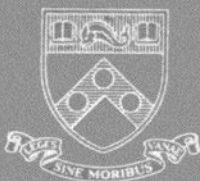


**Five Year Plan
1986-1990**



University of Pennsylvania

School
of
Nursing

To the University Community

The following document is the first in the series of School five-year plans to be published For Comment. This draft has been considered by the Academic Planning and Budget Committee, as well as by the University administration, and it will be revised periodically by the School. Readers are urged to bear in mind the University tenets on future scale, which can be found in "Choosing Penn's Future."

Comments concerning this draft should be sent to Dean Claire Fagin at the School of Nursing, 465 Nursing Education Building/6020.

—Sheldon Hackney, President

—Thomas Ehrlich, Provost

School of Nursing Five Year Plan: 1986-1990

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School of Nursing Five Year Plan: 1986-1990

Preface

The mission of the School of Nursing at the University of Pennsylvania is to be at the forefront of the discipline of nursing by developing and strengthening the knowledge base for nursing practice through research, by providing excellence in the quality of the School's baccalaureate and graduate programs through its teaching and by providing leadership for the discipline through its faculty and graduates. Implicit in this mission is the identification of and response to society's long-term nursing care needs.

This Five Year Plan for the School of Nursing describes how the School will go about fulfilling its special mission in consonance with the mission and goals of the University during the years 1986 through 1990. A brief review of the School's past performance precedes the Plan in order to cast its goals and developmental agenda in a relevant perspective. In setting its goals for a period in which the size of the University-wide student body is expected either to remain static or to decline slightly, the School has paid particular attention to insuring that the quality of its programs is preserved as it proceeds with its plans for continued development.

The Plan is the result of an extensive evaluation of the School by its faculty through its various sections, standing committees and, when appropriate, through special surveys developed to provide information on selected parts of the Plan. It has been reviewed extensively by these groups as well as by the Long Range Planning Committee and the School's administrative officers.

The School of Nursing: 1978-1985

The present state of the discipline of nursing demands the minimum of a baccalaureate degree as preparation for entry into professional practice. At Penn the baccalaureate program in nursing offers the advantages of a broad liberal arts, science, and clinical foundation on which to base nursing judgment. It is the program which prepares the professional nurse for generalized practice and facilitates access to advanced preparation by articulating directly with specialty master's programs. The School of Nursing prepares nurses at the professional level for entry into professional practice.

At the master's level, the School offers a wide range of choices in specialty areas, most of which can be completed in one calendar year. The curricula for both the baccalaureate and master's programs underwent major revisions prior to a review by the National League for Nursing in 1980, when the School was accredited for the maximum eight year period. Within the past two decades, an increasing number of universities have established doctoral programs in nursing to provide the profession with leadership in clinical investigation, clinical practice, education and administration. The School began a program leading to a Doctor of Philosophy in Nursing in 1984. This replaces the Doctor of Nursing Science program which had been in existence since 1978 and is now being phased out. On the average it takes three to four years to complete the doctoral program.

In addition to its degree granting programs, the School maintains an active Center for Continuing Education. Seminars, workshops and short courses are offered to keep nurses in the wider community up-to-date with changes and advances in knowledge and nursing practice. Under the auspices of the Center the School conducts biennial conferences on black health care in conjunction with Veterans' Administration Medical Center, Philadelphia. The May 1985 conference on "The Black Family" drew a national audience.

Enrollment

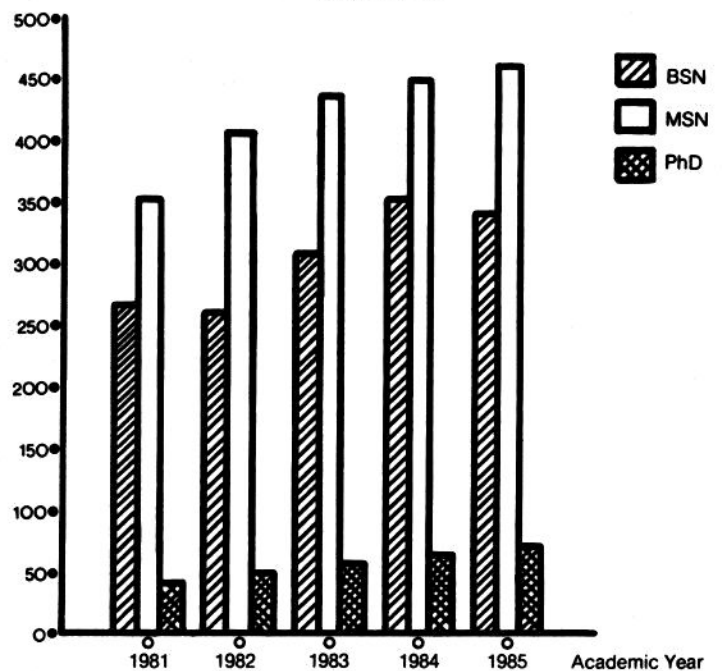
In the fall of the academic year 1985-86, there were 879 students enrolled in the School of Nursing. Of these, 342 were undergraduate students, 365 were masters students, 74 were doctoral students, and 98 were non-matriculated graduate students. Because the School offers both full-and part-time study in undergraduate and graduate programs, enrollment figures expressed as full-time equivalents (FTEs) are often a better statistic to use for budget and planning purposes. FTEs are calculated by dividing the total number of course units taught in a semester by four (the number of course units constituting full-time study).

The undergraduate student body and FTEs have both increased by 28% over the last five years (from 267 to 342 students and from 230 to 305 FTEs). Graduate student enrollments have increased 35% over the last five years (from 398 to 537). Graduate FTEs, on the other hand, have varied by less than 5% per year. The difference here is explained by the fact that, although, full-time enrollments have decreased, part-time enrollments have increased enough to offset the decline. These figures include students at both the master's and doctoral levels.

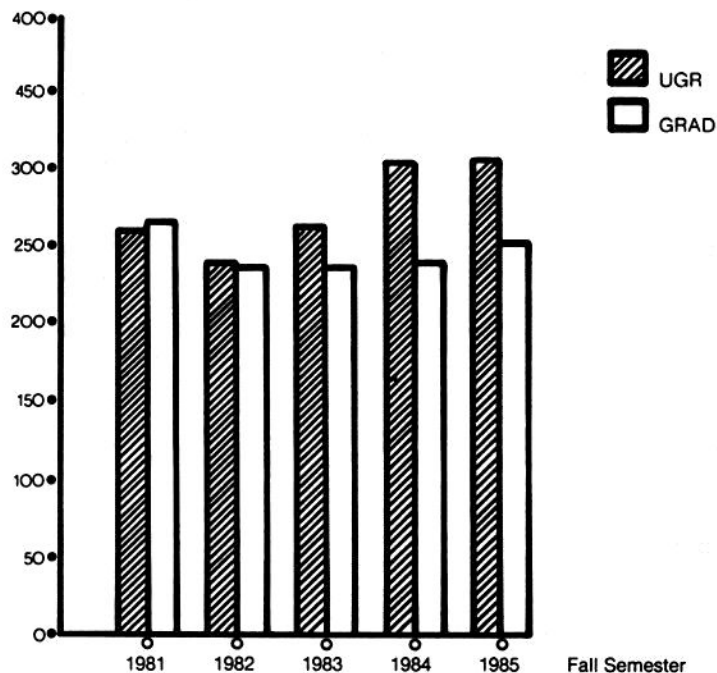
Doctoral program enrollments have doubled since 1981. In the academic year 1985-86 students are divided between those pursuing the DNSc and the PhD degree. Beginning in 1984, students were admitted only to the PhD program. In the fall semester of 1985, 19 students were completing the DNSc program and 55 were enrolled in the PhD program.

