

Cyclical Review: Report Template

<p>As Commissioning Officer, I confirm that:</p> <ul style="list-style-type: none"> ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these. 	
<p>Commissioning Officer*: Vice-Provost, Academic Programs</p>	<p>Report Accepted as Final on March 16, 2022</p>

*The Dean is normally the Commissioning Officer for reviews of programs and units in departmentalized divisions; the Vice-Provost, Academic Programs is the Commissioning Officer for reviews of Faculties/Divisions with or without their programs.

<p>Reviewers are asked to provide an Appraisal Report that:</p> <p>Identifies and commends the program’s notably strong and creative attributes;</p> <p>Describes the program’s respective strengths, areas for improvement and opportunities for enhancement;</p> <p>Recommends specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action;</p> <p>Recognizes the institution’s autonomy to determine priorities for funding, space and faculty allocation;</p> <p>Respects the confidentiality required for all aspects of the review process; and</p> <p>Addresses all elements of the terms of reference, which reflect the requirements outlined in the <i>University of Toronto Quality Assurance Process (UTQAP)</i>, including the program evaluation criteria.</p>

<p>Division/unit under review OR Division/unit in which program(s) is housed:</p>	<p>Please select one of these options and delete the other; i.e., if only the program is being reviewed and not the division/unit, then use the “Division/unit in which program(s) is housed”</p>
<p>Program(s) under review:</p>	<p>Graduate Programs:</p> <ul style="list-style-type: none"> • Master of Social Work, M.S.W. <ul style="list-style-type: none"> ○ <i>M.S.W. Fields:</i> <ul style="list-style-type: none"> ▪ Children and Their Families

	<ul style="list-style-type: none"> ▪ Gerontology ▪ Health and Mental Health ▪ Human Services Management and Leadership ▪ Indigenous Trauma and Resiliency ▪ Social Justice and Diversity ○ <i>Delivery options:</i> <ul style="list-style-type: none"> ▪ All M.S.W. fields except for Indigenous Trauma and Resiliency offer an advanced-standing option • Social Work, Ph.D. <p>Combined Degree Programs:</p> <ul style="list-style-type: none"> • UTSC Mental Health Studies (H.B.Sc.), Specialist and Specialist Co-op / Master of Social Work, M.S.W. • Juris Doctor, J.D. / Master of Social Work, M.S.W
Commissioning officer:	Vice-Provost, Academic Programs
Date of scheduled review:	December 6 – 10, 2021
Reviewers’ names and affiliations:	<ol style="list-style-type: none"> 1. John Devaney; Centenary Chair of Social Work and Professor, School of Social and Political Science; University of Edinburgh 2. Jacquie Green; Director and Associate Professor, School of Social Work; University of Victoria 3. Lynn Videka; Dean and Carol T. Mowbray Collegiate Professor of Social Work; University of Michigan

1 Review Summary

As External Reviewers, we met with various constituents on December 6 to December 10, 2021 for the Factor-Inwentash Faculty of Social Work (FIFSW) program review. In each of our eighteen meetings (approximately 30 minutes each) we heard about their respective roles and experiences with the FIFSW, and we had the opportunity to explore

and enquire about a wide range of issues relevant to this review. Overall, we received great feedback from multiple sources in terms of the FIFSW's broadening of the diversity of the student body, and the Vision of Dean Voisin (although, as we note later, there some mixed expressions about how changes have been introduced). Another highlight of the program was the development of the Indigenous Trauma and Resiliency MSW field and the opportunities to implement similar philosophies of this field to the overall MSW Program. In our meeting with Field Education Supervisors, they noted that students they hire from this university are the most prepared for Field Practice compared to other institutions in Ontario, and that the administrative process is relatively accessible and smooth.

There were discrepancies from various levels of faculty in terms of their roles and expectations; support for them (depending on which faculty stream they belong to) and ability for mentorship and research opportunities. We learned in our meetings of the high turnover of administrative staff and the implications for program delivery. A number of faculty members and students were unsure who to contact to address day to day issues. A communication plan would be important to develop so that all will know who to contact for specific questions. It was noted and more evident for faculty and staff that there is a need for the FIFSW's very own Information Technology (IT) staff member. In our meeting with Field Supervisors, they recommended the idea to prepare agencies for language barriers – while they noted they were enthused in the increase of international students, there is a need to support agencies and students when English is not the student's first language. In a very informative meeting with Alumni they indicated that the program prepared them for their profession. Each alumnus who was in our meeting were in leadership positions of a sort; and similar to Field Supervisors they noted the progress made and the ongoing need to enhance curriculum to reflect international, Indigenous and BIPOC knowledge.

