

1. Vision for Woodsworth College

Woodsworth College is committed to academic excellence and to promoting and providing access and equity in post-secondary education in the Faculty of Arts and Science to a diverse student body, which includes full and part-time as well as non-traditional students. The College's mission is to develop and support a strong community of successful learners - to champion and celebrate academic excellence and personal growth in all its students. The role of the college has been to support both FAS and UofT by offering strong, integrated (with our graduate counterparts in Criminology and Industrial Relations), research-based undergraduate programs of high quality that are nationally and internationally recognized. Our vision is also built upon a special and deep commitment to be the leader in A&S for providing pathways into FAS degree programs for a wide range of students including those who have chosen to enter post-secondary education at different life stages.

Woodsworth College is home to 6500 students – the largest A&S college. WDW recruits and supports the entry of full-time students from the 101 and 105 pools, but also has a very large pool of other students who make up a significant portion of its total population. These include Academic Bridging and Visiting Students for which the college does direct admission to Arts and Science. Woodsworth supports almost 50% of all of A&S part-time students, many with complicated entry pathways and different academic preparation and support needs.

2.0 Academic programs, key strengths and enhancements

Academic activities for the college can be grouped into two major areas: a) interdisciplinary degree and post-graduate programs and b) access/foundational programs and courses.

2.1 Degree and post-graduate programs

Criminology (8-core faculty; 3.60 FTE in WDW; 522 majors/specialists; 2 FRSC's; many grants)
The Criminology undergraduate program is the largest college-based program in A&S. Seven core faculty are jointly appointed between Woodsworth and the Centre of Criminology (now an EDU-A in A&S). The harmonious and productive relationship between the two units was stressed in the recent (2009) external review of the undergraduate program that was judged to be of very high quality. The Centre faculty complement provides stability and internationally recognized research expertise needed to deliver the high-demand program. External professionals (e.g. lawyers, former judges, etc.) as adjunct and sessional faculty are essential contributors. In the last plan, we strengthened the undergraduate program by adding a course on comparative legal systems that is currently taught as Study Abroad in England. Two new research-linked courses were also established (WDW 396H/397Y), in order to expand the opportunities for participation in faculty research. Faculty renewal over the last plan was also a major priority with two new tenure-stream appointments (one SU position and one replacement position) both with international research interests. Graduates continue to have very successful post-graduate placements ranging from masters and PhD programs in criminology to law schools to law enforcement academies.

Employment Relations (3 core-faculty; 1.6 FTE in WDW; 135 majors/specialists; several grants)
Woodsworth established an undergraduate program in Labour Management Relations in 1986 and the name was changed to Employment Relations in 1997. The purpose of the undergraduate program is to enable students to study employment relationships in Canada from an interdisciplinary perspective. In the last plan, a major priority was giving the program a stronger

academic base by increasing the number of core faculty members teaching in it. Two new positions were successfully established: a Senior Lecturer under Stepping Up (100% WDW) and the addition of an endowed chair in Youth Employment held jointly with the Centre for Industrial Relations & Human Resources (CIRHR). A new Associate Professor was hired. These additions have led to very significant improvements in the ER curriculum, teaching success and connections to faculty research, especially through the CIRHR. The applied nature of the program sees graduates going on to professional accreditation in labour relations and HR.

Study Abroad (A&S-wide faculty including WDW faculty)

The program supports the international experience priority for A&S students. It is the largest and most developed course-based study abroad program in all of Canada. In the last plan, we increased the number of Summer Abroad programs from nine countries in 2004 to thirteen in 2008. Enrolment increased by 45% (now at ~800) during this period. The diversity of offerings was expanded to serve a broader cross-section of students and academic disciplines (including, Environmental Studies, Criminology, Slavic Studies, Peace and Conflict Studies). Two new “non-traditional” study abroad courses were developed for Kenya and Shanghai. A key new achievement was the development of a process to accommodate and support students with disabilities which implemented measures to manage their accommodation needs abroad. A new Environmental Science course was offered in Ecuador with modules in the Andes, Amazon, and the Galapagos. A new opportunity for a Study Abroad course in India is being jointly developed with engineering, and a CRIF proposal was submitted for new international science experiences abroad that also take advantage of the 399 course structure.