Over the five-year period, 1982 to 1986, the faculty of the School has grown from 53 to 60 full-time members. The standing faculty has increased from 25 to 39, while the full-time academic support staff has decreased from 28 to 21. Expressed in FTEs, the faculty size has increased 23% from 62 to 76 FTEs in the period 1982 to 1986.

Figure 1 School of Nursing Enrollment Fall 1981-85 Headcount



**Figure 2 School of Nursing
Enrollment Fall 1981-85
FTE'S**



The increase in standing faculty reflects the changing credentials of faculty members. At the present time the standing faculty consists of 6 professors, 13 associate professors and 20 assistant professors; 8 are clinician educators. The academic support staff is comprised of 16 lecturers and 5 lecturer/clinical specialists who may be appointed for no longer than 3 and 7 years respectively.

Research

In 1980, the School established its Center for Nursing Research with a grant from the Mabel Pew Myrin Trust. The Center assists the faculty in developing its research potential. Further, a Research Emphasis Grant was obtained from the Division of Nursing of the U.S. Public Health Service, Department of Health and Human Services. These two resources have been major factors in the School's movement from a position of having no externally funded studies in 1978 to 23 in 1985. A study published in *Nursing Research* in 1984 placed the School of Nursing second in the nation with respect to number of publications in major nursing journals during the period of 1978-1982. By comparison, the School ranked 24th in the period between 1963-1977.

Developmental Activities of the School

In addition to its teaching and research functions, substantial progress has been made in developing the School of Nursing into one that is a major influence in both the professional community and the public sector. Collaborative clinical practice and educational models have been established between the faculty and nurse clinicians and/or physicians to strengthen clinical practice components of education and research programs. The Gerontological Nursing Graduate Program is an integral part of the University's Center for the Study of Aging. A clinical partnership model for nursing education and practice between the School of Nursing and the Division of Nursing at the Hospital of the University of Pennsylvania (HUP) is in active development. It is anticipated that collaborative efforts with the Department of Nursing at Children's Hospital of Philadelphia (CHOP) will increase.

From 1979 to 1983 the Robert Wood Johnson Foundation sponsored the graduate clinical program in Primary Care from which over 200 students have graduated. Since 1983 the program has been partially supported by the Division of Nursing. A nurse-midwifery practice is in operation in collaboration with physicians at Pennsylvania Hospital. The Nurse-Midwifery Program has extended its clinical practice sites to rural areas to provide its students with training in areas that are presently underserved. The extended practice plan has contributed to the School's

obtaining graduate fellowship support for its Nurse-Midwifery Program in 1985 funded by the Division of Nursing. Master's programs in Critical Care Nursing and Oncology Nursing were funded in 1984 and 1985 respectively by the Division of Nursing. The Center for Nursing Research is one of three sites in the country chosen for the Robert Wood Johnson Clinical Nurse Scholars Program, a joint venture between the Schools of Nursing and Medicine and HUP to provide experience in clinical nursing research. Both private foundations and federal agencies interested in improving the quality of health care available to society are recognizing the value of housing their developmental programs at Penn's School of Nursing. Most recently the Kellogg Foundation has funded a three-year health policy fellowship program which will provide policy and legislative experience for students from a variety of disciplines.

The development of a broad community support base for the School has been a continuing effort during the past several years. The establishment of a Board of Overseers in 1979 brought to the School involvement of corporate and foundation officials and community leaders from across the country. The Overseers, advisory to the University's Board of Trustees, the President and the Dean, keep the Trustees informed of the goals and activities of the School from an external perspective. Alumni relations also have been emphasized in the School in the past several years. Leaders among the alumni have been identified and clubs formed across the nation to help in development activities and recruitment.

The School of Nursing marked its 50th anniversary in 1985 with a series of academic and social events, designed to affirm the importance of nursing and recognize its contributions to improving the human condition. Highlights included a special University convocation, a gala dinner dance, symposia on "Nursing as a Force for Social Change" and "Stress: Biological and Psychological Correlates," and alumni and student gatherings. Nationally known speakers and large attendance made these programs very successful.

Summary: The School of Nursing is a young and vigorous School that has already made its mark on the national nursing scene and is now moving forward to develop its full potential in educational programs, scholarly contributions to the discipline of nursing, and leadership. In so doing, it is taking its rightful place among other centers of excellence on Penn's campus. It is from this perspective that the School presents the following Five Year Plan.

The Next Five Years 1986-1990

Highlights

Building the Research Enterprise

- Increase the number of funded investigators among the faculty
- Encourage the development of collaborative clinical studies enhancing both faculty and student research activities
- Increase research opportunities for students at all levels
- Invest in new laboratory for psycho-biological research, improve research-related space and strengthen computer capability

Linkages

- Increase the opportunities for undergraduates to explore the richness and diversity of academic programs across the University
- Foster joint efforts through the related field and PhD/MBA programs at the doctoral level
- Further develop the master's program to be responsive to societal needs
- Expand partnership with HUP to improve the teaching of nursing and development of knowledge through clinical research
- Develop the Center for the Study of the History of Nursing by collaboration with other Schools
- Continue the development of regional and international outreach programs

Minority Recruitment and Retention

- Increase the number of minority faculty and students
- Develop programs and curriculum content to reflect minority interests
- Enhance the environment for minority students

Increasing Stable Sources of Funding

- Increase the number of funded investigators among the faculty
- Develop endowed deanship and professorships
- Improve financial aid for undergraduates and graduate students.

1. Intellectual Directions of The School over the Next Five Years

As the School of Nursing moves toward 1990, its activities and programs will both anticipate and respond to societal changes and technological advances that affect health care. They will also reflect developing relationships with other units in the University and the faculty's emphasis on clinical nursing as a particular area of research interest.

The intellectual development of the School of Nursing from 1986 to 1990 will be influenced by both internal and external factors. Among the external factors are: demographic and societal trends; new therapies, advances in science, technology and drugs; an increasingly complex health care system; emphasis on cost-effective health care delivery; changing modalities of care; the ethical dilemmas caused by questions of availability and appropriate use of technologies; and the growing role of nursing in international health care. The major demographic trends affecting nursing are: the aging population; the decline in mortality rates and attendant increase in morbidity rates; and the increase in women who are single parents and the concomitant feminization of poverty. Further, the decline in the total number of college-bound students and an even greater reduction in the applicant pool for nursing can be expected to affect the entire profession. Some of the internal factors reflect University-wide priorities while others include the School's continued commitment to the development of clinical programs and to a faculty increasingly involved in research activities. Other internal factors are the presence of a faculty group with a strong interest in nursing history, the partnership which is being developed between School faculty and the Division of Nursing at HUP and the expansion of collaborations between the School and other agencies, such as Children's Hospital of Philadelphia.

The partnership between the School faculty and the Division of Nursing at HUP will provide an increasingly close relationship between teaching, practice, and research in nursing. The document describing the partnership recognizes the primary role of the School in research, the primary role of the Hospital in practice, and the shared educational role of both groups.

A. Educational Programs

Baccalaureate Program. The undergraduate curriculum will focus on multiple populations with which nursing is involved and on the teaching of skilled practice to accompany the development of new technology, therapeutic modalities and demographic changes. In the interest of cost-effective quality care, the curriculum will continue to expand clinical experience for students in both community and institutional settings; to provide opportunities for students to develop management skills; and to engage in other multi-disciplinary learning experiences. A strong liberal arts and science foundation which is the strength of an undergraduate program within a major university will remain important. The clinical component of the professional major will stress health promotion, care of the sick, and rehabilitation. In response to societal needs, the curriculum will continue to feature the delivery of the appropriate level of care to all groups across the life span, such as low birthweight infants, women and children in poverty, the elderly and other populations at risk. To provide for continued clinical competence, the curriculum will include knowledge of the basic principles upon which many of the new technologies, drugs and life support systems are based and the expanded professional responsibilities which they entail.

