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Dr. Doreen Neville
Associate Vice-President (Academic)
Memorial University of Newfoundland
St. John's, NL A1C 5S7

Dear Dr. Neville: *Doreen*

On behalf of the Panel for the Academic Program Review for the School of Nursing, I am pleased to provide our Report. This was a truly collaborative process and I am grateful to my colleagues, Dr. Profetto-McGrath, Dr. Cynthia Baker and Dr. Shelly Birnie-Lefcovitch for their commitment to this process.

On behalf of the Panel, I extend our deepest appreciation to Joan Bessey whose support and assistance throughout the process were exceptional.

I hope our report will contribute to the goals and vision of the School of Nursing.

Sincerely,

A handwritten signature in cursive script that reads "Alice".

Alice Collins
Panel Chair

AC/sjh

Attachment (1)

cc: Ms. J. Bessey ✓
Dr. C. Baker
Dr. S. Birnie-Lefcovitch
Dr. J. Profetto-McGrath

INTRODUCTION

The Academic Review Panel for the School of Nursing, Memorial University conducted the on-site visit on February 11th and 12th, 2007. Prior to and during the visit, panel members examined the Self Study Report and Curriculum Vitae Document prepared by members of the School of Nursing. During the visit, the Panel met with faculty, staff and administration of the School, undergraduate students in the various programs offered by the school and with graduate students. In addition, the Panel met with representatives of the Provincial Department of Health, the Association of Registered Nurses of NL, and Ms. Pegi Earle, author of the Report, Foundations for Success, Consolidating Nursing Education within Memorial University. The Panel had an exit meeting with Dr. Doreen Neville, Dean of Record for the Academic Program Review and we had an exit meeting with the faculty, staff and administration of the School of Nursing. Throughout the two-day site visit, the Panel examined other documents provided by the School of Nursing.

There is a major recurring theme throughout this report. It is the imperative to decide on and implement a process for the consolidation of the School of Nursing and the Centre for Nursing Studies on the St. John's campus and the Western School of Nursing at the Corner Brook campus. Faculty and staff at the School of Nursing are engaged in committee and teaching responsibilities which extend beyond the normal requirements of the university as they are required to collaborate with the three sites on all curriculum matters pertaining to the BN (Collaborative) Program. The members of the School readily accept this responsibility but they are now awaiting decisions and action on the future of consolidation. This item will be referenced throughout the report.

UNDERGRADUATE PROGRAMS

1. How well is the unit performing its undergraduate teaching function?
2. Is the curriculum sufficiently comprehensive and rigorous?
3. Are the grading norms consistent with those used in similar programs in Canada and elsewhere?
4. Is the unit properly staffed to fulfill its undergraduate responsibilities?
5. Are classes the appropriate size to accomplish its teaching goals?
6. How competitive are the unit's undergraduate programs nationally and regionally in attracting qualified students and placing graduates in suitable positions?
7. Are recruiting and retention opportunities being maximized, both by the unit and by the University?
8. Does the University supply the library resources, computing, and laboratory facilities, and other resources necessary to support the undergraduate program?

9. Is the unit fulfilling its service responsibilities to other units in the University?

The Memorial University School of Nursing offers the following undergraduate programs and program streams: a) the BN (Collaborative) Program: 4-Year regular stream, b) the BN (Collaborative) Program: 2-Year fast track stream, and c) the BN (Post-RN) Program.

The 4 Year stream of the BN program is delivered collaboratively by three Schools of Nursing: Memorial University School of Nursing (MUNSON), the Centre for Nursing Studies (CNS) in St. John's, and Western Regional School of Nursing (WRSON) in Corner Brook. The 2-Year fast track stream is also delivered collaboratively but by MUNSON and WRSON only. The Post RN program is web based and offered solely by MUNSON.

There is evidence that the curricula of the undergraduate programs are rigorous and the grading norms consistent with those in other Nursing programs in Canada. In 2001 the School received a 7-year national accreditation from the Canadian Association of Schools of Nursing (CASN) for both the BN (Collaborative) Program and the BN (Post-RN) program. This accreditation requires excellence rather than simply meeting standards. The School will be reviewed again in March 2008.

Another indicator of the quality of the BN undergraduate program is the exceptionally high success rates obtained on the Canadian Nursing Registration Exam (CNRE) by its graduates over the past seven years. This national exam is required for nursing licensure in all provinces and territories except for Quebec. The results for nursing graduates from Memorial are well above the national average.

Currently the number of provincially funded seats for the Collaborative 4-Year regular stream is capped at 223 but this number is expected to be increased. Memorial School of Nursing is allocated 51 seats, the Centre for Nursing Studies 121, and Western Regional School of Nursing 51 seats. There is a strong applicant pool for the 223 seats with applications ranging from 494 to 639 over the last seven years and the annual average being 574. Retention of students in this program is reasonable and is similar to the retention rates in other nursing programs.

