% (range: 19.6% to 27.3%) over the past six years. Figures 28 to 32 present a range of admission data from 2015 to 2020, including numbers of applications, offers, accepted offers, and registered applicants as well as acceptance rates. The diversity of the student body is shown in Figures 33 to 36, based on data retrieved from the FIFSW diversity questionnaire, an optional part of the admissions material since 2017.

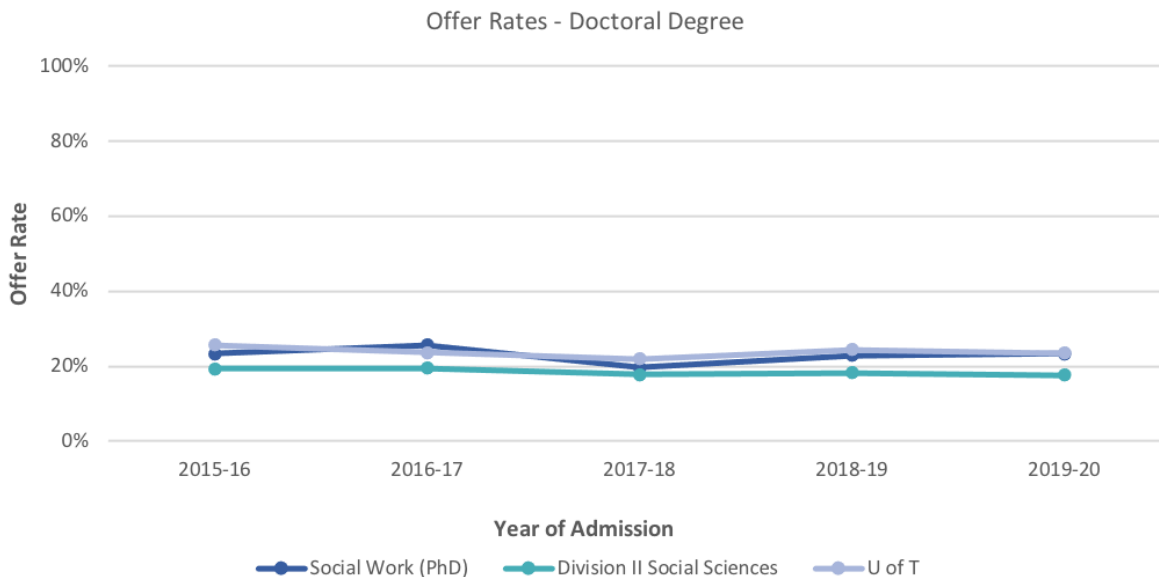
Figure 28: PhD Applications: Completed, Accepted, Registered



Data source: SGS admissions database.

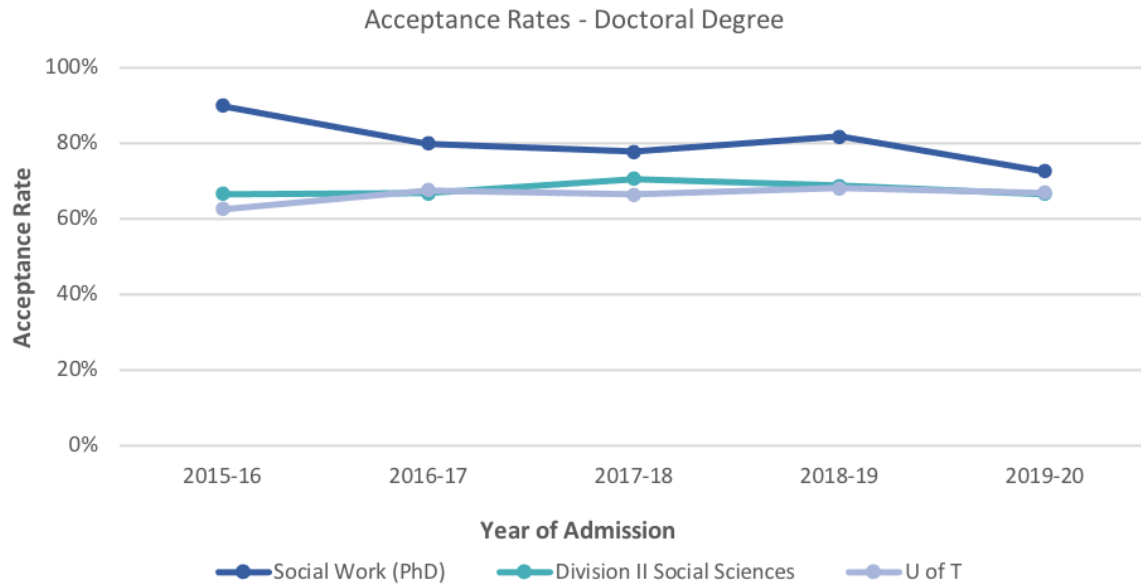
Note: Data on PhD registrants for 2021 was not available at the time of this review.

Figure 29: Offer Rates – Doctoral Degree



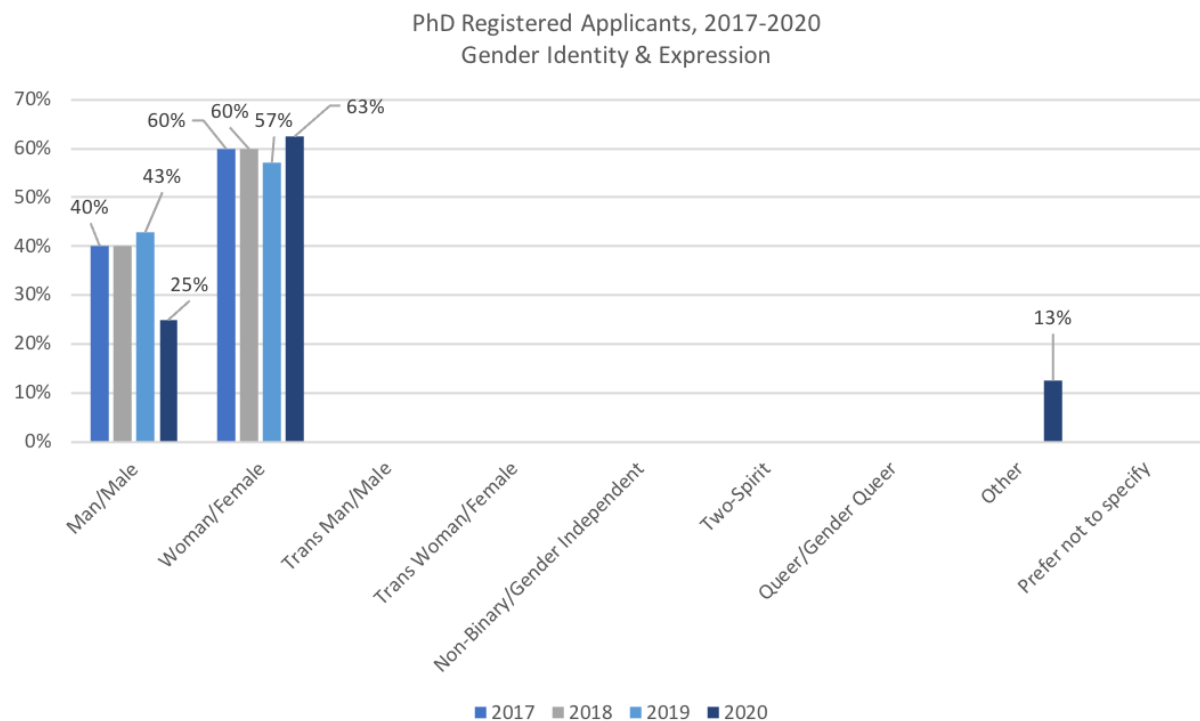
Data source: SGS admissions database.

Figure 30: Acceptance Rates – Doctoral Degree



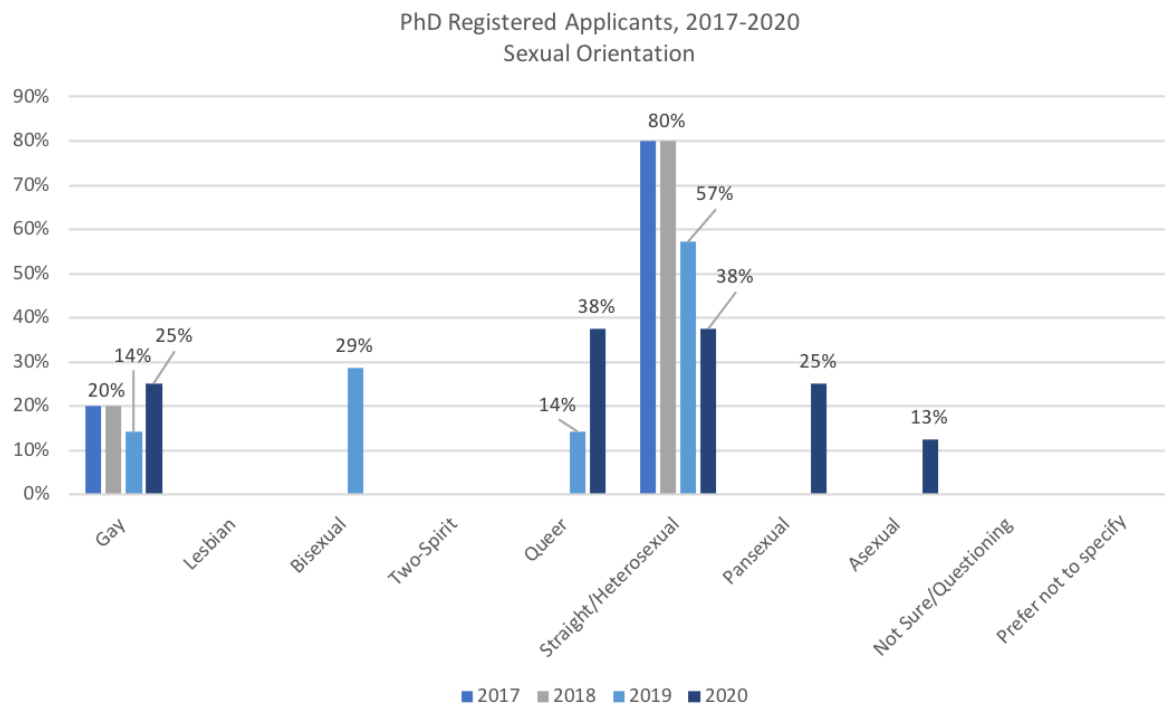
Data source: SGS admissions database.

Figure 31: PhD Registrants: Gender Identity & Expression



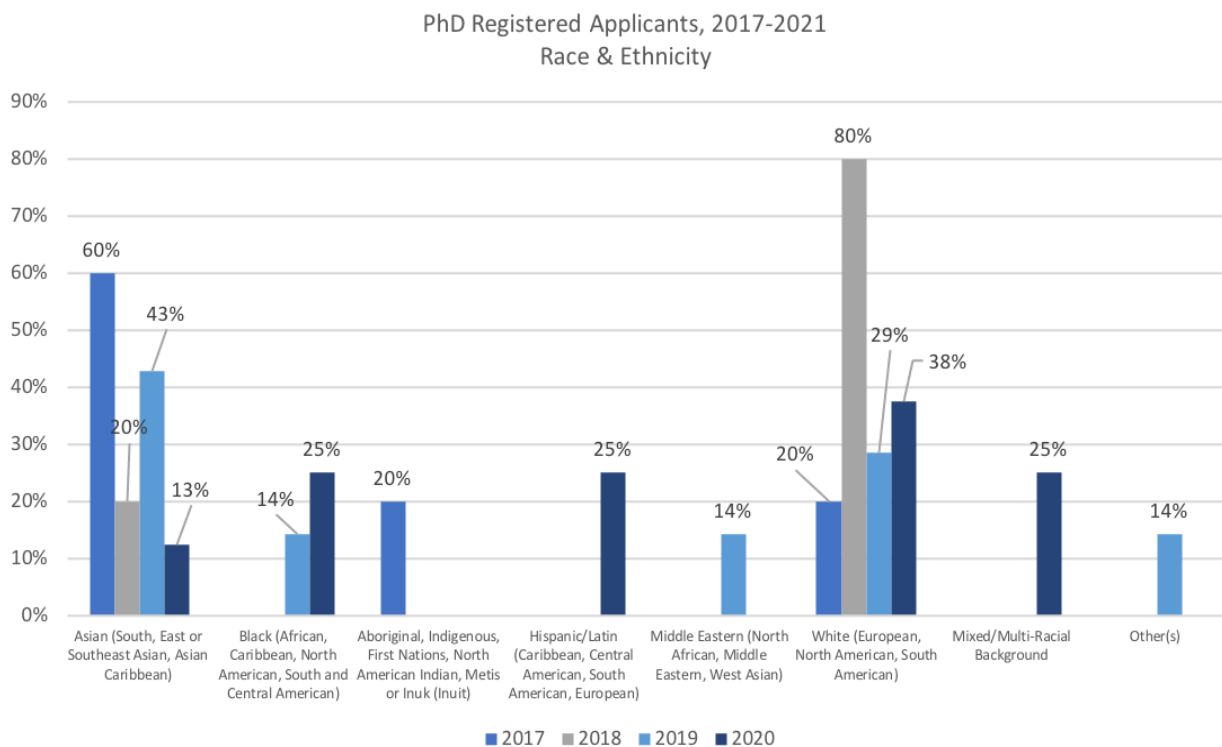
Data source: Internal PhD applicants demographic questionnaire, 2017-2020.

Figure 32: PhD Registrants: Sexual Orientation



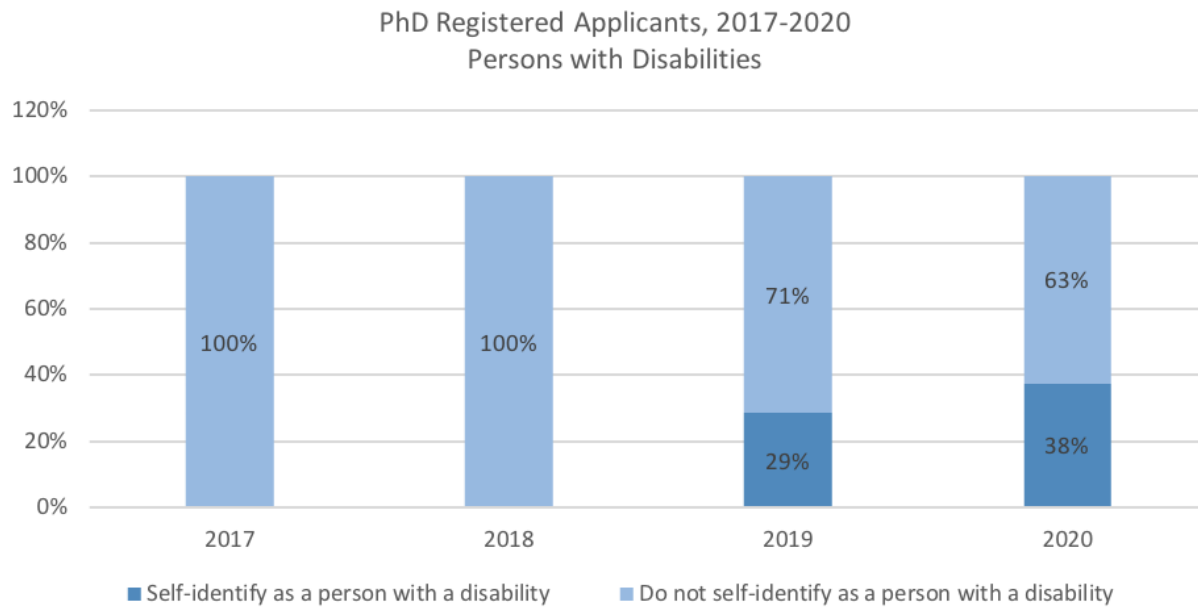
Data source: Internal PhD applicants demographic questionnaire, 2017-2020.

Figure 33: PhD Registrants: Race & Ethnicity



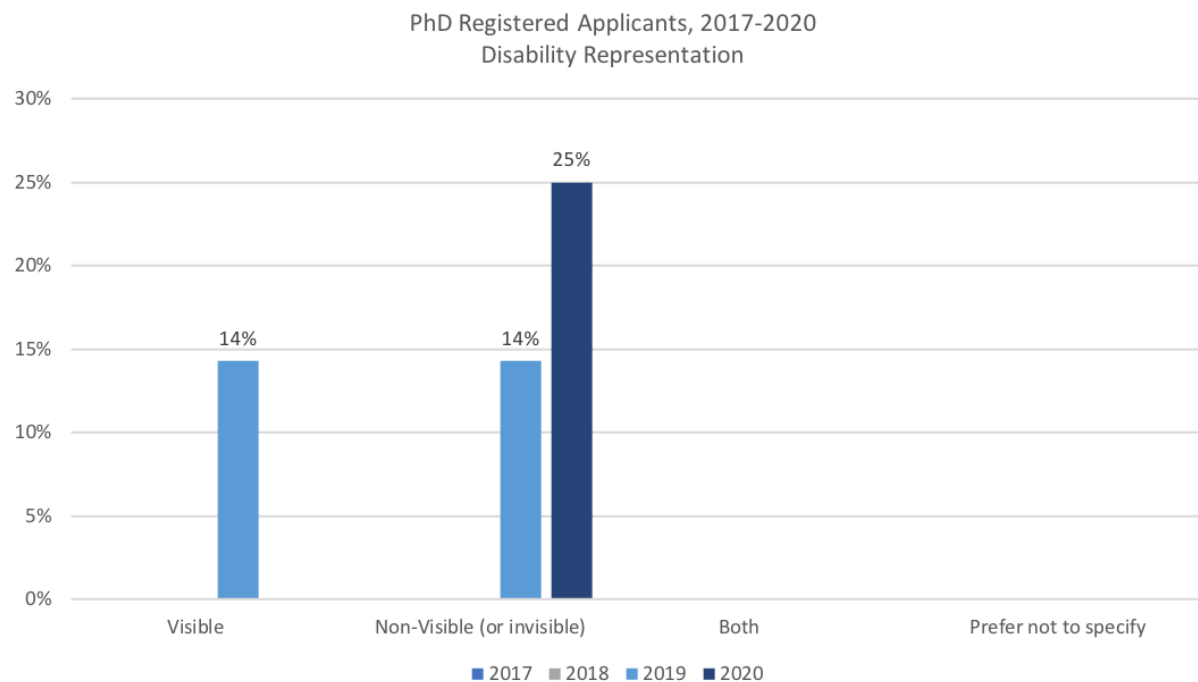
Data source: Internal PhD applicants demographic questionnaire, 2017-2020.

Figure 34: PhD Registrants: Persons with Disability and Disability Representation



Data source: Internal PhD applicants demographic questionnaire, 2017-2020.

Figure 35: PhD Registrants: Disability Representation



Data source: Internal PhD applicants demographic questionnaire, 2017-2020.

5.3. Curriculum and Program Delivery

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

- 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 PhD program at the FIFSW aims to foster a supportive environment that enriches learning, challenges assumptions and facilitates intellectual stimulation.

The PhD program supports students to construct a plan of study that focuses on a well-defined substantive area of research in social work. PhD students 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. Students must complete three milestones in order to graduate: coursework, comprehensive exam and thesis.

5.4. Coursework

5.4.1 Required Courses

PhD students must complete 10 graduate half-credit courses (or equivalent), in addition to the comprehensive exam (SWK 8000H). Five of the 10 required courses are offered in the Faculty, and the other five are electives.

- **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.

5.4.2. Elective Courses and Offerings

Five graduate elective half-courses (or equivalent), at least one of which is taken at the FIFSW and at least one of which is taken in another graduate department, are required. 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.

Five social work courses geared specifically to PhD students are offered every year or every other year:

- **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).
- **SWK 6101H Critical Evaluation of Social Work Theory.** The current version of the course examines how professional social work knowledge evolves in the context of broader intellectual currents across disciplines. The course aims to enhance students' understanding of social work theories and practices, with a particular focus on critical reflexive scholarship, to encourage students to critically reflect on everyday social work practice. In exploring contemporary theoretical debates and meta-perspectives, this advanced theory course lays the foundation for students to undertake their comprehensive exam and independent research topic.
- **SWK 6503H Special Studies III: Advanced Statistics.** This course is designed to provide training in statistical techniques and SPSS computer software to social work graduate students who do not specialize in statistics. The course provides students with the opportunity to understand and apply major statistical techniques in social work research. The aims of the course are to enable students to correctly identify and apply the most suitable technique for their own research and to critically examine the appropriateness of statistical techniques used in the literature.
- **SWK 6007H Advanced Qualitative Research Methods in Social Work.** This advanced methodology course focuses on critical discourse and narrative approaches to interpretive policy analysis, with particular attention to feminist, post-colonial and critical race methodologies. Students also have an opportunity to discuss and practice common strategies to access and collect data, methods of organizing and representing different forms of data for analysis, and strategies to analyze and present analyses for different audiences. The course seeks to support social work doctoral students to develop appropriate research designs and research proposals for either their comprehensive exam or their doctoral dissertation research.
- **SWK 4803H Special Studies 3: Social Policy Analysis.** This course is intended to provide instruction in social policy research, debates and analysis and cover topics such as inequality, urban poverty, social welfare, immigration, race/racism, gender and sexuality, Indigenous reconciliation, crime, health and climate change.

An additional social work course has been recently introduced and will be offered in Fall 2021.

- **SWK 6503H Special Topics III: Writing for Peer-Reviewed Journals.** This newly developed elective course is intended to instruct graduate students in successfully developing and writing manuscripts, identifying target journals, submitting manuscripts, and responding to editor and reviewer comments to promote acceptance and impact. The course is designed to provide an opportunity for doctoral students to

develop and enhance relevant skills and knowledge by working on a specific writing project that can be submitted for publication in peer-reviewed journals.

In addition, a range of MSW level courses can also be taken as electives depending on the student's focus of interest or gap in knowledge and course availabilities.

5.4.3. Interdisciplinary Offerings

The University of Toronto offers a range of graduate courses that PhD students can take with permission from the PhD director and the administrator and instructor from the respective Faculty or department to ensure that the course meets PhD-level expectations and is congruent with the student's focus. Typically, PhD social work students have taken courses in public health, nursing, geography and planning, sociology and equity studies in education, psychology, and child development.

Interdisciplinary Collaborative Specializations as interdisciplinary resources: In addition to graduate-level courses in other disciplines, PhD students can choose to enroll in Interdisciplinary Collaborative Specializations at the University of Toronto and benefit from a selection of interdisciplinary graduate seminars. The FIFSW MSW and PhD programs have formal partnerships with the following Collaborative Specializations:

- Collaborative Specialization in Addiction Studies
- Collaborative Specialization in Aging, Palliative and Supportive Care Across the Life Course
- Collaborative Specialization in Bioethics
- Collaborative Specialization in Ethnic and Pluralism Studies
- Collaborative Specialization in Health Services and Policy Research
- Collaborative Specialization in Public Health Policy
- Collaborative Specialization in Sexual Diversity Studies
- Collaborative Specialization in Women and Gender Studies
- Collaborative Specialization in Women's Health

The following two programs are exclusively available to doctoral students:

- Collaborative Specialization in Bioethics
- Collaborative Specialization in Health Services and Policy Research

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

5.5. Comprehensive Exam

In September 2018, new comprehensive exam requirements were modified significantly to replace the former comprehensive paper requirements. Following completion of at least nine of the 10 required courses, students are required to satisfactorily complete a comprehensive exam (SWK 8000H). The comprehensive exam is a take-home written exam for which the student completes a structured paper that is 40-50 pages long. This is an independent endeavour: the student selects the topic, conducts the literature review and prepares the final paper without assistance. The comprehensive exam is assessed by the student's supervisor and an additional faculty member

based on the criteria indicated in the PhD manual and operationalized by way of the assessment forms. Please see the Evidence of Innovation section below for an expanded description of this change.

5.6. Thesis Proposal and Thesis

Following the completion of the comprehensive exam, 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 PhD 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 PhD 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 PhD program. An alternative option of completing a three-paper dissertation allows students to write three related publishable papers in a given topic in which they have conducted research as required for the PhD program. Since 2015, 17 students (46%) have completed the three-paper dissertation. The written thesis is defended in an oral examination. The PhD degree covers the written thesis and the defense.

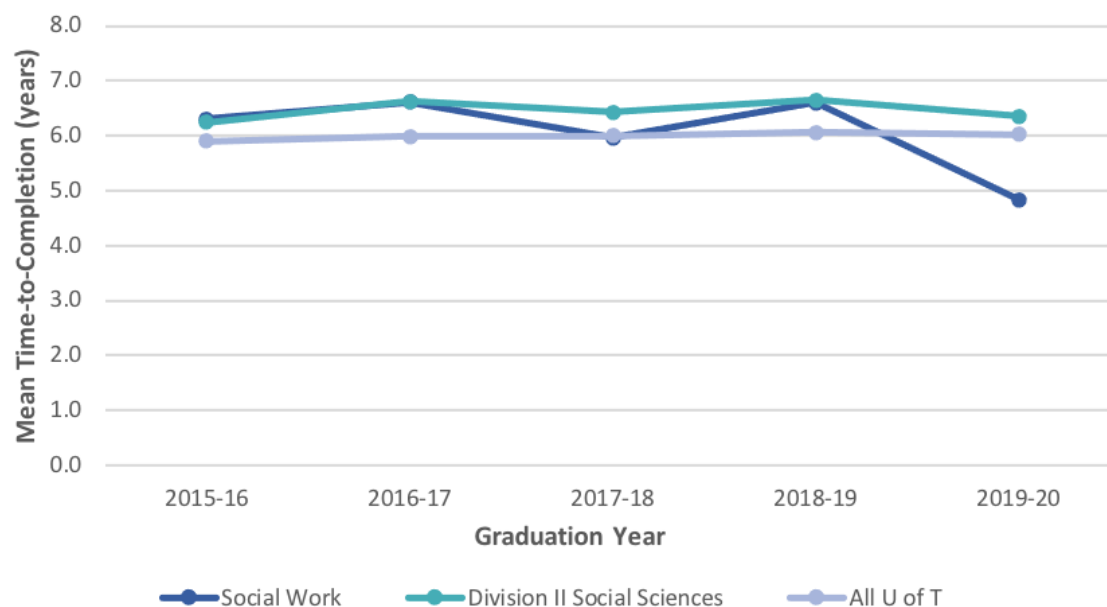
5.7. Time to Completion

We are committed to helping PhD students complete their degrees in a timely manner. Our time-to-completion rates remain in line with other PhD programs in the social sciences and all of the University of Toronto doctoral programs. See Table 25 and Figure 36. There is some early indication that the time to completion of the social work doctoral program has begun to decrease (see 2019-20 graduate year).

Table 25: Doctoral Degree Time to Completion (TTC) – Full-time

Graduation Year	Social Work PhD		Social Sciences		All U of T	
	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)	Number of Graduates	Mean TTC (years)
2015-16	10	6.3	191	6.2	853	5.9
2016-17	6	6.6	208	6.6	868	6.0
2017-18	8	6.0	225	6.4	957	6.0
2018-19	9	6.6	193	6.7	901	6.1
2019-20	4	4.8	195	6.4	840	6.0

Figure 36: Mean Time to Completion: Full-time Doctoral Degrees



Data source: Repository of Student Information, Years to Graduate Report.

Notes: TTC calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values. TTC values are based on a student's first to last registered session. For students that transfer from a research master's to a PhD degree, TTC is counted from the first session of the master's program to the last session of the doctoral program.

5.8. PhD Program Oversight and Support Infrastructure

The PhD program is supported by the following staff, committees and groups:

- The PhD Program Director oversees the ongoing administration of the doctoral program and the implementation of the policies established by the School of Graduate Studies (SGS) and the Faculty Council of the FIFSW. The Director is available to faculty members and doctoral students for consultation in all matters relating to the doctoral program.
- The PhD Program Assistant works closely with the Director to provide administrative support for the doctoral program, such as assisting with tasks related to the orientation, student records, graduate awards, scheduling, distributing announcements, maintaining the eDigest and other logistical matters.
- The PhD Admissions Committee, comprising four or five faculty members, is responsible for developing admission criteria, reviewing application files and selecting candidates for admission to the PhD program.
- The PhD Studies Committee consists of five members of full-time faculty, including the PhD Director, the Dean or Associate Dean, five members of the PhD student body, two members of the Alumni Association and one member of the Administrative Staff. The primary responsibility of the Committee is to review and develop policies regarding doctoral program admissions, curriculum, supervision and other matters relevant to doctoral studies.

- The PhD Student Association (PhDSA) represents the doctoral student community within the Faculty and acts in partnership with the faculty to enhance the educational experiences of students through initiating and administering various program activities. The PhDSA supports community building among the student body and facilitates communication between students, faculty and staff.

5.9. Program Activities and Professional Development

In addition to the program requirements detailed above, student experience in the program is enriched through diverse student activities and initiatives. As a result of the COVID-19 pandemic, program activities and social events were adapted to virtual delivery after the Faculty moved to an online learning environment in March 2020.

5.9.1. Welcome Session

Before beginning their study, incoming students are invited to attend a half-day welcome session held in April. This session serves as a source of support and provides an opportunity for new doctoral students to review the academic timeline and share their questions. To foster a collegial and welcoming environment, incoming students are also paired with a student buddy and a faculty advisor for their first year of PhD study.

5.9.2. Student Orientation

A two-day PhD orientation led by the PhD Director provides first-year students with the following components:

- Information about academic and research resources in the Faculty and in the University as well as administrative guidance.
- Grant writing workshop and grant writing supports. The grant writing workshop during the PhD orientation is geared to providing guidelines for students on writing research proposals and grant applications for research support to the federal and provincial funding bodies (SSHRC and OGS). The workshop is developed and led in collaboration with the Director of the Health Sciences Writing Centre and the Writing Instructor for social work. Students are also invited to attend writing workshops and boot camps organized by the School of Graduate Studies (SGS) and the Graduate Centre for Academic Communication (GCAC).

5.9.3. Equity and Diversity Workshops

In addition to the PhD orientation, students attend two equity and diversity workshops. The first of the workshops focuses on pedagogical approaches to equity in the classroom; the second workshop aims to provide training in cultural competency and is presented by the Ontario Federation of Indigenous Friendship Centres (OFIFC). Both sessions aim to offer a foundational discussion of diversity and equity in social work practice and education and are typically delivered in the middle of the fall term.

5.9.4. First-Year PhD Colloquium

A PhD colloquium for first-year students is presented in a two-day conference format at the end of the winter term. The colloquium provides a venue for the presentation and discussion of faculty-led research projects and facilitates student exposure to faculty members.

5.9.5. PhD Program Activities

The Faculty presents a range of events and workshops, organized on an annual or biannual basis, that aim to enrich student learning and scholarly and professional development. Activities offered in recent years include:

- Preparation for the job market:
 - Career Pathways for PhD Grads
 - Academic Job Search Workshop
 - Faculty Job Search: A Panel Discussion
 - Non-Academic Job Panel Discussion
 - Career Education Workshop: LinkedIn Lab and Graduate Professional Skills (GPS) Program
 - Alumni Webinar Research Presentations
- Professional development:
 - Grant Writing Workshop
 - Academic Publication Presentation Series
 - Demystifying the Publishing Process
 - How to Make Peer-Review Writing & Publishing Efficient and Fun
 - Publishing Critical Qualitative Research in 3,000 Words or Less
 - Academic CV Clinic
- Student wellbeing and peer support:
 - Work-Life Balance: A Group Discussion
 - Peer-Led Breathwork and Meditation Workshop
 - PhD Peer Support Group
 - Writing Circle
 - Coffee hours
 - PhDSA socials

5.9.6. PhD Student Association Activities

The PhD Student Association (PhDSA) organizes both academic and social student activities and events based on the annual PhD Program Activities survey results. For example, the PhDSA has initiated colloquia for the presentation and discussion of student scholarly activities. The PhDSA also organized end-of-term and end-of-year social events for the doctoral cohort.

5.9.7. Socials

A semi-annual social gathering takes place for PhD students with the Director of the program and teaching faculty.

5.9.8. PhD Student Mailing List

The PhD student list posts announcements of available research assistantships, 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 mostly comes from the Group for the Advancement of Doctoral Education in Social Work (GADE), the US organization of PhD programs with which our Faculty is affiliated, and from the National Association of Deans and Directors (NADD). Information related to Canadian universities comes from the Canadian Association of Social Work Education and the Canadian Deans and Directors. The announcements are also compiled and distributed as part of a biweekly eDigest.

5.10. Evidence of Innovation

5.10.1. PhD Program Requirements

The Faculty has introduced changes to comprehensive exam structure and extension policies to facilitate student time to completion, a long-range planning challenge, outlined in the 2009-2014 self-study:

Comprehensive Exam. In September 2018, the Faculty revised the former comprehensive paper requirements to comprehensive exam requirements for students beginning their study in September 2018. The rationale for implementing this change is to provide the necessary structure and stronger oversight for the comprehensive requirement and student's program status, assist students in reaching program milestones and achieving candidacy in a timely manner, and help reduce time to completion. A review of student major milestones, conducted in 2017, indicated that the delay in completing the comprehensive paper was the primary reason for lengthy degree completion, as the comprehensive paper requirements lacked clear timelines. As a result, only 23% of our PhD students achieved their candidacy on time (i.e., by the end of Year 3 per SGS regulations).

Under the new requirements, students must enroll in SWK 8000H Comprehensive Exam during either the winter or summer session in Year 2, after completing a minimum of nine of the required courses. To achieve the comprehensive exam requirement, students must write and submit a final exam that is no longer than 50 pages, excluding references. Prior to writing their comprehensive exam, students are required to submit a 10-page comprehensive exam proposal and an annotated reading list as preparation for writing the exam. The objective and the purpose of the comprehensive exam remain the same as those for the comprehensive paper. Since the implementation of the comprehensive exam, the vast majority of students (94%) have successfully passed comprehensive exam and achieved this milestone by the end of Year 2, in accordance with the program timeline.

The Faculty also modified the language for the assessment of the comprehensive exam. The recommendation to approve the paper with "minor corrections" has been changed to "minor revisions," and approval with "minor modifications" has been changed to "major revisions." The assessment criteria and procedures remain the same as those for the comprehensive paper.

Program and Candidacy Extension Policy. In 2018, the Faculty passed changes to both Program Extension Requests and Requests for Extension to Achieve Candidacy to allow only one-term (four-month) extensions at a time for doctoral students requesting program and candidacy extensions, excepting students registered with Accessibility Services. Subsequent extension requests are reviewed by a committee consisting of the PhD Program Director, the Associate Dean, Academic, and the Dean. Approval is granted if the student meets program or candidacy extension requirements and has made appropriate progress since the last extension. Previously, program and candidacy extensions were permitted up to a maximum of three terms (12 months) at a time. Extensions that

exceeded one term led to unnecessary delays for students in achieving degree milestones and completing degree requirements. The policy amendment was introduced to provide more oversight and facilitate reasonable time to completion for students.

5.10.2. Student Funding Support

Funding Structure. To expand our funding commitment to students, the base funding amount for doctoral students was raised from \$15,000 to \$17,500 in 2017 as part of a general funding increase in line with all University departments. In addition to the University-wide increase, the PhD program adjusted the funding structure to provide an extra fellowship amount to doctoral students who have achieved candidacy with the aim of enhancing available student financial support and encouraging the attainment of candidacy. Students who have achieved their candidacy receive a University of Toronto Fellowship (UTF) of \$18,500 before paying tuition and fees, compared to the UTF base funding amount of \$16,500 disbursed to students who have not achieved their candidacy. The rest of the funding package consists of employment income (i.e., research and teaching assistantships).

5.10.3. Faculty Initiatives

Teaching Apprenticeship Initiative. In September 2018, the Faculty introduced the Teaching Apprenticeship Initiative (TAI) to provide PhD students valuable hands-on opportunities to build their skills as social work educators before they become an independent course instructor. PhD students who have completed comprehensive exam and have not previously held a course instructorship can apply to be a Teaching Apprentice. The Teaching Apprentice is matched with a course in the MSW program or an undergraduate course taught by an FIFSW faculty member who serves as the mentor for the Teaching Apprentice. Attending all classes and actively participating in course planning activities under the guidance of the faculty mentor, the Teaching Apprentice develops competence in teaching a particular subject area in social work related to their area of interest, including the ability to prepare lesson plans, deliver a variety of educational activities, interpret and use student feedback, and reflect on and develop one's teaching style and pedagogy. Students receive funding for being a Teaching Apprentice. The TAI provides teaching opportunities to 10-12 students per year.

PhD Alumni Survey, 2016. To improve the Faculty's understanding of doctoral graduates' employment outcomes and professional achievements, the PhD Program Director conducted a survey of all alumni who received their PhD degrees between 1995 and 2016. The survey collected responses on graduates' employment industry and status, occupation, salary, previous degrees and career satisfaction. Survey results indicated that the vast majority (92%) of our graduates are employed full-time and satisfied with the work that they do (94%). Most graduates (80%) are employed in higher education, and almost all (99%) responded that their work is dependent on academic research skills.

5.10.4. Student Support

PhD Program Director Office Hours. As part of the changes related to the pandemic, the PhD Director established biweekly online office hours to facilitate face-to-face time with students and address individual questions and concerns. Office hours are announced in advance, and students are able to book 20-minute appointments for their preferred time.

Academic CV Clinic. Developed and led by the PhD Director, the CV Clinic was introduced in 2017 to provide individualized advice to students and guidance on successfully preparing robust CVs for the academic job market. The CV Clinic is typically offered twice a year, once in the fall term and again in the winter term, with 12-15 students attending each year. The CV Clinic continues to operate online during the pandemic.

Professional Development Events. Efforts to support and increase graduate student professional development have been ongoing at the Faculty. We are continuing to explore various initiatives to deliver student professional development training and effectively prepare doctoral students for the academic job market as well as non-academic career pathways. Since 2015, a number of workshops and presentations has been organized based on student interest surveys, including sessions related to job preparedness, scholarly writing, knowledge mobilization and professional networking. These sessions were presented as panel discussions and workshops. These events are offered on an annual or biannual basis and are open to all PhD students. Below are some sample titles of these events:

- Career Pathways for PhD Grads
- Academic Job Search Workshop
- Faculty Job Search: A Panel Discussion
- Postdoctoral Fellowship Panel Discussion
- Working in a Non-Academic Setting: Panel Discussion
- Demystifying the Publishing Process
- How to Make Peer-Review Writing & Publishing Efficient and Fun
- Publishing Critical Qualitative Research in 3,000 Words or Less
- Demystifying the Quantitative Research Publication Process
- Tips and Strategies for Publishing Mixed Methods Social Work Research
- Career Education Workshop: LinkedIn Lab and Graduate Professional Skills (GPS) Program

Coffee Hours. Several opportunities for student engagement and support have been established and continue to exist. The PhD Director hosts monthly drop-in coffee hours in the PhD student common area to provide a space for students to stay connected and build a sense of community. Since the transition to online program activities due to the COVID-19 pandemic, the coffee hours have been delivered in a virtual format via video conferencing. These informal sessions continue to offer an opportunity for peer support and serve as a venue for students to engage with each other, ask questions and address collective concerns.

5.10.5. Student Progress Tracking

Internal Tracking System. To improve student progress tracking and facilitate better communication among all administrative staff, starting in 2015, student data and records were consolidated into a centralized directory that provides current and regularly updated information on students' status within the program with respect to their registration status, program milestones/trajectory, funding and employment.

PhD Student Status Reports. To assist in tracking and ensuring satisfactory student progress toward degree completion, PhD student status reports, initiated in September 2015, are distributed to supervisors on a biannual basis. The student status reports provide an opportunity for supervisors to monitor and assess the progress of their supervisees and check in with students who may need additional support in completing program milestones.

5.10.6. Student and Faculty Communications

PhD Program Manual. In September 2015, the PhD program manual was revised to compile a comprehensive overview of the PhD program requirements, timelines, funding commitment and faculty initiatives. The PhD manual is presented in booklet format to be easily accessible to students

and serves as a first-stop resource for students seeking information about a specific aspect of the doctoral program.

PhD Funding Commitment Info Sheet. The Faculty continues to improve communications materials related to graduate funding and income. As the base doctoral funding package consists of various amounts from different sources of funding, the PhD Director developed the PhD Funding Commitment Info Sheet to increase clarity of funding sources. The info sheet is distributed to doctoral students at the start of each academic year to outline eligibility criteria, funding structure, and additional awards and research support available at the Faculty or University level. This resource was established as part of Faculty efforts to promote clarity and transparency in graduate funding.

List of Elective Courses Outside of the Faculty. As part of doctoral program requirements, students must complete five elective courses that may be located within the Faculty curriculum or may be offered in other graduate departments of the University. To assist doctoral students in finding relevant electives outside of the Faculty, the PhD program maintains and distributes a list of elective courses offered across other departments that have been previously taken by or may be of interest to social work doctoral students.

PhD Program eDigest. Starting in 2018, the biweekly eDigest is circulated through the graduate student listserv. The eDigest serves as a compilation of FIFSW and University event announcements, available workshops and conferences, awards and funding opportunities, and postdoctoral and faculty searches. This resource was established to consolidate and improve communications for doctoral students.

