

**School of Nursing Long-Range Plan  
Through the Year 2000**



University of Pennsylvania

School  
of  
Nursing

## To the University Community

The following Long-Range Plan for the School of Nursing is the second in a series of school strategic plans to be published in *Almanac*. Reviewed by the Academic Planning and Budget Committee as well as by the University administration, it is a plan that strengthens the school's position as a national leader in nursing education, research and practice, while capitalizing on the momentum and opportunities provided by health care reform.

It is a plan that is also subject to revision: the health care environment is changing rapidly and the School of Nursing intends to be responsive both to political and economic realities as health care reform unfolds as well as to new research and clinical developments. While the plan is ambitious, safeguards have been built into it that should enable the school to quickly detect and adapt to changing circumstances.

— Marvin Lazerson, *Interim Provost*

## Preface

The School of Nursing at the University of Pennsylvania, as part of a major research university, develops and applies knowledge of the discipline. Educational and practice activities are essential to the application of such knowledge and to generate questions that give focus and meaning to the research enterprise. Research, education, and practice at the School of Nursing are highly interactive. Their integration creates a unique academic milieu where faculty and students alike engage in a culture of discovery. The School's baccalaureate, graduate and professional development programs derive excellence and strength from the unusually fertile environment for research that exists in the University. This research base is the foundation of all teaching and shapes practice attuned to identification of, response to, and leadership for the health care needs of society.

As an academic unit of the University, the School of Nursing is committed to linking theoretical and applied knowledge through cooperative ventures among various schools and disciplines, and to maintaining a balance between liberal and professional education.

This report is divided into two parts. The main body of the report addresses future directions of the School. A retrospective summary appears in the Appendix.

— Norma M. Lang, *Dean*

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# The University of Pennsylvania School of Nursing Long-Range Plan through the Year 2000

## Executive Summary

### Opportunities for the School of Nursing

- Health care reform creates an external environment which offers rare opportunities for nursing.
- Penn Nursing's past and present excellence (#1 ranking in U.S. News and World Report, March 1993) provide the building blocks for further developments in education, research, and practice.

### Overall Goals

- Maintain #1 status in education and research.
- Continue to be on the leading edge of health care reform.

### Intellectual Directions of the School through the Year 2000

#### Teaching/Education

- Develop strategies that emphasize discovery, critical thinking, moral reasoning and independent learning as central aspects of the Penn Nursing educational experience.
- Modify program offerings in relation to changing knowledge and external environment.
- Maintain stable enrollment in the undergraduate program with 100 graduates per year through stability in the traditional BSN program and a slight increase in the BSN/MSN program. Increase the master's program by 50 percent to fill the demand for advanced practice nurses in the emerging health care system.
- Increase slightly Ph.D. enrollment.

#### Research/Scholarship

- Increase research faculty and funding.
- Use existing funded research to leverage other projects and examine the potential for new studies that can draw on primary data collection efforts underway in the School.
- Integrate the School's research agenda with the practice agenda and widen the scope of research to include multi-site and/or interdisciplinary studies.
- Enhance faculty development in research.

#### Practice

- Establish Penn Nursing Services, a network of nurse-managed practices, with a common data base, opportunities for research and student clinical experience integrating existing practices.

#### Diversity

- Realize the School's commitment to diversity to its fullest extent by making permanent a chair in diversity, expanding enrollment and support systems for under-represented students, promoting faculty discussion on concepts and theories relevant to racism and intolerance and increasing faculty, student, and staff cultural awareness and competence.

#### International

- Enhance the programs of the School's WHO Collaborating Center for Nursing.
- Provide support systems for international students, increase international recruitment of students, expand course offerings with an international focus, and increase study abroad programs.

### Operating Needs and Budgetary Prospects

- Present and future health care needs of society combined with reforms to the health care system are creating an increased demand for nurses and nursing research.
- A highly competitive financial aid package is essential to maintain undergraduate enrollment and increase master's enrollment.
- Investment in the infrastructure to launch the School's practice initiatives.
- Additional space is needed for educational, research and practice initiatives.

### Development Needs

- A goal of \$30 million has been set to support this plan for education, financial aid, faculty development, research and practice.

### Conclusion

- Health care reform and the growing recognition of nursing's key role in the delivery of high-quality, cost-effective care have given the School an unprecedented opportunity for advancement.
- Our challenge for the future will be to identify ways to significantly increase the scale of operations over the next few years in order to implement these goals while operating in a resource-constrained university environment.

# The School of Nursing Long-Range Plan

## Intellectual Directions of the School Through the Year 2000

The great Aim and End of all Learning should be to enable One to serve Humanity.

*Benjamin Franklin, Founder  
University of Pennsylvania*

As we look to the future of the School of Nursing, we have considered not only the university environment but also the real-world environment in which the School operates. In our long-range plan, we have therefore taken into consideration the influence of both external and internal concerns on the future directions of the School.

External concerns include the increased acuity/complexity of health care; growing numbers of underserved and unserved health-care populations (e.g., the frail elderly; the homeless; inner city children, adolescents, pregnant teens; people with AIDS or TB); an aging and increasingly diverse society; the growing role of nursing in international health care; public demand for health care reform with improved access to appropriate services at affordable cost; ethical dilemmas and value shifts in health care (e.g., mandatory AIDS testing, limitation of services to the severely disabled and terminally ill); and, in particular, the movement of health care providers from more acute care settings to community, work, and school-based health care centers as well as nurse-managed centers and clinics.<sup>1</sup>

Given the continuing changes in methods of care delivery, the community and the home will become the major settings for health care in the next century. It is for this reason that we have begun to emphasize and expand our links to West Philadelphia. Our purpose is to develop, test, and evaluate cost-effective community-based and home-care models that are driven by the needs of the community, rather than by the convenience of the providers. Health care reform provides unusual opportunities for nursing to demonstrate its importance in the provision of high quality primary care while containing costs. The School of Nursing will continue to play an important role in preparing nurses for advanced practice and demonstrating innovations in care delivery and influencing national policy on health care.

It is evident, then, that our mission as a school of nursing must be linked to these larger social realities.

Our long-range plan is also consistent with the University-wide priorities identified in the 1991 document *Planning for the '90s: Five-Year Academic Plan for the University of Pennsylvania*. These include: sustaining the research enterprise; strengthening teaching and learning; building inclusive communities; educating and recruiting a new generation of faculty; and internationalization of the university.

Penn Nursing stands alone among nursing schools in the richness of its linkages to the twelve schools of this University. In addition, the School has a close collaboration with the University of Pennsylvania Health System.

It is within the context of these internal and external environments and our proven strengths (see Appendix: *The School of Nursing: A Retrospective 1987-1993*) that the School of Nursing presents its Long-Range Plan.

## Teaching/Education

The School of Nursing concurs with the argument of Ernest Boyer in *Scholarship Reconsidered* (1992) that teaching is scholarship when it educates future scholars and leaders for the next century.

For faculty and students, this means engagement in an academic milieu of discovery, integration, and application that leads to an enlarged understanding of themselves and the world.

For nurse scholars, the distance is narrowing between development of new knowledge and application of that knowledge to clinical care. The challenge for the profession of nursing, given health care reform, will be its demonstration of better access to appropriate services at affordable costs.

The School of Nursing, therefore, will identify and create practice settings where students can continue to learn clinical decision-making, patient-centered care, collaboration, and research. Common to all interactions will be faculty role modeling for students; emphasis on practice-based research; and collaboration with patients, families, and an interdisciplinary team of health care providers.

Given these parameters, it is likely that the current size of the undergraduate nursing program will remain stable but the number of master's students will grow to keep pace with increased advanced practice opportunities. Planned substantial growth in graduate programs is expected to be cost-effective, given the proportion of tuition received by the School and the likelihood that federal support for advanced practice training will become more available. Such growth, however, is contingent on clinical placements. An increase in the pool of post-graduate students preparing for certification is also expected.

To maintain excellence in our undergraduate programs, expand the number of master's students, continue to prepare tomorrow's researchers in our doctoral program, and provide ongoing learning for professionals, we will:

1. *Develop strategies that emphasize discovery, critical thinking, moral reasoning and independent learning as central aspects of the Penn Nursing educational experience.*
2. *Implement a national recruitment program to attract doctoral students who are committed to research careers in areas of faculty research interests and expertise.*
3. *Expand the number of practice settings where students can participate in clinical decision-making, patient-centered care, collaboration, and research.*
4. *Ensure that support programs are in place to meet the needs of all students, with a special focus on minority and international students.*
5. *Reinforce and expand scholarship and research in ethics including more graduate course offerings.*
6. *Develop a state-of-the-art Instructional Technology Center that will provide a wide range of educational technologies including audio-visual facilities, clinical programs, and computer-assisted learning programs to respond to increasing numbers of diverse students and to the nation's changing health care problems.*
7. *Conduct evaluations of teaching and scholarship that will include measurements of teaching assignments and faculty competence, extent of student learning, quality of the curriculum, writing skills, preparation of graduates for their first position, and resources available for teaching.*
8. *Reexamine programmatic offerings with regard to priority areas of advanced practice, size of programs, and duplication of effort.*

<sup>1</sup> "Addressing Nursing Education's Agenda for the 21st Century: Position Statement." American Association of Colleges of Nursing. 1993.

9. *Provide opportunities for professional nurses to continue their learning, maintain and promote their competence, prepare them to assume leadership roles, and enhance their ability to influence the direction of health care delivery.*

### Research/Scholarship

The School has been very successful over the last three years in attracting external research funding. Currently, the School is among the national leaders in federal research grants awarded to schools of nursing and, on average, 65 percent of our standing faculty are investigators or co-investigators on research grants. The Center for Nursing Research, established in 1980, has been a key element in our successful competition for National Institutes of Health funding.

