

**Master's Program Review
Self Study Report
May, 2003**

THE UNIVERSITY SYSTEM OF MARYLAND (USM)

The twelfth largest university system in the nation, the University System of Maryland (USM), governed by a Board of Regents and headed by a Chancellor, offers over 600 academic programs to more than 126,000 students at 200 sites worldwide. The unparalleled learning opportunities at the system's 13 member institutions include nationally ranked programs, leading edge research collaborations, and innovative business partnerships – opportunities that sustain the USM tradition of quality as they prepare students for the promises and demands of the new century. While specific criteria for achieving excellence may vary from school to school, the USM expects its faculty to teach, to conduct research, and to practice their professional skills through service. At the School of Nursing (SON), service is actualized through clinical practice arrangements, community service, and scholarship.

Commitment to Diversity – State of Maryland and USM

The University of Maryland, as a public university, functions under the auspices of the State of Maryland, which is committed to ensuring equal access to high quality education for all of the state's citizens regardless of race, color, or national origin. The development of statewide policies to improve the recruitment and retention of minority students, faculty, and professional staff has been a consistent goal of the Maryland Higher Education Commission (MHEC). In January 1998, MHEC approved and published a statewide plan for postsecondary education, entitled *Educating for the 21st Century*, which was to serve as a blueprint for the Governor, the General Assembly, and the citizens of the state in developing and improving postsecondary

educational opportunities in Maryland. Its goals, strategies, and tactics addressed (1) the ethnic diversity of PhDs in faculty and administrative positions at all institutions, (2) the promotion of campus climates accepting of diverse groups and the establishment of multicultural approaches to educational experiences at all levels of Maryland education, (3) multicultural diversity on Maryland's campuses, (4) recruitment and retention of minority students, faculty members, and professional staff, and (5) gender and salary equity of the faculty and administrative staff of public colleges and universities.

The Maryland State Plan for Postsecondary Education 2000 also recognizes the diversity of the state's population as critical to its welfare and ensuring the economic well being of the state. It calls for the need to "provide high quality academic programs for a population of increasingly diverse students."

THE UNIVERSITY OF MARYLAND BALTIMORE (UMB)

The University of Maryland Baltimore (UMB), the founding campus of USM, was established in 1807 as the fifth medical college in America. In 1812, at the time of charter by the General Assembly, the young, privately held institution was named the University of Maryland. This name was uniquely its own until its reestablishment as a public institution following its merger in 1920 with the (then) Maryland State College of Agriculture, located in College Park. Today, located on a 32-acre site in downtown Baltimore, UMB is comprised of six professional schools: dentistry, law, medicine, nursing, pharmacy, social work, and an interdisciplinary graduate school, which manages master of science and doctoral degree programs.

The University of Maryland Medical System (UMMS) includes the University of Maryland Medical Center (UMMC), Kernan Hospital, the University Specialty Hospital,

Maryland General Hospital, North Arundel Health System, and the Mt. Washington Pediatric Hospital. UMMC includes the Greenebaum Cancer Center, the University of Maryland Hospital for Children, and the R Adams Cowley Shock Trauma Center. The University of Maryland Medical Center (UMMC), the Veterans Affairs Health Care System, Baltimore (VAMC), and the Maryland Institute for Emergency Medical Services System (MIEMSS) are located on the Baltimore campus.

UMB is strategically located in the Baltimore-Washington corridor, forty-five minutes from the nation's capitol. The National Institutes of Health (NIH), the U.S. Department of Health and Human Services (DHHS), the Agency for Healthcare Research and Quality, and the National Science Foundation (NSF) are headquartered not far from the UMB campus. UMB represents one of the fastest growing biomedical research centers in the United States, ranking among the top 10 percent of institutions receiving funding from NIH, with grant and contract awards totaling over \$305 million in FY2002. UMB is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities.

UMB aspires to advance knowledge in health care, law, social welfare, and related disciplines through research, teaching, and service; to promote partnerships and develop interdisciplinary/interprofessional programs that address critical issues in these areas; to assist in the integration and transfer of new knowledge; and to play a significant role in shaping health care, legal, and social services for Maryland and the mid-Atlantic region. UMB's principal goal is to become a center of focused excellence in research and scholarship, both basic and applied. A key strategic objective of UMB is to strengthen institutional collaboration to develop interdisciplinary/interprofessional programs that address current and future health care, legal, and social issues.