The 2-Year fast track stream for applicants with a university degree or near completion of a degree was introduced in 2002 and has 32 funded seats. Of these, 24 are allocated to the Memorial School of Nursing, and 8 to the Western Regional School of Nursing. Except for the first year the program was offered, applications for the 32 seats have ranged from 52 to 71. Prerequisite science courses have been a barrier for interested potential students and have affected admissions. The School of Nursing is addressing this as two of the required science courses will be offered in St. John's campus and the Grenfell campus in the spring semester of 2007-2008. Retention of students admitted to this

program is very high. Government funded seats are likely to be increased to 42 in 2008-2009.

The demand for the Post RN program has been variable. Applicants ranged from 59 in 2000 to a low of 27 in 2005. Applicant numbers in 2007-2008 however have increased to 60. Initially developed in 1966 to meet a provincial need for diploma trained nurses to obtain a baccalaureate degree, this program is now delivered entirely on the World Wide Web across Canada and internationally. Of the 152 students registered in 2006-2007, 78 are living in Newfoundland and Labrador, 41 elsewhere in Canada, 16 in the United States, and 4 in other countries. Of the recently admitted 60 students, 27 are in the province, 27 in other Canadian provinces and 4 in the US. Students apply and are admitted on a rolling basis. All but one are enrolled on a part time basis.

Because the Post RN program attracts students nationally and internationally, classes provide a diverse and rich academic experience. It is responding to a need, opens career paths, and enhances the quality of professional practice. The diploma programs, however, have been replaced with baccalaureate programs since 2000 in Newfoundland and Labrador, and the provincial demand appears to be declining. In addition, the program consists of 17 courses over two years, longer than many other Post RN programs in Canada, and as most students are part time it takes a long time to complete. Graduates per year have ranged from 12 to 20 in the last seven years suggesting class sizes are small. The Post RN program appears to be taking up a significant amount of faculty teaching time for small numbers of students in a period when there may be a declining provincial need for it and an increasing need for entry level baccalaureate nurses.

Recommendation

- 1. That the School of Nursing conduct a survey to determine the potential committed market for the Post RN program, assess the provincial need for this program, and use the evidence to determine future offerings and if indicated, develop a planned phase out with commitment to students already in the program.**

Although the School is well supported by library resources, computing, and laboratory facilities, the availability of student counseling services was identified as an issue.

Recommendation

- 2. That the School of Nursing explore with students and faculty the accessibility of the services of Memorial's Counseling Centre and if the need for increased accessibility is indicated, nursing administration explore alternate or increased accessibility for nursing students with the Counseling Centre.**

A key development anticipated by the School of Nursing is a government request for more undergraduate seats. This will put added pressure on human and physical resources needed to deliver the programs. An area of strength of the 4-Year and 2-Year BN program tracks is the comprehensive clinical learning incorporated into the curriculum. As student numbers increase, however, good clinical placements will be more difficult for the School of Nursing to obtain. Clinical courses also will tax faculty resources because the number of students per clinical instructor is small and because securing placements requires administrative time. Currently, students in the BN program streams have 1700 hours of clinical placement which is higher than many programs across the country.

Recommendation

3. **That the School of Nursing examine the clinical component of the BN program streams to determine whether some reduction in clinical placement hours could be achieved without impacting the quality of the program.**

GRADUATE PROGRAM

1. How effective is the unit in performing its graduate teaching and supervision responsibilities?
2. Is the research and scholarly productivity of the unit's faculty appropriate to its graduate responsibilities?
3. Are the graduate program's admissions criteria appropriate?
4. How successful are the unit's graduate programs nationally and regionally in attracting qualified graduate students and placing graduate degree holders in professional employment?
5. How competitive are the unit's graduate programs nationally and regionally in attracting qualified graduate students and placing graduate degree holders in professional employment?
6. Is the curriculum sufficiently comprehensive and rigorous?
7. Are the assessment standards consistent with those used in graduate programs in Canada and elsewhere?
8. Is financial support for students at a level appropriate for the scope of graduate education activities desired within the unit?
9. Does the University supply the library resources, computing and laboratory facilities, and other resources necessary to support the graduate program?

The MUN School of Nursing has offered a Master of Nursing program since 1982. The purpose of the MN program is to prepare nurses at an advanced level and to provide leadership in nursing. It began as a full-time, thesis-based, on-campus program and evolved to include three routes: thesis, practicum, and

acute care nurse practitioner (ACNP). The thesis and practicum routes are completed by distance on-line, either full-time (2 years) or part-time (4 years), while the 2nd year of the ACNP program must be completed on campus full-time. All students complete the same core set of courses regardless of program route: Research (quantitative & qualitative methods), Philosophical and Theoretical Foundations of Nursing, and two courses related to individuals and families or communities and populations. The ACNP option is offered only when there are sufficient numbers of students. The School anticipates that when the Nurse Practitioner - Primary Health Care program moves to the MN program, the School will be able to offer this route (both NP-PHC and ACNP) each year.