The current and future environment for health care delivery dictates that students at a beginning level of practice have the requisite knowledge

in legal and ethical aspects of care, economics and organization of the health care system, and facility with the information systems that will allow them to be knowledgeable and clinically competent practitioners. The students' clinical experiences will continue to draw on the strength of institutional, community, and home-based care for clients of all ages. The rich academic options available to our students to insure their development as educated men and women and expert practitioners include access to dual majors, study abroad, and new minors, including three in the Wharton School. In addition, cross-cultural experiences and content, a heightened emphasis on writing skills, early access to graduate studies through submatriculation, and research experiences in the School through both formal course work and activities with faculty and doctoral students will further enhance the undergraduate experience. A new biological research laboratory is being planned which will facilitate the development of research skills among undergraduates. A strong faculty advising program is the key to successful implementation of these goals. Such a program has been in place and continues to be strengthened in order that advisors and students become fully conversant with new program options as they are developed.

Master's Program: Enrollment in the master's student body has shifted so that the present composition is approximately 60% part-time students as opposed to about 60% full-time students five years ago. This shift, coupled with a growing number of specialty offerings, spurred an all-day retreat in September 1985 to discuss the graduate curriculum. Program content was reviewed and plans for future developments discussed.

The master's program will continue to focus on education required for advanced nursing specialty practice. Present and projected trends in health care delivery mandate increasing emphasis on specialty and sub-specialty practice. In keeping with the mandate, the master's program will continue to revise current specialty programs and subspecialty tracks, and add new programs and tracks as the need arises.

Program and track development will be based on the current and projected increase in acuity of patients in long-term institutional care, tertiary care, and home settings. Thus, increased emphasis will be placed on preparation of nurses for advanced practice that creatively combines the knowledge and skills of critical and acute care with those of home care delivery and management. Furthermore, program and track development will reflect the rise in the elderly population through increased emphasis on preparation for gerontological nursing care. In addition, there will be increased attention to the need for management skills and evaluation of nursing practice at the master's level.

Doctoral Programs: In keeping with the School's commitment to further the discipline through its research and educational contributions to nursing, the PhD Program has been designed to equip scholars with a foundation in both a related field and nursing that is broad enough so that the graduate is prepared in an area of research that can be expected to have a significant effect on the profession. Within the next five years, all students remaining in the DNSc Program will have completed their course of study, and this program will be completely phased out. New enrollment in the PhD program is projected to remain limited to 12 or fewer students per year. This estimate is based on the number of students the faculty can be expected to effectively direct in dissertations. As the faculty increases its research activities, additional opportunities and financial support for doctoral students will become available.

Non-degree Programs: The Center for Continuing Education School will continue to offer nurses in the community workshops and short

courses on topics related to updating and improving clinical nursing practice. These programs can be expected to cover topics related to administration and management, new therapies and/or drugs, new treatment modalities, computer use in the practice setting, and teaching patients how to adapt their treatments to their home setting. As it has in the past five years, this program will be expected to be self-supporting as it continues to provide a well-utilized resource for the nursing community.

B. Joint Effort Programs

The partnership agreement between the School of Nursing and HUP provides for selected faculty to be clinician educators with contracted responsibility at HUP. Other faculty may have clinical appointments at HUP and selected clinicians at HUP will have clinical faculty appointments in the School. Currently 14 clinicians at HUP have appointments in the School. This plan will be further developed during the next five years in order to bring nursing education and practice closer together for the purpose of improving the teaching of nursing and developing knowledge through clinical research. The shared clinical appointees will participate in teaching and in clinical research while also serving as role models for students in the hospital units. We anticipate that this effort will result in curriculum content being current and relevant to present and future practice and that the students, familiar with the HUP setting, will constitute a pool of potential staff of excellence for the Hospital. The availability of faculty appointments for selected clinical nursing experts at HUP will also enable the Hospital to attract additional top quality administrators and practitioners. Efforts to explore various models of partnership with the Department of Nursing of CHOP are in progress. Currently, two Nursing of Children faculty have appointments at CHOP. One, a clinician educator, functions as the Director of Nursing Research while the other, a clinical lecturer, is a staff development instructor for the critical care units at CHOP.

The Robert Wood Johnson Clinical Nurse Scholars Program has provided an opportunity for faculty from the School of Nursing and the School of Medicine and HUP nursing staff to collaborate on efforts to provide nationally selected nursing fellows with guided experience in clinical research. At least two of these collaborations have or will be continuing following the fellowship because of extension of the research studies begun during that period. We anticipate that, as the School of Nursing faculty increase their research productivity, more of these collaborative efforts will take place to the mutual advantage of all three groups.

An extremely successful collaboration which will be developed further in the next five years is the PhD/MBA program in nursing administration. The joint efforts of faculty in the Wharton School and the School of

Nursing can be expected to strengthen programs at all three educational levels. Additional joint efforts are underway to develop or strengthen programs with the School of Arts and Sciences and the School of Engineering and Applied Science. Such collaborations include a health policy fellowship program funded by the W.K. Kellogg Foundation, where students from several schools on campus will have the opportunity to take health policy related courses and to participate in formal and individualized internships in government and private sector organizations. It is also hoped that this program will lead to the establishment of a chair in nursing and health policy.

C. Outreach

Some of the School's outreach programs are educational in nature while others involve community service. A collaboration between the School and Cedar Crest College in Allentown has recently begun under which the School offers a selection of master's level courses at Cedar Crest. Another innovation is the opportunity for undergraduates to take a clinical rotation on a Navajo reservation at Tuba City, Arizona as part of their community health nursing course. A community service program at the West Philadelphia Community Center has just received funding. Under this program School of Nursing faculty and graduate students will provide child health assessment, screening, treatment, referral and follow-up. A program for the homeless is being developed with the People's Emergency Center in Philadelphia where faculty and students provide individual and small group teaching on health maintenance issues, such as nutrition, well-baby care, contraception and hypertension.

D. International Activities

The School's longstanding goal to become active in international nursing has been addressed in several ways: through formal exchange programs, including those at Edinburgh University, Hebrew University and the University of Ibadan, Nigeria; promotion of applications to University and other study abroad programs, such as the Thouron British-American Exchange Program; through faculty and student exchange, including a fellowship program to bring Israeli nursing students to the School; and by the development of short-term credit courses offered by our faculty in other countries. Plans are underway to expand and strengthen these international linkages by the development of formal exchange programs with such schools as Chiba University in Japan, Tel Aviv University in Israel, and the School of Nursing in Nijmegen, Holland. In addition, a course on cross-cultural health care taught previously in Austria and Yugoslavia is to be expanded to include other European countries. By offering this course on a regular basis students not only obtain new insights in cross-cultural systems, but also obtain valuable experience for working with diverse populations.

2. Research Development

The School has put substantial effort and resources into the development of the faculty's research potential due in large part to the support of the Center for Nursing Research and the Research Emphasis grant referred to earlier. Within the next five years, it plans to have among its faculty a critical mass of independent investigators who will be funded nationally for major research studies. There are presently 28 full-time tenure-track faculty with doctoral preparation in the School. We estimate that more than half of this group will become funded investigators. This would place the School among the first five in the nation with respect to funded investigators.