The unique composition of the UMB campus enables health professionals to address health care, public policy, and social issues through interdisciplinary collaboration with government, health care institutions, and life science industries. Its location in the Baltimore-Washington-Annapolis triangle maximizes opportunities for such collaboration.

Mission of University of Maryland Baltimore

The University of Maryland Baltimore is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. Using state-of-the-art technological support, UMB educates leaders in health care delivery, biomedical science, social services, and law. By conducting internationally recognized research to cure disease and improve the health, social functioning and just treatment of the people we serve, the campus fosters economic development in the State. UMB is committed to ensuring that the knowledge it generates provides maximum benefit to society, directly enhancing the community. (Mission Statement approved by the Board of Regents, 10/27/00).

University of Maryland Baltimore - Commitment to Diversity

UMB identifies strengthening diversity as a strategic goal, calling on the campus to "build a campus environment that values diversity and is conducive to attracting and retaining a diverse student, faculty, and staff population" (University of Maryland, Facts and Figures, 2000, p. 9). A stated campus institutional objective is to increase the diversity of the faculty, staff, and student body (Objective Number 6 – Mission Statement approved by the Board of Regents, 10/27/00). Campus strategies for achieving this objective include: working with schools, community colleges, and four-year institutions to encourage aspiration of students to professional and graduate education; providing additional mentoring opportunities for women

and ethnic minority faculty and staff; and continuing to provide accommodations for persons with disabilities as they pursue educational opportunities and careers at UMB.

University of Maryland Baltimore - Administrative Infrastructure

The administrative infrastructure of the University is composed of the Office of the President and six (6) administrative units: Academic Affairs; Administration and Finance; Center for Information Technology Services; Center for Health and Homeland Security; Office of External Affairs; and the Office of Research and Development (ORD) each of which is headed by a Vice President. The UMB campus consists of six schools: Dental, Graduate, Law, Medicine, Nursing, Pharmacy, and Social Work. Each of the Schools has a Dean who serves in an autonomous capacity reporting to the President. The Vice President and Deans comprise the leadership group. (See Figure 1 at the end of this section.).

The campus has enjoyed a period of stability in its senior leadership team since the appointment of President David J. Ramsay in 1994. This stability has allowed the University to make substantial progress in fulfilling its mission. The University has a long and rich tradition of serving the needs of society and of being innovative in the education of the professionals graduating from UMB's constituent schools.

University of Maryland Baltimore - Students and Faculty

As of Fall, 2002, the University of Maryland Baltimore enrolled 5,470 students (essentially unchanged from the previous year's 5,476 students). Appendix A provides data for campus-wide enrollment. These data indicate that the School of Nursing has the largest enrollment of any of the schools on the campus with a total headcount of 1,430 or Fall 2002. The majority of UMB students (76%) are enrolled fulltime. However, this is not the case for

graduate (MS and PhD) students in the School of Nursing. Of the total 602 graduate (MS and PhD) students enrolled in the School of Nursing in the Fall of 2002, only 31% were enrolled full-time. A total of 76% of UMB students are residents of the State of Maryland. This figure is slightly higher at 82% for graduate (MS and PhD) students in the School of Nursing.

International students comprise 5% of the total campus student enrollment and 3% of the graduate (MS and PhD) students in the School of Nursing. The majority of international students at UMB are from India, the People's Republic of China, or South Korea.

Appendix B shows campus-wide data for faculty. In the Fall of 2002, there was a total of 1,717 faculty on the UMB campus. About 79% of UMB faculty members are employed full-time. Compared to other schools on campus, the School of Nursing has a small percentage of their faculty who are either tenured or on a tenure track.

The Graduate School

Graduate programs of study at UMB, including the Master's and Doctoral programs at the School of Nursing, are offered through the University of Maryland Graduate School, Baltimore (UMGSB), which combines the rich academic and research resources of the University of Maryland Baltimore (UMB) and the University of Maryland, Baltimore County (UMBC) in nearby Catonsville.