The number of applicants increased substantially when the program became available by distance delivery in 2002. The online program was developed in collaboration with the Division of Educational and Learning Technologies (DELT). More than 80% of students enrolled in the MN program are part-time students and more than two-thirds opt for the practicum route.

The unit has been very effective in graduate teaching and supervision of graduate students. As of September 2007, the School of Nursing employed 23-tenure track (TT) faculty (with one on long-term disability) and approximately 25 contractual faculty to support the teaching and academic service needs. The School's research/scholarship activities have continued to grow with all tenure-track faculty and some contractual faculty being involved in these activities. This growth is reflected in the number of publications in a variety of peer-reviewed, high impact journals and books and number of presentations at local, regional, national, and international conferences.

Faculty members have increased their involvement in research projects and have obtained funding from a variety of national, regional and local funding agencies. In the past seven years, annual funding for research has shown a substantial increase from \$64,000 in 2000-01 to a high of \$701,000 in 2006 for a total of over \$3M in research revenue in 7 year. This total does not reflect the revenue from interdisciplinary projects involving nursing faculty as investigators. Some members of the School of Nursing have also been successful in international projects

Although faculty members have progressed well and have been successful in their research work they do recognize that they are still 'in development' and have the potential for further growth in the area of research/scholarship. To this end they focused part of their 2007 School of Nursing faculty retreat to discuss the need to enhance and build their research capacity, expand dissemination, and increase the impact of their research. They also recognize the need to identify key research strengths and develop core foci to be developed by the School and its faculty in a more coherent and strategic way. For example, the School identified 'Healthy Ageing' as an important area because of the province's population demographics. This focus is quite appropriate given the success in 2006-2007 by the School of Nursing with the Division of Community Health and Humanities (CHH), Faculty of Medicine for a Canada Research Chair in Healthy Ageing.

Admission to the Master of Nursing program is competitive. Most students admitted to the program have achieved a high B average in their undergraduate nursing program. These admission requirements are appropriate and consistent with other MN program requirements across the country. The School has been successful in attracting qualified graduate students to their programs which is in part reflected in the high percentage of students who complete the program. Once admitted almost all students successfully complete the program, with little permanent attrition. Since 2000, the School of Nursing reports 105 MN graduates. All five students who have graduated with the designation of Nurse Practitioner are employed as NPs.

Graduates of the Master of Nursing program are surveyed when there are sufficient numbers. The most recent survey was conducted in 2005-06 with 28 of 45 graduates (59%) responding. Results indicated that most graduates were satisfied with their MN program (mean rating of 3.8/5.0), were very positive about the distance delivery model, and felt that the thesis or practicum project was particularly valuable. However they made a number of suggestions for improvement. The Graduate Studies Committee is currently conducting a review of the MN program.

As part of this Academic Program Review, the School of Nursing was able to compile a list of all their MN graduates since 2000, their year of graduation, thesis/practicum topic, scholarly or clinical impact of their work, current position, and whether or not they had enrolled in PhD studies. They were able to contact 80 (76%) of the 105 graduates. Of these, 37 are employed in nursing education (most in Newfoundland but also in other parts of Canada, the United States, Indonesia and Malaysia), 2 obtained positions in the provincial professional association, 15 are in management positions in health care (one is a CEO of a regional health authority), 18 are in advanced nursing practice positions, and 8 are staff nurses. Twelve have pursued PhD studies. The graduates have disseminated their work in the form of 12 peer-reviewed publications, 2 other publications, and presentations at 4 international, 19 national, and 16 regional or local conferences.

The MN program is comprehensive in that it addresses needs in the health sector and in education for advanced preparation in nursing, and the needs of students who intend to go on to PhD studies. This is in part due to their strong knowledge development and research base with two core research courses and the course in philosophical and theoretical foundations of nursing. In 2000, the non-thesis option was introduced to prepare nurses for a variety of advanced functions including advanced clinical practice, administration, research utilization, evidence-based policy development, and education. When appropriate, the School encourages practicum projects to be affiliated with a clinical agency to increase their relevance for practice and to improve their uptake and dissemination. To date, the thesis and practicum projects have had a positive impact.

The Associate Director, Graduate Programs and Research, the School of Nursing Graduate Studies Committee and course professors regularly review course

offerings, survey graduates, and revise curricula accordingly. At the present time, they are conducting a full review of the MN program to take into account current trends across the country and their plan to offer a PhD in Nursing program in the near future.