To assure the continued growth of our research programs, we will:

1. *Use existing funded research to leverage other projects:* This strategy will entail using concepts successfully tested in prior research at the School as a basis for new investigator grants. This application of concepts from one study to another has already proven successful.<sup>2</sup>

The advantages of this strategy are many. It will:

a. Increase efficiency in applying for funding and conducting research because most details have already been developed in prior applications of the concept;

b. Give investigators a greater advantage in competing for grants because their studies are spin-offs of earlier successful research;

c. Sustain funding for both research and research training; and

d. Increase the likelihood of identifying nursing interventions that have wide clinical applicability and the greatest potential to affect care—the ultimate goal of nursing research.

2. *Examine the potential for new studies that can draw on primary data collection efforts underway in the School:* Penn Nursing researchers have one of the largest national data sets on hospital nursing. This data set, which contains information on nurses, their patients, and the organizational dimensions of nursing practice will make it possible for other investigators to design “add-on” studies with a low marginal investment of time and effort on their part. Such “add-on” studies would be favorably perceived by the federal agencies that have invested in the collection of this comprehensive data set.

3. *Integrate the School’s research agenda with the practice agenda:* The development of a multifaceted clinical practice<sup>3</sup> (see Practice) offers excellent research potential. Areas for research include:

a. Evaluation research designed to examine the potential benefits and costs of new organizational models for care delivery, such as the CARE Program or collaborative community-based practice. With these programs managed by the School, we have the level of control necessary to conduct research of the highest order, including randomized controlled trials.

b. A standardized data set shared across all the practices that will serve as an important resource for a wide range of research projects.

c. Use of patient data from the practices. These data sets will provide opportunities for clinical research that range from descriptive studies of topics such as adaptation to chronic illness to the testing of clinical interventions.

4. *Widen the scope of research to include multi-site and/or interdisciplinary studies:* Given the School’s competitive advantage in research, compared to peer institutions, we will use this advantage to move ahead to larger, more visible and potentially influential research projects. With the expansion of ethics experts on campus, a move towards interdisciplinary study of moral reasoning and ethical decision-making among health care professionals is anticipated.

We will look, in particular, to large studies already funded within the

University that offer the potential for addressing important nursing research questions<sup>4</sup>.

Within the School itself, we also have a wide range of centers that offer the opportunity for larger collaborative research projects. These include the Center for Advancing Care in Serious Illness, the Center for Health Services and Policy Research, and the Center for Low Birthweight Research: Prevention and Care, and the Center for the Study of the History of Nursing.

5. *Increase the number of researchers whose investigations address socio-demographic issues in health care:* We will focus our attention on research topics that contribute to reducing disparities in health between racial, ethnic, and income groups. We have a good start on the latter with our substantial research on issues such as low birthweight and HIV/AIDS. Given our location in a major urban center, we have the potential to expand our research efforts in this area.

6. *Strengthen the School’s research capacity with appointments that enhance the research creativity and productivity of the larger faculty:* Given fiscal realities, we must consider how faculty positions can be better used to meet at least dual, if not triple, objectives. Retirements and faculty turnover over the next five years will lead to a number of new appointments. All new appointments to the School’s standing faculty will therefore be considered within the context of the School’s mission and its long-range plan.

7. *Enhance faculty development in research:* We will offer School-sponsored research leave for one semester for all qualified tenure track assistant professors to help establish their research programs. Strategies to assist junior faculty investigators and to facilitate cross-fertilization of faculty projects in progress will include faculty research colloquia, a formal mentoring system, and ongoing exchange of information relative to research in progress or completed. Within this context, we will place particular emphasis on recruiting and enhancing the productivity of nurse researchers who are members of a minority group.

8. *Conduct evaluations of research activities:* We will measure the extent of faculty research activity, publications by faculty, citations, the number of outgoing grants, the extent of funding success (federal and private dollars) and comparisons with other schools of nursing with regard to research.

### Practice

We believe that the School of Nursing is unique in its exceptional expertise in teaching, research, and practice. It is crucial to the future of the school and to society that we merge our expertise in research and practice so that we may continue to make significant and measurable improvements in nursing practice. Investments in practice are also critical to the fullest expression of our teaching mission.

Because nursing is a practice discipline, faculty practice is consistent with the University’s mission to generate new knowledge through research and to educate students. Nursing practice is our laboratory both for research and education. Equally important, through our practice we provide high quality care and advance the profession of nursing.

It is therefore essential that our nursing practice be designed to meet research and teaching goals as well as those associated with the School’s mission. Strategies to integrate nursing practice with research and education are as follows:

1. *Establish Penn Nursing Services:* We will establish a network of nurse-managed practices, both community- and institution-based, to be known as Penn Nursing Services (see Figure 1). PNS will provide a full scope of services, from illness prevention to tertiary care, to culturally diverse populations across the life span with an initial focus on West Philadelphia.

Faculty who participate in Penn Nursing Services will be able to use the services offered by the administrative core which will be centralized in, and supported by, the School of Nursing. PNS will offer a range of practice options. Faculty involved in all kinds of care settings will be included in Penn Nursing Services and will individually negotiate their own roles in PNS. Faculty will practice in settings that match the interest and skills of the individual faculty member, the research questions, and the educational needs of the students. Consultations and referrals from various levels of care and specialties will be available through PNS.

2. *Establish a common data base(s) for comparisons across settings:* To further education and research, we will develop a common PNS data base(s) that will permit comparisons across settings. PNS will also have one or more general data base(s) that can be shared by all faculty. The PNS data base(s) will allow researchers to compare and evaluate nursing interventions across many patient populations. Data sets under consideration for PNS include the Nursing Minimal Data Set, Omaha, Iowa, Transitional Care Data Set, and NANDA.

<sup>2</sup> The concept of transitional care, originally tested on early discharge of low-birthweight infants, is now being applied to multiple funded projects targeted to other populations including the hospitalized elderly.

<sup>3</sup> The practice initiative will require substantial School resources in money, as well as the time and energies of a broad cross-section of faculty and staff, in the early years and perhaps over the long term. Nevertheless, clinical practice must be of a reasonable scale if it is to have utility for research and teaching.

<sup>4</sup> These include projects such as the AHCPR PORT on biliary disease (Leonard Davis Institute for Health Economics), the AIDS Clinical Trials Unit (School of Medicine), and evaluations of health promotion and disease interventions in developing countries (Population Studies Center/School of Arts and Sciences and the Annenberg School) and the pending Biomedical Ethics Center.



3. *Establish criteria for Penn Nursing Services:* Criteria to be considered before a new practice is established or a new site is selected include the following:

- Identification of the research agenda;
- Selection of data base
- Education services for undergraduate/graduate students;
- Practice focus/patient population to be served;
- Source(s) of payment for services;
- Provision for on-going care.

Flexibility is essential so that sites and practices can change and new research questions can be asked.

4. *Identify funding sources for start-up costs of Penn Nursing Services:* Start-up costs for Penn Nursing Services will be expensive, and there will be a negative cash flow for some time. The goal is to make Penn Nursing Services self-supporting within five years from the start-up date.

5. *Conduct ongoing evaluations of practice:* We will conduct evaluations that will measure the quality of clinical data, research interfaces, effectiveness of nursing interventions in meeting care objectives within and across settings and populations, consumer satisfaction with the care provided, and effectiveness of educational programs associated with practice.

### Diversity

The School of Nursing is committed to a climate for students, faculty and staff which is open to the differences among us, including ethnicity, race, culture, religion, economic status, gender, and sexual preference. It is our intent that patients, faculty, staff, and students view our school and community as tolerant and openly supportive of the diversity which is fast becoming a hallmark of American society.

To realize our commitment to diversity to its fullest extent, we will:

1. *Make permanent a chair to guide the School's expanded focus on diversity.*
2. *Allocate financial resources to tuition assistance and personal and academic support required for underrepresented students to be successful.*
3. *Include an elective course in multiculturalism in the curriculum.*
4. *Increase linkages to historically black colleges as feeders to BSN/MSN/PhD programs.*

5. *Develop a five- and ten-year plan for the recruitment of a diverse student body at the baccalaureate, master's and doctoral levels.*

6. *Promote faculty discussion and dialogue on concepts and theories relevant to racism and intolerance that will enhance understanding of these issues.*

7. *Conduct ongoing evaluations of activities relevant to diversity.*

### International

The University's international mission statement, approved by the Board of Trustees in 1992, centers on three main goals: The preparation of its students and faculty to be members of a more cohesive world; the generation of knowledge on a more global orientation; and provision of its academic resources, to the extent feasible, to nations and institutions involved in international activities.

In keeping with the University's international mission and with the School's position as a World Health Organization Collaborating Center, we will:

1. *Provide support systems for international students.* This will include provision of information on requirements, housing, licensure, etc., as well as counseling, advisory, and academic services. Other initiatives will include a more active role by the Graduate Student Organization and the Doctoral Student Organization in the mentoring, socialization, and support of international students, and use of the Curriculum Committees as a forum where faculty can share specific strategies for assisting students.

2. *Establish formal links with schools of nursing outside the United States that serve as feeder schools to our graduate programs.* This will allow for better advisement and planning and provide opportunities for future exchanges and collaborative international research.

