



March 16, 2018

Professor Sioban Nelson
Vice-Provost, Academic Programs
Simcoe Hall, Room 225
27 King's College Circle
Toronto, Ontario M5S 1A1

Dear Professor Nelson,

Re: Administrative response to the external review report for the Lawrence S Bloomberg Faculty of Nursing.

Thank you for providing us with a summary of the external review report and allowing us to respond to the findings. The review has provided us the opportunity to reflect on our achievements to date, and consider the future directions for the Faculty.

We are very pleased the report praised the Faculty as “firmly located amongst the top nursing faculties in the world”. The reviewers highlighted innovative teaching methods instituted at the Faculty and the numerous opportunities for students to engage in learning outside the classroom. Researchers in the Faculty were identified as highly accomplished, with impressive levels of research funding.

As our Faculty evolves to meet the ever-increasing expectations of students, partners and society, our mission of being committed to international leadership in research, education and practice will be supported by our 5-year *Strategic Academic Plan 2017-2022; Shaping Tomorrow's Leaders Today*. A number of areas noted by the reviewers have already been identified within the Plan; with clear objectives articulated, and measures of success defined. We look forward to utilizing the recommendations of the review in the ongoing planning in the Faculty.

Graduate Programs

- The reviewers recommended a number of strategies to support graduate student recruitment from regions outside of Ontario as well as from local health service organizations.

The 2017-2022 Strategic Academic Plan highlights embedding the internationalization agenda across all domains of activity within the Faculty. A related objective is the recruitment of high quality international graduate students, with provision of bursaries and scholarships. The Faculty also aims to enhance the international student experience by leveraging U of T resources for international student recruitment and support, funding opportunities, and through monitoring the international student

experience. In the Plan we also identified the need to further develop high quality strategic partnerships, through the Faculty's Centre for Professional Development, with reputable institutions: utilizing already established U of T and faculty partnerships and international linkages. Furthermore, Priority 4 of the Plan refers to fostering our partnership with our affiliated clinical institutions and community service providers, with the objective of developing programs and pathways for academic excellence together. In our Plan we made a commitment to widening access to, and participation in, education programs delivered with innovative pedagogies. That commitment is not limited to international students and we continue to recruit students from outside the province.

Immediate-term action

We will include international graduate student recruitment in our Faculty marketing and communications strategy. We will conduct a review of our current online graduate program offerings to determine relevance of content for a potential international student market.

We will continue to work with the Office of the Vice-Provost, Relations with Health Care Institutions to develop Affiliation Agreements with out-of-province agencies that can provide clinical placement opportunities for graduate students located outside Ontario.

Medium-term action

We will promote inward and outward student mobility through financially-supported Faculty and University schemes, including Erasmus and the International Visiting Graduate Student program.

The potential for a funded Clinical Academic Career pathway has been discussed previously with our partners in the Toronto Academic Health Sciences Network. Financial constraints have prevented hospitals from funding clinicians to undertake further programs of study. We will re-assess the potential for joint fundraising agreements between the Faculty and our clinical partners to raise funding targeted at supporting clinicians to undertake Masters and PhD studies.

Long-term action

Increasing the number of international faculty can provide opportunities for increasing the Faculty profile and the subsequent attraction of international students. We will advertise faculty positions as vacancies arise through a wide variety of mechanisms aimed at reaching international academics. Resourcing attractive and competitive remuneration packages for such hires will need to be factored into budget planning.

Responsibility: Dean, Associate Dean (Academic), Director of Graduate Programs, Director NP program, Director PhD Program, Chief Administrative Officer, Director of Advancement.

- The reviewers encouraged the Faculty to consider the possible impact of student funding and tuition on enrolment and recruitment.

The 2017-2022 Strategic Academic Plan highlighted the challenge of students entering our programs with significant debt and a need to increase our capacity to offer financial aid in the form of bursaries and scholarships. The Faculty currently provides over \$1M in student scholarships and awards each year.

