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Bogan, Barbara interview for the Miami Valley College of Nursing and Health Oral History Project

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START OF TAPE 1, SIDE A

BARBARA BOGAN
APRIL 16, 2002

CAROL HOLDCRAFT: I think we're going to start by saying this is our College of Nursing and Health Oral History Project and today is April the sixteenth, two thousand and two and I'm Carol Holdcraft and our sound engineer is Donna Miles Curry and our interviewee today is Barbara Hogan. So, would you like to just say that you're here and where you're being taped?

BARBARA BOGAN: Okay, we're in the College of Nursing, in University Hall, in the conference room.

CH: Okay, well first of all we want to thank you for participating in the oral history project. I think that it's going to be very (recorder is turned off and then back on) Marjorie; I'm forgetting her last name.

DONNA MILES CURRY: McClellan.

CH: McClellan, who's the history professor here, who's been involved here doing oral, histories. So she's our consultant who has helped us with our format and forms. Okay, well we're starting over again. This is Tuesday, April the sixteenth two thousand and two and we have Barbara Bogan and I'm Carol Holdcraft and Donna Miles Curry is our sound engineer and we're going to be asking Barbara some questions about our oral history project. So, I was just explaining a little bit about the background of it and we will be interviewing people that were here

BOGAN, BARBARA

during the early days of the School of Nursing and Wright State University and we're going to be talking with some faculty, some administrators, some students from that time frame as part of our project. So, I'll go ahead and start and if you could just tell us, Barbara, a little bit about your personal background and how you came to be at Wright State.

BB: Well, I was a graduate of College of Nursing at Ohio State and I taught there for two years before I moved to Dayton and then when I was here there was no BSN program in the city at all. So I taught at the School of Nursing at St. Elizabeth for a number of years and then when this school opened it was just like it was something that people didn't really understand or it's just like who ever heard of a bachelor of science. People in the area hadn't really heard of having a degree in nursing. It opened I think in seventy-four. The college was opening then and about the same time the School of Nursing at St. E's was closing. And so, a lot of us came out here to help start this program.

CH: So you say a lot of you came from the St. Elizabeth School of Nursing and can you recall some of the people that might have come at that time to be faculty members along with you? People that you knew?

BB: Agnes Bennett, Clay Klepaski, Nina Walker I believe came. I can't remember. There were several, several people who came, five or six people who came.

CH: Uh-huh.

BB: And um, I was the only one that had experience teaching in a bachelor program before so that's why I was elevated to (laughs) an assistant professor from the moment I came.

CH: Okay.

BB: Because I was the only one that had it and that's what I was told when I came.

CH: Okay.

BB: Because I had had that experience I would be given that position.

CH: So you were hired directly as an assistant professor where as other people were hired as what? An instructor?

BB: As an instructor.

CH: Okay, because you'd had some experience teaching bachelor nursing.

BE: Uh-huh.

CH: Okay. Tell me about what you remember about some of the early years. What were some highlights?

BE: Well the faculty offices were in the old Student Union. I guess it was the Phys. Ed. building at the time but it was next to the student union and I just remember we had like a circle of offices but the dean's office was in (Oelman and there were just stone pathways connecting the buildings. I remember when we would go to the faculty meetings in Oelman from the Phys. Ed. building everyone's shoes were just all

messed up and you know. Some of the husbands were saying you're tearing up your shoes you know walking over there because it'd be raining and these stone paths and you know. It was just a mess.

(Laughs) But I remember I was first interviewed by the very first dean.

CH: And who was that?

BB: Joyce Randall.

CH: Okay.

BB: And by the time I got hired she, she was gone. She was really just gone in a day or so after. I don't know, I didn't understand exactly what had happened but she was gone. And so I was called back in by Andy Kuntzman and Donna Dean who told me she had said I was supposed to be hired but she was gone. So that's how I got here.

CH: Okay. You were hired by a dean and before you actually came on board she had moved on.

BB: She was gone.

CH: So then Donna Dean and Andy Kuntzman had, what role did they have?

BB: Well I think Andy Kuntzman was sort of put in the role of dean but since he was a nurse that didn't work. So, it wasn't really legal. So Donna Dean was, I don't know exactly what their titles were but the two of them kind of ran it together. But I think that basically they were like assistant deans, acting deans.

CH: Okay.

BB: Donna was an acting dean.

CH: Uh-huh. And so as you got started what was your role in the college?

BB: Well I was part time and I taught in one of the basic courses. I forget what number it was but it was just a very general introduction course, very, very general. And, well I think I just did that for a very short time because then, that's right, now that I recall this. I was assigned to teach the group that was going to be the first graduating class then.

