

Final Assessment Report for the 2017-2018 Cyclical Program Review of Social Work

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Faculty of Social Work prepared by the Quality Assurance Office, along with an identification of strengths of the graduate program(s) under review authored by the Dean of the Faculty of Graduate and Postdoctoral Studies¹. All recommendations made by the external review committee are listed in order, followed by a summary of the Department's response, and the Deans' responses. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Associate Vice-President: Teaching and Learning and the Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

SUMMARY OF REVIEW PROCESS

The Faculty of Social Work's last cyclical review took place in 2010-2011. The programs included in the review were:

- Bachelor of Social Work
- Master of Social Work
- Doctor of Philosophy in Social Work

¹ Since the Unit Response was authored by the Dean of the Faculty of Social Work, any decanal responses for recommendations related to the undergraduate program have been included in that report.

The Self-Study process was led by the Dean of the Faculty of Social Work along with the Associate Deans for each program under review, who wrote the respective sections for their programs. In addition to the Self-Study (Volume I), the Department also submitted a copy of full-time faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, Dean of the Faculty of Social Work and Dean of the Faculty of Graduate and Postdoctoral Studies prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on March 7, 2018, and the site visit was scheduled by the Quality Assurance Office for April 16-17, 2018.

The review committee consisted of Dr. Gary Warrick from the Indigenous Studies Program at Wilfrid Laurier, Dr. David Este from the Faculty of Social Work at the University of Calgary, and Dr. Jacquie Green from the School of Social Work at the University of Victoria. During the two-day site visit, the review committee met with the following individuals and groups:

- Dr. Robert Basso, Associate Dean, Bachelor of Social Work Program
- Field Education Coordinators and Administrative Staff for all programs
- Faculty from the Bachelor of Social Work program
- Students from the Bachelor of Social Work program
- Library Representatives: Ms. Charlotte Innerd, Head of Collections, and Ms. Meredith Fischer, Liaison Librarian
- Dr. Heidi Northwood, Dean of Liberal Arts
- Dr. Paul Jessop, Acting Vice-President: Academic and Dr. Kathryn Carter, Associate Vice-President: Teaching and Learning
- Dr. Douglas Deutschman, Dean of the Faculty of Graduate and Postdoctoral Studies and Dr. Dawn Buzza, Acting Dean of the Faculty of Social Work
- Dr. Lea Caragata, Associate Dean, PhD in Social Work program and Dr. Nancy Freymond, Associate Dean: MSW program
- MSW Students
- PhD Students
- Faculty from the MSW Indigenous Field of Study program

The review committee submitted their completed report on July 10, 2018. The executive summary from the report is provided below.

External Reviewers' Report Executive Summary

As assessors, we had the opportunity to meet with students, staff, faculty and senior administrators at the University. Due to weather conditions, we were unable to visit the Brantford Campus; however, we met via teleconference. The self-study reports submitted were well-written and provided information about each SW degree program. Due to time limits, we offered opportunities for people to email us their concerns for this report.

It is evident that this SW program is successful in graduating students from all three programs and that students are successful in their profession, or they continue into graduate school. In our meetings, we probed discussions to learn what the school deems important for student learning; and we probed 'how' they do this; and asked what works and what are the challenges. In doing so, our overall findings are that, while the school is graduating BSW/MSW/PhD students at a good rate, there is a need to strengthen relationships between senior administrators, faculty, staff and students. Some students felt they were not receiving adequate information about course scheduling or practicum placements. Graduate students expressed the need for more faculty teaching so that their graduate research is reflective of graduate learning - based on student experience; they felt that more communication and teaching by full-time faculty would alleviate their tensions about their own learning pathways. In our assessment, if the school met regularly with students, faculty and staff that the learning outcomes would be 'clear and concise' and voices of students and part-time faculty would be heard and validated.

As long-standing faculty members, ourselves, we recognize the challenges of communication with university senior administrators and working within university systems, while at the same time maintaining relationships with community partners and students. It is evident from our meetings that this is also an issue in FSW at WLU. In order to confront these issues, it would be important to be consistent in hosting regular FSW meetings where all departments, programs from the different cities are invited, including all students to discuss the Mission of the school, to dialogue about strategic initiatives and to hear the voices of students. The results from such meetings might decrease the tensions and feelings of unease in the students.

