UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Bachelor of Science in Nursing, BScN Master of Nursing in Nursing Science, MN • Fields: Clinical Nursing; Health Systems Leadership and Administration; Nurse Practitioner • Emphases (Nurse Practitioner Field only): Adult; Primary Health Care – Global Health Doctor of Nursing, DN Doctor of Philosophy, PhD, Nursing Science Post-Master's Nurse Practitioner Diploma, PMNP • Emphases: Adult Primary Health Care – Global Health
Division Reviewed:	Lawrence Bloomberg Faculty of Nursing
Commissioning Officer:	Vice-Provost, Academic Programs
Reviewers (Name, Affiliation):	• Alice Gaudine, Professor and Former Dean, Faculty of Nursing, Memorial University of Newfoundland & President, Canadian Association Schools of Nursing • Valerie Howard, Dean, School of Nursing, University of North Carolina at Chapel Hill • Brendan McCormack, Head and Dean, Susan Wakil School of Nursing and Midwifery, University of Sydney
Date of Review Visit:	January 29-31, 2024
Review Report Received by VPAP:	April 8, 2024
Administrative Response Received by VPAP:	September 19, 2024
Date Reported to AP&P:	October 22, 2024

Previous UTQAP Review
Date: November 28, 2017

Summary of Findings and Recommendations

Significant Program Strengths
- Its solid status as one of the top nursing faculties in the world
- The innovative teaching methods and numerous opportunities for students to engage in learning beyond the classroom
- The faculty are highly accomplished researchers with impressive levels of research funding
- The staff report great pride and satisfaction working in the Faculty

Opportunities for Program Enhancement
- Supporting graduate student recruitment from regions outside of Ontario as well as from local health service organizations
- Considering the possible impact of student funding and tuition on enrolment and recruitment
- Modernizing the MN-NP curriculum
- Addressing faculty recruitment challenges through the development of pipelines, from the BScN onwards
- Identifying supports for teaching stream faculty to develop their scholarship
- Increasing student and faculty diversity
- Exploring revenue generating international programs
- Conducting a staff job analysis and review to see if opportunities exist to reallocate responsibilities within Faculty areas

Current Review: Documentation and Consultation

Documentation Provided to Reviewers
- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices including access to course descriptions and faculty CVs
- Previous review report including administrative response
- Towards 2030: The View from 2012 -An Assessment of the University of Toronto's Progress Since Towards 2030

Consultation Process
- Vice-President & Provost
- Vice-Provost, Academic Programs

- Dean, Lawrence Bloomberg Faculty of Nursing
- Associate Dean, Academic
- Associate Dean, Research
- Director, Doctoral Programs
- Director, MN Programs
- Director, Undergraduate Program
- Year 1 Undergraduate Coordinator
- Year 2 Undergraduate Coordinator
- Graduate Students
- Undergraduate Students
- Acting Executive Director, Centre for Professional Development Office
- Executive Director, Centre for Professional Development Office
- Equity, Diversity, Inclusion & Indigenous Reconciliation Committee Chairs and members
- Executive Assistant to the Dean
- Director, Office of the Dean
- Assistant Dean, Registrarial and Student Services
- Director of Advancement
- Business Manager
- Academic Information & Technology Supervisor
- Director, Information Technology
- Director Clinical Education Office
- Senior Communication and Media Boardroom Relations Officer
- Chief Administrative Officer
- Vice President, Clinical Operations and Chief Nursing Executive, Centre for Addiction and Mental Health
- Vice President, Programs & Services and Chief Nursing Executive, Holland Bloorview Rehabilitation Hospital
- Program Director, Surgery, North York General Hospital
- Vice President of Clinical Programs and Corporate Nurse & Professional Practice Executive, Women's College Hospital
- Alumni Representatives
- Vice-Dean, Research and Program Innovation, School of Graduate Studies
- Dean, Dalla Lana School of Public Health
- Dean, Leslie Dan Faculty of Pharmacy
- Dean, Faculty of Kinesiology & Physical Education
- Interim Dean, Faculty of Dentistry
- Vice-Dean, Clinical and Faculty Affairs, Temerty Faculty of Medicine
- Director of Research Administration
- Research Data Analyst, Research Office
- Strategic Research Development Officer, Research Office
- Financial & Payroll Assistant, Research Office
- Administrative Assistant, Research Office
- Teaching Stream Faculty
- Part-Time and Status-Only Faculty

- Pre-Tenure Faculty
- Tenured Faculty

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths:**

- Objectives
  - Strong emphasis on integrating research, with commitment to further expanding integration opportunities
  - Program Objectives and Program Learning Outcomes are mapped intentionally with the Curricular Themes, serving as a foundation for continuous quality improvement in an attempt to modernize nursing education
- Admissions requirements
  - Highly competitive admissions process, with admitted students exceeding admission requirements
  - LBFON is implementing a holistic BScN admissions process to ensure students represent the populations they serve
- Curriculum and program delivery
  - BScN program incorporates didactic, clinical, and simulation instruction
  - Newly implemented Program Objectives and Program Learning Outcomes include anti-discriminatory and culturally safe nursing practices and incorporate recommendations from the Indigenous Health Nursing Working Group and the Black Health Equity Working Group
  - Improvements in clinical education and the strengthening of the simulation team are key program features
- Innovation
  - Simulation lab creates a safe environment for students to practice
- Accessibility and diversity
  - Program directors and faculty members work with students and nurses in clinical practice to promote accessibility in undergraduate courses
  - Priority BScN pathway for Indigenous applicants, including review of applications by Indigenous community members, is a commendable practice
  - Indigenous Health Nursing Working Group formed in 2021 to make recommendations regarding integration of Indigenous content within program curricula, including principles of cultural safety, cultural humility, social justice and anti-racist approaches to Indigenous health
  - 2019-20 review of undergraduate course content identified content related to Indigenous health; course instructors committed to integrate Indigenous knowledge and voices, and to consider the decolonization of nursing practice in their courses

- ▸ Black Health Equity Working Group formed in 2021 to make recommendations regarding development of students' knowledge and skills to address anti-Black systemic racism, promote health equity and social justice (including principles of anti-oppression, cultural safety, cultural humility, equity, compassion and empathy), and to promote an environment where Black students feel included and safe in nursing courses and clinical settings
  - ▸ Notable focus on incorporation of Universal Design principles and supporting students with disabilities to obtain a nursing degree
- Student engagement, experience and program support services
  - ▸ Disclosure process developed since last review enables students who have experienced or witnessed harassment or discrimination to disclose the event online or to a designated intake officer
- Quality indicators – undergraduate students
  - ▸ Majority of student course evaluations are positive
  - ▸ NCLEX-RN first-time pass rates are consistently 95% or higher, exceeding average pass rates in Ontario and the U.S.
  - ▸ Degree completion rates are higher than the overall Ontario rate
  - ▸ Strong employment rates compared to provincial overall rate
  - ▸ Employers consistently state that the LBFON alumni are superior and highly sought after
  - ▸ Students and graduates consistently share feedback regarding the high quality of clinical experiences

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

- Overall quality
  - ▸ Government-initiated enrollment expansion has significantly increased student numbers without commensurate increases in program resources
- Student funding
  - ▸ Relatively high cost of living in Toronto compared to other areas highlights the need to support students with additional resources for housing and cost of living expenses

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ As enrolment increases, ensure that classroom, clinical, and simulation experiences are coordinated and mapped according to student level and learning outcomes
  - ▸ Consider incorporating online courses in the BScN program to introduce students to innovative teaching modalities, ease the burden on the physical facility, promote a more flexible learning environment, and provide opportunities for continued learning if students cannot attend class in person
- Innovation
  - ▸ Use of evidence-based simulation can ease the burden for finding clinical placements; consider investing more resources in simulation to meet needs of growing student enrollments

- Accessibility and diversity
  ▸ Continue building on the solid foundation of work with diverse communities performed to date, developing anti-discriminatory and culturally safe nursing practices incorporating recommendations from Black, Indigenous, and LGBTQ2S+ communities
- Assessment of learning
  ▸ Consider requiring a written formative assessment at mid-term, to ensure students are progressing and on-schedule to meet clinical objectives
- Quality indicators – undergraduate students
  ▸ Continue monitoring program outcomes, course and instructor evaluations, and NCLEX-RN first time pass rates to ensure program quality remains strong

2. Graduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
  ▸ PhD program is a long-established, well-respected program with an excellent track record of graduating high-performing nursing researchers and leaders
- Objectives
  ▸ Strong emphasis on integrating research in LBFON master's level programs, with commitment to further expanding integration opportunities
  ▸ All fields of the MN (Clinical, HSLA and NP) and the PM-NP programs are relevant to advanced practice nursing requirements
  ▸ Innovative DN program, the first of its kind in Canada, aims to equip nursing leaders with the knowledge, skills and expertise to grow into executive roles
  ▸ Consistency between DN Program Objectives and Program Learning Outcomes; PLOs clearly reflect a health-systems focus, underpinned by relevant areas of theory and practice needed to lead the advancement of practice in complex health systems
  ▸ DN program has a strong research focus relevant to the need for leaders to be able to systematically inquire into their own and others' practice as well as evaluate change and innovation
  ▸ PhD Program Objectives focus on preparing scientists and scholars with the analytical and research skills required to expand knowledge of clinical, theoretical, and health systems issues; program is in line with the university's goals as a research-intensive university
- Admissions requirements
  ▸ LBFON reputation for research and program quality leads to high quality applicants
  ▸ MN and the PM-NP admission requirements aligned to select individuals who will be successful in the program
  ▸ Pre-screening process introduced in 2022 so to support better alignment between potential DN students and supervisors