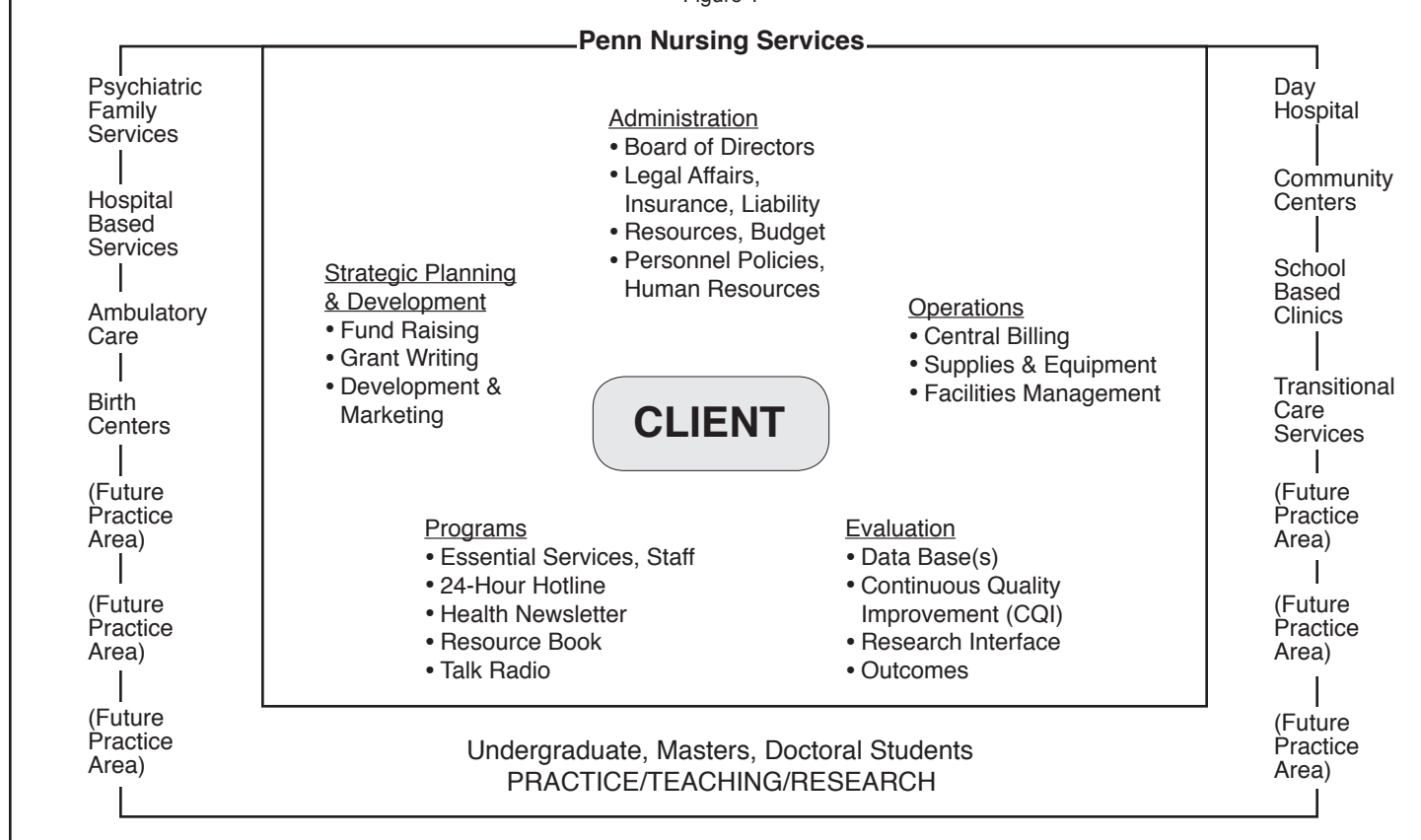
3. *Expand course offerings that have an international perspective.* Such courses may serve as the foundation of a master's program in international health that will prepare graduates to work overseas.

4. *Increase the number of study-abroad programs.* Currently 10 percent of all undergraduates participate in study-abroad programs. We anticipate that this percentage will increase substantially by the year 2000.

5. *Conduct evaluations of activities relevant to international activities.*

(continued on page S-6)

Figure 1



## School Structure

The Dean, who is responsible for the overall function of the School, is assisted by the Associate Deans who have responsibility for the degree-granting programs and nursing practice.

The Division Heads are responsible for faculty recruitment and development and the staffing, planning and evaluation of course offerings in their divisions. These divisions include:

- Family/Community Health
- Health Care of Women and the Childbearing Family
- Nursing of Children
- Adult Health and Illness
- Psychiatric Mental Health Nursing
- Science and Role Development

The first five divisions are clinically based but also include a policy focus, as does the Science and Role Development Division. This division provides the theoretical foundation essential to professional development and the conduct and utilization of nursing research.

The guiding principle of the School of Nursing with regard to the School's structure and administration is that "form follows function." Given the strategies outlined in the Long Range Plan, we anticipate that their implementation will require some structural modifications. We will modify our structure as necessary to keep pace with planned change over time.

## Operating Needs and Budgetary Prospects

### Budgetary Prospects

Present and future health care needs of society combined with reforms to the health care system underway in the United States are creating an increased demand for nurses and for nursing research. In response to the increased demand for advanced practice nursing, Penn Nursing sees a 50 percent growth in its master's programs before the year 2000. We see a stabilization in the traditional and an increase in the non-traditional undergraduate program; an increase in clinical and health services research; and a dramatic change in practice initiatives.

In order to support its teaching, research and practice missions, there is sound evidence that the School should increase its faculty by 100 percent. Compared to its peer institutions, this School has a very small standing faculty and it has been extraordinary that the School has been able to accomplish its research and teaching missions to date with a faculty of this size. In order to maintain the School's #1 ranking we must accomplish the bold vision outlined in this plan which requires increases in graduate students and faculty.

There are four major challenges confronting the School of Nursing as we embark on implementation of our ambitious plan:

- The availability of sufficient financial aid to meet the needs of our targeted student enrollment at both the undergraduate and graduate levels, especially since 95 percent of nursing undergraduates are eligible for financial aid and a large proportion of graduate students need financial aid.
- The procurement of sufficient start-up and infrastructure funding to support the School's nursing practice initiatives.
- The availability of space to meet education, research and practice needs.
- The challenge of obtaining increased endowment funds.

A chart outlining growth projections linked to current opportunities is shown on Figure 2. Details of the unrestricted budget projections through the year 2000 are shown on Figure 3. Combined unrestricted and restricted budget projections are shown on Figure 4.

### Financial Aid

As 95 percent of nursing undergraduates are eligible for financial aid, a highly competitive financial aid package is essential to maintaining our undergraduate enrollment. In addition, our accelerated BSN/MSN is increasingly popular with students seeking a second undergraduate degree in nursing as well as RN and transfer students. Currently there are very limited financial aid options available for this group. In order to achieve 50 percent growth in the master's program and to reverse the trend towards part-time graduate study, the availability of master's financial aid is crucial.

### Funding to Launch Practice Initiatives

The School of Nursing has obtained foundation funding to launch one of its practice ventures, the CARE Program, and federal funding for our Multi-generational Primary Care Network. However, additional start-up funds are needed to support the practice plan outlined earlier until it brings in significant revenue in 2000. In addition, an investment in infrastructure to support practice is necessary now. This includes personnel and data systems.

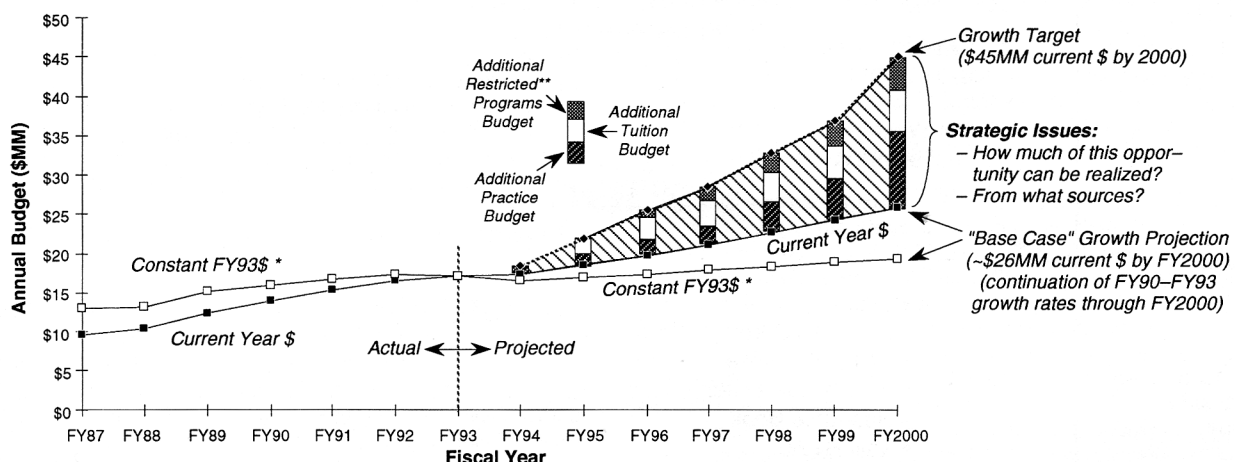
### Space

Given that the School is already at the limits of its existing space, we recognize that the new initiatives we envision will require additional space for their implementation. The planned physical expansion of the University of Pennsylvania Health System should free the space in the Nursing Education Building currently occupied by other units. This alone will not accommodate our growing space needs, especially for research and practice. It is essential that the School acquire additional space both on and off campus in order to realize our goals.

Space is currently being sought in the West Philadelphia community for

(continued on page S-9)

Figure 2  
School of Nursing Resource History/Projection/Opportunity



\* Inflation adjustment based on the Higher Education Price Index

\*\* Restricted programs include research projects and development funds

(As projected at year-end 1993, \$30 million in private funds will be raised over 1994-2000. The annual revenue impact from these funds is included in the "restricted programs" above.)