In terms of student meetings, it was clear to us the increase of international and BIPOC students was a significant and important development. However, it was noted that curriculum and program procedures/policies did not adequately reflect international and/or BIPOC epistemologies, pedagogies and experiences. In response to this concern, we did meet with the Curriculum Innovation Committee who have shared their visioning to incorporate Equity, Diversity and Inclusion (EDI) in the school. Having said this, the challenge was creating time and space to transform and implement new curriculum. It was noted that work is needed to include a review of Black scholarship in their application for tenure and promotion and/or including Black or BIPOC scholars in positions of leadership. In this, there was discussion that suggested a need to transform FIFSW procedures and policies to reflect Equity, Diversity and Inclusion not only for

curriculum, procedures and policies, but also for assessing application for tenure and promotion.

As a committee, we received feedback regarding administrative leadership and scholarship for the program. While some faculty felt there was not a strong connection to the Dean, there were some who identified significant and positive changes implemented by the Dean. While it was great to learn about their views, in our assessment, we note there was a strong comparison between the former Dean and current, outgoing Dean, and now a new Interim Dean. It stands out for us that one of the Black faculty members did note this university was his choice due to the FIFSW having a Black Dean. In our own discussions, we do note, that when a university program embarks on revisioning, particularly if it involves anti-racism, anti-Black racism, decolonization, there will be tensions. Implementing this work does require transparent and collective visioning and strategizing, inclusive of faculty, staff and students.

In summary, we have found that the FIFSW is an internationally regarded school of social work, with strong cohorts of students, staff and faculty. There is much to be proud of, including the high quality of applicants and enrolled students, the completion rates for students, the quality of graduates, and the scholarship of faculty. Across a range of metrics the FIFSW is performing at a high standard relative to other parts of the university and comparator Schools of Social Work. The following are our key recommendations, which are intended to provide the basis for the new Dean to enhance the FIFSW's offerings, and to address some of the challenges shared with us:

- The FIFSW should continue, but also importantly, intensify its commitment and efforts to equity, diversity and inclusion of its faculty, staff, student body and programs.
- Administrative management of the FIFSW should be strengthened with an assessment of the size of the support staff, and the creation of clear procedures and responsibilities for administrative decision making in the MSW program.
- The FIFSW should develop a full and explicit enrollment management plan that lays out enrollment goals and strategies including an explicit analysis of the recruitment of international students, and increased emphasis on the implications of international enrollments for curriculum and student services.
- We recommend that the FIFSW conduct an assessment of its faculty climate and create a plan to improve faculty climate within the school.

2 Program Evaluation Criteria

Objectives

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

Across a range of measures the U of T is a globally recognised and respected institution. It is the pre-eminent university in Canada, and is ranked 2nd in the world for its academic performance, and 22nd internationally for the quality and quantity of its research. In our review, the University offers academic space for the FIFSW to enhance and broaden the scope of social work scholarship, community partnerships and diverse, equitable and decolonial education.

Based on documents provided and various meetings, we attest that FIFSW’s mission and objectives are consistent with the University of Toronto. We note the high percentage of successful research applications, the quality of scholarship, graduate and PhD completions and excellent national and international reputation of faculty. As per documents provided: ‘The [Factor-Inwentash Faculty of Social Work is] the 5th most productive faculty in terms of articles appearing during the past five years among six major social work journals. Reputation and rankings matter. They help attract top-flight faculty, students, and staff to the University, making what is already a great institution even better. The University of Toronto is fortunate to be situated in one of the world’s most multicultural, safe, and democratically open urban areas. That, combined with the strength of our research, puts us in an enviable position with respect to recruitment.’

FIFSW scholarship is ranked # 1 in Canada; #2 in the world; #1 in social work publications; has 35 full time faculty, 4 Canada Research Chairs, and 6 fields of study in the MSW program. Based on overall review of program, curriculum, faculty scholarship, student satisfaction, program visioning and inclusion of equity, diversity and inclusion – FIFSW goals and objectives are consistent with those of the University of Toronto.

Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate degree level expectations.

The FIFSW offers six fields of study within the well rounded MSW program, and offers a strong PhD program. The MSW requirements and learning outcomes are clearly identified in documents and website information, this includes 4 areas of study available and course scheduling. The PhD is also clearly identified on the website which offers student information about yearly expectations. In our meetings members identified the course option for publication and grant writing, which appeared to be a bonus for PhD students who plan on pursuing academic positions.

Admission requirements

The FIFSW MSW program has nine outcome goals, including identity as a social worker, social work values and ethics, human rights and social justice, diversity, critical thinking, research, policy analysis and development, organizational and social systems change, IFGC practice. There are many applicants for the MSW program and only about 30% of the applicant pool is admitted and enrolled. In recent years the FIFSW has doubled its enrollments, largely by admitting more international students.

