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Oroszi, Jill interview for the Miami Valley College of Nursing and Health Oral History Project

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START OF TAPE 1, SIDE A

JILL OROSZI
FEBRUARY 25, 2009

CAROL HOLDCRAFT: Another interview in the College of Nursing and Health, Wright State University's Oral History Project and we are here today on February the twenty-fifth. We're going to be interviewing Jill Oroszi. And in the room is Carol Holdcraft.

DONNA MILES CURRY: Donna Miles Curry.

TARA ROWER: And Tara Rower.

CH: And?

JILL OROSZI: Jill Oroszi.

CH: Okay. Thank you Jill. We appreciate you taking time out of your schedule to meet with us today to talk about your experience here in the College of Nursing. What we'd like you to do is to start with telling us a little bit about your own personal background and how you originally came to be involved with the School of Nursing at Wright State.

JO: Okay. Well, I grew up in a, you know, middle class neighborhood. I always wanted to go to college and my parents really encouraged me to do so. So, I came to Wright State as a student in nineteen sixty-nine, fall of sixty-nine. Got my bachelor's degree here in social work and went off to work in a social service agency, the Ombudsman's office and because they were funded by a number of different public sources and some of them drew back their funds I lost my job there. And so I started looking for another job and that's how I ended up in the School of Nursing.

CH: Okay.

JO: Back in nineteen seventy-seven.

CH: So, what was your job that you applied for when you first came in?

JO: My first position here was administrative assistant and that was a support person that did a variety of things, which actually is how my job has ended up being over the course of my thirty-two years here. But supporting committees, supporting scheduling that sort of thing is what I did when I first came to the school.

CH: And so who was your immediate supervisor?

JO: My immediate supervisor was Marge, Marge?

CH: Stanton?

JO: Stanton, yes, thank you. (Laughs) She was the Assistant Dean back then and of course I did some functions for Gert Torres who was the Dean but primarily I worked for Marge.

CH: Okay. Well, tell us a little bit about what kind of memories you have with the School of Nursing.

JO: Well, it was a lot smaller back then and the university was pretty young. It was only about ten years old when I came because they became independent in sixty-seven. And so it was very, it was much more of a family kind of place, very informal. And things actually happened a little bit faster because there wasn't quite as much policy, procedure, formal red tape kind of things to go through back then. The School of Nursing was a very cohesive group. Gert Torres was, she was very charismatic and the faculty there, she gave them a vision and they really were following her vision and very dedicated to the School and to the purpose that she gave them here.

CH: And so at that time what was your understanding of what that vision was and your role within making it happen?

JO: My role was to support it. The vision was that nursing is an independent profession not the handmaiden of the doctor. That was one of the big things. Gert was, she was very much, well, she had been involved in NLN (National League for Nursing) and she was very much

geared towards getting accreditation for the School, making it an independent, separate unit in the university. Which it was but not evolving into a place where it would be answering to the School of Medicine. And you know she really pushed that forward making the curriculum such so that it could get accredited by NLN, which was the primary accrediting agency, back then.

CH: And so then once again your role when it was to support that process.

JO: Right. To help with curriculum committee, um, I did a lot of, because I've always been kind of a detail person, I did a lot of looking at the courses and the progression and wording to make sure things were consistent, that was, in terms of, you know, the program itself that was my biggest support back then. I really wasn't involved in any of the financial kinds of things because there was another staff member that did that back then. But support on committee, follow through with committee things and that sort of thing is what I did primarily.

CH: Okay. And my recollection as some point was that you used to take notes for some of the committee, do the minutes and you used your shorthand to do that.

JO: Actually, it was my own version. It was not really shorthand. (Laughs)

CH: Okay.

JO: My own, yeah, my own way of taking notes and getting it down and being involved it really helped being in Marge's office because being involved with the curriculum a lot as faculty discussed things I could understand what they were talking about because I was involved with the paperwork of sending course inventory forms through and what modification forms and knew the kinds of things that needed to be on those forms. And so that helped me really grasp what they were talking about and I could just take shorthand notes and, you know, get the information that way as opposed to, you know, sometimes it's tough going into a committee when you don't really understand what they are discussing and following what the discussion is about.

