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### Gray, Bobbe interview for the Miami Valley College of Nursing and Health Oral History Project

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BOBBE GRAY  
JULY 12, 2011

RECORDING BEGINS

DONNA MILES CURRY: This is the Wright State University College of Nursing and Health Oral History Project. Today is July the twelfth, twenty eleven and we are interviewing Dr. Bobbe Gray as part of our focused examination of the history of the doctor of nursing practice program here at Wright State. I'm Donna Miles Curry. I will be the interviewer. Present is also Dr. Gray.

Bobbe Gray: Hi, I'm Bobbe Gray.

DMC: And our graduate student.

Natasha Clinton: My name is Natasha Clinton, a graduate student in the family nurse practitioner program at Wright State.

DMC: Great. Thank you guys. So, I tell you what we are going to start off and Dr. Gray if you would tell us a little bit about your personal background particularly like how did you come to be at Wright State?

BG: How did I come to be at Wright State? Hum. Well let's see. I did my bachelor's degree in Cleveland at St. John's College. And then I worked for two years, I think, in maternity, well one, I did six months in med surge because they said everyone had to do med surge when they graduated. And I hated every minute of it. And I learned nothing productive and so I always tell students that they don't have to do med surge when they graduate. And then I transferred to OB and I worked in OB, mother/baby. And then I moved to Hawaii and did mother/baby there and then I decided that I wanted a master's degree so I came back to Cleveland and did my master's at Case Western. Finished my master's that had a teaching focus

to it and taught at a few of the diploma schools in Cleveland essentially to get more practice teaching and then starting working for a university and Wright State was one of the five that I interviewed at and it just seemed like **it might be** an interesting place to come to for a year and try it out and see how I liked it. So, I came to Wright State and the week after I arrived here I met my husband. So we eventually got married and I stayed here and I've been here since nineteen eighty-five and during that time I've done maternity for my clinical and I've taught research and family theory and kind of the old, old curriculum, **the old curriculum**, the current curriculum, went into the new curriculum. I don't mind teaching a new curriculum so that's sort of how I got here and now I'm here and I guess I'll stay.

DMC: Cool. And so you completed a doctoral degree right?

BG: Right.

DMC: And so you've been part of the graduate faculty. So, tell us a bit about your beginnings of your involvement with the DNP program. When was the first time you ever heard of the thing DNP and what's your first recollections of it?

BF: My first recollections probably two thousand three or early, mid two thousand four in that time period, it was that school year, two thousand three, two thousand four academic year. I heard something about a clinical doctorate and I remember saying there's nothing new about this. Case has had one since nineteen eighty. And so I was a little bit confused as to why people thought that this was such a new thing. I mean it had been operating for twenty-five years. They had their first class was articulated when I did my master's degree at Case. The concept seemed to be a little bit different now but Case had changed their original concept. It was originally a generic degree, a five year doctoral degree that you walked in with, you already had a bachelor's degree, kind of an everything program, you had a bachelor's degree in something else and you would come in and do the five years and you would come out with a doctorate. **It was called an**

ND. So, I understood the concept. It wasn't a new concept. But it seemed as though at that point AACN was starting to push it as something that might be helpful to the profession. And I think that there was a lot of confusion about it at the time but at some point in the summer, two thousand four Pat Martin started talking about going to the AACN conference. And there were a number of discussions that were going on across the country that were being held and she asked me to go to one of them with her and go to the AACN indoctoral conference which was going to be in San Diego in January of two thousand and five.

And it seems to me that after coming back from one of the regional meetings that she started talking seriously about having a program here. It was before the January, two thousand and five conference. She mentioned that she had been talking with Jeri Milstead of the University of Toledo considering a joint program. And primarily, well there are a couple of different reasons for that which have held up over the period of time when we were developing and getting the program established one of the reasons was that we were uncertain if we had enough doctorally prepared faculty. So, with two schools we would have twice the number of faculty. The fallacy of that point is that with two schools we would have twice the number of students. And so I have, rather than accept a maximum of twenty students with two schools then it would have been reasonable to just say well if we have one school we accept eight. And that's not too uncommon with a post master's option.