CH: Okay.

BB: And, so with Marge Kenney and Joann Cross we taught this group of, I think it was thirteen students and they were outstanding. They were all, all had an RN and they were just getting a Bachelor of Science degree.

CH: Okay.

BB: And I felt like they were graduate students. I had to keep telling myself that these were not graduate students because they were absolutely outstanding in my mind. And Marge Kenney felt the same way and she's a very scholarly person. We had to keep reminding ourselves that we were working with undergrad students. But Marge Kenney and I took them to intensive care at Miami Valley every Saturday. We would be there from seven to four every Saturday.

CH: So, how was that, how was that set up that you did clinicals on Saturday?

BB: Just because it seemed to be more convenient for the students.

CH: Okay.

BB: They all had families and that's what they wanted so that's what we did.

CH: Okay. It was a small enough group that you just designed the schedule around what worked best for them.

BB: Uh-huh. And I remember that Marge and I worried all the time. If I saw her today she would still laugh about how we couldn't sleep the night before thinking that we wouldn't get up the next morning. It was such an issue with us that what if we didn't get up? (Laughs)

CH: Because of it being a Saturday?

BB: Because it was a Saturday I guess. But we did. We both worried and worried about that. But they were an outstanding group and they all went on to bigger and better things. Like one in the group was Betty Small who started Hospice and there was just an outstanding group. Nancy Jansen was in there and they were all, most of them were older women and there was one man and a couple younger women.

CH: Tell me what you remember about some of those early years at Wright State. And it doesn't have to be just that first year but just towards that early era.

BB: Well it seems like we were kind of trying to find our way and find what type of curriculum really fit with us. Coming from, I had gone to a Bachelor of Science program and I had taught there so what we were doing here seemed so different than what we had done at Ohio State. And I felt like it was a lot of people who hadn't been at a Bachelor of Science degree program before and they weren't sure of how it was supposed to go. I thought I knew how it was supposed to go of course. (Laughs)

CH: Uh-huh.

BB: I was probably wrong but it wasn't going the way I thought it should be going exactly but I was part time and I really didn't have that much influence with it. And then we always had, seemed to have a problem keeping administrators here. So that was an issue. So after the first dean left we had an interim period there and then I guess the next dean was Gert Torres wasn't it? Right after that?

CH: Um, uh-huh, right after that.

BB: And so they fixed up that, I remember them fixing up the office in Oelman so that the new dean to come. And that one picture that's around here with all the orange flowers?

CH: Uh-huh.

BB: That was pictures for that.

CH: Oh, it was?

BB: For that at that time.

CH: Okay.

BB: And her office was all in orange and browns. And I don't know what year it was that she came, probably seventy-six or seventy-seven.

CH: I believe she came in seventy-five.

BB: Seventy-five. Okay.

CH: Like in the summer of seventy-five.

BB: Okay, seventy-five.

CH: So in between the seventy-five and seventy-six academic year.

BB: Right. And she had really literally written the book on an integrated curriculum and in that book she talked about her dream of taking a college, a young college in a cornfield which we were and starting from scratch and building this integrated curriculum. And so, that's what we did and office people were hired and it seemed very foreign to me because there wasn't much emphasis on any type of medical issues whatsoever. I mean the theory was, the thinking was that we should pretty much divorce ourselves from any medical aspects of nursing and just focus on nursing itself. That even meant that we didn't even need to deal with a medical diagnosis and that type of thing and that was just real hard for me to swallow. But a lot of people thought it was a wonderful program. There weren't any, from my perspective there had been a laboratory, a skills laboratory until that dean came and then at that point the skills laboratory was closed because there wasn't any

emphasis on that. So for about three years there was no skill lab whatsoever. And then in nineteen seventy-eight they called me and asked me if I would open up this skills lab which existed but was closed. And so that was when I came back. I had left to have a baby and I came back and opened up that lab. But then the students weren't assigned to come into it. They would just come in if they wanted to. There were no requirements whatsoever.

CH: The skills lab was just a resource place for students if they wanted to-

BB: Exactly, if they chose to come. And so we were over in Fawcett, by that point the faculty offices had moved to Fawcett Hall.

CH: Uh-huh.

BB: There was on the second floor, I think, or on the third floor and the lab was up on the fourth floor and we had three baths in a room and then a storage room. And the students would just come in if they wanted to come in. Every once in a while somebody would come in.

CH: Uh-huh. Do you think they were told, where they told to come in by clinical faculty or based on something they were going to be doing?

BB: I think based on something they would be doing.

CH: Okay.