CH: Right. So, from your perspective, you know, you're talking about the fact that this is somebody who had a vision for what nursing was supposed to be and you were coming into it as sort of a lay person who first of all didn't have any knowledge of nursing other than what the general public does about that. Do you remember thinking things about or wondering some things about what was happening with nursing? What these ideas were all about?

JO: Well, certainly a part of it was the difficult job that nurses had and the responsibilities that they had in a hospital setting in particular. And the one thing that really stuck me was that they had all this responsibility for people's lives and yet their pay was really pretty poor. I was kind of surprised at that because as a lay person, you know, you have no idea what that's about but I could see that, you know, as the expectations and the educational level of nurses was being increased that that would help them in bargaining for something more for themselves and to be independent and to get the recognition that they should have for everything that they did.

CH: Uh-huh. And so at this point in time women's lib, women's rights, women's role in academia and so forth, that was the time in the seventies about that. Are there things about that whole women's rights that you remember being part of the School of Nursing at that point as being things that were happening?

JO: Well, certainly Gert was a big proponent of that and she was not shy about voicing her opinion. It was in the university, I'm sure, she was widely recognized as someone who was very forceful some might have thought overly so. But it was a time when it was really her time, I think, to advance the profession and to let people know that, you know, that this is a, one of the big things I do remember about her is, they would always talk about nurse's training. And she said, "You train a dog, you educate a nurse." And so to bring that level of, and not to have it as something that, you know, somebody that would just follow all the time but the nurses could be a

leader in the clinical setting too and that they were the first line of defense for the patient. They were their advocate and they were there to make sure that things happened for the patients. And that's, you know, that's something at that time that was a little bit unusual or new for nurses because a lot of times nurses just followed doctor's orders and they didn't speak up, they didn't challenge anybody. And she let the students know that it was fine to challenge and that they should if they thought something wasn't right. And so it was really pretty inspirational to work around her.

CH: Yeah.

JO: She really did help people develop into, you know, professionals.

CH: Uh-huh. Were there ever things that you had, conflicts you had with your own profession with Gert at that time that you would say some of what she had or believed in rubbed off on you or led you to do things?

JO: Well, it certainly, as I came in as a fairly new grad I really hadn't thought much about going on for a master's degree but in working with her I really and it took me a few years to get to the point where I decided to do that but I did pursue my master's degree here then. It was after she left and we had a new Dean but it really made me, and I always enjoyed learning but I thought about how important it was to advance my career to get additional education and to, you know, stand up for what I wanted and go after it.

CH: Uh-huh. And so that is, that probably did have an affect on your, really, career path to really go forward and do that and kind of rise more through the ranks here within the college in terms of responsibility in the things you got involved with.

JO: Uh-huh. Right.

CH: So, what was your, from your perspective, what were the things that were going on in the university itself and perhaps their relationship with the School of Nursing during that time?

JO: Well, I think they saw us and certainly the School of Medicine Dean saw us as sort of rebels. And he and Gert Torres had a, butted heads on a regular basis because he was sort of the old school MD who thought that nurses should just follow along and do what their told and that sort of thing and she was not about to that and let him know in no uncertain terms that was the case. And so, it was a power struggle. It was a big power struggle between the two of them. And although he ended up leaving too not to long afterwards but it got to the point where, I think, the only option that she saw was that she would have to take a stand, a really dramatic stand which was to quit and the administrators that worked with her all quit as well and about seventy-five percent of the faculty quit. And I think, you know I never really talked to her about it but I think that she thought when they took that stand the university would back off and support her but they did not and the let all those resignations stand. And so that was a very difficult time for the faculty and her during the period before they actually left and for the school's reputation in the community too because a lot of people in the community did not understand what this was about. They just did not have a clue and so trying to communicate, those of us who stayed, trying to communicate the reason behind this was a challenge. (Laughs)

CH: How did it affect your particular position within the school? Was there a point in time when you wondered do I need to stand with these others administrators and take a stand like this within the school or did you take a different view on what your role was to be?