The Social Work Program delivers a high volume of degrees and will be delivering an Indigenous PhD, beginning in Fall 2018. As faculty members from our own institutes, this amount of program delivery is viewed as very successful. While this is successful, we did hear from those who feel 'the strain' of all the degree programs. We support the school in their pedagogical and epistemological endeavours and recommend the need for increased faculty and staff to support student learning outcomes.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 18 recommendations, which have been listed verbatim below, followed by a summary of the department's response, and the relevant decanal responses.

Recommendation #1: It is unclear how the administrators, faculty members, and staff of each FSW program are aligned with the overall University mission statement and strategic academic plan. FSW should host a yearly retreat to review how each program is striving to implement the University mission, values, and goals.

Unit Response: The Faculty of Social Work indicated that during the 2018-2019 academic year, they would review their Vision and Mission statements, as well as the learning outcomes for each program. Once the university has completed its next Strategic Academic Plan, the FSW will develop a 5-year strategic plan of their own.

FGPS Decanal Response: I agree with the spirit of recommendation #1, but I think the recommendation of a yearly retreat is only one of many ways that FSW can continue to evaluate their programs through the lens of the University mission, values and goals. I strongly agree with the FSW unit response that it makes sense to tie this process to the current strategic planning process. As a result, I would recommend that FSW be asked to plan some activities that facilitate communication among all the stakeholders and provides a forum for reflection and self-evaluation. It is possible that FSW will decide that a retreat is exactly the right approach, but there are alternatives and FSW should have the flexibility to decide how to implement this recommendation.

Given the timing of the university's strategic planning process, I think that we should expect to see a meaningful response to this recommendation in 2-years time.

Recommendation #2: To ease student concerns about fulfilling program requirements (especially MSW), FSW should provide communication to the students in an effective and timely manner. This would help students navigate programs and related systems in a more efficient manner.

Unit Response: The Faculty of Social Work agreed with this recommendation and outlined the steps that already had and would be taken in support of its implementation.

FGPS Decanal Response: This is an excellent suggestion and one that should be addressed quickly. As the reviewers noted, Social Work has several different programs including the new online MSW. The addition of the new mode of instruction and the tremendous interest in the program (more than 1,000 applications this year!) has resulted in some growing pains. These issues have already been discussed. I believe that Social Work can act on this recommendation in the next 6-12 months.

Recommendation #3: Given the special demands of on-line teaching, the new on-line or distance education MSW program should be evaluated after year three of operation.

Unit Response: The Faculty of Social Work agreed with this recommendation and outlined the surveys that would be administered to students in the online program in order to determine how well the program was meeting students' needs.

FGPS Decanal Response: FGPS supports the recommendation and the unit response. The phrase "should be evaluated" could be interpreted many ways. I do not think an evaluation based on the rigor and comprehensiveness of a cyclical review is warranted. We will have little or no data for many of the metrics used to judge program quality and to assess strengths and weaknesses. I think surveys to current students and to the first batch of program graduates is a strong approach. If possible, I do think that having some face-to-face discussions with students is also valuable. FGPS recommends that these discussions be facilitated by a 3rd party. FGPS would be happy to participate in that process.

Recommendation #4: There is a need to develop mechanisms to enhance contact between faculty members who can supervise doctoral students.

Unit Response: The Faculty of Social Work indicated that they agreed with this recommendation and that an evaluation of how to improve contact between faculty members and doctoral students would be included as part of a broader review of the PhD program that would take place during 2018-2019.

FGPS Decanal Response: FGPS supports the recommendation and the unit response.

Recommendation #5: During the next set of faculty hires, the FSW should strive to hire faculty members who are in the position to supervise doctoral students.

Unit Response: The Faculty of Social Work agreed with the recommendation and indicated that any future hires to the program were able and willing to supervise doctoral students.

FGPS Decanal Response: FGPS strongly supports the recommendation and supports the unit's unequivocal response. As Laurier has grown into a comprehensive university, the expectation is that any new faculty hires should be capable and willing to supervise graduate students at the highest level.