Figure 3  
**School of Nursing Unrestricted Budget Projections for FY 1994 - FY 2000**

UNRESTRICTED Budgets											
				FY1994	FY1995	FY1996	FY1997	FY1998	FY1999	FY2000	
REVENUE	Tuition	Undergraduate Regular		3,893	5,453	5,791	5,806	6,137	6,487	6,857	
		Undergraduate Summer		225	250	265	266	281	297	314	
		Graduate Academic		3,450	4,002	4,642	5,385	5,975	6,635	7,365	
		Graduate Summer		1,490	1,728	2,004	2,325	2,580	2,865	3,180	
		Total		9,058	11,433	12,702	13,782	14,973	16,284	17,716	
	Tuition Special Programs				137	137	140	140	145	150	155
	Special Fees				184	195	205	215	227	240	254
	Financial Aid	Endowment		0	0	0	0	0	0	0	0
		Gifts		0	0	0	0	0	0	0	0
		Federal Sources		0	0	0	0	0	0	0	0
		Commonwealth		0	0	0	0	0	0	0	0
		Other		0	0	0	0	0	0	0	0
	Grants & Contracts:	Federal		0	0	0	0	0	0	0	0
		Private		0	0	0	0	0	0	0	0
		Other		0	0	0	0	0	0	0	0
	Investments				79	84	90	96	103	110	116
	Gifts				155	168	180	191	204	218	230
	Indirect Cost Recovery:	Grants/Contracts		1,050	1,210	1,395	1,610	1,858	2,144	2,474	2,474
		Practice Overhead		119	319	390	487	750	1,200	2,000	2,000
		Other Restricted Funds		5	5	5	5	5	5	5	5
	Practice				926	1,247	1,559	1,948	3,000	4,800	8,000
	Miscellaneous Sources				0	0	0	0	0	0	0
	Total Direct Revenue				11,713	14,798	16,666	18,474	21,265	25,151	30,950
	General University	Program		1,999	2,001	2,003	2,005	2,007	1,948	1,948	1,948
		Financial Aid		215	224	233	242	252	262	262	272
	Bank Transactions				64	57	50	44	39	34	30
	TOTAL REVENUE					13,991	17,080	18,952	20,765	23,563	27,395
EXPENDITURES	Compensation:	Academic Salaries		3,597	4,643	5,131	5,610	6,175	6,782	7,486	
		Practice Salaries		543	901	1,021	1,350	1,901	3,038	5,065	
		Administrative Salaries		948	1,133	1,229	1,304	1,407	1,513	1,629	
		Clerical Salaries		539	717	771	826	884	945	1,013	
		Service Wages		0	0	0	0	0	0	0	
		Employee Benefits		1,515	2,019	2,312	2,671	3,163	3,907	5,059	
		Total Compensation		7,142	9,413	10,464	11,761	13,530	16,185	20,252	
	Current Expense				1,809	1,890	2,167	2,260	2,360	2,465	2,575
	Practice Expense				184	215	273	282	415	638	1,011
	Equipment				100	100	100	100	150	150	200
	Expense Credits				(75)	(75)	(75)	(75)	(75)	(75)	(75)
	Financial Aid:	Undergrad Financial Aid		1,023	1,433	1,522	1,526	1,613	1,705	1,802	
		Undergraduate Aid Special		190	296	395	411	430	450	470	
		Grad and Professional		664	764	883	1,022	1,187	1,382	1,617	
	Total Direct Expenditures				11,037	14,036	15,729	17,287	19,610	22,900	27,852
	Allocated Costs				3,139	3,389	3,659	3,950	4,265	4,605	4,975
TOTAL EXPENDITURES					14,176	17,425	19,388	21,237	23,875	27,505	32,827
NET PERFORMANCE					(185)	(345)	(436)	(472)	(312)	(110)	373

Figure 4

### School of Nursing Combined Unrestricted & Restricted Budgets for FY 1994 - FY 2000

RESTRICTED plus UNRESTRICTED Budgets											
				FY1994	FY1995	FY1996	FY1997	FY1998	FY1999	FY2000	
REVENUE	Tuition	Undergraduate Regular		3,893	5,453	5,791	5,806	6,137	6,487	6,857	
		Undergraduate Summer		225	250	265	266	281	297	314	
		Graduate Academic		3,450	4,002	4,642	5,385	5,975	6,635	7,365	
		Graduate Summer		1,490	1,728	2,004	2,325	2,580	2,865	3,180	
		Total		9,058	11,433	12,702	13,782	14,973	16,284	17,716	
	Tuition Special Programs				137	137	140	140	145	150	155
	Special Fees				184	195	205	215	227	240	254
	Financial Aid	Endowment		115	125	135	145	155	165	175	
		Gifts		435	470	505	550	590	640	690	
		Federal Sources		820	850	900	950	1,000	1,050	1,100	
		Commonwealth		5	5	5	5	5	5	5	
		Other		75	75	75	75	75	75	75	
	Grants & Contracts:	Federal		2,600	3,200	3,880	4,670	5,605	6,690	7,960	
		Private		875	920	965	1,015	1,065	1,115	1,165	
		Other		75	80	85	90	95	100	105	
	Investments				356	384	415	446	480	516	551
	Gifts				1,255	768	830	901	979	1,068	1,160
	Indirect Cost Recovery:	Grants/Contracts		1,050	1,210	1,395	1,610	1,858	2,144	2,474	
		Practice Overhead		119	319	390	487	750	1,200	2,000	
		Other Restricted Funds		5	5	5	5	5	5	5	
	Practice				926	1,247	1,559	1,948	3,000	4,800	8,000
	Miscellaneous Sources				75	80	80	80	80	80	80
	Total Direct Revenue				18,165	21,503	24,271	27,114	31,087	36,327	43,670
	General University	Program		1,999	2,001	2,003	2,005	2,007	1,948	1,948	
		Financial Aid		215	224	233	242	252	262	272	
	Bank Transactions				64	57	50	44	39	34	30
TOTAL REVENUE					20,443	23,785	26,557	29,405	33,385	38,571	45,920
EXPENDITURES	Compensation:	Academic Salaries		5,512	6,778	7,631	8,510	9,535	10,682	12,001	
		Practice Salaries		543	901	1,021	1,350	1,901	3,038	5,065	
		Administrative Salaries		1,673	1,936	2,142	2,362	2,620	2,905	3,219	
		Clerical Salaries		749	977	1,126	1,234	1,345	1,478	1,553	
		Service Wages		50	55	60	65	70	75	80	
		Employee Benefits		2,190	2,789	3,232	3,756	4,463	5,442	6,859	
		Total Compensation		10,717	13,436	15,157	17,219	19,873	23,552	28,777	
	Current Expense				3,266	3,256	3,613	3,762	3,918	4,074	4,235
	Practice Expense				184	215	273	282	415	638	1,011
	Equipment				280	180	182	185	235	235	295
	Expense Credits				(375)	(400)	(425)	(450)	(475)	(500)	(525)
	Financial Aid:	Undergrad Financial Aid		1,023	1,433	1,522	1,526	1,613	1,705	1,802	
		Undergrad Aid Special		670	846	1,028	1,091	1,245	1,430	1,690	
		Grad and Professional		1,569	1,749	1,958	2,192	2,462	2,757	3,062	
	Total Direct Expenditures				17,334	20,715	23,308	25,807	29,286	33,891	40,347
	Allocated Costs				3,139	3,389	3,659	3,950	4,265	4,605	4,975
TOTAL EXPENDITURES					20,473	24,104	26,967	29,757	33,551	38,496	45,322
NET PERFORMANCE					(30)	(319)	(410)	(352)	(166)	75	598



the Multigenerational Primary Care Network. It is anticipated that other community-based sites will be needed as this network develops.

Projected growth in the master's program will increase the need for large classrooms for core courses and will necessitate an expansion of the Instructional Technology Center where physical assessment courses take place.

### **Technology**

The School of Nursing is networked and students have access to microcomputer centers and electronic mail. The School will be linked to the Medical Center's clinical information and video system providing data for education and research. It is clear that advances in technology will have a financial impact on the School during the period covered by this plan. It is also certain that faculty, staff and students will make increasing use of such technology.

The School is seeking endowment funding for a chair in informatics. The faculty member holding this chair will lead the School's development in the areas of computer assisted instruction, distance learning and increased use of satellite disk technology through the Instructional Technology Center. In addition, the faculty member will facilitate the development of the shared information system which is a path-breaking feature of the Multigenerational Primary Care Network.

### **Development Needs**

Private resources have played an important part in the School of Nursing's ability to achieve its preeminence in education, research, and practice. During the Campaign for Penn, the School was the first to complete its fund raising goal; in fact, the initial goal of \$12.5 million will be doubled by campaign end in 1994. Endowment has increased by 266 percent since FY1987. In the same time period the number of endowed chairs in nursing has increased from one to five.

This support for Penn Nursing will play an ever more critical role as the School embarks on its ambitious new strategic plan. As health care reform sweeps the country, Penn Nursing is poised to meet the demands and desires of consumers, employers and policy makers. The School will depend upon the investment of private funds to realize fully its goals and remain the preeminent nursing school in the country.

As part of its strategic plan, the School will raise an additional \$30 million dollars. It is our goal to secure more than one-third of this funding, \$12.6 million, in new endowment. Endowment is one of the School's greatest assets and safeguards.

### **Teaching/Education**

#### *Financial Assistance*

Several factors combine to make financial aid one of the School's most pressing needs. Students' need for financial assistance has increased dramatically; more than 95 percent of nursing undergraduates needed financial assistance in FY94. At the same time, federal funds are decreasing; graduate students no longer have broad access to federal training grant funding. Our plan to expand the master's program and develop national recruitment for the doctoral program will produce a greater demand for financial aid. Finally, Penn must compete for students with peer institutions whose tuition levels are significantly more affordable. Remaining competitive for the best students requires the ability to provide a key margin of financial support.