5.11. Assessment of Learning

5.11.1. Annual Progress Reports

Beginning in Year 2, students are required to complete an annual progress report with their supervisor, detailing the achievements of that year. The progress report includes:

- Student's report on academic standing
- Student's report on other activities
- Supervisor's comment on student progress
- Student and supervisor joint section on the student's academic plan for the upcoming academic year

Both the student and the supervisor sign the annual report, and the PhD Director reviews and signs off on all the annual progress reports.

5.11.2. Thesis Evaluation Procedures

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

5.12. Quality Indicators

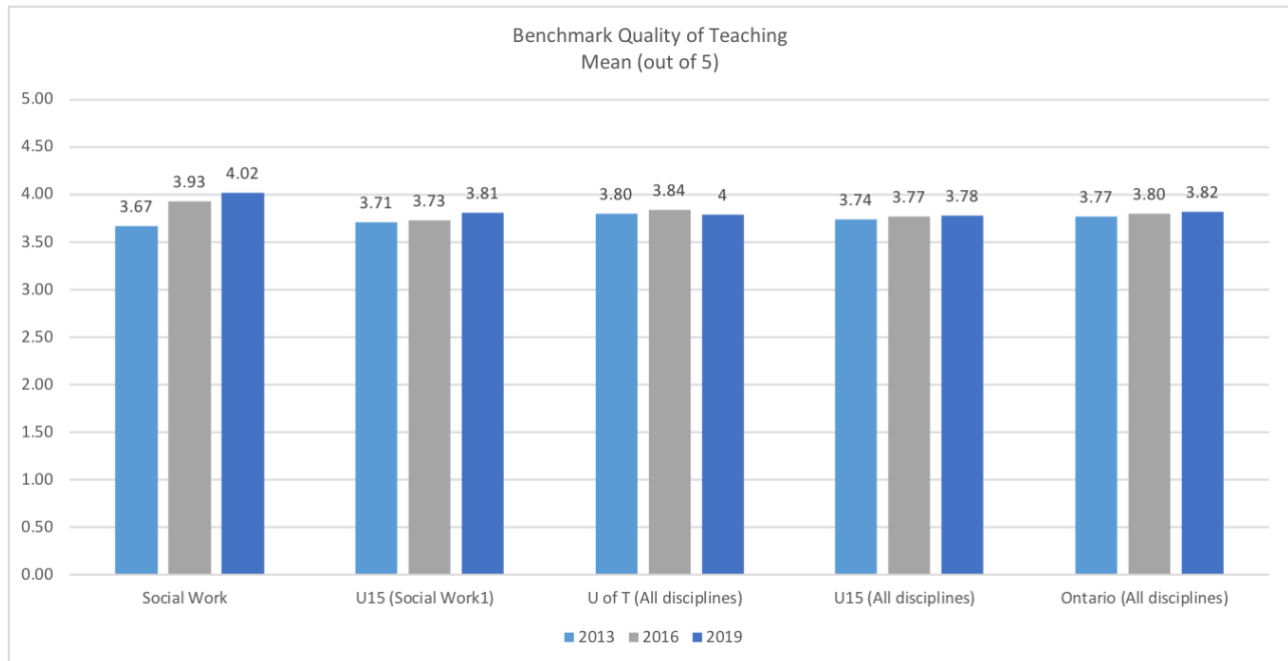
5.12.1. Graduate Student Quality Indicators Benchmark Report

Figures 37 to 44 present data from the [Canadian Graduate and Professional Student Survey \(CGPSS\)](#) from 2013, 2016 and 2019. As part of a national data set, the survey collects responses from thousands of graduate students across Canadian universities on various indicators of graduate student satisfaction and experience, including quality of teaching, research training and career orientation, and supportive dissertation advisor. In addition, the CGPSS also asks five general assessment and satisfaction questions, including quality of academic experience, quality of student life experience, quality of graduate program, quality of overall experience, and student satisfaction with the University. The comparisons below are made among:

- Social Work – PhD Program at the Faculty
- U15 (Social Work) – Doctoral students from all social work faculties in Canadian universities except for University of Toronto
- U of T (All disciplines) – All disciplines at University of Toronto
- U15 (All disciplines) – Doctoral students from all disciplines in Canadian universities except for University of Toronto, including Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montréal, Ottawa, Queen’s, Saskatchewan, Waterloo, Western
- Ontario (All disciplines) – Doctoral students from all disciplines in Ontario universities except for University of Toronto

Overall, the PhD Program at the FIFSW has been ranked highly on the following indicators: quality of teaching, quality of academic experience at university, quality of graduate program, student satisfaction with the university. Please see below for descriptions of each indicator from the CGPSS dataset.

Figure 37: Benchmark Quality of Teaching



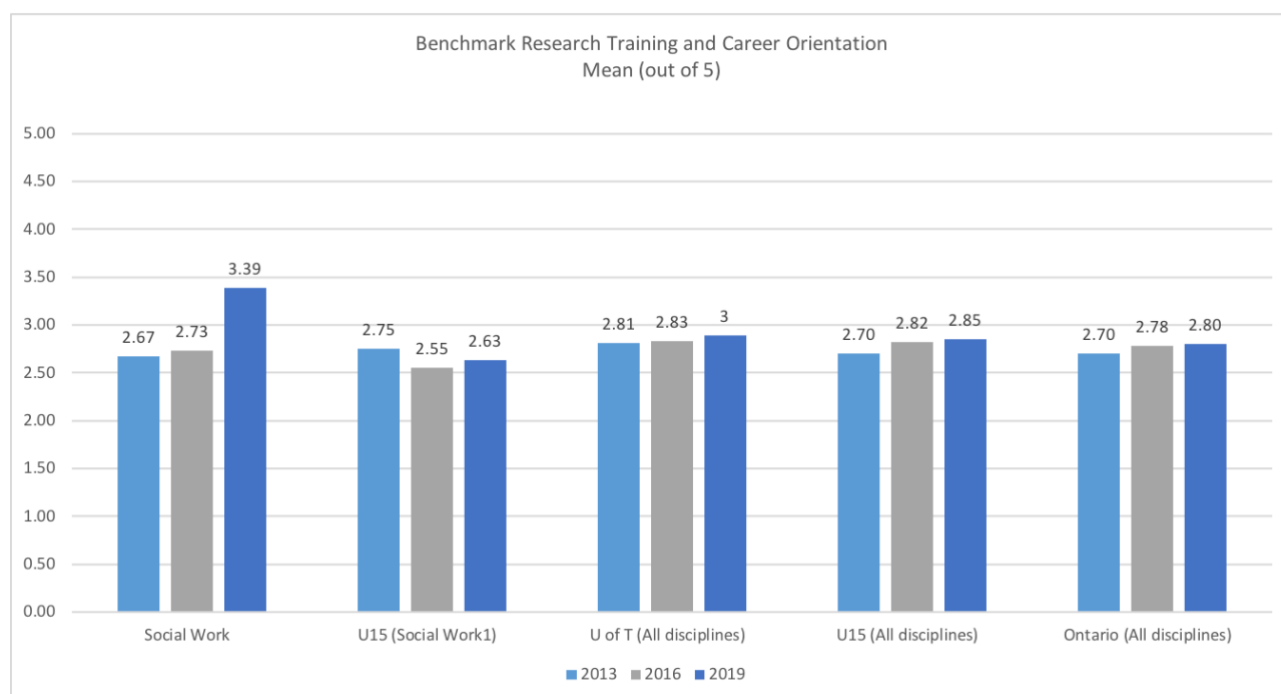
Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: The four 5-point survey items (where 1 = “Poor” and 5 = “Excellent”) included in the benchmark scores for “Quality of Teaching” were:

1. The intellectual quality of the faculty
2. The intellectual quality of my fellow students
3. The relationship between faculty and graduate students
4. Overall quality of graduate level teaching by faculty

As indicated in Figure 37, benchmark scores for quality of teaching at the FIFSW have steadily increased from 3.67 (“good” to “very good”) in 2013 to 4.02 (“very good”) in 2019. The assessment of the quality of teaching in the FIFSW PhD Program in 2019 is higher when compared to all social work faculties across other Canadian universities (3.81), similar to all disciplines at the U of T (4.00), and high than all disciplines across U15 (3.78) and across Ontario (3.82).

Figure 38: Benchmark Research Training and Career Orientation



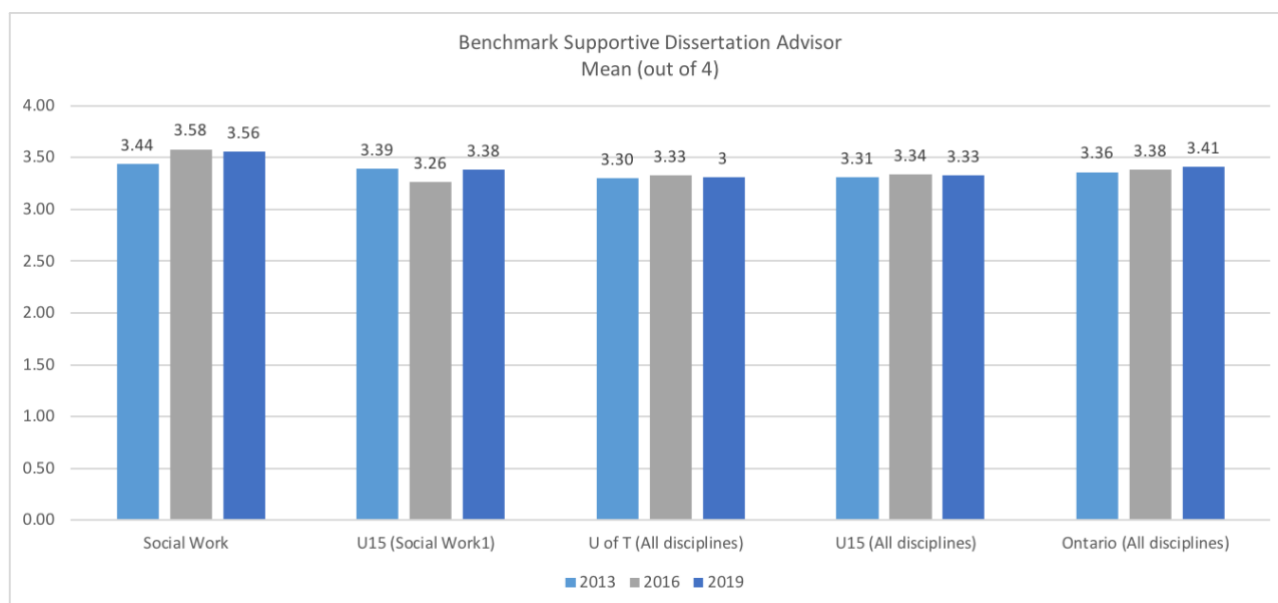
Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: The nine 5-point survey items (where 1 = “Poor” and 5 = “Excellent”) included in the benchmark scores for “Research Training and Career Orientation” were:

1. Advice/workshops on the standards for academic writing in your field
2. Advice/workshops on writing grant proposals
3. Advice/workshops on publishing your work
4. Advice/workshops on career options within academia
5. Advice/workshops on career options outside academia
6. Advice/workshops about research positions
7. Advice/workshops about research ethics in human subject research
8. Advice/workshops about research ethics in the use of animals
9. Advice/workshops on intellectual property issues

In terms of research training and career orientation, as shown in Figure 38, the benchmark score for our PhD Program has increased considerably from 2.67 (“fair”) in 2013 to 3.39 (“good”) in 2019. This score in 2019 is higher than all other social work faculties in Canadian universities (2.63), as well as all disciplines at U of T (3.00), in U15 (2.85), and across Ontario (2.80).

Figure 39: Benchmark Supportive Dissertation Advisor



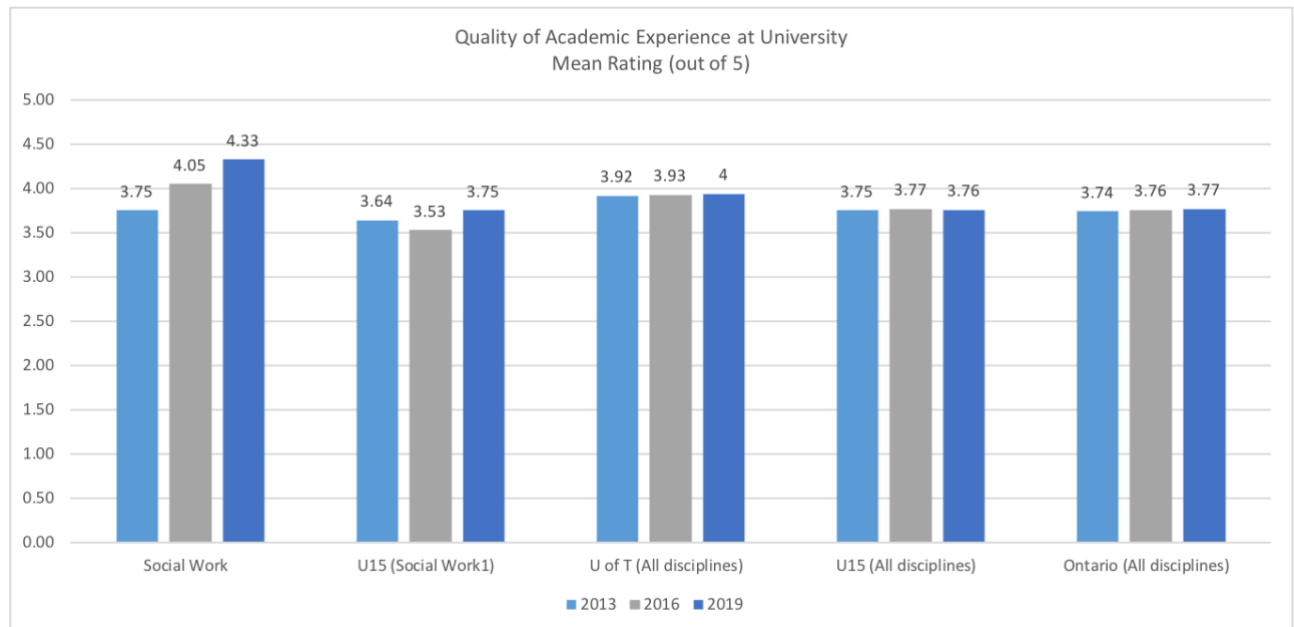
Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: The twelve 4-point survey items (where 1 = “Strongly Disagree” to 4 = “Strongly Agree”) included in the benchmark scores for “Supportive Dissertation Advisor” were:

1. Served as my advocate when necessary
2. Gave me constructive feedback on my work
3. Returned my work promptly
4. Promoted my professional development
5. Overall, performed the role well
6. Was available for regular meetings
7. Was very helpful to me in preparing for written qualifying exams
8. Was very helpful to me in preparing for the oral qualifying exam
9. Was very helpful to me in selecting a dissertation topic
10. Was very helpful to me in writing a dissertation prospectus or proposal
11. Was very helpful to me in writing the dissertation
12. Was very helpful to me in selecting the dissertation committee

Benchmark scores for supportive dissertation advisor, presented in Figure 39, have remained relatively consistent for the FIFSW PhD Program, ranging from 3.44 in 2013 to 3.56 in 2019. Overall, doctoral students in our PhD Program indicated slightly stronger agreement on having a supportive dissertation advisor than students at social work faculties in other Canadian universities (3.38), and students across all disciplines in U of T (3.00), in U15 (3.33) and across Ontario (3.41).

Figure 40: Quality of Academic Experience at University

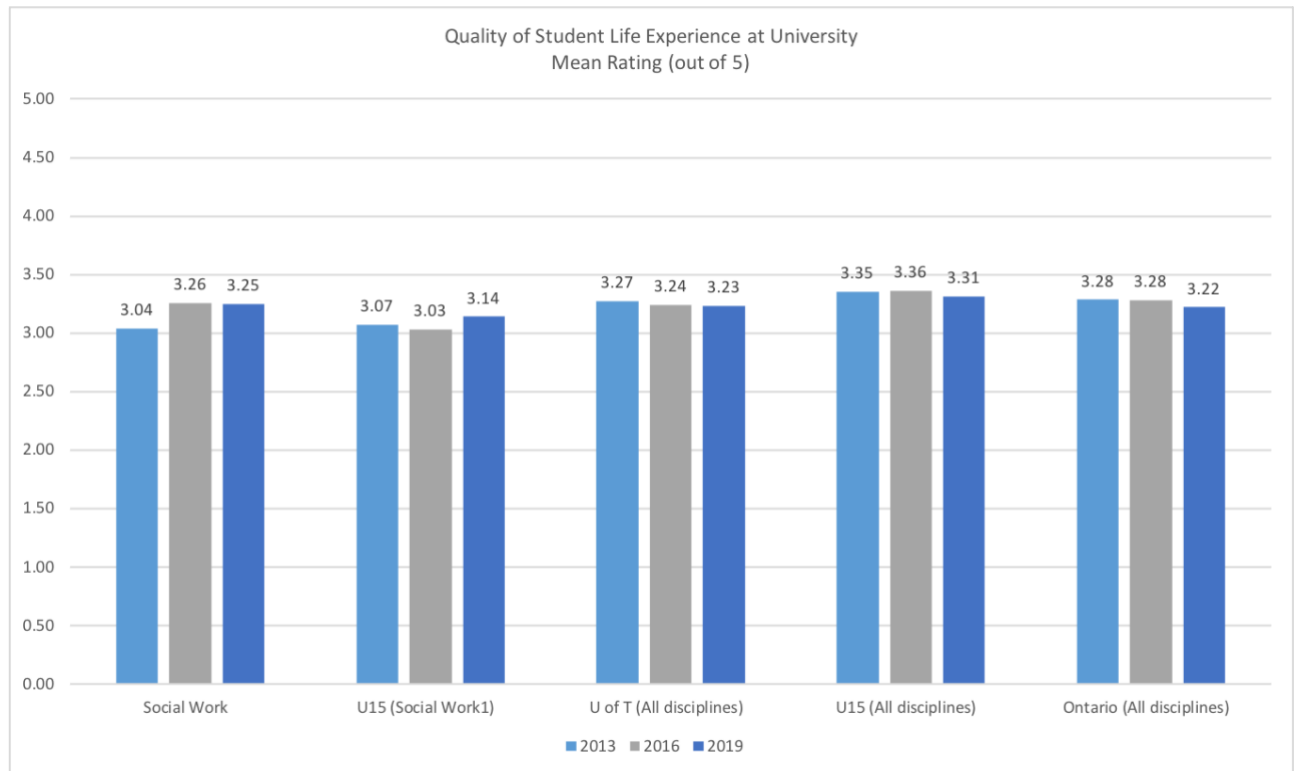


Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: Students were asked, "Overall, how would you rate the quality of your academic experience at this university?" Mean is out of 5 (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

Figure 40 demonstrates that students in the FIFSW PhD Program rate the quality of academic experience at the university highly, resulting in a mean score of 4.33 in 2019. The score for quality of academic experience in 2019 has improved from 3.75 in 2013, ranking higher than other social faculties in Canada (3.75), all disciplines at U of T (4.00), in U15 (3.76), and across Ontario (3.77).

Figure 41: Quality of Student Life Experience at University

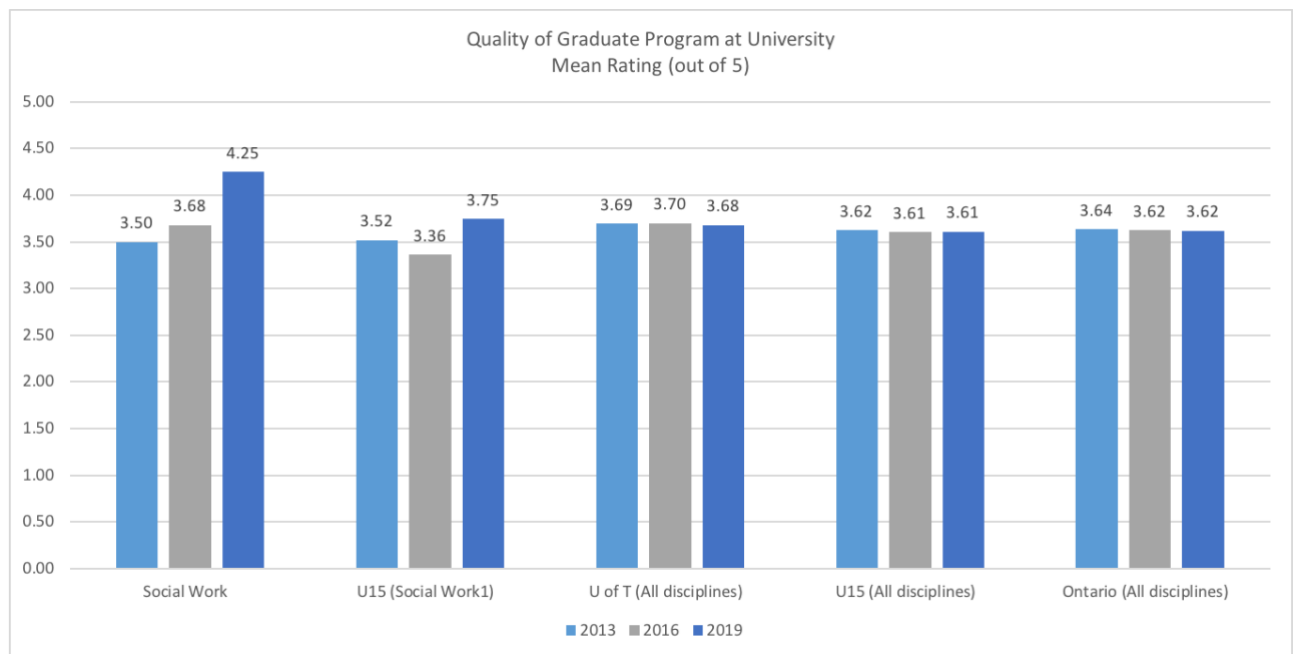


Data Source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: Students were asked, “Overall, how would you rate the quality of your student life experience at this university?” Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

As shown in Figure 41, FIFSW scores for quality of student life experience have increased from 3.04 in 2013 to 3.25 in 2019. The 2019 result is marginally higher than other social faculties across Canadian universities (3.14) and comparable to scores for all disciplines at U of T (3.23), in U15 (3.31), and across Ontario (3.22).

Figure 42: Quality of Graduate Program at University

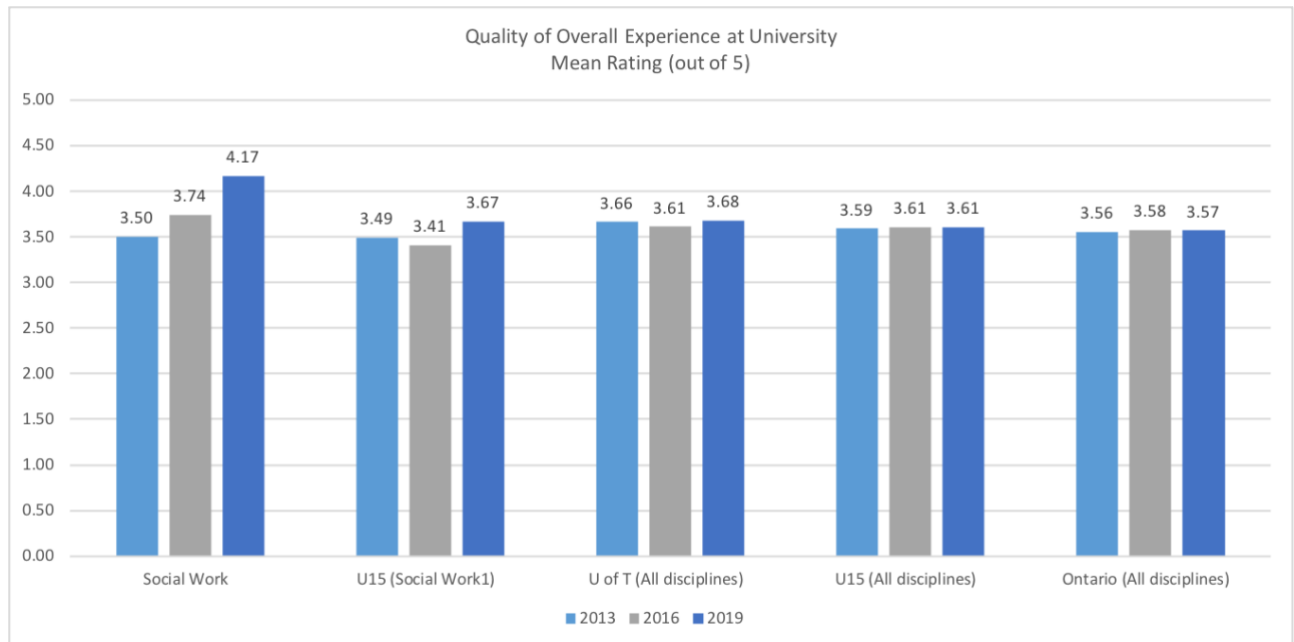


Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: Students were asked, “Overall, how would you rate the quality of your graduate program at this university?” Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

Shown in Figure 42, student ratings of the quality of the graduate program at FIFSW have improved significantly from 3.50 (“good” to “very good”) in 2013 to 4.25 (“very good” to “excellent”) in 2019. The 2019 rating is higher than other social work faculties in Canada (3.75) as well as disciplines at U of T (3.68), in U15 (3.61) and across Ontario (3.62).

Figure 43: Quality of Overall Experience at University

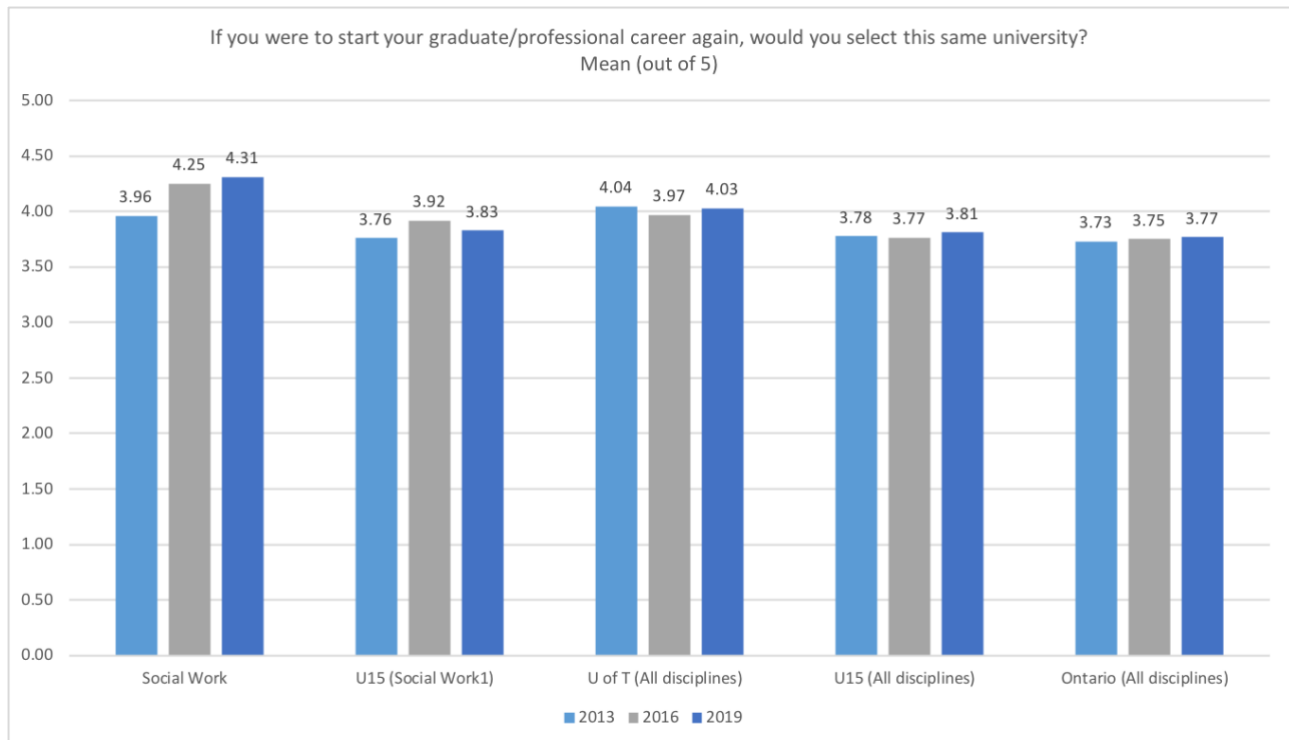


Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: Students were asked, "Overall, how would you rate the quality of your overall experience at this university?" Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

Perceptions of the quality of overall experience at university, indicated in Figure 43, have also improved for our doctoral program from 3.50 (“good” to “very good”) in 2013 to 4.17 (“very good” to “excellent”) in 2019. The FIFSW score is higher on this indicator when compared to all social work faculties in U15 (3.67) and all disciplines at U of T (3.68), in U15 (3.61), and across Ontario (3.57).

Figure 44: Student Satisfaction with the Chosen University



Data source: Canadian Graduate and Professional Student Survey, 2013, 2016, 2019.

Note: Students were asked, “If you were to start your graduate/professional career again, would you select this same university?” Mean is out of 5 (where 1 = Definitely Not, 2 = Probably Not, 3 = Maybe, 4 = Probably, 5 = Definitely).

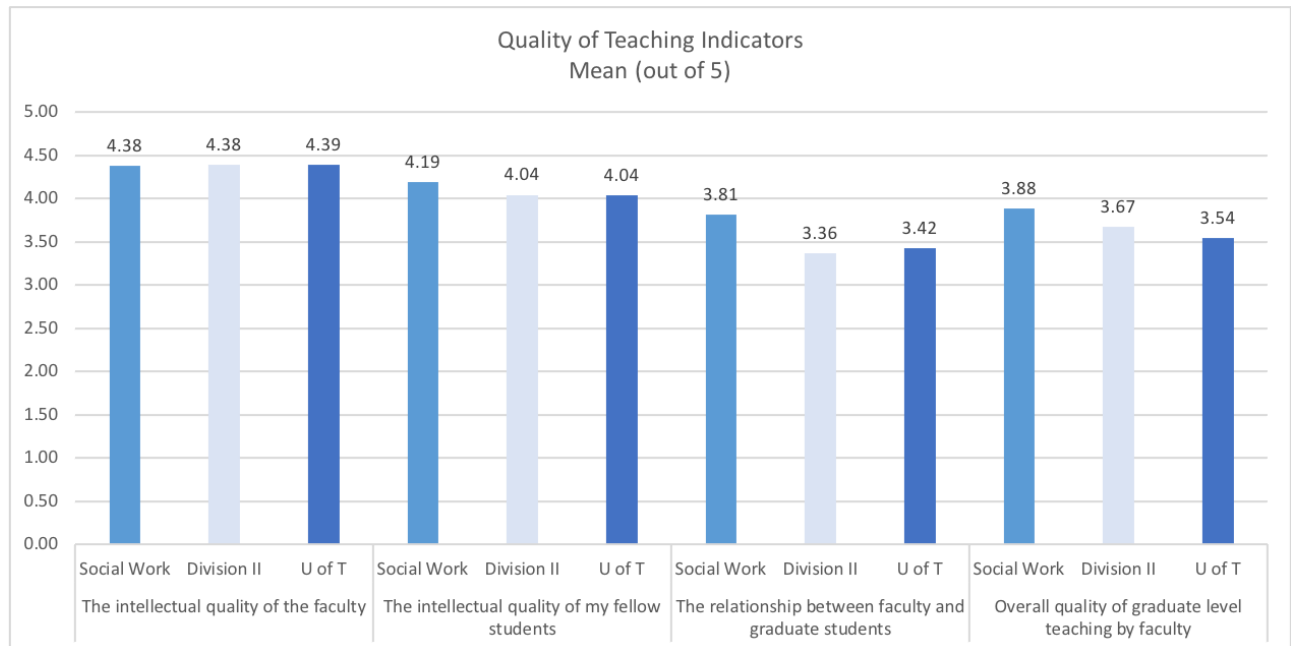
According to Figure 44, student satisfaction with the university, as expressed by FIFSW doctoral students, has increased from 3.96 in 2013 to 4.31 in 2019. The satisfaction score in 2019 is higher than the average ranking for all social work faculties in U15 (3.83), and all disciplines at U of T in 2019 (4.03), in U15 (3.81), and in Ontario (3.77).

5.12.3. Canadian Graduate and Professional Student Survey, Spring 2019

Figures 45 to 53 summarize data from the Canadian Graduate and Professional Student Survey undertaken in spring 2019. Students were asked to rate various dimensions of their program. The data from PhD students in social work (response rate 33.3%), for SGS Division II: Social Sciences

(response rate 34.4%), and for the University of Toronto (response rate 35.1%) are presented for comparison.

Figure 45: Quality of Teaching Indicators

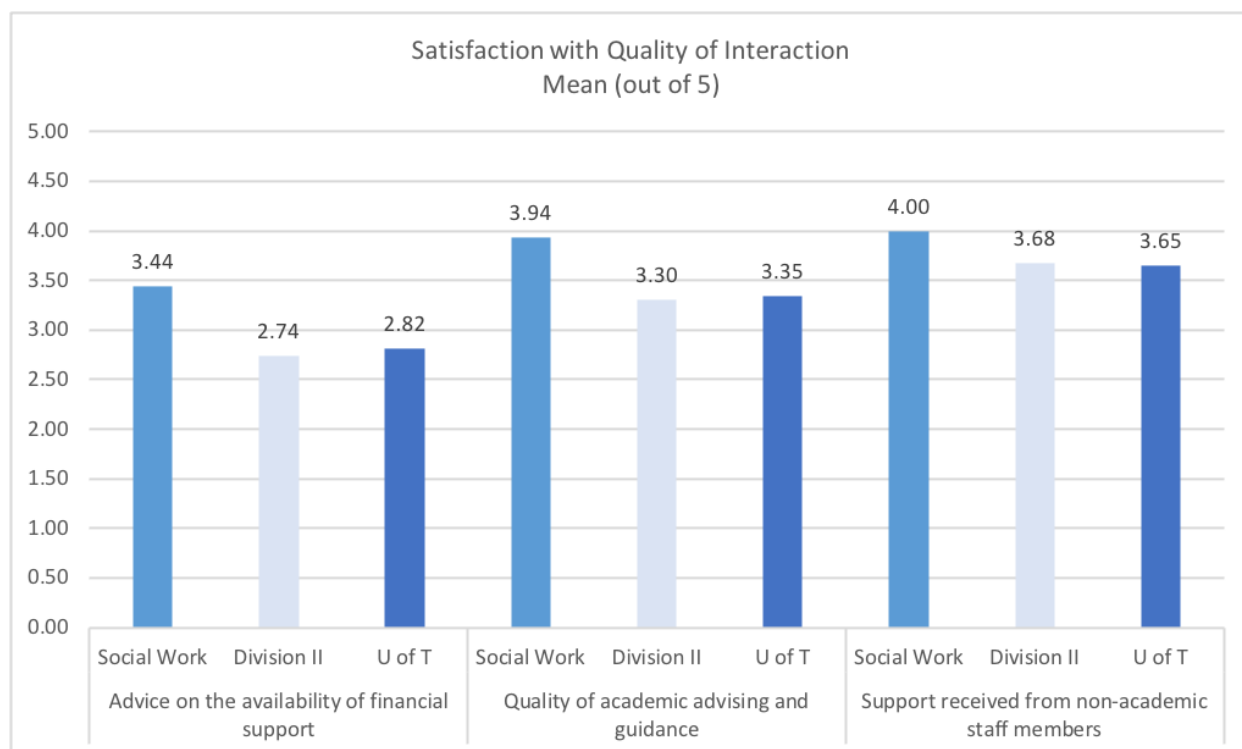


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

Quality of teaching indicators (Figure 45) for social work (4.38) are on par with or above the scores for other social sciences programs and all of U of T. Specifically, the intellectual quality of fellow students (4.19), relationship between faculty and graduate students (3.81), and overall quality of graduate level teaching (3.88) are ranked higher by PhD students in social work than other social sciences programs and all of U of T.

Figure 46: Satisfaction with Quality of Interaction

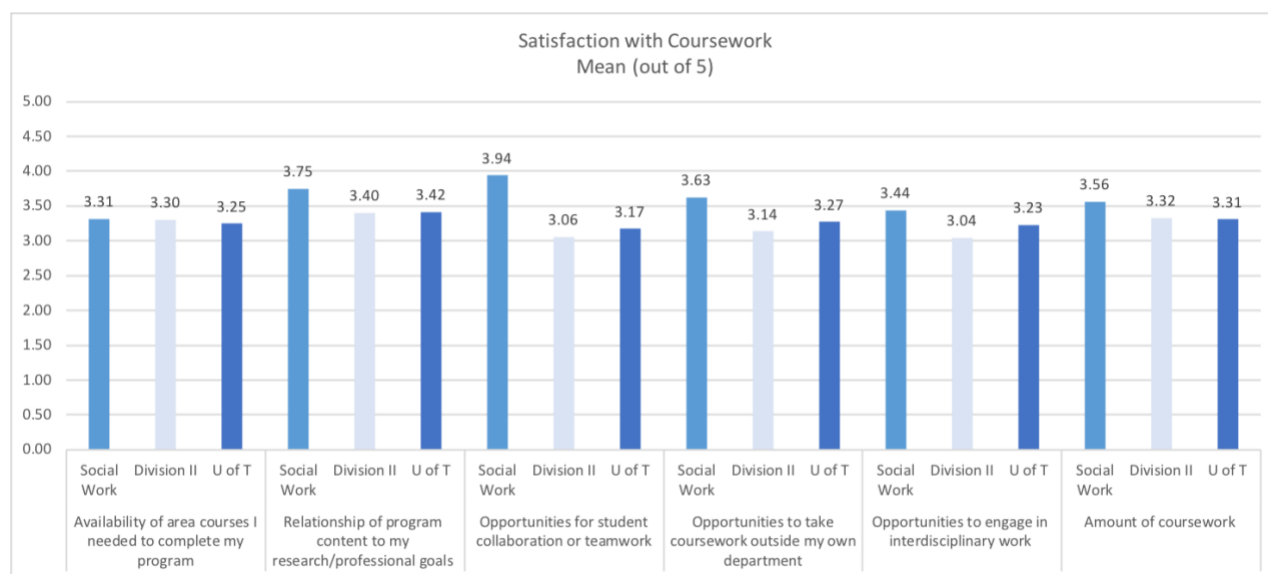


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

As shown in Figure 46, our doctoral students are significantly more satisfied with advice on the availability of financial support (3.44), quality of academic advising (3.94), and support received from non-academic staff members (4.00) compared to other social sciences programs and the entire University.

Figure 47: Satisfaction with Coursework

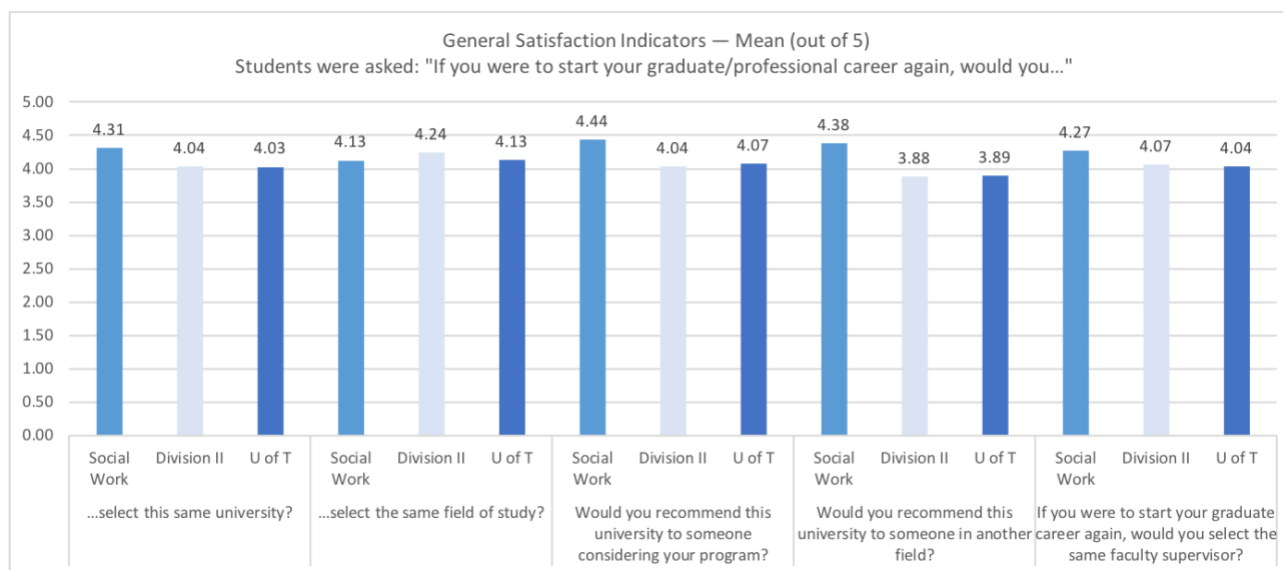


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

Figure 47 indicates that PhD students in social work are just as or more satisfied with their coursework (range 3.31 - 3.94, between “good” and “very good”) than other students in Division II and across U of T. In particular, social work students express satisfaction with the availability of courses needed to complete the program (3.31), with the relationship of program content to their research or professional goals (3.75), the opportunities for student collaboration or teamwork (3.94), the opportunities to take coursework outside their department (3.63), the opportunities to engage in interdisciplinary work (3.44), and the amount of coursework (3.56).