To accomplish this task, several steps will be taken. The School will encourage the development of clinical nursing research studies in order to add to the knowledge base for improvement of nursing care. Some of these studies will have outcomes visible to the recipients of this care and to other health professionals. Thus, a secondary gain from this research will be increased understanding of nursing research among both the public and other academic disciplines.

As a further means of developing meaningful clinical research, the School will encourage the development of collaborative clinical studies between faculty and nursing staff at HUP and CHOP as well as interdisciplinary studies with other contributing disciplines. The primary responsibility of the Assistant Director for the Center for Nursing Research, who will join the staff in July, 1986, will be to assist with such collaborative efforts. In addition, the Small Grants Program at the Center will give

particular attention to providing seed money to support joint studies.

The School anticipates that several groups will form around specific but broad research interests, particularly since the School now has among its faculty several experienced investigators who can effectively catalyze and lead such groups. Such groups can serve as a vehicle for assisting junior faculty in making the transition from fellow to independent investigator. Efforts of this type are exemplified by the faculty group that formed this year around the biological and behavioral responses to the stress of illness and which has been meeting regularly to discuss their common research interest. Such an initiative has already taken place with the establishment of a Center for the Study of the History of Nursing by a group of faculty with preparation in history. This venture will be mounted with external funds and aided by allocation of resources to the extent that the School can provide them. Another group is forming with interests in family theory and family research.

Young faculty will be encouraged to apply for new investigator awards available through the Research Branch of the Division of Nursing. Senior faculty will be encouraged to seek funds both from the Division of Nursing and the National Institutes of Health, as well as from private funding sources.

Faculty and student research activities will be aided greatly by the new Laboratory for Biological Research in Nursing. The purpose of the planned laboratory is to promote the study of those biological factors that relate to nursing care. The laboratory will be a resource for nursing

faculty, post-doctoral fellows, students and nurses at HUP whose research requires measurement of a biological nature that will further the development of nursing research.

Related to the goal of having a critical mass of independently funded investigators will be the need to provide the faculty with assistance in developing computer competencies related to research such as data management, file handling, analyses and graphing that are time-saving tools for active investigators. The Center for Nursing Research plans to develop support for several types of software, such as data base management programs, use of statistical packages, spreadsheet, and

utility programs with assistance in identifying the application to a particular investigator's work.

Over the five year period of this plan, it will be necessary for the Center for Nursing Research to seek funding for an additional four years in order to carry out these plans to achieve its goals. At the end of this five year period, it is hoped that the major goal of having a critical mass of funded investigators among its faculty will be accomplished and that overhead from the funded projects can be used to support Center functions until such time as every doctorally prepared faculty member is a funded investigator.

3. Minority Recruitment and Retention Programs

Because the School's active efforts to recruit minorities for both faculty positions and the student body have been only minimally successful, the Dean conducted a survey of minority alumni and students to learn more about their experiences at Penn which might help in both recruitment and maintenance of minority group students. The survey was further stimulated by the University's intensified evaluation of minority programs during the spring of 1985. Though the response rate was low, the returned questionnaires were completed very thoughtfully. The respondents expressed as their greatest concerns: (1) their sense of isolation because of the small number of minority students and lack of role models; and (2) the difficulty of adjusting from a "black" to a "white" world, where faculty were not always sensitive to black concerns.

The School has begun to implement many of the recommendations contained in the responses including a review of the undergraduate program for minority content. It is also setting up an annual fall meeting of minority students with black faculty and other resource people to provide general information, to encourage minority students to apply for awards and fellowships and to give information on courses with cross-

cultural content. Other plans involve including minority alumni in recruitment efforts and strengthening ties to minority nursing organizations and networks for recruitment purposes. Although previous attempts to obtain foundation support for minority fellowships have been unsuccessful, fund-raising for minority recruitment will continue to be a priority. The School is working with the Minority Recruitment and Retention Program of the Pennsylvania Nurses' Association and is developing a support group among black nurses at HUP for the purposes of minority student recruitment, to provide clinical mentorship for minority students, and to consider clinical issues regarding minority patients. A meeting of minority alumni in conjunction with Alumni Day activities is planned for May, 1986. Meanwhile, as the School responds to the concerns raised by minority alumni and students, efforts to seek minority candidates for faculty positions will continue as will the highly successful biennial conference on black health matters. Monographs of the proceedings of past conferences will be published in conjunction with the National League for Nursing.

4. School Structure and Academic Administration

The Dean is responsible for the overall function of the School which has 60 full-time and 50 part-time faculty. The Associate Deans carry responsibilities for the undergraduate and graduate degree-granting programs. The Associate Dean for Nursing Practice/Associate Administrator for Nursing at HUP reports directly to the Dean for those activities which involve collaborative efforts. The Assistant Dean for Continuing Education is responsible for the continuing education programs that help nurses update knowledge and clinical skills. Plans are underway to expand the duties of this position to include a teaching learning center for

both the School and the Division of Nursing at HUP. Also reporting to the Dean are the Chairpersons of the six sections into which the faculty are organized, as well as the Director of the Center for Nursing Research. The administrative structure was evaluated in 1981 by an *ad hoc* committee of the faculty and was found to be well-suited to carrying out the mission of the School at that time. In light of the rapid growth of the School since then, however, this structure will be re-examined within the next five year period.

5. Facilities and Space

A. Existing Services

A survey of faculty and students conducted in late 1983 indicated that many of the facilities within the Nursing Education Building itself were good (classroom seating, internal lighting, lounge area, etc.). Certain problems were noted, notably the shortage of seminar rooms in the Nursing Education Building. Remedies are being explored, where possible, for the problems identified.

The School of Nursing was the first School in the University to computerize its undergraduate and graduate student records and will enhance these systems over the next two years in order to refine the statistical capabilities for budget and planning purposes.

The School's Learning Resource Center provides audio-visual services to the School in the form of audio-visual production and supply of equipment for instructional use as well as running the instructional computer facilities. During the next five years expansion in instructional computing facilities and the audio-visual production area is planned. We also anticipate continued technological changes in this area and as these changes occur they will have a major impact on learning processes and faculty functioning.

New facilities currently underway are the Biological Research Laboratory in Nursing and the Center for the Study of the History of Nursing described in the research section of this report.

B. The Building

Recent renovation of the entrance to the Nursing Education Building

has made a great improvement in the appearance, accessibility and visibility of the building. Signs directing campus visitors to the building have been strategically placed on Hamilton Walk. This has had the positive effect of making the School building an integral part of the University campus. The appearance of the dark and cavernous lobby has been altered by the installation of an attractive mural depicting historical figures in nursing. Increased lighting and the judicious use of plantings have improved the environment considerably.

Within the building, the lounge area in the office wing of the first floor is being converted to space for the new Biological Research Laboratory, while approximately 50% of the open area of the third floor of the building has been converted to faculty office space. These changes have relieved space needs in the short term. But it is possible that increase in research activity will bring increased demand for space for investigators needing to house research assistants, records, computers and other equipment. Thus, in order to meet future needs several options may need exploration:

- additional space within the Nursing Education Building may have to be identified,
- more extensive renovation of the building may be required, such as the closing in of present deck space on the third floor,
- space in clinical facilities may be needed, such as at HUP and in the planned Clinical Sciences Building, and
- sharing of research space with investigators in other Schools, such as the School of Medicine, may be explored.