The admissions requirements yield a motivated and increasingly diverse student body that is well suited for the MSW program of study and the learning outcomes as defined by the faculty. Students are satisfied with the admissions process as indicated by their 89% approval rating.

The MSW program's admissions requirements require applicants to meet the following standards:

- Hold a bachelor's degree or a bachelor's degree specifically in social work (BSW) for the advanced standing program;
- An academic record of at least 3 social science courses and ½ credit in research methods;
- Social service experience and capacity for the field of social work; and
- English competency

Currently the program has about 1200 applications per year, and admits 250-300 students per year, making the MSW a highly selective program. The program moved to all online admissions in 2021.

The faculty and staff are pleased with the student body and know that the program attracts excellent students. Student feedback indicated that students find program requirements relevant and valuable. Students are mostly satisfied with written information about the program and with admissions practices.

Some of the more experienced students suggested that the program should be less solely academically focused on academic performance, and with more weight put on social service experience. These experienced students stated that current students have relatively little social service work experience and current classes assume little to no work experience, making some courses too elementary for the more experienced students. Overall, the MSW program admissions policies and procedures appear to be highly effective in recruiting a strong student body that is suitable for the program and the profession. The FIFSW enrollment has increased in recent years.

In terms of broader enrollment management issues, the program is capped for enrollment, per university policy, based on the amount of provincial funds it receives for students. Given the high program demand, especially from international students, the program can grow quite a bit if it chooses to do so, but then faces the lack of public funding for these students. Reviewers encourage the program to set careful enrollment goals that are aligned with the curriculum, which is still largely domestically focused and direct practice (instead of macro proactive in nature). Given the strains that international students mentioned about the increasingly diverse and increasingly global student body and the FIFSW's largely majority and domestic-focused curriculum, there is tension about enrollment choices and relevance of the curriculum for the current body of students.

Doctoral program admissions processes are similarly successful. Students are admitted to the PhD program on the basis of prior scholarly, professional achievements and practice experience. Applicants who have been involved in research and who have a record of publications are rated highly for consideration for admission. Over the past six years, an average of four to five information sessions, including online sessions, have been 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); and,
- Educational and professional experience that indicates a capacity to undertake research-oriented postgraduate work.

These criteria are similar to other highly regarded social work doctoral programs. The program attracts a highly capable set of students each year who have the capacity and motivation to become scholars, teachers and researchers, who will build knowledge and educate future social workers.

Curriculum and program delivery

The curriculum for the MSW program complies with CASWE learning outcomes, and aligns with similar standards on comparable programs in other jurisdictions. Careful consideration has been given to the integration of the two practicums and the knowledge and skills required by students in advance of these. The two week Introduction to Social Work Conference provided at the outset of the MSW program is of note. This is innovative, and likely very helpful for commencing students. We noted the possibility of existing BSW holders to have advanced standing, and that this appeared to work well.

The MSW-ITR field of study is innovative and an important offering. The MSW-ITR has been thought about carefully to ensure that the students retain a sense of connection to the university, with regular intensive face-to-face courses in Toronto. It was positive to note that this pathway has prompted learning and changes in the main MSW pathway teaching content, and some field educators talked enthusiastically about how some issues, such as identity, had been more prominent in the minds of students when on placement. We see further potential for the ongoing sharing of best practice between the MSW-ITR and the main MSW pathway.

The design of various programs and pathways have been carefully developed, with a clear alignment between overall program objectives, learning outcomes for individual courses, and specific assessment approaches used. It is positive to note that students have electives, and that these align with specialisms that individual students can choose.

Fieldwork practicums are a central part of all social work programs internationally. Similar to other institutions, the challenge is to ensure sufficient numbers of high quality placements to meet the needs of individual students and the wider program. It was positive to hear the very high regard in which the FIFSW is held by colleagues responsible for field education outside the university. These external partners spoke highly of the way that practicums were organised, and the quality and preparedness of students commencing placement. Some students though expressed concern that the process of identifying/being allocated a placement was not transparent, and some international students felt that potential placements that would meet their needs were not supported or used. Given that the FIFSW wishes to continue to recruit additional cohorts

of future international students, it would likely be helpful to explore in more depth with current international students their experiences of the process for identifying and allocating placements.

We were encouraged by the focus of the Curriculum Innovations Committee in seeking to identify strategies or changes to the MSW curriculum to further integrate diverse perspectives and to develop student capacity as social workers inclusive of equity, diversity and inclusion principles in their work with individuals, families and communities. The work of this Committee was well received by us, although one observation was that membership of this committee was mostly less senior faculty, while final decision making required senior faculty approval.

