FINAL ASSESSMENT REPORT
Evaluation of Undergraduate Programs
School of Nursing
Faculty of Health Sciences
Academic year: 2019-2020
Date: April 15, 2021

I. Program(s) evaluated

- Honours Bachelor of Science in Nursing

II. Evaluation process (description of the visit)

- The final assessment report for the evaluation of the aforementioned program(s) is based on the following documents: (a) the self-study brief produced by the academic unit; (b) the report by the two evaluators following their site visit; and (c) comments from the dean of the Faculty of Health Sciences, Lucie Thibault; the interim director of the School of Nursing, Jean-Daniel Jacob; and the interim assistant director for undergraduate programs at the School of Nursing, Amanda Vandyk, in response to the report cited in (b).
- The external visit, which took place on January 27 and 28, 2021, was conducted by Sylvie Larocque, Laurentian University, and by Chantal Saint-Pierre, Université du Québec en Outaouais.
- During their visit, the external evaluators met with the vice-provost, academic affairs, Aline Germain-Rutherford; the dean of the Faculty of Health Sciences, Lucie Thibault; the interim director, Jean-Daniel Jacob; the interim assistant director for undergraduate programs, Amanda Vandyk; representatives of Algonquin College (Pembroke and Woodroffe campuses); regular and part-time professors; members of support staff; and undergraduate students.

III. Summary of reports on the quality of programs[1]

1. HIGHLIGHTING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The four streams in the Bachelor of Science in Nursing program are of excellent quality, as evidenced by the external evaluators' reports, student satisfaction levels, and the seven-year accreditation recently granted by the Canadian Association of Schools of Nursing (CASN).
- The School of Nursing is well known both regionally and provincially, due to its partnerships with the Algonquin College and La Cité collégiale, and its programs being offered at several locations, among other reasons.
- Nationally, the School is ranked sixth out of 136 by the CASN (https://www.casn.ca/2016/12/many-nursing-schools/).
- The four streams were recently accredited for seven years—the highest standard—by the CASN.

[1]Based on all of the documents produced during the evaluation process.

- The programs enjoy an external environment (several healthcare institutions offering a variety of clinical placements), and sociocultural environment (i.e., the relevance and importance of nursing's role guaranteeing employment) that foster excellent training and learning.
- The research environment is of very high quality (professors' research portfolios, six research chairs).
- There is a high level of bilingualism in every respect (programs, students, professors and partner healthcare institutions).
- The efficient management team helps maintain the high quality of the programs.
- The School of Nursing is subject to an in-depth, continuous review process, which constantly improves program quality. A revamped program will be launched in 2022.
- Simulation-based teaching methods and labs help bridge the gap between theory and clinical training.
- Gender diversity, among both student and teaching staff members, exceeds standards for the discipline.

CHALLENGES

- There are few students from outside the region and province, despite a superior national ranking.
- The programs have trouble maintaining or improving their international ranking in order to raise their profile and attract international students.
- Integrating and guiding part-time teaching staff is challenging.
- Teaching staff from Algonquin College need to strengthen their knowledge.
- Future competitive threat in light of the Ontario government's recent decision to allow colleges to offer four-year undergraduate degrees in nursing.
- Deficiencies in the overall strategy for communicating with students to keep them informed about admission requirements, rules and regulations, and resources available in case of difficulty.
- Limitations in how students from the various campuses can participate and get involved in the School's activities, as well as their sense of belonging to it.
- Need for curriculum innovation by adding community-related content (e.g., gerontology, Indigenous health) and content for developing and evaluating interprofessional skills.
- Assessment grids need to be standardized to avoid bias in assessing learning in labs.
- It is vital that the use of simulation in teaching and learning strategies align with international standards of excellence developed by the International Nursing Association for Clinical Simulation and Learning (INACSL).

2. PROGRAM OBJECTIVES

- The School of Nursing's mission is articulated clearly. A number of indicators also show that the School's actions align well with its mission, including the renewal of the School's accreditation for seven years—the highest standard—which testifies to the program's excellence. The six research chairs are proof of its productivity. Its many partnerships, including with Algonquin College and La Cité collégiale, highlight the program's impact on the community.

- In the opinion of the external evaluators, “changes to the programs demonstrate commitment to the key aspirations in the institution’s strategic plan (Transformation 2030).”

