

# UTQAP Review Summary

<b>Programs(s) Reviewed:</b>	Undergraduate program: Nursing, B.Sc.N. Graduate programs: Nursing, M.N., Nursing Science, Ph.D. Post-Master's Nurse Practitioner Diploma
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	Lawrence S. Bloomberg Faculty of Nursing
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Kathleen Dracup, Dean Emerita and Professor Emerita, School of Nursing, University of California, San Francisco</li> <li>2. Professor Anita E. Molzahn, Professor and Dean, Faculty of Nursing, University of Alberta</li> <li>3. Professor Ian Norman, Assistant Principal (Academic Performance) &amp; Executive Dean, Florence Nightingale Faculty of Nursing and Midwifery, King's College London</li> </ol>
<b>Date of Review Visit:</b>	November 28-30, 2017

# Previous Review: Faculty of Nursing

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**Date:** November 11-12, 2009

## Summary of Findings and Recommendations:

### Undergraduate Programs

The reviewers observed the following **strengths**:

- High quality undergraduate program
- Competitive admissions, with highly qualified applicants who are committed to learning
- State-of-the-art laboratory facilities
- Access to an extensive array of clinical settings, and students appreciate the quality of clinical instruction
- Sense of pride and confidence regarding program choice among students
- Students are viewed as well-trained nursing scholars with a strong sense of clinical practice

The reviewers made the following **recommendations**:

- Consider limiting the size of the undergraduate program as the Canadian nursing shortage situation is stabilizing

### Graduate Programs

The reviewers observed the following **strengths**:

- Impressive quality graduate programs
- Excellent doctoral research match with faculty mentors
- Doctoral students are well-immersed in research activities
- Ample opportunities for doctoral students to be involved in interdisciplinary offerings
- Strong entrance GPA for MN students
- Accessible delivery formats for master's students

The reviewers identified the following **areas of concern**:

- Average doctoral time-to-completion is 6.2 years
- Need for additional quality indicators for the doctoral program
- Clarification needed between three new fields and their interactions with extra-Faculty centres and groups
- Master's students not satisfied with text-based learning systems delivery of online courses

The reviewers made the following **recommendations**:

- Continue to support the MN/MHSc combined degree program in light of historical Faculty strengths
- Provide ongoing support and improvement to online learning systems and ensure student satisfaction

## **Faculty/Research**

The reviewers observed the following **strengths**:

- Strong student mentorship
- Excellent diversity of faculty research
- Impressive funding success rate and quantity of funding, which has risen considerably over the last five years
- Number of Research Chairs highlighted as impressive
- Faculty members are engaged with the Faculty's mission

The reviewers made the following **recommendations**:

- Consider balancing the recruitment of faculty who are University of Toronto graduates with graduates from different nursing programs

## **Administration**

The reviewers observed the following **strengths**:

- Strong sense of collegiality and openness in the Faculty
- Impressive relationships with leading health care institutions in Toronto
- Dean's close relationship with the Toronto Academic Health Sciences Network is valued highly
- Relationships with local and international health and nursing associations are appreciated for creating professional links and unique opportunities to support various targeted initiatives
- Physical space needs for faculty, staff and students are well met with adequate research, meeting, study and lab spaces

The reviewers identified the following **areas of concern**:

- Relationship between Research Centres is confusing; articulating the links clearly may help integrate and strengthen each Centre

The reviewers made the following **recommendations**:

- Prioritize developing a plan to sustain Health Services Research at the Faculty given its national and international prominence and end of term of CHSRF Chair
- Focus on the most viable strategic partnerships across the education and service sectors

- Need for careful consideration to the role of the Centre for Advanced Studies in Professional Practice in response to the interests of the wider Nursing community who seek meaningful interaction with the Faculty

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference (2017-2018)
- Self-Study (2017-2018)
- Previous External Review and Administrative Response (2009-2010);
- Academic Plan (2017-2022)
- Undergraduate and Graduate Degree-Level Expectations
- Faculty Member Curricula Vitae
- Undergraduate Calendar (2017-2018)
- Graduate Student Handbook (2017-2018)
- Internal Review of the Faculty of Nursing MN Program Final Report (2012)
- Preceptor/Manager Feedback Survey
- CNO Competencies for Entry-Level Registered Nurse Practice

### Consultation Process

The reviewers met with:

- Vice-President and Provost; Vice-Provost, Academic Programs; Dean, School of Graduate Studies and Vice-Provost, Graduate Research and Education
- Dean, Faculty of Nursing
- Nursing academic leadership (Associate Dean Academic; Associate Dean Research; Undergraduate Program Director; Undergraduate Program, Year 1 and Year 2 Undergraduate Coordinators; and MN and PhD Program Directors)
- Nursing undergraduate and graduate students
- Executive Director, Centre for Professional Development Office
- Leadership from relevant Extra-Departmental Units
- Deans of cognate Faculties (Dentistry, Pharmacy, Dalla Lana School of Public Health, Kinesiology & Physical Education, Social Work, Medicine)
- Representatives from the Toronto Academic Health Science Network (TAHSN)
- Nursing Administrative Staff leaders (Executive Assistant to the Dean, CAO, Assistant Dean, Academic Programs, Registrar, Director of Advancement, Business Manager, Academic Information & Technology Supervisor)
- Nursing alumni representatives
- Representatives from the Nursing Research Office