BB: So, but the problem is they would run in and say, "I need to learn trache here. I have ten minutes." And so I try to teach them and it was very frustrating, really frustrating.

CH: Uh-huh.

BB: And so then there was a big controversy on campus between the administrators and nursing regarding the nursing program. And that's when most all of the faculty left except I think about five. And the dean and the associate dean, everybody resigned.

CH: Uh-huh.

BB: And so it looked for awhile that the program would close and that's when they started, the university put a lot of money into the program to keep it going and they said I could do what I wanted to with the lab.

CH: Okay.

BB: And so I said well we need to have it much more structured and the students need to be assigned to come in. So we reinstated the Lippincot Program which was a program of slide presentations with workbooks and tests and procedures and we reinstated that and required students to come in and learn the skills. That was in eighty.

CH: That was in eighty that you were given sort of an open checkbook to purchase whatever you needed to be able to open up?

BB: Uh-huh. Pretty much. And then that's when we moved also. So I was literally able to design the lab. I was told to tell how much

space I wanted and I literally planned it and my husband drew it to scale. I had a graduate, well actually I had a DSN student. She was in the completion program. She and I designed it although we didn't really know exactly what we were doing because we had never been in another lab before but we just thought what we needed. We designed it as far as the square footage and AV rooms and we just literally drew it out and they took all that space over there, that amount of space and built it like we said. I mean if we said a door goes here, they put a door there.

CH: Uh-huh.

BB: It was just unbelievable to just watch them and see it.

CH: And that was the move from Fawcett Hall to Allyn Hall?

BB: Uh-huh.

CH: On the fourth floor of Allyn Hall?

BB: Uh-huh.

CH: Or the third floor?

BB: The fourth floor. Uh-huh.

CH: So that must have been an exciting time to be a part of.

BB: It was very exciting. Uh-huh. It changed everything really.

CH: Uh-huh. So from your perspective the program improved when the skills lab experience became more structured?

BB: From my perspective it did. And I think in the community it did to because there was a concern in the community that our students lacked skills and they probably did because they weren't taught any.

CH: Uh-huh.

BB: But I think things kind of changed as far as the philosophy of the program and you know the fact that you do need to know the medical diagnosis in order to care for the patient. You do need to know physiology and that type of thing, path physiology. I think it improved from my point.

CH: Uh-huh. So the disagreement between administrators and faculty between the School of Nursing at that point and the administration of the university, what was your perception of the characteristics of that controversy?

BB: Well there are two issues. One was that the College of Medicine, the School of Medicine wanted to, my perception is that they said that there was a lack of clinically prepared nurses. And so that they were actually going to start a program to prepare clinically astute nurses. And of course they couldn't do that really because they weren't nurses. And so they really legally couldn't have started the School of Nursing if they had wanted to.

CH: Uh-huh.

BB: But I don't think they knew that or any of that was worked out yet.

CH: Uh-huh.

BB: So, that didn't really worry me because I knew that that wouldn't really be possible. And then the other issue from my perception

is that there was a revamping of the structure of the top administration in the university and that they were going to be, there was going to be a president and then three provos who would be over academic units. There was going to be, I could have told you this before, let's see- one was in charge of most academic programs and then there was another provo in charge of health and under health there would be medicine and nursing.

CH: Uh-huh.

BB: And the faculty and the dean saw that as a move to put us under medicine. Although medicine said that wasn't the issue. That this was just a provo. That he happened to be a physician. That was the problem. He happened to be a physician and they kept saying that there would be a School of Medicine and a School of Nursing. No one was over anybody. But the fact that he was a physician just put fear into a lot of people.

CH: Uh-huh. And so at that point it was a control, the issue was who was really controlling what happened within the school of nursing.

BB: Right. Uh-huh. And so, Dean Torres wasn't willing to live with that at all and most of the faculty weren't and so almost everyone resigned.

CH: So at that point you were one of the faculty who didn't resign?

BB: Uh-huh.

CH: And um- -

BB: I just didn't see that as the issue because they were saying it wasn't the issue and I thought I could see that. I didn't have a problem with it.

CH: Uh-huh.

BB: And I didn't really want to see the school close. So, I stayed.

CH: Okay. What challenges did you face in fulfilling your role at Wright State?

BB: Well, I think at first it was really a challenge for me because I really couldn't buy into the curriculum and I had really made a decision to get out of nursing and go back and get a different degree until I got caught into the lab. At the time I didn't think it was something I would want to do but then I got in to it and I liked it. Then it was wonderful because they gave me free reign at that point to develop that and they let me develop that lab and I enjoyed that.

CH: And so that was sort of a challenge.

BB: Right.