6. The School's People

A. Faculty

The School plans to increase the number of clinician educators on the faculty as the School, HUP, and CHOP take further steps toward developing the partnerships between education and practice. As a result of research development in the School and increased research productivity (i.e., funded studies, publications) several faculty are expected to be eligible for tenure in the next five years. The expectation for faculty development is to maximize the School's research potential. The School hopes to be able to retain its most productive members, while it moves forward in its goal of academic excellence. The establishment of endowed chairs remains an important goal. These include the deanship as well as professorships, which will provide distinguished leadership for those content areas which are common themes in all the School's programs.

B. Students

Despite decreased enrollment in many collegiate nursing schools in the 1980's and the high cost of attending Penn, enrollment in the School's undergraduate program has continued to rise in both quality and quantity. The predictive index for the entering freshman was 2.2 in 1980; in 1985 it was 2.3. In 1984, there was a marked increase in enrollment that ran counter to any predicted trend; the size of the entering class increased by 28%, an increase the School did not expect to attain until 1988. In 1985, however, freshmen enrollment returned to the 1983 level, 71 matriculants, and is projected at this level for the next five years. This level of enrollment is reasonable considering the shrinking size of the college bound pool in general and the radically diminished nursing pool in particular. The Penn nursing applicant pool has declined by 49% since 1982-83 (from 1,625 to 829). In addition, there has been intense competition from state-supported colleges and universities for qualified nursing students because of their considerably lower tuition.

Master's student enrollment has changed markedly during the last five years with a shift from full-to part-time enrollment. During this period master's full-time enrollments have decreased by 42% (from 179 to 104) while part-time enrollments have increased by 49% (from 175 to 261). At the same time the cost of tuition rose 44%, while master's students tuition aid from training grants slipped from 37% to 12% for each full-time student. Clearly, increasing tuition costs and decreasing master's student aid have had a strong influence on the trend of decreasing full-time and increasing part-time students.

Graduate course units, including doctoral, master's and special students, have been maintained at the same level, approximately 2,625 per year, for the past three full academic years (1982-83 through 1984-85). While master's course unit enrollment slipped during this period, the slack has been taken up by doctoral and, most notably, special students. Special graduate students are those non-matriculated students permitted to take a maximum of two nursing courses before being admitted to the master's program. In 1985-86 there are 98 special students.

To partially address the problem, the School has, for the first time, allocated \$100,000 in unrestricted funds for master's financial aid. The

funds are administered on a need basis by the Office of Student Financial Aid. One of our stated development goals is to obtain additional scholarship and loan funds for graduate students so that the master's program can maintain its size.

The 19 remaining students in the DNSc Program are expected to complete their dissertations by 1988. The size of the PhD Program in nursing is expected to remain constant at about 65. As faculty investigators develop funded clinical research programs, the opportunities for doctoral students to conduct related studies will increase, thereby strengthening the quality of the doctoral program while contributing to the School's goal of attaining excellence.

C. Administrators

The Dean of the School was reappointed for an additional six years in 1983. This gives leadership stability to the School, as well as anticipation that the School will continue its rise to preeminence. The Associate Dean and Director of Undergraduate Studies, who held the position for 8½ years, has returned to the professoriate, and the position will be filled by another outstanding nursing leader effective July 1, 1986. This Associate Dean is responsible for maintaining the quality of the undergraduate curriculum and for providing leadership to the undergraduate faculty. The Associate Dean and Director of Graduate Studies gives leadership and direction to the master's and doctoral programs, and all Deans work closely with the Director of the Center for Nursing Research to develop faculty research potential. The Associate Dean for Nursing Practice/Associate Administrator for Nursing-HUP is developing the partnership between the School and the Division of Nursing at HUP. The Assistant Dean for Administration, in addition to her regular administrative responsibilities, will continue to oversee the further development of a computerized student tracking system and to ensure that support personnel obtain needed word processing and computer skills as the School moves forward in its use of computers for administrative functions. The Assistant Dean for Admissions will continue to recruit students on a national basis paying particular attention to recruitment of minority students and men. The target pool will continue to be the leading nursing school candidates who have potential for academic and professional leadership. The responsibilities of the business office have continually increased during the past five years. The anticipated increase in the number of grants awarded to the School may require the addition of more staff and/or the decentralization of some of the functions of this office. The Director of Nursing Research will be focusing on efforts to assist faculty to apply for funding at the national level, either as independent investigators or as participants in program projects.

D. Support Personnel

There are presently 11 secretarial/clerical positions funded on unrestricted funds and 11 on grant funds. We anticipate this number will increase modestly over the next five years in keeping with the anticipated increase in grant funding.

7. The School's Financial Position

A. The Past Five Years 1981-1985

Over the past five years, the School has maintained a good financial position. An unrestricted budget surplus was achieved in every year except 1985 when a small operating deficit of \$43,000 was incurred. The accumulated surplus from 1981 to 1985 was \$610,000. This surplus was added to the School's University bank balance bringing accumulated earnings as of 6/30/85 to \$912,000. These funds will be used for future operations.

Tuition continued to be the dominant element of the School's income budget, and it remained fairly constant as a percentage of total income, at approximately 80%. There was a change in the percentage distributions of undergraduate and graduate tuitions as they relate to income (see figure 1). In 1981 undergraduate tuition was 29.1% of all unrestricted income while in 1985 it had increased to 34.1%. During this same period, undergraduate full time equivalent (FTE) enrollments increased by 18% from 251 to 296. Conversely, graduate tuition decreased from 50% to 46.6% of total income as graduate FTEs decreased 2% (from 247 to 241).

Figure 1 also shows other income changes over the last five years. Overhead recovery and bank withdrawals both increased as a percentage of total unrestricted income, while subvention and other income (Continuing Education, fees, investment income and gifts) decreased.

Unrestricted expense increased by 76% (from \$2.9 million to \$5.1 million) in the five year period. Faculty compensation, including salaries and benefits, was the largest component of expense (see Figure 2). Figure 2 shows, however, that as a percentage of total expense, faculty compensation declined from 44.4% to 40.7% over the five years. While faculty compensation declined relative to total expense, the number of standing faculty actually increased by seven and the total number of FTE faculty grew from 59 to 69 (see Table 1). Further, the decline does not reflect a relative lowering of faculty salaries vis-a-vis the University and the professional community. Annual reviews are conducted to maintain the School's competitiveness in faculty salaries.

Table 1
Faculty Summary
FY 1981-1985

Fiscal Year	Pro- fessor	Associate Professor	Assistant Professor	Clinician Educator	Total Standing Faculty	Support Staff FTE	Total FTE Faculty
1981	3	11	11		25	34	59
1982	3	11	11		25	37	62
1983	3	13	13		29	35	64
1984	3	14	13		31	33	64
1985	3	12	13	4	32	37	69

Allocated costs relative to total expense declined by 2% during the last five years. Other compensation, including administrative, secretarial and clerical personnel, increased slightly (1.6%). Current expense was relatively stable during the period while student financial aid, both undergraduate and graduate, increased by nearly 4%. Graduate aid, which was negligible in 1981, was almost 2.5% of total expense in 1985.