- Curriculum and program delivery
  - ▸ Practicum requirements in the MN Clinical and HSLA fields, which are not included in many Canadian programs, enhance relevance and quality
  - ▸ MN-HSLA and MN-Clinical programs have sufficient numbers of quality placements and preceptors for practicums
  - ▸ Online format of the MN (HSLA and NP fields) and PM-NP programs enables flexibility for students, including those residing outside of Toronto
  - ▸ MN and PM-NP curricula are continuously reviewed and revised by faculty members, program directors and the Curriculum Committee, incorporating feedback from students, graduates, practice partners, faculty members and regulatory bodies
  - ▸ PhD research methods course in year 1 addresses all aspects of research methodology and method development as well as researcher growth and development; course aims to foster a community among enrolled students and support them through their program
  - ▸ Simulation lab supports NP student learning with dedicated resources and adherence to simulation standards of best practice
- Innovation
  - ▸ Innovative teaching practices in the MN program include the use of flipped classrooms, synchronous discussion sessions, and learning pods in which students collaborate on case studies and other learning activities
  - ▸ MN-HSLA field includes hybrid clinical placements as well as on-site placements
  - ▸ Mapping of DN curriculum to the Canadian College of Health Leaders LEADS in a Caring Environment competencies framework is a notable innovation
  - ▸ DN program team is working closely with the inaugural DN student cohort in a co-design relationship to engage in ongoing quality improvement of the program, a commendable innovation
- Accessibility and diversity
  - ▸ Program directors and faculty members work with students and nurses in clinical practice to promote accessibility in graduate courses
  - ▸ Priority MN pathway for Indigenous applicants, including review of applications by Indigenous community members, is a commendable practice
  - ▸ Indigenous Health Nursing Working Group formed in 2021 to make recommendations regarding integration of Indigenous content within program curricula, including principles of cultural safety, cultural humility, social justice and anti-racist approaches to Indigenous health
  - ▸ Black Health Equity Working Group formed in 2021 to make recommendations regarding development of students' knowledge and skills to address anti-Black systemic racism, promote health equity and social justice (including principles of anti-oppression, cultural safety, cultural humility, equity, compassion and empathy), and to promote an environment where Black students feel included and safe in nursing courses and clinical settings Notable focus on incorporation of Universal Design principles and supporting students with disabilities to obtain a nursing degree

- ► NP curriculum includes training in assessment of individuals with different skin colours
- Assessment of learning
  - ► Programs employ a wide variety of assessment methods with consideration for different learning styles and professional practice competencies
  - ► PhD requirements (e.g., literature review and proposal development/defense) act as key milestones for assessing student progression
- Student engagement, experience and program support services
  - ► Students/graduates of the MN-HSLA field, MN-Clinical field and MN-NP field spoke positively about their programs
  - ► Disclosure process developed since last review enables students who have experienced or witnessed harassment or discrimination to disclose the event online or to a designated intake officer
  - ► MN and PM-NP diploma programs include practicum placements enabling experiential and applied learning
  - ► Development of practicum placements and preceptors is informed by student feedback
  - ► Annual PhD Symposium provides the opportunity to present their work to fellow students and engage in classes to support thesis writing and development as researchers
  - ► PhD students have the opportunity to participate in the Bloomberg Rounds
  - ► Recent change to include some PhD course work in year 2 of the programs (instead of entirely in year 1) provides continued support and a sense of belonging for students
- Quality indicators – graduate students
  - ► MN applications increased 80% from 2017 to 2021; new registrants increased 28% in the same period
  - ► High licensure exam pass rates for NP students
  - ► MN and PM-NP student course evaluations are positive, with a response rate of over 50%
  - ► Practicum preceptors are surveyed every second year; respondents speak favourably about LBFON students and describe them as "standing out" from graduate students from other universities
  - ► Student evaluations of courses compare the same or more favourably with those of students from other U15 Universities
  - ► MN and PM-NP students and graduates were positive about the quality of their program and expressed pride in being a University of Toronto student or graduate
  - ► PhD shows consistent and sustained numbers of students entering the program
  - ► PhD program quality is continuously monitored through a range of processes including a variety of surveys, benchmarking assessments and monitoring of completion rates; results consistently demonstrate a high-quality program, with the international standing of the faculty being particularly strong
  - ► PhD time to completion rate is better than the university average

- PhD student satisfaction survey results generally show a highly satisfied community of students
- Quality indicators – alumni
  - ▸ All MN graduates are surveyed two years after they complete their program, with responses indicating that they felt prepared for leadership roles; 2022 survey had a 66% response rate and 100% of the respondents said they were employed in a role that mandated or preferred an advanced practice nurse
- Quality indicators – faculty
  - ▸ MN and PM-NP programs are supported by sufficient numbers of faculty members with PhD degrees who are active in research or scholarly activity, as well as registered as an RN or NP
  - ▸ Strong faculty complement, including several global research leaders, forms a key resource available to students and represents a distinctive quality of the PhD program
- Student funding
  - ▸ Variety of funding options are available to PhD students at the time of application and for support at key stages of the program (e.g., conference attendance)

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

- Curriculum and program delivery
  - ▸ Reviewers note sufficient numbers of quality placements and preceptors for practicums in the MN-HSLA and MN-Clinical programs, with some challenges with finding preceptors for the NP program
  - ▸ Students commented that some pre-recorded NP lectures needed updating
  - ▸ Reviewers observe that the DN program includes a focus on leadership in education, but that very few DN courses are dedicated to education theory/practice and pedagogical principles
- Student engagement, experience and program support services
  - ▸ MN students expressed a desire for course assignment due dates to be coordinated
  - ▸ PhD students commented on inconsistent quality of supervision
  - ▸ Reviewers note that several international students voiced serious concerns regarding the cost of living in Toronto and related financial struggles
  - ▸ Reviewers note that several international students voiced serious concerns regarding the cost of living in Toronto and related financial struggles, including "potential homelessness" and the affordability of food and other essential items

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ Consider strategies to help interested MN students transition into the PhD program, including an MN thesis option, inclusion of a small MN research project, redevelopment of the MN capstone course, and/or more frequent use of MN "fast-track" option for exceptional students

- ▸ Consider including a focus on systems design and executive leadership in the HLSA field
- ▸ Consider changes to program regulations to address challenges finding preceptors for NP students
- ▸ Consider reorienting the DN research project/thesis to emphasize 'excellence in practice' with suggested focus areas including policy development and analysis, transformational changes in clinical practice, and educational scholarship
- ▸ Consider developing a hybrid delivery option for the PhD program to allow increased flexibility for students
- Student engagement, experience and program support services
  - ▸ Develop explicit indicators to support monitoring of quality of PhD supervision
  - ▸ Create opportunities for all PhD students to work as TAs in a broad range of teaching, learning and assessment activities, in addition to marking student assignments
  - ▸ Consider developing a 'Teaching Certificate' for PhD students to enhance their employability potential
- Student funding
  - ▸ Explore ways to provide additional support and resources for students facing financial challenges due to the cost of living in Toronto

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▸ LBFON is a leading research-intensive Faculty with a clear research strategy consistent with the research strategic goals of the university
  - ▸ Relationship with Toronto Academic Health Sciences Network (TAHSN) is a key characteristic of LBFON research, with many faculty cross-appointed to affiliated research institutes
  - ▸ TAHSN membership enables LBFON researchers to lead and participate in interdisciplinary research teams, ensuring that many aspects of health research have a nursing perspective
  - ▸ Focused and strategic approach to all aspects of research funding, management and relationships, supported by the Office of Research and External Relations (ORE), has resulted in significant impacts that place the Faculty as a global nursing and health research leader
  - ▸ Securing Tri-agency research funding has been a key ORE priority, with significant recent increases in overall research funding and commendable grant application success rates
- Faculty
  - ▸ Faculty complement includes 22 tenure-stream professors, 9 of whom hold research chairs; many faculty have received national and international awards in recognition of their research successes

- ▶ Many faculty are global leaders in their research areas, contributing to the generation of new knowledge that informs clinical practice, nursing education, and health policy in Canada and around the world
- ▶ LBFON has taken a strategic decision to recruit high quality researchers into professorial positions, resulting in significant success evident in the research outcomes.
- ▶ Faculty hiring processes address applicants' experiences and approaches to working with diverse groups, and their contributions to fostering diversity
- ▶ Faculty hiring processes include posting available positions to the Canadian Black Nurses Alliance (CBNA) and the Canadian Indigenous Nurses Association (CINA) to help reach diverse applicants

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

- Research
  - ▶ Reviewers note limited measurement of faculty research impact beyond publication and citation rates
- Faculty
  - ▶ Reviewers note comments from faculty members in both teaching and tenure streams regarding high workload and "feeling stretched"
  - ▶ Intentionality of directors and faculty members in accommodating students brings an increase in director/faculty workload
  - ▶ Reviewers note comments from administrators and faculty members regarding challenges hiring NPs who also have PhD degrees into faculty roles
  - ▶ Faculty members commented on challenges due to inadequate TA support
  - ▶ Faculty workload associated with revising and developing courses is not compensated through assigning teaching weights
  - ▶ Faculty in PhD and DN programs do not receive teaching weight credit for supervision work
  - ▶ Faculty expressed concerns about the workload associated with DN supervision commitments, and resulting impacts on the overall workload of faculty
  - ▶ Reviewers note concerns from faculty regarding the administrative work required to support active grants and grant applications

The reviewers made the following **recommendations**:

- Research
  - ▶ Consider strategies for broader systematic assessment of faculty research impact
- Faculty
  - ▶ Monitor and recognize increases in director/faculty member workloads related to supporting student requests for accommodation
  - ▶ Faculty with pedagogical expertise are needed to support continuation of the education focus in the DN program
  - ▶ Consider increasing resources for the DN program to prevent negative impacts on overall faculty workload