CH: An opportunity you had at that point.

BB: Uh-huh.

CH: And so what were you really trying to accomplish when you were there setting up the lab? What were your challenges?

BB: Well I wanted a place that would be a true learning resource center and I wanted it to be a place that would be conducive to student

learning and like a beehive of activity. I think we were able to create that with the resources we were given.

CH: Uh-huh.

BB: I had graduate assistants to help me and they were always enthusiastic and we would just come up with these ideas and we were able to do them because we had the support of the administration. It was kind of an easy thing to do really at the time.

CH: Uh-huh. It sounds like it was exciting.

BB: It was. It was exciting.

CH: Describe some of your interactions with administrators.

BB: Well, actually I enjoyed Gert Torres as a person. She was hysterical and conducted fun meetings. She was always, she was very kind to people. I just didn't quite believe in her philosophy for the program but I enjoyed her as a person. And then when everyone left we had Marilyn Lou Jacobson. She was a person from Kentucky who had just come up part time to be the assistant dean, to be the acting dean. That was kind of a strange time because she was just kind of in and out. But that didn't really work out too well. And then Donna Dean and Andy Kuntzman came back again and kind of ran the school until we hired Margaret Maloney.

CH: Uh-huh.

BB: She was here for several years. Then Janet Lancaster came and she was a vibrant, enthusiastic person. She was fun to work with.

She was very supportive of what we were doing. And when she left, Jean Swart came.

CH: Uh-huh.

BB: I've seen them all. (Laughs)

CH: You've seen them all. (Laughs) How about colleagues, interactions with colleagues?

BB: Well, you know at first I knew a lot of people because a lot of us were from St. E's. Well, it was kind of funny because when we had that transition in eighty since there was no one here to work I was given a position as special assistant. What was I called? Special assistant to the dean or something and I was in charge of hiring everybody.

CH: Oh.

BB: Literally in charge of hiring everybody.

CH: Uh-huh.

BB: So, we just really needed to hire a new faculty and that was a challenge.

CH: Uh-huh. That sounds like that would really be a challenge at a point in time when people had left and at that point in time most of the people in Dayton who had masters degrees to hire were at the university.

BB: Right. So we got people from all over. And I remember walking in to this room the first day at school then and thinking hey I got all these people here. (Laughs) Because I had.

CH: (laughs) You accomplished a goal.

BB: Yeah. Actually that kind of didn't really work out quite as well as it sounds because I think a lot of people were kind of disillusioned when they got here and saw that we were a program that wasn't quite on it's feet yet, you know. So, some of them left but in the end it all worked out.

CH: Uh-huh. So it sounds like a real feeling of keeping it going in terms of doing the hiring that needed to allow the school to stay open.

BB: Uh-huh. Right.

CH: Okay. How about students? Tell a little bit about students. You talked a little bit about that very first class.

BB: Well I was concerned about the students when there wasn't a skills lab and when there wasn't as much emphasis on some of the things that I thought were important. But after that I was always impressed with the students, with their enthusiasm and you know they were all different ages. I kind of liked that. They all kind of bought into the lab. I mean they liked what we were doing in the lab. And they thought it was a fun place to come but they were serious about it. And so I enjoyed working with them in that form.

CH: Uh-huh.

BB: And then, about five years ago maybe it was about ten years ago we changed the structure of the lab to a more structured situation. I think that's been good. It was an open concept before and I liked it and it was a beehive of activity. And I liked it because we had all different age

groups in there as far as levels of student rather. The younger and the ones in the lower level seemed to be captivated by what the higher level students were doing. It just seemed like a lot was happening. But there were days when there was chaos you know like when there was check off times and that type of thing. So we went to a more structured setting where students had to actually register for two hour classes in the lab. The one thing the one disadvantage of that is that the students don't see the higher level students working in there and so they don't get motivated by that type of thing and I'm not sure they see the need to know what they need to know as much as they did before. But it's been good in that we have them for a specific amount of time and we have a captive audience for two hours every week and we can get things done.

CH: Uh-huh. So that was a shift in the way in which the lab was run.

BB: Uh-huh.

CH: And so it sounds like it's really shifted from first having just an open lab where students could come if they wanted to, to having still an open lab but students being required to do learning and do check offs throughout the curriculum and then now a more structured lab where it's only two levels of students. And they actually come for specific, organized time.

BB: Uh-huh. Right. And in trying to build up the lab we did go around and visit other labs in the state to see how they were doing

things. Because you know we really had our own ideas but didn't really know what other people were doing or what a nursing skills lab should be. I think all skills instructors feel that way but that's why we meet regularly just to see what other people are doing just in case somehow we're missing the boat.