3. CURRICULUM AND STRUCTURE

- The admission requirements are similar to those of other nursing programs in Ontario and prepare students well to meet the desired learning outcomes.
- Despite clear communication regarding language requirements, some students would like to be better informed about them. As a result, the School of Nursing is considering new strategies to better support students in achieving their bilingualism goals.
- Program content is generally prescribed by professional accreditation standards and national testing. That said, the program structure was recently reviewed to prepare students better for their internships.
- The new structure should also help students to complete the program on schedule. The unit should continue its efforts in that regard.
- Deficiencies were identified as a result of a well-established culture of continuous evaluation. The unit took them into account when reviewing the program that will be rolled out in 2022.
- Collaborative programs find it challenging to have students from all sites participate in faculty activities. So this would require continuous effort.

4. TEACHING, LEARNING AND ASSESSMENT

- In the main, the teaching, learning and assessment methods are inline with the methods used in nursing programs across Canada. Those methods are also assessed through the professional accreditation process.
- Nonetheless, the external evaluation noted issues with evaluation methods and recommended “the use of validated grids to assess development of the ability to work in multidisciplinary teams throughout the program.”
- Lastly, the external evaluators noted that simulation-based instruction “is well-established in teaching practices” and that there is “a desire to include more simulations featuring an interdisciplinary component.” However, the evaluators were unable “to confirm on the basis of the evidence provided that international standards of excellence... are known and applied.” That aspect is addressed in recommendation 3.

5. STUDENT EXPERIENCE AND GOVERNANCE

- The end-of-program surveys and interviews with students show a good level of overall satisfaction. The vast selection of clinical internships and the positive experience of the male minority are factors contributing to student satisfaction.
- In online discussions, some students said they would like to see better communication, particularly about what to do when difficulties arise.

- Student cohort progress from 2006 to 2011 was above the University of Ottawa average as a whole.
- With regard to program visibility, the external evaluators were "of the view that there is genuine potential to increase and diversify the students seeking to enrol in the program," particularly where Francophone and international students are concerned.
- Students in the program have access to several resources to support their academic success. The external evaluation report notes that "[t]he University of Ottawa pays close attention to welcoming and integrating international students...."

6. SPACE AND RESOURCES

- The professional accreditation process to which this program is subject highlighted the excellence of the resources in the program.
- However, the external evaluators in charge of the periodic assessment of the program were of the opinion that "there is a genuine vulnerability with respect to program quality should the School not fill the vacant [faculty] positions...."

IV. Program Improvement[2]

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

The numbering of recommendations 1 to 9 follows the numbering used in the external evaluation report.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The SCEUP recommends that the School of Nursing proceed with the process to review and renew the collaboration agreement with Algonquin College and La Cité collégiale.

Recommendation 2: The SCEUP recommends that program officials continue their efforts to align teaching and assessment methods with learning outcomes in the revised program.

Recommendation 8: The SCEUP recommends that the School of Nursing adopt a rigorous continuous evaluation plan for the revised curriculum, and that it include the group having conducted the review.

CURRICULUM AND STRUCTURE

Recommendation 6: The SCEUP recommends that the School of Nursing continue its efforts to develop and assess interdisciplinary skills.

Recommendation 3: The SCEUP recommends that the School of Nursing emphasize the use of simulation to enhance teaching and learning strategies, in accordance with the international standards of excellence developed by the INACSL.

[2] Based on the external evaluation report.

Recommendation 10: The SCEUP encourages program officials to continue their innovation efforts by adding more course content that is relevant to society, such as gerontology, end-of-life care, and Indigenous health.

TEACHING AND EVALUATION

Recommendation 4: The SCEUP recommends that program officials develop a comprehensive strategy for welcoming, guiding, and integrating part-time professors.

Recommendation 7: The SCEUP recommends that the School of Nursing develop a strategy for integrating Algonquin College faculty more effectively into the School of Nursing's research teams.

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 5: The SCEUP recommends that the School of Nursing consider a more proactive recruitment strategy to attract bilingual Francophone and international students.

Recommendation 9: The SCEUP recommends that the School of Nursing continue its efforts to improve its overall strategy for communicating with current and prospective students in order to keep them informed about admission requirements, rules and regulations, and resources available in case of difficulty.