Figure 48: General Satisfaction Indicators

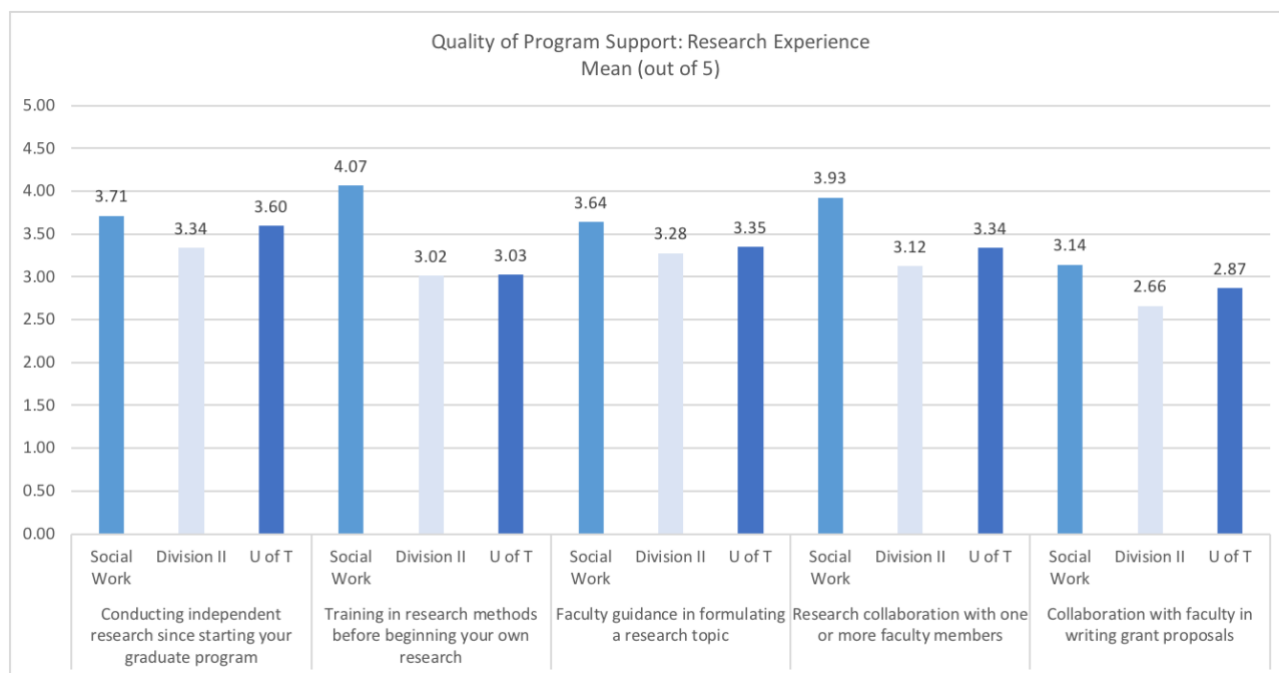


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Mean is out of 5 (where 1 = Definitely Not, 2 = Probably Not, 3 = Maybe, 4 = Probably, 5 = Definitely).

In terms of general satisfaction (Figure 48), scores for our PhD Program (range 4.13 - 4.44) are comparable to other social sciences programs and all programs across U of T. PhD students in social work expressed greater likelihood to select the same university and recommend this university to someone else than other students in Division II and across U of T.

Figure 49: Quality of Program in Supporting Research Experience

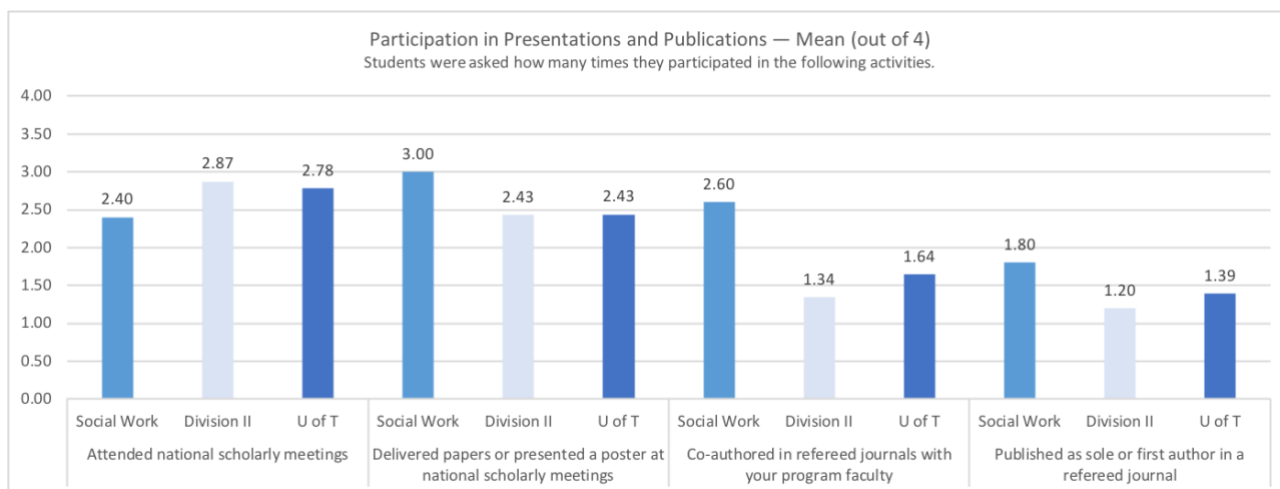


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Mean is out of 5 (where 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

As indicated in Figure 49, FIFSW was scored highly (range 3.14 - 4.07) on its quality of program in supporting research experience compared to Division II and U of T, specifically as related to training in research methods before beginning research (4.07), research collaboration with one or more faculty members (3.93), faculty guidance in formulating a research topic (3.64), and collaboration with faculty in writing grant proposals.

Figure 50: Participation in Presentations and Publications

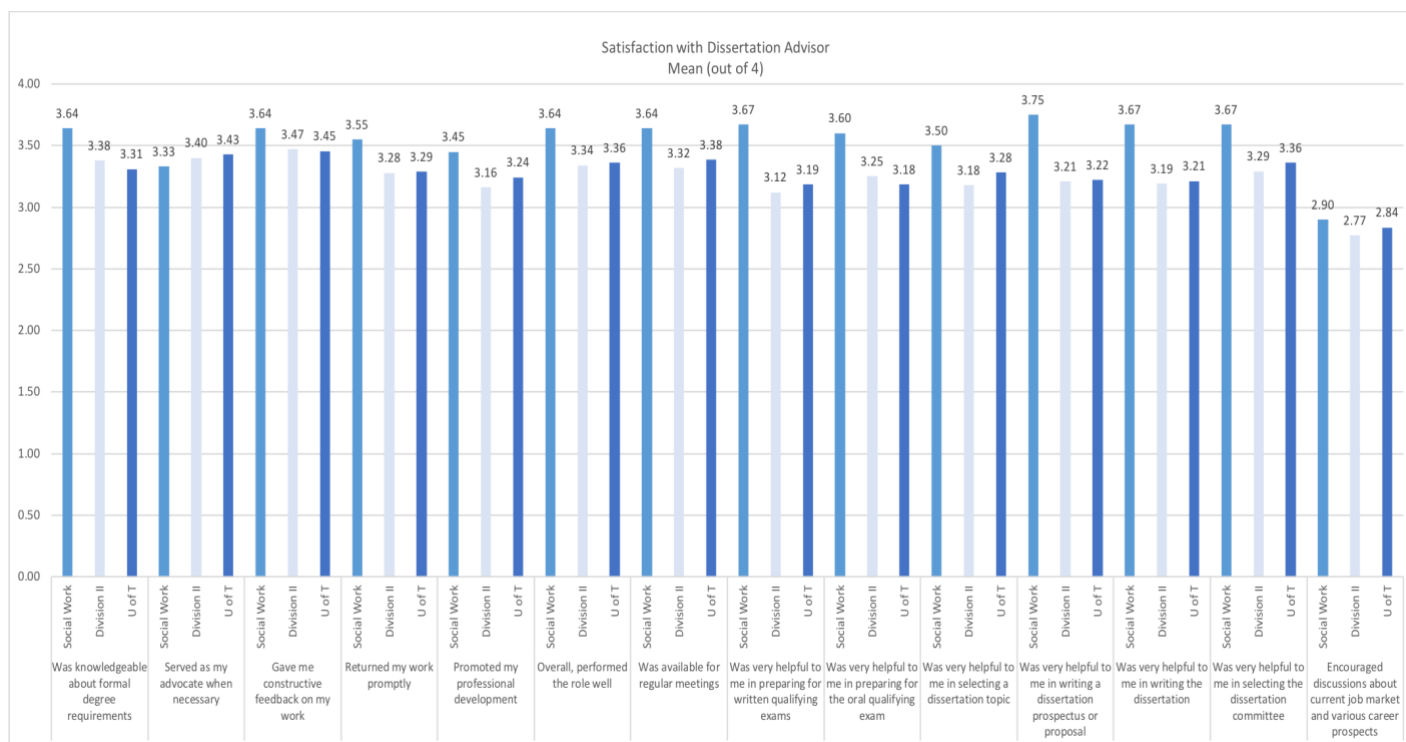


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Students were asked to rate the frequency of their participation in the listed activities. Mean is out of 4 (where 0 = not at all, 1 = one time, 2 = two times, 3 = three times, 4 = four or more times).

Figure 50 presents scores for participation in presentations and publications. While social work doctoral students did not attend national scholarly meetings as frequently as other students in social sciences programs and across U of T, social work students more frequently delivered papers or presented a poster at national scholarly meetings (3.00), co-authored in refereed journals with program faculty (2.60) and published as sole or first author in a refereed journal (1.80).

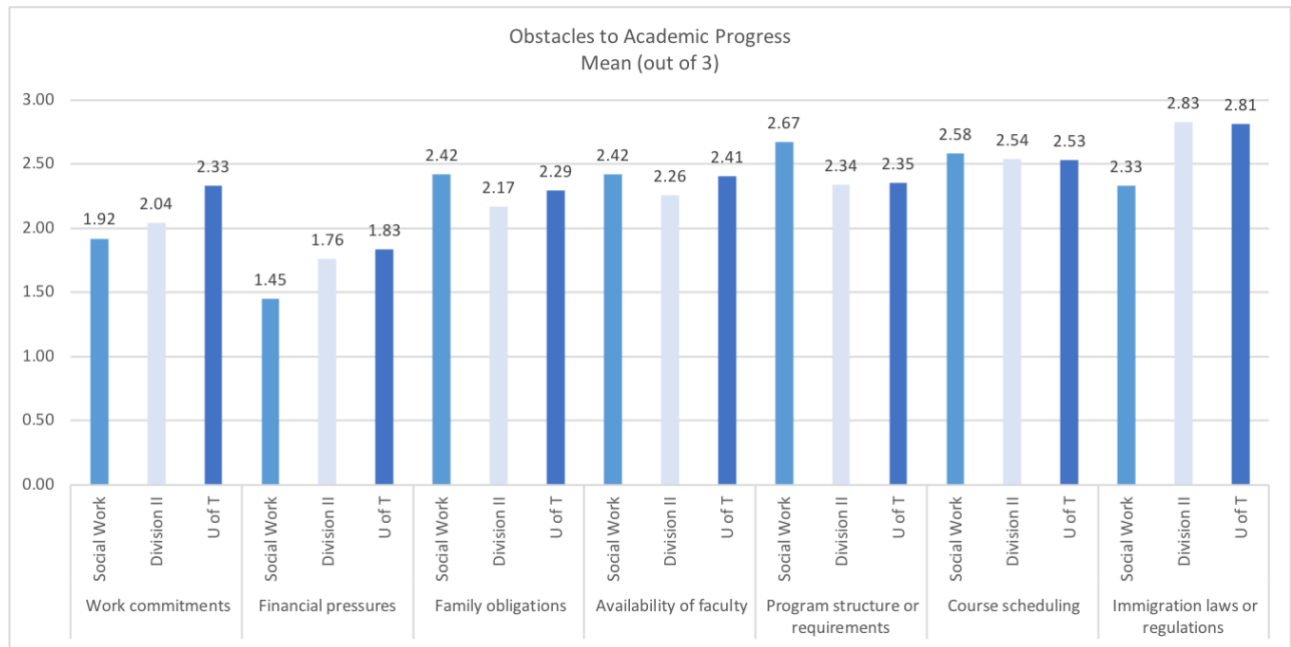
Figure 51: Satisfaction with Dissertation Advisor



Note: Students were asked to indicate the extent to which the listed statements describe the behaviour of their dissertation advisor. Mean is out of 4 (where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

Overall, social work doctoral students were significantly more satisfied with their dissertation advisor than students on other social sciences programs and in the entire University (Figure 51). Specifically, PhD students in social work expressed greater agreement that their advisor was knowledgeable about formal degree requirements (3.64), gave constructive feedback (3.64), returned work promptly (3.55), promoted the student's professional development (3.45), performed the role well overall (3.64), was available for regular meetings (3.64), and was helpful in preparing for qualifying exams (3.67), selecting a dissertation topic (3.50), writing a dissertation proposal (3.75), writing the dissertation (3.67) and selecting a dissertation committee (3.67).

Figure 52: Obstacles to Academic Progress

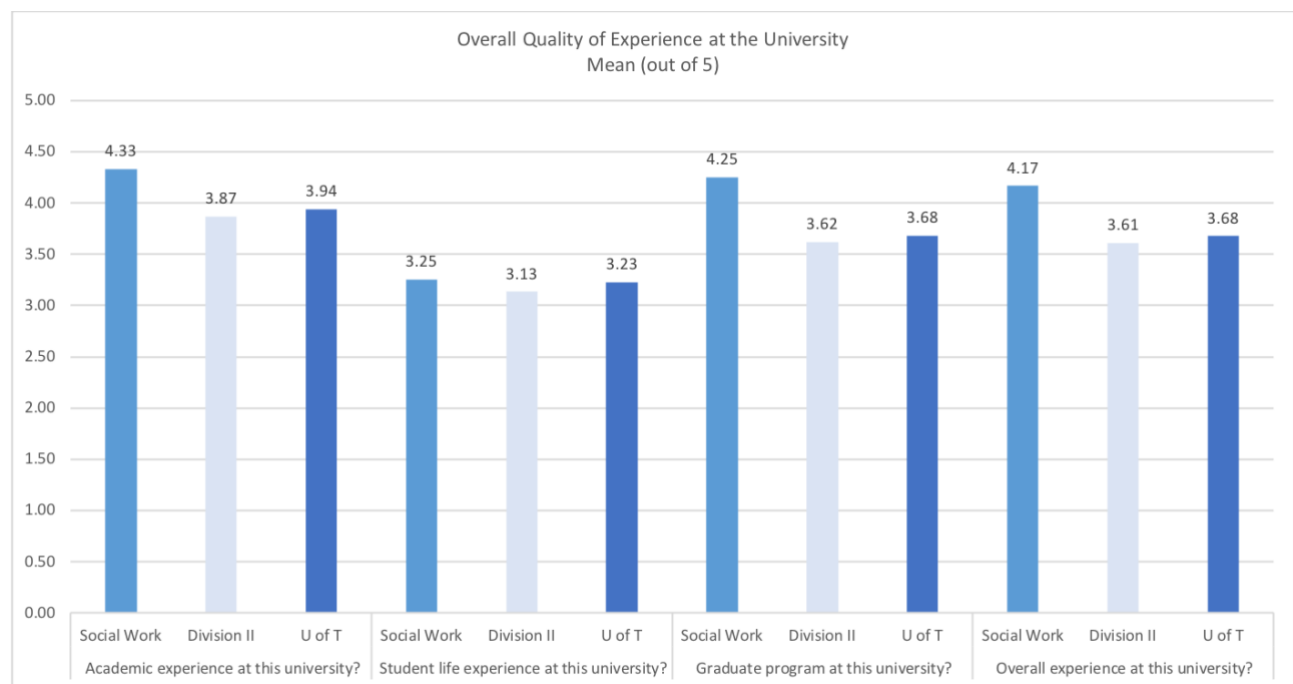


Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Students were asked the extent to which the listed factors are an obstacle to their academic progress. Mean is out of 3 (where 1 = A Major Obstacle, 2 = A Minor Obstacle, 3 = Not an Obstacle).

As shown in Figure 52, social work PhD students indicated that major obstacles to academic progress included work commitments and financial pressures.

Figure 53: Overall Quality of Experience at the University



Data source: Canadian Graduate and Professional Student Survey, Spring 2019.

Note: Students were asked to rate the quality of the listed domains of experience. Mean is out of 5 (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

In terms of overall quality of experience at the university (Figure 53), social work doctoral students ranked the academic experience (4.33), graduate program (4.25), and overall experience (4.17) at the university higher than other students in the social sciences and in U of T. Social work doctoral students have similar student life experience rating (3.25) similar to other students in the social sciences and in U of T.

5.13. PhD Graduates' Career and Employment Outcomes

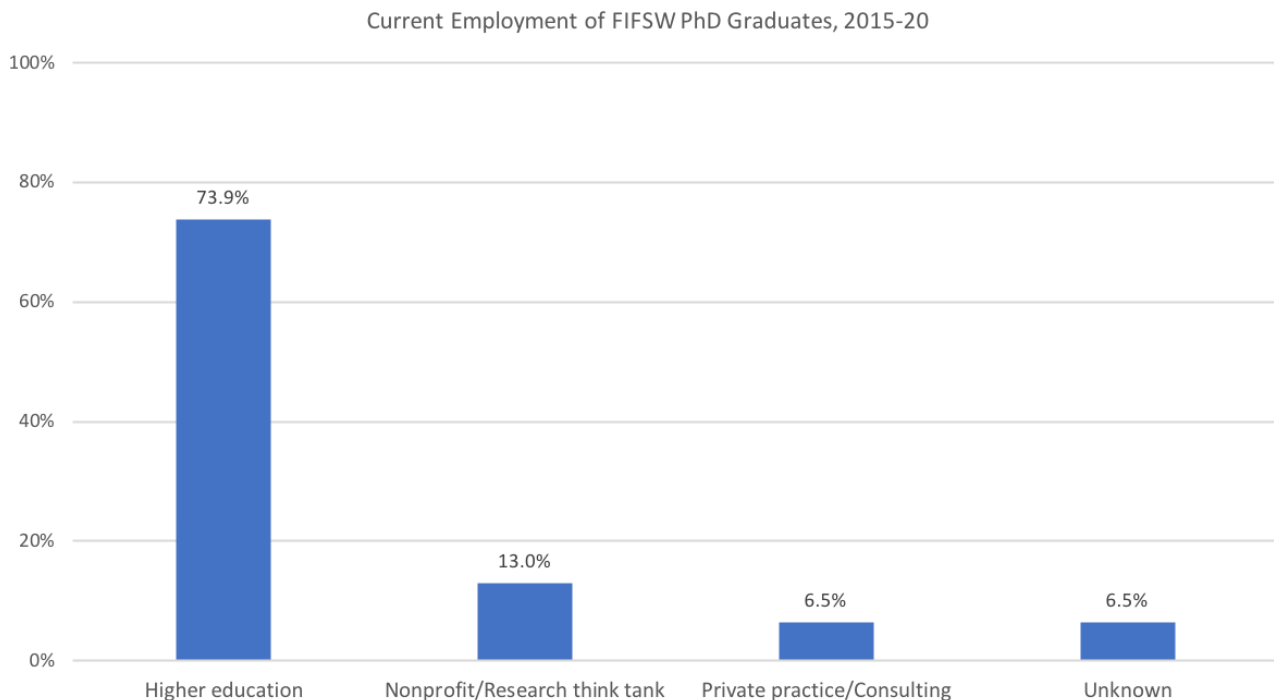
The PhD program aims to promote and foster graduates to be leaders in social work research, education, practice and policy.

- FIFSW graduates are faculty members at universities throughout North America and the world, including Tel Aviv University, Hong Kong City University, 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 in Canada and abroad. These universities include the University of British Columbia, the University of Manitoba, Western University, the University of Waterloo, the University of Connecticut, University of Illinois Urbana-Champaign, the University of Michigan, Ohio State University, the University of Texas at Arlington, Rutgers University, the University of Hong Kong and National Taiwan Normal University.

- 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.

To gain a better understanding of PhD graduates' career paths and employment outcomes, the PhD Director conducted a survey in 2016 of doctoral graduates who received their degrees between 1995 and 2016 (n = 70). Overall, most FIFSW doctoral graduates are employed full-time (92%), and the majority hold positions in higher education (80%). A second study was conducted in 2021 to understand the career paths and employment outcomes of recent graduates (2015-20, n = 46). Overall, most FIFSW PhD recent graduates are employed in higher education (73.9%), followed by non-profit organizations or research think tanks (13.0%) and private practice/consulting (6.5%). Among those who are employed in higher education, 76.5% have a tenure-track position, 14.7% have a non-tenure-track position and 8.8% are postdoctoral fellows. See Figure 54 and Table 26.

Figure 54: Current Employment of Recent FIFSW PhD Graduates, 2015-20 (n = 46)



Data source: FIFSW "Where Are They Now?" alumni database, 2021.

Table 26: Current Position of Recent FIFSW PhD Graduates in Higher Education Sector (n = 34)

Employment Type	Percent (n)
Tenure-stream	76.5% (26)

Non-tenure-stream	14.7% (5)
Postdoctoral fellow	8.8% (3)
Total	100% (34)

Data source: FIFSW “Where Are They Now?” alumni database, 2021.

5.14. Publications

Doctoral students publish their work in a wide array of social work journals and journals in related disciplines. Specifically, PhD students have authored publications in the following journals as first or sole authors: *Ageing & Society*; *British Journal of Social Work*; *Children and Youth Services Review*; *Health and Social Work*; *Journal of Family Violence*; *Journal of Groups in Addiction & Recovery*; *Journal of Immigrant and Minority Health*; *Journal of Psychosocial Oncology*; *Journal of Social Work Education*; *Journal of Social Work Practice*; *Journal of Social Work*; *Social Work in Health Care*; *Social Work Research*; and *Social Work with Groups*.

In addition, students co-author research reports. They publish in professional journals and present at local, national and international conferences.

5.15. Student Funding

The Faculty provides a minimum funding commitment of \$17,500 for full-time students, calculated after the tuition and fees are paid. The funding package includes a combination of awards received, research and teaching assistantships, and other external sources. Students who have not achieved their candidacy receive a University of Toronto Fellowship (UTF) of \$16,500; students who have achieved their candidacy receive a UTF of \$18,500. The remainder of the guaranteed funding package is provided through employment income adjusted to reflect changes in tuition and fee amounts. See Tables 27 and 28.

Table 27: Financial Support for Domestic Doctoral Students

Year		2015-16	2016-17	2017-19
Internal awards	Amount (\$)	\$449,567	\$362,642	\$992,807
	Number of students	42	34	73
	% of total	93.4%	81.0%	97.3%
External awards	Amount (\$)	\$392,672	\$373,328	\$616,037
	Number of students	29	34	73
	% of total	64.4%	81.0%	97.3%
Employment income	Amount (\$)	\$161,412	\$100,606	\$339,719
	Number of students	35	28	73
	% of total	77.8%	66.7%	97.3%
Research stipend	Amount (\$)	\$222,236	\$190,994	\$522,774
	Number of students	42	34	73
	% of total	93.4%	81.0%	97.3%

Data source: SGS PhD funding data.

Notes: Data for 2017-18 and 2018-19 have been aggregated to protect student anonymity, as in some years certain cohorts have four or fewer students. SGS has moved the graduate net income project to a biennial cycle. As a result, the 2019-20 data and 2020-21 data will be reported in early 2022.

Table 28: Funding for Doctoral Degrees

Academic Year	Social Work (PhD)			Social Sciences		
	Students with Fellowships or Scholarships	All Students	% with Fellowship or Scholarship	Students with Fellowships or Scholarships	All Students	% with Fellowship or Scholarship
2015-16	22	55	40.0%	373	1,617	23.1%
2016-17	24	55	43.6%	401	1,645	24.4%
2017-18	21	54	38.9%	385	1,638	23.5%
2018-19	16	53	30.2%	392	1,678	23.4%
2019-20	20	50	40.0%	409	1,709	23.9%

Data source: Student accounts cube.

Notes:

1. The academic year consists of fall, winter and summer terms. For example, the 2019-20 academic year consists of fall 2019, winter 2020 and summer 2020 terms.
2. “Students with Fellowships or Scholarships” data represent the number of full-time students receiving external, merit-based awards in the given year.
3. “All Students” data represent the distinct student count of full-time students registered in the department in the given academic year.
4. The student accounts cube includes all students in all programs for transactions that are processed through ROSI and HRIS. Ontario Student Assistance Program (OSAP) loans and grants are excluded.

5.16. Challenges, Opportunities and Innovation

Review and Evaluation of the Program Curriculum: In addition to ensuring greater entrenchment of EDI principles in all components of doctoral study, the PhD program is due for a curriculum review. The PhD Studies Committee identified a need for a curriculum review to examine students’ learning experience and consider ways to improve the doctoral program as part of overall quality assurance efforts. This would involve gaining data from doctoral students, recent graduates and faculty members regarding all components of the PhD curriculum, including doctoral courses, interdisciplinary learning opportunities and teaching and research opportunities.

Time to Completion and Student Progress: Reducing time to completion of doctoral program requirements continues to be an objective of the PhD program. Changes to the structure of the comprehensive exam and candidacy and program extension procedures have been helpful in guiding students to meet program benchmarks and complete doctoral degree requirements in accordance with program timelines. We are beginning to see preliminary evidence of decreasing time to completion; however, it remains too early to observe any conclusive effects.

The Faculty continues to explore and implement strategies to better track where students are in their research. Annual progress reports remain a helpful mechanism for providing the supervisors and the PhD Director with information about how students are progressing through the program. Students complete the report beginning in second year of registration and once a year thereafter, detailing their achievements of the previous year and objectives for the next year. A satisfactory

progress report is needed for students to remain in good standing and continue to register in the program.

Funding: Students indicated financial pressure and work commitments as major obstacles to their academic progress. The Faculty increased the student minimum funding from \$15,000 to \$17,500 per year in 2017. Having adequate and meaningful financial resources is important for PhD students to focus on their study. Given the increasing cost of living in Toronto, the Faculty should consider ways to enhance funding support for PhD students and continue to support students to apply for external scholarships.

Equity, Diversity and Inclusion (EDI): Ensuring that the principles of equity, diversity and inclusion are embedded in all facets of the doctoral program, including admissions, curriculum and professional development, is pivotal to the ultimate development and growth of the social work profession. In collaboration with the FIFSW Diversity and Equity Committee, the PhD Studies Committee is undertaking the identification of EDI needs, objectives and goals in order to build new and strengthen existing equity structures and processes that are sustainable and supportive of student success.

6. Enhancing the Student Experience

6.1. 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 equity, diversity and inclusion 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 and how they can support or contradict the principles taught in the *explicit curriculum* of social work.

6.2. Equity, Diversity and Inclusion

The FIFSW is committed to developing and sustaining initiatives to promote equity, diversity and inclusion. Issues of equity, diversity 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 a condition of admission. This dynamic and interactive workshop explores some of the key issues and strategies to address equity, diversity and inclusion in social work practice and education. The workshops have been very well received, and participant feedback in workshop evaluations has been overwhelmingly positive.

A key committee within our faculty committee structure is the Diversity and Equity Committee. This committee includes representation from all constituencies within our FIFSW community, which has been approved through Faculty governance. In the 2020-21 academic year, the Diversity and Equity Committee began important initiatives to help permeate values of equity, diversity and inclusion throughout the FIFSW, including tasking all faculty committees and working groups to outline a plan for how they will integrate these values into their operations. The committee also organized a critical discussion around anti-Black racism and values of equity, diversity and inclusion during the Fall 2020 Introduction to Social Work Conference.

Over the past five years, our faculty has had an Equity, Diversity and Inclusion Manager or Advisor on staff who is dedicated to both promoting values of equity, diversity and inclusion within the faculty and addressing challenges that arise among students, staff or faculty. This person has played an integral role in the admissions process, organizing student orientation sessions and coordinating co-curricular lunch and learn activities to ensure that values of equity, diversity and inclusion permeate the student experience. 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 Equity, Diversity and Inclusion Manager/Advisor include diversity in course content, access for

individuals with disabilities, and facilitation of conversations to promote understanding and positive collaboration.

Diversity and equity issues and themes are embedded into the Introduction to Social Work Conference offered to all incoming two-year MSW students during the first two 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. The 2020 conference included a traditional Indigenous opening and closing, as well as presentations on anti-Black and Indigenous racism and on social work practice in relation to child welfare, older adult, 2SLGBTQ+, immigrant and refugee populations.

Other workshops or lunch and learn events recently offered at the FIFSW that integrate diverse perspective into the student co-curricular experience include Indigenous Cultural Competence Training, “Family and Caregiver Experience within the Mental Health System,” “Opioid Crisis,” “Developmental Disability Services in Toronto and Beyond,” “Conversation with a [Holocaust] Survivor,” “People of Colour Potluck Social,” “Remembrance and Action on Violence Against Women,” Income Replacement Training, “Why Planning, Process and Policy Matter,” “Honouring Black Social Work History” and “Community Dialogues: Linking Systemic Inequality to Social Work Practice.”

FIFSW faculty and staff have engaged in trainings to develop capacity around values of equity, diversity and inclusion. In 2019, faculty and staff engaged in an eight-session racial sensitivity training focusing on anti-Black racism with Dr. Ken Hardy. Ongoing conversations in this area are critical for our growing and evolving as individuals and as a Faculty. The Diversity and Equity Committee has been in conversations with Dr. Hardy on how best to institutionalize the gains from these learning sessions. Since the workshops, we have had two student intergroup dialogues and two faculty discussions. Faculty members are now exploring opportunities to further decolonize work within the FIFSW. More recently, faculty and sessional lecturer instructors engaged in a two-part training session focused on recognizing and addressing micro-aggressions in the classroom, facilitated by the Anti-Racism and Cultural Diversity Office (ARCD) at the University of Toronto.

6.3. Health Science Faculties

The FIFSW is one of seven health science faculties at the University of Toronto. The other six faculties are the Temerty Faculty of Medicine, the Faculty of Dentistry, the Faculty of Kinesiology and Physical Education, the Lawrence S. Bloomberg Faculty of Nursing, the Leslie Dan Faculty of Pharmacy and the Dalla Lana School of Public Health. The Deans of these faculties make up the Council of Health Sciences (CHS), which reports to the Provost through the CHS Chair. 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.

6.4. Interprofessional Education

The FIFSW is committed to promoting interprofessional education (IPE) for social work students and has been active in the development of IPE 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 we are developing initiatives to enhance interprofessional learning for social work students.

6.5. The University of Toronto Summer Mentorship Program

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 FIFSW welcomes approximately 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 Outreach Coordinator plans and evaluates the program each year. Faculty members, staff, PhD and MSW students and alumni all have participated as ambassadors for the social work profession in this 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.

Student feedback has been consistently and overwhelmingly positive, including 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.

7. Contributions to the University

As a profession social work brings a unique person-in-environment focus to social problems. Contributing this perspective to collaborative teaching and research enriches our collective students and faculties. 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.

7.1. FIFSW Undergraduate Teaching in the University

The FIFSW continues to be involved in a collaborative teaching effort within the University. In 2020-21, our faculty taught four undergraduate courses, including SDS 345H (Sex and the Epidemic: Social Work, HIV and Human Sexuality), GGR 357H (Housing and Community Development), INI 339H (Divided City/United City), and PSYD 37H3 (The Social Context of Mental Health and Illness) offered through UTSC. These have been very well received, and we will continue this collaborative teaching.

7.2. 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. Since this time, our faculty has continued to support MOOC development. A MOOC on dementia care was launched in 2021. The production of this course included approximately 30 contributors both from within the University of Toronto and beyond, including leading researchers, practitioners/clinicians, managers and service providers. Across the university, the MOOCs developed by FIFSW faculty are among the highest subscribed.

7.3. 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 toward the common goal of optimizing development during the first 2,000 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).

7.4. Law, Religion and 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.

7.5. Munk School of Global Affairs

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

FIFSW faculty members are active across the University, through cross-appointments to other divisions/faculties and/or elected and appointed positions on University committees or boards such as Provost and President Committees, the School of Graduate Studies, the Academic Board of the Governing Council, and the University Tribunal and Discipline Appeals Board.

8. Library Space and Access Services

The University of Toronto Libraries 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 24 hours a day, 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 University-based Scholars Portal and other leading-edge digital services.

8.1. Instruction and 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 MSW program, and the PhD program 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.

8.2. Program-Specific Instruction

Instruction occurs at a variety of levels for MSW and PhD students and is provided by the faculty liaison librarian for the FIFSW. The liaison librarian facilitates formal instruction integrated into the class schedule, orientation courses for all new MSW students, and hands-on tutorials for MSW and PhD students related to course assignments and research. For example, in-depth, in-class instruction is provided for students in SWK 4510H Research for Evidence-Based Social Work Practice, a prerequisite for all MSW second-year required courses, and SWK 4513H Knowledge Building in Social Work, a second-year course that builds on SWK 4510H. 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 librarian, further supports teaching and learning through activities including creating custom handouts, worksheets, tutorials and online guides that 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 MSW students in SWK 4510H have a three-hour workshop in searching library databases.

8.3. 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 Libraries system is committed to collecting both print and electronic materials in support of social work at the University of Toronto.

8.4. Journals

The library subscribes to all 25 of the top 25 journals listed in Journal Citation Reports (JCR) in the social work subject area. Of these titles, all 25 are available electronically to staff and students of the University.

8.5. Monographs

The University of Toronto Libraries system 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 programs, the library 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 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.

8.6. Preservation, Digitization, and Open Access

The University of Toronto Libraries system supports open access to scholarly communication through its institutional research repository (TSpace), its open journal and open conference services, and subscriptions to open-access publications. In addition to acquiring materials in support of the social work programs, 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 internet access through the Scholars Portal e-book platform.

8.7. Key Databases

Two key databases in this area are Social Services Abstracts and Social Work Abstracts. 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, Sociological Abstracts, Applied Social Sciences Index and Abstracts, AgeLine, CINAHL, and EMBASE, Cochrane Collaboration Library.

9. School of Graduate Studies Student Support Spaces

The Grad Room is an accessible space on the St. George campus that 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 Development (GPD) training. GPD is competency or skills-based training that is complementary to the discipline-based graduate coursework and research required for a master's or doctoral degree. GPD helps students succeed in graduate school and prepares them for a wide range of employment opportunities.

The Graduate Centre for Academic Communication (GCAC) provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, GCAC helps students cultivate the ability to diagnose and address the weaknesses in their oral and written work. GCAC 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.

10. Research

This section of the self-study report has three main parts: (1) scope and relevance of the FIFSW's research activities, (2) quality of the FIFSW's research activities and (3) integrating research into teaching and learning. In each part, a brief description of the current state, with evidence, is provided, which is then analyzed and interpreted within context to identify meanings, strengths, challenges and gaps; suggestions are then made for the way forward. The section concludes with a summary of the main findings and their implications to inform the strategic direction of the FIFSW's research office.

For benchmarking purposes, where applicable, quantitative comparisons are made within the FIFSW over time, across the FIFSW and other relevant divisions or disciplinary areas at the University of Toronto, and across the FIFSW and other social work divisions at universities in Canada and the US. The bias in quantitative comparisons are acknowledged because total sums do not account for counts, whereas averages, which address counts, are more skewed with small counts than with larger counts. For these two reasons, although comparisons are applied for benchmarking purposes, they should be cautiously interpreted.

Grant years are from April 1 to March 30.

10.1. Scope and Relevance of the FIFSW's Research Activities

FIFSW faculty members' research scope is broadly grouped into 11 research domains: children and their families, gerontology, human services management and leadership, social policy, ICT, Indigenous, mental health and health, social justice and diversity, trauma and resiliency, social work education, and social work practice. Within each domain, the focus of faculty members' research can be further subdivided into research areas. These research areas were derived from faculty members' self-identified research interests as listed on their faculty website pages. Table 29 details the research areas by domain, and indicates which faculty members fall within a domain. To augment these details, Appendix J provides a list of all faculty members' funded research projects from 2015-16 to 2019-20 per research domain.

From Table 29, it is evident that research areas are not unique to each domain (e.g., determinants of health as a research area is listed under both gerontology, and mental health and health domains). Nor were research domains and research areas mutually exclusive (e.g., mental health was listed as a research area under the children and their families' domain as well as a stand-alone research domain). These overlapping research interests are indicative of the transdisciplinary nature of social work as well as the integrated and interdisciplinary nature of faculty members' programs of research to address and respond to important and relevant social work needs.

Table 29: Research Domains and Areas by Studied by FIFSW Faculty Members

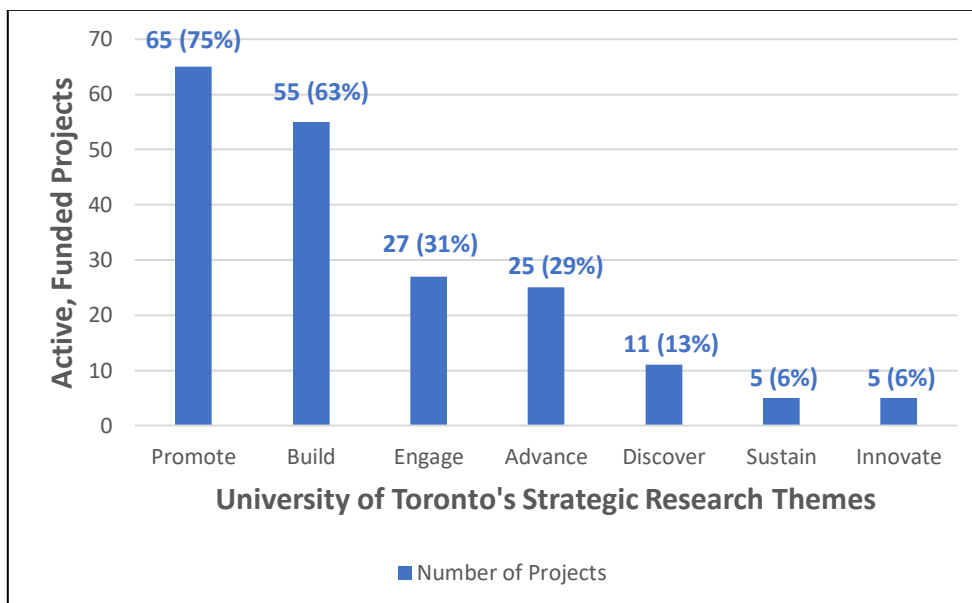
Research Domains	Research Areas	Faculty
Children and Their Families	Anti-oppression, Child Welfare, Eating disorders, Family therapy, Justice and Law, Mental health, Parenting, Simulation, Social Work Practice, Spirituality, Substance Abuse, Trauma and Resiliency, Youth and Adolescence	Alaggia, Black, Fallon, Ganson, Katz, King, Saini, Stern
Gerontology	Determinants of Health, Aging, Abuse, Healthcare, Inequality, Trauma and Resiliency, Mental health, Human Services Management and Leadership	Burnes, Fuller-Thomson, Grenier, Tsang
Human Services Management and Leadership	Social enterprise, Social innovation, Social Policy	Hulchanski, Shier
Social Policy	Health, Homelessness, Inequality, Child Welfare	Ashcroft, Fallon, Hulchanski
ICT	Big Data, Trauma and Resiliency	Xue
Indigenous	Child Welfare, Identity, Trauma and Resiliency, Social Work Education	Middleton-Moz, Quinn
Mental Health and Health	Anti-oppression, Bullying, Care, Cross-cultural Practice, Determinants of Health, Equity, Family Relationships, Family Therapy, Global Health, Healthcare Policy, HIV/AIDS, ICT, Immigrants, Intersectionality, Mental Health, Refugees, Sexual and Gender Minority, Sexual and Reproductive Health, Sexual Health, Simulation, Social Work Education, Social Work Intervention, Social Work Practice, Substance Abuse, Trauma and Resiliency, Vaccine Acceptability, Youth and Adolescence	Adamson, Ashcroft, Brennan, Craig, Fang, Kourgiantakis, Lee, Logie, Mishna, Newman, Williams
Social Justice and Diversity	Anti-oppression, Healthcare Innovation, Healthcare Policy, Immigrant, Inequality, Intersectionality, Poverty, Sexual and Reproductive Health, Social Policy, Youth and Adolescence	Begun, Bhuyan, Sakamoto, Zuberi
Trauma and Resiliency	Black, Inequality, Sexual Health, Social Work Practice, Homicide, Trauma and Resiliency	Alaggia, Fuller-Thomson, Ganson, Logie, Middleton-Moz, Regehr, Sharpe, Voisin, Xue
Social Work Education	Simulation, Social Work Education	Bogo, Katz, Kourgiantakis, Lee, Quinn, Tsang
Social Work Practice		Adamson, Bogo, Fang, Katz, Kourgiantakis, Lee, Mishna, Regehr, Tsang, Williams

The broad scope and depth of faculty members' research correspond to the University of Toronto's strategic research areas, as identified in its [Research Strategy 2018–23](https://research.utoronto.ca/reports-publications-metrics/institutional-strategic-research-plan) (<https://research.utoronto.ca/reports-publications-metrics/institutional-strategic-research-plan>). A high-level analysis of grants active in 2019-20 showed that faculty members' research grants (N = 87) focused on the University's strategic themes (Figure 55) as follows:

- 75% on the PROMOTE theme: Healthy People, Healthy Communities, and a Healthy World
- 63% on the BUILD theme: Community and Livable Societies
- 31% on the ENGAGE theme: Language, Culture, Art, and Values
- 29% on the ADVANCE theme: Governance, Diversity, and Social Justice
- 13% on the DISCOVER theme: Our Understanding of Humanity and the Universe
- 6% on each of the INNOVATE: Technologies for the Future and SUSTAIN: Societies, the Environment, and Natural Resources themes

A more in-depth analysis illustrated that within the University's broad themes, faculty members' research is mainly relevant to Human Development and Health Through the Lifespan plus Global Health, Public Health, and Health Systems in the Promote theme; and Human Rights and Diversity in the Build theme (Figure 56). These areas reflect social work research, and it is not expected that faculty members' research would equally address all the University's themes and sub-themes. Yet of note, although not to a great extent, faculty members' research spans all the University's themes and sub-themes. Potential future areas of research growth relevant to social work include the Innovate and Sustain themes, and some faculty members are already starting to pursue these lines of inquiry. It would be interesting to track changes in research focus over time to examine how faculty members respond to emerging societal needs and shifting sociopolitical and economic landscapes.