- Explore strategies for faculty succession planning and development to ensure a clear plan is in place for ongoing research leadership and management in the Faculty; suggestions include an ECR mentoring program, KPIs for tenured faculty to support their development in research, teaching, and administration, and a research leadership development program for existing faculty and research administrators
- Examine teaching stream faculty workload model with consideration for course coordination, student enrollment, clinical coordination, assessment loading, space for scholarship, as well as serving on PhD/DN committees
- Consider developing a teaching equivalencies document with weight assigned to courses and graduate students that align with the associated workload

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
  - Strong relationships with other Faculties, departments and units across the university; positive partnerships between academic leaders, between faculty across Faculties and departments, and a strong commitment to interdisciplinarity
  - Strong partnerships with other nursing and health Faculties across Canada and internationally
  - Strong relationships with practice partners
  - Strong partnerships with external agencies, most notably TAHSN; positive relationships serve to ensure the ongoing development of key aspects of LBFON operations including clinical learning for undergraduate students, internships for master's students, and research partnerships
  - Following a 2021-22 survey, LBFON developed of a number of initiatives to support wellbeing of students, faculty, and staff
- Organizational and financial structure
  - Following recent increases in students requiring academic support, LBFON has added an on-location Accessibility Advisor in addition to central support for accessibility
  - LBFON has a clear professional staff profile serving a variety of departmental functions; "we were impressed with the level and range of work undertaken through these departments and the sense of collegiality across departments"
- Long-range planning and overall assessment
  - All programs are consistent with University and Faculty missions, as well as the Faculty's values and academic plan

- ‣ LBFON has completed substantial work on equity, diversity and inclusion since the last review; reviewers commend the Faculty on this work as well as the Faculty's continuing commitment to increase diversity, equity and inclusion across all departments and services
- ‣ Equity, Diversity, Inclusion and Indigenous Reconciliation (EDI & IR) Committee was established in 2021 and is a standing committee of Faculty Council; the committee responds to the Truth and Reconciliation Commission's recommendations for nursing education as well as to the University's work to address anti-Black racism
- ‣ Learning materials to support faculty members' integration of recommendations from the BHEWG, the Indigenous working groups, as well as guidance for consideration of populations such as LGBTQ2S+ and Muslim individuals, have been placed in the university's online learning management system
- ‣ LBFON recognizes the need to increase diversity in hiring, to match the demographics of the student population
- ‣ All hiring and promotions committee members complete training on unconscious bias, equity, diversity and accessibility; members of search committees include a representative for equity, diversity and inclusion
- ‣ LBFON is an active leader in Canada through participation in a variety of strategic decision-making forums and bodies, showing consistent leadership in nursing in the country
- ‣ LBFON demonstrates social impact through sharing outcomes from the Bloomberg Rounds, the Faculty Newsletter, an annual named lecture (The Splane Lecture), and 'Nurses Week'
- ‣ LBFON continues to provide programs that are desired by graduates and future employers
- International comparators
  - ‣ LBFON research is highly ranked when compared with a variety of international comparators, consistently ranking in the top 10 nursing schools globally, with favorably comparisons to the top US universities in terms of student outcome and research funding
  - ‣ Publication and citation rankings are in the top 20 of North American institutions conducting nursing research
  - ‣ LBFON achieves notable levels of productivity in research funding and research outputs despite having fewer faculty and students than many North American peer institutions

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

- Relationships
  - ‣ Reviewers note comments from some faculty members regarding the Faculty culture, particularly regarding opportunities for shared decision-making and a sense of a lack of transparency in decision-making
  - ‣ Reviewers note "accounts of a perceived divide between the research and teaching streams resulting in perceptions of imbalanced workloads and lack of opportunities for professional development"

- Organizational and financial structure
  ▶ Anticipated end of funding for the Strategic Research Development Officer position in ORE, has potential for "significant negative impact on the overall research success of faculty"
  ▶ Reviewers note comments regarding staff taking on new responsibilities without compensation or adding additional FTE
  ▶ Reviewers observe that LBFON operates with relatively small faculty and staff complements
  ▶ Reviewers note comments from staff members that additional staff are needed in certain units
  ▶ Several administrative functions and offices are fulfilled by a single person; reviewers note concerns that this poses considerable risk to business continuity
  ▶ Reviewers observed a lack of awareness among some Faculty members regarding the central services available to them and how to access them
  ▶ Reviewers note comments from faculty members that there are fewer administrative staff members to support students, resulting in increased demand on faculty members to provide student support
- Long-range planning and overall assessment
  ▶ Reviewers note concerns that "enrollment growth in an environment of stagnant tuition poses a risk for long range planning and places additional challenges on the Advancement and Fundraising staff"

The reviewers made the following **recommendations**:

- Relationships
  ▶ Consider a program of culture development to address perceived divide between and create cohesion between tenure and teaching stream faculty
  ▶ Explore opportunities to increase interdisciplinarity through internal and external partnerships
  ▶ Explore further opportunities to leverage the benefits of TAHSN to create more clinical-academic researcher positions
- Organizational and financial structure
  ▶ Conduct an operational review of staffing needs and workload equivalences in areas including student recruitment, student clinical placement, and admissions
  ▶ Consider increases in faculty and staff complements to address workload and area coverage concerns
  ▶ Consider staff cross-training to assist in meeting operational requirements during busy or short-staffed periods
- Long-range planning and overall assessment
  ▶ Consider hiring doctorally prepared Director of Simulation to lead innovation in simulation instruction and focus on research related to evidence-based implementation of simulation
  ▶ Consider broader and deeper methods of measure the Faculty's social impact, including developing a process for assessing the impact of research at individual, community and societal levels and within a global perspective

- Strategic planning process for the Centre for Professional Development should include financial modeling as well as clarification of CPD's mission and contributions to the Faculty
- Consider resource requirements as well as the risks and benefits of offering programming at the Scarborough Academy of Medicine and Integrated Health
- Evaluate progress on the Faculty's current strategic plan and dedicate resources to developing the next 3-5 year plan
- Develop a sustainability plan with a clear focus on maintaining, sustaining and further developing the Faculty's global position

LAWRENCE BLOOMBERG
FACULTY OF NURSING
UNIVERSITY OF TORONTO

Bloomberg Nursing

September 20, 2024

Professor Susan McCahan
Vice-Provost, Academic Programs and
Vice-Provost Innovations in Undergraduate Education
University of Toronto

Dear Professor McCahan,

Thank you for sharing the report of the January 2024 external review of the Lawrence Bloomberg Faculty of Nursing and its programs. The UTQAP Provostial cyclical review process has facilitated informative conversations with students, faculty, staff, alumni, and our clinical partners. We will use the feedback we received, and the knowledge gained from the review process, to inform the creation of our 5 - year strategic academic plan.

We were pleased that the reviewers lauded points of pride for our Faculty such as our: high-quality research, academic programs that are valued by graduates and employers, and our work in the areas of equity, diversity, and inclusion. We also appreciated seeing that numerous recommendations in the report aligned with our own noted areas for improvement. At the same time, we felt there were some misperceptions and recommendations that did not align with our self study. As such, we have incorporated our perspectives and priorities for improvement into our response to the recommendations. A detailed response to each recommendation and a summary of our short-mid and long-term goals are included in the appended table. We will track and evaluate our progress on each of these goals and our plans for implementation will be integrated into our academic plan.

Sincerely,

Professor and Dean,
Robyn Stremler, RN, PhD, FAASM, FAAN

2023-24 UTQAP Review of the Lawrence Bloomberg Faculty of Nursing - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the sample table provided by the Office of the Vice-Provost, Academic Programs

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Narrative	Dean's Response
The reviewers made recommendations related to ways to address the impact of enrollment expansion emphasizing the need to leverage ways to expand simulation and clinical placement options.	1	"The use of evidence-based simulation according to the International Nursing Association for Clinical Simulation and Learning (INACSL): Healthcare Simulation Standards is imperative to running a high-quality simulation program to prepare pre-licensure students. Simulation can ease the burden for finding clinical placements, and, in order to provide this training, the school must dedicate adequate resources and personnel to ensure success… the reviewers suggest investing more resources in simulation to meet the needs of the growing enrollment. One area of opportunity is to hire a doctorally prepared Director of Simulation to lead innovation in simulation instruction and focus on research related to evidence-based implementation of simulation (including mannequin based,	Since the last review, the SIM lab and programming have improved significantly. The SIM lab enables students to learn, and faculty to evaluate student learning, in a variety of ways beyond the classroom and clinical settings. We agree that since the challenges with clinical placements will continue for the foreseeable future, a viable solution is expanding the simulation program to further complement clinical placements and enhance clinical skills attainment. At the same time, based on current research evidence and clinical context, we don't believe simulation should be substituted for up to 50% of clinical experiences as stated in the recommendations. Therefore, our short-medium-and long-terms goals are centred around: leveraging resources to further enhance the SIM programming that currently	**Short Term (3 months – 1 year)** **Consultations with TAHSN Chief Nurses** - The Dean has started her term (May to September 2024) by meeting with the Chief Nurses at each TAHSN hospital to discuss many topics, including ways to share resources around simulation learning and the challenge of procuring sufficient clinical placement spots, clinical instructors, and preceptors for our student population. These meetings have helped identify opportunities where Bloomberg Nursing students could utilize SIM labs and resources within hospitals and to consider ways to involve more clinical instructors and adjunct faculty in supporting SIM learning for our students, both at Bloomberg Nursing in our SIM lab and at SIM facilities at TAHSN sites. The conversations have also underpinned the importance of, and commitment from the TAHSN nursing leadership to, protect clinical placement spots for students at Bloomberg Nursing and encourage RN staff to serve as clinical instructors and preceptors. The Faculty will build upon the meetings with the Chief Nurses to further strengthen connections and communication between Bloomberg Nursing and our TAHSN partners to ensure a sufficient number of placement spots within our expanded enrollment and to better incorporate SIM learning within clinical learning opportunities. We will also continue generative conversations as above, but with community partners (e.g. VHA Health, SE Healthcare, Toronto Public Health) and partners outside of TAHSN. **Leads**: *Dean with Associate Dean Academic, Directors of UG, MN, Doctoral programs*