SPACE AND RESOURCES

Recommendation 11: The SCEUP recommends that the School of Nursing consider a strategy for maximizing the participation of faculty and students across the various campuses in the School's activities.

V. List of Courses Not Offered for More Than Three Years and Reasons

All the courses have been offered at least once in the previous three years.

VI. Conclusion

The School of Nursing offers high-quality programs that meet the standards of the discipline, as evidenced by the seven-year accreditation—the highest standard— recently granted by the Canadian Association of Schools of Nursing. Program strengths include bilingualism and a well-established continuous improvement culture. The use of labs and simulation-based teaching methods also helps bridge the gap between theoretical and clinical training.

Following this very positive assessment of the program, the Committee wishes to thank everyone who took part in the evaluation. The Committee also commends the participants for their rigorous approach, and notes the quality of the self-study reports and the external evaluators' report.

Schedule and Timelines

The Office of Quality Assurance will schedule a meeting with program officials and the Office of the Dean following receipt of the Final Assessment Report in order to prepare an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained is to be submitted to the SCEUP at a later date to be determined when the action plan is finalized.

The next self-assessment cycle will take place in 2026–2027, with the self-study brief to be submitted by June 15, 2026.

Unit Response and Action Plan

Faculty:

- Health Sciences (FHS)

Programs evaluated:

- Honours Bachelor of Science in Nursing (BScN)
- Honours Bachelor of Science in Nursing for Registered Nurses (Post-RN program) (Program closed, with final graduates in 2020)
- Honours Bachelor of Science in Nursing – Second Entry Program
- Honours Bachelor of Science in Nursing – Registered Practical Nurse (Bridging)

Cyclical review period:

- 2019-2020

Date:

- Text

Note: This document is submitted to the Senate, as well as the Quality Council, and will be published on the University Web site.

General comments:

On May 25th, 2021, the School of Nursing was provided with the External Review Report stemming from the cyclic program evaluation. We would like to thank you the reviewers for their thoughtful and thorough evaluation of our undergraduate programs. The report includes 11 recommendations. Recommendation 7 is not accepted by the School, and we provide justification for this below. We feel confident in our ability to address the remaining recommendations.

Recommendation 1: The SCEUP recommends that the School of Nursing move forward with the process of reviewing and renewing the collaborative agreement with Algonquin College and La Cité collégiale.

Unit response: Accept in principle.

Rationale: The Memorandums of Understanding between uOttawa and our collaborative partners are signed by the presidents at each institution. We have advocated for the need to review the agreements as soon as possible, however, fulfilling this recommendation requires action by the Provost. As such, the SoN is committed to accepting this recommendation, with recognition that its fulfillment is largely outside of the SoN's control.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	1. SoN Director will follow up with Dean on progress. 2. The Collaborative Executive Committee will continue to advocate for this recommendation within their respective institutions.	• SoN Director • Dean of FHS • Provost of the University (Jill Scott)	January 2022	Not applicable

Recommendation 2: The SCEUP recommends that programs continue their efforts to align their teaching and assessment methods with the learning outcomes of the revised program.

Unit response: Accept without condition.

Priority level changed from 1 to 2.

The implementation of the new curriculum was originally set for Fall 2021. However, with the challenges imposed by the pandemic, implementation was delayed to Fall 2022 and then to Fall 2023. Changing the priority level to 2 is based on length of time for implementation, but it does not reduce the importance of this recommendation.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
2	1. Abolish Curriculum Renewal Committee and replace with SoN Undergraduate Programs Committee. 2. Put in place working groups for each course in the revised curriculum responsible for: proposing course objectives, key content, teaching methods, and evaluation strategies. 3. Provide each working group a course template including the SoN philosophy statement, program learning outcomes, College of Nurses of Ontario's (CNO) entry-to-practice competencies mapped to the course, and curriculum threads (all approved by SoN School Council previously). 4. Hold a curriculum implementation retreat to share the working groups' completed templates to ensure all professors teaching in the undergraduate BScN are clear on the overall curriculum structure, as well as how the teaching methods and evaluation strategies in their courses help students attain the program learning outcomes, and how their courses contribute to the program as a whole.	• SoN Director • SoN Assistant Director of Undergraduate Programs • Undergraduate Programs Committee • Working groups for each course in the revised curriculum	April 2023	Already planned for Sept 2023