Rigorous evaluation methodologies are in place for all courses, practica, theses, and NP clinical experiences. All on-line courses in the MN program have limited registration of 20 students in order to facilitate communication between and among students and the professor in the course. Evaluation in most courses includes comprehensive papers, other assignments, and a requirement of on-line participation in discussion forums. These assessment standards are consistent with those used in graduate programs in Canada and elsewhere. The clinical ACNP courses also have Objective Standardized Clinical Evaluation (OSCE) using standardized patients and evaluations from clinical preceptors.

All theses are examined by an internal and an external examiner appointed by the Dean of the School of Graduate Studies on the recommendation of the School's Associate Director, Graduate Programs and Research. The student's supervisor and co-supervisor must approve practicum proposals (if applicable) and the supervisor grades the final report. The student is expected to do a final formal presentation. Faculty, students and clinical agency personnel are all invited to attend the presentation and can pose questions to the student about their project. Several of the theses available during the unit visit were reviewed and these were found to be of high quality.

The School of Graduate Studies (SGS) has a rigorous process of evaluating proposals for new programs. The original MN program was peer-reviewed; the more recent ACNP program was also reviewed in 2002 and then again in 2007 when the ARNNL brought in two external reviewers for purposes of ARNNL approval. All MN program changes are passed at the Academic Council of the School of Nursing, by the Academic Council of the School of Graduate Studies, and by the university Senate prior to implementation.

Although several processes are in place to ensure and maintain rigour in their program and students generally concur, some of the students interviewed did indicate their experiences with the program range from very good to marginal. For example, some students reported that they were able to achieve high marks in some courses without doing any of the readings. Others expressed concerns with the management of web material which they believe needs improvement.

Recommendation

- 4. That the School of Nursing continue to review courses in the graduate programs in a systematic manner to ensure currency, connectivity among the courses and cohesiveness of the program as a whole.**

Since the beginning of the MN program in 2000, students have received a number of internal and external fellowships, scholarships and other support during their program. Ten students have received internal funding from the School of Graduate Studies. Nine students have received SGS fellowships (\$6,000) per year and one student received the prestigious FA Aldrich Fellowship (\$15,000). This is awarded for exceptional academic achievement.

Unfortunately because most of the students take their program part-time, they are ineligible for fellowship support from the School of Graduate Studies. Since 2000, 24 of the 105 MN graduates (23%) were named Fellows of the School of Graduate Studies because they maintained an A average in each graduate program course or had an overall average of 85%. Five students have been successful in obtaining fellowships and/or studentships from SSHRC or CIHR. Five students were supported from an AUCC/CIDA funded international project of approximately \$7000/year; and 1 student received the Newfoundland and Labrador Centre for Applied Health Research Fellowship (\$16,820).

The Health Sciences Library (HSL) of Memorial University, located in the same building as the Schools of Nursing, Pharmacy and the Faculty of Medicine, provides the primary library resources for the School of Nursing. The HSL collection includes material on medicine, nursing, pharmacy, dentistry, and allied health. In the health and allied disciplines there are approximately 40,000 books (paper format); 20,000 electronic texts; 8,000 electronic journals; 350 current journals (paper format); and 1800 audio-visual materials. In addition, the library provides access to approximately 30,000 non-health electronic journals and 220,000 electronic texts that are accessible through general Memorial University agreements. Additionally HSL faculty and students have access to all of Memorial's libraries including the QEII library and its extensive holdings and services.

The students have access to 624 nursing related journals and serial publications through the Memorial Libraries as of July 2007. During our onsite tour of the library we saw several workstations, small rooms for study and discussion, and a computer lab that is available to members of the Faculty of Medicine and School of Nursing students. Faculty and students report excellent library resources and services to support their work and study.

NP Option: In 2002, the NP option was developed in response to health care system needs for this level of practitioner. The nurse practitioners of Canada believe that the competencies expected of Nurse Practitioners (NPs) are consistent with advanced nursing practice (Canadian Nurse Practitioner Initiative Technical Report - CNPI). According to the Report there is strong evidence that the demands and expectations associated with advanced nursing practice and therefore the NP role is consistent with educational preparation at the graduate level. Pan-Canadian bodies such as the Canadian Nurses Association and the Canadian Association of Schools of Nursing support graduate level education for NPs in Canada. The CNPI recommends the adoption of the master's degree (MN/MScN) as the required exit credential ideally by 2010 but no later than 2015.

Reference: Canadian Nurse Practitioner Initiative Technical Report (2006, p. 10). Available on www.cnpi.ca

Recommendation

- 5. That the School of Nursing offer the NP program at the MN level in line with the position of the CNPI.**

PhD Program: In 2006, the School struck an ad hoc committee of six senior faculty members to begin work towards the establishment of a PhD program. They completed a scan of all Canadian PhD nursing programs and held an invitational symposium in May 2007 with speakers from four well established PhD programs in Nursing (UBC, University of Toronto, McMaster University, and the University of Michigan). The School also invited representatives from the University of New Brunswick as they had expressed an interest in joint discussions with Memorial on a PhD (Nursing) program, key stakeholders from the university, the health system, government, and all interested faculty from the Schools of Nursing in the province. The symposium was well attended and the need for and interest in the development of a PhD program in Nursing was strongly supported by stakeholders. The committee is continuing with its work including discussions with UNB and a draft proposal will be ready in 2008.