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 FIFSW, and the other five are electives. The required courses provide a very sound preparation of those training as independent researchers in the social sciences, and it is positive to note the opportunity for students to take a good number of elective courses. Doctoral students with whom we met were positive about the teaching they received and the learning opportunities afforded.

Finally, many of the students had been drawn to the University of Toronto and the FIFSW as a globally recognised and research intensive institution. There was good feedback about the use of research informed teaching approaches, and that senior academics were involved in the teaching of students at MSW and PhD levels.

Assessment of learning

In the MSW program, learning assessment is based on a competency model, which is increasingly the international standard for learning outcomes in social work. The FIFSW MSW program is accredited by the Canadian Association for Social Work Education, which has strong standards for learning assessment and outcomes. All MSW programs are required to demonstrate competency outcomes on 9 dimensions including human right and social justice including addressing structural inequalities; research and critical thinking; competencies in social work practice at the clinical, organizational and policy levels; the values and ethics of the social work profession; communication and practice skills with individuals, families, groups and communities; and awareness of the limits of knowledge based on social structures of oppression and inequality or on limits of critical thinking.

Competency assessment is made based on measurement in course assignments, and simulation performance. FIFSW is known for its emphasis on simulation-based learning. This method provides strong evidence for the social work competencies of the graduates of the University of Toronto MSW program. The FIFSW are international leaders in simulation-based learning as the clear and steady publication record that is presented in the self-study shows. For example, FIFSW faculty were authors of the lead paper in the *Clinical Social Work Journal* special issue on simulation learning in 2021. The program also deploys the Objective Structured Clinical Examination (OSCE) Standard outcome for practice methodology.

The student survey, another source of data that informs the FIFSW's learning assessment, shows that students want better preparation for advanced practice, more skills-based training, and even more opportunities for practice and simulation in class. With the program's expansion, admitted students (including the growing number of international students who have more interest in social work management and policy) want more policy and community practice focus. Students reported their endorsement for the current class scheduling structure. Thirty-two percent of students indicated that they are only mildly or not well prepared for practice that addresses diverse perspectives and the same proportion reported their learning experience as not as inclusive as they would like to see. Students (60%) rated school communications as moderate or low. This resonated with student meetings in which students criticized the FIFSW for inadequate communication. Admissions procedures work relatively well, but once the student is admitted, procedures and mechanisms to resolve problems and questions are relatively unclear and students feel that they do not know who to go to get their questions answered and problems resolved. Students also rated the advisement system as limited and rather weak in that advisors do not know answers to questions or do not take action that students feel is needed. These are clearly areas for curriculum and student support improvement that are needed by the FIFSW.

Course evaluations show that most students rate their courses highly, with averages of 4 on intellectual stimulation; and on all other indicators.

Student demographics indicate that student diversity is increasing, especially in ethnic and racial diversity, with 27% Asian, 14% Black, 10% Indigenous, 4% Latino; 6% Middle Eastern, 43% white, and 7% mixed race students in the most recent cohort. The student body is mostly female and hetero and cisgender. The assessments indicate that the curriculum is strong in core social work preparation content, but that with the increasing student diversity, requires ongoing commitment to renewing the curriculum, department procedures and policies to address increased diverse students in the school,

this also includes reviewing social work practice curricula that reflects this change. Students described the curriculum as Euro-centric and wanted more diverse faculty members. Several stated that they wish the FIFSW would work harder to de-center the curriculum's fundamentally colonial lens. These are areas that the FIFSW has begun to address, and needs to continue to focus on.

Quality indicators

Overall, applicants to both the MSW and PhD programs have strong academic backgrounds, and often have substantial paid and voluntary work experiences. Entry requirements are robust, and it is positive to note the advanced entry route to the MSW program for applicants with a BSW from a recognised program. This does not appear to present any significant challenges for either these students, or the MSW program. There is a strong rate of application to the MSW program, with a very good conversion between offers and enrolments. Acceptance rates are noticeably higher for the MSW program when compared to other programs within Division II social sciences, and the university more broadly. As mentioned elsewhere, the student body is becoming more diverse across a range of characteristics, with a noticeable recent increase in the numbers of students coming to study from outside Canada. This is to be welcomed, so long as the supports for these students are in place.

Overall, 83% of applicants were satisfied with the available information about the program in advance of commencement, and student evaluations are generally high across years, although slightly lower than the mean scores across the Faculty of Arts and Science. It is of note that U of T social work graduates have tended to score the FIFSW lower on the Canadian Graduate and Professional Student Survey compared to other U15 (social work) institutions. The FIFSW may wish to reflect upon these lower student and graduate evaluations, and the comments in other parts of this report about students feeling their views are not heard or acted upon.