- Nursing teaching-stream faculty, part-time faculty, status-only faculty, pre-tenure, and tenured faculty

## **Current Review: Findings and Recommendations**

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### **List of Acronyms:**

CGPSS: Canadian Graduate and Professional Student Survey

NCLEX: National Council Licensure Examination

NSSE: National Survey on Student Engagement

OSAP: Ontario Student Assistance Program

PMNPD: Post-master Nurse Practitioner Diploma

### **1. Undergraduate Program (B.Sc.N.)**

The reviewers observed the following **strengths**:

- Admissions Requirements
  - Most students exceed the minimum admission requirements
- Innovation
  - Clinically taught case studies and scenarios demonstrate application of theory and knowledge to solve clinical problems
  - Simulations expose students to low volume/high risk situations
  - “Top Hat” audience response system
  - Inter-personal educational activities focused on ethical issues in healthcare practice help to foster inter-professional communication and debate
  - Simulation laboratories, international elective placements, career planning workshops, and the Summer Undergraduate Student Research Program provide students with learning opportunities beyond the classroom
- Student Engagement, Experience & Program Support Services
  - Access to a range of health and wellbeing services
- Quality Indicators – Students
  - Students commented very positively about the program, and would recommend it to others
  - Higher percentage of University of Toronto B.Sc.N. graduates are successful on the NCLEX than compared to other Ontario nursing graduates
  - Highly competitive applicants, with diverse academic backgrounds and work experience
  - Very low attrition rates (from 2% to 5% since 2009), with lower than average time to degree rates, when compared to all nursing programs in

Ontario (94% of U of T students complete in 7 years, versus 84% average in Ontario)

- Very high class attendance rates
- Students value the simulation laboratories and clinical experience in facilities
- Post-graduation rates very high (96% employed within 6 months, and 98% within 2-years)
- Student Funding
  - Needs based financial assistance available

The reviewers identified the following **areas of concern**:

- Innovation
  - Few undergraduate students are able to take full advantage of research opportunities due to curricular, clinical and work demands
  - Low participation (17-37 student/year) in the Summer Undergraduate Student Research Program
- Accessibility and Diversity
  - Faculty members are concerned by the limited gender diversity and limited representation of Indigenous and minority groups in the student body
- Assessment of Learning
  - Some students commented that they would like to see greater use of marking rubrics
- Quality Indicators – Students
  - 2014 NSSE results are somewhat lower than peer U15 institutions on some items
  - Student evaluation of teaching scores are lower than the reviewers expected
- Student Funding
  - Funding and support for Summer Undergraduate Student Research Program has changed over the years
  - OSAP funding not keeping pace with costs; some students have to take on part-time jobs

The reviewers made the following **recommendations**:

- Innovation
  - Increase participate rates in the Summer Undergraduate Student Research Program
- Assessment of Learning
  - Consider expanding the role of teaching assistants to support multiple forms of assessment as well as graduate student professional development
- Quality Indicators – Students

- Develop initiatives to increase the diversity of students

## 2. Graduate Programs (M.N., Post-master Nurse Practitioner Diploma, and Ph.D.)

The reviewers observed the following **strengths**:

- Curriculum and Program Delivery
  - New M.N. courses have been designed to meet the changing demands of the profession, and have been developed with wide consultation
  - M.N. students perceive curriculum structure as appropriately building on prior learning
- Innovation
  - Online delivery of M.N. Nurse Practitioner supported by face-to-face residencies
  - M.N. and Ph.D. students have access to many opportunities for learning beyond the classroom
- Student Engagement, Experience & Program Support Services
  - Access to a range of health and wellbeing services
  - Efforts to assist doctoral student progression include:
    - Required literature review that aligns with thesis proposal
    - Updated Record of PhD Supervisory Committee form, which tracks student progression
    - Increased frequency of review of student progress
- Quality Indicators – Students
  - Recent changes to the structure of the M.N., which allows students to proceed as a cohort, has been positively received by students
  - Substantial changes made to the M.N. following students consultations to address issues raised in 2016 CGPSS
  - Local employers are keen to have employees enrol in the master's programs to increase skills and to take on more advanced roles
  - Doctoral students report satisfaction with program delivery, supervision, and courses
  - Results from the 10,000 Ph.D. study show the doctoral program is preparing the next generation of nursing faculty

The reviewers identified the following **areas of concern**:

- Innovation
  - Students reported greater need for quality control of online courses offered in the MN -NP, specifically to ensure quality of online materials; appropriate sequencing of courses; timely formative feedback; appropriate match of clinical placements to primary care orientation; better contact between university and placement sites and support for finding placements; balance between peer-group learning and faculty instruction