Professional Programs

Teaching in Higher Education (THE 500) (various FAS faculty; up to 100 PhD students/year)
THE500 is a comprehensive course open to PhD students and post-doctoral fellows from many disciplines. THE500 consistently receives very strong reviews from students and it draws heavily from A&S and other divisions. THE500 was recently reviewed and its content refined to dovetail with the Teaching Assistants Training Program. The revised course now includes a teaching practicum for students in an actual undergraduate A&S lecture or tutorial. THE500 fulfills the requirements for one component of the SGS-Graduate Professional Skills Development program.

Teaching English to Speakers of Second Languages (TESOL) and Human Resource Management Certificates (various UofT faculty including WDW instructors)

Both these certificate programs have a high reputation in the GTA and across Canada for their academic rigour, high demand from UofT graduates, and opportunities for employment. About 160 students are enrolled each year. TESOL has a strong experiential component with placements at the TDCSB. As a result, WDW faculty/staff expertise in experiential learning has grown.

2.2 Access and Foundational Programs

Academic Bridging; (4 core faculty; 1.5 FTE; 650 students)

The Academic Bridging Program helps define Woodsworth College as the leading point of access for non-traditional students seeking pathways into post-secondary education. It is a flagship program for the college, A&S and UofT and contributes significantly to meeting MTCU/HEQCO’s institutional requirements. Many graduates go on to be top performers in undergraduate studies and there are many AB graduates who have completed masters and PhD programs. There have been significant shifts in the demographics of the AB applicant pool that is

now mostly male and younger (21-29 years of age). The program has started to transform itself by recruiting from and supporting the changing demographic make-up. It now offers 15 course sections and serving 650+ students in three different course offerings (English, History, Canadian Studies). AB has implemented Learning Management tools with oversight to improve curricular consistency and help students at risk. Another key strength of the program is semi-annual team meetings of all instructors organized around professional development and curriculum innovation. Academic and financial advising have been enhanced in the past five years and we have seen an increase in the percentage of students who register in FAS in the year following their AB experience (higher show rates). We continue to be highly successful in raising awards for AB students, the majority of whom are in the high need category. Our new undergraduate essay journal “VOX” highlights the program’s success.

Seneca College Transfer Agreement, Commerce Connections, STEPS (registrar)

Over the last plan period, we launched a new, MTCU/CUCC supported, WDW/A&S gateway for Seneca College Liberal Arts Program (LAP) students. Up to 25 students who complete the Seneca LAP are ‘facilitated’ in their transfer to A&S to complete a four-year A&S degree program. Facilitation includes recruitment/advising of Seneca students from WDW and support for them when moving into A&S. This helps greatly with student success and meets additional HEQCO priorities. There is now substantial interest (including external support) in expanding this to other colleges in the GTA. We have taken a leadership position in our commitment to closer connections to TYP and STEPS. WDW is also administering A&S participation in Commerce Connections, an opportunity for high school students to experience taking a course at UofT. These programs are very cost effective because of the synergy of resources between AB and the Registrar.

Visiting Student Program (various FAS courses; ~ 400 students each year in 540 courses)

WDW does direct admissions and supports VSP because of our commitment to summer (and many of our part-time) students. Students apply from across Canada. Our Writing Centre is open in the summer to support the large WDW population. From 2003 to 2009, 212 students stayed on at UofT after being enrolled through VSP. VSP has streamlined the application and admissions processes.

199’s- Academic Writing Centre (AWC)-Academic Bridging (4 core-faculty; 2.5 FTE)

The college has formed an innovative and unique foundation program of 199 courses and Academic Bridging skill workshops that are offered by instructors who are jointly teaching in the Academic Bridging Program and are writing instructors in the WDW-AWC. While not required, the college has supported 3.0 to 6.0 FCE’s in the 199 program each year and thus the small class experience. Since instructors are also engaged in AB and the AWC, we have created a solid suite of foundational courses/programs that can be delivered very efficiently and with high impact.

Accomplishments in Research (SSHRC funding and many other grant sources)

In addition to internationally recognized research by Criminology and CIRHR faculty (see EDU-A plans), our faculty in Bridging, the Writing Centre and the Registrar are engaged in educational research contributing papers and conference presentations to many professional societies and journals. As well, CRIF, WIT and other A&S supported initiatives that involve WDW and A&S faculty have been an important source of data for broader research activities by WDW faculty and their research students.