The time to completion for MSW students on the two year and advanced standing programs are consistent between years, and good – typically being better than the wider university. Similarly, there are good completion rates, which is typical of programs that are competitive to enter, and which have a high vocational element.

There is a strong rate of application to the PhD program, with a strong conversion rate between offers and acceptances. However, the 2019 and 2020 intakes showed a larger fall off between offers and acceptances, and this trend should be monitored to establish why this might be the case. The doctoral program attracts a diverse range of candidates, although the majority of students appear to be from North America. Completion rates and

time to completion are comparable to the averages within Division II social sciences, and the wider university.

Doctoral students are able to be financially supported through a mix of internal and external awards, stipends and employment on projects in the FIFSW. The proportion of students with a Fellowship or Scholarship is nearly twice the rate of the wider Division II social sciences. Current FIFSW students are eligible for \$500 once every academic year for attending and presenting at social work and social work related conferences. This seems like a very low amount and should be reviewed.

Overall, students report excellent support from supervisors and other faculty, with student evaluations comparable with or surpassing those of Division II social sciences, the wider university and other U15 (social work) institutions. However, the FIFSW should review the feedback on obstacles to academic progress in order to address factors impacting some students on what is generally a positive experience of studying at doctoral level for the majority of students as evidenced by evaluations and our interactions with students.

Additional graduate program criteria

The quality of applicants for admission to graduate programs within the FIFSW is high, with recent increases in the number of international students on the MSW program. As noted in the self-study report and affirmed in discussions with students and staff, there is a need to ensure that students from different cultural and educational contexts are supported to adapt to the systems and processes within the FIFSW, and for the FIFSW to be proactive in identifying and responding to these needs. This includes, but also goes beyond, some of the challenges that student have faced linguistically.

There was clear evidence of mechanisms to ensure ongoing quality assurance of programs, including monitoring of a wide range of important issues including student intake, student progress and time to completion. The reintroduction of a program director for the MSW appears to have supported the Associate Dean, Academic to focus on more strategic issues, and this strengthening of academic leadership is supported by us.

Many of the post graduate research students we spoke with talked positively that their reasons for coming to the U of T included the internationally regarded reputation of the faculty and their research. They welcomed being taught by national and international thought leaders, and to be in such an intellectually stimulating environment. They were positive for the opportunities to work on on-going studies alongside undertaking their own doctoral studies.

3 Faculty/Research

The FIFSW is a bright and active leader in social work education and in building knowledge for social work research. They are engaged with teaching at the MSW and PhD levels, highly productive in producing the applied research that is characteristic of social work research. The FIFSW employed 35 Full-time faculty in 2021 (31 tenure stream, 3 teaching stream, and 1 CLTA) and 54 sessional lecturers in 20-21. There is also a forthcoming Lee Wu Kee Ming Chair in Indigenous SW in 2023. Faculty recruitment will begin this year for this new position. Faculty are highly respected and admired by alumni and community practitioners. Faculty are engaged in the community with their research, with field education, and by bringing their expertise to community agencies when asked.

Community leaders mentioned that faculty today tend to be less involved with professional issues such as registration, than they were in the past. Several community leaders remarked that U of T faculty were the preferred partner– for field students, for collaborative projects, and for consultation – compared to other MSW programs in the province. Overall, the faculty are highly respected by students and faculty.

Like in most social work programs nationally, FIFSW supports a mix of traditional tenure stream faculty, teaching stream faculty, and sessional lecturers. The tenure track faculty teaching load is 4 courses per year, with workload obligations being 40% research, 40% teaching, 20% service. Teaching stream faculty teach 6 courses per year. The FIFSW policy is that every faculty member must teach a minimum of 2 courses per year. The FIFSW faculty rely on practicing professionals for field education supervision. Field Instructors must hold the MSW degree plus have at least 2 years of social work experience.

There is some tension about particular issues among faculty groups and across ranks in the tenure track faculty. Some teaching stream track faculty want to conduct research, but their workload does not support sufficient time for it. Junior tenure track faculty seem to carry most of the curriculum service positions in addition to carrying a full teaching load.

The research activity in the FIFSW is high, with a faculty that is talented and studying the most important problems, and with \$4-5M in awards, spread across speciality areas, such

as children and families, gerontology, organizations and management, social policy, Indigenous trauma, health and behavioral health, social justice, social work education and practice. These topics are in line with the university priorities, including DISCOVER Our Understanding of Humanity and the Universe; SUSTAIN Societies, the Environment, and Natural Resources themes; PROMOTE Healthy People, Healthy Communities, and a Healthy World; ENGAGE in Language, Culture, Art, and Values; ADVANCE Governance, Diversity, and Social Justice; and INNOVATE Technologies for the Future; and BUILD Community and Livable Societies.