Another thing was that because it was a newer degree, I mean Ohio actually had an advance because we had Case and we were at that point six ND programs in the country and we had one of them. So, I think our Ohio Board of Regents would have been a little bit more familiar with the concept like other states but there was the discussion that we needed to find something that would be attractive to the Board of Regents because State Board of Regents or whatever they are called in various states typically don't grant doctoral privileges to a lot of

universities in the state. This new concept would be something that multiple schools would want to then become doctoral granted to them. And so it was like well, are they going to let us have another doctoral degree? Well how do we figure some way to make it really attractive for them to grant us that? The attraction was that a collaborative program would hit a large portion of the state, essentially the center in the west and somewhere above Cincinnati. So you know it hit a good chunk of the state if we could, so that was our footprint. They thought that would be attractive. They thought conserving resources by using two universities and not having all that overlap would be a positive.

So, with those two things in mind they came out of the doctoral conferences in two thousand five and we spent, it took a couple months to get off the ground but we spent the summer doing some discussions. Dianne Smolen and I did a needs assessment over the summer. We got the results back and we presented those to our initial program development team. With the results of that we just looked at our APN graduates and UT's APN graduates to see how many of those and there's about fourteen thousand all together, how many of those people would be interested in doctoral program, in a DNP program and if they were interested would they want online, full time, part time, how would they want it. So the results were pretty clear that there are a lot of people out there that would we could consider a pool of applicants and that they were interested in an online program and that they wanted it part time.

So we started in about January of two thousand six talking about how to develop the curriculum and that process went through two thousand six and two thousand seven. And sometime in, it may have been July or August in two thousand seven we finally put our package together and sent it to the Board of Regents. That had to be presented to them and I did the presentation on that and then there was deliberation and then it has to go out to multiple people, all the other universities to see if it would be a problem for them. We finally got our approval

on December the seventh, two thousand seven. And we had already had some preliminary people interview or sending in potential applications and so we did our interviews in January and started the first class in February, two thousand eight. It was out of sync but what we did instead of a fall/spring term we had a fall and then a winter/spring term. We had winter/spring and then summer term to get everyone on track.

DMC: Cool. Great. So, what and you've already identified a few of the challenges are there any challenges you've identified in general in the development of the DNP program over the last several years?

BG: You mean in the initial development before we were approved?

DMC: Well, we could take it time segments. I think that's a good way. What about prior to it being approved, what were the big challenges?

BG: We initially had to sell it to the faculty. Because for many people it was a new concept they didn't have a good feel for what the end product should look like. And they didn't understand the rationale behind the degree. And so we had to do a lot of discussions with both faculties to really convince people that it was something that was viable. It was difficult for people to understand that they, the rationale for the degree itself was because our master's program had so many credit hours that essentially in most professions a few more credit hours would get you a doctorate. And so that was one thing we had to keep reminding people that the FNP program had a bazillion credits and if you were in geology you could probably have walked out with a doctoral degree.

The other issue was the fact that the other health professions were going to clinical doctorates, physical therapy went to the Doctor of Physical Therapy and occupational therapy and audiology and pharmacy and who else. But all of them were going to the doctoral degree. And so obviously we didn't want to be left behind with that movement **because it was essentially**

a good movement. And the other issue was to have a title that would help professionally as you sit around the table with other professionals. So, I don't think anyone had a problem with those three major rationales. The big concern was not really understanding what the end product was going to look like and how it was going to get there. And so that hurdle was overcome a little bit because we tried, when we could, to keep the faculty updated on where we were going. Much of the time we didn't have a clue where we were going. And so people would say well you're not communicating well. Well, if we had something to communicate you'd be the first to know but right now we are spinning our wheels. So that was one of the big things was just getting the faculty on board.