Recommendation 8: The SCEUP recommends that the School of Nursing adopt an ongoing and rigorous evaluation plan for the revised curriculum, which would include the group that reviewed it.				
Unit response: Accept without condition.				
Priority Level*	**Actions to be undertaken**	**Assigned to**	**Timeline**	**Curriculum change?**
1	1. Transition members of the Curriculum Renewal Committee to the Undergraduate Programs Committee as appropriate. 2. Work with the Vice-Dean Academics Office to identify areas of overlap in the Canadian Association of Schools of Nursing (CASN) Accreditation process, CNO Program Approval process, and IQAP process. 3. Revise the existing evaluation plan to ensure all aspects of the above three processes are reflected in our data gathering and reporting mechanisms. 4. Begin to use the revised evaluation plan as soon as possible, but no later than 2023 to align with the implementation of the revised curriculum. 5. Create yearly reports and disseminate through SoN School Council. 6. Work with the office of the Vice-Dean Academic to pilot test a curriculum evaluation tool in 2022.	• Office of the Vice Dean Academic • SoN Director • SoN Executive Committee • SoN School Council • Undergraduate Programs Committee	December 2021 and ongoing	Not anticipated

Recommendation 6: The SCEUP recommends that the School of Nursing continue its efforts in the development and evaluation of interprofessional competencies.

Unit response: Accept in principle.

Rationale: To fulfill this recommendation, we are reliant participation from other FHS professional schools.

We were collaborating with Vice-Dean Isabelle Giroux who began work on an interprofessional strategy for the FHS. She has since left this position and a new Vice Dean Interprofessionalism, Partnerships, and Practical Education is currently being sought. This person's mandate includes 'Interprofessionalism within FHS academic programs, as well as academic programs in connection with other Faculties'. We will continue to engage with the new VD and actively participate in their initiatives.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
2	Within the SoN 1. Create a structure within our yearly curriculum meetings for all NSG courses to embed interprofessional perspectives. 2. Provide yearly a list of the topics covered in each NSG course to the director of each academic unit within the Faculty of Health Sciences. This will be done during the planning of curriculum meetings. 3. Invite faculty members from each unit to the yearly curriculum meetings to allow sharing of information across schools and create opportunities for interprofessional collaboration for teaching (course content/delivery), as well as research; thus, moving beyond the interprofessional/interdisciplinary activities being mainly within clinical/lab activities. 4. Share minutes with directors from the academic units from whom we had representation in the meetings. 5. Monitor yearly interprofessional feedback received and track interprofessional activities embedded into courses in response (e.g., guest lectures, modules, etc.). Within the FHS 1. SoN director to participate to the FHS Interprofessional Collaboration working group. 2. Encourage SoN faculty, staff, postdoctoral students, and doctoral students to attend webinars about interprofessional collaboration competencies offered by the FHS. 3. Work with the FHS interprofessional education committee to develop simulations about interprofessional collaboration.	• Vice Dean Interprofessionalism, Partnerships, and Practical Education • FHS Directors and/or Assistant Directors • SoN or FHS Assistant director Undergraduate Programs • SoN Undergraduate Programs Manager • SoN School Council • SoN Undergraduate Programs Committee	Starting Feb. 2022 and ongoing	Not anticipated

* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)

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Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
	4. Create space within the programs to offer above simulation to SoN students.			

Recommendation 3: The SCEUP recommends that the School emphasize the use of simulation to enhance teaching and learning strategies, consistent with INACSL's international standards of excellence.

Unit response: Accept if University provides required resources.

Rationale: Simulation requires human and financial resources. Specifically, we need a lab simulation technician, and continued support for a 3-credit course release for a professor to oversee academic aspects of the lab.

Additionally, everything we currently do (simulations are embedded in all clinical courses and labs) adheres to INACLS, so this would be for development and innovation projects only.