Recommendation #6: There needs to be an increased presence of full-time faculty members on the Kitchener Campus to be available to MSW and PhD students and full-time faculty should teach at least one course in each program.

Unit Response: The Faculty of Social Work agreed with the importance of faculty members being present and available to graduate students and outlined the steps that would be taken in order to make faculty members' availability more transparent to students.

FSW Decanal Response: The Faculty explained that it is not feasible for all faculty members to teach a course in each program every year, but that faculty are provided with opportunities to teach in all programs when requested through the annual teaching workload request process.

FGPS Decanal Response: This recommendation is nearly universal in cyclical reviews. The changing landscape of higher education has put enormous pressures on individual faculty to write more grants, publish more papers, supervise more students, while simultaneously taking on a greater proportion of teaching. FGPS believes that the central issue in recommendation #6 is "an increased presence of full-time faculty members on the Kitchener Campus." This should be discussed as part of the strategic planning process referenced in recommendation #1. It is also something that will likely come up as an important survey question for recommendation #3.

Recommendation #7: In order to better meet student needs and to better integrate the faculty of the BSW, MSW, PhD, and Indigenous Field of Study, FSW should establish student representatives from each program who should be invited to FSW Divisional Council meetings to have a voice in program development and/or review process.

Unit Response: The Faculty of Social Work agreed with this recommendation and outlined the ways in which students currently were and would be engaged in the faculty's review and governance processes.

FSW Decanal Response: In sum, we already have student representation on all of our FSW standing committees, including Divisional Council. Student representatives are allocated time on each standing committee's meeting agenda every month. In addition, we recently added memberships to the Terms of Reference for Divisional Council, to ensure representation from Indigenous students in both MSW and PhD programs.

FGPS Decanal Response: FGPS concurs with the FSW decanal response. This is the standard across the university. Even so, many graduate students do not participate in these processes and often don't even take the time to learn about them. In essence, we already do this as a SOP. The fact that it is a recommendation suggests that many students don't know many of the ways that they can participate in meaningful discussions about the program. FGPS believes this is a subset of Recommendation #2 (improved communication). Participation in standing committees and Divisional Councils is one of the topics that can easily be included in a broader communication plan.

Recommendation #8: Each FSW program should host regular student forums to hear their concerns and to discuss 'pathways of education' that will hopefully address their academic and professional needs. A more 'formal' meeting with students from the various programs should be held annually at which all or most FSW faculty members, staff and senior administrators are in attendance.

Unit Response: The Faculty of Social Work identified the mechanisms that they already had in place for students to express their concerns, such as annual Town Hall meeting for undergraduate students, listening sessions for the MSW program, and one-to-one relationships between doctoral students and the PhD Associate Dean. They indicated that they would discuss the possibility of expanding the Town Hall model to their other programs.

FGPS Decanal Response: FGPS has significant concerns about this recommendation. As with recommendation #1, the reviewers have moved beyond identifying concerns and providing some direction on how they believe it could be addressed. Specifying the frequency, format, and participants in a forum is both dogmatic and restrictive. FGPS believes that this can be addressed through their minor modifications to their current advising process and improved communication (as stated above).

Recommendation #9: FSW administrators need to meet regularly with Indigenous Field of Study faculty and staff to gain a better understanding of their pedagogical and epistemological approaches and needs.

Unit Response: The Faculty of Social Work indicated that the Terms of Reference for the Program Management Committee for the Indigenous Field of Study currently included the Dean of FSW and the Associate Dean of the MSW program. The Dean of FSW and the Vice-President: Academic recently attended one of the PMC meetings to talk to faculty directly, which they indicated was an effective way to strengthen communication which would be continued in the future.

FSW Decanal Response: In summary, I believe we are already addressing this need for communication and will continue to do so through regular attendance at IFS team meetings, Retreats, and Program management Committee meetings.

FGPS Decanal Response: FGPS supports the unit and FSW responses. This is already part of the process. FGPS believes this is a lack of communication more than a lack of due process. As such, it is already being addressed in recommendations #1 and #2 above.