Figure 55: Active, Funded Projects in the FIFSW in 2019-20 Aligned to the University's Broad Strategic Research Themes

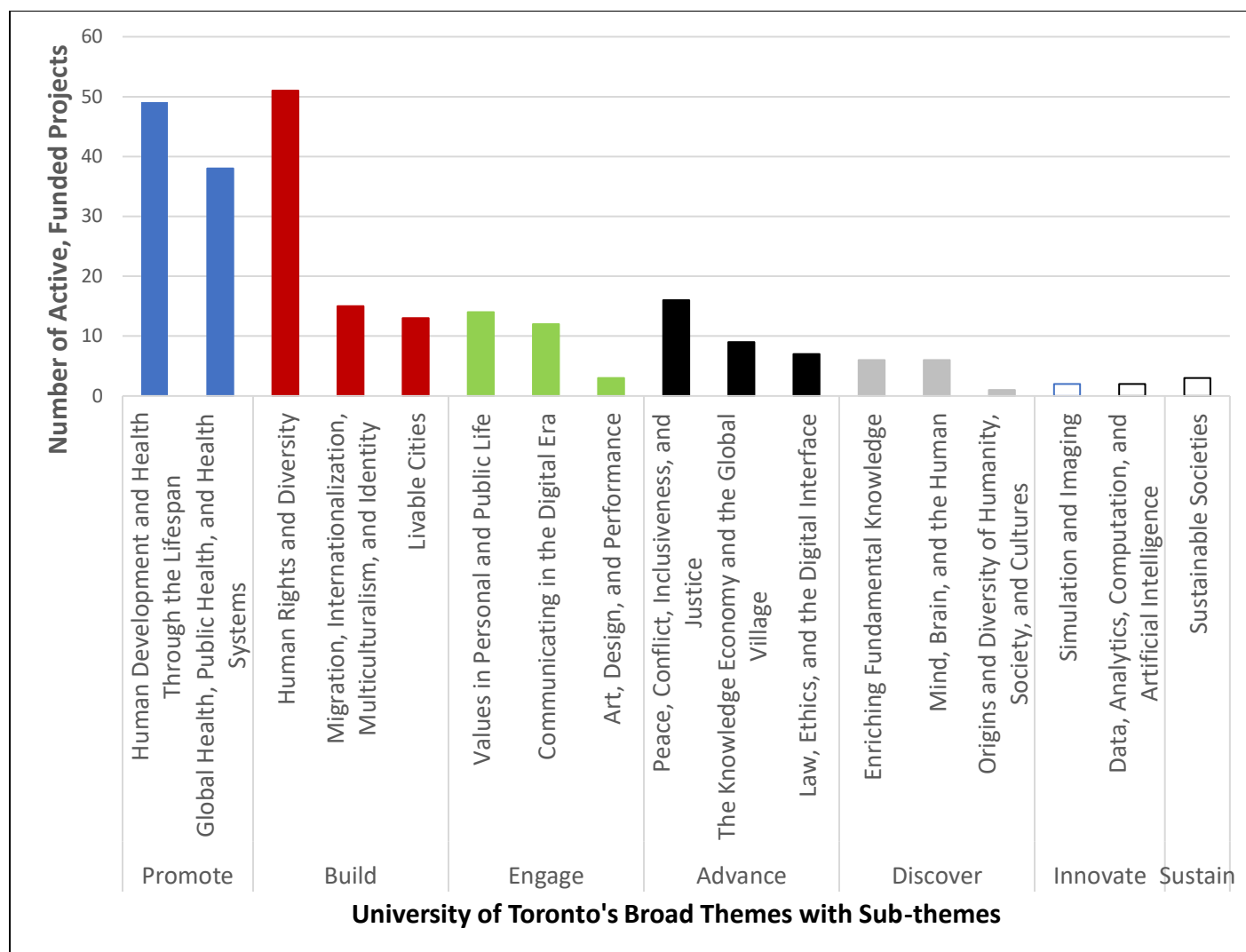


Data source: Extracted from My Research Applications (MRA) system.

Note: Not all active, funded grants in 2019-20 (N= 103) were included in this system. The final MRA

count was 87.

Figure 56: Active, Funded Projects in the FIFSW in 2019-20 Aligned to the University's Broad Strategic Research Themes and Sub-themes



Data source: Extracted from MRA system.

Note: Not all active, funded grants in 2019-20 (N= 103) were included in this system. The final MRA count was 87.

10.2. Quality of the FIFSW's Research

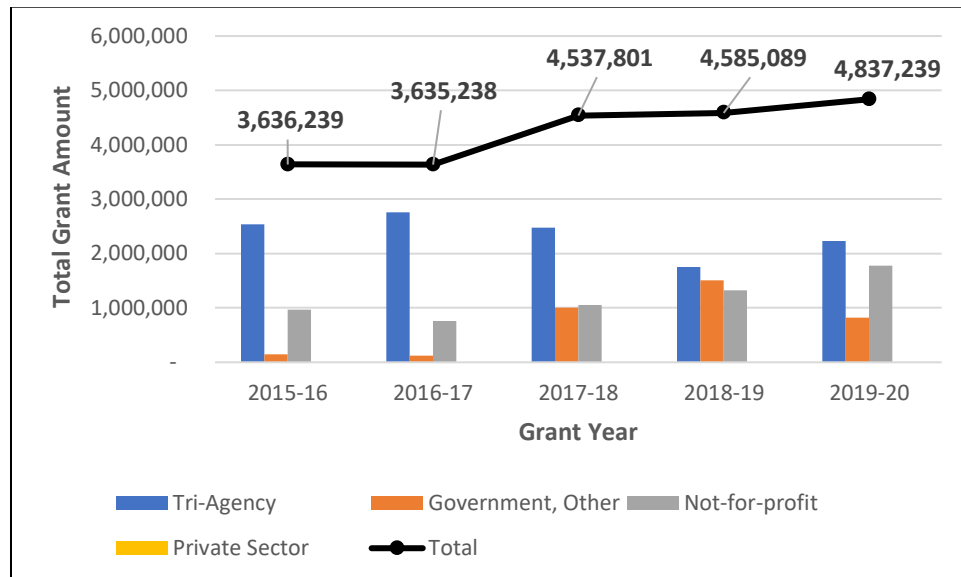
The FIFSW's research quality is measured through four indicators: (1) the ability to secure research funding, (2) level of collaboration, (3) level of productivity and quality of impact and (4) level of awards and honours.

10.2.1. Research Funding

The ability to secure funding relates to the quality of the FIFSW's research in that it demonstrates faculty members' excellent track records in doing research (cognizant of the researcher's career stage) and excellence of the proposed research. The FIFSW's ability to secure research funding is measured in two ways: (1) funding amount already secured and (2) success rate at securing funding.

Funding amount already secured: The FIFSW’s total amount of research funding received from sources external⁴ to the FIFSW has increased from \$3.6 million in 2015-16 to \$4.8 million in 2019-20, a 33% increase (Figure 57). For a detailed list per funding source, see Appendix K.

Figure 57: Total Grant Amounts Secured by the FIFSW by Grant Year (2015-16 to 2019-20) from All External Sources of Funding



Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

This increase has to be contextualized within inflationary increases (on average 1.6% per annum⁵) and the number of grants funded. With inflation taken into account, the total funding amount still increased by 25%. The total number of grants funded between 2015-16 and 2019-20 increased from 53 to 66 (Table 30), resulting in the average grant amount (Figure 58) remaining constant except for a slight growth of 5% in 2019-20. **The average grant amount that the FIFSW has secured over a five-year period has therefore remained constant.**

⁴ External funding sources include Tri-Agency funding, which includes the Canadian Institute of Health Research (CIHR), the Social Sciences and Humanities Research Council (SSHRC), and the Tri-Agency Institutional Program Secretariat (Canada Research Chairs, Tri-Agency Institutional Program); other government sources, which include federal and foreign governments, networks or Centres of Excellence, Ontario provincial government, other provincial government, provincial Centres of Excellence, and the United States government; and not-for-profit sources, which include internal sources, such as all the university’s affiliated hospitals (e.g., Baycrest Centre for Geriatric Care), the Centre for Addiction and Mental Health, Connaught Program Funding, Institutional Strategic Initiatives, University of Toronto Divisions, and not-for-profit, research and academic sectors.

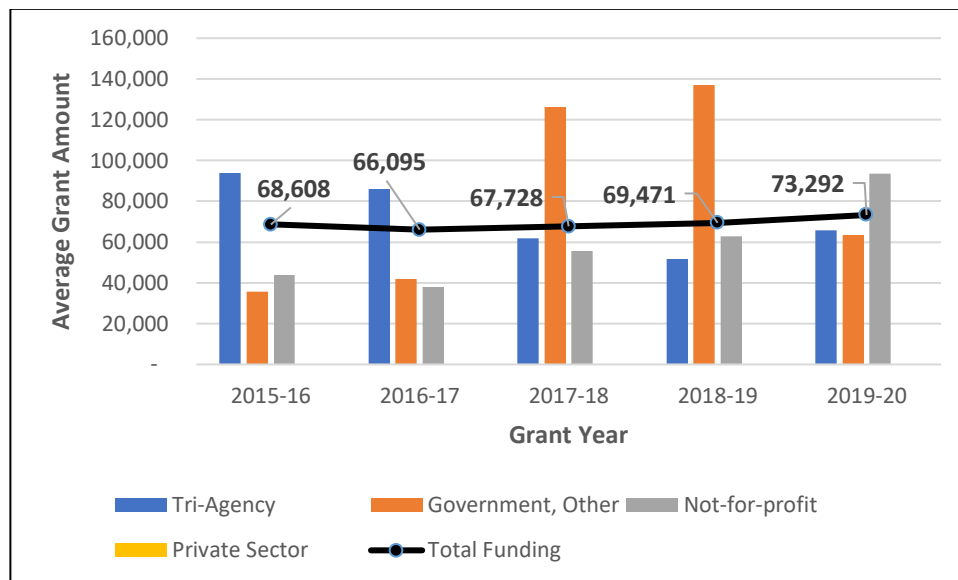
⁵ <https://www.statista.com/statistics/271247/inflation-rate-in-canada/>

Table 30: Total Number of FIFSW Grants Funded, 2015-16 to 2019-20 Grant Years

Funding Source	2016	2017	2018	2019	2020
Tri-Agency	27	32	40	34	34
Government, other	4	3	8	11	13
Not-for-profit	22	20	19	21	19
Private sector	0	0	0	0	0
Total	53	55	67	66	66

Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

Figure 58: Average Grant Amount Secured by the FIFSW by Grant Year (2015-16 to 2019-20) from All External Sources of Funding



Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

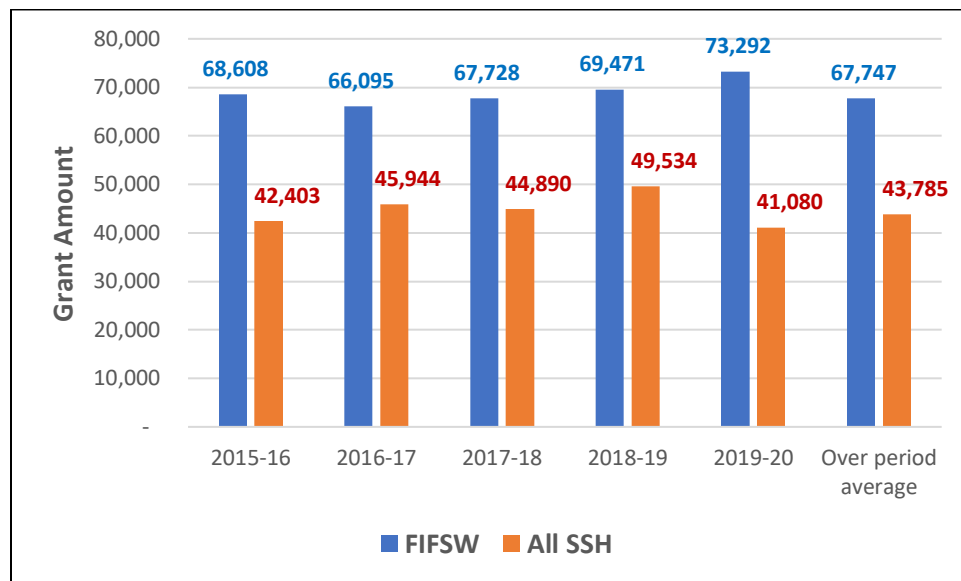
Of interest is that the average Tri-Agency grant amount seems to be on a downward trend since 2015 (Figure 58). This is pertinent for the FIFSW given that in the last decade, Tri-Agency grant grants were the FIFSW's main funding source (Tri-Agency funding accounted for 70% of the FIFSW's research funding between 2011-12 and 2014-15;⁶ see Figures 57 and 58). Perhaps in response to the declining Tri-Agency average grant amount, since 2017-18 faculty members started to shift their focus toward government and not-for-profit funding sources. The average grant amounts from government and not-for-profit sources have either equalled or exceeded the average Tri-Agency grant amount since 2017-18 (Figure 58). **It is evident that the FIFSW is in the process of diversifying its funding sources;** however, the current data set is too short to confirm a meaningful trend.

In comparing the FIFSW's average amount with all social sciences and humanities (SSH)

⁶ Data extracted from FIFSW's 2015-16 Research Annual Report.

disciplines⁷ within the University of Toronto for the period between 2015-16 and 2019-20, the FIFSW has a higher average grant amount by 54% of all SSH disciplines (Figure 59). Despite the FIFSW maintaining a steady average grant amount over time, **it seems to be more successful in securing higher levels of funding per project compared to researchers in all SSH disciplines at the University.**

Figure 59: Average Grant Amount Secured by the FIFSW Compared to All Social Science and Humanities Disciplines at the University by Grant Year (2015-16 to 2019-20) from All External Sources of Funding



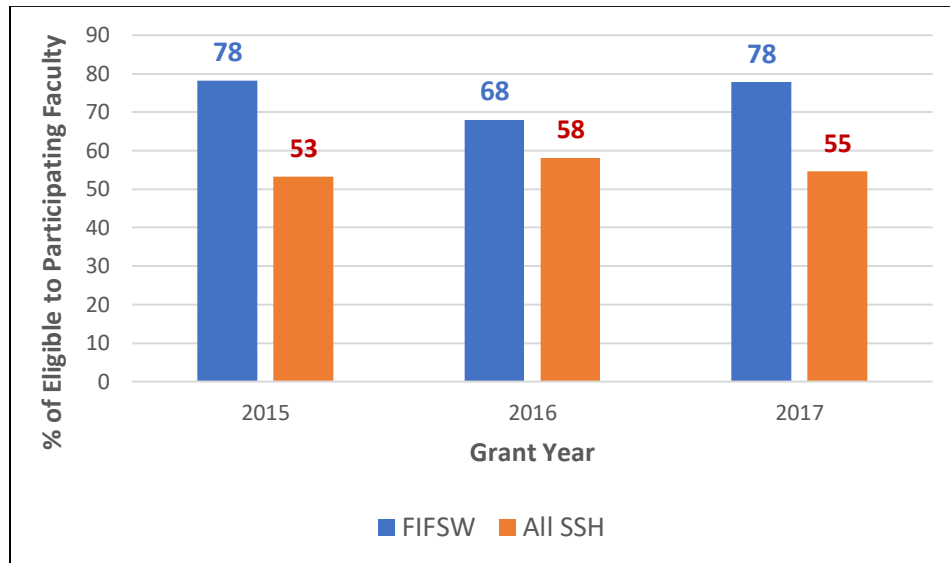
Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

The percentage of eligible faculty receiving Tri-Agency grants during 2015 to 2017 is higher in

⁷ The social sciences include the following departments and research units: Faculty of Architecture, Landscape, and Design (ARCLA); Faculty of Arts & Science: Centre for Diaspora & Transnational Studies, Centre for Criminology & Sociolegal Studies, Centre for European, Russian, and Eurasian Studies, Centre for Industrial Relations & Human Resources, Centre for International Studies, Dept. of Anthropology, Dept. of East Asian Studies, Dept. of Economics, Dept. of Geography, Dept. of Political Science, Dept. of Sociology, Munk School of Global Affairs, School of Public Policy; Faculty of Information; Faculty of Law; Joseph L. Rotman School of Management; Faculty of Social Work; Ontario Institute for Studies in Education (OISE)/University of Toronto: Centre for Women's Studies in Education; Dept. of Adult Centre Women's Studies, Community Development & Counselling Psychology, Dept. of Applied Psychology & Human Development; Dept. of Curriculum, Teaching & Learning, Dept. of Human, Social Science & Social Justice Education, OISE/UT: Dean's Office, OISE/UT: Institute of Child Studies, OISE/UT: Leadership, Higher and Adult Education; UT Mississauga: Institute of Communication & Culture; University of Toronto Mississauga: Anthropology, Economics, Geography, Institute for Management, Management, Political Science, Sociology; University of Toronto Scarborough: Social Sciences, Centre for Critical Development Studies, Dept. of Anthropology, Dept. of Management, Dept. of Political Science, Dept. of Sociology.

the FIFSW (average 75%) compared to all SSH (average 55%) at the University (Figure 60).

Figure 60: Percentage of Eligible Faculty Receiving Tri-Agency Grants, 2015 to 2017



Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

Note: Numbers of eligible faculty in each year are as follows: FIFSW: 23 in 2015, 25 in 2016, 27 in 2017; all SSH: 676 in 2015, 674 in 2016, 736 in 2017.

In comparing the FIFSW's research funding amount secured to other social work research in Canada, using the top five universities funded by SSHRC as the indicator, over the period 2015-16 to 2019-20, the FIFSW received the highest amount of funding and number of grants from SSHRC (Table 31). However, the FIFSW's average grant amount was consistently lower than the other top five SSHRC-funded universities.

When analyzing the type of SSHRC funding programs from which the funding was secured, it is clear that the FIFSW targets many smaller grants (e.g., Insight Grants; average at 80%, N = 20) and a few larger grants (e.g., Partnership Grants). On the other hand, universities such as York (average N = 4) and Dalhousie (N = 3) with much higher average grant sizes than the FIFSW have a greater percentage of larger grants to smaller grants (e.g., for Dalhousie 83% and for York 25% of their funding was allocated to Partnership and/or Canada Research Chair grants). Some questions that remain unanswered at this stage are: Could this mean that universities such as York and Dalhousie strategically focus their efforts on fewer but larger grants instead of diluting their efforts over many smaller grants? What does this mean for the FIFSW's strategy going forward? Should the FIFSW pivot its focus from many smaller grants to fewer larger grants, or perhaps continue to focus on growing both smaller and larger grants? What would this mean for the FIFSW if the focus is on diversifying its funding sources?

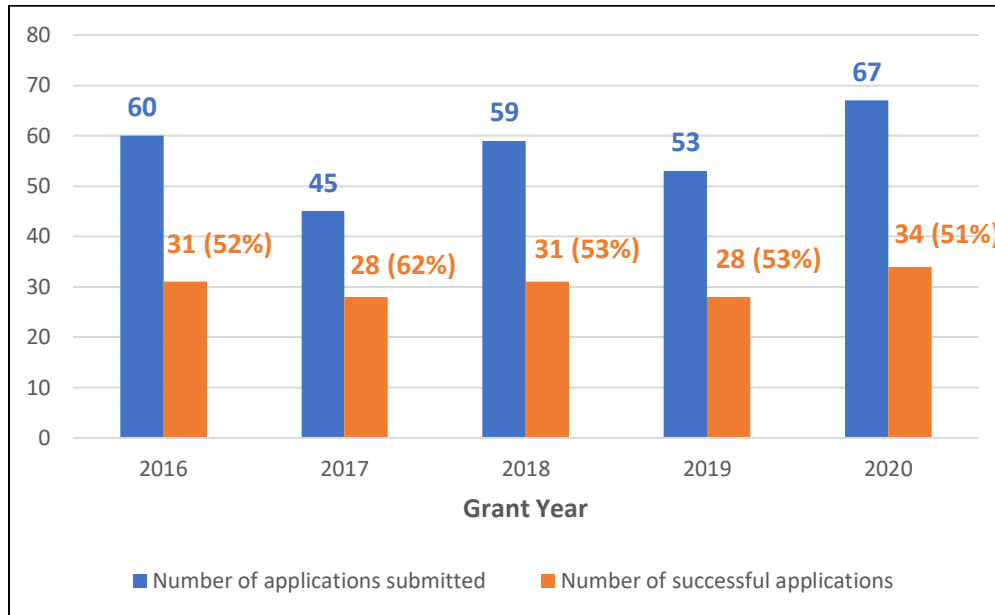
Table 31: Top-Five Universities Funded by SSHRC in the Social Work Field (Research Funding Only, Excluding Student Fellowships), 2015-16 to 2019-20 Grant Years

Administrating Organization	Research Grant Total Funding Amount (\$)	Number of Research Grants	Average Research Grant Size (\$)
2015-16			
University of Toronto	801,305	12	66,775
McGill University	874,807	9	97,201
York University	727,666	4	181,917
Ryerson University	690,916	8	86,365
The University of Calgary	537,557	7	76,794
2016-17			
University of Toronto	1,083,396	18	60,189
McGill University	995,579	13	76,583
Ryerson University	884,691	8	110,586
Université de Montréal	422,100	11	38,373
University of Manitoba	248,722	5	49,744
2017-18			
University of Toronto	1,245,010	22	56,591
Université Laval	566,055	6	94,343
McGill University	628,171	11	57,106
Université de Montréal	669,024	16	41,814
Ryerson University	738,092	8	92,262
2018-19			
University of Toronto	1,426,898	26	54,881
McGill University	751,903	11	68,355
Université Laval	555,779	6	92,630
Ryerson University	781,777	8	97,722
Dalhousie University	729,864	3	243,288
2019-20			
University of Toronto	1,579,621	25	63,185
McGill University	638,952	9	70,995
Université Laval	632,131	6	105,355
Ryerson University	784,083	9	87,120
Dalhousie University	700,000	2	350,000

Data source: SSHRC Competition Results: Awards Search Engine (extracted March 2021).

Success rate in securing funding: The FIFSW has been successful in securing grants from all funding sources at an average success rate of 54% between 2015-16 and 2019-20 (Figure 61).

Figure 61: The FIFSW's Success Rate in Securing Grants from All Funding Sources

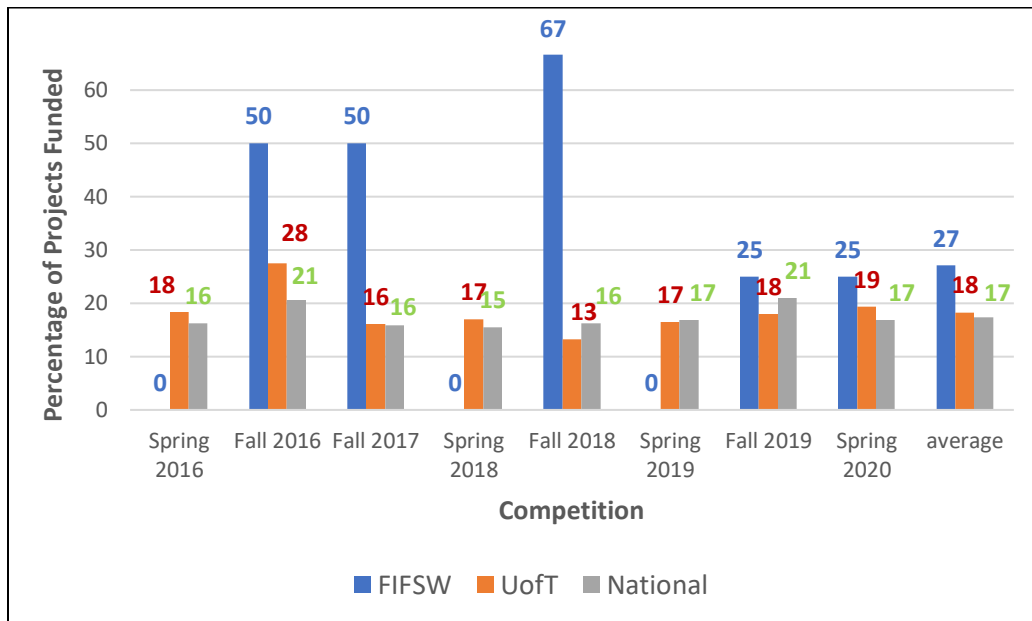


Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (extracted April 2021).

In comparing the FIFSW's success rate to that of the University as a whole and to the national level in relevant Tri-Agency funding programs,⁸ it is evident that the FIFSW's success rates on average for the period 2015-16 to 2019-20 are higher for CIHR Project Grants (at 27%, Figure 62) and SSHRC Insight Grants (at 66%, Figure 63). These are further indications of the FIFSW's high-quality research track record and proposed research.

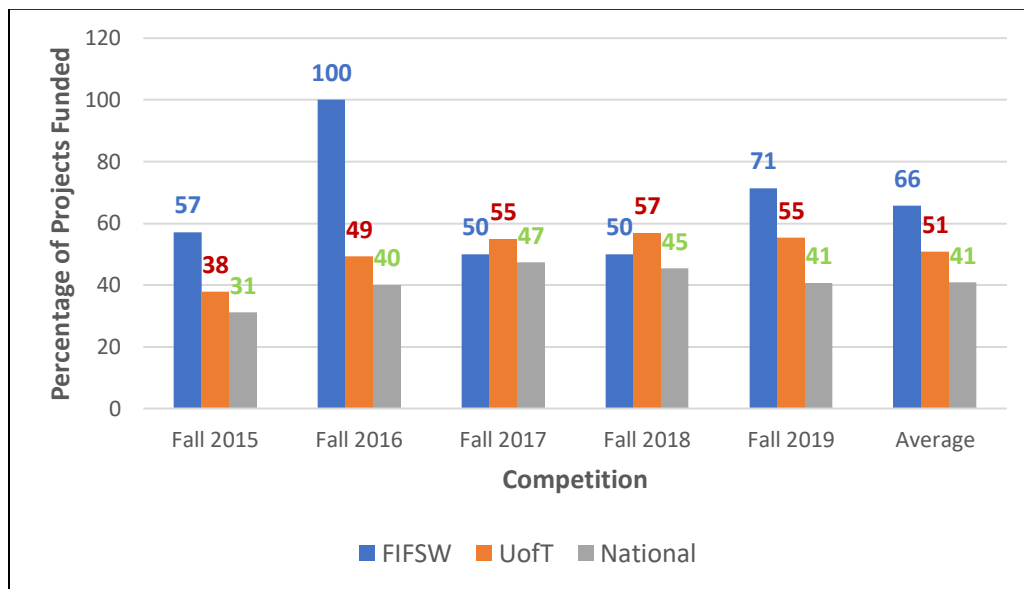
⁸ Success rates are funder-specific, and Tri-Agency funding is a common denominator within the university and across Canada.

Figure 62: Success Rate in Securing CIHR Project Grants



Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

Figure 63: Success Rate in Securing SSHRC Insight Grants

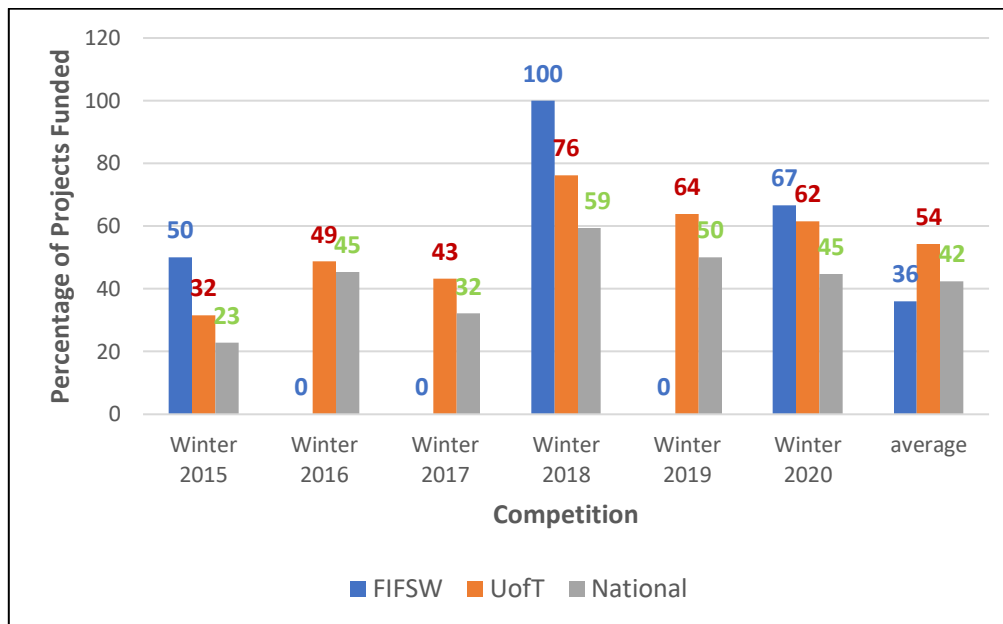


Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

Of concern though, is that the FIFSW has been less successful in securing SSHRC Insight Development Grants. The FIFSW's average success rate over the period 2015-16 to 2019-20 is 36%, which is lower than the University (54%) and national level (42%) average success rates (Figure 64). This funding program primarily targets early-career researchers, and it provides a

good base for these researchers to gain research momentum. The FIFSW research office will continue to strategically invest efforts to assist early-career researchers to develop good quality proposals for increased success.

Figure 64: Success Rate in Securing SSHRC Insight Development Grants

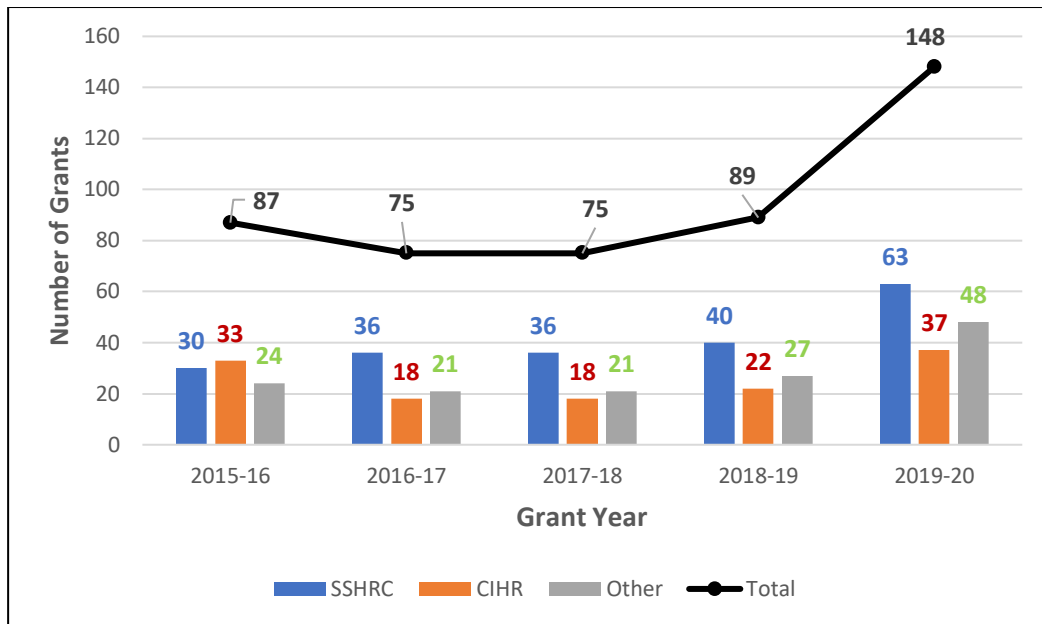


Data source: Research & Innovation Dashboard Ad-hoc Reporting Tool (last updated March 1, 2021).

10.2.2. Level of Collaboration

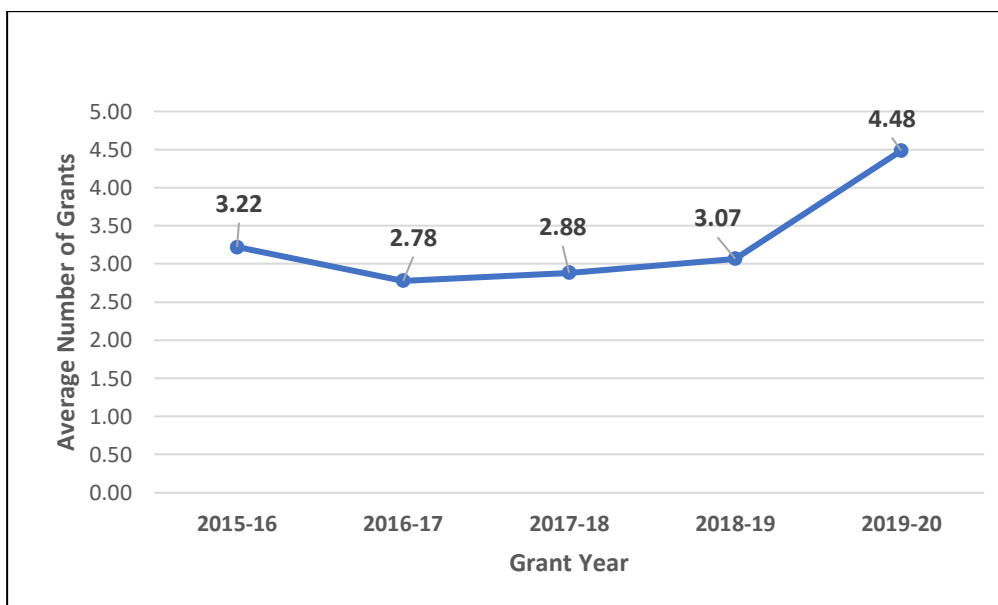
The FIFSW's level of collaboration, as an indicator of research quality, is measured through the number of research grants where faculty members are listed as co-investigator (CoI) or co-principal investigator (CoPI). Figure 65 shows that from external funding sources, faculty members have maintained their collaborative efforts since 2015-16 and substantially grew their efforts in 2019-20. Although there was about 20% growth in the number of faculty from 2015-16 to 2019-20, the average number of grants where faculty members were listed as CoI or CoPI also increased from 3 in 2018-19 to 4.5 in 2019-20 (Figure 66). This could be an indication that faculty members are collaborating to a greater extent with their peers (both internal and external to the FIFSW). The FIFSW's research office recognizes that the use of this sole metric to assess the level of collaboration as an indicator of research quality is insufficient. It has already begun since 2019 to track number of research networks (N = 17); and the Dean's Network Award was launched in 2019 to facilitate intra-FIFSW and inter-university faculty partnerships. Four grants were awarded involving 12 FIFSW faculty and seven other faculty from Public Health, Nursing, Education, Occupational Therapy, and Psychiatry. the FIFSW's research office will continue to explore other possible metrics including joint publications with external researchers.

Figure 65: Total Number of Research Grants with FIFSW Faculty Members as CoIs or CoPIs



Data source: FIFSW's Research Annual Reports.

Figure 66: Average Number of Research Grants with FIFSW Faculty Members as CoIs or CoPIs



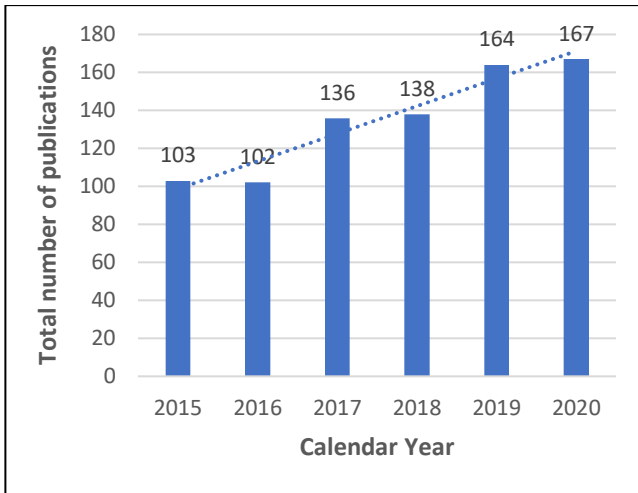
Data source: FIFSW's Research Annual Report.

10.2.3. Level of Research Productivity and Quality of Research Impact

The FIFSW's research quality, in terms of productivity and impact, is measured in two ways: (1) number of publications produced (i.e., level of productivity) and (2) faculty members' h-index (i.e., both level of productivity and quality of research impact).

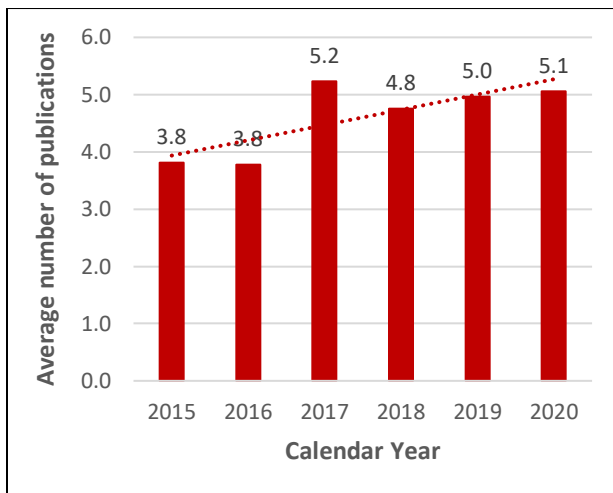
Figures 67 and 68 show that both the total number and average number of publications produced by faculty members increased from 2015 to 2020. The average number of publications per faculty member increased by 25%, which is substantial growth over a five-year period, especially given that a journal article was counted only once if co-authored by more than one FIFSW faculty member.

Figure 67: Total Number of Publications by FIFSW Faculty Members



Data source: FIFSW's Research Annual Reports.

Figure 68: Average Number of Publications by FIFSW Faculty Members



Data source: FIFSW's Research Annual Reports.

Moreover, a comparison of the FIFSW's level of productivity to that of other peer universities, using data from Clarivate Analytics Research Area: Social Work (Table 32), shows that the

University is ranked number one for number of social work publications amongst all North American peers (public and private universities) and Canada U15 peers. Further the University is ranked number two for its citation rankings amongst all North American peers and number one amongst Canadian U15 peers. These metrics indicate the FIFSW's excellent quality of research impact.

Table 32: Top 20 Universities for Social Work Publications and Citation Rankings in North America, and the University of Toronto's Rankings Among Canadian U15 Peers

Publication Rankings				Citation Rankings			
Institution Short Name	All North Am. Peers	North Am. Public Peers	Cdn U15 Peers	Institution Short Name	All North Am. Peers	North Am. Public Peers	Cdn U15 Peers
Toronto	1	1	1	Michigan	1	1	
Michigan	2	2		Toronto	2	2	1
Southern California	3			Texas - Austin	3	3	
New York U	4			U Washington	4	4	
Washington U	5			Southern California	5		
Minnesota	6	3		Chicago	6		
U Washington	7	4		Minnesota	7	5	
U Penn	8			U Penn	8		
Ohio State	9	5		Washington U	9		
Rutgers State	10	6		N Carolina - Chapel Hill	10	6	
N Carolina - Chapel Hill	11	7		Harvard	11		
Chicago	12			Ohio State	12	7	
Texas – Austin	13	8		New York U	13		
Calif – Berkeley	14	9		Kansas	14	8	
Columbia	15			Columbia	15		
Kansas	16	10		Michigan State	16	9	
Harvard	17			Boston U	17		
Michigan State	18	11		Johns Hopkins	18		
Calif - Los Angeles	19	12		Calif - Berkeley	19	10	
Illinois – Urbana	20	13		Calif - Los Angeles	20	11	

Source: RA1. Clarivate Analytics Research Area: Social Work.