All the actions listed are underway.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
2	1. Complete strategic plan for the Center for Innovative Education and Simulation in Nursing (CIESN) and review every 5 years. 2. Yearly (and as needed) review of CIESN budget. 3. Complete online resources for faculty development for professors using simulation. 4. Offer yearly faculty development workshop. 5. Strengthen collaborations with other FHS schools and uOttawa Faculties (i.e., Medicine) for simulation (and interprofessional simulation specifically). 6. Continue existing partnerships and establish new partnerships with other universities to deliver simulation-based learning resources.	• SoN regular professor (Jane Tyerman) • CIESN manager (Natalie St-Jacques Farah) • Undergraduate Programs Committee • Algonquin College (Shelley Clarke, Simulation expert)	April 2023 and ongoing	Already planned for Sept 2023

Recommendation 10: The SCEUP encourages the program to continue its innovation efforts by incorporating more socially relevant content into courses such as gerontology, end-of-life care and Aboriginal health.				
Unit response: Accept without conditions				
Priority Level*	**Actions to be undertaken**	**Assigned to**	**Timeline**	**Curriculum change?**
2	1. Create working groups to plan new courses in the revised curriculum. We have a course now dedicated to the care of older adults. 2. Continue to work with our Indigenous Advisory Committee and Indigenous curriculum consultants on the content to be included in our program related to Indigenous people, their health, and healthcare. 3. Host a curriculum retreat in collaboration with our Indigenous curriculum consultants focused on the authentic inclusion of this content in our courses (planned for winter 2022). 4. Review courses yearly through our existing curriculum meeting structure to ensure content is relevant and up to date. 5. Seek input from interprofessional colleagues yearly through the existing curriculum meeting structure.	• SoN Director • SoN Assistant Director Undergraduate Programs • SoN School Council • SoN Undergraduate Programs Committee • Revised curriculum working groups	April 2023 and ongoing	Already planned for Sept 2023

Recommendation 4: The SCEUP recommends that the program develop a comprehensive strategy for the reception, supervision and integration of part-time faculty.				
Unit response: Accept without conditions				
Priority Level*	**Actions to be undertaken**	**Assigned to**	**Timeline**	**Curriculum change?**
1	1. Update current orientation/training material and evaluate existing gaps. 2. Consolidate orientation/training material into one 'Part-time Professors Orientation Manual'. 3. Review manual yearly for relevancy. 4. Expand current orientation sessions, so that returning part-time professors may participate. 5. Host an orientation session specifically for part-time professors who are teaching theory courses (first scheduled for Sept 2, 2021). 6. Explore formal mentorship opportunities between experienced and new part-time professors. 7. Re-establish the in-person professional development day that was paused due to the COVID-19 pandemic.	• SoN Director • SoN Assistant Director Undergraduate Programs • Undergraduate Programs Manager	September 2021 (and ongoing)	Not anticipated

Recommendation 7: The SCEUP recommends that the School of Nursing develop a strategy to better integrate Algonquin College faculty into the school's research activities.

Unit response: Accept in principle

Rationale: We acknowledge that scholarship at the college sites is a consistent issue highlighted in our approvals and accreditations. Although the desire to engage in research and scholarship exists for professors teaching at Algonquin College, historically, very little support within the college structure permitted these activities. As a result, the majority of research and scholarship completed by college professors was done 'off the side of their desk'. Recently, we began looking at ways to improve our collaboration in preparation for the renegotiation of our memorandums of understanding (MOU) with the Algonquin College. We recently learned of a college policy (Manual for Public Organizations, 2020) that allows for protected research/scholarship time for professors teaching in college standalone baccalaureate programs, proving that it is possible to have a structure to support these activities for professors teaching in baccalaureate collaborative programs. The Dean of the uO Faculty of Health Sciences is supportive of advocating for language in the renegotiated MOU to ensure professors teaching in our baccalaureate collaborative nursing programs have access to this same protected research/scholarship time.

To meet this recommendation, we require a commitment by our College partner and a renegotiated MOU supportive of protected research time for College faculty.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Actions related to increasing scholarship at the colleges: 1. Renegotiate the MOU with Algonquin College. a. Ensure that all full-time professors teaching in the collaborative BScN at the college sites have protected time in their workloads for research and scholarship activities. 2. Develop a strategy in collaboration with the Colleges to enhance scholarship. This strategy will be a structured, sustainable, and measurable approach. a. Determine, in consultation with full-time professors at all sites, how to define and operationalize scholarship for full-time college professors. This includes determining how many hours should be allocated to these activities, according to their allocated protected time, considering the academic preparation of the professor (i.e., masters prepared vs. PhD prepared).	• Dean of the Faculty of Health Sciences • SoN Director • SoN Assistant Director Undergraduate Programs • Chairs, Nursing studies at Algonquin College (Woodroffe and Pembroke) and La Cité • SoN School Council	December 15th and ongoing	Not applicable