JO: Well, to me, I supported the program and wanted to see it continue and, you know, at that point I think their view was they wanted it to either, for them to stay and continue the program or that it would die. I didn't really want that because I thought it was an important

program and it needed to be here and certainly we didn't want it to go under the School of Medicine, that wasn't something that was appropriate and it ended up not doing that. But I did consider leaving at the time because it was extremely stressful, not a pleasant situation. The students, of course, were very upset because they didn't; they felt that they were being abandoned by the faculty and staff. And so you try to reassure them that the program will continue but you don't really know if it will or not. So, it was tough.

CH: A lot of uncertainty.

JO: Yes, a lot of uncertainty.

CH: Did you feel any pressure at that time that you should do something or go one way or another?

JO: That I should not support the administration?

CH: Yeah.

JO: Because they saw anyone as staying as supporting the administration, yes. Definitely.

CH: And did they...?

JO: Didn't actually say it directly but certainly, I certainly felt that pressure, yes. But I stayed. (Laughs)

CH: And so in staying tell us a little bit about that staying process and what that was like and what your job and what you were attempting to accomplish in that tough transitional time.

JO: Well, one of the big, just tasks was to hire new faculty because we did lose seventy-five percent of the faculty and we needed to hire that many back to continue the program because students were still there. And so that was, that summer of nineteen eighty is, that's what we spent the entire summer doing was trying to recruit faculty. Very difficult, of course, because this was not just a local issue, this got national press, the struggle between nursing and medicine

at the university. And so, a lot of faculty, I'm sure thought there's no way I'm going to that school because they didn't, it was not perceived, I'm assuming, in the nursing community that Wright State was supportive of nursing because they let this happen. They allowed the Dean and the administrators and three-fourths the faculty quit. So, it was very difficult recruiting faculty but we did and, you know, moved ahead but that summer was extremely, extremely stressful. And you didn't know from day to day if you'd have enough faculty to continue the program in the fall. So, it was very difficult.

CH: You know I never heard anybody say, did the students all stay or did we lose students in that process?

JO: You know, I really don't know. I'm guessing we probably lost some just because they didn't know if, you know, if there was going to be a program or not despite the assurances of the university administrators. You know, when you look at that many people exiting the program you kind of, you'd have to be kind of skeptical about whether and what the quality would be.

CH: Yeah, the ability of students to transfer from one nursing program to another was not very high in that point in nursing's history. So, there may not have been places to go but it's just a curious thing, it would be interesting to see if we could pull up some data to actually see what, what the numbers were and whether we actually lost.

DMC: Cindy Asher. I remember her talking about that. She was a student then and she looked at going to Ohio State.

CH: She looked at it.

DMC: It was that same issue of difficulty in transferring so she just stuck it out.

CH: Uh-huh. So you know, that's just some interesting facts to sort of share with that. So, that was a pretty tough time.

JO: Yes.

CH: And stressful. We keep hearing a lot about that stressfulness about that. As you moved into the next phase with some new people who were on board, how did your role change or did it?

JO: Well actually during, when everybody quit the person who'd been in the position that was called Assistant to the Dean left as well. She was, well, at that time, of course, I was much younger so it seemed like she was close to retirement. I'm guessing she probably was. She'd been a schoolteacher and then came to work at the university. So, probably had enough time to retire and she left so I moved into her position. So that was a promotion in a way for me because I was now moving into an area of doing the finances, with personnel issues, with those sorts of things that I had not done before. And interestingly my father had always told me you should be an accountant and when I wanted to be a social worker and go out and save the world that was my, you know, from high school I got inspired by a teacher in high school and wanted to do that but then when I got into the financial end of it I realized I really did enjoy that. And I felt very much like that was something that I could really do and do well. And so, you know, it really, by staying it did, was the next step in my career at the university with moving into that position and then after I was in it a few years I decided I was going to go get my MBA so that I would have the educational background as well as the experience background in that area. So that's how I ended up sort of moving into where I am now.