Recommendation #10: FSW administrators need to ‘workshop’ their organizational structure to all programs, so that all program faculty and staff are better informed of institutional structures as a university and a program.

Unit Response: The Faculty of Social Work agreed with the importance of this recommendation and indicated that it would be raised at an upcoming Faculty and Coordinators’ Meeting.

FGPS Decanal Response: FGPS supports the unit response. FGPS would be happy to have senior administrators and/or staff participate in discussions of organization and institutional structures if that is deemed helpful by FSW.

Recommendation #11: FSW needs to ensure that appropriate resources and support are provided for delivery of the MSW program through distance education (on-line). It is strongly recommended that training workshops be held for those faculty teaching in the distance education program. There will be a need to hire technical support to assist distance education faculty.

Unit Response: The Faculty of Social Work agreed with the importance of this recommendation and outlined the positions that had been added to support the addition of the online MSW program.

FGPS Decanal Response: FGPS agrees with the reviewers and the Unit that this is an important recommendation. These issues are already being addressed. In the interest of transparency, FGPS thinks that FSW should speak to these activities as part of their overall strategic and communication plans.

Recommendation #12: FSW needs to address the need for some courses to be taught by full-time faculty in the first year of the 2-year MSW program and to meet more regularly with their MSW students.

Unit Response: The Unit Response indicated that it is their practice to have some of the first year courses of the MSW taught by full-time faculty, that the year in which the review took place was anomalous as many full-time faculty were on sabbatical, and that teaching assignments were made by the Dean of FSW to align teaching assignments with faculty strengths and interests. It was indicated that additional faculty-student meetings would take place during 2018-2019 and a goal of increasing the number of first year MSW courses taught by full-time faculty would be implemented during 2018-2021.

FGPS Decanal Response: This recommendation is related to suggestion for greater faculty participation in teaching (#6). FGPS notes that teaching by contract academic staff and by professionals in the discipline are very strong. This is common in programs with close professional ties (Business, Education, and Social Work at Laurier as well as Public Health and Engineering at my previous university). FGPS supports the Unit response.

Recommendation #13: FSW needs to find ways to decolonize their curriculum without putting undue strain on the time and resources of existing Indigenous staff and faculty.

Unit Response: The Faculty of Social Work agreed with the importance of this recommendation and identified the ways in which FSW was striving to implement it, including the hiring of an Indigenous scholar, development of the Centre for Indiegogy, and creation of a Decolonized Learning Plan for the BSW program.

FGPS Decanal Response: FGPS supports the FSW's ongoing efforts.

Recommendation #14: Extend the time of completion for the PhD degree from four years to six years.

Unit Response: The Faculty of Social work indicated that they concurred with the recommendation but its implementation was not likely feasible within the broader university context. Revising the program sequence and requirements in order to improve time-to-completion rates would be incorporated into a curriculum review of the PhD program.

FGPS Decanal Response: This is a common theme in cyclical reviews of research-based masters and PhD degrees. The expectation of a 4-year degree is driven, in part, by the funding policies of MTCU. Funding eligibility is restricted, and the university has limited resources to support students in their 5th year and beyond. As a result, FGPS disagrees with the recommendation because it is not consistent with trends across Ontario universities and is unsustainable. Laurier continues to support PhD students beyond their 4th year, but that does not mean that the nominal expectation should be rolled back by 2 years.

Recommendation #15: Pursue funding opportunities to attract more international PhD students.

Unit Response: The Faculty of Social Work indicated that they would work with FGPS and Development in order to identify additional sources of funding for to support international students.

FGPS Decanal Response: FGPS and the university strongly support internationalization of the campus. It adds a diversity of life experiences and viewpoints to the university community. We receive many more outstanding international applicants than we can support. FGPS and the university are actively seeking ways to garner additional funding for international students.

Recommendation #16: At the Brantford Campus there is an urgent need to address teaching space for the BSW program. In the effort to produce outstanding social work professionals, it is highly recommended that interview rooms and classrooms be provided, where small group activities can be conducted that will contribute to the quality of the program's graduates.