Master's students enrolled in the School of Nursing benefit from the numerous resources provided by the Graduate School. For example, the Graduate School has initiated several services to insure that students are prepared to pursue clinical, academic, or research careers when they graduate. Examples of these services include: a writing center with monthly seminars; a survival skills seminar series; and an intensive one-week course in ethics for all students, postdoctoral fellows, and faculty participating in NIH training grants. The Graduate

School has enhanced communication with and among students by developing a listserv that permits announcements to be sent directly to all UMB graduate students. All Graduate School publications, forms, policies, and a collection of other useful data and announcements are available online at <http://graduate.umaryland.edu/>.

The Graduate Student Association (GSA) is another excellent campus-wide resource for students. The GSA provides opportunities for students to communicate ideas and concerns to faculty and administrators, and offers a platform for discussion of matters that affect student life at the University. Examples of services and programs available to all graduate students through the GSA include awards, travel funds for conferences, career counseling, a computer loan program, and social events. The GSA also hosts an annual Graduate Student Research Conference to showcase the work of the graduate students.

Sources:

1. <http://www.umaryland.edu/institutionalresearch/index.html/>
 2. University of Maryland Board of Regents. (2000). *Mission statement*, 1/27/00.
 3. Bell, J. (2002). West-side biotech park planned. *The Baltimore Sun*, 5/23/02, 1C, 9C.
-

Campus Resources

Library and Data Base Resources

The \$50 million state-of-the-art Health Sciences and Human Services Library (HS/HSL) of the UMB opened in 1998 and serves nursing, dental, medical, pharmacy, and social work students and faculty; the UMMS; the Graduate School; and other affiliated institutions. The HS/HSL, a recognized leader in state-of-the-art information technology, is also the regional medical library for ten southeastern states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands as part of the National Library of Medicine's National Network of Libraries of Medicine (NN/LM). This special status grants the library a five-year competitive contract with a budget of approximately \$1 million annually and staff of nine. HS/HSL has been awarded this contract for the fourth consecutive five-year period.

The HS/HSL has greatly increased its facilities as it moved into a new building and location in April 1998. Table 1 below lists the differences between the old and new libraries using the 1994 date of the last program review as a comparison.

Table 1: Changes in HS/HSL Facilities

Facilities	1994 Report	2001 Report
Age	Opened 1960	Opened April 1998
Square footage	47,000	190,000
# study rooms	2	40
# study seats	168	900
# meeting/seminar rooms	0	3
# classrooms	1	3 + distance education room
# public terminals	14	56
# data port connections	0	1,500

With the new facilities, the HS/HSL now offers an extensive array of online resources, including electronic journals and databases and is the second largest health science library on the East Coast. This new facility greatly increases the space available for student study, as well as provides additional computer workspace and shelving for books and journals.

The HS/HSL collection includes over 352,000 volumes with approximately 2,300 current print periodical subscriptions and 900 electronic journal subscriptions. Expenditures for the 1999/2000 year for serials, print, and electronic resources totaled \$1,619,683. The library adds 8,000 to 10,000 volumes to its collection annually. A list of current holdings indexed in the Cumulative Index to Nursing and Allied Health Literature (CINAHL) database and a list of electronic full-text journals are available from the HS/HSL.

The library provides web-based access to over 40 electronic databases including all of the major health-related databases such as MEDLINE, CINAHL, and Micromedex. Full database access is available on campus, at sites around the state, and from home and office personal computers. A list of the databases available is found on the HS/HSL web site which can be viewed at <http://www.hshsl.umaryland.edu/resources/databases>.

Faculty, staff, and students using the library who require an item not found in the HS/HSL collection, may obtain it by generating an electronic inter-library loan request. If the item is found within the USM, then there is no charge for obtaining the item. A fee of \$6.00 per item is charged if it cannot be found within the system. Usually, inter-library loan items arrive within 7 to 14 days, although this can vary depending on the location of the lending library.

The library is open 90 hours per week and the hours are: 8:00 a.m. – 10:30 p.m. Monday through Friday, 8:00 a.m. – 5:00 p.m. Saturday, and 11:00 a.m. – 8:00 p.m. Sunday. Off-site, web-based access is available from the library's home page (www.hshsl.umaryland.edu). The library has set up a "proxy" server that allows authorized UMB students, faculty, and staff access to electronic resources from any ISP throughout the state and beyond. This includes items on electronic reserve, in addition to electronic databases and electronic books and journals. Authorized users have access to the library's digital resources 24 hours a day, seven days a week.