CH: Okay. And that person who left, did it appear to you that she left because she was just retiring or did it appear to you that she left to take a stand with the others?

JO: Right. Yeah, I think...

CH: Because some staff as well as faculty actually left.

JO: Yes. Definitely.

DMC: Do you remember her name?

JO: Lois Wilson.

CH: Okay.

DMC: I just want it for the reference.

JO: Right. Yeah, she left and you know towards the end, when she was close to leaving she never really said this to me but she seemed to feel a little regret, maybe, that she had chosen to do that. I don't know if she really did but she, you know, she was, and maybe she was just sad about leaving because it was such a difficult time and she didn't want to leave the college, well, back then the School of Nursing without someone to handle those responsibilities because those were important responsibilities at that time. And of course they brought in Andy Kuntzman from the outside which, you know, really the administration sent him over to help out but that certainly was another sort of thorn in the side of those leaving that someone who isn't even a nurse is coming in here to handle some of the administrative responsibilities within the college. That was not a (Laughs) I'm sure not an easy appointment for him either to handle.

CH: Right. And he had actually been on the team that had held things together before Dr. Torres.

JO: Originally when the school...

CH: Yeah, when they first...

JO: When they lost the first dean they had.

CH: Yeah, so it was a role he stepped into both times.

JO: Again. Right.

CH: Again. Okay.

JO: And he was actually very helpful to me in learning because that was an area that I really knew nothing about, learning something about the financial processes and the personnel processes which then I would have to assume.

CH: Okay. So the next dean that came along then, let's think.

JO: Well that one-year we actually had two interim deans and one new dean.

CH: What was that like?

JO: That was, boy that was interesting because they were very different. Well, certainly the dean we got to replace Gert was a hundred and eighty degrees from Gert because Gert was very, you knew exactly where she stood, she didn't hesitate telling you what needed to be done and when it needed to be done. And the new dean, Margaret Moloney, she was um, more like, really at that time it was just sort of a figurehead because just like with faculty we had a terrible time recruiting a dean. You know, what dean wants to step into this situation with many of the faculty gone, trying to recruit almost all new faculty and taking over in a period of a lot of turmoil and reestablishing the reputation of the school in the community too. That was a big thing, a very difficult thing for her to do, I'm sure. And you know during the transition we had, we first had Marilyn Lu Jacobsen who served as, I guess it was acting dean. I'm not sure exactly what her title was now after all these years. But her main responsibility was to go out and recruit faculty since we had had all these resignations. So she worked on that and then Julia George actually in summer before the new dean started took over before Marilyn Lu. So, it was a lot of change of leadership and different people, different personalities, you know, during that one-year period.

CH: And I believe, were both of those people individuals who had not been a dean before?

JO: Yes.

CH: Okay, so they stepped in, they had some credentials, they stepped in and they were nurses, they filled a particular space and time and then moved on to the next kind of person.

JO: Right.

CH: So, what was Julia then was, what was her primary focus was still the recruitment of faculty?

JO: Yes, throughout that year that was it. Because really it didn't, it wasn't until winter quarter that anything, that this all started so, you know, one third of that academic year had been gone and so from January through June Marilyn Lu was serving as the dean and then from June through September Julia George was doing that. They had their work cut out for them just to get out there and try to convince people they wanted to come to Wright State and be nursing faculty.

CH: Jill, what was the process like for selecting the new dean? Was that, do you recall; was there a search committee? I don't know that we had anything like that.

JO: I'm sure there must have been but I don't, because there were so many faculty that had left. I, truthfully, I don't remember exactly.

CH: Okay.

JO: But, I mean for any kind of position like that they do have a search committee so maybe, you know, there were a number of people from outside of nursing who were on that search committee since there were so many nursing faculty who were gone or were leaving.

CH: Uh-huh. But it wasn't something that you were personally involved with at all?

JO: No, I wasn't involved.