Given the School's well-established Masters, its proven track record in thesis supervision, the level of research activity, and a solid base of MN graduates who want a PhD, et cetera, the school is in a good position to offer a PhD program. This will require extra resources.

A PhD program is necessary for the development of any academic unit and the School of Nursing has the intellectual and organizational maturity to offer the advanced degree. Having a PhD program in Nursing would be of benefit to the province and the profession as a whole.

Recommendation

- 6. That the School of Nursing begin work on a PhD program with care/attention to its relationship to its other programs. To effectively develop the program the School must obtain needed resources. When ready start the program by admitting a small cohort of students (4-5).**

FACULTY RESEARCH AND SCHOLARSHIP

1. Are the research, creative activity, and scholarship of the faculty appropriate for providing first-rate academic programs?
2. Are research facilities and library resources sufficiently supportive of faculty research?
3. Are faculty generating external funding up to their full potential?
4. What role are faculty playing in the University's research centers, interdisciplinary research groups and external partnerships?
5. Are the faculty engaged in regional, national and international professional organizations?

Faculty members at the School are engaged in several research projects, creative, and scholarship activities (publications, oral and poster presentations, et cetera). They have won several awards in recognition of their important contributions. The School is well positioned to lead and provide the necessary programs at the BN, MN and PhD levels.

Memorial holds excellent library resources to facilitate faculty research. To support research and scholarly activities of the School, a Nursing Research Unit (NRU) was established in 1999 with four work areas available for the coordinator of the NRU and research assistants. Based on a review of the minutes of the NRU committee and specific projects the establishment of this unit has been a positive addition.

A shortcoming of the offering of MN programs via the web results in a lack of potential RAs for faculty members. As well given the lack of opportunity to work as RAs with these faculty, researchers may deny students work and research exposure.

The curricula vitae reveal that many faculty are involved in a wide range of collaborative and sole authored research. Faculty members participate in projects across the university and are also engaged in international research projects. They are involved in regionally-supported studies (e.g., ARCASN, ARNNL, Alzheimer Society of NFL, Provincial Breastfeeding Coalition, NFL Nurses Respiratory Society) and national research projects (e.g., CASN, CANR, CAON, CAUT, Can Council of Cardiovascular Nurses, CPHA, SOPHA). Several of the faculty members have held or currently hold leadership positions in a number of organizations. There is no evidence, however, of faculty involvement in international professional organizations.

Given the present demands of the many programs and the arrangements of the collaborative programs, increased research productivity requires that the School of Nursing make decisions about their program offerings. (There are, for example, recommendations in other sections about the post RN program and the consideration of reducing the clinical requirement.)

Recommendation

7. That the School of Nursing consider curriculum reform to provide the time needed for increased research productivity.

FACULTY AND STAFF

1. How well are faculty and staff resources being used?
2. Are promotion and tenure policies appropriate to the unit's mission and aspirations?
3. How successful is the unit in implementing University employment equity policies?
4. Are faculty and staff workloads equitable and appropriate to the unit's missions?
5. Are administrative decisions made and administrative tasks carried out efficiently and effectively?
6. How does the unit rank among those in similar institutions regarding research productivity and quality, external funding, academic programs and teaching loads?

The School of Nursing at Memorial University appears to have a clear organizational structure that is largely consistent with its operational requirements. It also benefits from a talented and dedicated group of academic administrators, faculty, contractual and support staff who are highly committed to the effective operation of the School.

The School has three academic administrative positions: a director responsible for overall management and operations, and two associate directors, one responsible for undergraduate programs, and the other for graduate programs and research. In addition, the School has 24 tenure-track faculty positions, two of which are currently vacant, although searches are expected to be initiated shortly. The School's instructional programs rely heavily on another 25 contractual faculty who are employed for various terms, ranging from four months to three years, and who deliver more than half of all teaching, including lecture-type and clinical courses. Twelve other staff positions support the School's operations and include a manager of finance and administration, secretarial support for the director and associate directors, general office staff, and staff who coordinate or organize clinical placements, a nursing research unit, learning resource centre, nursing lab and common functions associated with the multi-site BN (Collaborative) program. In addition, the School has access to a half-time technology/computer consultant and a development officer which it shares with the School of Pharmacy and Alumni Affairs and Development.