Unit Response: FSW indicated that they agreed with the recommendation but that their ability to implement this recommendation was limited. They stated that the BSW program would be moving to a different location next year with additional spaces for students to meet and work.

FSW Decanal Response: Limitations on classroom space are a definite and ongoing concern at the Brantford campus. However, the FSW administrative staff and BSW faculty have been working with the Facilities team to maximize the student meeting spaces that are designed into the building that the FSW will occupy starting in Fall of 2019. I agree with the Unit Response to this recommendation.

FGPS Decanal Response: FGPS supports the Unit response.

Recommendation #17: There is a need at the Brantford Campus for more space for research assistants for faculty members who are in the research stream.

Unit Response: FSW agreed with this recommendation and noted that there would be additional space for research assistants when the BSW program moves next year.

FSW Decanal Response: As FSW Dean, I support this response. As in the Unit and Decanal responses to Recommendation #16, the new FSW space will address this concern.

FGPS Decanal Response: FGPS supports the Unit response.

Recommendation #18: There is a need to ensure that FSW faculty members who are in the teaching stream receive reliable and sustained teaching support, primarily in the form of teaching assistants and/or graders.

Unit Response: The Faculty of Social Work provided a thorough response to this recommendation, outlining the ways in which teaching support is currently allocated based on class size, and indicating that the existing methods for TA allocation would be reviewed in conversation with faculty during the next two years.

FGPS Decanal Response: FGPS supports the Unit response.

STRENGTHS OF THE PROGRAM(S)

The external review noted the track record of success demonstrated by the Faculty of Social Work. The Faculty of Social Work has a strong record of scholarship, teaching, and mentoring. In fact, the program found itself unable to meet the strong student demand. It has a strong professional reputation among educators and practitioners.

This was reflected in the high number of applications to its graduate programs. The graduate programs received more than 1,900 applications this year. Almost three times as many as last year. This is more applicants than was received by the two largest faculties combined (Business and Science).

In the space of 2 years, the Faculty of Social Work embarked on two very ambitious program changes that address very pressing needs. The program designed and is now training a cohort of indigenous PhD students using a model of education and mentorship taught by indigenous scholars and elders. In addition, FSW launched a new on-line program. The new on-line program was an innovation designed to meet this need and to provide greater access for students. The program has great potential to provide access for students in Ontario and beyond. Both programs are innovations designed to meet unmet needs in Ontario.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

The development of two new programs coupled with tremendous student demand put a strain on the faculty and staff in FSW. This resulted in some issues with communication about expectations and interaction. There were two over-arching themes of the review. (1) FSW needs to evaluate the alignment between the university vision and strategic plan with its own. This is a timely recommendation as the university is working through a

comprehensive strategic plan. FSW can use this process to revise its own vision and strategic plan. (2) FSW has to do a better job communicating among faculty, staff, and students from the different programs. This includes more regular communication from the administration to the students. In addition, it includes expanding the forums for students to provide feedback to the programs.

Innovation always comes with some disruption. The new programs being delivered are forward looking and exciting, but there needs to be more emphasis on providing timely updates to the students. The growing pains provide an opportunity for faculty to get advanced training on the pedagogy of teaching online.

SIGNATURES

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| Dr. Dawn Buzza | April 3, 2019 |  |
| Dr. Douglas Deutschman | April 1, 2019 |  |
| Dr. Kathryn Carter | April 5, 2019 |  |
| Dr. Robert Gordon | April 8, 2019 |  |