In terms of development, again there are issues with collaboration. There are always issues with collaboration. UT has a very different climate, a very different perspective on education, their philosophy is very different. I mean you look at the words and they are not any different but the practical application is very different. I actually thought that they must have had a nursing program for a very long time and they had had a master's program for a very long time because I always got the feeling that we were like newer. That they needed to sit there and give us guidance but what I discovered when I looked, when I did the self study for our accreditation is that our nursing program is actually older than theirs and it's larger than theirs and always had been and our graduate programs started within a year of each other. So, that to me said it's a cultural thing up there. It's just you know they always made me feel like they were so old and established. It was kind of interesting. So, the cultures are very different.

The approach was very different. They like to sit and talk. They like to talk a lot. They like to make decisions and then talk about it some more. Whereas we wanted to come to a decision, get the job done, and be done. And it started very early in this realization that there are eleven courses in that program, Wright State wrote ten of them because their faculty did nothing

but talk. So, the burden was on us, I mean we wrote the courses. We then brought them to the meetings and people would critique them and we would get feedback. And we did design the placement of the courses together so there was collaboration on that. There were several meetings on where do we place the courses and do the objectives say what we want them to say. But you know we took most of the minutes, we wrote the courses, and we got feedback. So, that was another initial hurdle I guess or sort of a barrier of the different perception on the two colleges on how to proceed with getting the program written and developed.

There was also a time crunch because the dean was Pat and probably Jeri Milstead was the dean up there, at the time were quite anxious to get our program accredited before Ohio State. And to some extent I don't think they really cared what the curriculum looked like as long as we had a curriculum that we could justify and get approved before by the Board of Regents because any problems could be changed afterwards if things needed to be moved around. So, we really worked hard to get it done and we did get it approved before Ohio State. So, we were the first public university in the state to have a DNP program.

So that was before it was developed and then after it was developed there are always challenges and barriers. We see in many ways the continuation of the early patterns because patterns tend to get set and they don't tend to change. It was, our first class was admitted in February. They didn't have a student handbook. That's a bad thing because people don't know what they are supposed to do or have anything. Summer came and people kept talking about the fact that we needed a handbook but no one was writing it. So, I spent the summer writing a student handbook. And I used a couple of different sources. I used our master's handbook and I used a handbook from Rutgers. They had a DNP program already so I used their handbook. I copied a lot of information and put it all together. We had several meetings in the fall and you know we said in the meetings ok this looks good. Wright State will have a handbook, we'll have

our own handbook, things will be cool. I got everyone's blessing. It was decided. I have it in the minutes. So, I cleaned it up with everyone's suggestions. Cleaned it up, I sent it to UT, I said here you go, modify it for UT, you know, do whatever you want. I posted it for the students; I gave them all a handbook. It was another two years before the UT students had handbooks.

DMC: Is it now used as a joint handbook?

BG: It is now because the deans at that point, Tim Gasper had replaced Jeri, Jeri had retired in June of two thousand and nine, Tim Gasper started in the summer and at that point that was when I was writing the handbook. There was a lot of waffling about whether we should have separate handbooks, whether we should have one handbook. We were told that we should have separate handbooks. I initially put in UT stuff and made a joint handbook and then I took it out, and then I put it back in and out. And so the one that I sent out was a Wright State handbook and then they decided that they wanted a joint handbook. You know, there's been a lot of waffling on the best way to go on a lot of these things but the joint handbook was not a problem. It was useful and the issue was people didn't have it.

DMC: Any other challenges during now in this first four years of building up to your first group that's going to graduate? Any other...

BG: I think that we found that the course pattern was not good. We had designed it so that the students would do their project in their final year and didn't realize that the projects would take longer than that. So, they really needed to start it earlier but in starting it earlier they hadn't taken the courses yet and so that was an issue.