CH: Or any of the communication about what do we need in the next dean?

JO: No. Didn't ask us. (Laughs)

CH: Okay. So, what was life like then when you had a new dean who began that?

JO: Well, of course she knew something of the recent history of the school and I think her main responsibility was getting the faculty oriented to the curriculum and herself as well since she was brand new. And then trying to mend fences in the community because that was, you know, you had to reestablish that yes, this is an ongoing program; we're going to take students in. You don't want to lose all of your potential students out there and also to work with the hospitals because we relied on those for our clinical sites. So, she, that was her main thing, was to get out there and do that sort of thing.

CH: And how successful was she do you think in doing those things?

JO: Well, I'm not sure. (Laughs) She was, she had not been, I think, she was a nun so she came from kind of a sheltered environment and I'm not sure, you know, how well she interacted with those agencies out there. We did obviously get sites for our students. They were able to do their clinicals but I think it was a tough job for her because she didn't have that credibility. She hadn't been in this community. She didn't have the connections and so we're starting from ground zero for her to make those connections with them. So. (Laughs)

CH: So, with your job and within the college, what sorts of things were you trying to accomplish during that time?

JO: Well, the main thing was to understand and get control of the budget. That was my, a primary thing for me and to process. I learned really, pretty quickly the HR processes because we were hiring so many people that we do that with and learning about because I hadn't actually done this but the process for posting and advertising and trying to get faculty in because we still needed faculty during that time. So, you know, it was, for me a lot of that was learning that avenue of responsibilities and trying to support the dean as much as I could.

CH: How well supported did it feel like that the school was in terms of finances? Was that a time of if you need it here's the money for it?

JO: The University was pretty supportive of that; yes because they knew the position we were in and did support us and even like having Andy Kuntzman in here. He was not really an employee of the college, the school because he was in, he was from anatomy but they did, I'm sure, gave him a stipend to do these additional responsibilities and they provided that extra money to do those things and to support the recruitment activity too because a lot of those had to go on that year prior to when the new dean started.

CH: Uh-huh. So, as soon as Dr. Moloney started did Andy Kuntzman go back or did he stay on?

JO: No, he was here at least a year.

CH: Okay.

JO: After she came he stayed there as support because we didn't, I'm trying to think. I don't think we had any other academic administrators. I don't think we had any assistant deans or associate deans because, you know, the main thing was to just get her in and get the faculty hired. So, he was there as sort of an administrative, an upper level administrative support person.

CH: Okay. Well, that was good. Sounds like he provided a lot of support, stability during that period of time.

JO: He did.

CH: Okay. Moving on along then. (Laughs) Dr. Moloney was here for about three years, I think.

JO: Uh-huh. Right.

CH: And do you have any particular memories about that era of leadership?

JO: Um, well, it was really just, I think, just restabilizing the college. There was really no, I didn't see, and I'm not a faculty member but I didn't see a lot of progress in terms of the curriculum. It was just more status quo in getting things stabilized again. I didn't see a lot of

like, Gert Torres there was a lot of leadership with the curriculum and where the program should go. I didn't see that with Margaret Moloney. It was just sort of keep things on an even keel and you know. We did, we were working at that time actually, Miami Valley Hospital was in the process of phasing out their diploma program. So, that was a new issue at that point that we were working on a collaborative agreement with them and hoping that they would send their, the people who would have been nurse students to Wright State. There was a plan there because of the one baccalaureate program here in town. So, that collaborative agreement was established I think at the very end of the time that she was here that was established and has been ongoing ever since.

CH: Right. So, from your perspective, was that something Margaret Moloney crafted?

JO: No. I really think it was, Donna Deane, I know was involved in some of that and I really think she was the one that made it happen. Some initial discussions occurred between was it; I'm not sure who was...

CH: It might have been Dorothea Rye?