Immediate-term action

In an effort to increase enrolment numbers for the 2018-2019 academic year, the Faculty offered all incoming MN students a guaranteed admission award between \$1,000 and \$9,000. We will be evaluating the effectiveness of this approach with the next intake of students.

Medium-term action and Long-term action

We will continue to monitor our success in meeting Priority 5 of our Plan; “Engaging with our community of friends, alumni and donors to contribute to, and advocate for, our success as an internationally recognized leader in health higher education.” With our Office of Advancement we will evaluate our achievements with respect to one of our funding priorities; student awards (with an increased focus on access). New prospect opportunities, through enhanced alumni relations activities and sustained stewardship of donors, is planned to ensure the health of our Annual Fund. Given most alumni are located within the GTA we will develop a program of activities that includes public lectures, and opportunities to engage with, and mentor our current students. In addition, we will program more “family-friendly” events and activities oriented to career development of recent alumni as a way of engaging the younger, early career alumni.

Responsibility: Dean, Chief Administrative Officer, Director of Advancement

- The reviewers encouraged the Faculty to review and modernize the MN-NP curriculum.

Central to our mission is enabling students to achieve their academic goals. We use a number of “within Faculty” and more formal mechanisms to actively seek student assessments of their experiences and use this feedback to enhance our programs and program delivery.

Immediate-term action

The Faculty will complete the formal mapping of current NP curriculum with the *Entry-Level Competencies for Nurse Practitioners* (College of Nurses of Ontario, January 2018) by October 2018.

Medium-term action

We will progress our current plans to solicit feedback from students, faculty, staff and external stakeholders on the NP program (MN-NP degree and post-masters NP diploma program). We will gather information from current students about their perceptions on the effectiveness of the program to enable them to meet program objectives. We will also gather information from faculty and external stakeholders to determine their perceptions of the effectiveness of the program to enable students to meet their program objectives (January 2019).

Long-term action

The Faculty will implement the recommendations arising from the consultation and evaluate the impact of program changes through student surveys and consultation with faculty and external stakeholders over the following three years.

Responsibility: Dean, Associate Dean (Academic), Director of Graduate Programs, Director NP program, Curriculum Committee, Faculty Council.

Faculty

- The reviewers noted that challenges around the recruitment of faculty are not unique to Nursing at U of T, and they suggested a number of ways to address these challenges through the development of pipelines, from the BScN onwards.

When articulating the five strategic priorities for the Faculty going forward we identified the shortage of PhD-prepared nursing faculty across Canada as a challenge with respect to filling current vacancies and those arising from impending retirements.

Immediate-term action

Traditionally, the Undergraduate Summer Research Program has been a consolidated 10 week program, which provided an intense and time limited experience. Moving forward, we are exploring the development of a program which will provide integration of undergraduate students into faculty research programs over a more prolonged time period (one or two years), to promote long-term engagement within a program of research. This will allow for a more thorough involvement in the research process with the goal of greater engagement within a program of research, and an overall aim of guiding exceptional students into our graduate programs. We will hold consultations with undergraduate students and faculty to determine feasibility. The sourcing of sufficient funding to support the initiative will need to be identified.

Increasing the number of opportunities for our current undergraduate students to learn about career pathways in nursing, including research and academic leadership, will be done through presentations by research faculty, clinician scientists, current graduate students and alumni to undergraduate students in formal presentations and “lunch and learn” sessions developed with the Advancement Office.

Medium-term action and Long-term action

Of the 98 Nursing PhD graduates captured in the recent 10,000 PhDs Project, 48% were in tenure-track or other post-secondary education (23%) roles. The Faculty can use the data in a variety of ways to highlight the career destinations to current and future MN and PhD students.

Increasing the opportunities for graduate students to gain teaching experience (other than marking assignments), and integrate into the established programs of research of faculty may assist in their understanding of the career pathways available in academia.

Recruiting and supporting early career faculty requires the capacity to provide “start up funding”. The budget position of the Faculty does not allow for an increase in our current funding support provision. As our budget position improves we will be in a position to offer a more competitive package to new hires.