DMC: So you reorganized?

BG: So we reorganized some courses and moved them around a little bit. We realized that they need to take the research class much earlier. We moved the research class; we just

recently moved the Information Technology class which they were taking in their fourth year well, at the end of their third year. Well by then they'd written all their papers so it doesn't help any. Sometimes, you know I would just sit there looking at the curriculum and I'm thinking what could we have possibly have been thinking about when we wrote this curriculum.

EVERYONE: (Laughs)

BG: You know other than the fact that we wanted to get it in before Ohio State. So, you know I think the new pattern will work out quite well even the changes that we made have improved the progression. So, I think this will, this change in the IT course will help the progression as well so that should be good. The students have in general worked really hard to get through the program. We have had some attrition. As of last quarter Wright State had twenty-five students and UT had thirteen. Wright State has lost four students but two of those students never started. They were accepted but they didn't start for one reason or another. Two of them did drop back or drop out. One of them because of work situations and the other one was in cohort one. She actually dropped out the first week of classes because she decided that she wanted to go some place that was established. She was not interested in being a guinea pig. So, those were the only ones that we've lost thus far. UT had thirteen as of spring and they've lost at least eight or ten and I'm not sure, I haven't figured out why they have fewer applications to start with and then they lose more students. Haven't figured that out but you know that's probably their end of the story to figure out. But they tend to lose a lot of students.

So yeah, that's another issue is that we have to share fifty-fifty in things and we tend to get a lot more applications than they do which then becomes a problem when you are trying to share the resources fifty-fifty if you've got one school that has to you know. So then we've had to convince students to actually be enrolled up there and you know it gets messy. So the whole sharing of resources and making sure if Wright State is teaching fifty percent of the students or

has, or let's say Wright State has seventy-five percent of the students then we should be teaching seventy-five percent of the courses. And that whole jigsaw puzzle of making sure that the number of students, I think it's actually about sixty-thirty or sixty five-thirty-five just making sure the money which I **don't have** to deal with, so making sure that fits together.

DMC: What do you see as challenges after you've graduated your first cohort, so what do you see as the challenges in the immediate future?

BG: In the immediate future I see **a** need to look at some of our policies. We don't have a good handle on what to do with students who are not progressing well. There's always the issue of where do you draw the line when you have a student who gets a grade of such and such and how many, you know we're still talking about how many C's you can have on your transcript, can you have any, do you have to repeat classes. We've developed a policy that I need to take back to graduate curriculum committee. There are issues like that, policy issues. There's the challenge of what to do when a student has a concern about a faculty member at other institution. There are concerns about what to do, mostly it's the cross institution thing. If something occurs in one institution that is impacted by the other institution where are our rights as either students or faculty? If I have a UT student or if I have a UT faculty member that I'm having issues with what are the appropriate lines of communication? If I'm the program director here can I say to a faculty member over there I'm not impressed with **the way** you are teaching that class? This is not what we need. Or to I have to go round, I mean it's just issues like that.

DMC: Sure.

BG: Another big issue is that we've had a relatively few number of faculty members who have taught the classes and that's a liability because if something happens to one of those faculty members. For example, one of the UT faculty members who is consistently taught a class over the last couple of years had to unexpectedly retire because of health issues. Well, no

one up there has been mentored in her footsteps. We have several courses down here that are the same that we haven't; we don't have people in the wings ready to step in. I think we have people willing to step in down here and we've had many more people but I understand that's not the case up there. I understand that very few of the faculty members who actually are interested in teaching the program. So, I'm not sure where that's going to go.

Other issues in terms of just teaching the program are getting, one of the little problems we had was getting the time sharing organized and that's going to hopefully be resolved when we go to semesters but it's been very difficult having one school on semesters and one on quarters.

DMC: Yeah. And different calendars

BG: And not violating our contracts and when the contracts were violated not having people put in union grievances. (Laughs) Let's see other challenges. There's just so many of them that need to be taken care of. There's no major, like looming thing.