3.0 Student Experience

Registrarial Services: A major initiative for the college was the introduction of a learning strategist position (CRIF funded and a long-term priority for the College). We partnered with NEW to offer an ELL section for WDW students and developed a Communication Café at WDW—this partnership is likely to continue. WDW and NEW have undertaken collaborative visits to Chestnut Residence for Subject POST advising sessions. We have partnered with the Career Centre for “at risk” advising and have introduced pro-active financial advising and support. Due to the nature of its population, the WDW Registrar’s Office is open more hours per week than other colleges and we provide summer bursaries. Professional training of staff has been an important initiative in helping enhance student services and the student experience.

Extracurricular programs and activities: WDW’s Science FLC has been very successful in the past five years and WDW is currently piloting one of three new social science FLC’s. A mentoring program for students rolling over from Academic Bridging into A&S (22 pairs matched) was developed. Mentoring programs have been expanded to include international students and 1st year direct entry students. Since 2004, the Dean of Students office has expanded to provide support for WDW students groups such as Seniors, Single Parents and Mature Students (serving all of A&S).

Student Space: Kruger Hall Commons, which opened in fall 2009 (joint with Rotman Commerce), is providing desperately needed work/meeting space for a combined population of commuter and residence students between the two units that exceeds 8000. WDW has no on-premises library and thus has worked creatively to develop other ways of building the learning community and the student experience. A formal space review with Campus Planning revealed that, even with the shared KHC, our student space is still well below the A&S college average. As a major priority, a WDW-wide committee was formed to work on comprehensive space planning.

Residential Experiences: The first-ever Woodsworth Residence opened in 2004 and over the last plan period has been an incredible focal point for improving the student experience (for both residence and commuter students). Study groups have been facilitated in the residence which in turn has brought in teaching and writing centre faculty. The Don group has organized clubs around specific interests and “specialized” Don positions have been created (e.g. Health Don, Academic Don). Staff from the Registrar’s Office provide training as well as offering sessions to students in the residence on a variety of topics from academic success to subject POST selection.

Writing and Math Aid: Between 2004 and 2009, the Academic Writing Centre staff was expanded to include three appointed Lecturers (one as the AWC Director). The WDW FTE count includes proportional contributions from these faculty to the AWC. Each year almost 1000 students use our AWC. We have developed an online booking and record-keeping system which is now used by most of U of T’s Writing Centres, that provides 24/7 student access, streamlines administration, and facilitates pedagogical research on writing. The AWC also made substantial contributions to the “Writing Plus” study skills workshops and to FAS teaching initiatives, including the WRT series, the 2006-2008 Departmental Writing Initiatives, and WIT. A Math-Aid Centre has been supported throughout.

Outreach: WDW has collaborated with the Davenport-Perth Community Centre to provide education access options. With a Trillium grant to J.B. Rose (program co-founder), a series of

courses are offered by UofT faculty and graduate students to participants. These courses have provided insights into barriers to post-secondary education and have highlighted opportunities for access such as our AB program. To promote sustainability of the outreach program, graduate students looking for thesis and applied outreach opportunities are now also engaged through the Graduate Professional Skills program. WDW also participates in and promotes Alternative Reading Week opportunities provided by the Centre for Community Partnerships.

Fund Raising: Through its Major Gifts program, Woodsworth has added 12 new awards and greatly enhanced four established awards over the last planning period, representing a 6.1% increase in the endowment. All of these awards were directed to WDW academic priorities. There were also 12 individuals who made future commitments to Woodsworth in the form of planned-gifts and our Annual Fund is an important source for scholarships and awards.

4.0 Priorities (2010-2015)

Section 5.0 below outlines the Woodsworth College priorities and the strategies for achieving them. Collectively, the priorities intersect all of the faculty priorities but most specifically they: leverage our strong and harmonious associations with Criminology and CIRHR, enhance the student experience both academically and via student support/services, and engage both international and local partners in our mission for the college and A&S. An overriding priority is to maintain a stable complement of faculty to achieve our goals. Six faculty members (4.65 FTE) have normal retirement dates in the plan period; 2 early and 4 others in 2013 or 2014. Our priorities below outline strategies at our current level of resources but some will require new sources of funding (internal or external revenue) and these are highlighted below with a (*).