Responsibility: Dean, Associate Dean (Research and External Relations), Director PhD Program, Director of Advancement.

- The reviewers recommended that the Faculty identify supports for teaching stream faculty to develop their scholarship.

As noted in the UTQAP Self- Study document, teaching stream faculty scholarship development is supported through the Teaching Professoriate Scholarship Awards program within the Faculty. These funds are available for teaching stream faculty to complete initiatives demonstrating their scholarship and assisting them to be even more competitive for accessing funds to continue development of their areas of scholarship. An objective highlighted in the 2017-2022 Strategic Academic Plan is to “Develop new frameworks for classroom and clinical education, scholarship, and research to enhance faculty teaching skills based on best practice”.

Immediate-term action

We will re-introduce the Dean- and Associate Dean (Academic)-led meetings with teaching stream faculty to discuss scholarship and pedagogical development.

Medium-term action and Long-term action

A schedule of regular sessions will be developed for teaching stream faculty focused on clarifying expectations, and career development support; particularly with respect to scholarship and pedagogical development.

Responsibility: Dean, Associate Dean (Academic)

Diversity

- The reviewers recommended that the Faculty develop a strategy to increase student and faculty diversity.

Our 2017-2022 Strategic Academic Plan has the goal; “Our faculty, staff and student complement reflects the cultural diversity of the communities we serve.” Bursaries directed to students from Indigenous and other underrepresented backgrounds have been identified in the Plan as one measure of our success in reaching this goal.

Immediate-term action

In February 2018 the Faculty launched the Black/African Canadian and Indigenous Nursing Student Scholarship scheme. Four awards in total with a value of \$10,000 each are available for full-time undergraduate students. We will need to promote this opportunity widely and well in advance of the opening of the applications process. With respect to faculty recruitment, we will continue to advertise vacancies in diverse forums to particularly target international applicants and those from Indigenous and visible minority backgrounds. The Terms of Reference of the previously established Dean’s Advisory

Committee on TRC are being revised to reflect a commitment to enhancing support for student, staff and faculty diversity more broadly. We will disseminate the recently developed document “Strategies for Recruiting an Excellent and Diverse Faculty Complement” to those participating in search committees.

The Faculty will engage with Aboriginal Student Services, First Nations House, and Centre for Indigenous Studies to develop a strategy and materials for informing current Indigenous students at UoT about the Faculty, our programs, and careers in Nursing.

Medium-term action

The Faculty will further develop our relationship with Indspire; the national Indigenous-led registered charity that invests in the education of Indigenous people to advertise the availability of our bursaries for undergraduate students who identify as Indigenous. Together with our Advancement Office we will specifically seek donors; individuals and corporate, to support our funding priorities relating to widening access and participation. Our branding materials will be revised to reflect a wider variety of genders, ethnicities and disabilities. Relevant Associate Deans will be responsible for working with newly hired faculty from “non-dominant” groups to ensure they have the supports and information they need as they establish their research and teaching, and prepare for the assessment of their work (tenure, promotion, PTR etc.).

Following consultation with faculty, staff and students, the Faculty will develop a proposal for funding support from the Access and Diversity Fund of the Provost’s Office to hire a recruitment coordinator.

Long-term action

To gauge the impact of the recruitment coordinator hire we will undertake regular auditing and reporting on the profile of our student intakes with respect to Indigenous and underrepresented groups.

All faculty who participate in admissions and selection committees will be required to have undertaken unconscious bias education and training through the TIDE (Toronto Initiative for Diversity and Excellence) initiative. Partnering with our colleagues who share our space at 155 College Street and University Property Management, we will develop a plan that ensures our physical space is welcoming and safe for students, staff and faculty from diverse backgrounds.

Responsibility: Dean, Associate Deans, Directors Undergraduate and Graduate Programs, Student Services

Resources

- The reviewers recommended exploring revenue generating international programs.