DMC: That's good.

BG: But there's lots of day to day housekeeping challenges and decision making issues and it's been interesting. And of course the tuition is going up and we are getting less money from the state so it could be interesting to see how all that plays out. And then I guess the biggest thing that concerns me is the concept of the post BSN to DNP program which would be separate now. I'm the director of the post master's DNP program. When we have our BSN to DNP program developed then we'll have your pediatric and our acute care PNP, not PNP, nurse practitioner and that's going to be really challenging to figure out how we're going to manage that number of students on an annual basis for a doctoral program.

Which then leads to the question of painful, philosophical decisions in terms of ok it's a doctorate. It is a doctorate. It needs to walk and talk and act like a doctorate but we don't have

the resources to run a doctoral program **that big here**. We just don't. So what do we do? Do we say ok it's a doctorate but now it doesn't have to walk and talk and act like a doctorate? It just has to walk and talk and act like a glorified master's program. Or do we say it's a doctorate and if we can't handle that number of students then cut down on the number of students. Well, the university is not going to like that. They're not going to give us more faculty.

DMC: Those are big challenges.

BG: So, where do we go with that and is a PhD doctorate really that much different from a DNP doctorate. I mean it's a whole philosophical discussion. I know that UT was very keen on just having what I call a glorified master's program where you take the classes and then you do a project, you write up a little paper at the end and walk out the door. And I think that may still be something that they would prefer to do. I think I wouldn't stay with the program if we did that because it would just be too philosophically painful to say that I was graduating doctoral students who I don't think had done doctoral work. So, I would probably resign at that point.

DMC: So, it's the level of scholarship.

BG: It's the level of scholarship because a doctor is supposed to be scholarly. And if the level of scholarship isn't there then it's just we are doing a disservice in calling it a doctorate when it's not really because it's not. So, in some ways I hope that the new dean might push for a PhD program to run because I might be happier running a PhD program or maybe not running it but teaching in a PhD program if because of circumstances we are forced to change our philosophy for the DNP.

DMC: Interesting. Cool. Let me take a little different angle here. What would you describe as any of your interactions with your administrators during this process? You've kind of talked a little bit about your interaction with Dean Martin and Dean Milstead and Dean Gasper. Any other reflections you would like to share related to that?

BG: Who reads this? (Laughs) Raw data yes. Dean Martin has been essentially very supportive of the program. It has been essentially her baby. I mean Jeri was involved initially and Jeri really wanted it to be approved before she retired because she wanted it to be the final feather in her cap but Pat was the one who continued on with it and so it's essentially been her baby. So she's always been really supportive of the program and doing the right thing. The problem was that at essentially the same time that Tim Gasper came in at UT Pat then was becoming increasingly involved in the baccalaureate essential update. And so she was for a very long period of time not really here. I mean she came and she did all of the important things that she needed to do but her attention, I guess, couldn't be here. And so she handed the program over a lot to Tim Gasper and many times said to him, "Well, whatever you think best Tim." And so that's been a bit of an issue because of course we are then working under a dean who has a very different perception of the role than we do down here. And there have been multiple times when we haven't felt that that relationship was as healthy as it could have been or that should be.

DMC: Do you think she deferred to him because he had experience working with DNP programs when he was in Minnesota?

BG: I think that was real handy that he had experience with the DNP program for the Fourth World Consortium. And the experience was positive. I mean that is definitely something that someone has tried it. The downside of that is that for some people they want to recreate what they've left and so that was the sense that we got was that he was trying to recreate with very little modifications what he had left. And what he was trying to create was not what the program was going to look like.

DMC: Interesting.

BG: And so because of that there have been many times where there's either miscommunication or frustration because something is developing in a certain way. You could

have a child who's developing in a certain way with certain set of parents and then that child then is put into daycare or it's put into foster care with a different set of rules and a different set of expectations. It's very confusing and stressful for the child. And this program was not exactly an infant but it was a one year old program when the rules started to become unclear.