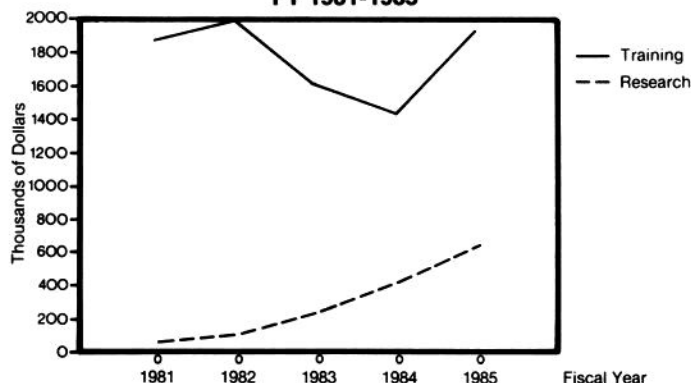
Restricted expense, which includes all grant and gift funds, increased 33% from FY 1981 to 1985 as total dollars expended increased from \$2.1 to \$2.8 million. Figure 3 shows some interesting changes in the types of expenditures relative to total restricted expense. Most dramatic was the decline in grant and gift funds expended on undergraduate and graduate student financial aid. There was a 25% combined decline in aid as graduate aid decreased from 35.4% to 12.9% and undergraduate aid slipped to 12.9% from 15.0%. The drop in graduate aid resulted from the loss of three National Institute of Mental Health training grants and the continued reduction in absolute and relative dollars of the Professional Nurse Training Grant.

During the five years, faculty compensation remained even at 33% of total expense. Other compensation, administrative, secretarial and clerical, increased 10% and current expense was 16% larger. The increases in other compensation and current expense were the direct result of increas-

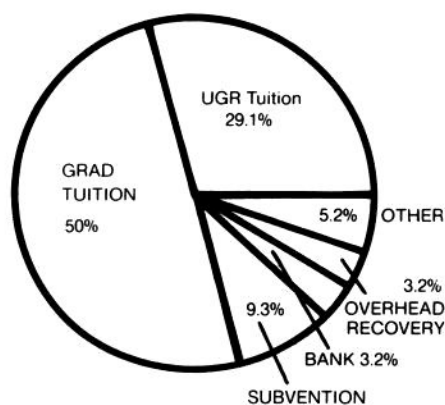
ing research grants. Figure 4 shows the change in restricted funds by purpose, training and research, over the last five years. Research dollar expense increased from \$64,000 to \$641,000 while training expense was fairly constant at \$1.9 million.

The last five years were financially successful for the School. Tuition remained strong with undergraduate tuition growing while graduate tuition remained almost constant. There are, however, some trends which are cause for concern. The University's investment in the School (subvention) declined almost 3%, and it is expected this erosion will continue into the next five years. The School's reliance on its accumulated earnings (bank withdrawals) increased by over 1%. This trend could only continue if the School were to run operating surpluses each year. This did not happen in fiscal years 1984 and 1985 and as a result the 20% yearly withdrawals from the bank will begin to decline over the next five years. The loss of subvention and bank income will have to be replaced by other School income in the future.

Figure 4 Restricted Expense by Purpose
FY 1981-1985

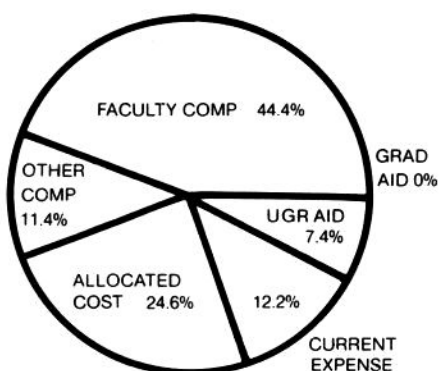


Unrestricted Income
FY 1981 vs 1985



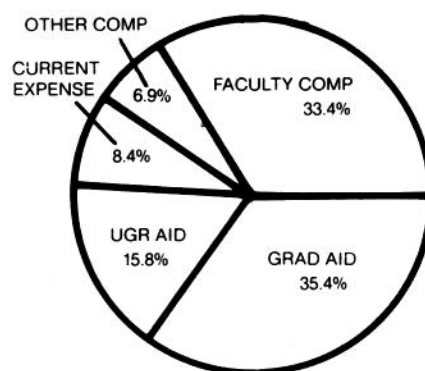
FY 1981: \$3.2 MILLION

Unrestricted Expense
FY 1981 vs 1985

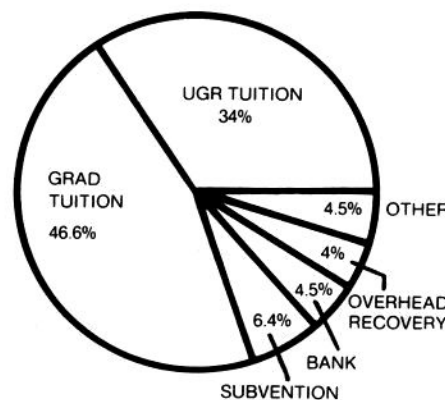


FY 1981: \$2.9 MILLION

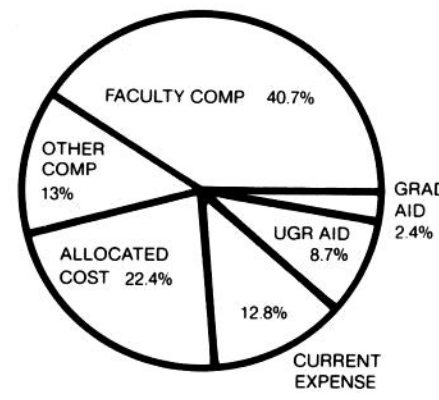
Restricted Expense
FY 1981 vs 1985



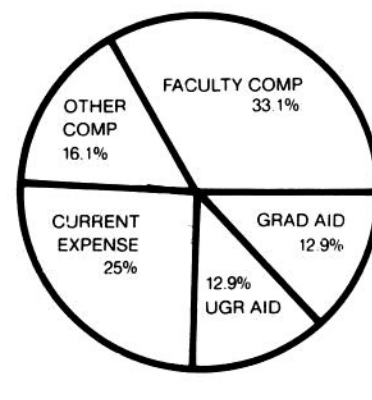
FY 1981: \$2.1 MILLION



FY 1985: \$5.1 MILLION



FY 1985: \$5.1 MILLION



FY 1985: \$2.8 MILLION

Figure 1: unrestricted income items as percentage of total income

Figure 2: unrestricted expense items as percentage of total expense

Figure 3: restricted expense items as percentage of total expense

Table 2
Faculty Profile Projection FY 1986-1990

1985-1986	Standing Tenured	Standing	Standing New	Standing CE	Support Staff-FTE	Total	1986-1987	Standing Tenured	Standing	Standing New	Standing CE	Support Staff-FTE	Total
AHI	3	4		3		10	AHI	3	4	1	4		12
FCH	2	3		2		7	FCH	2	3	3	3		8
HCW	2	2		1		5	HCW	2	2	1	3		8
NOC		1		1		2	NOC		1	2	2	5	7
PMH	3	3		1		7	PMH	3	3	3	1		12
SRD	7		1	0		8	SRD	7	1	2	2		27
SCH					37	37	SCH					27	27
TOTAL	17	14	0	8	37	76	TOTAL	17	14	6	15	27	79
1987-1988	Standing Tenured	Standing	Standing New	Standing CE	Support Staff-FTE	Total	1988-1989	Standing Tenured	Standing	Standing New	Standing CE	Support Staff-FTE	Total
AHI	3	4	1	4		12	AHI	3	4	1	4		12
FCH	2	3		4		9	FCH	2	3		4		9
HCW	2	2	1	3		8	HCW	2	2	1	3		8
NOC		1	2	2		5	NOC		1	2	2		5
PMH	3	3		2		8	PMH	3	3	3		2	8
SRD	7	1	2	3		13	SRD	7	1	2	3		13
SCH			2		25	27	SCH			2		25	27
TOTAL	17	14	8	18	25	82	TOTAL	17	14	8	18	25	82
1989-1990	Standing Tenured	Standing	Standing New	Standing CE	Support Staff-FTE	Total							
AHI	3	4	1	4		12							
FCH	2	3		4		9							
HCW	2	2	1	3		8							
NOC		1	2	2		5							
PMH	3	3		2		8							
SRD	7	1	2	3		13							
SCH			2		25	27							
TOTAL	17	14	8	18	25	82							

1. These numbers are based on assumptions of stable resources.
2. NO presumptions of negative or positive tenure decisions are shown.
3. Growth in standing faculty must reflect a reduction in support staff.
4. All CE salaries are assumed to be 50% unrestricted.