CH: Uh-huh. And did that actually start, that getting together of the organized groups start with you kind of going around to visit other labs? Or had it been an ongoing thing?

BB: Well it started, it was, but there were a number of us who had talked about this type of thing and then this instructor at Hocking, it was Hocking Technical College at the time, called the first meeting in eighty-seven. And so we've been meeting ever since then.

CH: Okay. And the name of the group is?

BB: The Ohio Nursing Skills Consortium.

CH: Okay. And you've been in from the ground floor on that?

BB: Uh-huh, from the first meeting.

CH: Okay.

BB: And that's been good because we keep adding new people and you know I've been in it so long it's a repeat for me to tell you the truth. Because I keep thinking oh, we already talked about this but they all want to know how everyone runs their lab. That's just such an issue with everybody because you don't know if you're off the track or what.

But I guess you know really there isn't any one particular way to do it.

But we like to share ideas.

CH: How about the wider Wright State Campus? Can you remember any kind of interactions that you had with other departments or university administrators?

BB: Well, I remember President Kegerreis. He was very involved in that controversy in nineteen eighty. So I met regularly with him. Actually we were on a first name basis. And then Dr. Mulhollan, I remember he seemed very supportive of nursing I thought. Then, who was after him? Dr. Flax? He would come up. He was fascinated with the lab actually.

CH: Oh, was he?

BB: Uh-huh. He wanted to know the names of all the mannequins and that type of thing.

CH: Uh-huh.

BB: Then Dr. Goldenberg I think is a friendly man.

CH: Uh-huh.

BB: So, I think they've all been supportive.

CH: Uh-huh. Tell me now about your relationships with community institutions like hospitals and agencies and those kinds of things.

BB: Well, I go around and visit the different hospitals from time to time and clinical sites. I know a lot of nurses in the community and

there's kind of a non written agreement that we help each other out as far as they borrow equipment from us and I'm always willing to do that. They help us out. Just the other day the Colonel from Wright Patt called and she's in the war readiness unit and asked about some of our equipment to train people. So she's coming over to borrow equipment. So, I think I get to know people that way.

CH: Uh-huh.

BB: (Pause) it's probably, I think I know people in most of the agencies and the top administrators.

CH: You've been in a position where you've seen literally all of the Wright State nursing students come through your labs from nineteen seventy-eight. So you really know a lot of our alumni.

BB: Right. Uh-huh.

CH: Okay. How did your experience at Wright State affect your career since then?

BB: I've never left so- -.

CH: You've been talking about that. You've stayed with the skills lab through that.

BB: Uh-huh. I just felt like I found my niche there. I never would have thought when I graduated that I would be in a skills lab. I mean it was never even something I wanted to do.

CH: Uh-huh.

BB: But I like the, I like the relationship that you have with the students. I just felt it was something I could get into and I like that I could plan and build the lab. I enjoyed doing that.

CH: Uh-huh.

BB: I liked to see that it has everything to run. I like to be able to plan each week's activities and make sure that all the equipment is there and we have the right staff there and that things runs smoothly. I just like that role.

CH: And do it well.

BB: Well, thank you.

CH: Is there anything that I didn't ask you that you'd like to share about your recollections?

BB: Well you know I feel like I've seen the university grow from, well from the time I was here it was two buildings I think, it was Allyn Hall and the Phys. Ed. building you know into a very large area. That's been interesting.

CH: It truly has grown.

BB: Uh-huh. (Pause) I don't think, let's see I can't think of anything else. (Pause) I do have a folder on the controversy or I did; all the newspaper clippings and that type of thing. If I could put my hands on that, that would be interesting.

CH: Oh, that would be an interesting addition to our project. One of the things that we're asking people is that if they have any pictures or

any memorabilia that they'd like to pull out and we can scan pictures or some of the objects. If it's something you would like to hang onto yourself I can take a picture of it or we will sort of start some archives of certain things that turn out to be just memorabilia.

BB: Uh-huh. Okay. I'll try to put my hands on that folder. It's very interesting really.

CH: Okay. We thank you (recorder is turned off and then back on).

BB: - -that position I'll get run out of town. I said, "No, I don't want that title." So that's when they gave me the special assistant to the dean.

CH: But you were really having to kind of protect yourself at that point.

BB: Uh-huh.

CH: As a local person.

BB: I really wasn't mad at anybody to tell you the truth. I really wasn't. I just didn't quite see the issues the same. It will be interesting how other people saw the issue of whether it's the same thing. You know?

CH: And that's what I think we're hoping to find out.

END OF INTERVIEW