DMC: Interesting. Thank you. How about working with your colleagues, your faculty here at Wright State? You talked about having to educate them a lot and encourage them to get involved. Any other reflections on working with your colleagues either here at Wright State or at UT, anything else you'd like to share with us about that?

BG: I think that the faculty down here have been really good in terms of picking up the ball and saying ok I've been given this course I'm going to do something really good with it. They ask questions. Initially there was a lot of frustration which was very understandable for the faculty because again, you know, the student handbook hadn't been written. It's frustrating for the student who came in and was like now what do I do. But it's also frustrating for the faculty who have no reference to answer their questions. And so the first year there was a lot of frustration, I think, with the faculty not knowing what they were supposed to do or who they were supposed to talk to or what they were supposed to expect or that sort of thing. The handbook really helped that a lot. The first year because the task force that was still involved at that point was again talking a lot but not making decisions or making the decisions but then second guessing those decisions. The faculty, I think some of the faculty were frustrated because there wasn't a lot of communication. They didn't know what was going on but the reason they didn't know what was going on was because no decisions were being made. And so if there are no decisions then I can't tell them things. That cleared up a lot with the handbook.

DMC: What about the Consortium Council and the Program Management Committee?

BG: The Program Management Council and the Consortium Council came into being when the official Consortium papers were signed which two thousand and nine was in two thousand and nine, so summertime. That established the Program Management Council which has the associate dean from both colleges, the program director from both colleges and by the way we were initially not on there, program directors were not on there, and then a faculty representative. And the faculty representative was supposed to be elected but then it became a dean's appointment at some point in time which a lot of people didn't think was a good idea. And their job is to look at day to day management essentially, so it's administrative issues. If we see things in the curriculum that needed to be changed to suggest it to the graduate school and to the graduate committee. And again I think there was a learning curve with that committee because that committee started when I was on sabbatical and I think there was a big learning curve. And so when I came back from sabbatical in the graduate curriculum committee what was the DNP meeting beforehand we talked a lot about that council and what their role was in terms of curricular issues and what exactly were the curricular issues and where the boundaries were and I think that's a little bit more clear than it is now. It still kind of concerns me that the Program Management Council might suggest a change that is ratified or supported by both the graduate curriculum committees and then some of these decisions still have to go up to the Consortium Council for the deans and the associate provost and whoever, the graduate deans, I guess, to lift. Because many of these decisions are curriculum decisions and at Wright State our contract very specifically says that the curriculum belongs to the faculty. So, those decisions really should not be filtered up through the Consortium Council but I think they are and that's inappropriate and if that continues I probably won't be able to continue with that. So, really to me, the Consortium Council really is only supposed to deal with things that involve negotiation between the two universities and that would be the financial aspect, essentially just the financial

aspect. That's really the only thing that would impact **both of** the universities. And I don't think that's what happens but then again I don't think I've ever seen minutes from the Consortium Council.

DMC: The first year they did.

BG: I'll have to go back and look but I don't believe I've ever received any.

DMC: You might not have received them but if you are a member of the group. Next year you'll be on it.

BG: Right. And of course members would say to me that they would be shared the Program Management Committee because the Program Management Committee would need to know what happened in the Consortium Council and I don't know happened.

DMC: Sure. So now what interactions do you feel like the larger Wright State community, campus community have you had with the DNP program. Anything in particular?

BG: The university administration has been very supportive. Andrew Hsu has been very supportive and enthusiastic and Steve Angle talked to me one day about how important the doctoral program was and Dave Hopkins has said a lot of really nice things about the program and has been very supportive of the program.

DMC: And didn't seek to get a seat on the Graduate Council?

BG: That actually, yeah when the new graduate dean came in which was a year ago one of the things that I noticed, I went to Graduate Council because I was...