The mission of the Faculty articulates our commitment to international leadership in research and education. Our goal is to demonstrate how our teaching programs; both graduate and undergraduate, prepare students for successful careers and create larger societal benefit. Our 2017-2022 Strategic Academic Plan included the objective of developing high quality strategic partnerships, through the Centre for Professional Development (CPD), with reputable institutions: utilizing already established U of

T and faculty partnerships and international linkages. We also committed to developing a portfolio of courses and programs of relevance to, and accessible by, the international market.

Immediate-term action

The Global Nursing Scholars program was initiated in 2017 and is administered through the Centre for Professional Development in the Faculty. This international revenue-generating program provides learners (academics and post-licensure clinicians), with opportunities to advance their nursing practice, scholarship and leadership capacity through exposure to Bloomberg nursing faculty and the broader academic health network including the University of Toronto affiliate hospitals and agencies.

Memoranda of Understanding for revenue-generating education programs are currently in place with Hong Kong Sanatorium and Hospital, Suzhou University, Shandong University and Central South University, China, and Oslo and Akershus University College of Applied Sciences, Norway. We will continue to develop and review our CPD program offerings and identify clinical institutions internationally that may wish to fund professional development activity for their clinical staff.

Medium-term action

We have identified the current Master of Nursing Health Systems, Leadership and Administration (HSLA) field of study as a potential program for delivery to both a domestic and international market. Currently delivered in a hybrid model, content is “Canadian health systems-oriented” and we will review the program with a view to including globally relevant content for both domestic and international students. The program includes on-campus residencies and practicums. The feasibility of delivering a “residency experience” online, and securing the required Affiliation Agreements or Student Placement Agreements for internationally-based practicums, will need to be examined in greater detail.

Long-term action

The Faculty has been exploring the potential for a professional, non-PhD doctoral training program in response to identified needs from the profession. An extensive needs assessment exercise confirmed a desire on the part of the profession for a program of study to develop excellence in advanced nursing leadership. The field of study is envisioned as comprising existing and new coursework components, and completion of a major capstone project; conducted in partnership with the candidate’s existing employer organization. Program delivery would be via a hybrid model, and the Faculty will develop marketing strategies to attract domestic and international students.

Responsibility: Dean, Associate Dean (Academic), Director PhD Program,

- The reviewers suggested that the Faculty conduct a detailed staff job analysis and review to see if opportunities exist to reallocate responsibilities within Faculty areas.

The UTQAP Self-Study highlighted the administrative complement growth of 27% over the last 5 years. This was largely due to additional administrative support in the Clinical Education Office to meet the growing number of placements in the graduate program (4.5 FTE filled between 2014 and 2017). Additional expertise and capacity in online teaching technology (1.0 FTE filled in 2015) was provided to support the growth and quality of online graduate program offerings. Following an internal faculty

assessment of research supports required by tenure-stream faculty, a position to support the analytic needs of faculty and doctoral/postdoctoral trainees was created (1.0 FTE filled in 2015). An additional part-time position was added to the Business Office to allow for assistance and back-up coverage during periods of peak finance and payroll activity (0.5 FTE filled in 2017). The Self-Study highlighted increasing enrolments, reducing expenses and pursuing additional revenue streams would remain a critical focus of the Faculty for the coming years.

Immediate-term action

We will consult with colleagues in similar-sized professional faculties at UoT regarding their organizational structure and staffing. We will also seek assistance from the University's Professional Faculties Human Resources team to conduct an organizational review of our administrative team. The goal of the review will be to identify specific opportunities to improve the alignment of our human resources with the evolving needs of our academic and research programs, as well as our strategic plan.

Medium-term action and Long-term action

Our organizational structure is the underpinning of our ability to meet the strategic priorities at the Faculty. Recognizing the importance, as well as the complexity, of implementing changes, we will plan to implement key recommendations of the organizational review over 18-months.

Responsibility: Dean, Chief Administrative Officer, Student Support Services

A handwritten signature in blue ink, appearing to read 'Linda Johnston', with a long horizontal stroke extending to the right.

Linda Johnston PhD FEANS FAAN
Dean and Professor
Lawrence S. Bloomberg Faculty of Nursing
University of Toronto