The FIFSW has a strong track record with SSHRC funding, the most prestigious of the national funding sources. In 2020, 103 grants were received with a total of \$4.8M funding. The trajectory is upward for the FIFSW research. The average award is \$73K, larger than most other social sciences and humanities departments. There is a strong mix of larger and smaller projects. The University provides seed funding and the FIFSW competes successfully for these start-up grants. Start-up funds are provided, but the start-up packages details are not known to other faculty, according to several senior faculty. Many projects are small and are conducted together with community partners. Fifty one percent of proposals submitted are funded. This high level has been achieved despite environmental factors such as that the tri-agency federal funding has been on the decline. The FIFSW and the university hold an international standard for research productivity and impact. There is enthusiasm and buy-in from the faculty for this high standard for research impact. To date, the FIFSW faculty have been successful in meeting this standard and are enthused by it.

Faculty publications are increasing steadily, averaging 5 per faculty member per year and collaborations are increasing with faculty in other divisions at the University. The productivity of the FIFSW compares well with peers, surpassing the national average and comparable to productivity levels of the best social work programs in the U.S. and in the world. The average h-index of FIFSW faculty is an astounding 25. Eight faculty have been awarded major national or international awards.

PhD students get excellent research education, and faculty may have funding for doctoral students. Most hire PhD students on faculty research. MSW students are engaged in research through required courses and some on faculty research projects.

Faculty are very satisfied with and feel supported by the FIFSW's research administration. Research activity is strong and becoming stronger. The FIFSW has a continuous improvement approach to research support and infrastructure. Despite the high current level of productivity, the school sets even higher goals for itself. Research

goals for the future include: 1) Expanding funding, 2) Garnering more senior faculty recognition for their success, 3) Building stronger resources for junior faculty to succeed, 4) Focus on the next generation of faculty and EDI in the MSW and PhD student bodies.

4 Relationships

Morale

We found that the morale of faculty, students and staff was a bit uneven. This is not unusual at this moment in history. Several profound environmental conditions are affecting morale at every university in the world, including the COVID pandemic in its second year, and increasing political rancor and division in many parts of the world.

At the point in time of the review, the FIFSW is also in the midst of considerable organizational change. First, a new Dean joined the faculty in July 2019, and was about to leave in a few days at the time of the site visit. He is departed by now. Second, the FIFSW is in the midst of a considerable staff turnover, with several long-term staff having recently retired, and new staff members in student services, in development and in other areas. These staff are just getting acclimated to their new roles. Third, the MSW student body has also changed considerably in the past several years. The student body has grown; it is more diverse than ever before and includes a substantially larger number of international students who have interests and come from countries with very different needs and cultural orientations than the FIFSW curriculum's orientation.

On the positive side, FIFSW faculty, students and staff share a lot of pride in the reputation and quality of the program, in the research that the FIFSW conducts and the engagement of PhD students in it, in the high-quality instruction, in the excellence of the doctoral program, and in the quality of MSW preparation for practice, including high quality field instruction. These are just a few areas of shared pride.

No data were provided on faculty diversity, and it is apparently not tracked. Student diversity has dramatically increased, mostly with the expansion of international student enrollment that has also brought new challenges in terms of curriculum and student services. There are areas of strong administrative functioning in the FIFSW, including the structure and communications of field education, the administration of the PhD program, and research administration.

Faculty and students alike noted the lack of clear communication and understanding of who is responsible for some student services and assistance for solving student questions and problems. Students say they are bounced from person to person, with no one seemingly knowledgeable and empowered to make a decision or provide an answer. The faculty also noted a lack of clear administrative procedures for implementing policies for students and also for faculty personnel matters. Staffing turnover has occurred in several offices in the past few years. This, and the impact of the pandemic on day to day working practices, may account for some of the administrative bumps.

We also note that the FIFSW has a smaller administration compared to many other units on campus. It should be a top priority for the FIFSW to create clear administrative procedures, and a clear organizational chart indicating responsibility of specific student services and faculty personnel and other administrative functions. Attention to transparent and well-functioning administration can help improve morale and a sense of fairness in the school among students and faculty.

The new, more diverse student body, which is close to 50% BIPOC and international students, want more diversity content in the curriculum and they want more diverse curriculum choices, particularly more “macro” social work speciality options such as organizational change and management, community development practice, and social policy analysis and practice.