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Narrative	Dean's Response
		standard patients, and Virtual Reality)."	exists; expanding SIM to the Masters and Doctoral programs; and strengthening relationships with hospitals and community partners to protect – and even expand - clinical placements and leverage SIM resources outside of the Faculty of Nursing.	**Hire a SIM Learning Consultant** – We will hire a SIM Learning Consultant to collaborate with our current SIM team members to co-create a curricular plan across our programs. The Consultant will engage with the Faculty and our TAHSN partners to explore points of connection with SIM-focused initiatives such as leveraging/sharing our existing SIM resources, considering how our clinical placement pressures might be eased by substituting some SIM activities (including traditional SIM, e-SIM, virtual SIM) for clinical placement time, creating a plan to increase use of SIM in graduate programs. **Leads**: *Dean with Associate Dean Academic, Director Clinical Education Office, Director of UG, MN, Doctoral programs* **Use SIM to Develop Research Competencies for Doctoral Students** - A team of faculty members and trainees was awarded a grant "*Development of an innovative, simulation-based Graduate Research Interactions with Human Participants (GRIHP) Training program*" from the SGS Graduate Education Innovation Fund (GEIF) in May 2024 to develop, evaluate and implement SIM scenarios to develop research competencies (e.g. participant consenting, conducting semi-structured interviews/focus groups) for PhD and DN students. **Leads**: *Director of Doctoral Programs with Dean, Associate Dean Academic*
	2	"The results of the National Council of State Boards of Nursing National Simulation Study indicate the substitution of up to 50% of clinical experiences with evidence-based simulation experiences is equivalent to traditional clinical experiences; doing so can help alleviate the burden of finding clinical placements. In order to do this, the simulation lab must have trained facilitators and adequate resources."		**Conduct a Workflow Analysis of the Clinical Education Office** – We have started a workflow analysis (September 2024) of the Clinical Education Office to identify opportunities for process improvement and ways to better utilize resources and build capacity in securing and coordinating placements for students. **Lead**: *CAO with Associate Dean Academic, Director Clinical Education Office* **Medium Term (1-2 years)** **Develop a Long-term Plan for SIM –** the SIM Learning Consultant will collaborate with our current SIM team members to co-create a curricular plan across our programs. The Consultant and SIM team will implement a plan with the Faculty and our TAHSN partners to leverage/share our existing SIM resources (e.g. lab space, SIM scenarios, virtual reality [VR] SIM scenarios), consider how our clinical placement pressures might be eased by substituting some SIM activities for clinical placement time, understand faculty members' professional development needs in SIM, create a plan to increase use of SIM in

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				graduate programs, determine if a permanent Director of SIM Learning position is needed and design the role. Faculty members will be supported to integrate additional simulation experiences in the MN and doctoral programs to allow students to apply theory and gain additional experience enacting APN competencies as well as to increase development of leadership skills (e.g. developing coaching skills, engaging in difficult conversations) and research skills (e.g. participant consent, conducting interviews, running focus groups). **Leads**: *Directors of UG with Associate Dean Academic with, MN, Doctoral programs* **Expand the Number and Type of Clinical Placements** – we aim to expand the number of clinical placement spots through outreach, including engagement with the UTSC Placements office (in anticipation of needing additional Eastern GTA placement spots for the expansion of the Nurse Practitioner field of study to UTSC at the Scarborough Academy of Integrated Health [SAMIH]), notably in primary health care, long term care, integrated care, home care, remote and rural, and public health settings. **Lead**: *Director, Clinical Education Office* **Long Term (3+ years)** **Develop a SIM Learning Program** – the Director of Simulation, in collaboration with Directors, will continue the development of a SIM Learning program, across all academic programs (UG, MN, Doctoral) and in partnership with clinical placement partners, that includes a Human Resource plan, standard operating procedures, standardized templates for all SIM learning material, and mapping of SIM to curriculum Program Learning Outcomes. The Advancement Office will pursue opportunities for philanthropic support to upgrade capital components of the lab (e.g. mannequins, cameras, microphones, streaming capability). **Leads**: *Directors of UG with Associate Dean Academic, MN, Doctoral programs* **Expand Programs to UTM and UTSC** (described in #4 medium term) – Program expansion will help build additional relationships with additional clinical placement partners in the Western and Eastern GTA, which will reach diverse communities.

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				Leads: *Dean with Associate Dean Academic, Directors of UG, MN, Doctoral programs*
	3	"As enrollment increases, it will be important to monitor the program outcomes, course and instructor evaluations, and the NCLEX-RN first time pass rates to ensure program quality remains strong. Additional resources related to student support, tutoring, and faculty development may be needed in order to maintain outcomes."	We will continue to monitor quality indicators, as is the regular practice in the Faculty. We recognize that our faculty members are experiencing increased demands for their time and attention related to many factors, including the impact of artificial intelligence on teaching and learning, increased student enrollment via seat expansion in some programs, our efforts to bolster a culture of civil discourse, and meeting the needs of a growing number of student accommodation needs. We are also keenly aware that increased enrollment can have an impact on our students and the quality of expanding programs. While there is minimal interest in offering BScN courses online, we are open to broadcasting instruction to UTM and UTSC. We see program expansion as a strong, viable option for addressing the challenges of enrollment growth and securing additional clinical placement spots. We also have a very low course failure rate, so we do not see the need for adding additional formal assessments (which would be unduly burdensome for our difficult to	**Short Term (6 months – 1 year)** **Investment in Faculty Development Activities** – we will continue our tradition of investing in faculty by allocating resources in targeted topic-specific programming (e.g. Generative AI in Teaching/Learning, Civil Discourse [Randy Boyagoda is attending our October Faculty meeting]); Sponsoring faculty to attend programs such as the ACUE Effective Teaching Practices Course, the NCFDD Faculty Success, Post-Tenure Pathfinders, and Teaching Toolkit Programs, Education Scholars and NEAL programs with the Centre for Faculty Development, CACHE's Collaborative Change Leadership Program; Orientation sessions each term for new faculty and sessional instructors; Establishing mentorship teams (teaching and scholarship) for new tenure stream and teaching stream faculty. **Lead**: *Associate Dean Academic* **Hire Additional Sessional Instructors & Teaching Stream Faculty** - As we have begun the 2024-25 Academic year slightly over (n=239 students, expecting some will withdraw by Nov 1st) our UG target (n=231 in a continued seat expansion), the Dean has hired an additional sessional teaching faculty member for 2024-25 to share the teaching of some of the large first year courses. The additional teaching complement is aimed at strengthening instructors' capacity to connect with students and conduct meaningful evaluations of student learning outcomes, identify students' learning successes and challenges, and work with students who require accommodations. We will seek to hire an additional two Teaching Stream faculty members to start in the 2025-26 academic year. **Lead**: *Dean with Associate Dean Academic, Directors of UG, MN, Doctoral programs* **Short, Medium, Long Term (6 months – 3 years)** **Explore Moving 30 BScN Seats from UTSG to UTM** – We will re-ignite discussions (begun 2023) related to moving 30 seats from UTSG for a cohort of BScN students at UTM, for enrollment in Fall 2026. Curriculum across sites would remain the same but instruction would be a combination of in person instruction at UTM and broadcasting instruction from UTSG. Clinical
	4	"As the enrollment increases, it will be important to ensure classroom, clinical, and simulation experience are coordinated and mapped according to student level and learning outcomes. One area of opportunity is to incorporate online courses throughout the BScN program to (1) expose the learner to this innovative teaching modality, (2) ease the burden on the physical facility, (3) promote a more flexible learning environment for both students and faculty, and (4) provide opportunities for continued learning if students are ill and cannot attend class in person."		
	5	"One recommendation is to require a written formative assessment at mid-term to ensure students are progressing and on-schedule to meet clinical objectives."		