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To meet this recommendation, we require a commitment by our College partner and a renegotiated MOU supportive of protected research time for College faculty.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
	3. Create opportunities within SoN committees to embed scholarship within their functions. These committees include representation from Colleges (all sites). 4. Provide leadership and guidance to College partners as they work to create a formal structure within their workloads for scholarship/research activities. 5. Add to the terms of reference for the SoN Undergraduate Programs Committee a mandate to oversee/support scholarship at the college. 6. Explore and implement ways of tracking scholarship and research at the College, such as Instituting an annual report of scholarship activities for all full-time college professors teaching in the collaborative BScN.			

Recommendation 5: The SCEUP recommends that the School of Nursing consider a more proactive recruitment strategy to attract bilingual international and francophone students.

Unit response: Accept in principle

Rationale: The program must be delivered on-site, and students must be able to come to Ottawa (or Pembroke).
Nursing licensure is province/country specific and, therefore, our graduates are expected to integrate into the Ontario workforce. We are also the primary program educating francophone nurses in Ontario.
Graduates of our program may not be eligible to practice in their home country without further education.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
3	1. Re-initiate SoN Recruitment Committee 2. Identify nursing specific recruiters and give them presentations on the program. 3. Discuss internationalization during the next strategic planning exercise within the School (within the next year). 4. Ensure student orientations are reflective of the international experience, and update orientation process/materials if needed. 5. Clarify the support available to international students in the FHS/University.	• SoN Director • SoN Recruitment Committee • Undergraduate Programs Manager • Assistant Director Undergraduate Programs	September 2025 (and ongoing)	No

Recommendation 9: The SCEUP recommends that the School of Nursing continue its efforts to improve the overall communication strategy with current and potential students in order to keep them well informed of the admission requirements, the various regulations and the resources available in case of difficulties.				
Unit response: Accept without conditions				
Priority Level*	**Actions to be undertaken**	**Assigned to**	**Timeline**	**Curriculum change?**
2	1. Finalize the student handbook and ensure it is available online. 2. Review the handbook yearly. 3. Embed a statement in the admission letters directing new students to the handbook. 4. Continue to collaborate with the Admissions Office to ensure accurate and consistent communication of information to students. 5. Verify that all recruitment and admissions documents are up to date and available on the SoN and uOttawa Admissions website.	• SoN Director • SoN Assistant Director Undergraduate Programs • Admissions Office • Academic Office	April 2023	Not applicable

Recommendation 11: The SCEUP recommends that the School of Nursing consider a strategy for optimizing the participation of professors and students between the different campuses in the various activities of the school.

Unit response: Accept in principle

Rationale: We have existing structures in place to ensure participation of professors and students from our collaborative sites in all activities of the School of Nursing. Specifically, we have representatives from our collaborative partners on all committees relevant to the undergraduate programs (School Council, Undergraduate Collaboration Committee, Lab Working Group, Curriculum Renewal Committee, etc.). Collaborative partners are invited to major SoN events, like the Annual General Meeting.

Yearly curriculum meetings are held for all courses. The professors teaching each course at all sites participate in these meetings.

Students from all sites are represented by the Undergraduate Nurses Student Association (UNSA), with executive members from both the College and University. UNSA has a permanent seat for SoN School Council and the Undergraduate Collaboration Committee.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
3	1. Look for opportunities to optimize current collaborative structures for profs and students. 2. Explore delivery modalities that allow for students at all sites to learn together with the revised curriculum. 3. Support UNSA efforts that encourage participation of students from all sites in activities. 4. Review SoN Bylaws to ensure appropriate representation of college partners on SoN committees. 5. Explore ways to increase college participation in University opportunities like UROP.	• Undergraduate Programs Committee • Collaborative Executive Committee	Begin discussions this year, and ongoing through 2024	Not applicable

Faculty: Health Sciences

Program evaluated:

Bachelor of Science in Nursing

Bachelor of Science in Nursing for Registered Nurses (Post-RN program)

Bachelor of Science in Nursing – Second Entry Program

Bachelor of Science in Nursing – Registered Practical Nurse (Bridging)

Cyclical review period: 2019-2020

Program/Department Chair:

_____ _____

Signature Date

Faculty Dean:

_____ _____

Signature Date