JO: It might have been at Miami Valley. It might have been Dorothea Rye back then. When initial discussions about the fact that they were phasing out the diploma program and wanted to collaborate with us but I think really Donna Deane was the person instrumental in getting that hashed out and finalized so that we, you know, had that collaborative agreement. And it was really; it was a great thing for our school to do that because prior to that because we had been a relatively new nursing program we had a lot of difficulty getting clinical sites. We really had to beg to get students in and get the things that they needed but with this collaborative agreement we became their primary partner. And so we, at that point then, got first bids on clinical sites, which was wonderful for us because it had been a real difficult process to get what we needed prior to that.

CH: And did you, had you been involved with getting those clinical sites at that point when it was really tough to do it?

JO: Uh-huh.

CH: What were some of the mechanisms that you did to try and get clinical sites? Do you recall any sorts of things that happened? Meetings or?

JO: I don't really, I met with, I did go out to each of the hospitals and met with their liaison person just to have a face to face so they would know who was calling them and that sort of thing but a lot of it was just keeping, if you get in touch and then going back again and again and saying, you know, we really need this and working with them to get those sites that we needed. And had to keep in touch with all of them, at that point there were more hospitals in the area because St. Elizabeth's was still here at that point. But we used Grandview which was not one that a lot of...

CH: Didn't have it's own program.

JO: Right. So, we, you know, it was just a lot of calling back and following up and keeping in touch with the people in order to get the sights because it wasn't, we didn't have that advantage of that collaborative agreement until we reached the end of her three years here.

CH: So, from your perspective, what other positives came out of that arrangement? Obviously, for your job of getting those clinical sites, I could see you smile when you said it. That was something that made things a lot better than we had...

JO: Yes.

SIDE A END

SIDE B BEGINS

JO: The other advantage of course was they gave us some money. (Laughs)

CH: Okay.

JO: That's never a bad thing to have additional funds or the external funds for the college. So, and that was money we could use for collaborative research projects, for hiring adjunct faculty, for advertising and promoting the program, and that sort of thing which was something at that time was very valuable for us to be able to have extra funds to do that and to not have to take any of our university funds to do that.

CH: That's really, um; we began having a few what they called joint appointments at that point.

JO: Yeah.

CH: Which you were a part of or in charge. Tell us a little bit about a joint appointment and how that was structured.

JO: The joint appointment, actually the person was still a full time employee of Miami Valley Hospital but they would release them for some time to do teaching for us. Usually a clinical group is what they did for us. But that way they retained all their benefits, you know, if they hadn't decreased their time there and been paid by us that wouldn't have been good for the person so it would be hard to get people to want to do that. But as a joint appointee they worked for us but were paid by Miami Valley Hospital.

CH: Okay.

JO: And that was part of their contribution. They gave us, actually some cash each year, well, each quarter they gave us cash but this was also a contribution they made to this collaborative agreement that we got these people time as a part of the agreement. Later on, gosh, I guess it was somewhere between three and six, I'm not sure which term of the agreement but they ended up instead of releasing people to do that, I guess and I'm not sure exactly why; if it was a financial reporting reason why but they ended up not, they phased out those joint appointments and they instead gave us additional money to be able to hire them. So then at that

point we actually hired those people as adjunct faculty for us. They still typically worked full time for the hospital but spend one day a week doing clinical for us and so that's the way it's been since that time.

CH: Okay, so a little bit more money came to us so that we actually had the funding to pay the adjunct salary piece for those individuals.

JO: Right. Yes.

CH: Okay. And so some of the people who sort of started under that continued?

JO: Oh yes. We have two that have been with us since just about the beginning of, I believe. Janette Braun and Phyllis Brown have done that consistently first as joint appointees and then as adjunct faculty for us. Gail Moddeman was one and now she's a full time faculty member. She was one of the joint appointees early on. And I even think Pat Martin was.

CH: I think she was.

JO: Um, and then she ended up coming to Wright State as the Nurse Researcher full time after she completed her doctorate came to Wright State and now of course is the Dean. But we've had really long term relationships with all of those people who were joint appointees.

CH: Yeah. We should have asked her but your recollection at that time when she initially had a Nurse Researcher role at Miami Valley Hospital and a joint appointment did she get involved as a researcher at Wright State?