5.0 Strategies (2010-2015)

Strategies under each priority below are listed in a rough order of importance and, where it is possible to be that specific, in the order that they will be addressed over the five-year plan. These strategies reflect not only an extensive consultation for ideas, the input and the strong commitment of WDW faculty and staff and students willingness to be creative and innovative, but also realistic approaches, about what can be accomplished given the resource constraints outlined in the A&S Planning Framework.

5.1 Academic Programs

Criminology

Priority: Strengthen the undergraduate curriculum (from the 2009 external review process).

Strategy: maintain expertise on the Canadian criminal justice system following the next Criminology retirement. This is a top joint-need between Criminology and WDW.

Strategy: revise the program to ensure that all students in the major program are able to enroll in at least 0.5 FCE at the 400 level, as required by Curriculum Renewal (*)

Strategy: create an undergraduate curriculum consultation group, with increased student participation, that reports to the WDW Academic Committee and College Council.

Strategy: develop a minor program (could possibly be done with existing resources)

Priority: Create and expand opportunities for students in the Criminology Program to participate in research, service learning and study abroad.

Strategy: develop a service learning module in at least one key Criminology course (*)

Strategy: enhance participation in WDW 396Y/397Y research participation courses
Strategy: develop additional Study Abroad opportunities show casing (through rotation) other international jurisdictions in the field of Criminology

Employment Relations

Priority: Create earlier and stronger program affiliation for students

Strategy: improve the student experience with a new gateway course “Introduction to Employment Relations”; and consider two streams: Labour Relations and HR

Strategy: consider the development of an ER minor program (possible with existing resources)

Strategy: develop a WDW-ER/CIRHR curriculum committee to foster further program innovation, including more collaboration on joint teaching, and to enhance student input.

Strategy: develop “case competitions” soliciting coaching support from faculty (*)

Priority: Enhance research and professional development opportunities including strengthening the programs affiliation with CIRHR:

Strategy: increase and better advertise opportunities for independent study (WDW395H), independent research (299’s and 396/397) and jointly planned professional activities.

Strategy: begin pilot service learning modules in two key ER courses (*)

Strategy: develop closer connections between the undergraduate student union (ERSA), and the graduate student association at CIRHR (ASIR) via integration of space and facilities.

Study Abroad Program

Priority: Maintain and enhance Study Abroad leadership in A&S and university-wide international course experiences

Strategy: enhance the number and types of experiential student learning opportunities abroad, including additional science course offerings, servicing students from more programs, as well as research opportunities overseas. (See CRIF application - * for pilot)

Strategy: increase the amount of immersion and cross-cultural activities between students and communities abroad.

Strategy: secure new financial aid for students in Study Abroad programs (*)

Strategy: explore the viability of using the intersession schedule for study abroad

Strategy: work with departments and develop a graduate course(s) or research opportunities abroad

Strategy: assess the impact of the Arts and Science program fee and other fee changes

Professional Programs

Priority: Increase awareness and impact of the THE500 program given A&S and 2030 strategy for emphasis on graduate strengths at UofT

Strategy: continue to work with SGS/Graduate Profession Skills (GPS) to advertize THE500 opportunities and goals

Strategy: continue to work with the Centre for Teaching Support and Innovation and consider expansion of THE500 to better meet student demand and support 3-campus interest

5.2 Access Programs and Foundational Instruction

Priority: Promote and facilitate access to Academic Bridging

Strategy: maintain academic (director) leadership following a retirement

Strategy: explore a full-time study option for the Bridging program within A&S

Strategy: enhance AB web pages to promote our online presence, celebrate the program and target recruitment of our new population (21 to 29 years of age)

Strategy: introduce mandatory preparation and transition programs using current resources (including AWC, the Learning Strategists and Study Skills instructor) to set expectations, improve retention and increase academic success in FAS

Priority: Promote and develop facilitated access from high schools and GTA colleges

Strategy: support and evolve the Seneca Facilitated Transfer Agreement and expand to other possible partners in the GTA (if MTCU supported) (*)

Strategy: explore expanding the Commerce Connections Program at WDW

Strategy: explore expanding WDW's role with the STEPS to University Program

Foundational Instruction

Priority: New course options at the first-year level and develop new delivery options

Strategy: advertize and expand the number of 199 courses, i.e., with more half courses

Strategy: partner with other units to develop 199-Writing Centre course clusters that can also build in alternative learning experiences (e.g. workshops) – “WDW-One” (*)

5.3 Student Experience

Priority: Enhance registrarial, counselling and advising support

Strategy: make permanent the Learning Strategist position as part of the academic advising team; integrate into academic orientation (see CRIF application and long-term strategies)

Strategy: develop the “virtual counsellor” a web-based information and interactive site for first-year students to help them anticipate academic needs and to manage the academic yr (*)

Strategy: identify gaps where the college can help support connections with students fostering stronger college-department ties, for example, helping graduating students.