Faculty morale and relations are concerns among some faculty. Although some faculty tended to place the blame on the outgoing Dean, there are other dynamics that contribute to the morale issues that need to be addressed. The untenured faculty appear to have a disproportionate responsibility for curriculum leadership and, perhaps, a heavier service load overall. The teaching track faculty have research aspirations and are frustrated by a workload that they say does not support their wish to be more research active. Junior and senior faculty at all levels mentioned gender, hierarchy and status, type of research, and workload for junior faculty as all issues that need attention. Questions that were raised during the visit included the lack (or lack of understanding) of fairness policies in workload and rank; decision-making processes and implementation in the FIFSW; the need to specify and strengthen administrative policies, including workload and unrecognized service in curriculum and EDI; clearer and more planful approaches to timeliness, and procedural clarity of faculty personnel matters including review and promotion and tenure practices.

Initiatives to Build Community

The approach that the Curriculum Innovation Committee is taking, with dual pillars of curriculum change and faculty development is highly promising, but needs to be accelerated. EDI competency development, for faculty and students, is a good place to begin. We applaud the planned seminar series and deeper dive of the half-course options, and a faculty resource development that can be used by all. We suggest that the FIFSW think more fundamentally about its Euro-centric foundations and whether and how it should be modified.

The curriculum now includes Human Services Management and Leadership, and Social Justice and Diversity fields of study, which is a step in the right direction, but the students continue to say these areas need more development, with more options for field placements and more macro courses to choose from.

Scope and nature of relationships with cognate Faculties, academic departments and units.

The FIFSW is a respected and collaborative unit in partnership with many units and divisions at the U of T. For example, FIFSW is an active member of the Interprofessional Education (IPE) collaboration within the university. The Deans from other Faculties and Schools spoke very highly of the contribution that the FIFSW makes across the institution, with Dean Voisin being singled out as having helped the institution and colleagues to make significant changes in how the institution thought about diversity and addressed systemic and racialized practices.

External Relations with Other Universities, Professional Bodies, Government and the Community

The FIFSW is an active partner in North American and international social work organizations. Faculty conduct research around the world. FIFSW is vibrant member of the global social work education and research communities.

We met with the leadership of the Alumni Association and with regional Canadian social work leaders. FIFSW is admired, respected and regarded as a special resource to the professional community in Ontario and in Canada. This is important because it signifies the leadership of FIFSW in Canadian social work, and the strong FIFSW reputation provides FIFSW students with excellent field practicum learning opportunities because agencies want to be affiliated with the FIFSW. The commitment of the FIFSW to high quality scholarship and social work practice was recognized by all the external partners to whom we spoke.

5 Organization and Financial Structure

The FIFSW is one of a number of single-department Faculties in the university. Within the broader university it has a clearly earned reputation as being well run and successful, as evidenced by conversations with senior staff from across the institution. There is a clear value attached to the FIFSW, and its contribution both within the university and wider society.

Financially the FIFSW is resourced through the usual revenue streams of government grants, student tuition fees, endowments and gifts, research grants and so on. The balance seems to be appropriate, although government grants have reduced significantly in recent years. The FIFSW appears to be on a sound financial footing, with a surplus ordinarily generated each year. The outgoing Dean was keen for suggestions about where reserves might be spent to better meet the needs of the FIFSW, and we make suggestions below.

There is also a perception among faculty that decision making in recent years has become more centralised within the FIFSW, albeit that some faculty also appreciated the opportunity for new priorities to be identified. For example, the main MSW program has seen an increase in the number of international students, which has increased income, but, more importantly, has increased the diversity of the student body and enriched the learning environment for all students and staff. However, the incoming Dean should consider decision making processes within the School, and the role of senior colleagues in providing stronger and more meaningful mentoring of junior colleagues who feel that the processes currently in place are not sufficiently strong and developmental.

While the FIFSW appears to feel comfortable with the financial flexibilities in having a devolved budget, there are also clear areas of activity within the FIFSW that would benefit from investment. The incoming Dean should be supported by senior colleagues within the FIFSW to identify a plan to invest some of the School's reserves. Our assessment highlighted broad support for continued investment in academic support staff, for example, a FIFSW Computing/Information Technology Support Officer. Compared to other academic units in the Faculty our understanding is that the FIFSW has a lower proportion of academic support staff to faculty.

6 Long-Range Planning Challenges

Consistency with the University's Academic Plan.

The FIFSW's plans are aligned with the university's Academic Plan in its commitment to outstanding, world-class academic programs and scholarship development; its commitment to equity, inclusion and diversity; in fostering collaborations, partnerships, and engagement; and in strengthening supports that foster research and innovation.

The FIFSW is building on many strengths, with its distinction of being rated the #1 school of social work in Canada; its mission of education, research, collaboration for equity, and leadership, which is well-aligned with the university's mission; its full accreditation by the Canadian Association for Social Work Education; a strong and highly productive faculty; strong resources at the School and University levels including support for research, teaching and a strong library; and a strong and motivated student body. Indigenous Trauma and Resiliency (ITR), a standalone field, is especially creative and strong. The FIFSW has managed remarkably well during the disruptions of the COVID pandemic.