AHI—Adult Health & Illness
FCH—Family & Community Health
HCW—Health Care of Women
NOC—Nursing of Children
PMH—Psychiatric Mental Health Nursing
SRD—Science & Role Development
SCH—School

Summary FY 1986-90	Standing Tenured	Standing	Standing New	Standing CE	Total Standing	Support Staff-FTE	Total Faculty
1985-86	17	14	0	8	39	37	76
1986-87	17	14	6	15	53	27	79
1987-88	17	14	8	18	58	25	82
1988-89	17	14	8	18	58	25	82
1989-90	17	14	8	18	58	25	82

TABLE 3: Budget Inflation Assumptions

Revenues	Inflation	Explanation
undergraduate tuition	7%	
graduate tuition	7%	
continuing education	5%	income must balance direct cost
special fees	3%	
investment income	5%	
annual giving	12%	
indirect cost recovery	5%	
endowment		
grants	5%	
subvention	-0-	
bank	-0-	assumes balanced budgets, 20% withdrawals and 10% interest
Expense		
compensation		
academic	6%	
administration	5%	assumes no position growth
clerical	5%	assumes no position growth
part-time faculty	4%	
stipends	5%	
employee benefits*	3%	
current expense	6%	
equipment	8%	
expense credit	-0-	
undergraduate student aid	7%	
graduate student aid	6%	
allocated costs	6%	assumes allocated cost will rise no more than the percentage increase in Total Direct Cost

* FY 1987 benefits rates—28.0% full-time and 9% part-time

B. The Next Five Years 1986-1990

The School's unrestricted budget projection for the next five years is based on the assumptions contained in Tables 2 and 3. These assumptions are consistent with University fiscal policies and they reflect factors unique to the School. For example, the University projects tuition increases no greater than 7% and the School forecasts steady enrollments in one budget scenario and declining enrollments of 3% in another.

Table 2, Nursing Faculty Profile Projection—FY 1986-1990, is based on the future needs and goals of each of the School's sections and based on the following assumptions:

1. Undergraduate and graduate enrollments will be constant.
2. All clinician educators will be 50% supported from unrestricted funds.
3. While tenure decisions must be made, no presumptions of negative or positive tenure are shown.
4. The growth of standing faculty must be balanced by a reduction in support staff.

Table 2 shows faculty growth of 9% over the five years as the faculty increase from 76 to 83. The growth by section is shown in Table 2 in the columns headed Standing New and Standing Clinician Educators (CE). A special row called School (Sch) was used to identify two new positions not yet designated for any particular section. The Faculty Support Staff column is a full-time equivalent (FTE) number listed in the School row. At the bottom of Table 2, a summary matrix for the five years is provided.

Table 4
Five Year Budget: Enrollment Constant

(Thousands of Dollars)	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Direct Revenues					
Tuition					
Ugr Acad Yr	2054	2212	2367	2533	2710
Less Std Fin Aid	-570	-614	-657	-703	-752
Net Ugr Acad Yr	1484	1598	1710	1830	1958
Ugr Summer	163	180	193	206	221
Grad Acad Yr	1939	2088	2234	2391	2558
Grad Summer	717	783	838	896	959
Total Tuition	4303	4649	4974	5323	5695
Continuing Ed	108	113	119	125	131
Special Fees	26	27	28	29	30
Invest Income	12	13	14	14	15
Annual Giving	65	72	81	90	100
Ind Cost Recovery					
Endowments	24	27	28	30	31
Grants	200	250	263	276	289
Other Rstr Fds	1	1	1	1	1
Tot Ind Cost Rec	225	278	292	306	322
Total Dir Revenues	4739	5153	5508	5887	6293
Gen Univ Subvention					
Program Special	0				
Program Regular	270	270	270	270	270
Std Fin Aid	129	129	129	129	129
Total Gen Univ Sub	399	399	399	399	399
Bank Transaction	191	159	140	123	108
Total Revenues	5329	5711	6047	6409	6800
Direct Expenditures					
Salaries & Wages					
Academic	1618	1715	1818	1927	2043
Admin	374	395	415	435	457
Clerical	204	215	226	237	249
Service	0				
Part Time	269	285	296	308	321
Stipends TA/RA	92	96	101	106	111
Total Sal & Wages	2557	2706	2856	3014	3180
Employee Benefits	685	677	723	773	829
Total Compensation	3242	3383	3579	3787	4010
Current Expense	548	665	705	747	792
Equipment	29	40	43	47	50
Expense Credits	-50	-50	-50	-50	-50
Std Aid Ugr Special					
Std Aid Grad Regular	213	229	243	257	273
Total Direct Expen	3982	4267	4520	4788	5075
Allocated Costs					
Utilities	221	236	250	265	281
Non-Utilities	276	295	313	331	351
Total Oper & Maint	497	532	563	597	633
General Admin	277	296	314	333	353
General Expense	461	493	523	554	587
Net Space Alloc	24	26	27	29	31
Library	88	94	100	106	112
Total Alloc Costs	1347	1441	1527	1617	1714
Total Expenditures	5329	5708	6047	6405	6789
Performance	0	3	0	4	11

Table 5
Five Year Budget 3% Enrollment Decrease FY 1988-1990

(Thousands of dollars)	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Direct Revenues					
Tuition					
Ugr Acad Yr	2054	2212	2296	2383	2473
Less Std Fin Aid	-570	-614	-657	-703	-752
Net Ugr Acad Yr	1484	1598	1639	1680	1721
Ugr Summer	163	180	193	206	221
Grad Acad Yr	1939	2088	2234	2391	2558
Grad Summer	717	783	838	896	959
Total Tuition	4303	4649	4903	5173	5459
Continuing Ed	108	113	119	125	131
Special Fees	26	27	28	29	30
Invest Income	12	13	14	14	15
Annual Giving	65	72	81	90	100
Ind Cost Recovery					
Endowments	24	27	28	30	31
Grants	200	250	263	276	289
Other Rstr Fds	1	1	1	1	1
Tot Ind Cost Rec	225	278	292	306	322
Total Dir Revenues	4739	5153	5437	5737	6057
Gen Univ Subvention					
Program Special	0				
Program Regular	270	270	270	270	270
Std Fin Aid	129	129	129	129	129
Total Gen Univ Sub	399	399	399	399	399
Bank Transaction	191	159	140	123	108
Total Revenues	5329	5711	5976	6259	6564
Direct Expenditures					
Salaries & Wages					
Academic	1618	1715	1818	1927	2043
Admin	374	395	415	435	457
Clerical	204	215	226	237	249
Service	0				
Part Time	269	285	296	308	321
Stipends TA/RA	92	96	101	106	111
Total Sal & Wages	2557	2706	2856	3014	3180
Employee Benefits	685	677	723	773	829
Total Compensation	3242	3383	3579	3787	4010
Current Expense	548	665	705	747	792
Equipment	29	40	43	47	50
Expense Credits	-50	-50	-50	-50	-50
Std Aid Ugr Special					
Std Aid Grad Regular	213	229	243	257	273
Total Direct Expen	3982	4267	4520	4788	5075
Allocated Costs					
Utilities	221	236	250	265	281
Non-Utilities	276	295	313	331	351
Total Oper & Maint	497	532	563	597	633
General Admin	277	296	314	333	353
General Expense	461	493	523	554	587
Net Space Alloc	24	26	27	29	31
Library	88	94	100	106	112
Total Alloc Costs	1347	1441	1527	1617	1714
Total Expenditures	5329	5708	6047	6405	6789
Performance	0	3	-71	-146	-226

Between FY 1986 and 1988, the School's standing faculty is projected to increase by 49% (from 39 to 58), if adequate funding is assured. A large part of this growth will occur in the clinician educator ranks as the projections show an increase from 8 to 18 faculty. The tenure track faculty will increase by 8 or 26% (from 31 to 39). The growth in standing faculty will be offset by a 32% decrease in the academic support staff, thus stabilizing the total faculty at 83 after fiscal year 1988.