DMC: Elected rep.

BG: Was I an elected rep? I don't think I was an elected rep. No, I wasn't. I was there for some other reason. (Pause) Originally I was there because I was the Chair of Student Affairs. And so I was there the first two years as the Chair of Student Affairs and while I was there as Chair of Student Affairs I realized that the directors of all of the PhD programs were on

the council. And then I went on sabbatical and when I came back I said to Andrew Hsu, "Now, I see that the other doctoral directors are members. Does that mean I'm a member?" (Laughs) And he said, "Well, that sounds reasonable." And so he invites me to all of these doctoral, they're PhD director committee, is what it is, and so I remind him fairly regularly that there are other PhD programs that are doctoral programs here. And so when they redid the bylaws or the Graduate Council they took out, I think they took out PhD.

DMC: They just say doctoral.

BF: And they all say doctoral now. So, that worked out well.

DMC: Good. Great. Very good. Do you feel like this program has had any unique or special relationships with agencies in the community and hospitals, etc.?

BG: I think that relationships have really stemmed around the student projects. Cindra Holland did her project at Kettering and so that was a really positive relationship. Another student has worked at nationwide at Children's so she has a fairly positive thing going there. So, we have our students within places and thus far the agencies have been really enthusiastic about what the students have done and have seen a lot of positive impact. I haven't heard of negative experiences yet. The problem that we have with the agencies is that many of them, most of them won't provide tuition reimbursement for a doctoral program the same way they do for masters. So, it doesn't encourage their master's prepared staff to then come back and get a doctor's because they won't receive reimbursement.

DMC: So, you don't know of any agency that has said oh, we want so and so to have a DNP and they've encouraged or made a position that required the DNP. So, that hasn't evolved yet.

BG: There are some agencies that will pay some tuition reimbursement and right off the top of my head I can't think of which ones but occasionally I will be asked to write a letter. For

example, and this probably isn't a good example but I have occasionally written to the Human Resources department of an agency to say that Sally Smith is a student and you know that sort of thing. Or sometimes students will ask me to be sure to get their grade in because they have to get their papers in to Human Resources by the fifteenth of the month you know that sort of thing. We would like to have more reimbursement of tuition so that we can have more financial aid for them and it's just that financial aid is really tight for doctoral programs any place. I think there is almost no financial aid for doctorates. Pretty much everywhere in the country is on their own in terms of nursing. So bench science you can usually get a nice package.

DMC: You build in the RAs into your grants.

BG: Right. But for nursing it's pathetic, students having to take loans again. Wright State again, it's more expensive than the master's program and the undergraduate program but it's nowhere near what you pay if you go to some of the other schools.

DMC: This is a little more of a reflection on yourself. So, do you have any personal goals while you are here at Wright State?

BG: My personal goals? I've met all of my personal goals.

DMC: Well, what were they?

BG: One personal goal was to develop something with international nursing which I was able to work with and while I would like to do a lot more with that I'm at least happy that I have met that goal and that I've done something. My other goal was to get tenure. My other goal was to finally get a COA in the State of Ohio and have the credentials to do that. So, I'm a maternity nurse and so maternity nursing does not and never has had a CNS exam. And so it's never been available to me to take my national certification exam in order to get my COA. So, that's been a big career block for me but last year or the year before due to a very short six month opening that had a loop hole in it I was able to take my national certification and get my COA.

DMC: Bravo.

BG: So, that was another goal. So, those were kind of like my three big career goals that I wanted to achieve and you know had some **publications** and that sort of thing and so I'm kind of old right now.

DMC: You need something new.

BG: I need some new goals.

DMC: Sounds like you would like a doctoral PhD program.

BG: Well, you know the DNP program is up and running.

DMC: Yeah, you need something new.

