

CARLETON UNIVERSITY COMMITTEE ON QUALITY ASSURANCE

Cyclical Review of the Bachelor of Social Work Program

Final Assessment Report and Executive Summary

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Social Work program is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and articles 5.1.9.23-24 and 5.1.9.26-27 of Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The Bachelor of Social Work program is administered by the University's School of Social Work, an academic unit in the Faculty of Public Affairs.

As a consequence of the review, the program was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **good quality with national presence** (Carleton's IQAP 5.1.9.12).

The Report of the Review Committee observed that the School of Social Work 'has a renowned faculty complement and a relatively large and robust program that prepares students well for social work practice with a strong theory/policy emphasis on structural social work.' The Report in addition noted that 'to its credit, the . . . School . . . was awarded a full 8-year accreditation by the Canadian Association for Social Work Education (CASWE) Commission on Accreditation from July 2012-July 2020. An eight-year accreditation indicates that the School of Social Work is in full compliance with and in some instances may exceed the CASWE Accreditation Standards at the BSW level.'

The Report spoke most positively about the School's reputation, the environment the School provides for effective student learning, the degree to which it successfully fulfills Provincial Degree-Level Expectations, the degree to which program learning outcomes have been successfully implemented and achieved, and the quality of teaching experienced by students.

The Review Committee nonetheless identified three opportunities for improvements and enhancements to the program:

1. Reviewing the curriculum to modernize and refine the program to ensure that it is responsive to the needs of students and the social work and social welfare communities.
2. Addressing what the Review Committee felt to be an increasing reliance on contract instructors in delivering the program.
3. Addressing what the Review Team perceived to be a serious problem with regard to teaching space.

The Committee also identified a major challenge with respect to the replacement of retired faculty.

CUCQA concluded that the School was adequately and effectively monitoring the contract instructor situation and that the perception of a serious space problem was misplaced.

CUCQA is thus requiring a report by June 30th, 2016 on the replacement of retired faculty and the completion of a comprehensive curriculum review of the program.

CUCQA has received and accepted an Action Plan setting out details of how the replacement of retired faculty and the curriculum review will be planned and undertaken.

Date: 26 June, 2014

To: Dr. Andre Plourde, Dean, Faculty of Public Affairs

From: Dr. Hugh Shewell, Director, School of Social Work

Re: *Action Plan*, Cyclical Review of the Bachelor of Social Work (Honours) Program

I was happy to learn from Dr. John Shepherd (29 May 2014), Chair of the Carleton University Committee on Quality Assurance, that the Bachelor of Social Work program has been assessed as being of **good quality with a national presence**. We appreciate your support and assistance with the review process and we look forward to your continued support as we embark on the next stage of program development which is outlined in our *Action Plan* below.

The *Action Plan* outlines broadly the processes that we believe will be involved in our review of the program. In conjunction with this time line we have also included our strategy for replacing retired/retiring faculty members. We were asked by the Chair of the Carleton University Committee on Quality Assurance on behalf of the Committee to address both of these issues. We also have included a brief statement regarding class room adequacy.

The Action Plan

1. *Curriculum review*

The Bachelor of Social Work (Honours) has been in existence at Carleton University for over twenty years. Although we recently received the highest level of accreditation granted by the CASWE, both the accreditation and the cyclical review processes provided us with opportunities to examine our program in detail. Subsequently we are embarking on a process to modernize and refine our program to make it even more responsive to the contemporary needs of our students as future social workers and to the social work and social welfare communities. The *Plan* also takes into account the changes in our faculty complement and the forthcoming changes to our workload allocations in the School from 2.5 to 2.0.

Our preliminary assessment of changes to the BSW program indicates that the changes will be major and that they will necessarily involve survey research from our student body and from our community partners; this input is essential. The process will also involve consultation with: our accreditation body, the CASWE; other schools of social work with similar profiles to our BSW program; and various administrative departments within Carleton (e.g. FPA, Admissions, the RO). The combination of our internal processes at the School of Social Work and the

compulsory procedures for making major program changes by Carleton University render this a process that will take a few years to fully develop and implement.