The budget assumptions are used to produce two different budget forecasts shown in Tables 4 and 5. For Table 4 enrollments are projected to be constant at the FY 1986 level, while for Table 5 enrollments are projected to decline by 3% in the last three fiscal years. The Table 4 budget projection shows a balance or a small surplus in each while the decrease in student enrollment of 3%, shown in Table 5, will create a deficit in fiscal years 1988-1990 if no action is taken by the School. The School will reduce administrative and clerical staff, faculty and space in order to manage any potential deficit.

The planned growth in faculty positions must be supported entirely from restricted funds. Table 6 shows the School's unrestricted faculty funds as only supporting 61 faculty by 1990. The 22 remaining faculty

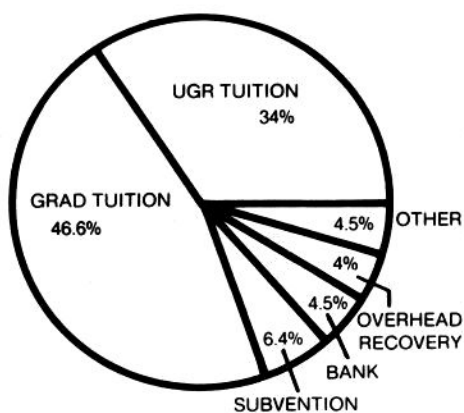
positions must secure funding from research and training grants, endowed chairs or other private grant and gift funds. To the extent that the average faculty salary increases more than the percentage increase in unrestricted faculty compensation, the dependence on restricted funds may be even greater.

TABLE 6:
Faculty Budget Support

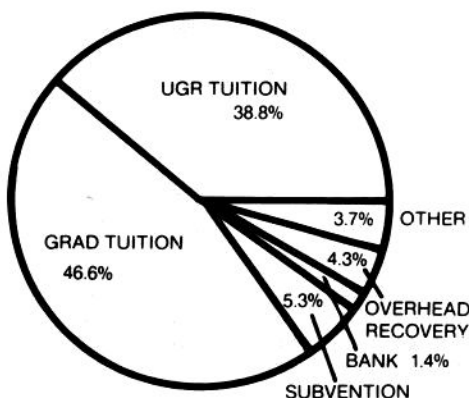
	Planned Faculty	Average Salary	Unrestricted Budget (net of summer)	Unrestricted Supported Faculty	Restricted Supported Faculty
1986	76				
1987	79	28,900	1,792,000	62	17
1988	82	31,200	1,903,000	61	21
1989	82	33,400	2,004,000	60	22
1990	82	35,400	2,124,000	60	22

The FY 1990 unrestricted budget reveals some interesting changes to income and expense when individual budget items are expressed as a percentage of their totals. Figure 5 graphically contrasts fiscal years 1985 and 1990. Most striking is the change in tuition income as undergraduate and graduate tuitions combined increase from 80.6% in 1985 to 85.4% in 1990. The graduate component remains constant at 46.6%. However, undergraduate tuition increases almost 5% to 38.8%. Undergraduate tuition will increase despite a projection of steady enrollment because the tuition revenues taken from the School during the sharp student increases of fiscal years 1983 and 1984 will now be fully credited to the School. The tuition smoothing which held these funds back in previous years has been eliminated for 1987.

**Unrestricted Income Projection
(constant enrollment)
FY 1985 vs 1990**



FY 1985: \$5.1 MILLION



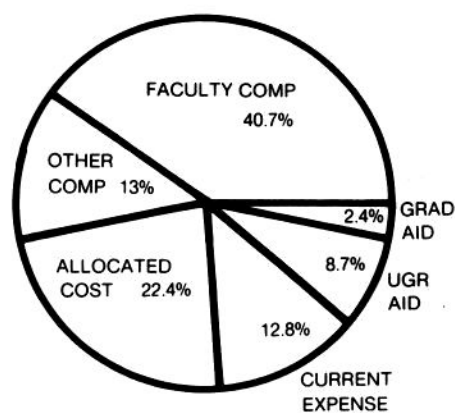
FY 1990: \$7.6 MILLION

Figure 5: unrestricted income items as percentage of total income

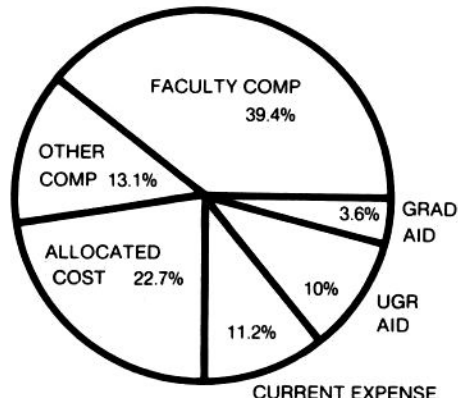
University program subsidization (subvention) and other incomes will decline slightly by 1990 (1% and .8% respectively). Much more drastic will be the decline of bank income, withdrawal of the School's retained earnings over the next five years. As a percentage of total unrestricted income, the bank withdrawal was 4.5% in 1985, yet in 1990 it will slip to 1.4%. This is a trend the School has known for some time. Overhead recovery will remain relatively constant at 4%.

Figure 6 graphically shows unrestricted expense items as a percentage of total expense. With the exception of undergraduate and graduate student financial aid which increases slightly, the expenses remain fairly stable over time.

**Unrestricted Expense Projection
(constant enrollment)
FY 1985 vs 1990**



FY 1985: \$5.1 MILLION



FY 1990: \$7.5 MILLION

Figure 6: unrestricted expense items as percentage of total expense

8. Summary

The School's intellectual directions in the next five years are based upon its perceptions of societal needs for health care and on an awareness that medical and scientific advances in care of the ill will require concomitant advances in nursing care. Curricula changes in both the undergraduate and graduate programs will reflect these factors. The undergraduate program will hold steady over the next five years provided adequate scholarship support is available. The ability of the faculty to design and implement master's programs in a variety of clinical specialties by use of core courses combined with specialty courses gives this segment of the graduate program considerable flexibility in responding to calls from funding agencies for new programs and the phasing out of non-essential programs without major disruption. While the School does not anticipate dropping master's programs, contingency plans have

been discussed by the Long Range Planning Committee for doing so, should the need arise. The DNSc Program will be phased out in the next three years and the School will offer only a PhD in nursing.

The School plans to develop a critical mass of independently funded investigators within the next five years. While recognizing the value of investigators pursuing the problems they deem important, the faculty have identified clinical nursing research as a broad area in which it plans to develop a concerted research effort. Plans are also being made to develop a Center for the Study of the History of Nursing.

The School anticipates that much of its administrative and support personnel will remain stable, and that the administrative structure will be evaluated within the next five years to determine its fit with the evolving needs of the School.