BG: It's, you know, the curriculum has been modified, the students are progressing nicely, the faculty are getting oriented to the courses. It's, I won't say it's on autopilot because every program has a lot that the program director still has to do but it's started on its way. I mean the kid is going off to kindergarten now. It's our fifth year, okay. I can put the kid on the bus and not worry so much. Have a little time to figure out what else is out there in the world as I wave bye-bye and I'll check on the kid at three thirty when school is over. So, yeah it looks like I need something else to do next.

DMC: Okay, that's kind of what I was going to ask you next was whether you felt your experiences at Wright State and maybe in particular the DNP **program** have affected your career? Or changed any direction you might do?

BG: I mean sometimes I wonder what would have happened if I had done other things **if I had gone to other schools**. I probably still would have gone to a teaching intensive school rather than a nursing research school. I could have ended up at Case. My doctoral dissertation advisor asked me to be her program manager and at that time my husband wasn't crazy about his job. We could have picked up and moved to Cleveland and I could have got started at Case.

And would have stayed there after I graduated and a lot of people do and then I would be doing a lot of intensive research and I probably wouldn't be happy doing that so much than having something very balanced. So, yeah I mean I think it's been a good time. My philosophy in life is it's either a good time or a good story.

DMC: Any particular success story related to either a student or something related to the DNP program that you can think of since you've had the first class graduate?

BG: I think it's a little early to start looking at their success. I mean obviously we've had students who did good things while they were a student. Cindra had a really good program that she got started. But again that program is still in its infancy and we don't know what the impact is going to be. One of the students from UT got a research award for her work. Things look promising for the students but they're not at the level where you can see impact. We can see initial impact which is really what we are looking for in their projects is making sure they are graduating having made an impact on health advocacy or health care and they are doing that. But you don't know what the long term impact is going to be. And so, I think that's still up for grabs.

DMC: Is there anything we haven't asked you about that you would like to share with us in our discussion of our history of the DNP program?

BG: Let's see. I'm trying to think. (Pause) The curriculum, the development of the curriculum for the students, the facilitators maybe?

DMC: Okay.

BG: We didn't talk too much about facilitators. I think it was really important initially that first year or so to have Pat and Jeri because they were very enthusiastic. The other thing that was really good about Pat and Jeri was that they did not have any preconceived ideas about what they wanted. They didn't have something in mind and then try to direct everyone to that mold.

It was a free for all in terms of thinking and that was really good because then the program had a life of its own and that really facilitated things. We met very quickly there for awhile that wasn't enough and it was a different group every time. And I think that lack of consistency was also a facilitator because there were smaller groups of a variety of ideas and I think that was really helpful. I think the faculty are now facilitators. The faculty in the program when they have a course they are really invested in it and they spend an enormous amount of time designing the courses and an enormous amount of time working with the students. And I think that's very facilitating. I'm still waiting for the PNC to be a facilitator. I'm not sure that the PNC or the Consortium Council that I see either of them as facilitators. I think they're, I think they wait, I'm not sure what they do, they react after the fact and make changes but I'm not seeing any in visionary in either one of those committees. So, I'm still working, still waiting to see when something visionary might show up there because I still think they are more reactionary than visionary. But I think that the faculty have been really, really good facilitators and the faculty have come up with a lot of good ideas and the faculty have come up with a lot of really good projects and things. And I think the students have been very, very facilitating. The students have even in their most frustrated points been able to have patience and wait and see whether we would listen to them or not and they've given us lots of really good information and lots of good feedback. So, they've really, especially the first couple, the first one just gets you through it but the second cohort you just want to extend that so much, they're a more quiet group, but just sort of helping to design the program or redesign the program.

DMC: Great. And did you have any questions for her?

NC: I don't think so. I think she touched on...

DMC: She hit on all your ideas that you had thought of before?

NC: Yeah. About the collaboration with UT was a major component.

DMC: Great.

NC: So, I think that you touched on that really well though.

DMC: Great. Well, thank you very much.

BG: Thanks for having me.

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