In order to maintain a strong collection resources to support education, research, and clinical services, the HS/HSL emphasizes an active selective acquisitions program. The library has a number of methods for obtaining and maintaining the book, journal, and electronic collections, and takes into consideration important and emphasized parts of the School's nursing curricula.

1. Using a profile based upon the library's collection development policy.
2. Reviewing books sent to the library for review by Rittenhouse (a commercial book supplier) and lists from various publishers.
3. All books from the current Brandon/Hill Selected List of Print Nursing Books and Journals are obtained for the library.
4. A journal committee reviews and selects journals for subscription.
5. A digital resources committee reviews and selects electronic resources.
6. Faculty, staff, and student recommendations.
7. Recommendations from the School of Nursing faculty liaisons.

Two librarians are designated as liaisons to the School of Nursing. In this capacity, the liaisons conduct orientation sessions for new students, work with faculty and administrators to identify and secure library resources, and collaborate as needed to support nursing student learning experiences. Faculty and students may make recommendations at any point in time regarding library services and resources to either the library staff liaisons or to Library Advisory Board Members who currently are Dr. Patricia Abbott and Dr. Louise Jenkins.

Nursing materials are collected at a research level, meaning that the library has a collection that includes resource materials required for dissertations and independent research, materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide

selection of specialized monographs, as well as an extensive collection of journals and major indexing and abstracting services in the field.

Campus-Wide Computing Facilities

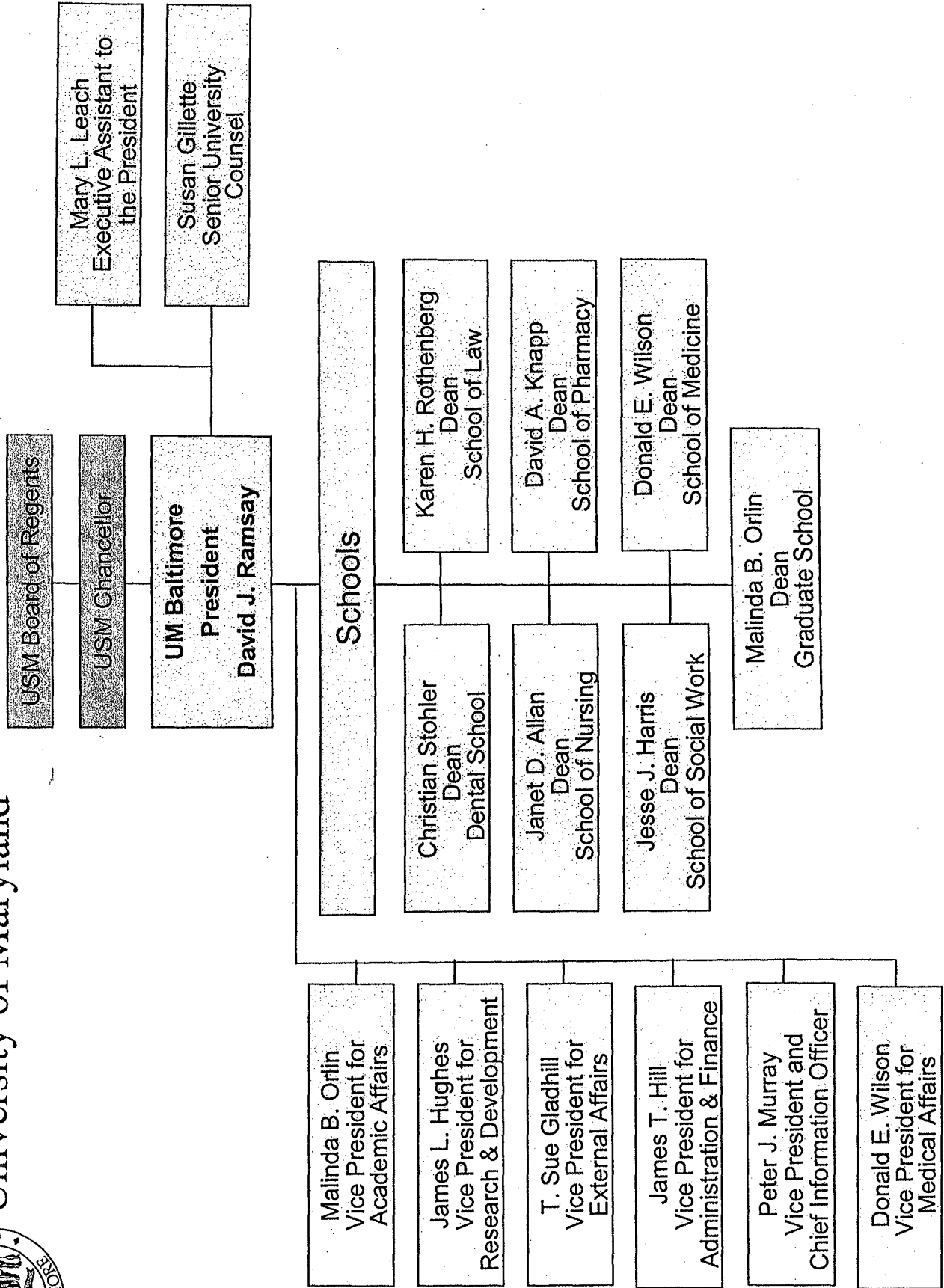
The UMB network is a multi-school fully routed Ethernet LAN that is used as the conduit for campus and Internet connectivity. The campus network supports six professional schools and a major research hospital. The wide area network (WAN) of the campus enables users from all schools and units to access other unit or school specific systems (given authorization to do so) as well as to access resources on the Internet.

