

**Internal Academic Review 2006-2007**  
**School of Rehabilitation Therapy**  
**Internal Academic Review Committee Report to Senate**

The Internal Academic Review (IAR) of the School of Rehabilitation Therapy is now

work in collaboration with the Faculty of Health Sciences to identify methods to support this critical piece of the program mandated by accreditation requirements. The IARC

enquiry courses into one course spanning the two-year program. The School of Rehabilitation Therapy will continue to strive for efficiencies in program delivery of the professional programs, while maintaining professional accreditation standards and program excellence.

Steps have been taken to help address the space issues within the School of Rehabilitation Therapy. The application for Renovation and Alteration funding to renovate teaching and student space in the south end of the basement of the Louise D. Acton Building was approved. Renovations are expected to start in May 2008. This will free up space in the north end of the basement for much needed research space. Funding has been requested for the north end renovations.

We concur with the recommendation to immediately implement mechanisms to increase the number of clinical/fieldwork placements for students in the professional programs. Securing a sufficient number of quality fieldwork experiences is a longstanding issue for Rehabilitation Science Programs in Ontario. Funding was received from the Ministry of Training, Colleges and Universities in 2006/07 to improve the quality of clinical education in Rehabilitation Science Programs. This funding has allowed for capacity building in the clinical community, provision of financial support for preceptors, and student support for travel and accommodation. This has resulted in an increase in placements and students' ability to access placements outside of Kingston. The

*Follow-up on these recommendations and issues will take place during the annual academic planning and budget process between the Dean of the Faculty of Health Sciences and the Vice-Principal (Academic).*