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			recruit clinical instructors and preceptors), but we do recognize that specific students may need additional support and accordingly, will continue to invest in support (e.g. faculty member assigned a portion of their FTE in support of students who require remediation or accommodation) for faculty and students who require additional support in the clinical learning environment.	placements would be focused in the Western GTA with Trillium Health Partners as the flagship clinical placement site. **Leads**: *Dean with Associate Dean Academic* **Collaborate on a Combined Degree Program with UTSC** - Re-ignite discussions (begun 2023) related to a Combined Degree Program with the Human Biology program at UTSC and the UTSC BScN program to promote interest in and provide a pathway and tailored preparation of students for our second entry BScN program. Once the NP program is running at UTSC/SAMIH (Fall 2026), 30 BScN seats could move to UTSC (Fall 2027) to further decrease pressures on the UTSG classroom and clinical placement environment. **Leads:** *Dean with Associate Dean Academic*
The reviewers made recommendations for ways to enhance the MN program to better prepare students for professional advancement whether focused on research, clinical practice, or health systems leadership.	6	"The inclusion of a small research project, or another activity designed to increase research competencies, could be useful for graduates who transition to a PhD program. In addition or alternatively, the MN (all options) capstone course could be redeveloped to ease the transition of graduates into a doctoral program."	We see opportunities to integrate more research and leadership development into the MN program. Both the Rosenstadt Research Development Program and the Canadian College of Health Leaders (CCHL) LEADS certification provide these opportunities for specific groups of MN students, but we believe there is value in expanding these opportunities by better integrating research and leadership knowledge and skills into the three fields of the MN program. The Director, Doctoral Programs reaches out to instructors in the MN program for a list of top students, students who have indicated an interest in doctoral studies, and	**Short Term (6 months – 1 year)** **Provide Sessional Instructor Orientation Sessions** - The Associate Dean Academic and the MN Program Director have recently begun to provide an orientation for Sessional Instructors at the start of each term. This orientation informs instructors of the teaching and learning supports offered (e.g. Instructional Technology assistance in the Faculty of Nursing, CTSI courses, collaboration with other faculty, etc.) and of the information contained in our Graduate Teaching Guidelines. These sessions were introduced in the last academic year to help make course delivery and instruction more consistent, align with academic policies, and to address concerns related to updated course materials and assignment due date conflicts (a master assignment due date calendar available to all course instructors has been introduced to limit this). To support instructor capacity in educational technology (e.g., updating virtual lectures, etc.) our educational technology specialist will be attending each MN program meeting to provide resources and updates. **Lead**: *Associate Dean Academic with Director of MN programs* **Short – Medium Term (6 months – 2 years)**
	7	"There is an option to fast-track exceptional MN students into the PhD in nursing program, and this option could be used more frequently. A thesis option could be offered, particularly for students who faculty members identify as able to transition to the PhD program prior to completing their MN degree."		

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	8	"The HSLA [Field in Health Systems Leadership and Administration] could include a focus on systems design and executive leadership."	students who have current experience in research, to personally invite them to meet to learn more about applying to the PhD program in the future. MN students are eligible to transfer to the PhD program, but historically, only a small percentage of Year 1 MN students opt for this route to the PhD.

Given the multiple family and financial demands on NP students, we do not feel it is reasonable to insist that students be forced into taking on remote clinical placements that would limit their ability to maintain their local employment and look after their dependents, and require additional costs for travel and accommodation. | **Strengthen the Integration of Research and Leadership in the MN Program** – We will re-examine the MN curricula with an eye to strengthening the integration of research and leadership in across all field of studies to better support moving students into PhD or DN studies. Possible foci will be to:
• Review curriculum to determine the best way to integrate the CCHL LEADS and other relevant leadership frameworks into the MN-Clinical and MN-NP field of study courses.
• Consider specific content areas of research and leadership that need bolstering in the MN curricula (e.g. technology and AI in health care, design/systems thinking, integrated care, collaborator as a research team member).
• Disseminate external research/scholarly (e.g. scientific conferences) and leadership professional development opportunities (e.g. leadership training) via a faculty supported Quercus site available to all MN students.
• Explore if the Program Planning and Evaluation course taken in the penultimate term could be better leveraged as a lead-in to the final practicum for students who are interested in evaluation, quality assurance or quality improvement research; and
• Evaluate ways to incorporate research opportunities in the final practicum for the MN-HSLA and MN-Clinical fields. The final practicum involves the completion of a scholarly project in advanced nursing practice (160 hours of practicum). Projects could be expanded to include clinically and leadership focused research with preceptors that engage in research as part of their role.
• Establish a system for matching MN students with research mentors or funded research opportunities early in their program, to build research skills, experience, and a network of research colleagues that will facilitate transition into doctoral studies. Opportunities include the programs of research of our own faculty members as well as leveraging our significant adjunct faculty numbers. |
| | 9 | "… given the challenges in finding preceptors for NP students, the regulations for this program could state that students may be required to do a block clinical experience in a different region of the province, and if they are unable to do this, their progress in the program may be delayed." | | |
| | 10 | "…students [have said] that some of their pre-recorded NP lectures needed updating, and that due dates for assignments in the MN program could be coordinated, especially given they only take two courses in a semester." | | |

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				Leads: *Director of MN Program* with Associate Dean Academic, Director of *Doctoral Programs*
The reviewers suggested reconsidering the focus of the DN thesis project to be based on "excellence in practice" with a focus on developing expertise in areas such as policy development and analysis, transformational changes in clinical practice, and educational scholarship; they also observed that students in the Education focus of the DN program require instruction from faculty with expertise in pedagogy.	11	"There is also an opportunity to reconsider the focus of the research project/thesis to that of 'excellence in practice', with a focus on developing expertise in policy development and analysis, transformational changes in clinical practice, and educational scholarship (for example)."	The DN program is in its infancy, with many opportunities for enhancement. The focus on excellence in practice suggested by the reviewers is, indeed, the focus of the DN thesis project, but we agree that expanding our network of committee members on DN committees could broaden and deepen the expertise available to our DN students. Currently, our DN students are primarily interacting with members of their cohort and Bloomberg Nursing faculty members. Facilitating increased connections and collaborations with academics in other faculties and nurse leaders in the field would be mutually beneficial, given that our DN students seek to address pressing practice, leadership and educational issues through their thesis work, and these connections would extend the knowledge base and expertise available to the DN students beyond that of our faculty members.	**Short Term (6 months – 1 year)** **Facilitate Connections to Expand DN Research Opportunities** - The Dean and faculty members teaching in the DN program will facilitate connections between clinical partners and research institutes and our DN students to expand research opportunities. For example, in meetings with the Dean and our TASHN partners there was interest in engaging with centres that focus on practice-based research and innovation (e.g. QI/QA/evaluation projects), the Wilson Centre could be engaged for projects that undertake educational research for health professions, and CQuIPS and IHPME faculty could be better engaged. In addition, we plan on inviting our Adjunct Faculty who hold senior and executive nursing leadership positions to help further refine course content and to lecture in DN courses to better integrate a broad range of professional expertise into our curriculum. **Leads:** *Dean* with Associate Dean Academic, Doctoral Programs Director **Consult with Johns Hopkins University** - The Bloomberg Nursing DN program was modeled after the DNP (Doctor of Nursing Practice) program at Johns Hopkins University. We will continue to consult with colleagues at Johns Hopkins to learn from their experiences with their own DNP program. This information will help inform mid to long term plans for our DN program. In the DN seminar in Year 2, learners are supported in the development of their projects with a specific focus on practice-based research and the use of examples from the Johns Hopkins DNP program online repository of projects. **Lead:** *Director, Doctoral Programs* **Medium to Long Term (2 + years)** **Recruit DN Students for Teaching Stream Positions** - The first cohort of DN students are graduating in November 2024. As the number of DN graduates who focused on educational leadership increases, the Faculty hopes to recruit strong candidates for Teaching Stream positions at Bloomberg Nursing. **Lead:** *Dean* with Associate Dean Academic, Doctoral Programs Director

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				Collect DN Student Experience and Career Path Data - We will survey graduates to gather feedback on their experiences in the program and their career path following graduation to assess the quality and efficacy of the program. We will use the collective knowledge gained from the survey responses and consultations with Johns Hopkins University to inform future directions for the DN program. **Lead: *Director, Doctoral Programs***
The reviewers recommended creating opportunities for PhD students to work as Teaching Assistants in a broad range of teaching, learning, and assessment activities, and suggested the creation of a teaching certificate to enhance PhD graduates' employability.	12	"[There is a] need to create opportunities for all PhD students to work as TAs in a broad range of teaching, learning and assessment activities and not just marking of assignments. The option for them to receive a 'Teaching Certificate' which would enhance their employability potential should be considered."	We consider TA assignments an opportunity for students' professional development and not simply a component of the PhD funding package. We take time to carefully consider TA assignments for our PhD students and aim to progress students through greater responsibilities with each assignment. We survey our PhD students and course instructors each year about TA opportunities and try to match PhD students with the respective TA opportunities course instructors are able to offer. Our aim is to provide structured professional development through the creation of a PhD Student Teaching Academy. The Academy will include 6 sessions on different teaching skills per academic year.	**Short to Medium Term (6 months – 2 years)** **Create a PhD Student Teaching Academy** - The Associate Dean Academic has just launched the *PhD Student Teaching Academy* for our PhD students. The Associate Dean Academic will assess PhD students' level of interest by tracking attendance and surveying the participants to determine the usefulness of each session – and the program as a whole. The Associate Dean Academic will continue to expand the programming to meet the evolving needs of PhD students as they progress through their program. The goal is for PhD students to attend the sessions each year for the full 4 years of their program. PhD students who develop strong teaching skills will be invited to take on increasing responsibility with course instruction. The goal is for more PhD students to serve as course instructors in the final years of their program. **Leads: *Associate Dean, Academic* with *Director, Doctoral Programs***
Noting student comments regarding variability of supervision quality in the PhD program, the reviewers recommended exploring ways to monitor and ensure	13	"While the Faculty of Nursing PhD program follows best practices as directed by the graduate school, we would recommend explicit indicators being developed for the monitoring of the quality of supervision."	SGS regulations state that PhD students should have at least one supervisory committee meeting per year. Bloomberg Nursing has a long history of requiring 2 formally documented supervisory committee	**Short Term (6 months – 1 year)** **Assess Doctoral Student Progress 2 Times/Year** - For many years, the Dean, Associate Dean Academic, Director Doctoral Programs and the Registrar have met annually to review student progress for all students in the Doctoral Programs (40-50 students). In May 2024, it was decided these Doctoral Progress Review Meetings should be held twice a year to better identify and quickly address and provide supports to students and supervisors for any