Securing sufficient financial aid, especially in the form of endowment, will comprise a major component of the School's development plan. Currently, the School's financial aid endowment is less than \$1 million. By the year 2000, our goal will be to increase the School's financial aid endowment to a total of \$4 million with an additional \$2.75 million in term support. This will include establishing the first \$100,000 endowed doctoral student fund.

#### *Creative Teaching/Student Support Initiatives*

Enhancing the student educational experience at Penn Nursing will require funding to invest in new programs and activities, e.g. curriculum, community service, student research, student leadership and student affairs. The School seeks \$1 million in term and endowment funding for the development of new initiatives.

#### *Instructional Technology Center*

Support for the School's proposed state-of-the-art Instructional Technology Center will come in many forms: faculty support, equipment, space renovation, unrestricted funding. Over the next six years, our goal will be to secure \$750,000 in direct funding for the Center and an additional \$250,000 for renovations and equipment. We also will seek endowment funding for a chair in informatics.

### **Faculty Development**

#### *Endowed Chairs*

Penn Nursing currently has five endowed chairs. These chairs enable the School to recruit and retain the finest nursing scholars in the country. Without a substantial increase in endowed chairs, Penn Nursing risks losing its internationally recognized scholars and will not be able to compete for new scholars. The School seeks to endow an additional six chairs with \$7.5 million in private funding.

#### *Term Chairs*

Term chairs have provided important support for innovative research and teaching initiatives for faculty and their students. It is our goal to double our current number of term chairs from four to eight with an additional \$1 million.

### **Research/Scholarship**

Penn Nursing faculty have achieved unparalleled success in attracting research funding. With this success, however, has come the significant challenge of creating continuity between grant funding cycles especially as it affects research support staff and students needing financial assistance. To meet this challenge the School seeks \$500,000 in bridge funding to be available to faculty.

The School will continue to engage in its most aggressive campaign for additional federal and private funds to support research initiatives. This will continue to be the domain of the Center for Nursing Research which was initially funded by The Pew Charitable Trusts. To assist in maintaining the core structure of the Center, a total of \$750,000 will be needed to support the Center through the year 2000. In addition, \$4 million in private funding will be needed for research initiatives including support for the School's centers and for junior and senior faculty.

### **Practice**

In perhaps no greater way can private resources be used to provide self-sufficiency than in the area of developing nursing practices. Support for the initial infrastructure of the integrated faculty practices, Penn Nursing Services, will ensure the School long-term access to resources through patient revenue and, at the same time, enhance the School's existing strengths in teaching and research. We will raise \$6 million towards the establishment of Penn Nursing Services.

### **Diversity**

Addressing the issue of diversity in health care education and practice has long been a commitment of the School of Nursing. The Fagin Family Term Chair in Cultural Diversity was the first of its kind in nursing. The School seeks to expand the opportunities available to its students, faculty, and staff through support of diversity programming, faculty development and student recruitment and retention. Penn Nursing will seek \$1.75 million dollars (to include endowing a chair in diversity).

### **International**

Penn Nursing has received praise for its international efforts. The School's expanding international activities and increased student-exchange require additional funding for students, faculty, and program development. The School seeks an additional \$1 million to support these activities.

### **Renovation and Acquisition of Facilities**

To this point, the School of Nursing has expanded its teaching and research programs within the available space of the Nursing Education Building and through community locations. In addition to renovations in the Instructional Technology Center, it is expected that renovations and perhaps construction will be needed. Major capital expenses will be assessed and added to the development plan.

### **Conclusion**

Health care reform provides the School of Nursing with exciting opportunities that will enable the School to remain at the forefront of schools of nursing across the country. Our plan has identified three success dimensions for the School—Teaching/Education, Research/Scholarship and Practice combined with two cross-cutting initiatives of Diversity and Internationalization. Our challenge for the future will be to identify the ways to increase significantly the scale of operations over the next few years to implement these goals while operating in a resource-constrained university environment. Health care reform and the growing recognition of nursing's key role in the delivery of high-quality, cost-effective care have given the School an unprecedented opportunity for advancement. We must act now while we have the opening for success.

**Appendix, The School of Nursing: A Retrospective, 1988-93, appears on pages S-10 through S-16**

## The School of Nursing: A Retrospective 1987-1993

The past five years have been especially noteworthy for the School of Nursing, an international leader in the discipline and profession of nursing. In education, the caliber of students has remained consistently excellent. The School has more faculty in the American Academy of Nursing and the Institute of Medicine than any other nursing school in the nation. In research, the School ranks among the top three nursing schools in federal support, with a five-fold increase in external support from 1987 to 1993. In practice, the School has been at the fore in the development of new models of nursing care that serve neighboring communities, provide direct clinical experience for students, and expand the knowledge base of the discipline and of the profession. In a 1993 survey of graduate programs in nursing by U.S. News and World Report, the School was ranked in first place with the University of California, San Francisco and the University of Washington.

Current programs include:

- Low Birthweight—Prevention and Care
- Model of Nurse Specialist Transitional Care: Patient Outcomes and Cost
- Organization, Financing, Delivery and Outcomes of Health Care (Health Services and Policy Research)
- Violence, Injury and Victimization
- Cardiovascular Health in Childhood and Adolescence
- Psychosocial Oncology and Patient/Family Outcomes
- History of Nursing and Health Care
- Influence of Behavioral Factors on Health Outcomes
- Functional Status in Health/Illness
- Promoting Health in the Elderly
- Family-Focused Care in Health and Illness

In 1992, Dr. Norma Lang, an international expert in the evaluation of health care and former dean of the University of Wisconsin-Milwaukee's School of Nursing, succeeded Dr. Claire Fagin as Margaret Bond Simon Dean of the School of Nursing. In announcing the appointment of Dr. Lang, President Sheldon Hackney said, "Norma Lang will continue the momentum of research, education, and service that has made Penn's School of Nursing the nation's best." In recognition of Dr. Fagin's accomplishments as Dean from 1977-1992, the Leadership Venture Fund was established in 1991. The Fund provides the School with the means to address urgent health care issues and enable nurse leaders to take a more prominent role in setting public policy.

The following report highlights the School's actions and responses to the goals set forth in the 1986-1990 Five-Year Plan.

### Education

The School of Nursing is the only Ivy League institution to offer baccalaureate, master's, and doctoral degrees in nursing. The School's 51 full-standing faculty and 21 associated faculty currently share responsibility for educating and training 384 undergraduates and 505 graduate students. The faculty includes the former presidents of the National League of Nursing, the American Nurses Foundation, the National Association of Pediatric Nurse Associates and Practitioners, and the American College of Nurse-Midwives, members of the Institute of Medicine of the National Academy of Sciences, and 35 members of the American Academy of Nursing. In 1988, the School was re-accredited by the National League for Nursing for eight years, the maximum length of time for accreditation.

Collaborative efforts by faculty, administration, and students over the past five years have resulted in continued refinement and improvement of the undergraduate, master's, and doctoral programs as defined in the School's 1986-1990 strategic plan.

Initiatives in undergraduate education included an expanded liberal education component with a foreign language requirement as part of the revised undergraduate curriculum, new study abroad options, faculty/student participation in Freshman Seminars and the Penn Reading Project, and a required scholarly paper as part of the curriculum.

Initiatives in the master's program included the addition of Occupational Health and Neonatal Practitioner tracks, a new MSN/MBA option in the Nursing Administration Program, and implementation of a BSN/MSN program for second degree and RN applicants. The Acute/Chronic and Pediatric Critical Care, Tertiary Nurse and Critical Care Nurse Practitioner Programs were approved by the state as certified nurse practitioner programs.

### Enrollment

From 1987 to 1993, undergraduate enrollment increased by 44 percent from 267 to 384; master's student enrollment increased by 25 percent from 338 to 423, and doctoral student enrollment increased by 12 percent from 73 to 82 (see Figures 5-6 below, and Figure 7, next page). The significant increase in undergraduate enrollment is due, in large part, to increased career opportunities in nursing, intensive recruiting, and reputation of the program.

### Research

The School of Nursing attracted more federal research funding in 1991 than any other nursing school. Total external funding rose from \$1.1 million

Figure 5  
School of Nursing History of Enrollment

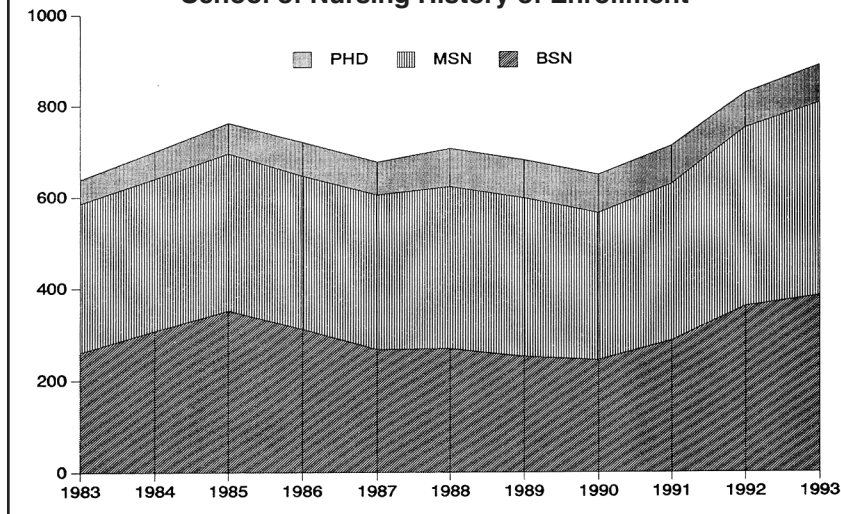


Figure 6  
School of Nursing Student Count  
FY 1987-1993

Degree Candidates				
	BSN	MSN	PHD	TOTAL
1987	267	338	73	678
1988	269	354	84	707
1989	252	346	84	682
1990	244	321	85	650
1991	286	343	84	713
1992	361	391	76	828
1993	384	423	82	889
% change 1987-93	43.8%	25.2%	12.3%	31.2%

Figure 7

### School of Nursing Course Enrollments FY1987-FY1993

	FY87	FY88	FY89	FY90	FY91	FY92	FY93	% Change 1987-93
Undergraduate	2519	2481	2146	1960	2087	2307	2749	9.1%
Graduate	2673	2709	2790	2624	2643	2787	2881	7.8%
Total Enrollment	5192	5190	4936	4584	4730	5094	5630	16.9%

in 1988 to \$4.5 million in 1993, an increase of 409 percent (see Figure 8). On average, 65 percent of the standing faculty were investigators or co-investigators on research grants. During the same period, the Clinical Collaboration Program, which funds nurse-physician research teams, funded 11 research projects.