Central campus computing resources are available for faculty and student research through Campus Communications and Information Technology Infrastructure. Services are provided on a fee-for-service basis including software used, CPU time, and disc storage, CCITI uses several Sun enterprise servers to accommodate the storage and computing requirements of its researchers. Software such as SAS, SPSS, ORACLE, and SUDAAN are available for research purposes. In addition to these centrally supported campus-computing resources, the library has several digital literature search systems.



University of Maryland

Figure 1



THE SCHOOL OF NURSING (SON)

Established as the Maryland Training School in 1889, the School of Nursing (SON) provides educational programs in nursing leading to the bachelor's, master's, and doctoral degrees. The School of Nursing became part of the University in 1920 and has subsequently become one of the premier public nursing schools in the country. The School was ranked among the top ten schools of nursing in the nation for the fifth consecutive time in the 2003 edition of the *U.S. News and World Reports Guide to America's Best Graduate Schools*. In addition, three master's specialties (nursing administration, adult primary care nurse practitioner, and community/public health nursing) were ranked in the top ten. The National League for Nursing Accrediting Commission (NLNAC) accredits the Baccalaureate and Master's programs at the School of Nursing; the most recent NLNAC site visit was in February 2002. The School of Nursing received an excellent review and was accredited for a full 8 years. A major provider of continuing education for nurses, the School's continuing education program is accredited by the American Nurses' Credentialing Center (ANCC), the Commission on Accreditation (COA), and serves state, national, and international nursing professionals. As a result of an accreditation visit in October of 2002, the continuing education program was accredited until 2009.

One of the largest schools of nursing in the nation, the School of Nursing has graduated more than 16,000 nurses during more than 100 years and has awarded 2% of all the Master's degrees in nursing in the world. The School of Nursing enrolls more than 1,400 students in its baccalaureate, master's and doctoral programs. In Fall 2002, 444 students were enrolled in the Master of Science (MS) programs. An additional 90 students were enrolled in Fall 2002 as "non degree seeking" graduate students meaning that these students are pursuing a post-master's option or are enrolled on a "course work only" status.

Mission

Since its inception more than a century ago, the University of Maryland School of Nursing has been a pioneer in nursing education and has been instrumental in shaping the profession itself. Today, as the State of Maryland's premier public institution dedicated to the education of nurses, the School's mission is to advance the science of nursing through research; to provide leadership and promote excellence in nursing through its professional, graduate, and continuing education programs; and to engage in clinical practice and service of the highest quality.