Notes: The Social Work category covers resources concerned with homelessness, social casework, social services, social work education, public welfare, family counselling, child welfare and abuse, social work administration, social work with groups, and gerontological social work. Scope notes for Social Sciences Citation Index (SSCI) are at <https://mjl.clarivate.com/help-center>, under “Categories & Collections (Scope Notes)” for “Web of Science Core Collection.” Please note that the table includes all faculty at the University of Toronto who publish in the research area of social work; it is not limited to faculty in the FIFSW.

Faculty members' h-index provides another measure of the FIFSW's quality of research impact

and level of research productivity. Table 33 tabulates the h-index of each faculty member as extracted from Google Scholar (April 2021), where available. This table is arranged by faculty appointment level because Smith et al. (2018), through an in-depth analysis of the h-index of tenure-track faculty in 76 US social work schools with doctoral programs, reported that academic rank strongly influenced the school's h-index.⁹ Table 33 reflects this finding in that the average h-index for assistant professors is 11, the average for associate professors is 22; and the average for full professors is 33.

Table 33: FIFSW Faculty Members' H-index Range and Average per Appointment Level

Appointment Level	Average H-index	H-index Range
Assistant professor	11 (SD = 3.8)	5-17 ^a
Associate professor	22 (SD = 8.4)	13-40 ^b
Full professor	33 (SD = 10.9)	12-53 ^c

Data source: Google scholar (extracted April 2021).

^a An h-index was not available for three faculty members.

^b An h-index was not available for four faculty members.

^c An h-index was not available for one faculty member.

The FIFSW's average h-index across all faculty members is 24.89. When comparing the FIFSW's average h-index with social work doctoral program schools in the top 20 for average h-index in the US, as listed by Smith et al. (2018), the FIFSW's average h-index ranks the highest (Table 34).

⁹ Smith, T. E., Jacobs, K. S., Osteen, P. J., & Carter, T. E. (2018). Comparing the research productivity of social work doctoral programs using the h-Index. *Scientometrics*, 116(3), 1513–1530. <https://doi.org/10.1007/s11192-018-2832-5>

Table 34: The FIFSW's Average H-index Compared to the Top 20 Among US Social Work Doctoral Program Schools

University	Average	SD	Number of Faculty	Institution Type
University of Toronto FIFSW	24.89^a	12.69	36	Public
University of Washington	23.82	19.29	34	Public
University of California - Berkeley	23.12	12.18	17	Public
University of California - Los Angeles	22.86	8.46	14	Public
Washington University	20.37	14.87	43	Public
University of Southern California	20.29	13.98	42	Private
University of Wisconsin - Madison	20.28	14.54	18	Public
Columbia University	20.23	16.34	35	Private
University of Pennsylvania	18.67	14.52	24	Private
University of Chicago	18.27	11.27	29	Private
University of Michigan	17.94	12.18	52	Public
Brandeis University	17.40	12.12	15	Private
Case Western University	17.22	11.87	23	Private
University of North Carolina - Chapel Hill	17.22	13.57	27	Public
Boston University	15.52	14.28	21	Private
Boston College	15.08	11.94	25	Private
University of Tennessee	14.95	9.38	20	Public
University of Texas – Austin	14.39	8.65	33	Public
New York University	14.24	13.59	37	Private
University of Pittsburgh	13.16	7.37	19	Private
University of Minnesota	12.70	8.85	23	Public

Source: Adapted from Smith et al., 2018, p. 1514, Table 1.

^aNot all faculty have h-index profiles, so these faculty (N = 7) were excluded.

10.2.4. Awards and Honours

The FIFSW holds five Canada Research Chair allocations (three currently filled, one under review and one at the application stage).

Faculty members have been recognized for their research excellence with a total of seven esteemed awards and honours (Table 35), which is 3% of all comparable awards at the University (N = 230). This is significant given that the FIFSW has only 0.2% (N = 33 in 2019-20) of the University's total faculty (N = 14,648).¹⁰ The promotion and support of research awards and honours is a strategic focus area moving forward, not only to recognize research excellence but also to stimulate excellence especially for tenure-track faculty.

¹⁰ <https://www.utoronto.ca/about-u-of-t/quick-facts>, extracted as of April 2021

Table 35: Awards and Honours Held by Faculty Members Since 2013

Faculty Member	Award	Organization	Award Start Date
Hulchanski, J.	Carolyn Tuohy Impact on Public Policy Award	University of Toronto	4/1/2013
Bogo, M.	Order of Canada (Officer)	Governor General of Canada	7/4/2014
Zuberi, D.	College of New Scholars, Artists & Scientists	Royal Society of Canada	9/23/2015
Burnes, D.	Senior Service America Junior Scholar Award	The Gerontological Society of America / Senior Service America	11/20/2016
McDonald, L.	Fellow	Royal Society of Canada	9/7/2017
Brennan, D.	Excellence in Research Award	Canadian Association for HIV Research / Canadian Foundation for AIDS Research	4/26/2018
Fallon, B.	President's Impact Award	University of Toronto	2/21/2020
Voisin, D.	Selected Fellow	American Academy of Social Work and Social Welfare	1/29/2021

Data source: Awards & Honours Database (Office of Vice-President, Research and Innovation).

10.3. Integrating Research into Teaching and Learning

The FIFSW is highly committed to the integration of research into teaching and learning. Given faculty members' broad scope and depth of research as indicated in section 12.1, students and trainees are given a wide variety of research experiences. These include being involved in community level participatory research, longitudinal research and major multidisciplinary national and international research projects as well as participating in all stages of the research from development through to dissemination.

The multiple, overlapping ways to integrate research into teaching and learning include (1) formal teaching courses, (2) supervision of postgraduate research projects for degree requirements, (3) inclusion of undergraduate and postgraduate students in faculty members' research projects and (4) postdoctoral training opportunities. The first two of these approaches are not explored further in this section of the report because they fall under the academic section.

Faculty members actively include both postgraduate and undergraduate students in their research projects and since 2015 have provided about 716 training opportunities (Table 36). These opportunities involved 431 research assistantships,¹¹ 209 work-study students,¹² 40

¹¹ Only students are included in this number, and each student was only counted once. Data source: FIFSW's main administrative office.

¹² This number includes all work-study student irrespective of whether they were involved in research. The number involved in research is likely much lower, but it was not possible to differentiate their roles at this time. Data source: FIFSW's main administrative office.

research practicum students,¹³ and 36 Royal Bank of Canada (RBC) Fellowships.¹⁴ Since 2015-16, four postdoctoral fellows have completed their training, and eight fellows have current postdoctoral engagements (three of these are awarded through the Provost Postdoctoral Fellowship Program for Black and Indigenous researchers).

Table 36: Number of Research Training Opportunities Provided to Undergraduate and Postgraduate Students

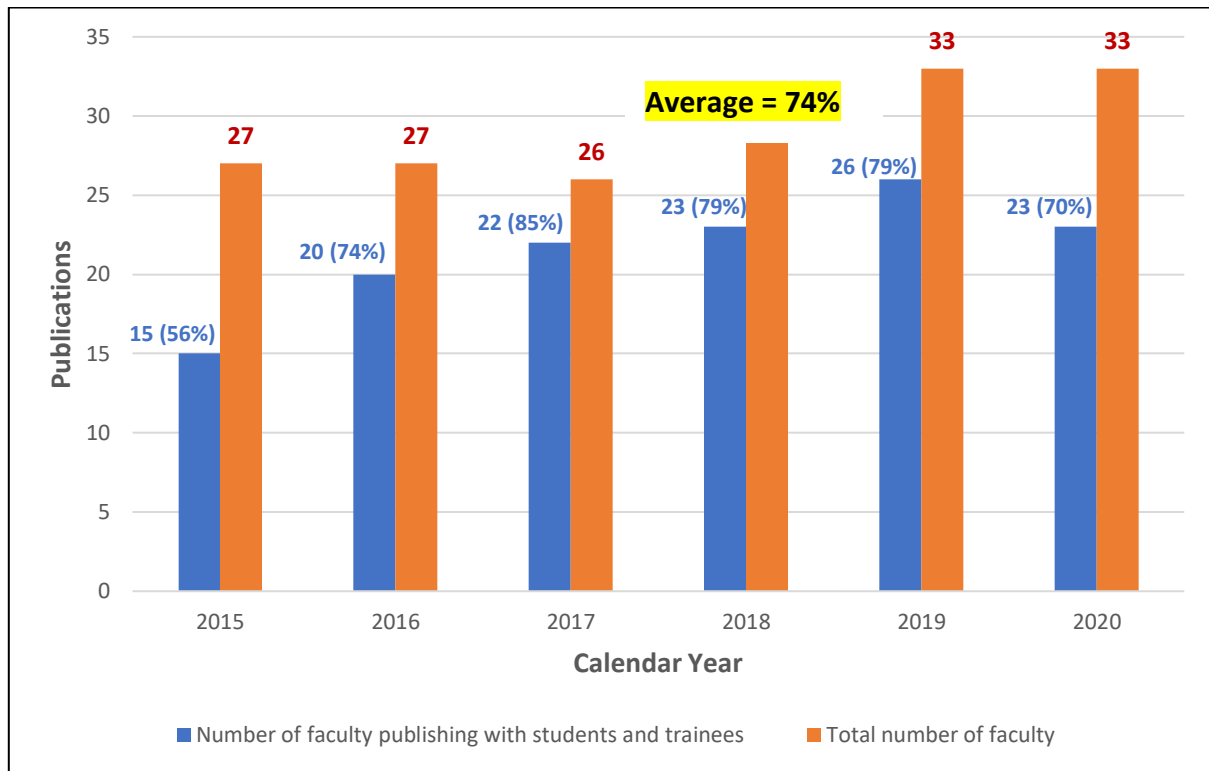
	2016	2017	2018	2019	2020	Total
Research assistants	73	81	83	93	101	431
Work-study students	unknown	32	49	57	71	209
Research practicum students	14	14	7	5	unknown	40
RBC Fellowships	5	9	5	9	8	36
Total	92	136	144	164	180	716

In addition, on average 74% (average N = 29) of faculty members from 2015 to 2020 (Figure 69) co-published on average 54% of their total (N = 810) journal article outputs with students and trainees (Figure 70). These measures are indicative of faculty members' strong commitment to training the next generation of researchers and practitioners.

¹³ This number only includes students who used the word *research* in their practicum titles. It is likely that the number is under-reported, but it was not possible to extract a more accurate report at this time. Data source: FIFSW's research practicum office.

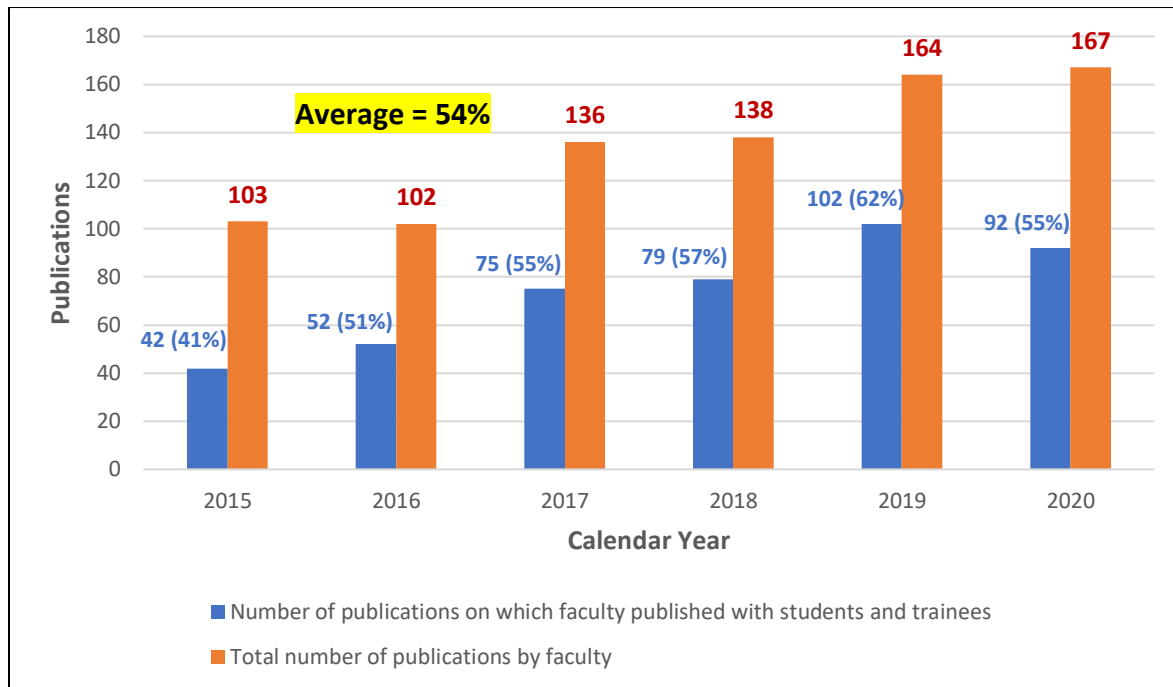
¹⁴ These fellowships are designed to provide research training and experience to FIFSW PhD students, provide financial support for students in need, and support faculty research.

Figure 69: FIFSW Faculty Members Publishing with Students and Trainees



Note: Data collected for UTQAP Review 2021. Five faculty members did not respond to the request for data, so these numbers may be slightly under-reported.

Figure 70: Publications That FIFSW Faculty Members Have Published with Students and Trainees



Note: Data collected for UTQA Review 2021. Five faculty members did not respond to the request for data so these numbers may be slightly under-reported.

10.4. Conclusion and Future Strategic Direction

The FIFSW's research is integrative and interdisciplinary in nature to address and respond to important and relevant social work needs. It predominantly focuses on promoting healthy people, healthy communities and a healthy world and building communities and livable societies through the lenses of supporting social capital and advocating for human rights and diversity. **The quality of the FIFSW's research can be described as excellent.** First, faculty members have an outstanding ability to secure research funding compared to their peers within the University and across Canada. This is an indication of faculty members' excellent track records in conducting research and the excellence of their proposed research. Second, faculty members are increasingly collaborating on grants as CoI/CoPIs, indicating (1) their ability to network and work in partnership with their peers and (2) a demand for their expertise, which are both informed by their research excellence. Third, faculty members' level of research productivity and quality of research impact rank highly in North America as measured through publication and citation rankings and the h-index metric. Fourth, faculty members have been highly successful in being recognized for their phenomenal contributions to advancing the field of social work through seven esteemed awards and honours over the past eight years. Last, faculty members have a deep commitment to training the next generation of researchers and practitioners, involving over 700 student research opportunities and 12 trainee experiences culminating in almost 450 joint publications over the last five years, for a healthy, just and sustainable future in Canada and across the globe.

In moving forward, strategic decisions need to be made: How can the FIFSW develop strategies for flexibility to respond to ongoing emerging research needs? Should the FIFSW focus on

diversifying its funding sources? Should the FIFSW focus on larger, fewer grants or strive to grow both smaller and larger grants? How can we better position faculty to respond to research excellence recognition awards? How can we better support early-career faculty to stimulate excellence? How can we better support and strengthen the research experiences of students involved in faculty research?

These questions have implications for the FIFSW research office's operational structure and scope of activities because the research office needs to create a supportive and enabling environment for faculty members to prosper. A faculty survey, conducted as part of this self-study, assessed faculty members' level of satisfaction with the research office's services and potential gaps (Table 37). In general, faculty members (100% of respondents) were satisfied with the overall services received from the research office. Areas of strength (i.e., where 80% or more respondents were satisfied with the services) included research grant funding support and general communication. Areas that could benefit from more support by the research office (70% to 80% satisfaction) included information on research policies and employing research staff. Areas identified as gaps or where improvement on services is needed (i.e., where 50% or more of the respondents rated the service as unhelpful or neither helpful nor helpful) included information on and preparation of awards and honours; and ethics. The research office is already cognizant of these areas where improvements are required and will continue to strategize and build on existing strengths to ensure the ongoing effectiveness and efficiency of research services.

Table 37: Faculty Survey Responses (N = 13) on Level of Satisfaction and Potential Gaps in Research Office Services and Activities

Research Service Areas	Happy and above (%)	Okay but room for improvement (neither happy nor unhappy; %)	Needs more attention (unhappy; %)	Number of Responses (excluding answers of Not Applicable, N/A)
Assisting with grant applications (direction)	100	0	0	12
Assisting with grant applications (feedback)	100	0	0	12
Advising on administrative/technical application requirements	100	0	0	13
Informing about funding opportunities	92	8	0	13
Informing of grant requirements	92	0	8	12
Developing budgets	91	9	0	11
Peer review for grant applications	90	0	10	10
Frequency of communication	85	0	15	13
Distributing information about COVID	85	8	8	13
Communicating research policies	77	15	8	13
Providing information on employing research staff	75	17	8	12
Providing information on awards	45	27	27	11
Assisting with research ethics board REB	33	56	11	9
Assisting with award nomination packages	0	86	14	7
Overall services	100	0	0	13

10.5. Challenges, Opportunities and Innovation

Research challenges are to (1) expand grant funding to secure adequate and flexible funding for increased impact and excellence; (2) better position senior faculty to be recognized for their excellence; (3) create well-resourced trajectories for early-career researchers toward research excellence; and (4) grow and nurture the next generation of social work researchers, including a focus on equity, diversity and inclusion (EDI). In addressing these challenges, our opportunities and innovations are to develop strategies to respond to ongoing emerging research needs; diversify funding sources; dually focus on growing both larger and smaller grants; proactively market faculty members' research excellence; develop enabling support mechanisms for early-career faculty to achieve excellence; reconceptualize existing instruments to strengthen the research experiences of students involved in faculty research; and promote EDI in the researcher development pipeline.

11. Organizational and Financial Structure

11.1 Organizational Structure

11.1.1. Governance Structure

The Council of the FIFSW is the governing structure that brings together teaching staff, field instructors, students, alumni, community social workers, administrative staff and the University of Toronto. The Council exercises its powers and duties under the provisions of the University of Toronto Act, 1971, as amended.

The 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, general directions 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.

The 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). The 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 (Appendix A) shows the full membership and the reporting and communication relationships of the Faculty Council with its Standing Committees.

The Faculty Council is composed of:

- All teaching faculty
- Two elected administrative staff
- Five elected MSW students
- Two elected PhD students
- Two elected alumni association members
- One cognate faculty member
- Two Association of Teaching Centres (ATC) members
- One Ontario Association of Social Workers (OASW) member
- Ex-officio voting members, including the President of the University (or designate), the Vice-President and Provost (or designate), the Dean of the School of Graduate Studies (or designate), the Registrar of the Faculty, and Assistant Deans of the Faculty

Meeting frequency is at least four times per year. The membership and terms of reference for each committee are described in the Council By-Laws.

Each year all committees are responsible for electing and recommending to the 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 the 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. Notice of a meeting including a proposed agenda shall be

given to members at least one 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 records of Faculty Council meetings are maintained by the Secretary of Faculty Council and are publicly available.

The FIFSW is a distinct academic division within the University. It offers graduate level education only and, belongs within the School of Graduate Studies (SGS), which collaborates with the Office of the Vice-Provost, Academic Programs to oversee all graduate programs at the University of Toronto. The SGS is an umbrella academic division within the University that encompasses 80 graduate units (departments, centres and institutes) offering more than 150 graduate programs. By statute of the University, the SGS is governed by a Graduate Education Council and is organized into four divisions: Humanities, Social Sciences, Physical Sciences and Life Sciences. The FIFSW belongs to Division II: Social Sciences. While the SGS is responsible for developing and implementing University-wide regulations and operating procedures for admissions, programs of study and completion of degree requirements, the FIFSW is responsible for the development and implementation of social work curricula. As part of the University's governance process, major and minor changes are approved through the FIFSW's internal governance before being reported to the University's Committee on Academic Policy & Programs.

11.1.2. Leadership Structure

The FIFSW is a single-department Faculty. The Dean, Dexter Voisin (appointed on July 1, 2019 for a five-year term), is the chief executive officer of the Faculty and has ultimate responsibility for the overall academic direction of the Faculty and for the allocation and management of its resources. The Administrative Organization Chart (Appendix B) depicts the reporting relationships within the Faculty. The senior leadership team is referred to as the Academic Leadership Team (ALT) and composed of the following:

- Dean: Dexter Voisin (term ending on December 31, 2021)
- Associate Dean Academic (ADA): David Burnes
- Associate Dean Research (ADR): David Brennan
- MSW Director: Michael Shier (term effective July 1, 2021–June 30, 2022)
- PhD Director: Lin Fang
- Chief Administrative Officer: Eva Gladish
- Assistant Dean, Student Services: Milad Tabataba (effective March 20, 2021)
- Assistant Dean, Field Education: Eileen McKee

A major strength of the leadership team is a strong sense of commitment and unison toward fulfilling the mission of the Faculty. The Faculty leadership is in a period of transition and growth. There will be a search for a new Dean, and an Interim Dean, Charmaine Williams, has been appointed for one year, starting on January 1st, 2022. A MSW Director position was re-established on a term basis on July 1st, 2021, to support the office of the ADA and Student Services. A newly created permanent role, that of the Assistant Dean, Student Services and Registrar provides an important layer of designated support for student services. It is

anticipated that a new ADA would be appointed on July 1, 2022. As well, the terms of both the ADR and the PhD Director roles will be ending on June 30, 2022.

11.1.3 Staff Structure

Faculty/Teaching Appointments

The Faculty complement comprises faculty members in the following categories: tenure/pre-tenured stream, lecturer teaching stream, status-only, and adjunct lecturers (Figure 1 and Table 1). In addition, there are many 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 contract limited term appointment (CLTA), there is no percentage set by the University; rather the University defers to the division. However, there are certain restrictions on CLTAs; generally the expectations are that part-time faculty will perform a proportionally reduced service load compared to full-time faculty and that there will be no service expectation for anybody with less than a 50% appointment.

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.

As of July 1, 2021, there will be 36 faculty members in 2021-22. A search is forthcoming for the Endowed Lee Wu Kee Ming Chair in Indigenous Social Work, which will enable the Faculty to seek and appoint an eminent Indigenous scholar focused on developing policy, service or solutions specific to Indigenous communities. We are targeting for this position to be filled during the 2022-23 academic year.

Recruitment for the ongoing searches presents both a challenge and an opportunity: to attract a strong applicant pool of top scholars/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 now matched with two mentors to guide them through the tenure process and are also encouraged to seek consultation with any faculty members based on specific 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.

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, dependent on the circumstances of the appointment. Generally, status-only and adjunct faculty participate on MSW and PhD student committees, teach courses at the Faculty, participate in conferences, provide education, and collaborate with FIFSW faculty on service committees, research projects and manuscripts, among other contributions. Status-only and adjunct positions are reviewed annually and are typically three years in duration. There were four status-only appointments and three adjunct faculty in 2020-21. This is the average number of appointments annually. 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 the Canadian Union of Public Employees (CUPE) Local 3902 (Unit 3). Sessional lecturers are hired to teach courses left unfilled by the teaching faculty staff. In 2020-21, the Faculty hired 54 sessional lecturers. 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 sessional lecturers to meet with students on site. On the other hand, sessional lecturers bring invaluable practical field experience into the classroom and strengthen our ties with the field.

Figure 1: Number of Faculty by Appointment Category

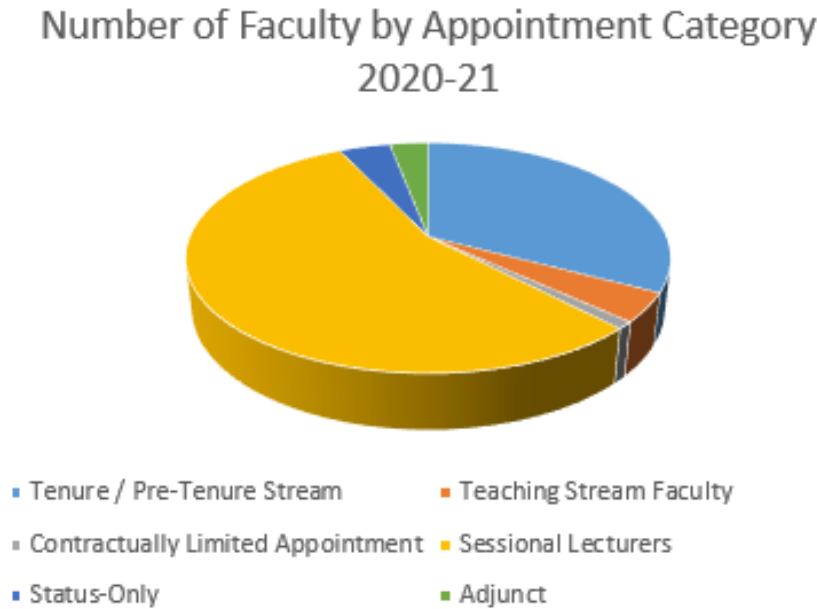


Table 1: Faculty Members (2021-22)

Name	Rank	FTE
Adamson, Keith	Assistant (Teaching-Stream, Non-Continuing)	1.00
Alaggia, Ramona	Professor	1.00

Ashcroft, Rachelle	Assistant Professor, Tenure-Stream	1.00
Begun, Stephanie	Assistant Professor, Tenure-Stream	1.00
Bhuyan, Rupaleem	Associate Professor, Tenure-Stream	1.00
Black, Tara	CLTA	1.00
Bogo, Marion	Professor	1.00
Brennan, David	Professor	1.00
Burnes, David	Associate Professor, Tenure-Stream	1.00
Craig, Shelley	Professor	1.00
Fallon, Barbara	Professor	1.00
Fang, Lin	Associate Professor, Tenure-Stream	1.00
Fuller-Thomson, Esme	Professor	1.00
Ganson, Kyle	Assistant Professor, Tenure-Stream	1.00
Grenier, Amanda	Associate Professor, Tenure-Stream	1.00
Hulchanski, J. David	Professor	1.00
Katz, Ellen	Associate Professor (Teaching-Stream, Continuing)	1.00
King, Bryn	Assistant Professor	1.00
Kourgiantakis, Toula	Assistant Professor (Teaching-Stream, Non-Continuing)	1.00
Lee, Eunjung	Associate Professor, Tenure-Stream	1.00
Logie, Carmen	Associate Professor, Tenure-Stream	1.00
Middelton-Moz, Jane	Assistant Professor, Teaching-Stream (Non-Continuing)	1.00
Mishna, Faye	Professor	1.00
Newman, Peter	Professor	1.00
Quinn, Ashley	Assistant Professor, Tenure-Stream	1.00
Saini, Michael	Professor, Tenure-Stream	1.00
Sakamoto, Izumi	Associate Professor, Tenure-Stream	1.00
Sharpe, Tanya	Associate Professor, Tenure-Stream	1.00
Shier, Micheal	Associate Professor, Tenure-Stream	1.00
Stern, Susan	Associate Professor, Tenure-Stream	1.00
Taylor, Harry	Assistant Professor, Tenure-Stream	1.00
Tsang, Ka Tat	Professor	1.00
Voisin, Dexter	Dean and Professor	1.00
Williams, Charmaine	Professor	20% FIFSW, 80% SGS
Xue, Jia	Assistant Professor, Tenure-Stream	51% FIFSW, 49% Faculty of Information
Zuberi, Daniyal	Professor	51% FIFSW, 49% Public Policy

Field instructors and faculty-field liaisons report to the Assistant Dean, Field Education. They are recruited through direct referrals, postings directed at experienced MSW field instructors, and more recently PhD 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 MSW program (January–May) or in Year 2 of the two-year MSW 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 MSW 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 also exchange information and monitor the students' educational experience.

Administrative Appointments (2021-22)

The current administrative staff comprises five non-unionized staff members, categorized as Professional/Managerial (PM) staff (Chief Administrative Officer; Assistant Dean, Field Education; Assistant Dean, Student Services and Registrar; Advancement Director; Executive Assistant to the Dean) and 21 appointed staff (part-time and full-time members of the 1989 United Steelworkers Bargaining Unit [USW]) (Tables 2 and 3). Since 2015–16, the administrative staff complement and FTE total have grown by 50%. This is largely due to increased workload as a result of enrolment growth, the introduction of the Indigenous Trauma and Resiliency (ITR) field of study and the need for a coordinator for ITR, and recognition of the need for additional resources in the areas of equity/diversity, outreach, simulation, finance and communications. This past year, a new PM position was created for an Assistant Dean of Student Services and Registrar to manage the registration and student services functions of the Faculty.

Table 2: Appointed Administrative Staff (2020-21)

Dean's Office	Title
Henion, Christopher (on leave, temporarily filled by casual employee)	Executive Assistant to the Dean
Duncan, Dale	Senior Communications Strategist

Office of Associate Dean, Academic	Title
Zeniada Rowe Effective October 4, 2021	Assistant to the Associate Dean, Academic
Davies, Megan	Simulation Coordinator

Research:	Title
Le Roux Goretsky, Renee	Research Services Officer

Office of the CAO	Title
Gladish, Eva	Chief Administrative Officer
Wong, Lily	Financial Officer

Lo, Keziah	Finance and Human Resource Information System (HRIS) Administrator
Ramdass, Kay	Operations Coordinator
TBA – Incumbent retired and position not filled	Administrative Assisant & Receptionist

Student Services	Title
Tabataba, Milad	Assistant Dean, Student Services and Registrar
TBA	Associate Registrar
Umbrello, Angela	Administrative Coordinator Admissions and Programs
Ezi Ozodor Effective Sept. 21, 2021	Coordinator of Student Engagement and Success
Groysman, Valeria (on maternity leave, temporarily filled by casual employee)	Student Programs and Outreach Coordinator
LeBlanc, Melanie	FIFSW Coordinator, Indigenous Initiatives (*50% Student Services)

Practicum	Title
McKee, Eileen	Assistant Dean, Field Education
Coplevitch, Mindy	Practicum Coordinator
Ben-Dat, Miri	Practicum Coordinator
LeBlanc, Melanie	FIFSW Coordinator, Indigenous Initiatives (*50% Practicum)
Russell, Denise	Administrative Assistant (Practicum)
Connochie, Catherine	Practicum Assistant

Advancement	Title
Seerat Siddique Effective Oct. 18, 2021	Advancement Director
Downey, Daniel	Advancement Coordinator

Institute for Life Course & Aging	Title
Murphy, Susan	Manager, ILCA
Carlton, Nina	Secretary, Institute for Life Course and Aging (ILCA)

OnLine Clinic	Title
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Delgado, Sylvia	Online Counseling Clinic Manager
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Table 3: Summary of Staff Complement and Full-Time Equivalent (FTE)

Academic Year	Staff Headcount			Staff FTE		
	Academic	Admin PM	Admin United Steel Workers (USW)	Academic FTE	Admin PM FTE	Admin USW FTE
2015-16	28	4	14	26.76	4	11.75
2016-17	30	4	1	28.81	4	11.95
2017-18	29	4	18	28.70	4	15.05
2018-19	31	4	19	28.41	4	16.55
2019-20	33	4	20	30.41	4	17.55
2020-21	35	5	21	32.41	5	18.05
2021-22	36	5	21	34.22	5	18.55

11.1.4 Challenges, Opportunities and Innovation

Currently almost one-third of our full-time tenure-track faculty is at the Assistant Professor level. We have expanded our junior faculty mentorship program, assigning junior colleagues to two senior mentors (an Associate and Full Professor) as opposed to a sole Full Professor. Our junior faculty has indicated an appreciation for this expanded model. Over the last five years, we have had two faculty members promoted to full professor, and five junior faculty members will be evaluated for tenure and promotion to associate professor within the next four years. There is an opportunity to encourage and mentor new leadership within the Faculty. At the last iteration, only one tenured faculty member stepped forward for consideration to be appointed to the Associate Dean, Academic role. In the past, retired colleagues were brought forward to fill vacant administrative roles. We are in the process of incentivizing and grooming faculty to fill upcoming needs for the roles of PhD Director and Associate Dean, Academic, pending vacancies.

As societal trends evolve and racial reckoning is heightened, the FIFSW is called upon to further decolonize our curriculum and adopt a more inclusive implicit and explicit curriculum. While we have undergone periodic reviews of our curriculum, in 2020-21 we established a Curriculum and Innovation Committee, the first such committee convened in more than 10 years. This committee presented a three-year strategic plan for ensuring anti-racist and anti-oppressive content within our curriculum. We have also expanded the number of simulation offerings across courses.

During the COVID-19 pandemic, we have developed significant online teaching capacity mounting successful synchronous and asynchronous courses. In the post-pandemic period, there is an opportunity to strategically harness these capacities and envision how these online formats might be strategically used to support teaching, micro-credentials and other revenue-generating opportunities.

Organizationally, we are in the process of several staff transitions, which offer challenges alongside significant opportunities for renewal. Recent retirements in the last year including the Director of Advancement, the Registrar, and the Main Office Administrative Assistant/Receptionist, along with the departure of several staff to other divisions for career advancement, as well as supporting staff who have taken leaves of absences, have resulted in 50% staff turnover since the start of the pandemic. Positions were initially filled by temporary

casual staff, but we are moving now to recruit new permanent staff, which has also provided an opportunity to think innovatively about how to improve the organizational structure (address gaps, eliminate silos, build succession plans, address equity and diversity, etc.). For example, we are slowing building capacity within the Student Services portfolio to realign duties and responsibilities in this area to better serve our students. The onboarding of new staff, given the high turnover, will take significant effort, and clear communication of role responsibilities, as the staff organization structure becomes a bit more complex.

Another challenge of the administrative workforce will be ensuring the needs and concerns of the students are met, ranging from academic counselling to practicum opportunities and from student wellbeing to matters of social equity and inclusion. As technology continues to advance and increase efficiencies in work processes, from learning management systems (e.g., Quercus) and online tools to application management tools (e.g., ROSI, Administrative Management Systems), as well as increased interest in data compliance and risk assessments, the administration needs to be ready to implement and adapt to these changes.

11.2 Financial Structure and Resources

11.2.1 Budget Model

The University of Toronto's current budget model came into effect in 2007-08 and emphasized a new approach to the budget allocation process. The fundamental guiding principle in the development of this budget model was that the budget allocation process would 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 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

Further information on the budget model can be found at:

<https://planningandbudget.utoronto.ca/operating-budget/the-budget-model-2/>

11.2.2 Divisional Budget

Divisional Revenue

The primary sources of revenue for the FIFSW are provincial operating grants and tuition. Other sources of revenue include provincial scholarship grants, interest income from endowed and other short- and long-term investments, funding from Tier 2 Canada Research Chairs, and funding for indirect costs of research. These sum up to the total attributed revenue. Deducted from the total attributed revenue to arrive at the total adjusted net revenue are costs for our share of University-wide costs, a student aid set-aside, and deductions for divisional income from endowed chairs and CRCs. But the FIFSW also receives an annual University Fund (UF) allocation intended to provide funding in accordance with the University's institutional academic priorities, and along with the actual divisional revenue (endowed chairs' income payout, Undergraduate Course Development Fund, admission applications fees and continuing education profit-sharing

with the School of Continuing Studies), we arrive at the total revenue budget for the academic year (Table 38). Since 2015-16, total revenue has increased by almost 27% (approx.\$2.4M).

Table 38: Divisional Revenue: 2015-16 to 2019-20

Revenue Category	2015-16	2016-17	2017-18	2018-19	2019-20
Provincial grant revenue	7,163,505	7,382,889	7,446,982	7,665,995	7,007,053
Tuition revenue	3,926,079	4,198,690	4,528,290	4,832,749	4,180,831
Investment & other income	341,305	319,581	338,791	501,215	476,687
Provincial scholarship grants	206,601	208,608	185,282	199,585	181,763
Endowment income	1,447,663	1,539,558	1,605,410	1,680,694	1,769,182
Canada Research Chairs	100,000	300,000	300,000	300,000	300,000
Overhead on research	341,611	443,027	607,814	580,721	697,224
Total Attributed Revenue	\$13,526,764	14,392,353	15,012,569	\$15,760,960	\$14,612,741
University-wide costs	(3,934,448)	(4,088,278)	(4,209,381)	(4,574,005)	(4,369,029)
Univ. Fund contribution	(1,139,811)	(1,186,816)	(1,228,031)	(1,296,568)	
Student aid set-aside	(1,630,417)	(1,816,102)	(1,485,232)	(1,130,374)	(1,147,034)
Endowed chairs div. income	(762,944)	(807,074)	(807,226)	(847,607)	(897,995)
CRC revenue: restricted funds	(100,000)	(300,000)	(300,000)	(300,000)	(300,000)
Adjusted Net Revenue	\$5,959,144	6,194,082	\$6,982,698	\$7,612,405	7,898,682
University Fund allocation	1,426,056	1,635,659	1,644,761	1,643,548	1,672,247
Divisional revenue	1,514,386	1,427,994	1,447,372	1,725,755	1,763,399
Total Revenue	\$8,899,586	9,257,735	10,074,831	\$10,981,708	\$11,334,328

The main driver behind the tuition and grant increases is the Faculty's increase in student enrolment. Since 2015-16, MSW student enrolment has increased from 400 eligible full-time equivalent (eFTE) students to 425 in 2019-20, which is the current steady state enrolment target. The year 2015-16 was the last year that the Advanced Diploma in Social Service Administration program admitted new students, as it was being phased out. In 2016-17, the two-year Indigenous Trauma and Resiliency field of study in the MSW program began, with an intake target of 25 eFTEs; thus, the steady target became 375 eFTEs in the regular MSW program and 50 in ITR. In 2020-21, we had a slight one-time-only increase of seven additional MSW students due to a transfer of surplus eFTEs within the University, due to the pandemic. PhD student enrolment has remained the same since 2015-16 with an annual new intake of 9-10 students per year.

MSW tuition fees for domestic students increased from an annual rate of 4% to 5%, starting in 2016-17 at \$9,510. In 2019-20, per the new provincial tuition fee framework, tuition for domestic students was cut by 10%, from the 2018-19 tuition rate of \$10,470, with a freeze at that level for two years at \$9,420, including 2020-21, and including continuing students. The domestic tuition fee freeze has now been extended for one additional year to include 2021-22. The tuition fee reduction imposed by the province, however, does not apply to international students. See Table 39 for MSW tuition fees.

MSW tuition fees for international students have increased at an annual rate of 5% since 2015-16, when fees were \$26,970. The international tuition fee increased by 10.2% (\$32,220) in

2019-20 and by 10.3% (\$34,430) in 2020-21. Starting in 2021-22, the annual increase rate will be steady at 6%, equaling \$36,500. Tuition fee rates for continuing students are determined at the institutional level, with annual increases of 5%.

Since 2015-16, PhD tuition fees for continuing and new doctoral students have been determined at the institutional level.

Starting in 2015-16, **PhD tuition fees for domestic students** were reduced by 0.7% to \$7,060. The reductions in rates allows room for tuition fee increases in other professional programs. In 2016-17, the tuition fee rate was reduced by 0.4% (\$30) to \$7,030. In 2017-18, there was an additional 0.9% (\$70) reduction to \$6,960. In 2018-19, there was a further 0.9% (\$60) reduction to \$6,900. In 2019-20, per the new provincial tuition fee framework, tuition fees for domestic students were cut by 10%, from the 2018-19 tuition rate of \$6,900, with a freeze at that level for two years at \$6,210, including 2020-21 and including continuing students. The domestic tuition fee freeze has now been extended for one additional year to include 2021-22. See Table 40 for PhD tuition fees.

From 2015-16 to 2017-18, **PhD tuition fees for international students** increased at an annual rate of 5%, from \$19,550 in 2015-16 to \$20,530 in 2016-17 and \$21,560 in 2017-18. In 2018-19, the tuition fee rate was reduced by 68% to \$6,900 to allow international students at the University to pay the equivalent of domestic student rates. In 2019-20 and 2020-21, the international tuition fee rate was \$6,210, to match the domestic fee rate. This rate will continue in 2021-22. The reduced rates were intended to make the University more attractive to the best and brightest doctoral students around the world. The fee reduction also lends support to the University of Toronto's advocacy position for additional provincial funding of international PhD enrolment. In order for the University to claim an international student for funding eligibility, the student must be charged domestic fee rates. The tuition/revenue loss has been partially offset by savings in funding packages for graduate students in the funded cohort.