**Attachment:**

Review Team Report

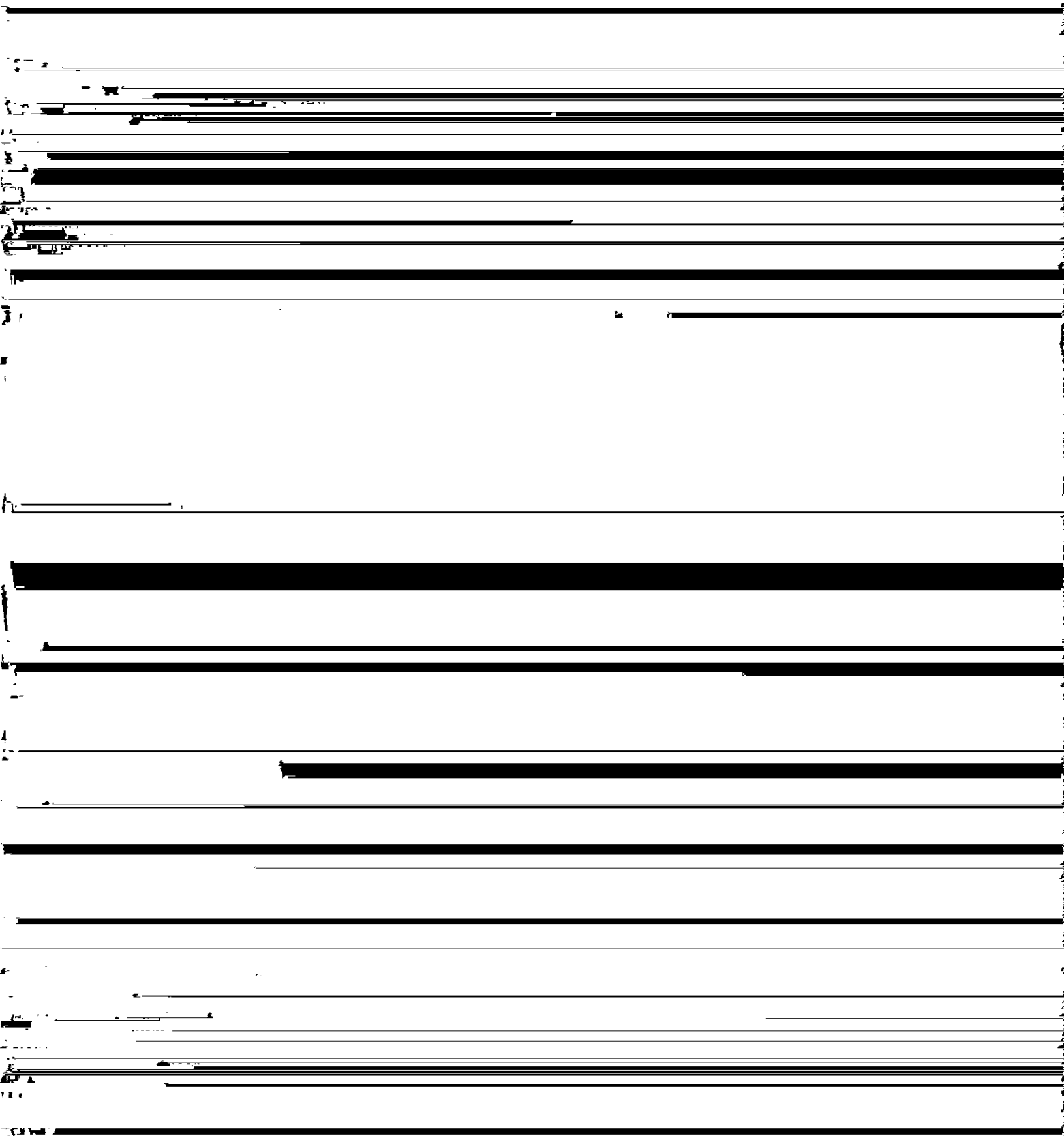
**Internal Academic Review**

**School of Rehabilitation Therapy  
Queen's University**

*Report from the Internal Academic Review Team*

**EXECUTIVE SUMMARY: IAR TEAM REPORT FOR REVIEW OF THE SCHOOL OF  
REHABILITATION THERAPY**

Attached is the full document prepared by the Internal Academic Review (IAR) Team corresponding to





4. Non-tenure-track core faculty members involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the School's graduate programs;
5. Other core faculty which may include emeritus professors with supervisory privileges; persons from outside appointed as adjunct professors (1): Peat.

The research interests of the faculty are:



The student to faculty ratios has increased by 39.4 % (and the weighted ratio by 76.7%). This

corresponds to the highest five-year average in the Faculty. The ratios should decrease, however,

2. Tenure-track/tenured with significant administrative responsibilities (4 members): 2.7 TWU

receive support from agencies such as the Ontario Neurotrauma Foundation, SSHRC, and Health Canada.

Across faculty and years, the average number of articles published was just over 2 per year. For this discipline this is considered to be a good level of productivity, particularly for faculty who shoulder relatively large teaching loads. This productivity reflects contributions by a relatively small number of senior investigators; **care must be given to ensure that junior**

In the current budget allocation model, it appears that a **disproportionate fraction of the BIU**

is composed of the following categories:

1. [REDACTED]

2. [REDACTED]

3. [REDACTED]

4. [REDACTED]

5. [REDACTED]

6. [REDACTED]

7. [REDACTED]

8. [REDACTED]

9. [REDACTED]

10. [REDACTED]

11. [REDACTED]

12. [REDACTED]

13. [REDACTED]

14. [REDACTED]

15. [REDACTED]

16. [REDACTED]

17. [REDACTED]

18. [REDACTED]

19. [REDACTED]

20. [REDACTED]

21. [REDACTED]

22. [REDACTED]

23. [REDACTED]

24. [REDACTED]

25. [REDACTED]

26. [REDACTED]

27. [REDACTED]

28. [REDACTED]

29. [REDACTED]

30. [REDACTED]

31. [REDACTED]

32. [REDACTED]

33. [REDACTED]

34. [REDACTED]

35. [REDACTED]

36. [REDACTED]

37. [REDACTED]

38. [REDACTED]

39. [REDACTED]

40. [REDACTED]

41. [REDACTED]

42. [REDACTED]

43. [REDACTED]

44. [REDACTED]

45. [REDACTED]

46. [REDACTED]

47. [REDACTED]

48. [REDACTED]

49. [REDACTED]

50. [REDACTED]

51. [REDACTED]

52. [REDACTED]

53. [REDACTED]

54. [REDACTED]

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Clearly the School has been in a period of major transition over the past 5 years due to the shift.

Science: this could easily be expanded to 100% time given the rapid expansion of the PhD program.

## **V. Evaluation of External Consultants' Report by the Review Team**

Overall, the review team agreed with the majority of points raised by the external consultants. As was the case for the review team, the consultants identified a number of important areas of strength in the School. However, this was tempered by a number of areas of weakness noted by the consultants. The review team is in agreement with some of the issues raised, including the lack of a strategic plan, concerns around the budget including the annual financial deficit, lack of transparency and clarity in the budgetary process and resource limitations (space constraints as well as limited clinical placements); additional concerns were raised with respect to the stress that Faculty and Staff have endured during the development and implementation of master's entry level programs and the PhD program and a sense that the multiple Programs offered by the School may not be sustainable with the current resources available. The IAR team also agreed that the School may want to reconsider offering Stream 2 programs in PT and OT if new resources are not made available to support the other programs.

The image shows a table with several rows and columns. The majority of the data is obscured by thick black redaction bars. Only a few thin lines of text are visible, including a header row at the top and a few lines of text in the lower half of the page. The redactions are most prominent in the middle and bottom sections of the table.