While discussions regarding faculty and staff matters indicated that the School of Nursing is operating well, several specific issues were identified.

i) Consolidation of Nursing Education

In 2005, the Government of Newfoundland and Labrador commissioned a White paper on Post-Secondary Education which recommended that the three Schools of Nursing in the province consolidate within Memorial University. Following from this recommendation, and consistent with other developments regarding establishment of Sir Wilfred Grenfell campus of Memorial University as an autonomous institution, a proposal has been made to create two independent Nursing schools: a Faculty of Nursing on the St. John's campus which would merge the School of Nursing at Memorial and the Centre for Nursing Studies (which currently is operated by Eastern Health) and that the Western Regional School of Nursing (which currently is operated by Western Health) consolidate at Sir Wilfred Grenfell in Corner Brook. While comments we heard indicate widespread support for this proposal, implementation has been proceeding at a very slow pace. For purposes of the present APR, this delay has important implications, particularly for the BN (Collaborative) program, although the challenges identified also have the potential to negatively impact other areas of School operations if they are not addressed in a timely and effective way.

The administrative arrangements which support governance of the BN (Collaborative) program appear to be an ongoing concern for faculty and staff at the MUN School of Nursing. (It may be an issue for the other sites as well, but that was not the mandate or focus of the present review.) This program, which is delivered on three sites affiliated with separate and autonomous organizations, is managed and coordinated on a consensus model. To facilitate consensus-style decision making, a large number of administrative and curricular committees have been established, each having equal representation from each site. In addition, a Consortium Office has been established at Memorial to perform common functions, such as student admissions. The Panel heard that this extensive structure seems to be quite burdensome for the School of Nursing at Memorial in terms of faculty time. Moreover, the consensus model seems to inhibit the introduction of curriculum change and innovation since each site has the ability to veto ideas brought forward by another. It also results in additional work for the School of Nursing support staff who regularly receive inquiries from staff at the other sites. In addition, contractual faculty especially are very concerned about the effect consolidation may have on their jobs and are feeling quite unsettled as a result.

Recognizing that consolidation deliberations had stalled and that renewed energy and focus was needed, Memorial hired a consultant (Pegi Earle) to review progress to date and make recommendations for moving consolidation forward. That report is now complete and includes a comprehensive set of recommendations which have the support of the directors of the three nursing schools. Implementing these recommendations will obviate the challenges associated with the current governance arrangements for the BN (Collaborative) program.

Recommendation

- 8. That the Senior Executive of the University immediately implement the consolidation process and advance the recommendations contained in the Earle Report.**

ii) Faculty Workload

On the whole, while the workload for tenured faculty is heavy, faculty view their teaching assignments as equitably distributed and they feel that mechanisms are in place to address problems when they do occur. However, there does not appear to be a clear consensus about the equivalency weighting (currently 1.5) which should be given to courses having a clinical component.

Recommendation

- 9. That the School of Nursing apply the process outlined in Article 3.17 of the MUNFA Collective Agreement to consider revising the equivalency weighting for clinical courses.**

iii) Promotion and Tenure Criteria

Faculty indicated that the amount of effort required to fulfill their responsibilities for academic service are not adequately recognized in promotion and tenure. The Collective Agreement provides a process for faculty to consider and amend the requirements for promotion and tenure.

Recommendation

- 10. That the School of Nursing consider Article 11.29 of the Collective Agreement to elaborate the criteria to be applied for promotion and tenure.**

iv) Research and Scholarship

The self-study report prepared by the School documents the growth in research productivity which has taken place in recent years. A number of faculty appear to be actively involved in local, national and international projects and have increased funding available to support these activities. In addition, faculty have a good record of publication in scholarly venues and present papers at national and international conferences and at local and regional meetings. The School believes its productivity could be further enhanced and has identified challenges (workload of research intensive faculty, space, and travel funds) and is actively considering ways of addressing them. One issue that arose during panel discussions with faculty focused on administrative support available to researchers. There seems to be a disconnect between project needs, staff resources within the School, and institutional accountability policies. One additional issue that arose during our discussions with faculty focused on administrative support for research projects. It seems that an

inordinate amount of effort and delayed timelines sometimes occur when completing routine administrative tasks such as ordering supplies. We were unable to determine if the problem results from cumbersome university-wide procedures, training within the School related to their implementation, insufficient staff support dedicated to research-related administrative tasks, or some combination.

Recommendation

11. That the School of Nursing continue what it is doing to strengthen its research profile, adding administrative/policy support for research to its list of challenges.

v) Contractual Faculty

As noted previously, the School relies heavily on contractual faculty who are responsible for more than 50% of the School's undergraduate teaching. It is important to note, however, that many nursing programs across the country also depend on contractual faculty to support the teaching of clinical courses as the instructor/student ratio is typically 1 to 6 or 8 students.