To encourage the development of collaborative clinical studies, the School established the Center for Advancing Care in Serious Illness, the Center for Health Services and Policy Research, and the Center for Low Birthweight Research: Prevention and Care.

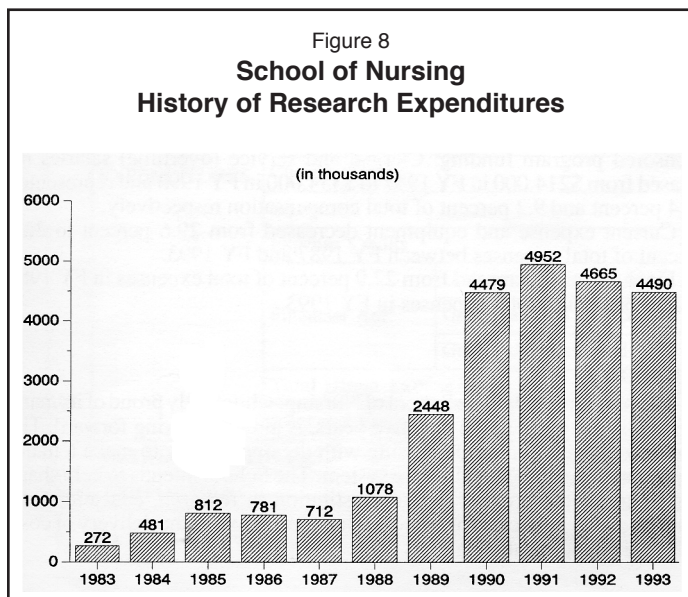
The Center for the Study of the History of Nursing expanded its holdings with significant collections from the Visiting Nurse Society of Philadelphia, local hospital nursing schools, specialty organizations, as well as individual papers. All faculty and doctoral students associated with the Center have funded research projects. Two competitive summer fellowships for historic research are now sponsored each year by the Center. In 1993, the School co-sponsored the 10th Annual American Association for History of Nursing Conference.

The increase in faculty research activity has led to increased research opportunities for students at all levels. The number of doctoral, master's and undergraduate students who serve as research assistants has steadily grown, and student participation in research publications has markedly increased. These expanded opportunities for student research have led to an increase in the number of national research fellowships awarded to doctoral students as well as the number of Nassau Fund undergraduate research grants and Rose Awards for student research projects.

#### International

Named a World Health Organization Collaborating Center in 1987, the School is recognized as an international nursing leader. Recent initiatives to increase the School's international outreach include a conference on "International Nursing in the 21st Century;" a collaborative effort with the Kamuzu College of Nursing at the University of Malawi, funded by the Rockefeller Foundation; faculty leadership service on major World Health Organization and International Council of Nurses committees and task forces; and publication of an international primary care bibliography.

Educational initiatives included development of an English language course to familiarize international students with terminology used in clinical settings and expanded study-abroad options through programs in France, Spain, and England.



#### Practice Linkages in Education and Research

To improve the teaching of nursing and the development of knowledge through clinical research, the School expanded its partnership with the Hospital of the University of Pennsylvania (HUP). Initiatives included the appointment of the Chief Nursing Officer at HUP as Associate Dean for Nursing Practice in the School; appointments of Clinical Directors of Nursing at HUP to the standing faculty as clinician educators and faculty service on HUP and Medical Center committees.

In addition to the centers for clinical research noted previously, the School established a joint gerontology practice at Ralston-Penn Center. Planning was completed for a clinical assessment and rehabilitation program for the frail elderly at the same site which opened Fall 1993. Other faculty practice areas included ambulatory care, incontinence and post-stroke programs, midwifery, psychiatric counselling, wellness, teen/tot and Healthy Start programs, and community-based primary care.

#### Minority Recruitment and Retention

The School's efforts over the past five years to increase minority presence among its faculty and students have begun to bear fruit. One important indicator was the entering class in 1992 which had the largest minority student presence to date. Other indicators were the establishment of a term chair in cultural diversity, increased external funding for the School's biennial black health conference, a successful initiative to provide funding for minority post-doctoral fellows, and engagement of a senior-level consultant to advise on strategies for recruiting minority faculty and students.

In its continuing efforts to provide nursing programs that reflect minority interests, the School reviewed its master's and undergraduate curricula for multicultural content. The Undergraduate Advisory Board recently introduced an alumni mentor program for entering students who are from under-represented groups.

#### Fiscal Status

##### Financial Analysis Factors

The School of Nursing has had a long history of financial stability and of contributing funds centrally.

Through an aggressive development campaign, endowment funds have grown from a market value of \$1.8 million to \$7.9 million between FY 1987 and FY 1993. The School was the first to reach its campaign goal and we expect to conclude the campaign with a 100 percent increase. Furthermore we anticipate annual fundraising from private sources will continue to exceed pre-campaign levels.

The clinician educator track was incorporated into the standing faculty in 1985 and has strengthened the linkages among teaching, research and practice in the School. The standing faculty number of 51 is reduced to 41.7 FTEs once the external commitments of the clinician educator's appointments are taken into account (see Figure 9, next page). The course units taught per standing faculty are 143, a remarkably high number considering the fact that the School's graduate program is comprised of predominantly clinical courses. Undergraduate education in the School also incorporates clinical courses as a central part of its program and in this domain functions more like other health schools than other undergraduate schools. The School's acceptance and matriculation ratios are high as a reflection of aggressive recruitment, retention and financial aid policies.

The numbers of administrative staff in the School include the expansion in professional research staff made possible by the dramatic rise in restricted funding over the past several years. Also included in the administrative staff category are the professional clinical positions such as certified nurse midwives and certified nurse practitioners who staff the School's growing practice initiatives.

#### Development and Alumni Relations

The School's continued leadership position depends on its ability to maintain and increase stable funding sources. By any number of measures, the School has been successful. Over the last five years, the School has reduced its dependence on tuition from 80 percent to 70 percent. Endowment rose from less than \$1 million in 1987 to \$6 million in 1992, due



Figure 9

**School of Nursing Standing Faculty Census 1984-1993**

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
<b>Tenure Line</b>											
Professor	4	3	5	5	7	7	9	9	12	12	12
Assoc. Prof.	14	12	11	11	10	13	10	12	14	15	16
Ass't Prof.	13	13	14	16	17	14	13	12	5	6	6
<b>Clinician Educator</b>											
Professor	0	0	0	1	1	2	2	1	1	1	1
Assoc. Prof.	0	1	2	5	5	8	8	8	8	9	9
Ass't Prof.	0	3	5	9	9	4	4	3	3	5	7
	31	32	37	47	49	48	46	45	43	48	51

to the success of the Campaign for Penn in which the School has already exceeded its \$12.5 million by \$6 million (see Figure 10).

New endowed chairs included the Independence Chair in Nursing Education and the Leadership Professorship. New term chairs included the Fagin Family Chair in Cultural Diversity, the Doris Schwartz Chair in Gerontological Nursing, the Killebrew/Censits Chair in Undergraduate Education, and the Overseers Chair in Perinatal Nursing.

New grants and gifts for undergraduate and graduate financial aid totaled \$5 million for the five-year period and included the Hillman Family Foundation Scholars Program, the Hospital Nurse Scholars Program with HUP, Graduate, and Presbyterian Hospitals; and scholarships and fellowships established by individual donors.

**Unrestricted Income**

The unrestricted budget of the School of Nursing grew from \$6,147,000 in FY 1987 to \$10,741,000 in FY 1993, an increase of 74.8 percent in the seven year period (see Figures 11 and 12).

Tuition and fees (traditional and non-traditional undergraduate, masters and doctoral combined) grew from \$5,099,000 to \$7,597,000 and represented 82.9 percent of unrestricted income in FY 1987 and 70.7 percent in FY 1993. This decrease in tuition dependency in the unrestricted budget has been brought about primarily through increased revenue in other categories. Undergraduate student financial aid appears as an expense item rather than as a deduction against undergraduate academic revenue.

Through the efforts of the Center for Nursing Research, research funding has risen dramatically. Indirect cost recovery increased by 603.7 percent from FY 1987 to FY 1993 (\$163,000 to \$1,147,000). In FY 1987, it represented 2.6 percent of unrestricted income and in FY 1993 it was 10.7 percent.

Subvention rose 149.8 percent from FY 1987 to FY 1993 and represented 7.1 percent of unrestricted income in FY 1987 and 10.2 percent in FY 1993. University fellowships and matching funds for tuition remission to research assistants increased by 35.3 percent. This growth was due primarily to increased federal funding which included support for research assistants. Removing these funds from the subvention totals, the Nursing program's regular subvention growth rate over the past seven years comes to 211.2 percent.