The previous FIFSW program review highlighted the following 6 areas for improvement and advancement:

- Monitor instruction quality
- Increase student and faculty diversity
- Increase field placement options
- Expand student counseling and services
- Mentor junior faculty
- Strengthen focus on policy and practice (macro social work).

It should be a top priority for the FIFSW to create clear administrative procedures, and a clear organizational chart indicating responsibility of specific student services and faculty personnel and other administrative functions. Attention to transparent and well-functioning administration can help improve morale and a sense of fairness in the school among students and faculty. An assessment of the size of the support staff, and the creation of clear procedures and responsibilities for administrative decision making in the MSW program and in personnel administration should be assessed and specified. The FIFSW may want to consider where its own administration is viewed as strong by students and faculty, or learning more about the best administratively organized academic units on campus or in other top Schools of social work to bring better internal communication and transparency of administrative functions to the school.

As the FIFSW globalizes its student body it should be aware that clinical social work is largely a North American phenomenon, with social work proactive in many parts of the world focusing more on community development, and a practice focus on social institutions rather than individuals. These very positive changes in the student body suggest the need for enrollment management and curriculum goals. We note that the last review also suggested that curriculum on macro practice be expanded. While Human Services Management and Leadership and Social Justice and Diversity are now specialty fields in the curriculum, students still call for more strengthening and better field placement options for students with macro-social work interests. We recommend that the FIFSW undertake creation of a full and explicit enrollment management plan that lays out enrollment goals and strategies for meeting enrollment goals, including an explicit analysis of international strategies for enrollment and the implications of enrollment strategies, and increased emphasis on international enrollments, for curriculum and student services.

The approach that the Curriculum Innovation Committee is taking, with dual pillars of curriculum change and faculty development is highly promising, but needs to be accelerated. EDI competency development, for faculty and students, is a good place to begin. We applaud the planned seminar series and deeper dive of the half-course options, and a faculty resource development that can be used by all. We suggest that the FIFSW think more fundamentally about its Euro-centric foundations and whether and how it should be modified. We recommend that the FIFSW continue and intensify its commitment and efforts to equity, diversity and inclusion. There is an excellent resource for this work within the school now. The standalone ITR field is outstanding, and operates largely independently from the rest of the curriculum. The FIFSW could benefit from better integration of the ITR field's approach and curriculum delivery. The ITR anti-colonizing and community based participatory approach can be highly relevant to the current efforts of the FIFSW's Curriculum Innovation Committee. It is quite possible that by centering learning on this innovative and anti-colonizing program that already exists, the school might accelerate and more fundamentally change its core assumptions and programs to adopt the progressive elements of this program.

Given the concerns that faculty expressed about fairness in workload, fears of implicit bias in school structures, and the need for mentoring, along with the staff turnover and need to restabilize parts of the school's administrative functioning, the FIFSW will be strengthened by attention to these important human resource issues and to mentoring at all levels of the organization. We recommend that the school conduct an assessment of its climate and create a plan to improve climate at all levels within the FIFSW.

In summary, the key recommendations of this review panel are as follows:

- The FIFSW should continue, but also importantly, intensify its commitment and efforts to equity, diversity and inclusion of its faculty, staff, student body and programs.
- Administrative management of the FIFSW should be strengthened with an assessment of the size of the support staff, and the creation of clear procedures and responsibilities for administrative decision making in the MSW program.
- The FIFSW should develop a full and explicit enrollment management plan that lays out enrollment goals and strategies including an explicit analysis of the recruitment of international students, and increased emphasis on the implications of international enrollments for curriculum and student services.
- We recommend that the FIFSW conduct an assessment of its faculty climate and create a plan to improve faculty climate within the school.

7 International Comparators

The FIFSW has a long standing and well-deserved international reputation as being a global leader in social work education and research. In reviewing the FIFSW, current programs and research activity, the basis for this reputation remains. The programs offered by the FIFSW remain very popular, and applicants for both the MSW and PhD programs are of a high standard. The content of the programs is comparable with what would be expected and delivered at other highly regarded institutions. The current faculty are clearly very able and committed, with more senior members national and international leaders in their field and the wider discipline. Junior faculty members are on good career trajectories and would be strong candidates for appointment at other major institutions. As the FIFSW consolidates a more diverse international student body it would be worth considering the diversity of the faculty, while also balancing the need to ensure that students are prepared for practise in Canada, where the majority currently end up working.

The quantity and quality of research remains very high, with a preponderance of research understandably focused on issues within a Canadian context. With the appointment of the new Dean the FIFSW may wish to reflect on how it could further enhance both the international focus of the school's research, and to develop collaborations with colleagues in other countries.