While contractual faculty make a very substantial contribution to the delivery of the programs offered by the School of Nursing, some feel their efforts are not adequately recognized and that the short-term nature of their appointments limit their ability to contribute to course and curriculum planning. During our meeting with contractual faculty some suggestions arose that might address these concerns. For example, rather than listing contractual faculty on a sheet of paper taped to the School's wall directory, their names could be listed on the directory itself. Also, exploring the feasibility of "rolling contracts" may provide contractual faculty with greater job predictability from semester to semester which would facilitate increased involvement in planning activities.

Recommendation

12. The Director of the School work with contractual faculty, in consultation with the Office of Faculty Relations, to identify strategies to recognize contractual faculty and foster long- term relationships between contractual faculty and the School of Nursing.

vi) Support Staff

Support staff reported a very heavy workload which at times is experienced as overwhelming. We understand that in response, and in anticipation of further growth of the School, an office and staff review was conducted, with the assistance of the university's Human Resource Department. This has resulted in the creation of a new position, the reclassification of an existing position and realignments of responsibilities, all intended to increase workflow efficiencies

and make workloads more manageable. These changes are very recent and are still in process.

Recommendation

13. That the School of Nursing closely monitor implementation of these changes to ensure they are achieving the desired results.

COMMUNITY SERVICE

1. Is the unit fulfilling opportunities to serve the community?
2. Is the unit, where appropriate, effectively introducing students to professional community service opportunities?

In meetings with community representatives (Association of Registered Nurses of Newfoundland and Labrador and the provincial government) it became very evident that the School is integrally involved in the professional nursing community. Its leadership is recognized and the School is seen as making useful contributions to the promotion of the nursing profession. Examples cited to illustrate this high degree of involvement include: the extent to which the School's graduates are "practice ready", that is, the School is seen as responsive to important employer and societal needs; the School actively seeks partnerships with community groups to advance specific projects, for example, the Labrador Inuit and neonatal services; the School not only seeks employer feedback about its various programs and activities, but also uses that feedback to inform and guide its work; and, many faculty lend their knowledge and expertise to the community through their participation in organizations, boards and committees at local, provincial and national levels. Also, the nature of the educational experience provided in Nursing, which integrates learning in the classroom with clinical practice experiences in health and community settings, requires the School to interact very closely with its professional community and ensures that its students are introduced to real-world practice imperatives. As an applied professional discipline the School is expected to work closely with its professional and practice communities and it is apparent that the School of Nursing works diligently and in multi-faceted ways to ensure these strong community connections.

No recommendation.

UNIVERSITY CITIZENSHIP

- Does the unit effectively reinforce the goals of other units?
- Do its members encourage and contribute to interdisciplinary activities?
- Should it apply its efforts and resources in new or different ways in order to enhance its role within the University?

The School of Nursing exceeds the requirements for being a dedicated and contributing citizen of the University. In addition to many other examples, the School of Nursing is a founding member of the Centre for Collaborative Health Professional Education and is an actively contributing member of its Governing Council, represented by the Director of the School of Nursing. Faculty members are committed to IPE and have developed and implemented modules for this program. Students are engaged in IPE. Through the Director, the School has also participated actively in developing a College model for IPE at Memorial.

Faculty members have been involved with Women Studies' Program for a very long time. They contribute their expertise to seminars, workshops and teaching, and they have been involved with student mentoring and thesis supervision.

The Aboriginal Nursing Access Program is an exemplary model at Memorial and across Canada for providing nursing education to nursing students from aboriginal communities.

Curriculum Vitae indicate that faculty are contributing to the teaching, research and service components of the University. Faculty members serve on Committees in the School of Nursing, on committees of the collaborative program, on university-wide committees, and in the provincial and national professional communities. They are involved in collaborative and sole-authored research. Faculty have successfully supervised many graduate student theses and contribute in supervisory and faculty capacities to the work of the School of Graduate Studies.

In addition to the usual and expected collegial service provided by an academic unit, the School of Nursing exceeds the norm because of the collaborative nursing program. This being the case, the Panel does not recommend that the School of Nursing apply its resources in any other directions at this time. The Panel reinforces here the earlier recommendation that the University proceed immediately to implement consolidation as recommended in the Earle Report. Consolidation will further enable the important contribution the School of Nursing makes to Memorial University and the province of Newfoundland and Labrador.

No recommendation.

UNIVERSITY SUPPORT

- Is the unit receiving adequate resources from its Faculty and from the University at large?
- Are its facilities adequate? Attention should be paid to space, equipment, computing, laboratory and library resources.
- Is it adequately staffed?
- Does the reporting structure ensure managerial efficiency and administrative effectiveness within the unit?

The School of Nursing receives a budget from the Office of the Vice-President (Academic) and from the Department of Health and Community Services. Since the introduction of the fast track (collaborative) BN, the School has enjoyed a carry over.