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consistent quality of supervision.			meetings per year. We also have a well-established practice of pairing pre-tenure Assistant Professors with a tenured faculty member who has successfully graduated doctoral students. The pairing helps new faculty members learn how navigate the responsibilities inherent with strong graduate student supervision and to be mentored in best practices. While our students have one of the shortest times to completion at UofT, and our supervision practices exceed SGS guidelines, there is always work that can be done to improve student experience.	concerns about a student's progress. This will allow timelier referral of students and faculty members to resources such as CTSI, Writing Centre, Centre for Graduate Supervision and Mentoring, etc. We will assess the impacts of assessing student progress every 6 months to determine if this will become established practice. **Leads:** ***Director, Doctoral Programs*** *with Associate Dean Academic, Dean, Registrar*
The reviewers noted comments from students regarding financial challenges due to the cost of living in Toronto and recommended exploring ways to provide additional support and resources.	14	"Notably, the cost of living in Toronto is relatively high when compared to other areas, which highlights the need to support the students with additional resources for housing and cost of living expenses."	As sources of government funding remain stagnant, or decrease, the financial demands on the Faculty and the cost of living for students are increasing. These demands are placing a greater financial strain on the Faculty and PhD students. In addition, there is significant variation in the internal and external financial supports available for our PhD students depending on their registration status (domestic or international), work opportunities, supervisor grant funding, competitiveness for awards, and personal financial resources. Specifically, international students	**Short-term (6 months – 1 year)** **Establish a PhD Funding Working Group** - The Dean will establish a PhD Funding Working Group that will: • compile current information on funding amounts and sources to generate an overview report on PhD student funding; • compare Bloomberg Nursing funding practices with SGS best practices and practices of comparator single department Faculties; • evaluate financial need criteria; • use the information collected to assess and evaluate ways to more effectively leverage funding sources and practices to respond to the base funding amount increase to $40K inclusive of tuition; and • develop recommendations to make an informed decision on ways to equitably improve PhD student funding amounts and practices. **Leads**: ***Dean*** *with Associate Dean Research, Associate Dean Academic, Director of Doctoral programs, CAO, and the Working Group*
	15	"The funding support model for international students should be given some attention."		

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			struggle to find additional funding resources outside of the funding package due to work restrictions and lack of eligibility for many internal and external scholarships. In addition, PhD students at Bloomberg Nursing are often mature students managing mortgages and child/elder care expenses, and as practicing RNs or NPs, usually wish to maintain active practice given registration requirements and links between practice and research.	**Prioritize Opportunities to Secure Philanthropic Support for PhD Students** - The Dean and the Director of Advancement will explore ways to leverage existing endowment funds and will work with alumni and donors as opportunities arise to secure additional financial support for PhD students, leveraging existing matching programs as well as Divisional reserves for matching purposes. **Leads**: *Director of Advancement with Dean* **Medium-Term (1 – 2 years)** **Update PhD Funding Amounts, Policies and Practices** - We will use the recommendations from the PhD Funding Working Group to determine the composition and amount of base funding for PhD students, and update funding policies and best practices. **Leads**: *Dean with Associate Dean Research, Associate Dean Academic, Director of Doctoral programs, CAO*
The reviewers made several recommendations aimed at enhancing support for early career researchers, including the development of mentoring and research leadership programs.	16	"We would recommend the Faculty explores the development of capacity and capability building programs, specifically: 1. An ECR mentoring program that enables the systematic (leadership) development of ECRs into independent researchers. 2. Development of KPIs for tenured faculty with no research income to enable them to grow a funded program of research or focus their role on other aspects of academic activity (such as education and administration); 3. A 'research leadership development program' for existing faculty and for	Our new tenure stream faculty members are matched with a senior faculty member mentor to provide advice related to developing a program of research on the journey to tenure and are also encouraged to seek consultation with any faculty members regarding issues. In addition, the Dean, Associate Dean, Research and Associate Dean, Academic meet with new faculty members regularly to guide and mentor them on the tenure process, funding a program of research, and developing their teaching portfolio. Extensive administrative support is provided in both the pre-and post-award period to ensure that faculty members have administrative support for the identification, development, submission, and	While the reviewers only highlighted this need for tenure-stream faculty, we feel all of these initiatives would be a valuable approach and should be implemented for teaching-stream faculty as well. **Short Term (6 months – 1 year)** **Identify & Formalize Helpful Processes Within ECR Mentoring** – We will survey current faculty to determine helpful processes to be formalized within our current ECR mentoring, e.g. consider formal meetings with the Dean, Associate Dean Academic, and Associate Dean Research twice per year with a spring meeting to receive feedback following submission of the annual activity report, and a fall meeting to review progress, plans for grant and award submission, and research/scholarly outputs through the year. **Leads:** *Dean with Associate Dean Research, Associate Dean Academic* **Establish an Internal Peer Review Process** - Establishing an internal voluntary peer review process so that ECRs (and other faculty if desired) could have feedback on their grant protocols from faculty members prior to submission to funding agencies. This would be in addition to the administrative and editorial reviews that are already available to all faculty members submitting grants. Again, although the reviewers only focused on tenure-stream faculty, we feel

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		research administrators, to ensure a clear plan is in place for ongoing research leadership and management in the Faculty. "	management of research grants. A full-time biostatistician is available for grant development and statistical analyses. New tenure stream faculty receive start-up grants to support the development of their research programs and are encouraged to attend orientation events and ongoing faculty development workshops, including those offered by the Centre for Research and Innovation Support (CRIS) at UofT.	this could be a valuable approach in encouraging and supporting applications by teaching-stream faculty to funding for scholarship of teaching and learning. **Leads:** *Associate Dean Research* with Associate Dean Academic **Invest in Faculty Development Activities** – We will continue our tradition of investing in faculty by allocating resources in targeted Faculty Development activities such as the NEAL program and the and the Centre for Research Innovation and Support (CRIS) Research Leadership Academy. **Leads**: *Dean* with CAO, Associate Dean Research, Associate Dean Academic **Develop Mechanisms to Better Aid in the Establishment of Collaborations** with internal (e.g. Collaborative Centre for Climate, Health, and Sustainable Care, Inlight-Student Mental Health Research ISI, and our newly re-established connection to Toronto Addis Ababa Academic Collaboration) and external groups (e.g. researchers at TAHSN agencies), particularly for ECRs who are establishing their networks, but also for established faculty members and senior faculty members new to Bloomberg Nursing, and for teaching-stream faculty who wish to establish connections for their scholarship activities. Possible activities include expanding the reach of the biannual research report, creating one-page summaries of faculty research/scholarship interests and projects for wide distribution, and establishing "project sharing" events to connect researchers along areas of interests. **Leads:** *Associate Dean Research* with Dean, Associate Dean, Academic
The reviewers noted a number of faculty concerns related to workload, including doctoral supervision commitments, securing adequate TA support, and limited administrative support for grant processes, as well as a "perceived divide" between tenure stream and teaching stream faculty regarding imbalances in their workloads and opportunities	17	"The Faculty of Nursing should consider developing a teaching equivalencies document that assigns weights to courses and graduate students that align with the associated workload."	Bloomberg Nursing revised and approved a Unit Workload Policy in May 2023, and it became effective in July 2023. The document describes the workload parameters for teaching and service activities for several types of academic appointments at Bloomberg Nursing. There are roles that were not accounted for that are now counted as service activities (MN field lead teachers, UG IPE Coordinator). In	**Short Term (6 months – 1 year)** **Organize Broad Consultations to Inform Workload Policies and Practices** - To increase transparency and better understand concerns regarding workload, the Dean will meet with Faculty program committees to discuss workload, PTR, and promotion and to hear questions/concerns around workload. The Dean will also form a working group to look at annual activity reports to make them more informative for annual PTR activities and to capture activities undertaken by faculty members with a broader and more comprehensive understanding of scholarship foci and impact (e.g. social, economic, environmental, policy, technological, etc). The Dean will also consult with the Deans of other faculties and with the Office of the Vice Provost Faculty and Academic Life to learn more about workload practices at other Faculties.
	18	"The intentionality of directors and faculty members in accommodating students brings an increase in director/faculty workload, which should be monitored and recognized."		

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for professional development. They recommended that the Faculty explore ways of monitoring and balancing faculty workloads, including consideration of a process to assign weighted values to certain teaching and supervision activities.	20	"…if the [DN] education focus continues, there is a need for faculty with pedagogical expertise to be available to students. Given the workload associated with the DN program, there is a need to consider increasing resources available, so that the program does not negatively impact on overall workload of faculty."	addition, an instructor was hired to help relieve teaching demands with larger class sizes in the BScN program. It is clear that there are numerous concerns related to workload. Some of these may be addressed through increased transparency around workload decisions, while other concerns will require review and reflection.	**Lead: *Dean*** **Enhance Communications About Workload and Professional Accomplishments** - To help address the "perceived divide" between tenure stream and teaching stream the Dean will enhance internal and external communications about workload and the 'value' of work. For example, the Faculty and Student Newsletter and the Alumni Newsletter that have historically highlighted research will now also highlight teaching and learning accomplishments and innovations to further elevate the importance of teaching and learning at our Faculty. Consultations and planning around the next Bloomberg Nursing Research Report may be centered around the idea of creating a Faculty report that includes research as well as faculty contributions to innovations in teaching and learning and practice. **Leads: *Dean*** *with Associate Dean, Academic, CAO, Senior Communications and Media Relations Officer* **Medium to Long Term (1 – 2+ years)** **Improve Workload Processes and Resource Utilization** - The Dean will utilize learnings from consultations and draw upon the themes from the Nursing Retention Toolkit to inform workload policies and models for flexible work. The Dean and CAO will also develop a more comprehensive onboarding process for new faculty members that will include information about workload, PTR and promotion. In addition, the Faculty will better utilize Adjunct Faculty and external researchers to expand pedagogical expertise and resources, with the goal of reducing workload pressures for faculty members (e.g. see Dean's responses above related to SIM learning, expanding collaborations to contribute to DN learning, additional hiring). **Leads: *Dean*** *with Associate Dean, Academic, CAO*
	21	"Supervisors for PhD and DN programs do not receive a teaching weight for this work. If faculty were to receive a teaching weight for supervising doctoral students, and if 10 students are admitted to each of the PhD and the DN program each year, more courses will need to be assigned to faculty members in the teaching stream. This may lead to a need for more research and/or teaching stream faculty positions."		
	22	"Examining the workload model for the teaching stream in particular should be considered, addressing such issues as course coordination, [increased] student enrollment, clinical coordination, assessment loading, space for scholarship, as well as serving on PhD, DN committees in the context of the overarching workload model."		
	23	"The appointment of a PhD prepared SIM Director would also enhance the overall quality of the education experience."		See the Dean's response to recommendations 1 &2