Table 39: MSW Tuition Fees

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Domestic	\$9,060	\$9,510	\$9,980	\$10,470	\$9,420	\$9,420
International	\$26,970	\$28,320	\$28,320	\$28,320	\$31,220	\$34,430

Table 40: PhD Tuition Fees

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Domestic	\$7,060	\$7,030	\$6,960	\$6,900	\$6,210	\$6,210
International	\$19,550	\$20,530	\$21,560	\$6,900	\$6,210	\$6,210

Divisional Expenses

The main expense item for the division is compensation. Divisions are responsible for covering their own increases in expenses, including compensation (salary and benefits) increases, which have grown steadily over the years. Normal compensation assumptions are: 4%-5% salary increases each year for academic faculty, 2% increases each year for sessional lecturers, course instructors/teaching assistants, emeriti and overload teaching, 4% increases each year for PM and Advancement Professional staff, and 3% increases for USW staff. These assumptions are taken into account during the annual planning process.

Remaining expenses are categorized in Table 41 as academic program expenses (excluding

compensation), student awards, and other operating expenses (including information technology, A/V support, fundraising and alumni, communications, facilities and services/building maintenance, renovations, academic recruitment, professional development, etc.).

Table 41: Divisional Expenses: 2015-16 to 2019-20

Expense Category	2015-16	2016-17	2017-18	2018-19	2019-20
Faculty salaries	3,466,062	3,940,958	4,092,791	4,049,344	4,646,387
Admin staff salaries	1,361,204	1,483,743	1,571,257	1,739,508	1,884,751
Instructor salaries (sessional lecturers, TAs, CIs, overload stipends)	733,143	736,155	694,074	796,639	861,985
Casual salaries	174,354	109,490	137,993	199,712	297,708
Benefits	1,338,442	1,477,503	1,486,818	1,541,193	1,735,203
Salaries and benefits	\$7,073,205	\$7,747,849	\$7,982,933	\$8,326,396	\$9,426,034
Academic program expenses	277,321	234,539	229,163	272,112	266,220
Student awards	774,612	831,231	1,503,214	1,135,540	809,152
Other operating expenses	1,158,087	1,093,616	2,486,444	1,114,402	1,511,093
Non-salary & benefit expenses	\$2,210,020	\$2,159,386	\$4,218,821	2,522,054	\$2,586,465
Total expenses	\$9,283,225	\$9,907,235	\$12,201,754	\$10,848,450	\$12,012,499

Table 42 shows the difference between the FIFSW's total revenue budget and the actual in-year expenses from 2015-16 to 2019-20, and the resulting surplus or deficit position each year. The Total Expense and Total Revenue lines in Figure 71 show the changes in surplus/deficit over the time period. Although there were in-year deficits in almost every academic year, except for 2018-19, there were sufficient carry-forward funds to cover those costs. Compensation generally accounts for 78% of the expense budget. The remaining 28% of the budget, which covers academic program expenses, student awards, and other operating expenses, is shown in Figure 72.

Table 42: Total Divisional Revenue vs. Expenses: 2015-16 to 2019-20

Category	2015-16	2016-17	2017-18	2018-19	2019-20
Revenue	8,899,586	9,257,735	10,074,831	10,981,708	11,334,328
Expenses	9,283,225	9,907,235	12,201,754	10,848,450	12,012,499
Annual Surplus/(Deficit)	(383,639)	(649,500)	(2,126,923)	133,258	(678,171)

Figure 71: Total Divisional Revenue vs. Expenses: 2015-16 to 2019-20

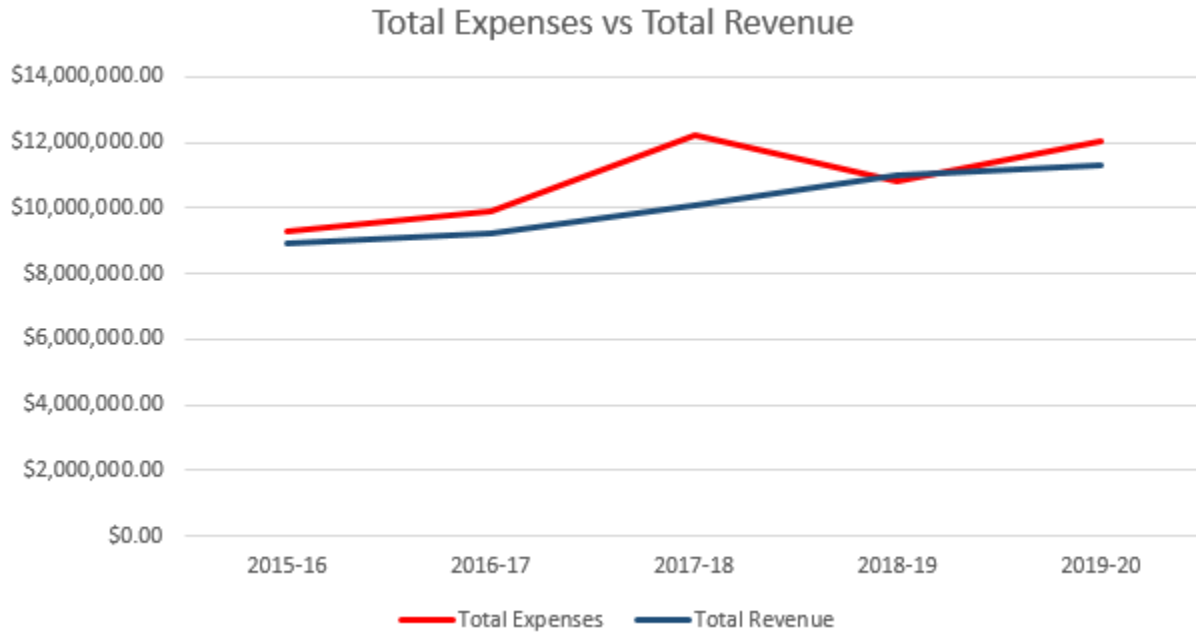
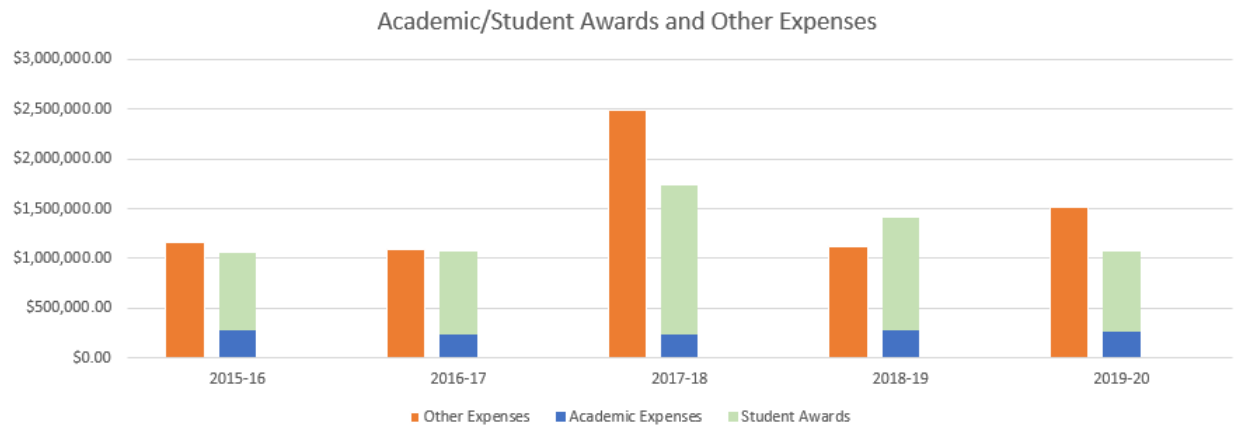


Figure 72: Non-compensation Expenses: 2015-16 to 2019-20



Budget Forecast and Opportunities for New Revenue Generation

The FIFSW has had a healthy budget carry-forward for over a decade, with an infrastructure annual carry-forward, ranging from \$250,000 to over \$3 million. Though much of the carry-forward has been spent down due to physical infrastructure/renovations since 2015-16, the projected financial year-end variances for the next five years are expected to balance. However, we may potentially have in-year deficits in the outer years if costs escalate significantly due to unforeseen circumstances, and if some of our underlying compensation assumptions do not allow room for cost savings. Notwithstanding, we should have sufficient reserves in the operating budget to offset those deficits, provided that we continue to have flexibility to generate revenue

through enrolment growth and through fundraising for academic programs, student awards, etc. We also plan to leverage our strengths in academia and research to take advantage of any institutional or government funding incentives that would benefit the FIFSW. As we move forward and as circumstances change, we will plan ahead with these considerations in mind and, if necessary, implement cost containment measures as needed.

In summary, the FIFSW is sufficiently resourced, financially, to deliver social work education in a manner that is comparable to social work academic units across Canada.

11.2.3 Challenges, Opportunities and Innovation

Currently, there is an operating surplus projected partly due to our increased international student enrolment. However, it would be important not to establish our spending models based on this until we have developed a more consistent track record of recruiting and retaining a stable pool of international students. During the past year we grew our international MSW applications by 300 percent. During the past two years the percentage of admitted international students increased from 2 to 10 percent. However, FIFSW's operating budget position often presents challenges due to the potential for in-year deficits, if operating expenses escalate significantly due to unforeseen circumstances, and if plans to bring in revenue are not realized. Having a contingency plan, including cost savings measures, is part of the long-term strategic planning process, which also provides opportunities for innovative ideas to generate new sources of revenue and build in greater efficiencies to reduce costs.

11.3 Space and Facilities – 246 Bloor Street West

The FIFSW is located in a wheelchair-accessible seven-story building at 246 Bloor Street West, a location easily accessible by public transit (beside St. George subway station, Bedford Entrance). The Faculty's current space includes the first to fifth floors and the seventh floor. The sixth floor is occupied by the University of Toronto's Learning and Space Management (LSM) group. The FIFSW occupies 1,811 net assignable square meters (NASM), allocated to faculty and staff offices, research space, student common areas, student computing labs, a writing lab and four meeting rooms, as well as a videoconference room and a webinar room.

Office Space

The administrative hub is the main office, located on the second floor. Full-time appointed faculty, research and administrative staff all have private office spaces sufficient to work and conduct meetings with one or two co-workers and/or students. Active emeriti professors have shared offices with a maximum of three occupants per office. Visiting scholars, postdoctoral fellows and research assistants also have shared office space. All occupants have access to kitchenettes on the second, third, fourth and fifth floors. They also have access to networks printers/copiers (multifunction devices) on every floor with the exception of the seventh floor. The MSW student computer lab and the computer lab with adaptive technology for accessibility are located on the seventh floor. The NASIM FIFSW student groups, the MSW Graduate Student Association (GSA) and the PhD Student Association (PhDSA) are allocated office space, computers and telephones.

Ensuring we have sufficient office space as the staff complement grows may present a challenge as we are restricted by the space available in the building, while accommodating sufficient research, meeting/event and student study spaces. We are hopeful that the renovations to the sixth floor by LSM will help in terms of providing meeting and student spaces for common use, which would allow us to free up more space within the FIFSW to possibly convert into offices if needed. Since the pandemic, faculty and staff have adjusted fairly well to working from home, so as we move forward in assessing the space needs, we will plan with this in mind.

Instructional and Student Service Areas

LSM manages a total of 10 classrooms in the building for a total of 652.6 NASM and is responsible for booking classroom/instructional space for social work courses based on requirements such as class size and technology needs. Since the pandemic, we have realized that there are limited options to hold hybrid (on-site and online) teaching delivery options.

The two main hubs for student activity are the third floor lounge (a large seating area with an adjoining kitchenette) and the seventh 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.

PhD students, emeriti staff, part-time instructors including sessional lecturers and course instructors, postdoctoral fellows, visiting professors/scholars and research/project assistants, are assigned shared offices and have access to networked computing facilities.

In terms of services to students, the FIFSW provides office space for the University of Toronto Health Sciences Writing Centre in which Writing Centre staff meet with social work students. In fall 2018, a University of Toronto Student Accessibility Officer was relocated from an office in the University of Toronto Accessibility Services to be located in the FIFSW to better support the

student population on the north side of campus. (In addition to FIFSW students, this officer is available to students enrolled in the Faculty of Law and OISE.) The change in locale has greatly benefited FIFSW students.

Research Activity Space

Many research assistants are MSW or PhD students and often are assigned a carrel on the fifth floor for their specific projects. When the room was renovated several years ago, it included new carrels/furnishings and new computers with both quantitative and qualitative data analysis software.

The Institute for Life Course and Aging (ILCA) is both a collaborative program and an extra-departmental unit (EDU) of the FIFSW. They work closely with an external organization called the National Initiative for the Care of the Elderly (NICE). The EDU and NICE occupy four office spaces and one large meeting room on the second floor. EDUs are flexible and multidisciplinary entities organized around emerging research and teaching areas that span disciplines. The ILCA generates additional revenue from delivering workshops to the public, and NICE generates revenue through granting agencies.

Space and Facilities Upgrades

Current space renovation plans include updating the two passenger elevators in the building. We are working with the Elevator Manager and the Property Manager to undergo a Request for Proposal (RFP) process to procure the services required to redesign and update the interior elevator panels and incorporate the required AODA upgrades. The work has been delayed by COVID-19, but we anticipate that the project will be completed within a year. No major renovations or capital projects are planned in the next few years.

Challenges, Opportunities and Innovation

Ensuring we have sufficient office space as the staff complement grows is a challenge as space is limited, but there is a continued need for research, meeting/event and student study spaces. Unfortunately, not a lot of opportunities are available except to think creatively about rearranging the layout of the building and undertaking renovations. But since the start of the pandemic, faculty and staff have adjusted well to working from home, so as we move forward in assessing the space needs, there is an opportunity to review and possibly establish more flexible work arrangements that would reduce the need for dedicated office spaces.

11.4 Information Technology Resources

Technology and Service Providers

The FIFSW has a service provider agreement with the Office of the Chief Information Officer, Information Technology Services (ITS), for desktop (hardware, software and operating systems) support, student access computing systems, virtual server hosting, network printers and multifunction devices, listserv support, virus protection, etc. For individual queries, staff would contact the Enterprise Service Central, also referred to as the Digital Workplace, and submit a ticket for assistance. Queries are queued in terms of priority, which has worked well but can still be improved; in the upcoming year, the Chief Administrative Officer (CAO) will work with the Digital Workplace to institute a new system for quicker response times by allocating a dedicated ITS staff to the FIFSW on a part-time basis. The CAO is the IT representative for the FIFSW and is a member of the Enterprise IT Update Committee at the University.

A few years ago, the CAO negotiated a new network service contract with ITS Enterprise Infrastructure Solutions to provide network infrastructure and network management, and facilitated and supervised the migration of all staff desktop systems to the new Windows 10 operating system in 2020 after transitioning the Faculty to Microsoft Office 365.

Upcoming technological improvement projects led by the CAO include staff adoption/enrolment of multi-factor authentication, a method that requires more than one form of authentication to verify the legitimacy of a transaction. This is expected to be complete by end of the year. In January 2021, a pilot project was launched for administrative staff to migrate their stored data from shared drives on the University's servers to OneDrive and SharePoint; it is anticipated that all faculty and staff will be using SharePoint as their document management and storage system by the end of 2022. In addition, the CAO will be working closely with ITS on a major project that involves installing Microsoft Intune (a device management application) on all desktops and laptops, integrating with Azure Active Directory, to control access as a form of advanced data protection.

FIFSW staff and student receive email support through a central help desk service, located at the Information Commons of Robarts Library.

Support for learning management systems, such as Quercus, are provided centrally, as well as support for online teaching resources, including support for pedagogy and pedagogy-driven instructional technology (from the Centre for Teaching Support and Innovation or CTSI), development of IT services that support the academic mission such as course evaluation technologies and website hosting services (from Academic and Collaborative Technologies or ACT), business operations and administration (from Enterprise Applications and Solutions Integration or EASI), Office 365 and SharePoint systems (EASI), and information security (from Information Security and Enterprise Architecture or ISEA).

Student Computing Facilities

MSW students have access to a computer lab on the seventh floor, with 14 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 with Kurzweil 3000 software for students with visual and hearing disabilities. Reviewing and upgrading this facility is another project that the CAO plans to undertake in the coming year.

All PhD students are provided with free printing capability. MSW students are charged a nominal

fee for printing privileges.

Videoconference and Webinar Rooms

The videoconference room was built in 2007-08 and seats 12 people. It is still functional and serves as a meeting space for small groups.

The webinar room was built and furnished in 2012-13, 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. However, the technology has become outdated and the CAO and audiovisual technician are now working to update the equipment and instructional technology to provide for a better hybrid mode of teaching.

Audiovisual Room/Recording Studio

The audiovisual 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 audiovisual technician is a contract employee and generally works on-site year round. He also provides classroom audiovisual and laptop support and supports staff and students on web-based videoconferencing tools, such as Zoom.

Challenges, Opportunities and Innovation

Advances in technology continue to be a challenge. To increase efficiencies in work processes, from learning management systems (e.g., Quercus) and online tools to application management tools (e.g., SAP, Administrative Management Systems), the administration needs to be ready to implement and adapt to these changes, and the staff need to buy in and learn these processes quickly. It is particularly difficult as FIFSW does not have on-site technical personnel; instead the CAO is the IT administrator who works closely with central IT and the Digital Workplace to implement new processes and lead new improvement projects. During the pandemic, though, it became apparent that more support at the divisional level was required to support the new Office 365 tools, document and device management applications, security risks, data breaches, webinar room upgrades, hybrid teaching, etc., so this will be an opportunity to review and possibly establish more support measures for the Faculty.

12. Recommendations from the 2014-2015 Program Review

In the 2014-2015 program review, the reviewers recommended that the following be considered:

1. Continuing to monitor quality of instruction in multi-section MSW courses (see X.X)
2. Continuing to prioritize enhanced diversity among students and faculty (see X.X)
3. Identifying ways to meet needs for MSW student placements (see X.X)
4. Increasing career counselling and communication about funding opportunities to doctoral students (see X.X)
5. Proceeding with plans to close the diploma program and incorporating components into the continuing education program (see X.X)
6. Continuing to mentor junior faculty and support their development of leadership skills (see X.X)
7. Strengthening the Faculty's impact on social work policy and practice (see X.X)

The following action steps have been taken to address these recommendations:

1. Monitoring instruction quality in multi-section MSW courses
 1. The Associate Dean, Academic, has held regular training sessions for sessionals. In addition, the lead instructor model for multi-section courses has proven to be largely effective. Many of our sessionals have multi-year appointments, which has helped to support their pedagogical development and stabilize the quality of the multi-section courses. In addition, student course evaluations are carefully monitored and remedial supports offered to instructors when needs are identified.
2. Prioritizing student and faculty diversity
 1. We have reconceptualized our admission process, giving special consideration to the diversity of applicants and provided ongoing training to admission readers regarding this strategic priority. In addition, during the past four years we have started collecting demographic data on applicants. Results indicate that we are making significant advances toward diversifying our admitted student body (for example, see Figure 7 earlier in this report). Additionally, we have continued to offer diversity and equity workshops to administrative staff and all students, and have implemented robust anti-racism training for faculty.
 2. We have also reconceptualized the Equity Advisor role (now titled Coordinator of Student Engagement and Success) and have elevated the centrality of this role by embedding its key functions across multiple points of communication and decision-making within the Faculty. Through strategic hiring we have also diversified our senior staff and increased our number of racialized faculty when including Provost's Postdoctoral Fellows by 44 percent. The securing of the newly endowed Lee Wu Kee Ming Chair in Indigenous Social Work would add a senior full professor Indigenous hire.
 3. The Faculty developed the MSW Indigenous Trauma and Resiliency specialization in response to community needs. This program is now in its fifth year. Several of

its graduates have assumed leadership roles across Canada. These roles include executive director and lead counsellor roles at First Nations health centres and family treatment centres, working as lead social workers in the criminal justice system, acceptance into law school, supervisors in Indigenous youth protection, clinical social workers for Indigenous children and youth programming, and more.

3. Identifying sufficient MSW student placements

1. The expansion of other faculties of social work increasing their program presence in the Greater Toronto Area (GTA) has made the competition for high-quality field placements even more competitive. The following are some of the measures we have undertaken to address this increasing need. The Faculty provides new graduates with information about becoming a field instructor. Multiple communications are sent to FIFSW graduates to encourage them to become field supervisors. The establishment of The Free Online Counseling Clinic provides a rich clinical and research placement for several students. Faculty are encouraged to offer research placements. An external supervisor was hired to provide weekly MSW supervision so that students can be placed in non-traditional placements. During the 2020-2021 academic year, we hired an external supervisor to provide weekly supervision to five students placed in Student Wellness Services as peer mentors. We have budgeted funds to expand similar opportunities for students at other potential sites. Field supervisors who provide a three-year commitment to supervising students are provided with a “adjunct status” designation. Agencies that similarly commit to taking in multiple students can apply for a competitive practicum award from the Bertha Rosenstadt Trust Funds.

4. Increasing MSW and PhD student counselling

1. The PhD Program Director has been holding regular information sessions for full-time doctoral students in the Faculty about funding packages, employment opportunities and professional academic development.
2. The Faculty posts available jobs for rising graduates in the Weekly Associate Dean Academic Digest and also offers workshops and content for MSW students along with our alumni mentoring program, events and workshops.
3. The PhD Director in conjunction with the PhD Studies Committee has continued to develop career supports for doctoral students, including workshops held throughout the year on a range of topics.
4. The Faculty has worked with the Student Life Office to develop career counselling services for its doctoral students. In addition, an apprenticeship teaching program for doctoral students has been initiated.

5. Mentoring junior faculty

1. The Faculty has expanded junior faculty mentoring to now include two mentors (i.e., one full professor and one associate professor). In addition, the Associate Dean, Research (ADR) and the Dean meet annually with mentors for junior faculty to discuss their progress and strategies for support, and the Dean and ADR communicate this information to junior colleagues.
2. Associate professors are offered the opportunity to have their curriculum vitae

reviewed by the Promotions Committee on an annual basis. The feedback from this committee is communicated by the Dean to associate professors. The Dean also has an open-door mentoring policy for associate professors' inquiries and provides increasing opportunities for associate professors to assume leadership roles with the Faculty.

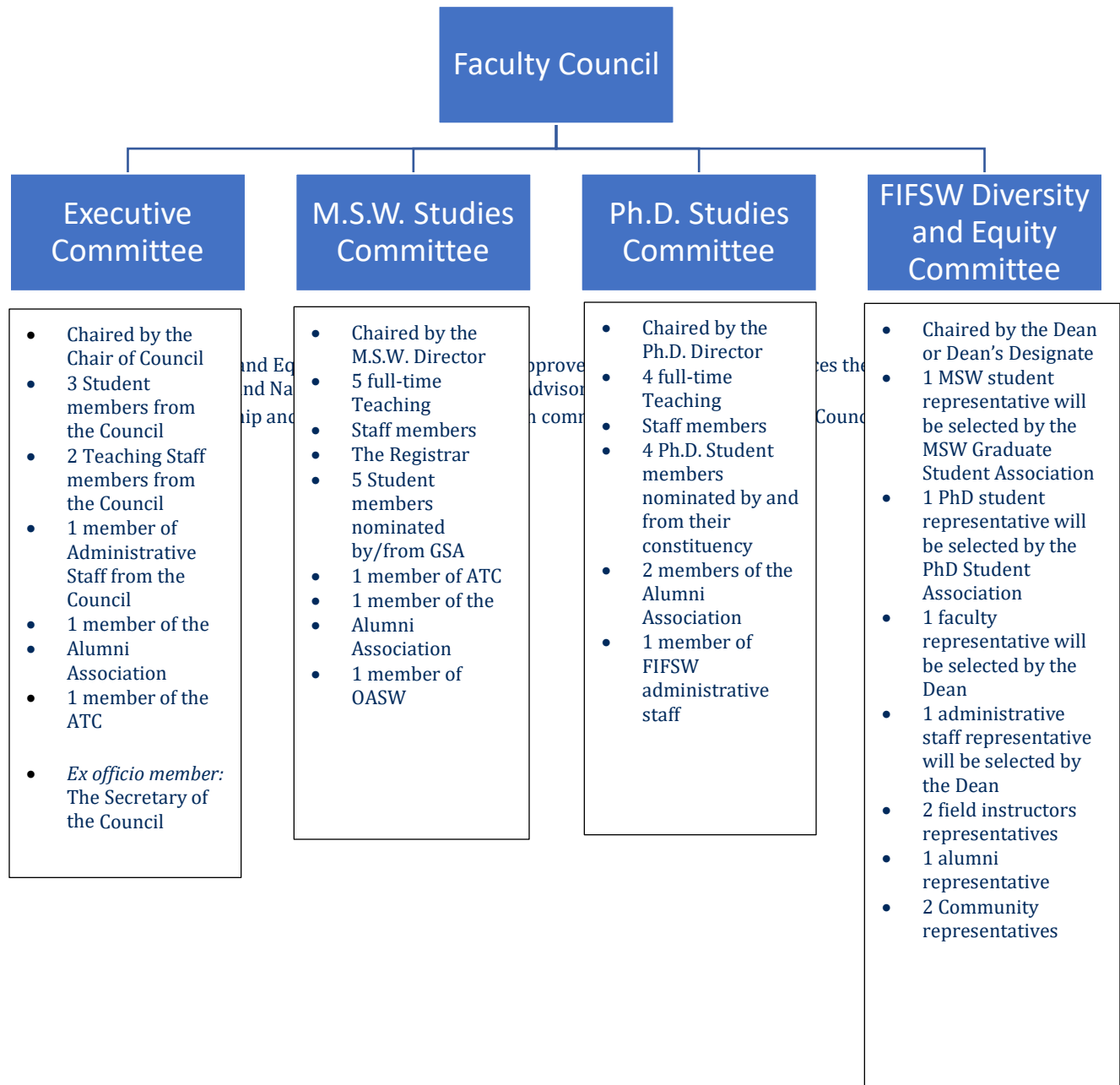
6. Strengthening impact on social work policy and practice

1. The Faculty has deepened its relationship with major service organizations including the Office of the Toronto Mayor. Faculty have also been involved in advocacy efforts with other stakeholders to advance policy change.
2. For example, in March 2020, FIFSW joined alumna Margaret McCain in advocating for a universal, Canada-wide Early Learning and Child Care system that will ensure no child is left behind, by providing sample letters that social workers, students and members of the public could send to their local and federal representatives.
3. In May 2020, Professor Barbara Fallon partnered with SickKids and the Native Child and Family Services of Toronto on "Let the Children Play," a call to action to prioritize children's optimal health by applying Indigenous tools and approaches to well-being in Ontario's response to COVID-19.
4. Dean Dexter Voisin co-chaired the University of Toronto's Anti-Black Racism Task Force, which led efforts to address anti-Black racism and promote Black inclusion and excellence within the tri-campus community.
5. FIFSW faculty also regularly share their expertise and speak out on current issues in the media, informing and influencing public opinion. Over the past academic year, faculty members were featured more than 90 times in national and global media, including the *Toronto Star*, the *Globe and Mail*, CBC, CTV, *Forbes*, WGN's News Nation, BBC World Service, *The Times of India*, and more. Since December 2019, the overall media placement rates for faculty increased by approximately 300 percent.

13. Closing Summary

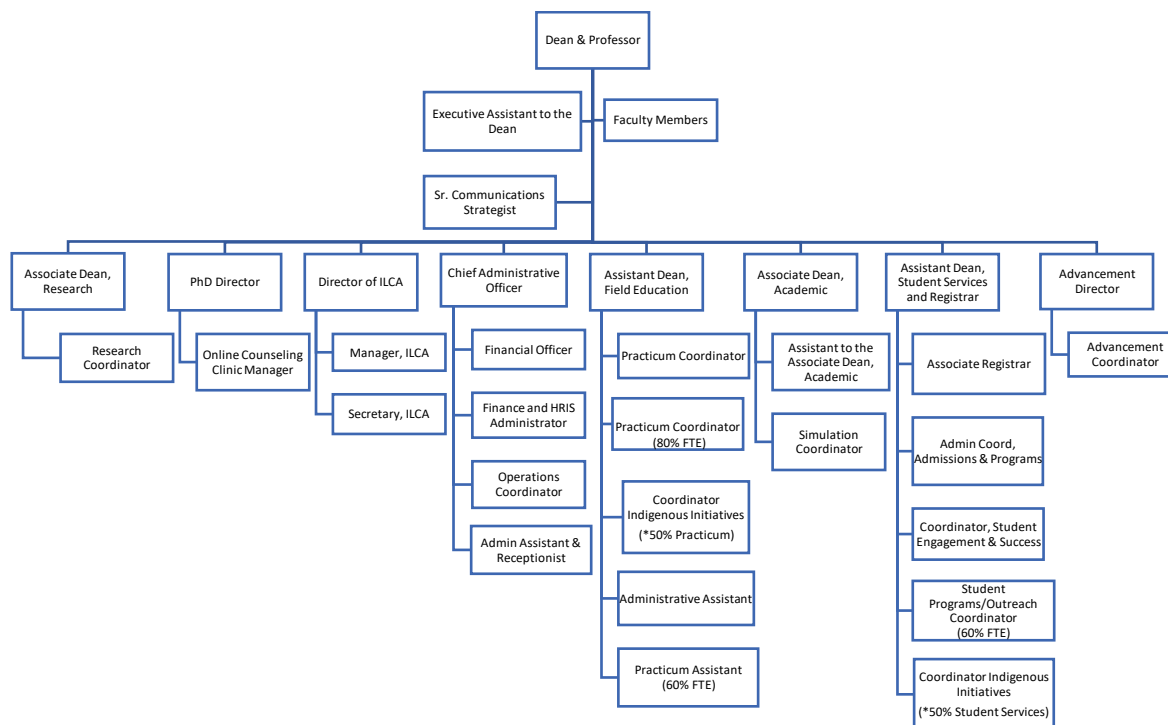
Over the last five years, the FIFSW has built on its existing success by continuing to enhance the curriculum and student experience, with a particular focus on equity, diversity and inclusion, both in the curricular content and in the composition of our faculty and student body. Areas for further innovation include improving the organizational unit structure (to address gaps, build succession plans, etc.), recruiting new talent, expanding our online teaching capacity to harness further revenue-generating opportunities, enhancing funding support for students, continuing to strengthen ties to the wider community, and building a financial contingency plan to generate new sources of revenue and build in greater efficiencies. We also have the opportunity to continue to refine flexible work opportunities to address physical office space limitations, and there is a need for increased divisional-level technology support for the Faculty. The COVID-19 pandemic has required flexibility in our usual strategic planning process. However, within the next two years we will engage in long-range planning to coalesce the gains we have made over the last five years and chart a new strategic plan for the years 2022-2027.

Appendix A: Faculty Council Organization Chart



Appendix B: Administrative Organization Chart

September, 2021



Appendix C: Awards Available to Registered FIFSW Students in 2020-21

Agnes MacPhail Memorial Bursary
Arlene Perly Rae Award
Arthur Dalfen ITR Scholarship in honour of Faye Mishna
Arthur Dalfen Scholarship
Arthur Dickson, George Street and Brian O'Donnell Award
Bertha Rosenstadt Graduate Entrance and 2nd Year MSW Merit-Based Scholarship
Beutel, Ridgewood, Rodgers Aboriginal Scholarships
Beverly Antle O.A.S.W. Scholarship
Beverly and Emerson Mascoll Graduate Scholarship
Caroline MacDonald Bursary
Carpenters and Allied Workers Local 27 Scholarship
Carpenters' Union Scholarship in Social Work
Chancellor Rose Wolfe Scholarship and Native Student Fund
Charles Grimaldi Awards
Copson-Bell Scholarship
Council of Friendship Fund
Cummings Family Scholarship
DiCapo Family Scholarship
Doris Guyatt Alumni Scholarship
Dorothy Shekter Scholarship
Dr. Ann Goldenberg Bergman Scholarship
Dr. Augustine & Mrs. Belle Chan Family Scholarship
Dr. Daniel G. Hill Sr. Scholarship
Dr. Norma C. Lang Award
E.J.U. Award
Edward Johns Urwick Memorial Scholarship
Eleanor Frances Day Award
Ember Award
Eva Eileen MacLeod Scholarship
Factor-Inwentash Graduate Scholarships (need-based)
Faye Mishna Scholarship
FIFSW Alumni Scholarship
Florence Hutner Bursary
Gayle Gilchrist James Scholarship
Gene Dufty Odell Memorial Bursary Fund
Gordon Family Graduate Award in Gerontological Social Work
Gordon S. Wolfe/Jewish Family and Child Scholarship
Grace Chum Scholarship
Grace Hannah Chellam Scholarship
Grace Safeer Goldberg Award
Graduating Class Award
Gweneth J. Gowanlock Scholarship
Harry A. Newman Memorial Scholarship
Irene McDonald Bursary
Irene Shapiro and David Shapiro Memorial Award
Irene So Scholarship

Jack Amos Award
Janka Seydegart Scholarship in Feminist Studies
Jean Avon Shek Scholarship
Jean Eleanor Ross Woodsworth Bursary
Joan Aaron Scholarship in Gerontology
Johannes and Senna Kaczynski Scholarship
John (Jack) H. Zimmerman Bursary
John G. and Joan Anderson Memorial Bursary
John Haddad Scholarship
Lenny Wong Scholarship
Luba and Icek Muskat Scholarship
M.S.W. Bursary Fund OSAP
M.S.W. Scholarship Fund
Margaret Florence Lockhart Snowden Bursary
Marilyn R. Love Scholarship
Marion Soloway Scholarship in Social Work Practice
Marlene Ruth Swirsky Memorial Award
Mary Elizabeth Hamilton Award
McPherson-Wells Scholarship in Health and Disability
Nathan Markus Fellowship
Neysmith Feminist Social Policy Scholarship
Paul Dodd Memorial Bursaries
Peter M. Murchison Scholarship
PPEF – Dollars for Global Scholars
PPEF – Marion C. Soloway Scholarship
Professor Albert Rose Student Emergency Bursary Fund
R. Loch Macdonald Scholarship for Excellence in Critical or Neurosurgical Care
Rabbi Brickner Scholarship in Social Service
Richard and Bobbie Kunreuther Scholarship
Richard B. Splane Social Policy and Social Innovation Scholarship
Richard 'Dick' Weiler Scholarship
Ridgewood Aboriginal Scholarship
Seydegart Spears Scholarship
Shannon Louise McCorquodale and Barry Duncan McCorquodale Scholarship in Gerontology
Sharon and Larry Enkin Community Leadership Award
Simon Family Scholarship
Simon Woo Scholarship
Sing Tao Canada Foundation Scholarship
Sprott Asset Management-Foundations for the Future
Stanislaw Seydegart Award in Gerontology and Aging
Susan Sheaffer Scholarship
Svanhuit & Gordon Henley Josie (OTSS) Scholarship
Tammy and Jerry Balitsky Scholarship
The Samuel Godfrey -Y.M. & Y.W.H.A. Memorial Bursary
The Yip Scholarship
Toronto Business & Professional Women's Club M.V. Simmonds Bursary
Tzu Chi Bursaries in Social Work
University of Toronto Fellowship
Vetter Emergency Fund
Ward Bursary

Wes Shera Scholarship in Leadership and Organizational Change
Zelda Feldbrill Memorial Award

Appendix D: Practicum Office Professional Development Sessions from 2015 through 2018

2015 Events

Date	Event	Invited
January 23, 2015	#4 Professional Development for Field Instructors Topic: <i>Conflict and its Resolution</i>	<ul style="list-style-type: none"> Year 1 and Year 2 / Advanced Standing New and experienced field instructors and faculty-field liaisons
January 23, 2015	#2 Professional Development for Year 1 Field Instructors Topic: Reviewing Beginnings and Learning Contracts	<ul style="list-style-type: none"> Year 1 Field Instructors
February 2, 2015	Me? A Field Instructor? Discussion Panel	<ul style="list-style-type: none"> Selected Field Instructors and all students
February 3, 2015	Year 1 Student Forum on Practicum	<ul style="list-style-type: none"> Year 1 students
February 27, 2015	Workshop: Power & Authority	<ul style="list-style-type: none"> Year 1 All field instructors, students, and faculty-field liaisons
March 6, 2015	Workshop: Integrating Mindfulness into Field Education	<ul style="list-style-type: none"> Year 1 Field Instructors
March 17, 2015	Year 1 Practicum Evaluations Information Session	<ul style="list-style-type: none"> Year 1 students
June 18, 2015	#1 Professional Development for Field Instructors Topic: <i>Orientation and Integrating Theory and Practice</i>	<ul style="list-style-type: none"> Year 2 / Advanced Standing New and experienced field instructors and faculty-field liaisons
October 2, 2015	#2 Professional Development for Field Instructors Topics: <i>Reviewing Beginnings and Learning Contracts</i>	<ul style="list-style-type: none"> Year 2 / Advanced Standing New and experienced field instructors and faculty-field liaisons
October 2, 2015	Year 2/Advanced Standing Field Instructors Panel Discussion with FIFSW Specialization Coordinators	<ul style="list-style-type: none"> Year 2 / Advanced Standing New and experienced field instructors and faculty-field liaisons
October 16, 2015	Professional Development for Field Instructors and for Year 2 Students Topic: <i>Power and Authority</i>	<ul style="list-style-type: none"> Year 2 / Advanced Standing New and experienced field instructors, faculty-field liaisons, and students
October 21, 22, 2015	Year 1 Panel Discussion: Social work in community-based services	<ul style="list-style-type: none"> Year 1 students
November 6, 2015	#3 Professional Development for Field Instructors Topic: <i>Evaluation in the Field</i>	<ul style="list-style-type: none"> Year 2 / Advanced Standing New and experienced field instructors and faculty-field liaisons
December 4, 2015	Professional Development #1 for Field Instructors – <i>Orientation and Integrating Theory and Practice</i>	<ul style="list-style-type: none"> Year 1 New and experienced field instructors and faculty-field liaisons

2016 Events

Date	Event	Invited
January 20, 2012	#4 Professional Development for Field Instructors Topic: <i>Conflict and its Resolution</i>	<ul style="list-style-type: none"> Year 2 / Advanced Standing New and experienced field instructors and faculty-field liaisons
January 25, 2012	Professional Development #2 for Field Instructors and Workshop for Students – <i>Power and Authority</i>	<ul style="list-style-type: none"> Year 1 New and experienced field instructors and students

February 5, 2016	Becoming Educators – A Workshop for Future Field Instructors	<ul style="list-style-type: none"> • Year 2/Adv students •
February 26, 2016	Professional Development #3 for Field Instructors – <i>Power and Authority</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors and faculty-field liaisons
March 11, 2016	Professional Development for Field Instructors #4 – Evaluation in the Field	<ul style="list-style-type: none"> • Year 1 Field Instructors
April 18, 2016	Information Session	<ul style="list-style-type: none"> • Year 1 students
June 16, 2016	#1 Professional Development Topic: <i>Orientation and Integrating Theory and Practice</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons
September 23, 2016	#2 Professional Development Topic: <i>Reviewing Beginnings and Learning Contracts</i>	<ul style="list-style-type: none"> • Year 2 / Advanced standing • New and experienced field instructors and faculty-field liaisons
October 14, 2016	Year 1 Practicum Information Session	Year 1 students
October 19 and 20, 2016	Panel Discussion: Social Work in Community-Based Services	
October 26, 27, 28 2016	Workshop: Practicum Interviews	Year 1 students
November 16, 2012	#3 Professional Development Topic: <i>Evaluation in the Field</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons
December 16, 2016	Professional Development #1 for Field Instructors – <i>Orientation and Integrating Theory and Practice</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors and faculty-field liaisons

2017 Events

Date	Event	Invited
January 27, 2017	Professional Development #2 for Field Instructors – Reviewing beginnings and Learning Contracts	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors, faculty-field liaisons, and students
February 1, 2017	Conflict in Interprofessional Life	Year 2/Advanced students
February 10, 2017	Professional Development #2 for Field Instructors – <i>Power and Authority</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors, faculty-field liaisons, and students
February 10, 2017	Me? A Field Instructor? Discussion Panel	<ul style="list-style-type: none"> • Selected Field Instructors and all students
February 10, 2017	Professional Development #3 for Field Instructors – <i>Conflict and its Resolution and Power and Authority</i>	<ul style="list-style-type: none"> • Year 1 and Year 2/Advanced • New and experienced field instructors and faculty-field liaisons
February 14, 2017	Me? A Field Instructor Discussion Panel	<ul style="list-style-type: none"> • Year 1 and Year 2/Advanced
March 17, 2017	Professional Development #4 for Field Instructors – <i>Evaluation in the Field</i>	Year 1 Field Instructors
March 21, 2017	Steps to Justice – Community Legal Education Ontario Presentation	Students and Field Instructors
March 23, 2017	Conflict in Interprofessional Life	Year 2 students
April 24, 2017	Student Information Sessions on Year 2 practicums	Year 1 students

June 15, 2017	Professional Development Workshop #1 – <i>Orientation and Integrating Theory and Practice</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons
October 3, 2017	Professional Development Workshop #2 – <i>Reviewing Beginnings and Learning Contracts</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons
October 27, 2017	Practicum Workshop – <i>Power and Authority</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors, faculty-field liaisons, and students

2018 Events

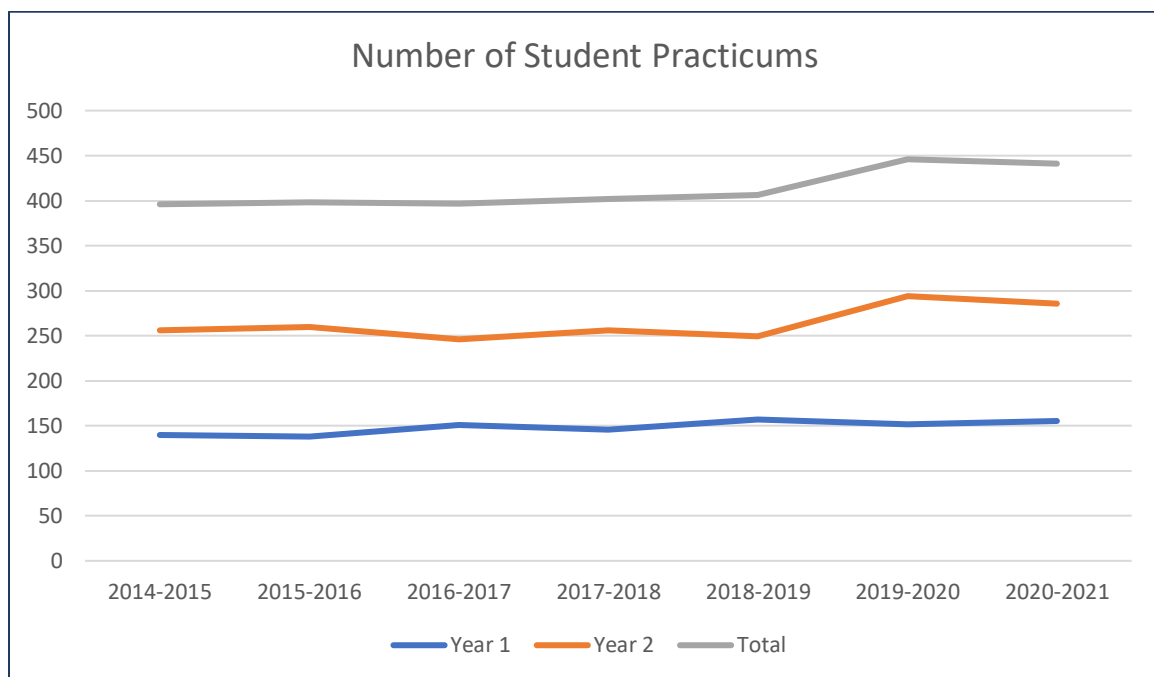
Date	Event	Invited
January 26, 2018	Professional Development Workshop #2 – <i>Reviewing Beginnings and Learning Contracts</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors and faculty-field liaisons
February 9, 2018	Practicum Workshop – <i>Power and Authority</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors, faculty-field liaisons, and students
February 19, 2018	Professional Development Workshop #4 – <i>Conflict and its Resolution</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors and faculty-field liaisons •
March 16, 2018	Professional Development Workshop #3 – <i>Evaluation in the Field</i>	<ul style="list-style-type: none"> • Year 1 • New and experienced field instructors and faculty-field liaisons
April 20, 2018	Consultation on Social Work Practice Assessment Tools with Marion Bogo	<ul style="list-style-type: none"> • Field Instructors
June 15, 2018	Professional Development Workshop #1 – <i>Orientation and Integrating Theory and Practice</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons
October 2, 2018	Professional Development Workshop #2 – <i>Reviewing Beginnings and Learning Contracts</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons
October 26, 2018	Practicum Workshop – <i>Power and Authority</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors, faculty-field liaisons, and students
November 7, 2018	Professional Development Workshop #3 – <i>Evaluation in the Field</i>	<ul style="list-style-type: none"> • Year 2 / Advanced Standing • New and experienced field instructors and faculty-field liaisons

Appendix E: Number of Practicums Offered to MSW Students since 2014

The following chart demonstrates the increase in the number of practicums provided to MSW students from 2014-2015 to 2020-2021.