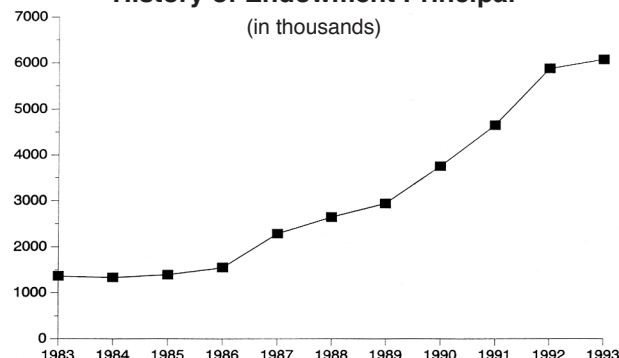
**Restricted Income**

Restricted income of \$3,505,000 represented 36.3 percent of the School's total income in FY 1987. Restricted income grew 82.8 percent in FY 1993 to \$6,408,000 (see Figures 13 and 14).

Direct cost recovery from sponsored programs represented the majority of restricted revenue (68.9 percent in FY 1987 and 66.6 percent in FY 1993). This revenue increased 73.8 percent from \$2,416,000 in FY 1987 to \$4,200,000 in FY 1993. As noted previously, the Center for Nursing Research, established in 1980, has been a key element in our successful competition for National Institutes of Health funding.

Restricted income from gifts and investments (endowment funds) rose by \$179,000 (116.3 percent) from FY 1987 to FY 1993. In FY 1987, this income was \$154,000 and represented 4.4 percent of total restricted income. By FY 1993, restricted income from gifts and investments totaled \$333,000 and represented 5.2 percent of total restricted income. The endowment corpus has increased dramatically by 165 percent over the seven year period, from \$2,284,037 to \$6,072,130.

Figure 10

**School of Nursing  
History of Endowment Principal  
(in thousands)****Unrestricted Expense**

Compensation remains the largest expense category representing 55.2 percent of unrestricted expenses in FY 1987 and 52.3 percent in FY 1993. Academic salaries (which includes graduate student stipends), increased from \$2,075,000 in FY 1987 to \$3,104,000 in FY 1993 and represented 61.1 percent of total compensation in FY 1987 and 55.3 percent in FY 1993. This reduction is primarily due to salary funding from restricted sources such as sponsored program funding as well as endowed and term chairs. Administrative and professional salaries (which include practice salaries), expanded from \$378,000 (11.1 percent of total compensation) in FY 1987 to \$1,029,000 in FY 1993 (18.3 percent of total compensation). This growth is caused in part by the inclusion of practice salaries in this category. Clerical and service (overtime) wages rose from \$288,000 (8.5 percent of total compensation) to \$576,000 (10.2 percent of total compensation).

Current expense and equipment represented 11.2 percent of total expenses at \$678,000 in FY 1987 and 30.4 percent of total expenses at \$1,709,000 in FY 1993.

Financial aid totaled \$833,000 (13.5 percent of total expenditures) in FY 1987 and \$1,459,000 (13.4 percent of total expenditures) in FY 1993. The School began supplementation of the traditional undergraduate freshmen financial aid packages in FY 1993. This cost will quadruple by FY 1996 when it is planned that all traditional undergraduate classes will receive School augmented financial aid.

Allocated costs represented 23.4 percent (\$1,439,000) of unrestricted expenses in FY 1987 and 20.2 percent (\$2,172,000) in FY 1993. This represents an increase over the period between FY 1987 and FY 1993 of 51.2 percent.

**Restricted Expenses**

Compensation continues to be the largest restricted expense item representing 49.3 percent (\$1,728,000 of total compensation) and 59.9 percent (\$3,838,000) in FY 1993. Academic salaries (including graduate student salaries) were 59.2 percent (\$1,024,000) of total compensation in FY 1987 and 52.1 percent (\$2,001,000) of total compensation in FY 1993. Administrative and professional salaries grew from \$148,000 (8.6 percent of total compensation) in FY 1987 to \$774,000 (20.2 percent of total compensation) in FY 1993. This increase has been brought about primarily by increased sponsored program funding. Clerical and service (overtime) salaries increased from \$214,000 in FY 1987 to \$354,000 in FY 1993 and represented 12.4 percent and 9.2 percent of total compensation respectively.

Current expense and equipment decreased from 29.6 percent to 22.6 percent of total expenses between FY 1987 and FY 1993.

Financial aid decreased from 22.9 percent of total expenses in FY 1987 to 20.9 percent of total expenses in FY 1993.

**Summary**

The past is prelude. The School of Nursing, while justly proud of its many accomplishments over the past five years, is already looking forward. The next few years will provide nursing with the opportunity to make a major impact on the nation's health care system. The School intends to help shape this future as the premier nursing institution in research, education, and practice and as advocate for nursing's increasing role in the delivery of cost-effective quality health care.



Figure 11  
**School of Nursing Unrestricted Budgets for FY 1987-FY 1993** (actual performance for 87-93)

UNRESTRICTED Budgets										
				Actuals - 14th Month, thousands of dollars						
				FY1987	FY1988	FY1989	FY1990	FY1991	FY1992	FY1993
REVENUE	Tuition	Undergraduate Regular	2,200	2,321	2,411	2,605	2,538	2,582	2,876	
		Undergraduate Summer	148	111	88	106	103	145	201	
		Graduate Academic	2,090	2,259	2,390	2,536	2,642	2,965	3,214	
		Graduate Summer	661	772	817	747	923	1,143	1,306	
		Total	5,099	5,463	5,706	5,994	6,206	6,835	7,597	
	Tuition Special Programs		100	97	131	122	134	162	176	
	Special Fees		14	63	130	101	104	111	172	
	Financial Aid	Endowment	0	0	0	0	0	0	0	
		Gifts	0	0	0	0	0	0	0	
		Federal Sources	0	0	0	0	0	0	0	
		Commonwealth	0	0	0	0	0	0	0	
		Other	0	0	0	0	0	0	0	
	Grants & Contracts:	Federal	0	0	0	0	0	0	0	
		Private	0	0	0	0	0	0	0	
		Other	0	0	0	0	0	0	0	
	Investments		32	35	37	43	54	69	66	
	Gifts		82	103	137	145	121	111	129	
	Indirect Cost Recovery:	Grants/Contracts	160	199	608	1,068	1,355	1,290	1,134	
		Practice Overhead	0	0	0	0	0	0	8	
		Other Restricted Funds	3	8	26	16	24	13	5	
	Practice		47	47	184	194	206	295	287	
	Miscellaneous Sources		13	9	8	8	11	18	0	
	Total Direct Revenue		5,550	6,024	6,967	7,691	8,215	8,904	9,574	
	General University	Program	285	0	523	632	711	645	887	
		Financial Aid	153	486	248	277	328	330	207	
	Bank Transactions		159	139	123	108	95	84	73	
TOTAL REVENUE		6,147	6,649	7,861	8,708	9,349	9,963	10,741		
EXPENDITURES	Compensation:	Academic Salaries	2,075	2,271	2,358	2,224	2,326	2,515	3,104	
		Practice Salaries†								
		Administrative Salaries	378	472	632	757	948	964	1,029	
		Clerical Salaries	238	327	406	401	462	478	518	
		Service Wages	50	56	57	41	48	47	58	
		Employee Benefits	654	692	845	871	959	995	1,172	
		Total Compensation	3,395	3,818	4,298	4,294	4,743	4,999	5,881	
	Current Expense		636	874	1,175	1,602	1,597	1,670	1,578	
	Equipment		42	99	80	348	49	118	131	
	Expense Credits		(197)	(494)	(386)	(430)	(204)	(121)	(480)	
	Financial Aid:	Undergrad Financial Aid	606	641	679	737	708	716	796	
		Undergrad Aid Special	0	0	0	0	0	0	115	
		Grad and Professional	227	203	357	379	526	515	548	
	Total Direct Expenditures		4,709	5,141	6,203	6,930	7,419	7,897	8,569	
Allocated Costs		1,439	1,508	1,658	1,778	1,930	2,066	2,172		
TOTAL EXPENDITURES		6,148	6,649	7,861	8,708	9,349	9,963	10,741		
NET PERFORMANCE		(1)	0	0	0	0	0	0		

† Practice salaries were included in the unrestricted administrative salary category through FY 1993