Approved by Program Review Sub-Committee: May 1, 2019

Approved by Senate Academic Planning Committee: May 9, 2019

Submitted to Senate (for information): May 22, 2019

Implementation Report Due Date: May 22, 2021

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

| Recommendation to be Implemented | Responsibility for Implementation | Anticipated Completion Date | Responsibility for Resourcing (if applicable) | Additional Notes |
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| Recommendation #1: It is unclear how the administrators, faculty members, and staff of each FSW program are aligned with the overall University mission statement and strategic academic plan. FSW should host a yearly retreat to review how each program is striving to implement the University mission, values, and goals. | Dean's Office | May, 2021 | | The FSW will hold several faculty/staff retreats in the upcoming months and years, to discuss various topics of a strategic nature. |
| Recommendation #2: To ease student concerns about fulfilling program requirements (especially MSW), FSW should provide communication to the students in an effective and timely manner. This would help students navigate programs and related systems in a more efficient manner. | Associate Deans for the PhD, MSW, IFS and BSW programs | May 2020 | FSW Dean's Office will provide administrative support for newsletter and other communications efforts, and also funding to support the Online Coordinator position. | The Faculty has initiated a monthly newsletter for MSW students. A communication strategy for the online program is under development with a planned implementation date of Sept. 2019. We are also designating an online coordinator (faculty) to ensure student communications are addressed. |
| Recommendation #3: Given the special demands of on-line teaching, the new on-line or distance education MSW program should be evaluated after year three of operation. | MSW Online Coordinator | May 2021 | Dean's Office and FGPS | Student surveys and some opportunities for online students to participate in focus groups (via Zoom) will be |

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| | | | | created and the results analyzed. |
| Recommendation #4: There is a need to develop mechanisms to enhance contact between faculty members who can supervise doctoral students. | PhD Associate Dean | May 2020 | | Faculty mentoring is being established across both campuses for new and untenured faculty – opportunities to learn about supervision and to get to know doctoral students will be included in that initiative. |
| Recommendation #5: During the next set of faculty hires, the FSW should strive to hire faculty members who are in the position to supervise doctoral students. | Dean's Office | TBD (as budget permits new hires to replace recent retirements) | N/A | |
| Recommendation #6: There needs to be an increased presence of full-time faculty members on the Kitchener Campus to be available to MSW and PhD students and full-time faculty should teach at least one course in each program. | Dean's Office | N/A | | MSW and PhD faculty members will be encouraged to be present on the Kitchener campus as much as feasible, and to post their office hours consistently. Teaching courses in both programs is common currently. |
| Recommendation #10: FSW administrators need to 'workshop' their organizational structure to all programs, so that all program faculty and staff are better informed of | Dean's Office | May 2020 | | Faculty/staff meetings are planned for the 2019-20 academic year that will allow for in-depth discussion of topics identified by the group as |

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| institutional structures as a university and a program. | | | | important issues. FSW and Laurier organizational structure will be included in these discussions. |
| Recommendation #11: FSW needs to ensure that appropriate resources and support are provided for delivery of the MSW program through distance education (on-line). It is strongly recommended that training workshops be held for those faculty teaching in the distance education program. There will be a need to hire technical support to assist distance education faculty. | Dean's Office | May 2021 | Dean's Office | A faculty member is to serve as Online Coordinator and this position will be responsible for training online instructors. The academic and administrative supports for the program will be included in upcoming strategic and communication plans. |
| Recommendation #12: FSW needs to address the need for some courses to be taught by full-time faculty in the first year of the 2-year MSW program and to meet more regularly with their MSW students. | MSW Associate Dean | May 2021 | | |
| Recommendation #15: Pursue funding opportunities to attract more international PhD students. | Dean's Office, FGPS, Development Office | May 2021 | | |
| Recommendation #16: At the Brantford Campus there is an urgent need to address teaching space for the BSW program. In the effort to produce outstanding social work professionals, it is highly recommended that | Dean's Office, FAM | Fall 2019 Fall 2022 | | We are scheduled to move into our new space for September 2019. There will be meeting space for students; |

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| <p>interview rooms and classrooms be provided, where small group activities can be conducted that will contribute to the quality of the program's graduates.</p> | | | | <p>however, classroom space may not be addressed until the University completes renovations at One Market.</p> |
| <p>Recommendation #17: There is a need at the Brantford Campus for more space for research assistants for faculty members who are in the research stream.</p> | <p>Dean's Office, FAM</p> | <p>Fall 2019</p> | | |
| <p>Recommendation #18: There is a need to ensure that FSW faculty members who are in the teaching stream receive reliable and sustained teaching support, primarily in the form of teaching assistants and/or graders.</p> | <p>Dean's Office</p> | <p>Fall 2021</p> | | |