Academic Year	Number of MSW Practicums		
	Year 1	Year 2/Advanced Standing	Total
2014-2015	140	256	396
2015-2016	138	260	398
2016-2017	151	246	397
2017-2018	146	256	402
2018-2019	157	249	406
2019-2020	152	294	446
2020-2021	155	286	441

Number of MSW students in practicums from 2014 to 2021:



Appendix F: Standard Practicum Agreement

STUDENT PLACEMENT AGREEMENT
BETWEEN
THE GOVERNING COUNCIL OF THE UNIVERSITY OF TORONTO
hereinafter called the "University"
AND

hereinafter called "Placement Site"

The University of Toronto enables its students to incorporate practical experience ("Placement") into an academic course (see Appendix A for list of Faculties, Departments or Programs included in this agreement.). Given the Placement Site's wish to provide such an experience for the University's students, the parties set out below the terms of their agreement.

DEFINITIONS

In this Agreement,

- i. *Student* means a person formally registered in a Faculty or Department or recognized academic unit of the University in a course or program of study. Students are not considered employees of the Placement Site unless, and only to the extent that, they have entered into a separate employment agreement with the Placement Site.
- ii. *University Placement Coordinator* means a person from the University degree program acting as the primary point of contact for the Placement.
- iii. *Placement Site Representative* means a person acting as the primary point of contact for the Placement.
- iv. *Placement Site Supervisor* means a person providing supervision to the Student at the Placement Site.

1. RESPONSIBILITIES

1. The Placement Site

- (a) The Placement Site is solely responsible for establishing and maintaining standards applicable to its industry for the provision of services (including client/patient care where applicable).
- (b) The Placement Site will identify a Placement Site Representative who will perform the activities specified in this Agreement, and will provide the University with the name and contact information of that individual.
- (c) The Placement Site is solely responsible for providing the facilities, and services at those facilities, required for the implementation of this Agreement.

2. The University

- (a) The University is solely responsible for establishing and maintaining standards for the training and educational programs for its Students, and for the educational and academic qualifications and credentials of Students.
- (b) The University will identify a Placement Coordinator who will perform the activities specified in this Agreement, and will provide the Placement Site with the name and contact information of that individual.

2. PROVISIONS APPLICABLE TO PLACEMENT SITE

2.1 Program Coordination and Scheduling of Placements

The Placement Site will accept for Placement Students duly registered in a Program at the University (as per Appendix A). The number of Students attending/participating, the times of their attendance/participation, the nature and objectives of their Placement and the physical and human resources to be provided by the Placement Site in support of the Placement will be negotiated and agreed upon by representatives of the Program and the Placement Site and will be confirmed in writing by the University's Placement Coordinator to the Placement Site Representative prior to the commencement of each individual Placement.

2.2 Supervision

- (a) Prior to each individual Placement, the parties will agree on a qualified Placement Site Supervisor at the Placement Site who has the appropriate knowledge, skills and judgment to provide supervision in the designated area. The Placement Site is solely responsible for the supervision of the Students' activities at the Placement Site.
- (b) The Placement Site will transfer Students to an alternate site for Placement activities only with the approval of the appropriate Department Chair and Dean or their delegates. The Placement site will ensure appropriate supervision of Students assigned to alternate sites.

2.3 Student Performance during Placement

- (a) Student evaluation requirements and procedure will be agreed to by the University's Placement Coordinator and the Placement Site Representative prior to the commencement of Placements.
- (b) In the event that the Placement Site has concerns about the performance or conduct of a Student during the Placement, the Placement Site may temporarily refuse the Student access to the Placement Site facilities and the Placement Site Representative and/or Supervisor will contact the University's Placement Coordinator. The parties will work together to attempt to resolve such problems in order that the Placement can continue in a manner satisfactory to both parties.
- (c) In the event that the Placement Site believes that it has cause to terminate a Student's Placement it will provide the University's Placement Coordinator with the information that is relevant to the decision and will allow the University an opportunity to assist in resolving any issues before termination.

3. APPLICATION OF POLICIES AND LAWS

3.1 Policies Binding on Student

The Student's Placement activities will be governed by the following policies during the Placement:

- a. The Placement Site's policies that are relevant to the Student's activities during the Placement, which the Placement Site will provide to the Student in a timely fashion.
- b. All University policies (including procedures, rules and regulation) that apply to Students at the University including but not limited to academic and research policies, policies relating to Off-Campus activities, and policies relating to Student conduct.

3.2 Conflict in Policies

In cases of conflict between the University's academic and research related policies and the applicable Placement Site policies, the University's academic and research related policies will prevail. In the case of conflict between the University's non-academic and non-research related policies and the Placement Site's policies that apply specifically to the activities of the Student directly related to the Placement Site, the Placement Site's policies will prevail. In the case of conflict not resolved by the foregoing, the parties will decide on a case-by-case basis which policy applies.

3.3 Health and Safety

- (a) The Placement Site shall provide students with information, instruction, and supervision, and will take every reasonable precaution to protect the student's health and safety. Such precautions shall include safety instruction and providing protective clothing and devices to Students in those areas, and access to its health and emergency services for emergency situations arising during the Placement, where the Placement Site normally provides them for staff.
- (b) The University reserves the right to withdraw a Student from a Placement if the University believes that a Student's health or safety is at risk.
- (c) Unless otherwise approved by the Placement Site, the University will only allow a Student to participate in the Placement if the Student qualifies for Workplace Safety and Insurance Board (WSIB) or Chubb Insurance coverage funded by the Ministry of Colleges and Universities (MCU) and the University will be responsible for arranging the relevant workplace insurance documentation regarding such coverage.
- (d) In the event that a Student incurs a workplace injury while in the course of the Placement, the Placement Site will immediately notify the University's Placement Coordinator and will work

with the University to complete the appropriate WSIB (or Chubb Insurance) claim form(s). The Placement Site will follow its usual process for responding to a workplace injury.

- (e) Before the start of a Placement at the Placement Site, the Placement Site will inform the University's Placement Coordinator of any specific health requirements for participating Students. The University will inform the Students and of these requirements and of the need to comply with such requirements.

3.4 Commitment to Human Rights and Safe Workplaces

- a. The University and the Placement Site are committed to human rights, safe workplaces, and having an environment free of discrimination, harassment, workplace violence and sexual violence. The parties shall comply with applicable occupational health, safety, human rights and equity legislation.

- b. Each party will adopt and/or comply with their own appropriate policies, procedures and obligations with respect to discrimination, harassment, workplace violence and sexual violence, subject to the following procedures:

- c. Complaints:

For the purposes of this Section 3.4, a complaint related to discrimination, harassment, workplace violence and sexual violence (which includes an attempt or threat) is referred to as a "Complaint". If a Complaint is made to the Placement Site *by or against* a Student while at the Placement Site, the Placement Site shall notify the University's Placement Coordinator, promptly after receipt of the Complaint and the Complaint will be managed as follows:

- I. If the Complaint is made *against* a Student by an employee or other representative of the Placement Site, the Complaint shall be handled by the University in accordance with its policies and procedures and the Placement Site will provide the University with reasonable cooperation in order to investigate and resolve the Complaint made against the Student; or

- II. If the Complaint is made *against* an employee or representative of the Placement Site by a Student, the Complaint shall be handled by the Placement Site in accordance with its policies and procedures; however, the Placement Site will:

1. promptly provide the University with the name of the Student who made the Complaint, provided the Student consents to such disclosure; and
2. relevant policies of the Placement Site; and
3. inform the Student who made the Complaint to the Placement Site of their right to access University resources for assistance; and
4. notify the University and/or student of the outcome of the Complaint.

- III. For all other Complaints, including Complaints made against both Students and employees or representatives of the Placement Site, the parties will discuss and determine the most appropriate process to follow to resolve such Complaints.

4. INDEMNIFICATION, LEGAL LIABILITY AND INSURANCE

- a. The Parties agree to mutually indemnify and save harmless the other party, including those for whom at law they are legally responsible, from all claims of every kind in respect to any injury, loss or damage resulting from its performance or non-performance of this Agreement, unless the injury, loss or damage is caused or contributed to by the willful or negligent act or omission of the other party, its servants, agents or employees while acting within the scope of their duties.

- b. The University will maintain in force for the duration of this Agreement a policy of comprehensive general liability insurance, including incidental medical malpractice insurance, in an amount not less than \$5 million per occurrence, on behalf of the University, its employees, and students, against claims which may arise out of personal injury and property damage normally the subject of such coverage.

5. PRIVACY AND CONFIDENTIALITY

5.1 Commitment to privacy laws

Both parties will comply with any applicable legislation with respect to privacy. The parties acknowledge that the University is bound by the Freedom of Information and Protection of Privacy Act (FIPPA). The parties acknowledge that the Placement Site, if not bound by FIPPA, will at all times conduct itself as though bound by FIPPA in respect of its obligations under this Agreement

5.2 Personal information collected by Placement Site

The parties agree that they will share with each other information about the Students necessary to implement this Agreement. The Placement Site will ensure that personal information about Students that the University provides to it will be used or disclosed only for the purposes for which it was given to the Placement Site and will not be disclosed to any other person without the express written permission of the University and Student, as the context applies.

5.3 Student confidentiality obligations

- (a) For the purposes of this Section 5.3, “Confidential Information” means proprietary and confidential information disclosed by the Placement Site to the Student that is marked or identified as such or information disclosed orally by the Placement Site that is identified as confidential at the time of disclosure, and summarized in writing within 30 days of disclosure.
- b. The Placement Site is responsible for instructing the Student not to disclose to any other person any of its Confidential Information. No information will be Confidential Information that: (i) is already known to Student, or (ii) is or becomes publicly known through no wrongful act of Student, or (iii) is received by Student from a third party without similar restrictions and without breach of this Agreement.
- c. All Confidential Information disclosed by the Placement Site to the Student remains the property of the Placement Site.
- d. The obligations of the Student to maintain confidentiality shall terminate two years from the end of the Student’s Placement.
- e. The Student shall be free to publish the results of any research conducted in the course of the Placement provided that the publication does not incorporate Confidential Information.
- f. The Placement Site shall not require the Student to agree to any confidentiality terms respecting Confidential Information that are inconsistent with the foregoing.

6. OTHER REQUIREMENTS

The Placement Site will inform the University at least four (4) months prior to a Placement of any requirements for police reference checks or other reference checks of any kind. The University will inform each Student of the Placement Site’s requirement that the Student provide disclosure of the results to the Placement Site. The Placement Site may, in its sole discretion, choose to disallow any Student from participating in a Placement based on the results of the reference check.

7. TERM AND TERMINATION OF AGREEMENT

7.1 Term

This Agreement is effective the --- day of ---- 20--, and will be in effect for a period of five (5) year(s) from that date unless earlier terminated in accordance with this Agreement.

7.2 Termination

- (a) Either party may terminate this Agreement upon 90 days’ notice in writing to the other party. In the event of termination on notice, all Placements underway as of the date that the notice takes effect will continue until their original end date and the parties will abide by the terms of this Agreement as they apply to such Placements for their duration.

- (b) Either party may terminate this Agreement due to a material breach by the other provided that the party alleging breach first gives the other party notice of the alleged breach and a reasonable opportunity in the circumstances to remedy the breach.
- (c) In the event that either party gives notice of termination pursuant to section 7.2 (a) above, Student Placements that have either commenced or have been scheduled will not be impacted by the termination and will continue under the terms of this Agreement.

8. CONTACT INFORMATION

Correspondence between the parties relating to this Agreement (other than correspondence between the University's Placement Coordinator and the Placement Site Representative) will be addressed as follows:

Placement Site
Office Name/Title
Address
Phone number
Email address

University of Toronto
Office Name/Title
Address
Phone number
Email address

9. SIGNATURES OF AUTHORIZED REPRESENTATIVES FOR THE PLACEMENT SITE

Date Name and Title

FOR THE UNIVERSITY

Date Name and Title

APPENDIX A

Included in this Agreement are the following Faculties/Departments/Programs at the University of Toronto:

[list Faculties/Departments/Programs here]

APPENDIX OPTION - ON-SITE FACULTY MEMBER

An "On-site Faculty Member" is a person with an appropriate academic appointment to the University and who is present at the Placement Site at the time of the Placement. On-site Faculty Members are not considered employees of the Placement Site unless, and only to the extent that, they have entered into a separate employment agreement with the Placement Site. If the University provides an On-site Faculty Member, he/she will share responsibility with the Placement Site for ensuring that there is appropriate supervision of the Students' activities by qualified personnel throughout the Placement.

Before the start of a Placement, the Placement Site will inform the University's Placement Coordinator of any specific health requirements or any requirements for police reference checks or other reference

checks of any kind for participating On-site Faculty Members. The University will inform the On-site Faculty Members of these requirements and of the need to comply with such requirements.

The Placement Site shall provide On-site Faculty Members with information, instruction, and supervision, and will take every reasonable precaution to protect the On-site Faculty Members' health and safety while at the Placement Site. Such precautions shall include safety instruction and providing protective clothing and devices to On-site Faculty Members in those areas where the Placement Site normally provides them for staff.

The Placement Site shall provide On-site Faculty Members with access to its health services and emergency services for emergency situations arising in the Placement Site during a Placement, where the Placement site normally provides them for staff.

In the event that an On-site Faculty Member incurs a workplace injury while on the site of the Placement Site, the Placement Site will provide information reasonably requested by the University in order for the University to comply with the requirements of its WSIB coverage.

The Placement Site will ensure that personal information about On-site Faculty Members that the University provides to it will be used or disclosed only for the purposes for which it was given to the Placement Site and will not be disclosed to any other person without the express written permission of the University, or On-site Faculty Member as the context applies.

If a Complaint is made by or against an On-site Faculty Member during the course of the Placement, the Placement Site and the University will follow the process outlined in Section 3.4 of this Agreement, substituting the term "Student" for "On-site Faculty Member" as appropriate.

APPENDIX OPTION – INTERNATIONAL PLACEMENT SITE

Placements with Placement Sites outside of Canada have specific requirements.

Before the start of a Placement at the Placement Site, the Placement Site will inform the University's Placement Coordinator of any specific immigration and health (including immunization) requirements for participating students. The University will inform the students and of these requirements and of the need to comply with such requirements.

The Placement Site will provide the participants on-site with an orientation to review local health and safety risks and their emergency procedures. The Placement Site will update the participants of any risks particular to the institution and its vicinity and designate a staff member through whom the University can communicate in the event of an emergency or crisis.

The Parties agree that the Placement site will provide workplace insurance coverage for students ineligible for coverage by the Ministry of Colleges and Universities. In the event that the student suffers an injury during the course of the Placement, the Placement Site will report the injury to their workplace insurance provider, and will follow its usual process for responding to a workplace injury. The Placement Sites will notify the University Placement Coordinator as soon as reasonably possible, and will provide information reasonably requested by the University regarding the injury and the circumstances that gave rise to the injury.

The University of Toronto requires all participants undertaking out of country activities that are organized by the University as part of their courses or programs, to obtain health insurance and to attend a Safety Abroad program: <http://cie.utoronto.ca/Safety.htm> and complete any associated documentation.

APPENDIX OPTION – MD PROGRAM STUDENTS

The Placement Site will provide information resources and instructional facilities for medical student education that are reasonably appropriate for the student's experience at the Placement Site. If students are required to participate in late night or overnight clinical learning experiences, they must have access to secure call rooms. The Placement Site will also provide adequate study space, lounge areas, personal lockers or other secure storage facilities, as appropriate to the clinical experience.

The University and the Placement Site share responsibility for creating a learning environment at the Placement Site that promotes the development of explicit and appropriate professional behaviours in Students, Faculty and Staff. The University and the Placement Site also share the responsibility for periodic evaluation of the learning environment to identify and implement improvements required for the maintenance of professional standards, and to promptly correct violations of professional standards.

The Placement Site shall provide students with access to treatment and follow up in the event of exposure to an infectious or environmental hazard or other occupational injury.

Appendix G: Example of Practicum Feedback to Field Instructors

What Students Appreciate

Thank you for contributing to the education of an MSW student from the University of Toronto - the social work professionals of tomorrow! We are pleased to acknowledge your agency's contribution and website link on our [Partners](#) website.

The Practicum Office encourages feedback from the multiple stakeholders involved in field education: field educators, students, faculty-field liaisons and education coordinators where applicable.

Students provide the Practicum Office with feedback on their field education and are informed that their aggregated responses will be shared with future field educators. We trust you will find the summarized (*pre-pandemic*) feedback below meaningful. Please make note of #1, as students view the database description as of May 5, 2021. Please do not hesitate to contact the Practicum Office for additional information and/or support.

In summary, students appreciate:

1. A practicum description on the database that is reflective of the actual experience.

Students base their practicum interview selection and expectations on the database description you provided. Students value an accurate, current description that is reflective of the potential learning experience and appreciate dynamic issues from which to learn and develop social work competencies. Field instructors must advise of requirements, including onboarding, before practicum begins for students to prepare and to schedule participation.

2. A field educator who has prepared for their student's arrival:

- *Encourage colleagues to engage students with relevant activities early can result in a supportive team that shares educational responsibilities.*
- *Arrange administrative details (secure e-mail, workspace & access, supplies, v-messages option) . Otherwise, students are disadvantaged re scheduling and communication.*
- *Prepare readings / training material / resources to assist the student with early navigation, both physically and conceptually, of unfamiliar territory.*
- *Structure a comprehensive orientation, including risk management, self-care resources & strategies, charting / communication protocol, criteria & samples. Students expect a courageous discussion on integrating racial and diversity issues into social work dialogues and activities. A strong orientation will facilitate student learning.*
- *Schedule meaningful activities for the first days to engage the student while they familiarize themselves with the new setting.*

3. Protected, weekly supervision to debrief, reflect, discuss and plan together.

The most common request from students is for more structured and scheduled supervision meetings with constructive feedback. Students need and expect your guidance and collaboration to ensure competencies are developed. Supervision can also be the forum to discuss self-care, the structure/type of the supervision itself and diversity issues. Field educators may progressively delegate supervision meeting tasks such as the agenda, meeting notes and researching supervision topics.

4. Multiple opportunities to observe and be observed by their field instructor.

Students also requested more observation of and by their field educator with constructive feedback. Observation also is the basis for evaluation. Reviewing audio/video recordings, reports and written and verbal debriefing complement direct observation.

5. Being valued by the team, as well as supported by their field educator.

Students appreciate being considered a valuable member of the team, and a field educator who:

- *creates a safe and welcoming environment*
- *is open, supportive, easy to bring questions or concerns to, and encourages them to seek out learning opportunities throughout the institution.*

6. Acknowledgement and discussion re the impact of the power imbalance

Students appreciate when their field instructor acknowledges the power imbalance and respects professional boundaries in the student-field instructor relationship.

7. Invitation to discuss diversity in the Practicum

Students appreciate when their field instructor introduces and invites discussions regarding the role of diversity in the student – field instructor dynamic, in the client – provider relationship and in larger systems that influence and impact the profession of social work.

Students also provided recommendations to improve the practicum

- More observation of field educator(s); more shadowing
- More observation and feedback from field educator(s) re social work competency development
- ‘Secure’ location for documents; boundary adherence (texting / e-mails only during practicum time)
- Participation with field educator in administrative meetings, ‘bookended’ by debriefing

Regarding Access to Physical and Technical Supports (pre-pandemic comments)

We all are sensitive to the ‘new norm’: students rarely will have dedicated space. However, lack of basic technical supports challenges student learning, performance, effectiveness, professional communication and ultimately client care. A dedicated phone extension allows patients/families to leave voicemails. Otherwise, students cannot even confirm appointments unless next to the phone. Students also value access to the inter-organization’s e-mail/Outlook system.

Students still report using their personal devices to schedule / contact clients. FIFSW instructs students to not use personal devices for client communication; boundary issues, stress and personal safety may be at risk when personal devices are used.

Visit <https://socialwork.utoronto.ca/practicum/> for more resources about field education. Come with your questions to the Professional Development sessions for field instructors: <https://socialwork.utoronto.ca/practicum/practicum-schedules/year-2/>

Was this information helpful? Please contact practicum.fsw@utoronto.ca with questions or recommendations for a successful practicum.

April 2021

Appendix H: Practicum Partners in 2020-21

The following organizations provided MSW practicum opportunities in 2020-21 to MSW students from the University of Toronto.

Abbaszadeh Ross & Assoc. Psychotherapy
Access Alliance Multicultural Health and Community Services
Acorn and Anchor Therapy Centre
ADAPT
ADHD Clinic
Alberta Health Services
Alexandra Park Co-op
Ashley Bergman Child & Family Therapy
Association of Family Health Teams of Ontario
Atlohsa Family Healing Services
Attachment and Trauma Treatment Centre for Healing ATTCH
Baycrest Health Sciences
Bethesda House
Big Brothers Big Sisters of Toronto
Birch Housing
Black Coalition for Aids Prevention
Boys and Girls Clubs of Canada
Breakaway Community Services
Bridge TO Youth
Brockville Mental Health Centre
Buchanan Counselling and Therapy
Butterfly Asian and Migrant Sex Workers Support Network
Canadian Mental Health Association Toronto
Canadian Mental Health Association Windsor
Canadian Training Institute
CanAge
Capitalize for Kids
Carea Community Health Centre
Carefirst Family Health Team
Carizon
CARP (formerly Canadian Association of Retired Persons)
Catholic Children's Aid Society of Toronto
CEE Centre for Young Black Professionals
Centre for Addiction and Mental Health
Child Development Institute
Children's Aid Society of Durham
Children's Aid Society of Ottawa
Children's Aid Society of Toronto – Central Branch
Children's Hospital of Chongqing Medical University (Lijia District)
Children's Mental Health Services
Children's Resource and Consultation of Ontario
Chisholm Services for Children
Christie Gardens Apartments
Church Wellesley Counselling and Psychotherapy
Community Care Durham
Connected Eating
CORE Therapy and Assessment Centre
Corporation of the County of Bruce
Correctional Services Canada, Beaver Creek Institution
COSTI Immigrant Services

Covenant House Toronto
 DANI – Developing and Nurturing Independence
 Delta Family Resource Centre
 Distress Centres of Greater Toronto – Toronto
 Downtown Legal Services, (University of Toronto Faculty of Law)
 Eastern Health Newfoundland and Labrador
 Egale Human Rights Trust
 Elizabeth Fry Society of Toronto
 Elpizo Counselling
 Etobicoke Medical Centre Family Health Team
 Family & Children’s Services of the Waterloo Region
 Family Service Toronto
 Focusing on Borden Psychotherapy Services
 Fontbonne Ministries – Mustard Seed
 For a Safer Space
 FOXY Fostering Open eXpression Among Youth
 Gaa Mino Bimaadiziwaad Counselling and Advocacy
 George Hull Centre for Children & Families
 Global Alliance for Behavioral Health & Social Justice
 Government of Nunavut – Nunavut Arctic College
 Growth and Wellness Therapy Centre
 Halton District School Board
 Hamilton-Wentworth District School Board (HWDSB)
 Hastings and Prince Edward District School Board
 Health Access Thorncliffe Park
 Holland Bloorview Kids Rehabilitation Hospital
 Hong Fook Mental Health Association
 Hopewoods Psychotherapy & Consulting Services
 Hornby and Denman Community Health Care Society
 Houselink Community Homes
 Humber River Hospital
 Institute for Advancements in Mental Health
 Invicta Works
 Jewish Family & Child
 Justice for Children and Youth
 KAIROS Canadian Ecumenical Justice Initiatives
 Kativik Ilisarniliriniq
 Kawartha Sexual Assault Centre
 Kensington Health – Kensington Gardens
 Key Assets
 Kids Help Phone
 Kingston Community Health Centres
 Kingston General Hospital
 Lakeridge Health
 LOFT Community Services
 Markham Stouffville Hospital
 Matthews House Hospice
 McGill University, The Douglas Research Centre
 Mennonite Coalition for Refugee Support
 Michael Garron Hospital
 Milestone Foster Homes
 Ministry of Attorney General
 Ministry of Children, Community and Social Services
 Ministry of the Solicitor General, Office of the Chief Coroner
 Minwasashin Lodge – Indigenous Women’s Support Centre

Morneau Shepell
 MPP Bhutla Karpoche Office
 National Defense, Canadian Forces Health Services
 National Initiative for the Care of the Elderly (NICE)
 National Native Children's Trauma Center
 Native Child and Family Services of Toronto
 NIL/TU, O Child and Family Services Society
 North York General Hospital
 Nova Scotia Health Authority
 OCAD University, Health and Wellness Centre
 OCD North
 Office of the Federal Ombudsman for Victims of Crime
 One Healing Space
 Ontario Association of Social Workers
 Ontario Council of Agencies Serving Immigrants (OCASI)
 Ontario Shores Centre for Mental Health Sciences
 Orillia Soldiers' Memorial Hospital
 Parkdale Queen West Community Health Centre
 Peel Children's Aid Society
 Peterborough Regional Health Centre
 Pine River Institute
 Private Practice Julia Swaigen (and TDSB)
 PsyMontreal Inc.
 Rainos Mutamba Private Practice
 Recalibrate Therapeutic Services
 Recovery Counselling Services
 Reena
 Regional Municipality of Durham – Long Term Care
 ROCK Reach Out Centre for Kids
 Ryerson University
 Sarah Southey Counselling
 Save the Children
 Scarborough Academic Family Health Team
 Scarborough Centre for Healthy Communities
 Scarborough Community Legal Services
 Scarborough Womens' Centre
 Scarborough Health Network (including Birchmount Site, Centenary Site and General Site)
 Serpent River First Nation
 Sexual Assault Support Centre of Waterloo Region
 Sheena's Place
 SickKids Centre for Community Mental Health
 SickKids – The Hospital for Sick Children
 Sienna Senior Living, Lake Country Lodge
 Sinai Health System (including Bridgepoint Active Healthcare, Circle of Care and Mount Sinai Hospital)
 Sistering
 Soulful Balance
 South Riverdale Community Health Centre
 Southwest Counselling Services
 SPRINT Senior Care
 St. Joseph's Healthcare Hamilton
 St. Stephen's Community House
 Step by Step Early Learning Centre
 Straight Up Health
 Street Haven
 Sunnybrook Health Sciences Centre

Surrey Place Centre
 Taddle Creek Family Health Team
 Taku River Tlingit First Nation
 TeleCBT
 The Jean Tweed Centre
 The Salvation Army Canada
 The Shift Collab
 Thunder Bay Counselling
 Toronto Catholic District School Board
 Toronto Community Housing
 Toronto District School Board
 Town of Ajax, Community & Cultural Department
 Trans LifeLine
 TTCRiders
 Ujima House
 Unison Health & Community Services
 Unity Health Toronto (including Providence Healthcare, St. Joseph's Health Centre, and St. Michael's Hospital)
 University Health Network, including Toronto General Hospital, Toronto Western Hospital, Princess Margaret Hospital and the Toronto Rehabilitation Institute
 University of Calgary, Faculty of Social Work – Central and Northern Alberta Region
 University of Guelph
 University of Toronto Academic Success Centre
 University of Toronto Accessibility Services
 University of Toronto Centre for Community Partnerships
 University of Toronto – Factor-Inwentash Faculty of Social Work
 University of Toronto Health and Wellness
 University of Toronto Housing Services
 University of Toronto Schools
 Vancouver Coastal Health
 Vector Medical Corporation
 VHA Home HealthCare
 Walpole Island First Nation
 Waypoint Centre for Mental Health
 Wellspring Cancer Support Foundation
 West Park Healthcare Centre
 West Scarborough Community Legal Services
 White Ribbon Campaign
 William Osler Health System – Brampton Civic Hospital
 Women's College Hospital
 Women's Habitat of Etobicoke
 Women's Health in Women's Hands Community Health Centre
 Woodgreen Community Services
 Workman Arts
 Wyndham House
 Xet'olcw Community School
 Yee Hong Centre for Geriatric Care
 Yonge Street Mission
 York Region District School Board
 York University Counselling & Development Services
 Yorktown Family Services
 YouthREX
 Yuustway Community Health & Wellness Squamish Nation

Appendix I: Letter to Practicum Supervisors



UNIVERSITY OF
TORONTO

FACTOR-INWENTASH
FACULTY OF SOCIAL WORK

Sent on behalf of Dean Dexter Voisin and Eileen McKee

Dear [name],

In honour of Social Work Week, we would like to express our sincere gratitude for your significant contributions — not only to the education of our students, but to society at large.

This past year has presented significant challenges to all health and community services. Amid the global COVID-19 pandemic, continued systemic racism, and rising economic inequality, it has become clear that the need for culturally attuned social workers is more urgent than ever. Given these circumstances, we can't overstate how truly grateful we are for your continued partnership.

The strength of your impact is immense. You play a key role helping us prepare the next generation of social workers to responsibly respond to the changing needs of individuals and communities. Simultaneously, you continue to provide essential services, helping individuals, families, communities and systems address complex and changing needs. Taken together, your vast contributions have a positive effect on the wellbeing of society at large.

During Social Work Week we want to publicly thank you for making society better and stronger. On behalf of the faculty, students and staff of the Factor-Inwentash Faculty of Social Work, we have prepared a video message to share with you, our community partners, [which you can view here](#).

We are grateful for all that you do. You demonstrate the power, passion and best of our profession.

Sincerely,

Dexter Voisin, Dean & Professor

Eileen McKee, Assistant Dean, Field Education

Sandra Rotman Chair in Social Work

Appendix J: Faculty Members' Funded Research Projects from 2015-16 to 2019-20 by Research Theme

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Fallon, Barbara	Public Health Agency of Canada	Data Development for Canadian Child Welfare Information System (Technical Reports): Ontario	29,900.00	Mar-21	Sep-21	Children and their Families
King, Bryn	Social Sciences & Humanities	Digital Storytelling Partnership for Youth Impacted by Dual Pandemics	25,000.00	Mar-21	Feb-23	Children and their Families
Fallon, Barbara	Law Foundation of Ontario	Toolkit for Evidence-Based Child Protection Practice	20,000.00	Feb-21	Jan-22	Children and their Families
King, Bryn	Laidlaw Foundation	The Youth Wellness Lab	20,000.00	Nov-20	Sep-21	Children and their Families
Fallon, Barbara	Indigenous Services Canada	Proposal to Operationalize the Canadian Human Rights Tribunal (CHRT) Ruling 39 Taxonomy of Compensation	307,995.00	Sep-20	Mar-22	Children and their Families
Fallon, Barbara	Catholic Childrn Aid Societ. of Tor	Catholic Children's Aid Society of Toronto: 3 Research Studies	155,171.00	Apr-20	Mar-22	Children and their Families
King, Bryn	Social Sciences & Humanities	Documenting the Policy and Practice Contexts for Racial Disparities in the Ontario Child Welfare System	4,324.32	Apr-20	Mar-21	Children and their Families
Saini, Michael	SSHRC IDG subgrant	Impacts of Shared Parenting on Women and Young Children: The Importance of Differentiating Families Experiencing	4,062.50	Jun-19	May-21	Children and their Families
Alaggia, Ramona	Social Sciences & Humanities	Ripple Effects: Examining the Impact of the #MeToo Movement on Sexual Violence Disclosures in Canada	252,228.00	Apr-19	Mar-24	Children and their Families
Alaggia, Ramona	Social Sciences & Humanities	Fostering Resilience in Children Exposed to Intimate Partner Violence Going Through Separation and Divorce, 3rd European Domestic Violence Conference, Sept 1-4, 2019, Oslo, Norway	503.48	Apr-19	Mar-21	Children and their Families
Saini, Michael	Social Sciences & Humanities	Coparenting on the margins: Exploring the experiences of precariously involved parents	5,601.84	Apr-19	Mar-20	Children and their Families
Fallon, Barbara	Social Sciences & Humanities	Understanding Developmental Trauma to Inform Policy and Practice for Vulnerable Children and Their Families	25,000.00	Dec-18	Nov-21	Children and their Families
Alaggia, Ramona	PHAC sub-grant	Preventing Gender-Based Violence: Youth Healthy Relationship Program	134,850.00	Oct-18	Aug-22	Children and their Families

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Fallon, Barbara	Canada Foundation for Innovation	Tracking Trajectories for Vulnerable Children	70,410.00	Jun-18	Jun-23	Children and their Families
Fallon, Barbara	Assembly of First Nations	Canadian/First Nations Incidence Study of Reported Child Abuse and Neglect/FNIS	2,138,862.84	Jun-18	Mar-22	Children and their Families
King, Bryn	Research and Innovation (ON), Min o	Developmental Disruptions: Adolescent Involvement in the Ontario Child Welfare System	102,200.00	Apr-18	Mar-23	Children and their Families
King, Bryn	Social Sciences & Humanities	Promoting Attachment and Mitigating the Risk of Infant Maltreatment among Young Expectant Mothers Involved in the Child Welfare System	96,427.00	Mar-18	Mar-23	Children and their Families
Fallon, Barbara	Children and Youth Services (ON), M	2018 Ontario Incidence Study of Reported Child	429,837.00	Sep-17	Jul-20	Children and their Families
Fallon, Barbara	Ontario Association of Children's Aid Society	Ontario Child Abuse and Neglect Data System: Performance Indicator	1,148,804.64	Jul-17	Jun-20	Children and their Families
King, Bryn	Connaught Fund	Developmental Disruptions: Adolescent Involvement in the Child Welfare System in Ontario	9,990.00	Apr-17	Mar-19	Children and their Families
King, Bryn	Social Sciences & Humanities	Young Expectant Mothers Involved in the Child Welfare System	3,988.52	Apr-17	Mar-18	Children and their Families
Alaggia, Ramona	SSHRC IG subgrant	Uncovering Pathways and Processes of Child Sexual Abuse Disclosures	30,000.00	Jan-17	Mar-19	Children and their Families
Fallon, Barbara	Ontario Association of Children's Aid Society	Ontario Child Abuse and Neglect Database System (OCANDS):Performance Indicator Project Dec 2016	101,584.66	Jan-17	Jul-18	Children and their Families
Fallon, Barbara	Canada Foundation for Innovation	Tracking Trajectories for Vulnerable Children	234,700.00	Dec-16	Dec-21	Children and their Families
Fallon, Barbara	Research and Innovation (ON), Min o	Tracking Trajectories for Vulnerable Children	234,700.00	Dec-16	Dec-21	Children and their Families
Fallon, Barbara	Ontario Association of Children's Aid Society	Ontario Child Abuse and Neglect Database System (OCANDS):Performance Indicator Project	86,077.00	Jul-16	Apr-17	Children and their Families
Alaggia, Ramona	SSHRC Insight Grant Subgrant	In Search of Promising Practices	20,095.00	Jun-16	Mar-21	Children and their Families

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Fallon, Barbara	Social Sciences & Humanities	Connecting Research to Practice and Policy: Child Welfare Partnership for Ontario	20,000.00	Jun-16	May-17	Children and their Families
Fallon, Barbara	Ontario Asso of Children's Aid Soc	Signs of Safety Provincial Project	40,000.00	May-16	Jul-18	Children and their Families
Fallon, Barbara	CRC - SSHRC	Canada Research Chair in Child Welfare	560,000.00	Apr-16	Mar-21	Children and their Families
King, Bryn	Social Sciences & Humanities	Developmental Disruptions: Adolescent Involvement in the Ontario Child Welfare System	4,508.63	Apr-16	Mar-17	Children and their Families
Fallon, Barbara	Social Sciences & Humanities	Understanding the Influence of Organizations on Child Welfare Service Delivery	102,724.00	Mar-16	Mar-21	Children and their Families
Fallon, Barbara	Children and Youth Services (ON), M	Knowledge Mobilization in the Ontario Child Welfare Field Regarding Findings of the Ontario Incidence Study of Reported Child Abuse and Neglect (OIS) 2013	23,239.00	Feb-16	Mar-19	Children and their Families
Fallon, Barbara	Highland Shores Children's Aid	Highland Shore's Children' s Aid Society	446,400.00	Dec-15	Dec-21	Children and their Families
Fallon, Barbara	Foreign Affairs & Int Trade	Child Welfare Tool	24,656.49	Nov-15	Dec-16	Children and their Families
Fallon, Barbara	Social Sciences & Humanities	Connecting Child Welfare Research to Policy & Practice	50,000.00	Oct-15	Sep-17	Children and their Families
Fallon, Barbara	SSHRC PG subgrant	Rights for Children and Youth Partnership: Strengthening Collaboration in the Americas	114,055.00	Jul-15	Dec-21	Children and their Families
King, Bryn	Connaught Fund	Foster Care and Early Childbearing	10,000.00	Jul-15	Jun-17	Children and their Families
Fallon, Barbara	Ontario Asso of Children's Aid Soc	OCANDS: Performance Indicator Results Project	266,944.51	Apr-15	Dec-16	Children and their Families
King, Bryn	Social Sciences & Humanities	Risk Factors for Early Childbearing among Adolescents in Foster Care	4,202.43	Apr-15	Mar-16	Children and their Families
Alaggia, Ramona	Social Sciences & Humanities	Children Exposed to Intimate Partner Violence: Expanding Our Understanding of Vulnerabilities and Resiliencies	137,617.00	Apr-14	Dec-19	Children and their Families
Saini, Michael	SSHRC Insight Grant subgrant	Pathways to Family Justice	60,000.00	Mar-14	Mar-19	Children and their Families
Chambon, Adrienne	Social Sciences & Humanities	Social work and the wished for city: Claiming spaces for women and children in 20th century Toronto.	218,352.00	Apr-13	Mar-18	Children and their Families