Figure 12

**School of Nursing Unrestricted Budgets for FY 1987-FY 1993 in 1993 Dollars** (actual performance for 87-93)

UNRESTRICTED Budgets										
			Inflation Adjusted Actuals - 1993 HEPI* thousands of dollars							
			FY1987	FY1988	FY1989	FY1990	FY1991	FY1992	FY1993	
Inflation Index (HEPI = Higher Education Price Index)			100.0	104.6	110.6	117.0	123.3	128.6	134.2	
Normalization to FY1993 dollars			134.2	128.3	121.3	114.7	108.8	104.4	100.0	
REVENUE	Tuition	Undergraduate Regular	2,952	2,978	2,925	2,988	2,762	2,694	2,876	
		Undergraduate Summer	199	142	107	122	112	151	201	
		Graduate Academic	2,805	2,898	2,900	2,909	2,876	3,094	3,214	
		Graduate Summer	887	990	991	857	1,005	1,193	1,306	
		Total	6,843	7,009	6,924	6,875	6,755	7,133	7,597	
	Tuition Special Programs		134	124	159	140	146	169	176	
	Special Fees		19	81	158	116	113	116	172	
	Financial Aid	Endowment	0	0	0	0	0	0	0	
		Gifts	0	0	0	0	0	0	0	
		Federal Sources	0	0	0	0	0	0	0	
		Commonwealth	0	0	0	0	0	0	0	
		Other	0	0	0	0	0	0	0	
	Grants & Contracts:	Federal	0	0	0	0	0	0	0	
		Private	0	0	0	0	0	0	0	
		Other	0	0	0	0	0	0	0	
	Investments		43	45	45	49	59	72	66	
	Gifts		110	132	166	166	132	116	129	
	Indirect Cost Recovery:	Grants/Contracts	215	255	738	1,225	1,475	1,346	1,134	
		Practice Overhead	0	0	0	0	0	0	8	
		Other Restricted Funds	4	10	32	18	26	14	5	
	Practice		63	60	223	223	224	308	287	
	Miscellaneous Sources		17	12	10	9	12	19	0	
	Total Direct Revenue		7,448	7,729	8,454	8,822	8,941	9,292	9,574	
	General University	Program	382	0	635	725	774	673	887	
		Financial Aid	205	624	301	318	357	344	207	
	Bank Transactions		213	178	149	124	103	88	73	
	TOTAL REVENUE			8,249	8,531	9,538	9,988	10,175	10,397	10,741
EXPENDITURES	Compensation:	Academic Salaries	2,785	2,914	2,861	2,551	2,532	2,625	3,104	
		Practice Salaries†								
		Administrative Salaries	507	606	767	868	1,032	1,006	1,029	
		Clerical Salaries	319	420	493	460	503	499	518	
		Service Wages	67	72	69	47	52	49	58	
		Employee Benefits	878	888	1,025	999	1,044	1,038	1,172	
		Total Compensation	4,556	4,898	5,215	4,925	5,162	5,217	5,881	
	Current Expense		854	1,121	1,426	1,838	1,738	1,743	1,578	
	Equipment		56	127	97	399	53	123	131	
	Expense Credits		(264)	(634)	(468)	(493)	(222)	(126)	(480)	
	Financial Aid:	Undergrad Financial Aid	813	822	824	845	771	747	796	
		Undergrad Aid Special	0	0	0	0	0	0	115	
		Grad and Professional	305	260	433	435	572	537	548	
	Total Direct Expenditures		6,319	6,596	7,527	7,949	8,075	8,241	8,569	
	Allocated Costs		1,931	1,935	2,012	2,039	2,101	2,156	2,172	
TOTAL EXPENDITURES			8,251	8,531	9,538	9,988	10,175	10,397	10,741	
NET PERFORMANCE			(1)	0	0	0	0	0	0	

† Practice salaries were included in the unrestricted administrative salary category through FY 1993

Figure 13

**School of Nursing Unrestricted & Restricted Budgets for FY 1987-FY 1993** (actual performance for 87-93)

RESTRICTED plus UNRESTRICTED Budgets										
				Actuals - 14th Month, thousands of dollars						
				FY1987	FY1988	FY1989	FY1990	FY1991	FY1992	FY1993
REVENUE	Tuition		Undergraduate Regular	2,200	2,321	2,411	2,605	2,538	2,582	2,876
			Undergraduate Summer	148	111	88	106	103	145	201
			Graduate Academic	2,090	2,259	2,390	2,536	2,642	2,965	3,214
			Graduate Summer	661	772	817	747	923	1,143	1,306
			Total	5,099	5,463	5,706	5,994	6,206	6,835	7,597
	Tuition Special Programs			100	97	131	122	134	162	176
	Special Fees			14	63	130	101	104	111	172
	Financial Aid	Endowment	49	84	21	27	84	95	108	
		Gifts	153	164	174	204	345	426	431	
		Federal Sources	552	650	484	651	652	585	796	
		Commonwealth	32	75	70	26	(13)	4	2	
		Other	23	64	188	45	58	295	95	
	Grants & Contracts:	Federal	1,284	1,402	1,951	2,894	3,505	3,802	3,357	
		Private	1,132	1,018	1,319	1,408	1,132	757	843	
		Other	0	1	80	197	191	243	68	
	Investments			144	210	182	90	178	182	193
	Gifts			124	120	241	222	126	184	335
	Indirect Cost Recovery:	Grants/Contracts	160	199	608	1,068	1,355	1,290	1,134	
		Practice Overhead	0	0	0	0	0	0	8	
		Other Restricted Funds	3	8	26	16	24	13	5	
	Practice			47	47	184	194	206	295	287
	Miscellaneous Sources			140	30	59	(287)	23	196	375
	Total Direct Revenue			9,056	9,695	11,554	12,972	14,310	15,475	15,982
	General University	Program	285	0	523	632	711	645	887	
		Financial Aid	153	486	248	277	328	330	207	
	Bank Transactions			159	139	123	108	95	84	73
	TOTAL REVENUE				9,653	10,320	12,448	13,989	15,444	16,534
EXPENDITURES	Compensation:	Academic Salaries	3,099	3,417	4,038	4,356	4,682	4,803	5,105	
		Practice Salaries†								
		Administrative Salaries	526	613	1,003	1,313	1,590	1,609	1,803	
		Clerical Salaries	427	510	658	683	701	744	758	
		Service Wages	75	79	116	89	131	139	172	
		Employee Benefits	996	1,005	1,380	1,578	1,707	1,728	1,881	
		Total Compensation	5,123	5,624	7,195	8,019	8,811	9,023	9,719	
	Current Expense			1,643	1,859	2,032	2,743	3,056	3,323	2,927
	Equipment			73	131	207	454	279	236	229
	Expense Credits			(267)	(642)	(553)	(1,012)	(923)	(630)	(695)
	Financial Aid:	Undergrad Financial Aid	606	641	679	737	708	716	796	
		Undergrad Aid Special	384	433	320	311	375	438	571	
		Grad and Professional	652	766	910	959	1,208	1,362	1,430	
	Total Direct Expenditures			8,214	8,812	10,790	12,211	13,514	14,468	14,977
	Allocated Costs			1,439	1,508	1,658	1,778	1,930	2,066	2,172
TOTAL EXPENDITURES				9,653	10,320	12,448	13,989	15,444	16,534	17,149
NET PERFORMANCE				0	0	0	0	0	0	0

† Practice salaries were included in the unrestricted administrative salary category through FY 1993



Figure 14

**School of Nursing Unrestricted & Restricted Budgets for FY 1987-FY 1993 in 1993 Dollars** (actual performance for 87-93)

RESTRICTED plus UNRESTRICTED Budgets									
			Inflation Adjusted Actuals - 1993 HEPI* thousands of dollars						
			FY1987	FY1988	FY1989	FY1990	FY1991	FY1992	FY1993
Inflation Index (HEPI = Higher Education Price Index)			100.0	104.6	110.6	117.0	123.3	128.6	134.2
Normalization to FY1993 dollars			134.2	128.3	121.3	114.7	108.8	104.4	100.0
REVENUE	Tuition	Undergraduate Regular	2,952	2,978	2,925	2,988	2,762	2,694	2,876
		Undergraduate Summer	199	142	107	122	112	151	201
		Graduate Academic	2,805	2,898	2,900	2,909	2,876	3,094	3,214
		Graduate Summer	887	990	991	857	1,005	1,193	1,306
		Total	6,843	7,009	6,924	6,875	6,755	7,133	7,597
	Tuition Special Programs		134	124	159	140	146	169	176
	Special Fees		19	81	158	116	113	116	172
	Financial Aid	Endowment	66	108	25	31	91	99	108
		Gifts	205	210	211	234	375	445	431
		Federal Sources	741	834	587	747	710	610	796
		Commonwealth	43	96	85	30	(14)	4	2
		Other	31	82	228	52	63	308	95
	Grants & Contracts:	Federal	1,723	1,799	2,367	3,319	3,815	3,968	3,357
		Private	1,519	1,306	1,600	1,615	1,359	790	843
		Other	0	1	97	226	208	254	68
	Investments		193	269	221	103	194	190	193
	Gifts		166	154	292	255	10	192	335
	Indirect Cost Recovery:	Grants/Contracts	215	255	738	1,225	1,475	1,346	1,134
		Practice Overhead	0	0	0	0	0	0	8
		Other Restricted Funds	4	10	32	18	26	14	5
	Practice		63	60	223	223	224	308	287
	Miscellaneous Sources		188	38	72	(329)	25	205	375
	Total Direct Revenue		12,153	12,439	14,019	14,879	15,575	16,149	15,982
	General University	Program	382	0	635	725	774	673	887
		Financial Aid	205	624	301	318	357	344	207
	Bank Transactions		213	178	149	124	103	88	73
	TOTAL REVENUE			12,954	13,240	15,104	16,046	16,809	17,254
EXPENDITURES	Compensation:	Academic Salaries	4,159	4,384	4,900	4,996	5,096	5,012	5,105
		Practice Salaries†							
		Administrative Salaries	706	786	1,217	1,506	1,731	1,679	1,803
		Clerical Salaries	573	654	798	783	763	776	758
		Service Wages	101	101	141	102	143	145	172
		Employee Benefits	1,337	1,289	1,674	1,810	1,858	1,803	1,881
		Total Compensation	6,875	7,215	8,730	9,198	9,590	9,416	9,719
	Current Expense		2,205	2,385	2,466	3,146	3,326	3,468	2,927
	Equipment		98	168	251	521	304	246	229
	Expense Credits		(358)	(824)	(671)	(1,161)	(1,005)	(657)	(695)
	Financial Aid:	Undergrad Financial Aid	1,329	1,378	1,212	1,202	1,179	1,204	1,252
		Undergrad Aid Special	0	0	0	0	0	0	115
		Grad and Professional	875	983	1,104	1,100	1,315	1,421	1,430
	Total Direct Expenditures		11,023	11,306	13,092	14,006	14,709	15,098	14,977
	Allocated Costs		1,931	1,935	2,012	2,039	2,101	2,156	2,172
TOTAL EXPENDITURES			12,954	13,240	15,104	16,046	16,809	17,254	17,149
NET PERFORMANCE			0	0	0	0	0	0	0

† Practice salaries were included in the unrestricted administrative salary category through FY 1993