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The reviewers observed that several administrative functions in the Faculty are "single person departments" which poses business continuity risks; they recommended cross-training of staff to assist with meeting operational requirements during unanticipated absences. They also recommended review of administrative staff needs in certain areas that have experienced recent increases in responsibility and workload.	24	"In our meetings with staff members and managers, we heard that an operational review that looked at job descriptions, and what was working and what wasn't working, was warranted. Cross-training of staff may assist in meeting operational requirements when a staff member is on leave or resigns before they can be replaced. As enrollment increases, it will be imperative to monitor the workload of the staff who are vitally important to the operations of the school."	As a small, Single Department Faculty (SDF), we have the scope and structure of a Faculty, but with limited financial resources for adding staff. There is consensus that developing and/or documenting standard operating procedures and cross-training is essential to maintaining operations when staff are away or leave their position.	**Short to Medium Term (6 months – 2 years)** **Improving Document Management, Workflow, Business Continuity Planning, and Resource Sharing** - Numerous steps have been taken in the last 6 months to improve document management, workflow, business continuity planning, and resource sharing. The administrative staff formed a Records Management Project steering committee in spring of 2024 which will take a two phased approach to reviewing and cleaning up administrative records. Administrative leaders organized monthly meetings to cross communicate and are leading an initiative to develop/document essential processes and procedures. The CAO is finalizing a Business Continuity Plan for the Faculty and following an internal audit of data assets, the Director of IT has created a disaster recovery plan for technology and a cyber security incident response plan. To address workflow challenges, the Assistant Dean Registrar restructured student services, hired one new staff member and realigned the workload for the team. The CAO and the Director of Clinical Education are engaging in a workflow analysis of the Clinical Education Office. To address workflow challenges, the Director of Advancement restructured the Advancement Office, hired one new permanent staff member, hired one new temporary staff member, instituted process documentation, and realigned the workload of the Advancement Office including leveraging shared divisional and institutional resources to meet Advancement needs. We are also engaging in opportunities to share resources. We are sharing a security consultant with another SDF and we are working with central offices and other SDFs to develop central systems that would improve workflow for Teaching Assistant Administration across UofT. Another opportunity for potential shared resources include communications roles/resources. **Leads: *CAO* with Administrative Directors, Registrar**
The reviewers made several observations related to the Faculty's long-term and strategic plans, including addressing challenges posed by enrollment growth in a	25	"The review panel recommends the need for the Faculty of Nursing to develop a clear sustainability plan as it faces the development of its new strategy, with a clear focus on	The Lawrence S Bloomberg Faculty of Nursing Strategic Academic Plan, *Shaping Tomorrow's Leaders Today* ran from 2017-2022. With a new Dean and the completion of the Provostial cyclical review, the Faculty	**Short Term (6 months – 1 year)** **Hold Broad Consultations and Develop a 5 - year Strategic Academic Plan** - Consulting with faculty, staff, students and academic and clinical partners regarding their willingness to engage in the Strategic Academic Planning process has been occurring via the Dean's onboarding and outreach meetings over the last six months. Academic units at UofT who have recently undergone

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time of stagnant tuition, ensuring adequate resources for new initiatives, clarification of the role of the Centre for Professional Development, and developing a broader set of indicators of the Faculty's social impact.		maintaining, sustaining and further developing its global position."	is preparing to develop the next strategic academic plan.	Strategic Academic Planning will be consulted to gain insight into their recommendations of successful approaches. A consultant will be hired to work closely with the faculty leadership team to facilitate development of a Strategic Academic Plan for 2025-2030. Students, alumni, staff, faculty, adjunct faculty, academic partners, clinical partners, donors and members of the public will be engaged in development of Bloomberg Nursing's next Strategic Academic Plan, also ensuring alignment with U of T's mission and Provostial and Presidential priorities. **Leads: *Dean* with Associate Dean Academic, Associate Dean Research, CAO, *Director of Advancement, Senior Communications and Media Relations Officer* Medium Term (1-2 year)** **Disseminate the Bloomberg Nursing 5- year Strategic Academic Plan** – Develop a communications strategy to broadly communicate the vision and plan for Bloomberg Nursing for the academic community, clinical partners, alumni and donors. **Leads: *Senior Communications and Media Relations Officer* with Dean, *Associate Dean Academic, Associate Dean Research, CAO, Director of Advancement***
	26	"This delicate balance of tuition revenue and allocations needs to be continually monitored to ensure the school has the resources to operate and maintain the high standards. Enrollment growth in an environment of stagnant tuition poses a risk for long range planning and places additional challenges on the Advancement and Fundraising staff."	The Faculty has an ambitious goal of raising $35M during the Defy Gravity campaign. The Director of Advancement is working closely with the Dean on aligning Advancement Office staffing resources, strategic and operational plans, and approved funding priorities as well as assets across the Bloomberg Nursing community with the Dean's strategic priorities and initiatives including, but not limited to, those outlined throughout this document.	**Short-term (6 months – 1 year)** **Restructure and Expand the Advancement Office** - The Director of Advancement recently restructured the Advancement Office, hired one new permanent staff member focused on strengthening the Faculty's donor pipeline, hired one new temporary staff member focused on developing the Office's process documentation and digital infrastructure, and realigned the workload of the Advancement Office including leveraging divisional and institutional shared resources. **Lead: *Director of Advancement*** **Deepen the Integration of Fundraising Programs and Portfolios** -Continue to deepen the integration of fundraising programs and portfolios (annual gifts, leadership annual gifts, planned gifts, major gifts) to maximize fundraising efficiency and consolidate programmatic fundraising efforts in alignment with the approved funding priorities of undergraduate and graduate student

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				financial support. A volunteer advisory body, the Educating Nursing's Future Advisory Committee, has been established to bolster limited staffing resources in expanding fundraising outreach to the Bloomberg Nursing alumni community across fundraising programs and portfolios. **Lead:** *Director of Advancement* **Explore the Creation of a Campaign Cabinet and Dean's Advisory Council** - As the Faculty begins the strategic academic planning process, explore the creation of two volunteer advisory bodies, a Campaign Cabinet and Dean's Advisory Council, to provide consultation, feedback and advice to the Dean on fundraising and strategic priorities, respectively. The Campaign Cabinet would engage existing and prospective donors to advise on fundraising strategy (funding priorities and gift opportunities, cases for support, potential donors). The Advisory Council would engage members from a broad range of backgrounds to advise on the Faculty's strategic priorities and 5-year Strategic Academic Plan. **Leads:** *Dean with Director of Advancement* **Medium-Term (1-2 years)** **Assess, Evaluate and Revise Approved Funding Priorities** - Upon completion of the 5-year Strategic Academic Plan, launch the formal funding priorities assessment, evaluation, submission and approval process, to enable the alignment of Advancement Office activity with the new 5-year Strategic Academic Plan and initiatives outlined within. **Lead:** *Director of Advancement with Dean* **Develop a Case for Support for each Approved Funding Priority** – Upon the formal revision of the Faculty's approved funding priorities, develop a case for support for each approved funding priority, to enable the alignment of fundraising activity with the Faculty's approved funding priorities. **Lead:** *Director of Advancement* **Strengthen Strategic Relationships with Donors and Alumni** – Refine donor relations and alumni relations activities, with a focus on strengthening strategic relationships that result in new philanthropic support for approved funding

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				priorities. This may include strengthening relationships with Emeriti, Tenured and Adjunct Faculty, many of whom are Bloomberg Nursing alumni. **Lead: *Director of Advancement*** **Long-Term (3+ years)** **Begin Planning for the University's Next Fundraising Campaign** – As the end of the Defy Gravity fundraising campaign draws near, develop a multi-year planning roadmap in anticipation of the University's next fundraising campaign. This may include planning for the next 5-year Strategic Academic Plan as well as assessment and evaluation of Defy Gravity campaign performance, approved funding priorities, cases for support, senior volunteer engagement opportunities (Campaign Cabinet, Dean's Advisory Council, Educating Nursing's Future Advisory Committee), alumni relations and donor relations activities, and Advancement Office staffing needs. **Lead: *Director of Advancement* with Dean**
	27	"We believe that there are opportunities for the Faculty of Nursing to increase its interdisciplinarity through these [cognate Faculty] partnerships, by for example, increasing the number of courses available in the Faculty of Nursing that students from other Faculties could participate in."	Our courses are professionally based, so the courses and content will not be relevant for many students, but we are pursuing opportunities for program expansion to UTSC and UTM.	See the Dean's response to recommendations 3-5.
	28	"A strategic plan for this division [Centre for Professional Development Division] is being developed; financial modeling and clarifying CPD's mission and contributions to the Faculty will be important to that exercise."	The Centre for Professional Development has a long history of offering courses around advanced practice, clinical practice, leadership, and exam preparation and has high uptake among Nurse Practitioners. CPD also offers certificates that provide a new avenue for registered nurses and nurse practitioners to deepen their expertise in a specific area of professional or clinical practice and to advance their	**Short-term (6 months – 1 year)** **Conduct a Comprehensive Review of CPD's Activities and Strategic Plan** - The Director of the Centre for Professional Development has completed a comprehensive review of CPD and is now drafting a proposed strategic plan which will also contemplate budget modelling. In her meetings with Chief Nurses, the Dean also discussed ways the Faculty could respond to gaps created as the MN-NP field shifts from a specialty emphasis to generalist model (e.g. post graduate diplomas, CPD certificates to allow for specialization after the MN-NP degree). The Dean will review the proposed CPD strategic plan, assess the current market for programming, and consult with leaders within the Faculty and U of T to decide on the final strategic plan for CPD. **Leads: *Dean* with Director of the Centre for Professional Development**