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Saini, Michael	SSHRC ARUC subgrant	Séparation parentale, recomposition familiale: parents et enfants à soutenir Alliance de recherche universités-communautés	13,000.00	Apr-13	Feb-16	Children and their Families
Fallon, Barbara	Ontario Mini of Children & Youth Ser	Ontario Incidence Study of Reported Child Abuse and Neglect	420,129.54	Jan-13	Apr-17	Children and their Families
Fallon, Barbara	SSHRC Partnership Grant Subgrant	Building research capacity with First Nations and mainstream youth protection services in Quebec: Student fellowships	34,820.00	Sep-12	Jul-15	Children and their Families
Shlonsky, Aron	Australian Fed. Government Family Support Program	RCN systematic review collaboration	86,746.21	Jun-11	Mar-15	Children and their Families
Saini, Michael	Social Sciences & Humanities	Focusing on parenting - developing a framework for effective parent-child relationships within the context of high	112,585.00	Apr-11	Mar-16	Children and their Families
Saini, Michael	Department of Justice Canada	An Exploration of Virtual Visitation as an Option in Divorce Proceedings	22,000.00	Feb-11	Jun-18	Children and their Families
Shlonsky, Aron	Australian Fed. Government Family Support Program	Northern Territory Project	156,383.50	Jan-11	Dec-16	Children and their Families
Shlonsky, Aron	Canada Foundation for Innovation	The Canadian Child Welfare Data Archive	83,095.00	Apr-10	Jan-17	Children and their Families
Shlonsky, Aron	Research and Innovation (ON), Ministry	The Canadian Child Welfare Data Archive	276,985.00	Jan-10	Aug-15	Children and their Families
Stern, Susan	Social Sciences & Humanities	Illuminating the implementation process of an evidence based parenting program	2,219.36	Apr-08	Mar-17	Children and their Families
Mcdonald, Lynn	CIHR - Grants	Resident-to-Resident Abuse in Long-Term Care: Reporting for Change	1,396,126.00	Oct-21	Mar-28	Gerontology
Grenier, Amanda	Social Sciences & Humanities	Precarity and aging: unequal experiences in contemporary life	18,000.00	Sep-20	Jun-21	Gerontology
Fuller-Thomson, Esme	CIHR - Grants	Frailty & the Incidence and Course of COVID-19 among 500,000 Older Adults in the UK BIOBANK	118,377.00	Jun-20	Mar-23	Gerontology
Burnes, David	Social Sciences & Humanities	What Does Engagement Look Like with Victims of Elder Abuse in Community Support Services?	201,287.00	Apr-20	Mar-25	Gerontology

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Fuller-Thomson, Esme	Social Sciences & Humanities	The Well-Being of Older Refugees in Canada: A Mixed-Method Study	59,421.00	Apr-20	Mar-24	Gerontology
Fuller-Thomson, Esme	Social Sciences & Humanities	Developmental cluster participant database maintenance	1,062.00	Apr-20	Mar-21	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	linkAGES: Aging in Intergenerational Societies - 2020 Annual NICE Knowledge Exchange	28,969.00	Mar-20	Mar-23	Gerontology
Burnes, David	National Institutes of Health (US)	Understanding the Causes and Consequences of Elder Abuse - Administrative Supplement	58,605.08	Aug-19	Jun-20	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	InKind: Intergenerational Knowledge Innovation and Dissemination Network	20,000.00	Jun-19	May-20	Gerontology
Fuller-Thomson, Esme	CIHR - Awards	Shen Lin - Stroke Symptoms among the stroke-free older adults in the Canadian Longitudinal Study on Ageing	1,500.00	Apr-19	Jun-20	Gerontology
Grenier, Amanda	NCE: AGE-WELL	CC1 K-MOB Research: Understanding and Enacting KMb	65,638.00	Apr-19	Mar-22	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	S/AGE: Social dimensions of AGEing: 2019 Annual NICE Knowledge Exchange	25,000.00	Mar-19	Mar-21	Gerontology
Burnes, David	Office of Elder Justice & APS subgrant	Toward the Development of Evidenced-Based Adult Protective Services Practice: Implementation of a Service	5,396.49	Jan-19	Mar-21	Gerontology
Burnes, David	National Institutes of Health (US)	Understanding the Causes, Consequences, and Severity of Elder Mistreatment: A Longitudinal, Population-Based Study	665,839.40	Aug-18	Apr-22	Gerontology
Burnes, David	Social Sciences & Humanities	Understanding Engagement of Older Adult Victims in Community	5,034.71	Apr-18	Mar-19	Gerontology
Mcdonald, Lynn	CIHR - Grants	The Invisible Epidemic: A Spotlight on the Opioid Crisis Among Seniors	59,999.00	Mar-18	Mar-21	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	Transitions - Aging Across the Life Course: 2018 Annual NICE Knowledge Exchange	25,000.00	Mar-18	Mar-20	Gerontology
Burnes, David	Subgrant, National Institute of Justice	Developing a Taxonomy of Successful Case Outcomes for Elder Abuse Interventions	65,749.38	Jan-18	Dec-20	Gerontology
Fuller-Thomson, Esme	Social Sciences & Humanities	Frail Aging Simulation Suits: An Innovative Strategy to Promote Empathy and Understanding among Students	3,988.51	Apr-17	Mar-18	Gerontology

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Burnes, David	Social Sciences & Humanities	Enhancing Service Utilization in Elder Abuse Interventions Through Client-Centered Practice	86,116.00	Mar-17	Mar-21	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	advantAGE: 2017 Annual NICE Knowledge Exchange	25,000.00	Mar-17	Mar-19	Gerontology
Burnes, David	Elder Justice Foundation, Inc.,	A Client-Centered Measure of Success in Elder Mistreatment Adult Protective Services	26,444.93	Jun-16	Jun-18	Gerontology
Burnes, David	Social Sciences & Humanities	Elder financial fraud and scams: What do we know?	4,508.63	Apr-16	Mar-17	Gerontology
Fuller-Thomson, Esme	Social Sciences & Humanities	From Surviving to Flourishing: Factor Associated with Optimal Well-Being among Childhood Physical and Sexual	111,764.00	Mar-16	Mar-20	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	Coming of Age: 2016 Annual NICE Knowledge Exchange	25,000.00	Mar-16	Mar-18	Gerontology
Fuller-Thomson, Esme	Canadian Res Data Centre Network	Mental Health and Flourishing among Aboriginal Canadians	6,000.00	Feb-16	Mar-17	Gerontology
Burnes, David	Social Sciences & Humanities	Introducing Individualized Measurement to Elder Abuse Interventions	57,550.00	Jun-15	May-18	Gerontology
Burnes, David	Connaught Fund	Introducing Individualized Outcome Measurement in Elder Abuse Interventions	34,246.00	Apr-15	Mar-18	Gerontology
Burnes, David	Social Sciences & Humanities	Understanding Resident-to-Resident Aggression in Long-Term Care Dementia Units	4,197.37	Apr-15	Mar-16	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	EngAGEing: 2015 Annual NICE Knowledge Exchange [ConnectionGrant]	25,000.00	Mar-15	Mar-17	Gerontology
Mcdonald, Lynn	NCE: Technology Evaluation	Communication Technologies for Engaging Patients, Families and Caregivers in the Health Care System: A Scoping Review	50,000.00	Jul-14	Jan-16	Gerontology
Mcdonald, Lynn	NCE: Technology Evaluation	Evaluating the Impact of Laws and Policies for the Caregiving of the Seriously Ill Elderly	22,500.00	May-14	Jul-15	Gerontology
Mcdonald, Lynn	Social Sciences & Humanities	Engaged Scholarship: Evaluation of Knowledge Mobilization for Older Adults in the Community	2,191,566.75	Mar-12	May-20	Gerontology
Marziali, Elsa A	BCUL - Research Funding	In home internet-based health education and psychosocial support programs for obese adults	177,491.03	Apr-06	Nov-19	Gerontology

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Shier, Micheal	Social Sciences & Humanities	Human Service Organizations and Social Purpose Driven For-Profit Activities	190,949.00	Apr-21	Mar-25	Human Services Management and Leadership
Shier, Micheal	Social Sciences & Humanities	Supporting social innovation to improve social outcomes for youth experiencing housing loss	3,988.52	Apr-17	Mar-18	Human Services Management and Leadership
Shier, Micheal	Research and Innovation (ON), Ministry	Creating conditions for social innovation: Organizational factors that support cross- and intra-sector partnerships	112,000.00	Mar-17	Mar-22	Human Services Management and Leadership
Shier, Micheal	Social Sciences & Humanities	Creating conditions for social innovation: Factors that support cross- and intra-sector partnerships with direct social service nonprofits	173,888.00	Mar-17	Mar-21	Human Services Management and Leadership
Shier, Micheal	Social Sciences & Humanities	Nonprofits and civic engagement: An exploratory model for measuring a nonprofit's civic footprint	4,508.63	Apr-16	Mar-17	Human Services Management and Leadership
Shier, Micheal	Connaught Fund	Nonprofits and civic engagement: An exploratory model for measuring a nonprofit's 'civic footprint'	10,000.00	Apr-15	Mar-17	Human Services Management and Leadership
Shier, Micheal	Social Sciences & Humanities	Predicting participation in collaborative partnerships for socially innovative initiatives: A pilot study	4,180.77	Apr-15	Mar-16	Human Services Management and Leadership
Shier, Micheal	MITACS(Mathematics of Info Tech &	Social impact analysis and program evaluation of GEM mentorship program	15,000.00	Apr-15	Oct-15	Human Services Management and Leadership
Shier, Micheal	The Salvation Army Canada	Program evaluation of Salvation Army Harbour Light's Addiction Treatment and Housing Programs	29,622.00	Mar-15	Sep-17	Human Services Management and Leadership
Quinn, Ashley	Connaught Fund	The Cultural Landscape of the Inuit Diaspora: An Exploration of Inuit Culture Outside of Inuit Nunangat	50,000.00	Jan-21	Dec-23	Indigenous
Quinn, Ashley	Social Sciences & Humanities	Becoming Ourselves: Foster parents' engagement in Indigenous children's and youth cultural identity	7,324.00	Jul-20	Mar-23	Indigenous
Logie, Carmen	Social Sciences & Humanities	Woli Na Kelan (Planetary Health): A multi-method study of refugee adolescent and youth perspectives and aspirations	298,313.00	Apr-21	Mar-25	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Brennan, David	The Ontario HIV Treatment Network	Examining Gay and Bisexual Men's acceptability of, and experiences with, HIV Treatment as Prevention Strategies	75,000.00	Mar-21	Mar-23	Mental Health and Health
Logie, Carmen	CIHR - Grants	Development, Implementation and Evaluation of Ecosocial Approaches to Improve Mental Health Outcomes Among Urban Refugee and Displaced Adolescents and Youth in Uganda	100,000.00	Mar-21	Mar-23	Mental Health and Health
Logie, Carmen	ViiV Healthcare (Canada)	Kuwawezesha Vijana (Empowering Youth): An HIV Self-Testing and mHealth Intervention with Refugee Adolescents and Youth	114,901.10	Dec-20	Dec-22	Mental Health and Health
Logie, Carmen	Social Sciences & Humanities	COVID-19 - Alien Time Capsules as a Remote Participatory Arts-Based Approach to Build Resilience and Disaster Preparedness in the COVID-19 Pandemic among Adolescents in South Africa	24,717.00	Sep-20	Aug-22	Mental Health and Health
Logie, Carmen	International Development Research	Kukaa Salama (Staying Safe): A Pre-Post Trial of a WhatsApp Social Group for Increasing COVID-19 Prevention Practices with Urban Refugee and Displaced Youth in Kampala, Uganda	295,246.00	Sep-20	Aug-21	Mental Health and Health
Newman, Peter	International Development Research	An international multi-site, randomized controlled trial of a brief eHealth intervention to increase COVID-19 knowledge	469,183.00	Jun-20	Jun-21	Mental Health and Health
Newman, Peter	Canada Foundation for Innovation	MFARR-Asia Computer-Assisted Survey Interview and Participatory Video Production Lab	27,000.00	May-20	May-25	Mental Health and Health
Brennan, David	Canadian Blood Services	KTE for Assessing alternative CBS blood donor deferral screening policies for men who have sex with men	10,000.00	Apr-20	Mar-22	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	Toronto Investigaytors 2020	20,000.00	Apr-20	Mar-21	Mental Health and Health
Lee, Eunjung	Social Sciences & Humanities	Fostering Socially Just and Culturally Competent Practice (SJCCP) in Social Work Education: Simulation-Based Learning (SBL) using Digital Technologies to Create an Innovative E-Learning Space	29,981.00	Apr-20	Mar-25	Mental Health and Health
Lee, Eunjung	Social Sciences & Humanities	Mapping Out Competencies in Social Justice and Cultural Diversity in Canadian Social Work Education	4,284.00	Apr-20	Mar-21	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Logie, Carmen	CIHR - Grants	Fostering Open eXpression among Youth (F.O.X.Y.) and Strengths, Masculinities and Sexual Health (S.M.A.S.H.):	761,175.00	Apr-20	Mar-26	Mental Health and Health
Ashcroft, Rachelle	MOHLTC subgrant	Recommendations for Patient-Centred Telemedicine: Learning from Patients' Experiences with Synchronous Virtual Care	44,000.00	Feb-20	Mar-21	Mental Health and Health
Logie, Carmen	Social Sciences & Humanities	Arts-based Sexual Consent Education with Adolescents	28,959.00	Sep-19	Aug-22	Mental Health and Health
Logie, Carmen	Sub-grant from National Institutes of Health	Multi-Level Intervention Addressing Intersectional Stigma to Improve HIV Testing	93,423.43	Sep-19	Jun-21	Mental Health and Health
Logie, Carmen	Grand Challenges Canada	A participatory digital comic intervention for sexual violence prevention and post-rape care with refugee adolescents and youth in a humanitarian setting	99,861.00	Aug-19	Feb-21	Mental Health and Health
Craig, Shelley	Social Sciences & Humanities	Mobilization LGBTQ+ Conocimiento: The Inaugural INQYR Student Symposium (TISS-Mexico)	25,000.00	Jul-19	Jun-21	Mental Health and Health
Logie, Carmen	CIHR Subgrant	CTN top up funding for TEACHH	10,000.00	Jun-19	Mar-22	Mental Health and Health
Craig, Shelley	Canada Foundation for Innovation	Facilitating the Resilience of Sexual and Gender Minority Youth: An Infrastructure to Leverage Research and Technology	24,000.00	May-19	May-24	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	Shifting Paradigms: Developing the Next Generation of HIV/STI Prevention Tools for Gay, Bisexual, and Other Men	225,000.00	Apr-19	Mar-22	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	The Investigaytors Initiative Cohort 3	20,000.00	Apr-19	Mar-20	Mental Health and Health
Craig, Shelley	The Ontario HIV Treatment Network	Student Leader in HIV-Associated Neurocognitive Disorder(HAND) and Psychosocial Interventions	50,000.00	Apr-19	Mar-21	Mental Health and Health
Lee, Eunjung	Social Sciences & Humanities	A mapping review of empirically supported treatments (ESTs) for trauma	5,601.84	Apr-19	Mar-20	Mental Health and Health
Logie, Carmen	CIHR - Grants	Fostering Open eXpression among Youth (F.O.X.Y.) and Strengths, Masculinities and Sexual Health (S.M.A.S.H.):	100,000.00	Apr-19	Mar-22	Mental Health and Health
Logie, Carmen	CIHR - Grants	Social Ecological Approaches to Research on Care for HIV (S.E.A.R.C.H.): A pilot study of an ecological momentary intervention to improve antiretroviral therapy adherence	100,000.00	Apr-19	Mar-22	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
		with gay, bisexual and other men who have sex with men in Jamaica				
Mishna, Faye	Social Sciences & Humanities	Consensual and non-consensual sexting in adolescence: Challenging conventional wisdom	151,780.00	Apr-19	Mar-24	Mental Health and Health
Newman, Peter	Social Sciences & Humanities	Mobilizing for a Research Revolution to Ensure LGBTIQ Inclusion in Asia: A High-impact, Transformative	626,538.00	Apr-19	Mar-27	Mental Health and Health
Fang, Lin	Social Sciences & Humanities	This is my Regent Park: Perspectives from Young People	25,000.00	Mar-19	Feb-22	Mental Health and Health
Brennan, David	Connaught Fund	Streamlining HIV Prevention for Gay and Bisexual Men in Toronto: Exploring Task-Shifting Opportunities	150,000.00	Jan-19	Dec-22	Mental Health and Health
Williams, Charmaine	Subgrant CIHR	<i>Reducing HIV Vulnerabilities and Promoting Resilience Among Self-Identified Heterosexual African, Caribbean and Black Men in Ontario.</i>	10,000.00	Oct-18	Apr-21	Mental Health and Health
Logie, Carmen	Social Sciences & Humanities	Exploring Grassroots Knowledge and Coalition Building Across Sexual Rights Social Movements	76,227.00	Jun-18	May-22	Mental Health and Health
Newman, Peter	Social Sciences & Humanities	Mobilizing for a Research Revolution to Ensure LGBTIQ Inclusion: A High-impact, Transformative, Mixed Methods	20,000.00	Jun-18	May-20	Mental Health and Health
Logie, Carmen	CIHR - Grants	Tushirikiane (Supporting Each Other): Development, Implementation and Evaluation of Novel HIV Self-Testing	470,999.00	Apr-18	Mar-23	Mental Health and Health
Logie, Carmen	CRC - SSHRC	Canada Research Chair in Global Health Equity and Social Justice with Marginalized Populations	600,000.00	Apr-18	Mar-23	Mental Health and Health
Newman, Peter	Social Sciences & Humanities	Systematic Review and Meta-ethnography of the Literature on Bullying Victimization of Youth based on Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC)	5,034.71	Apr-18	Mar-19	Mental Health and Health
Brennan, David	CIHR - Grants	Measuring the impact of an innovative community-based peer-led app intervention to address the sexual health of gay, bisexual and other men who have sex with men	40,000.00	Mar-18	Mar-22	Mental Health and Health
Craig, Shelley	Social Sciences & Humanities	‘Queery’ing resilience: Leveraging information & communication technologies to negotiate gender and	2,555,267.00	Mar-18	Mar-26	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
		sexual minority youth identity and wellbeing within diverse global contexts				
Logie, Carmen	CIHR - Grants	<i>Transgender women removing healthcare barriers to engagement in the HIV prevention and care cascades: The development and pilot study of Transgender Education for Affirmative and Competent HIV and Healthcare (TEACHH)</i>	40,000.00	Mar-18	Mar-21	Mental Health and Health
Craig, Shelley	CIHR - Grants	[F1]inding Support: Connecting LGBTQI2S Youth to High-Quality, Online Health and Mental Health Resources	25,000.00	Dec-17	Mar-21	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	The Investigaytors Initiative	5,000.00	Oct-17	Sep-19	Mental Health and Health
Craig, Shelley	CIHR - Awards	Andrew Eaton-The intersecting cognitive and aging needs of HIV-positive older adults: Implications for social work practice	1,500.00	Oct-17	Sep-18	Mental Health and Health
Brennan, David	Canadian Blood Services	Assessing alternative CBS blood donor deferral screening policies for men who have sex with men	50,000.00	Aug-17	Jul-19	Mental Health and Health
Craig, Shelley	Social Sciences & Humanities	‘Queery’ing resilience: Leveraging information & communication technologies to negotiate gender and sexual minority youth identity and wellbeing within diverse global contexts	20,000.00	Jun-17	May-18	Mental Health and Health
Logie, Carmen	CIHR - Grants	<i>Developing a Community-based, Interdisciplinary Research Agenda to Advance HIV Prevention and Care Cascades in Refugee Settlements in Uganda</i>	19,969.00	May-17	Mar-21	Mental Health and Health
Ashcroft, Rachelle	Connaught Fund	Patient Perspectives of the Incentives and Disincentives for Quality Mental Health Care in Ontario Family Health	10,000.00	Apr-17	Mar-19	Mental Health and Health
Craig, Shelley	Canada Foundation for Innovation	Facilitating the Resilience of Sexual and Gender Minority Youth: An Infrastructure to Leverage Research and Technology	80,000.00	Apr-17	Mar-22	Mental Health and Health
Craig, Shelley	Public Health Agency of Canada	Project AFFIRM: Delivering Affirmative Coping Skills Programs to Prevent HIV and Hepatitis C	224,603.87	Apr-17	Mar-22	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Craig, Shelley	Research and Innovation (ON), Ministry	Facilitating the Resilience of Sexual and Gender Minority Youth: An Infrastructure to Leverage Research and Technology	80,000.00	Apr-17	Mar-22	Mental Health and Health
Fang, Lin	Social Sciences & Humanities	Photovoice scoping review	3,988.52	Apr-17	Mar-18	Mental Health and Health
Newman, Peter	CIHR - Grants	The Phi-Nong Project: Development and Pilot Testing of a Culturally Adapted, High-impact HIV Preventive Intervention	396,397.00	Apr-17	Mar-23	Mental Health and Health
Newman, Peter	Canada Foundation for Innovation	MFARR-Asia Computer-Assisted Survey Interview and Participatory Video Production Lab	87,600.00	Mar-17	Sep-22	Mental Health and Health
Newman, Peter	Research and Innovation (ON), Ministry	MFARR-Asia Computer-Assisted Survey Interview and Participatory Video Production Lab	87,600.00	Mar-17	Sep-22	Mental Health and Health
Newman, Peter	Social Sciences & Humanities	"Soft like Silk, Pliable like Bamboo"* : Practicing Resilience-in-Context: A multi-method study of resilience	350,696.00	Mar-17	Mar-22	Mental Health and Health
Williams, Charmaine	Social Sciences & Humanities	United we stand, divided we falter: Advancing a family-centred agenda for caregiving research.	168,144.00	Mar-17	Mar-22	Mental Health and Health
Fang, Lin	Erin Mills Youth Center	Understanding the Impact of the Ridgeway Community Court	29,402.64	Feb-17	Aug-20	Mental Health and Health
Logie, Carmen	Canada Foundation for Innovation	Digital Storytelling and Mobile Media Lab	60,000.00	Feb-17	Feb-22	Mental Health and Health
Kourgiantakis, Toula	Gambling Research Exchange Ontario	Developing and Promoting a Prevention Guide for Parents on Adolescent Problem Gambling	13,141.20	Oct-16	May-17	Mental Health and Health
Logie, Carmen	CIHR - Grants	CONNEXIONS+: Youth Living with HIV Since Childhood Supporting Each Other	33,000.00	Oct-16	Mar-19	Mental Health and Health
Ashcroft, Rachelle	CIHR - Grants	Incentives and disincentives for treating depression and anxiety in Ontario Family Health Teams	252,102.97	Apr-16	Mar-21	Mental Health and Health
Brennan, David	CIHR - Grants	Exploring the Sex- and Health-Seeking Practices within Evolving Online Environments of Gay, Bisexual, Two-Spirit and other Men Who Have Sex with Men in Ontario: The Role of Online Outreach for Prevention and Care	450,000.00	Apr-16	Mar-22	Mental Health and Health
Craig, Shelley	CRC - SSHRC	Canada Research Chair of Sexual and Gender Minority Youth	560,000.00	Apr-16	Mar-22	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Logie, Carmen	CIHR - Grants	Understanding syndemics and HIV/STI vulnerability among Indigenous and Northern youth in the Northwest Territories	444,025.00	Apr-16	Mar-21	Mental Health and Health
Logie, Carmen	Research and Innovation (ON), Ministry	Advancing Sexually Transmitted Infections and HIV Prevention Among Young Women	140,000.00	Mar-16	Mar-22	Mental Health and Health
Logie, Carmen	Social Sciences & Humanities	Social ecologies of resilience and teen dating violence among Aboriginal and Northern youth in the Northwest Territories	299,919.00	Mar-16	Mar-22	Mental Health and Health
Mishna, Faye	Social Sciences & Humanities	#SocialWork: Informal ICT Use as Adjunct to Traditional Face-to-Face Practice	130,450.00	Mar-16	Mar-22	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	Establishing an effective periodic health monitoring survey for gay, bisexual and other men who have sex with men in Ontario: Proposal for REACH 2.0 funding	20,236.00	Feb-16	Aug-17	Mental Health and Health
Logie, Carmen	CIHR - Grants	Addressing social and structural drivers of HIV and sexually transmitted infections among diverse young women	100,000.00	Jul-15	Dec-19	Mental Health and Health
Craig, Shelley	Social Sciences & Humanities	Fighting for Survival: Experiences of LGBTQ Students in Religious Colleges and Universities and five other presentations	525	Apr-15	Mar-16	Mental Health and Health
Fang, Lin	Social Sciences & Humanities	The Mediation Role of School Support in the Relationship between Political Trauma Exposure and Adolescent Risk Behaviour	517	Apr-15	Mar-16	Mental Health and Health
Logie, Carmen	Canada Foundation for Innovation	Digital Storytelling and Mobile Media Lab	200,000.00	Apr-15	Jun-21	Mental Health and Health
Logie, Carmen	Research and Innovation (ON), Ministry	Digital Storytelling and Mobile Media Lab	200,000.00	Apr-15	Jun-21	Mental Health and Health
Logie, Carmen	CIHR - Grants	Visual and performance arts for HIV prevention with Indigenous youth in the Northwest Territories and Nunavut: A mixed methods multiple case study.	449,098.00	Apr-15	Mar-19	Mental Health and Health
Craig, Shelley	Social Sciences & Humanities	Clicking to Cope? The Influence of Information and Communication Technologies on the Resilience, Social Support and School Engagement of	162,334.00	Mar-15	Mar-19	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
		Canada's Sexual and Gender Minority Youth				
Brennan, David	Cdn Foundation for AIDS Research	A Mixed Method Exploration of Sexual Behaviour, Social Networks and Health Services Engagement among Younger Gay, Bisexual, and other Men who use the Internet to Seek Sex with Men (MISM) in Ontario	160,000.00	Oct-14	Oct-19	Mental Health and Health
Logie, Carmen	CIHR - Grants	Mapping Social and Structural Contexts of HIV and STI Vulnerability Among LGBTQ+ Youth in the Northwest	32,962.00	Oct-14	Mar-16	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	Nathan Lachowsky - OHTN Junior Investigator Award-Improving Prevention and Services for Rural and Online MSM	90,000.00	Jul-14	Jul-16	Mental Health and Health
Logie, Carmen	CIHR - Grants	Pride, Stigma, Resilience and Community: Exploring Social and Structural Contexts of Health Among Sexually and Gender Diverse Youth in the Northwest Territories.	10,000.00	Jul-14	Mar-17	Mental Health and Health
Brennan, David	The Ontario HIV Treatment Network	Examining Emerging Technology to Promote Optimal Wellness for Marginalized Gay & Bisexual Men	656,848.00	Apr-14	Mar-19	Mental Health and Health
Logie, Carmen	Connaught Fund	Exploring critical ethnography as an innovative approach to understand stigma and social resistance among sexual and gender minorities in Johannesburg, South Africa	10,000.00	Apr-14	Mar-16	Mental Health and Health
Brennan, David	CIHR - Grants	HIV Prevention, Risk Perceptions, Behaviours, and Health Care Access Among Gay, Bisexual, Two-Spirit, and Other Men	9,981.00	Mar-14	Mar-16	Mental Health and Health
Logie, Carmen	Social Sciences & Humanities	Exploring performance ethnography as an innovative approach	174,583.00	Jul-13	Mar-16	Mental Health and Health
Logie, Carmen	CIHR - Grants	Towards an understanding of structural drivers of HIV/STI and protective factors	339,447.00	Apr-13	Mar-17	Mental Health and Health
Brennan, David	CIHR - Awards	Gerardo Betancourt - Masculinities and migration: Analyzing the impact of gender discourses on Latino gay men's safe sexual practices in Canada	105,000.00	May-12	May-15	Mental Health and Health
Newman, Peter	CIHR - Grants	CHVI Team in Social and Behavioural Research on HIV Vaccines	3,500,239.00	Dec-11	Mar-18	Mental Health and Health

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Newman, Peter	Research and Innovation (ON), Ministry	Mobile Computer-assisted Survey Research Laboratory for HIV Vaccine Implementation Science	33,840.00	Oct-11	Dec-15	Mental Health and Health
Newman, Peter	Canada Foundation for Innovation	Mobile Computer-assisted Survey Research Laboratory for HIV Vaccine Implementation Science	33,840.00	Oct-11	Oct-15	Mental Health and Health
Williams, Charmaine	CIHR - Grants	Ain't I a woman too? Looking at intersectionality's relevance to the next generation of women's health	2,026.39	Sep-11	Mar-15	Mental Health and Health
Fang, Lin	Social Sciences & Humanities	Develop a web-based substance abuse prevention program for adolescents in Toronto: A focus group study	2,219.36	Apr-08	Mar-17	Mental Health and Health
Williams, Charmaine	Social Sciences & Humanities	(GRF) Seen but not heard: Subjective perspectives on caregiving in schizophrenia	12,351.51	Apr-08	Aug-16	Mental Health and Health
Newman, Peter	CRC - SSHRC	CRC Tier 2 Chair in Health and Social Justice	500,000.00	Jan-08	Dec-17	Mental Health and Health
Newman, Peter	CRC - SSHRC	Global development, health & prosperity cluster -Canada Research Chair in Social Justice & Health	500,000.00	Jan-08	Dec-17	Mental Health and Health
Newman, Peter	The Ontario HIV Treatment Network	HIV vaccine trial participation and community engagement	182,095.20	Apr-06	Sep-18	Mental Health and Health
Begun, Stephanie	Social Sciences & Humanities	The Real TO: Engaging Youth as Researchers and Change Agents in a Tumultuous Time	44,234.00	Mar-21	Mar-23	Social Justice and Diversity
Zuberi, Daniyal	Social Sciences & Humanities	Do microloans alter women's empowerment in the immigrant household and community?	68,165.00	Jun-20	May-23	Social Justice and Diversity
Bhuyan, Rupaleem	Social Sciences & Humanities	Bordering practices in child welfare: Assessing risk for child abuse and maltreatment within non-citizen immigrant families	20,966.00	Apr-20	Mar-25	Social Justice and Diversity
Sakamoto, Izumi	Social Sciences & Humanities	Canadian Race Relations from the Vantage Point of Chinese Canadians: A Virtual Intergenerational Storytelling Project	4,334.88	Apr-20	Mar-22	Social Justice and Diversity
Sakamoto, Izumi	Social Sciences & Humanities	Arts Organizing as Antidote to State-Based Racial Violence: Imagining Japanese Canadian Genealogies and Relationships	28,900.00	Dec-19	Nov-21	Social Justice and Diversity
Begun, Stephanie	Social Sciences & Humanities	An Examination of Homeless Youths' Longitudinal Aftercare Experiences	92,979.00	Apr-19	Mar-24	Social Justice and Diversity

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Begun, Stephanie	Social Sciences & Humanities	Connect-2-Choice: Using Human-Centred Design Thinking to Enhance Resources Available to Women Accessing Violence Against Women and Homelessness Services	5,601.84	Apr-19	Mar-20	Social Justice and Diversity
Bhuyan, Rupaleem	Social Sciences & Humanities	Dignity and Immigration (invited panelist) and 'Migrant caregivers' right to family reunification in Canada: A framing analysis of public policy and migrant caregivers' demands. Presentation at Ann Meeting of Law Society Assoc, MA	551.47	Apr-19	Mar-20	Social Justice and Diversity
Begun, Stephanie	Social Sciences & Humanities	Exploring the Potential Benefits of Engaging Homeless Youth in Group-Based Improv Training	30,034.71	Dec-18	Nov-21	Social Justice and Diversity
Begun, Stephanie	Connaught Fund	Pregnancy and Family Planning among Young Women Experiencing Homelessness in Canada: Exploring Youths' Attitudes, Experiences, and Needs for Reproductive and Sexual Health Information and Services	35,000.00	Apr-18	Dec-21	Social Justice and Diversity
Bhuyan, Rupaleem	Social Sciences & Humanities	Contesting citizenship and belonging: Social Workers' Response to India's Citizenship Act to incorporate undocumented Bangladeshi into the body politic	5,034.71	Apr-18	Mar-19	Social Justice and Diversity
Bhuyan, Rupaleem	SSHRC PG subgrant	Migration and Resilience in Urban Canada: Discovering Strengths and Building Capacity	54,850.00	Jan-18	Dec-21	Social Justice and Diversity
Sakamoto, Izumi	Social Sciences & Humanities	Many faces of Japanese Canadians: Remembering inter-generational trauma and renewing cultural identity	134,932.00	Mar-17	Mar-22	Social Justice and Diversity
Zuberi, Daniyal	Social Sciences & Humanities	Social Policy and Urban Poverty in Canada	150,000.00	Mar-17	Mar-22	Social Justice and Diversity
Zuberi, Daniyal	CIHR - Grants	Addressing Employment Barriers and Advancing Gender Equity: Creating Employment Ladders and Supporting the Advancement	180,000.00	Jul-15	Mar-21	Social Justice and Diversity
Bhuyan, Rupaleem	Social Sciences & Humanities	Substantive citizenship in an era of crimmigration: Constructing the deportable subject in the shadow of the state	205,362.00	Mar-14	Mar-19	Social Justice and Diversity
Zuberi, Daniyal	CIHR - Awards	CIHR New Investigator - Reducing Health Care Associated Infection in the Vancouver Metropolitan Region	340,000.00	Jul-12	Jun-17	Social Justice and Diversity

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Hulchanski, J David	SSHRC subgrant	The effects of wealth centralization on urban planning and urban life	10,388.98	Feb-16	Dec-18	Social Policy
Hulchanski, J David	University of Glasgow: Housing Collaboration	Shaping Futures: Housing Policy in the 21st Century	125,277.20	Feb-16	May-18	Social Policy
Hulchanski, J David	SSHRC Strategic Knowledge Cluster subgrant	Framing a research-action agenda on women's homelessness	14,662.95	Apr-14	Sep-15	Social Policy
Hulchanski, J David	Social Sciences & Humanities	Neighbourhood Inequality, Diversity, and Change: Trends, Processes, Consequences, and Policy Options for Canada's Large Metropolitan Areas	2,500,000.00	Mar-12	Feb-23	Social Policy
Hulchanski, J David	Social Sciences & Humanities	Neighbourhood Inequality, Diversity, and Change: Trends, Processes, Consequences, and Policy Options for Canada's Large Metropolitan Areas	19,926.18	May-11	Feb-15	Social Policy
Lightman, Ernie	Social Sciences & Humanities	Precarious bodies, precarious work: Episodic disabilities in the global economy	223,993.06	Apr-10	Feb-15	Social Policy
Lightman, Ernie	Social Sciences & Humanities	Globalization and precarious work in Canada's north	244,760.23	Mar-09	Feb-15	Social Policy
Neysmith, Sheila	Social Sciences & Humanities	Beyond the weekly Bath - building 21st century community-based care policy	62,430.07	Apr-08	Oct-15	Social Policy
Bogo, Marion	SSHRC PG subgrant	Transforming the Field Education Landscape	15,000.00	Jan-20	Aug-21	Social Work Education
Tsang, Ka Tat	Subgrant CIHR	Linking Hearts: Advancing Mental Health Care of University Students Through Interdisciplinary Collaboration (in Jinan)	15,000.00	Sep-19	Sep-20	Social Work Practice
Tsang, Ka Tat	SSHRC subgrant	Intra-group dynamics and social exclusion: Experience of Mainland Chinese immigrants to Canada	111,643.00	Jan-17	Mar-20	Social Work Practice
Tsang, Ka Tat	Subgrant, SSHRC	Intra-group dynamics and social exclusion: Experience of Mainland Chinese immigrants to Canada	69,909.00	Apr-14	Mar-17	Social Work Practice
Tsang, Ka Tat	Social Sciences & Humanities	Who do you know? A study on access to social capital and entrance to the labour market by immigrant youth	20,000.00	Mar-05	Apr-20	Social Work Practice
Tsang, Ka Tat	Social Sciences & Humanities	An integrated outcome-process study of cross cultural clinical practice	33,273.49	Apr-01	Aug-16	Social Work Practice

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Sharpe, Tanya	Canadian Mental Health Assoc. Ontario, Subgrant from Ontario Solicitor General	Survivors of Homicide Victims and Mental Health Project	94,599.00	Jan-21	Jan-23	Trauma and Resiliency
Voisin, Dexter	Subgrant, NIH	The Impact of Violence and Systemic Racism on COVID-19 Testing Outcomes Among Black Residents of Chicago	19,172.16	Nov-20	Apr-21	Trauma and Resiliency
Xue, Jia	Social Sciences & Humanities	Mining Big Data: How Sexual Assault Nonprofit Organizations in Canada Use Twitter to Achieve Organizational Outcomes	64,872.00	Jun-20	May-23	Trauma and Resiliency
Xue, Jia	CIHR - Grants	An increased risk of family violence during COVID-19 quarantine: strengthening social media-based collaborations	100,690.00	Jun-20	Mar-22	Trauma and Resiliency
Voisin, Dexter	Subgrant, NIH	Continuous Traumatic Violence and the HIV Continuum of Care Outcomes Among BMSM	54,503.52	May-20	Apr-21	Trauma and Resiliency
Sharpe, Tanya	Social Sciences & Humanities	Invisible wounds: Exploring the experiences of African, Caribbean and Black survivors of homicide victims	178,173.00	Apr-20	Mar-24	Trauma and Resiliency
Regehr, Cheryl	CIHR - Grants	Social and Physiological Influences on the Development of PTSD Among Public Safety Communications Personnell (PSCP)	26,700.00	Jun-19	Mar-23	Trauma and Resiliency
Xue, Jia	Connaught Fund	Information Communication Technologies and Attitudes towards Sexual Assault: An Internet-based Survey of U.S.	20,000.00	Apr-19	Mar-21	Trauma and Resiliency
Sharpe, Tanya	CDC subgrant	Exploring Perspectives of Men Using Online Interventions for Mental Health and Well Being	13,082.00	Sep-18	Oct-19	Trauma and Resiliency
Regehr, Cheryl	Social Sciences & Humanities	Improving Social Work Decision Making in Situations of Risk and Uncertainty	140,469.00	Mar-18	Mar-22	Trauma and Resiliency
Sharpe, Tanya	Baltimore City Health Dept Subgrant	Supporting Male Survivors of Violence (SMSV) Baltimore[Part II-Qualitative Data]	79,893.12	Oct-17	Sep-20	Trauma and Resiliency
Regehr, Cheryl	Social Sciences & Humanities	The relative influence of training and experience on social workers' professional judgement	132,031.00	Mar-11	Mar-17	Trauma and Resiliency

PI Name	Sponsor	Title	Awarded	Fund Start Date	Fund End Date	Theme
Regehr, Cheryl	Social Sciences & Humanities	Letter of Intent - An Evidence-Based model for risk assessment in child welfare	29,725.00	Oct-04	May-15	Trauma and Resiliency

Appendix K: External Research Funding by Source

Breakdown by Funding Source 2015/16-2019/20

Funding Source	2016	2017	2018	2019	2020
	\$ million	\$ million	\$ million	\$ million	\$ million
<u>Tri-Agency</u>					
Canadian Institutes of Health Research	\$1.280	\$1.220	\$0.903	\$0.590	\$0.477
Social Sciences & Humanities	\$1.152	\$1.232	\$1.295	\$0.808	\$1.397
Tri-Agency Institutional Program Secretariat	\$0.100	\$0.300	\$0.275	\$0.360	\$0.360
Tri-Agency Total	\$2.532	\$2.752	\$2.473	\$1.759	\$2.234
<u>Government, Other</u>					
Federal Govt, Other	\$0.138	\$0.079	\$0.644	\$0.728	\$0.199
Networks of Centres of Excellence	\$0.000	\$0.000	\$0.000	\$0.000	\$0.066
Ontario Prov. Govt.	\$0.005	\$0.046	\$0.366	\$0.535	\$0.291
United States Govt.	\$0.000	\$0.000	\$0.000	\$0.243	\$0.269
Government, Other Total	\$0.142	\$0.125	\$1.010	\$1.506	\$0.825
<u>Not-for-profit</u>					
Internal - Connaught Fund	\$0.054	\$0.000	\$0.020	\$0.085	\$0.070
Internal – University of Toronto	\$0.001	\$0.001	\$0.001	\$0.000	\$0.001
Not-for-Profit	\$0.650	\$0.580	\$0.779	\$1.048	\$1.542
Research & Acad Sector	\$0.238	\$0.177	\$0.251	\$0.129	\$0.166
Not-for-profit Total	\$0.962	\$0.758	\$1.055	\$1.320	\$1.779
<u>Private Sector</u>	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000
Total	\$3.636	\$3.635	\$4.538	\$4.585	\$4.837
Data Source: Research & Innovation Dashboard ART: Ad-hoc Reporting Tool (last updated March 1, 2021).					
Note: Data for Affiliated hospitals have not yet been uploaded for 2019-20 grant year.					