Priority: Enhance student recruitment and the first-year student experience

Strategy: expand the mentorship program for first-year students to include more of the 105 pool and to take advantage of WDW student groups (CRIMSA, ERSA, MATSA, etc.)

Strategy: increase synergies between the Registrar and Dean of students to improve on-line vehicles for communication with new potential students and active students.

Strategy: expand on-line testimonials, develop a Student Life promotional video, enhance the virtual college tour on our website and develop workshops on “deciding your major”

Strategy: investigate/create a living-learning community in residence

Strategy: encourage and help support “grass root” programs that students are developing

Strategy: build on existing community outreach expertise in the college (e.g. Davenport-Perth) to connect students in the community with WDW students (* possibly needed)

Strategy: promote and facilitate Don partnerships with new residence groups (WET, WRC)

Priority: Enhance the Academic Writing Centre's ability to meet the needs of our students

Strategy: Build on recent experiments with AWC team visits to AB classes, explore the potential for similar AWC involvement in CRIM, ER, and TESOL classes and beyond to A&S

Strategy: Explore the possibility of ELL-dedicated writing tutoring hours and workshops

Strategy: Experiment with alternative approaches to delivering writing tutoring

Strategy: Explore coordinating AWC hours with evening classes; possible new Saturday classes

Strategy: Provide accessible and efficient space for AWC activities

Strategy: Coordinate with the Learning Strategist on time management, research skills and academic integrity training; expand liaison and collaboration with other support services

Strategy: Explore collaboration with other College WCs in addition to the “Writing Plus” study-skills workshops and define our long-term role in WIT, ELL, etc.

Priority: Efficient and effective math aid support

Strategy: open discussions with A&S/ Colleges for coordination of math aid across all of A&S

Priority: enhance existing student space and IT innovations for more accessible and visible student community building and improved services

Strategy: upgrade WDW Student Association (WCSA) space and the joint computer lab, upgrade/develop new club space (academic/activity) and seek partners for funding (*)

Strategy: develop 123 St. George for urgent student space needs, AB and Writing Centre needs (including instructors and program staff). Coordinate with A&S and Provost (*)

Strategy: develop a Facebook presence for the College to enhance communication

Strategy: develop digital signage solutions that help to inform students (*)

Strategy: continue with the automation of administrative functions to provide better service to students (speed and quality of information sharing) (*).

Priority: Creation of new awards, including major gifts, and programs that will benefit students in their academic and non-academic pursuits while at the College.

Strategy: develop and enhance relationships with alumni and friends of the college to encourage donations for student academic, student experience and student leadership awards

Strategy: work with DUA and coordinate with A&S to seek out additional President Circle donors and major gift opportunities - especially for Criminology, ER, Study Abroad and AB.

Priority: Enhance communications regarding the success of our students and the College to internal and external audiences that will encourage involvement.

Strategy: to support the Strategic Plan of our very active Alumni Association and to continue developing relationships that create life-long involvement for all alumni with the College (e.g. alumni events and student mentorship)

5.4 Complement and Changes to the Plan with an additional \$100K in base-budget

Our priorities and strategies are based on current 09-10 resources. If complement is lost early in the plan, the first call on additional resources will be strategic faculty renewal in our high-demand Criminology and Academic Bridging programs (especially with our plan to explore a full-time AB option) and, later in the plan, ER (see specific priorities above). We are in the early stages of evolving/innovating our 199-AWC-AB foundational program (WDW-One or other name) and we would use an amount of the new resources to leverage interests from A&S departments starting with the Social Sciences. We are keen to support A&S in its international student experience mandate and thus we would consider expansion of the program with new resources. New base funding could more quickly help us leverage our Learning Strategist position. Finally, we recognize the incremental and overhead costs associated with all of these and thus would combine existing and new resources to support our vision of further enhancing the student experience.