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			careers. We need to consider the strategic plan for CPD as expenses for offering courses and certificates rise and the Faculty begins long-term strategic academic planning.	**Lead a Workflow Analysis of the Continuing Professional Development Office** – Following the workflow analysis (September 2024) of the Clinical Education Office, we will turn to an analysis of CPD to identify opportunities for process improvement and ways to better utilize resources and build capacity in offering CPD courses and workshops. **Lead**: *CAO with Dean, Director CPD*
	29	"… we note that 'research impact' is poorly articulated beyond publication and citation rates and it would be strategic for the Faculty to consider broader systematic assessment of research impact."	The Research and Advancement Offices and the Senior Communications and Media Relations Officer regularly promote our research – and the impact of our research - to the public through news stories published campus wide, press releases, external media outreach, alumni engagement activities (including the annual Verna Huffman Splane Lecture and Nursing Week), Bloomberg Rounds, the Research Report, and through our social media. We recognize that more can be done to better articulate research impact and to consider broader and deeper indicators of research impact.	**Short-Term (6 months – 1 year)** **Examine, Explore and Capture Research Impact Activities** - As noted in the Dean's response to recommendation #22, the Dean will also form a working group to consider revisions to annual activity reports to make them more informative for: assessing annual PTR activities; and capturing activities with a broader and more comprehensive understanding of scholarship foci and impact (e.g. social, economic, global, environmental, policy, technological, etc). To inform the revisions and endeavours of the Working Group, a work study student will be engaged to examine definitions of research impact in higher education, including amongst health professions faculties. **Lead:** *Dean* Medium Term (1 – 2 years_ **Develop a Strategic Communications Plan to Amplify Social Impact of Research** - Communications can consult/create a more formalized strategic communications plan that details how research and social impact is amplified and communicated to the public. **Leads:** *Senior Communications and Media Relations Officer* with Associate *Dean Research with Dean, Director of Advancement*
	30	"… we would encourage the Faculty to consider broader and deeper indicators of social impact. Examples could focus on developing a process for assessing the impact of research at individual, community and societal levels and within a global perspective; evaluations of NGO impacts that are informed by Bloomberg Nursing research, engagement with Sigma Global in outreach programs etc."		
Other recommendations not prioritized in the Request for Administrative Response	31	"We acknowledge that the PhD program is an 'in-person' delivery model. Currently a hybrid option is not available to students and instead, students who miss class are encouraged to connect with the faculty member or student peer to gain access to notes and study	We have designed our PhD program to foster the development of a learning community amongst students. We facilitate opportunities for our PhD students to connect with their own cohort and across the years of the program as a sources of peer support and learning. We	**Short Term (6 months – 1 year)** **PhD Student Teaching Academy** - As noted above, the Associate Dean Academic has started the PhD Student Teaching Academy. **Upgrade PhD Student Desk Space** - We have recently upgraded the PhD student desk spaces with new furniture and new equipment (e.g. monitors) to give each PhD student an inviting and highly functional space to work.

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		materials. We would recommend that hybrid options are made available to PhD students as situations arise."	believe that adding a hybrid option to a component of the program that brings students together would be counter to our goals and not beneficial to our students. Our PhD students have a close working relationship with each other, and with our faculty members. As such, it is not difficult for students to access notes and study materials when they miss class(es). We are instead focused on opportunities for our students to connect with each other.	**Leads: *Director of Doctoral Programs* with Associate Dean Academic**
	32	"… the updated [BScN] POs and PLOs incorporate anti-discriminatory and culturally safe nursing practices, incorporating the recommendations from two groups: the Indigenous Health Nursing Working Group and the Black Health Equity Working Group. While this is to be commended, the reviewers suggest building upon this strong foundation and further incorporating the voices of other diverse communities, especially those of the LGBTQ2S+."	While our Faculty has a strong – and notable - foundation of creating a supportive, equitable and inclusive environments in our administrative, academic and clinical settings, we believe there is always more work that can be done.	**Short Term (6 months – 1 year)** **Form an EDIA Working Group** - In the fall of 2024, the Dean is striking an EDIA Working Group in inform ways to better integrate EDIA principles throughout our educational and administrative work and within our clinical partnerships. The recommendations of the EDIA WG will inform decision making, programs and curricula, the development of the 5 - year Strategic Academic Plan, and the revision of our Faculty Constitution and By-Laws. **Lead: *Dean***

3   Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary accurately described the full review and that overall, they had found the review highlighted the many strengths of the program, as well as areas for improvement. The reading group was impressed with Faculty's leadership on the responses. The reading group reported that the Dean's administrative response had adequately addressed issues identified by the review, but requested more clarity regarding the Faculty's declined decision to not substitute up to 50% of clinical experiences with simulation learning (SIM) despite the reviewers' recommendation, citing the results of the National Council of State Boards of Nursing National Simulation Study.

Professor Robyn Stremler, Dean, Lawrence Bloomberg Faculty of Nursing responded that they disagreed with the reviewers' recommendation based on concerns related to several aspects of the validity and generalizability of the study cited by the reviewers in support of their recommendation. She explained that they were not aware of any replications of that study or stronger evidence in that area since that study's publication. The study in question was conducted in 2011, and was a non-inferiority randomized control trial (RCT). It was also published in the official journal of the National Council of State Boards of Nursing, which was run by the same group who conducted the study, thus introduced bias. She further explained the RCT details, specifically noting that approximately 600 students were randomized to three conditions, with no simulation learning, and replaced 25% of clinical hours with some learning, and replaced 50%. She noted that at the end of the program, students who were aware of their own group assignment gave self-evaluations of their competency, as did their clinical instructors, who were also aware of their group assignment competency ratings; the overall nursing knowledge test results did not differ across those three groups, nor did RN licensing exam results. Subsequently, there was no difference between the groups and the authors had concluded that it was fine to replace up to 50% of the clinical hours with simulation. The reviewers had noted that student program withdrawal and study drop-out in the 50% sim group was significantly higher, and those that did not follow-up were more likely to be mature students, male students and racialized students, reflective of biases within SIM. Dean Stremler concluded by remarking that given their concerns related to bias and lack of generalizability, they felt that the study was not strong enough evidence to substitute half of their clinical hours. The nursing students completed about 5% of their 420 clinical hours in their first year and that this would have been a radical shift for the faculty to significantly increase their simulation learning, and the current simulation lab spaces were already maxed out.

Dean Stremler added that Bloomberg nursing had access to diverse clinical instructors and preceptors administered by faculty members, all of whom worked within a world class health network. Thus, they were able to offer real world learning opportunities to students. The faculty would further supplement the environment through the use of SIM through leveraged relationships with the same opportunities offered in the TASM and partner sites, alleviate pressures related to the SIM capability and placement sites, and also to expand learning to the graduate programs.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers praised the Faculty as showing consistent leadership in Canadian nursing, engaging in high-quality research, and offering programs that are valued by both graduates and employers. They highlighted the Faculty's substantial work in the areas of equity, diversity, and inclusion, including the establishment of the Indigenous Health Nursing Working Group and the Black Health Equity Working Group to provide curricular recommendations and promote health equity, cultural safety, anti-racism, and social justice across all programs. They commended the innovative teaching practices used across programs including simulation, flipped classrooms, and student learning pods. They praised the faculty's strengths in research and observed that many faculty members are "global leaders in their research areas, contributing to the generation of new knowledge that informs clinical practice, nursing education, and health policy in Canada and around the world." Finally, the reviewers applauded the Faculty of Nursing's strong relationships with other Faculties and units across the University, as well as its strong domestic and international partnerships, most notably with the Toronto Academic Health Sciences Network. The reviewers recommended that the following issues be addressed: enhancing simulation experiences in the BScN program; enhancing the research competencies of master's students interested in pursuing doctoral education and facilitating their transition into doctoral programs; reconsidering the focus of the DN thesis project to be based on "excellence in practice" with a focus on developing expertise in certain areas; providing instruction from faculty with pedagogical experience for students in the Education focus of the DN program; creating opportunities for PhD students to work as Teaching Assistants in a broad range of teaching, learning, and assessment activities; exploring ways to provide additional support and resources for students facing financial challenges due to the cost of living in Toronto; exploring ways to monitor and ensure consistent quality of supervision in the PhD program; enhancing support for early career researchers; exploring ways of monitoring and balancing faculty workloads; considering cross-training staff to assist with meeting operational requirements during unanticipated absences; reviewing administrative staff needs in certain areas that have experienced recent increases in responsibility and workload; and undertaking long-term strategic planning to address challenges including enrollment growth in a time of stagnant tuition, ensuring adequate resources for new initiatives, clarification of the role of the Centre for Professional Development, and developing a broader set of indicators of the Faculty's social impact. The Dean's Administrative Response describes the Faculty's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from January 2024.

6 Distribution

On July 15th 2025, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Lawrence Bloomberg Faculty of Nursing, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.