The lab facilities are adequate at the moment; however, two items will impact the situation, the one being consolidation and the second the growing uncertainty (due to demographics and other issues) of the availability of clinical placements. Technological capability may be able to address lab instruction to some extent. A further consideration is the faculty time commitment to clinical supervision. (See Recommendation 3). There are compelling space and faculty resource reasons for addressing the laboratory situation.

Faculty and staff space is already too congested and the administrative offices poorly designed. The School is presently working with Facilities Management. However, it is not conceivable that there would be any growth without a commitment to increasing space for the School of Nursing. Consolidation also will be an important consideration in determining space requirements.

There are adequate library resources and access to on-line materials.

The staff in Nursing undertakes extra work because of the collaborative relationship with the two other sites. Recent hires and distribution of work may address this situation in the short term.

This is a non-departmentalized academic unit. The reporting structure is clear and effective.

Recommendation

14. That the Director of the School of Nursing and the Vice-President (Academic) undertake space planning immediately.

PLANS, GOALS, AND RESOURCE ALLOCATION

- Are the objectives of the unit appropriate to the mission of the University?
- Is the unit trying to do too much?
- If the unit has made requests for additional resources, which requests do the Panel support and why?
- How might the Unit's resources be redistributed to realize its goals and those of the University.

The goals of the unit are appropriate to the mission of the University. The School of Nursing engages in teaching, research and service work. It responds in a special way to the citizens of Newfoundland and Labrador by its preparation of nurses for this province and offers graduate programs to those in this discipline who wish to increase their academic credentials and avail of more career, personal and professional opportunities for themselves. The unit is also delivering a post RN degree program to those who wish to obtain the BN which is the Canadian standard for the profession.

This unit far exceeds its reach because of the collective commitment to nursing and nursing education and its collaborative relationship with the CNS and the Nursing program in Corner Brook. More committee work, teaching collaboration and other professional endeavours are required, and although faculty and staff do this willingly, they pay a price. For example, in order for any curriculum changes to occur, the agreement of three sites is required. This is quite unusual in a university setting where collegiality and consensus are upheld as values but the School of Nursing works under the mantra of a 'veto'. This is very time consuming and discouraging if change does not occur. The only solution is consolidation.

Faculty and staff agreed that they are doing too much. They also agree that if they are to shift or discontinue some aspect of the work it would be the post RN program.

Recommendation (Same as Recommendation 1)

15. That the School of Nursing conduct a survey to determine the potential committed market for the Post RN program, assess the provincial need for this program, and use the evidence to determine future offerings and if indicated, develop a planned phase out with commitment to students already in the program.

RECOMMENDATIONS

1. That the School of Nursing conduct a survey to determine the potential committed market for the Post RN program, assess the provincial need for this program, and use the evidence to determine future offerings and if indicated, develop a planned phase out with commitment to students already in the program.
2. That the School of Nursing explore with students and faculty the accessibility of the services of Memorial's Counseling Centre and if the need for increased accessibility is indicated, nursing administration explore alternate or increased accessibility for nursing students with the Counseling Centre.
3. That the School of Nursing examine the clinical component of the BN program streams to determine whether some reduction in clinical placement hours could be achieved without impacting the quality of the program.
4. That the School of Nursing continue to review courses in the graduate programs in a systematic manner to ensure currency, connectivity among the courses and cohesiveness of the program as a whole.
5. That the School of Nursing offer the NP program at the MN level in line with the position of the CNPI.
6. That the School of Nursing begin work on a PhD program with care/attention to its relationship to its other programs. To effectively develop the program the School must obtain needed resources. When ready start the program by admitting a small cohort of students (4-5).
7. That the School of Nursing consider curriculum reform to provide the time needed for increased research productivity.
8. That the Senior Executive of the University immediately implement the consolidation process and advance the recommendations contained in the Earle Report.
9. That the School of Nursing apply the process outlined in Article 3.17 of the MUNFA Collective Agreement to consider revising the equivalency weighting for clinical courses.
10. That the School of Nursing consider Article 11.29 of the Collective Agreement to elaborate the criteria to be applied for promotion and tenure.
11. That the School of Nursing continue what it is doing to strengthen its research profile, adding administrative/policy support for research to its list of challenges.

12. The Director of the School work with contractual faculty, in consultation with the Office of Faculty Relations, to identify strategies to recognize contractual faculty and foster long- term relationships between contractual faculty and the School of Nursing.
13. That the School of Nursing closely monitor implementation of these changes to ensure they are achieving the desired results.
14. That the Director of the School of Nursing and the Vice-President (Academic) undertake space planning immediately.
15. That the School of Nursing conduct a survey to determine the potential committed market for the Post RN program, assess the provincial need for this program, and use the evidence to determine future offerings and if indicated, develop a planned phase out with commitment to students already in the program (same as Recommendation 1).