- MN- NP students “seemed to have lost confidence in the program”
- Disconnect between the MN-NP students’ dissatisfaction with online courses and faculty members’ positive view of online course development
- Doctoral students holding teaching assistantships have limited opportunities to develop a broad range of teaching skills
- Few M.N. and doctoral students are able to take full advantage of extra-classroom and research opportunities due to curricular, clinical and work demands
- Student Engagement, Experience & Program Support Services
  - Challenge of adequately matching doctoral student’s interest with a supervisor’s research program
  - While doctoral average time-to-completion is decreasing, from 7.5 years (2012-13) to 6.5 years (2015-16), and initial verbal reports from this year are positive, the average time-to-completion is still longer than most other U of T departments
  - Many Ph.D. students report difficulty with completing their program in 4 – 6 years due to the need to work to supplement income.
  - Ph.D. students reported excessive wait times for receiving research ethics clearance
- Quality Indicators – Students
  - 2016 CGPSS results show an overall fall in satisfaction rate among M.N. students; while this has been addressed in other programs, PMNPD students indicate this has not impacted their program yet
  - Master’s programs are not meeting enrolment targets despite moving to an online delivery designed to help increase the number of students from outside Toronto
  - Professional decline in demand for Nurse Practitioners
- Student Funding
  - Few awards available for M.N. students

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
  - Consider reintroducing the part-time option for the M.N. to create flexibility for students who are also working in the healthcare sector during their program; ensure time-to-completion is closely monitored if the part-time option is reintroduced
  - Explore release-time possibilities for M.N. students who are also employed during their program
- Quality Indicators – Students
  - Consider further analysis of MN-NP student satisfaction scores
  - Explore strategies to “fast track”, using direct entry from B.Sc.N. to PhD, for capable doctoral students who are interested in an academic career



- Employ continued efforts to meet targeted doctoral time-to-completion of 4-years

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Highly accomplished researchers, known for expertise and publishing in high impact journals
  - Research contracts and grant values have risen in the last two years
  - Impressive external funding dollars, especially given the numbers of junior faculty
  - Faculty have successfully attained funding from the National Institutes of Health
- Relationships
  - Faculty have fruitful relationships with other universities and organizations

The reviewers identified the following **areas of concern**:

- Research and Scholarship
  - Teaching-stream faculty expressed the need for supports in order to meet scholarship and publication targets, and to help earn promotion
- Faculty Complement
  - Small number of PhD graduates and high cost of living in Toronto, present faculty recruitment challenges

The reviewers made the following **recommendations**:

- Research
  - A formal mentorship program for new faculty could be beneficial, especially to support grant proposals and editorial support for publications
- Faculty Complement
  - Succession planning is necessary given anticipated retirements over the next five-years
  - Provide start-up funds for new faculty to collect pilot data

### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty and leadership expressed mutual respect for each other
  - Sense of pride among faculty to be associated with high internationally ranked university

- Strong inter-professional relationships between nursing faculty and other disciplines across the University
- Staff expressed great pride, high job satisfaction, and appreciated their contributions to preparing future nurses for practice, research and leadership roles
- The Dean is highly respected by university and nursing colleagues
- Long-Range Planning & Overall Assessment
  - Strategic Plan is aligned with overall institutional goals, and builds on the University's strengths and reputation
  - Advancement Director is now in place and can explore opportunities to increase fund raising efforts
- International Comparators
  - Positive post-graduation data places the undergraduate program above most comparative international institutions
  - Master's programs are well in line with other similar programs at Canadian institutions
  - The performance of the Faculty overall places it among the top nursing schools in the world

The reviewers identified the following **areas of concern**:

- Relationships
  - Student morale varied by program; graduate students expressed concerns with funding levels and the structure of teaching assistantships
- Organizational and Financial Structure
  - Potential need for “additional staff support”, however, “unlikely that funding will be available”
- Long-Range Planning & Overall Assessment
  - Recruitment of new faculty is a key priority, but challenging given strong competition for a small pool of qualified candidates
  - Graduate enrolment targets have not been met and may be too ambitious
  - Student financial support remains a key issue, including the level of graduate funding from Faculty and Tri-Council sources
  - Younger alumni indicated they had not received requests for regular donations

The reviewers made the following **recommendations**:

- Organizational and Financial Structure
  - An analysis of staff jobs may assist identify if additional support staff are needed in some areas (e.g. student recruitment, communications, advancement, and research)
- Long-Range Planning & Overall Assessment
  - Commercial education programs could be considered to generate new sources of revenue, pending they meet appropriate market needs

- A professional doctoral program for nurse leaders, if structured properly, could be a source of new revenue
- The Faculty should continue to consider diversity in faculty recruitment, and ensure attractive recruitment packages
- Faculty should work on recruitment strategy to increase student diversity, to ensure that nurses represent the communities they serve; a recruitment coordinator from an underrepresented group might assist with these efforts
- A national funding strategy for developing nursing scholars is needed
- Focus efforts on increasing the number of alumni donors rather than trying to secure larger individual gifts