The School of Nursing seeks to carry out its mission in research, education, and practice/service by building upon the outstanding capability and diversity of its faculty, staff, students, and graduates. The School promotes nursing scholarship of exceptional merit by supporting and conducting research that informs nursing practice, policy decisions, and health care delivery. The goal of the School of Nursing is to prepare skilled and knowledgeable professionals to assume positions of leadership in nursing and within the health care industry. The faculty remain committed to developing educational programs of excellence, providing students access to sophisticated technology, and promoting critical thinking and caring that reflects the increasing responsibilities and expanding role of nurses in clinical practice and health care management. The intent is to provide an array of needed nursing and health care services to the community and the region through innovative practice arrangements, partnerships, and centers of care. Through evidence-based practice and service, faculty and students contribute to outcomes vital to improving the health of individuals and the population as a whole.

In collaboration with other professional disciplines, the School of Nursing strives to contribute new ideas and knowledge that influence the future of nursing and health care delivery in Maryland, the nation, and throughout the world.

Administrative Infrastructure and Organizational Chart

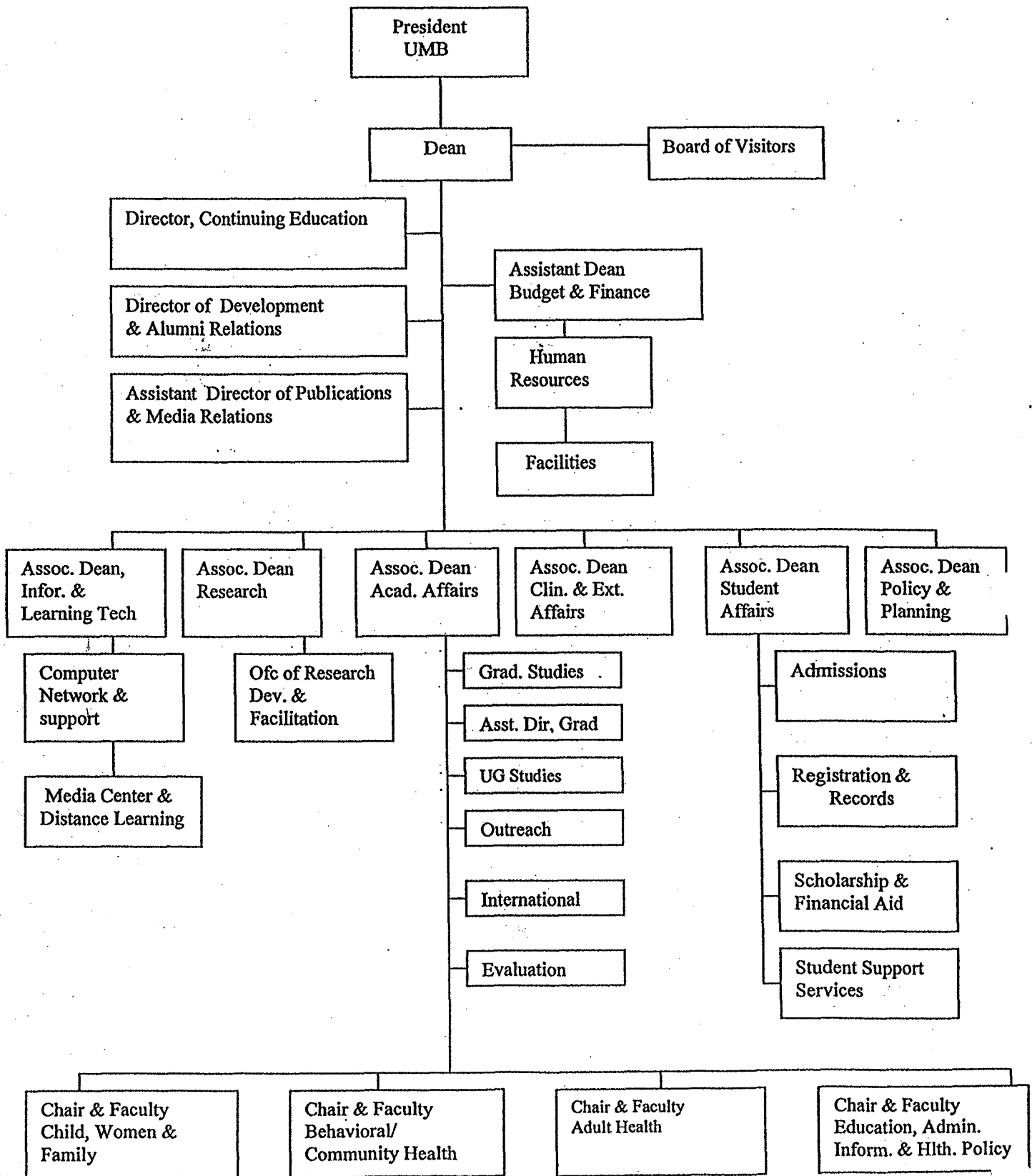
The administrative infrastructure of the School of Nursing is comprised of:

- The Dean's Office
- Six administrative units: Information and Learning Technology; Research; Academic Affairs; Clinical and External Affairs; Admission and Student Affairs; and Policy and Planning, each of which is administered by an Associate Dean. The Master's program is directed by the Assistant Director of Graduate Studies, which falls under the Academic Affairs administrative unit. The Assistant Director of Graduate Studies reports directly to the Associate Dean for Academic Affairs.
- The School of Nursing is presently combining its four academic departments into two departments and a Department Chair will head each. The departments being combined are: Child, Women, and Family Health (CWF) with Behavioral/Community Health (BCH); and Adult Health Nursing (AHN) with Education, Administration, Informatics, and Health Policy (EAIHP).

See Figure 2 for an organizational chart for the School of Nursing, which is soon to be revised.

**UNIVERSITY OF MARYLAND
SCHOOL OF NURSING**

Figure 2



School of Nursing Commitment to Diversity

The record of the School of Nursing in recruiting and retaining a diverse student body with high academic qualifications is highly consistent with the state and UMB priorities. Increasing the diversity of the School's students, faculty, and staff is articulated as a major initiative consistently identified in the School's Strategic Plan over the past decade.

Minority students comprise 33% of the student body at the School of Nursing with African Americans being the largest minority group at a rate of 23%. A comparison of the percentage of minority students in the total nursing school student body in 1990 showed a 15% representation whereas in Fall 2002, there was a total of 460 minority students enrolled at the School of Nursing, of which 23% were minority graduate students. As shown in Table 2, ethnic minority representation of the School of Nursing master's students has remained steady for the past three years.

Table 2: SON Student Diversity Profiles

Program	Ethnicity	2000	2001	2002
MS	White Non-Hispanic	78%	69%	71%
	African American	13%	17%	14%
	Hispanic	2%	2%	3%

Support of Student Diversity - UMB

A culturally responsive campus environment is essential to recruitment, retention, and academic success for culturally diverse students. The UMB Student Services Office assists international students with cross-cultural orientation, nonacademic advising, and social activities. Students from the SON can participate in a variety of campus-sponsored international and ethnic

activities. Student social activities at the campus level address the interests and needs of members of religious and ethnic groups.

The International Student Organization (ISO) serves as a voice for international students at UMB. It functions as the umbrella organization for five subgroups: 1) Arab Student Organization, 2) Chinese Student and Scholar Association, 3) European Association, 4) Indian Association, and 5) Iranian Student and Scholar Association. Its goals are to stimulate cross-cultural exchange and to promote a better understanding among international students and the entire campus community, to integrate international students into the mainstream of the university community, and to help incoming international students adjust to their new milieu. The UMB Student Services Office also sponsors the United Students of African Descent. This organization engages in activities highlighting African American culture on the campus as well as reaches out with health fairs and theatrical performances that benefit the entire community.

Support of Student Diversity – SON

The Student Affairs Committee of the School of Nursing serves as an arena for focusing on aspects of student life. The importance of supporting diversity at the School is emphasized in the establishment of a distinctive Diversity Committee that functions as a subcommittee of the larger Student Affairs Committee. Dr. Vanessa Fahie and Catherine Salam currently serve as faculty co-chairs of this committee.

Diversity Scholarship

Scholarship funds to support diversity come from UMB to the SON. To further enhance its longstanding commitment to a diverse student body, the SON's Diversity Scholarship Program is built on a broad definition of diversity, which includes: 1) personal characteristics (e.g. age, ethnicity, gender, geographic origin, race, and U.S. citizenship status); 2) experiences (e.g., employment, extracurricular activities, and service and leadership opportunities);