The School of Social Work plans to establish a Special BSW Program Review Committee to work on this process. This Special Committee will include: the Director, the Supervisor of the BSW Program, the BSW Field Coordinator, student representatives from our (regular) BSW Program Committee, at least two members of faculty besides the Director and the BSW Supervisor, as well as community representation.

The table below outlines, in preliminary form, estimated working dates, the general activities to perform, the party/parties responsible for the activities and some extra comments/explanations where necessary.

Table: Preliminary plan for curriculum review, BSW (Honours), 2014-2017

ESTIMATED DATE	ACTIVITIES	RESPONSIBLE PARTY	COMMENTS
October/November 2014	Strike review committee	<ul style="list-style-type: none"> BSW Supervisor Director 	Special Committee established
January 2015 – October 2015	Major content work done in this time	<ul style="list-style-type: none"> Special Committee 	bulk of content work done during this time
<ul style="list-style-type: none"> January 2015 - September 2015 	<ul style="list-style-type: none"> consult. & data collection; begin draft report 	<ul style="list-style-type: none"> Special Committee 	
<ul style="list-style-type: none"> October 2015 	<ul style="list-style-type: none"> Bring proposed changes (draft) to faculty 	<ul style="list-style-type: none"> Special Committee 	
November 2015 - February 2016	Make final modifications coming out of faculty meeting	<ul style="list-style-type: none"> Special Committee 	
March 2016	Bring recomm. to Departmental Brd. of SSW	<ul style="list-style-type: none"> BSW Supervisor 	
April - June 2016	Prepare final report of proposals	<ul style="list-style-type: none"> BSW Supervisor 	
Summer 2016	Submit proposed changes to the FPA for approval, calendar changes etc.	<ul style="list-style-type: none"> BSW Supervisor 	Deadline for calendar changes is 31 July.
Fall 2017	Changes implemented for the BSW Program		

2. Replacement of retired faculty

Because there is no longer a compulsory age of retirement it is difficult for the school to plan exact time lines for faculty replacement. This past year the school has had 2.5 FTE retirements and an additional .5 will retire in 2015. Thus a total of 3.0 FTEs will have retired by 1 July 2015. In addition, the school anticipates 6.0 FTE retirements over the next 3-7 years. Thus, between 2014 and 2021 the school seeks to replace 9.0 FTE positions. Of the 2.5 FTE retirements this year the school will officially replace them with 2.0 FTE positions, one at the Instructor level to assist in field practicum planning and coordination as well as teaching, and one at the assistant professor level to address issues related to Indigenous social policy and social work practice. There remain 7.0 FTE (9.0 less 2.0) positions to fill over the next 7 years. The school has prioritized these positions as follows:

Priority Subject Area	FTE	Comments
Children and Youth	1.0	Theory and Practice
Cross-Cultural	1.0	Theory and Practice
Social Policy and Administration	1.0	Theory and Practice of social policy development, analysis and administration
Disability	1.0	Theory and Practice
Trauma	1.0	Theory and Practice
Social Policy and Administration	1.0	Theory and Practice of social policy development, analysis and administration
To Be Determined	1.0	This position remains open either as a practice or policy position – or a combined position that would be more generic in nature depending on evolving social issues and problems

3. Statement on classroom size and adequacy

The School of Social Work has two dedicated classrooms in the Dunton Tower (Rooms 509 and 517) as well as some small rooms that we use as break-out rooms for group work. In addition to our dedicated class rooms, we use classrooms across the university campus through the centralized system that Carleton has in place. There was one occasion that we know of where the class size outnumbered the seats available to students and this presented obvious problems

including hindering the course's pedagogy. Since that event efforts have been made, through consultation with centralized planning, to ensure that our class room sizes are suitable.

In the School of Social Work there is a tradition of running classes in the circle format where ever possible and we are often able to do this particularly with smaller-sized classes. Based largely in the Aboriginal tradition, the circle is intended to promote a more interactive environment among our students and is very conducive for the type of teaching and learning we engage in and the issues we address. However, there are several venues at Carleton that do not have the facility to modify the classroom into a circle format; the larger lecture theatres, for example, have non-moveable seats. The School attempts to overcome this by trying to select classrooms that better suit our needs.

The SSW encourages the university to consider constructing classrooms that provide flexibility in how seating is arranged and how different pedagogical styles can be undertaken with ease.