JO: I don't think she was a researcher as much as taught.

CH: Taught research.

JO: And graduate courses.

CH: Okay.

JO: Yeah, she didn't actually do research here. Later when she came to us full time that was her role but she sort of, you know, phased into that. (Laughs)

CH: Okay. So really, I think, you've given us some good insights into that transition and the collaborative arrangement with Miami Valley Hospital that, anything that you can think of about that that we didn't ask about?

JO: I don't think so.

CH: Kind of goes along with that. So, you've talked about some of your interactions with administrators. Obviously you had close working relationships with a lot of these deans and there was quite a number of deans then during that period of time.

JO: Yes. I've worked with nine altogether.

CH: Okay, so let's see. We started with Gert Torres, Marilyn Lu Jacobson, Julia George.

JO: Margaret Moloney.

CH: Margaret Moloney.

JO: And then actually after Margaret Moloney, Donna Deane was there for an interim acting dean position, I think, for a year while we were doing a search. And then Jeannette Lancaster joined Wright State and she was here for five years. And then again a one-year stint by Donna Deane. And Jane Swart came on board and she was here until she passed away. And then Pat Martin came on and has been there since. So, you know it's interesting. You learn something from each person because personalities are very different and styles are different but one thing that has been consistent and it's something that I've really liked about it is that being the business person usually I'm, the dean relies on me to do what I need to do. I haven't found, in my experience and I've been lucky I guess, but I've not found a dean that tried to micromanage. They just relied on me to give them the information and do the things I need to do and I really had a lot of autonomy in terms of doing the responsibilities so that's something that

makes the job, you know, enjoyable. And the variety of things that I do too is sometimes, some days I think it's not a good thing. (Laughs)

CH: When your variety changes minute to minute sometimes that's a little much. Give us some examples of how, of the variety of things that you get involved with in your job.

JO: Well, of course the budget, a lot of analysis of that and I enjoy that, analyzing, you know, what's going on with the budget, trying to find the best way to use the money and get the most for our money. That's a big part of what I do. Personnel issues, I do everything from, you know, posting the position, following it through with affirmative action, doing all those processes that have to be completed. And I get to see all the candidates when they come in. I talk to them about the benefits that the university offers and I enjoy meeting all those different folks and being, you know, hearing faculty talk about how they might fit into the program. And then welcoming them on board when they first get in and help them get settled into their office, you know, get the things, sort of the daily things that they need done for them. I've had to over the years although not as much now but dealt with students because I was involved, I've been involved in the scheduling process for quite a number of years, pretty much from the beginning actually setting up, you know, times and finding rooms for our courses. I communicate with other departments that they're taking, you know, anatomy course or a nutrition course we have to communicate with those departments and make sure those times are not conflicting that the students can sign up for what they need each quarter. And then just meeting with the students and it's been kind of interesting over the years to see the change in students because early on, of course, Wright State was primarily a commuter campus. When I came here it was and I guess it's still considered that but a lot more students now live adjacent to campus and it really has become more of a residential campus at Wright State. And the early students as they were coming in many of them worked although many of them here today do too but it seemed like it

was just a little bit different kind of atmosphere early on. They, students now seem to be; they think that we should arrange courses around their life. (Laughs) As opposed to saying well you know, here's when they're offered and they signed up for them then. So, it's been interesting just to see the change in the student body over the years and working with them, I've enjoyed that too because they come in and you try to resolve the problem for them and get them where they need to be and in the courses they need to be because a lot of times you have to work, they have to work around their work schedule as well as just making sure they get into the courses that they should be in.

CH: So a lot of contact with a lot of students really over a lot of years.

JO: Yes. (Laughs)

CH: And seeing them at the beginning and then sometimes seeing them as they get ready to graduate and then come back.

JO: And grad students too, yeah.

CH: Interesting.

JO: Yeah. And sometimes as faculty. (Laughs)

CH: That's exactly right, yeah. So kind of that continuity with nursing students, nurses as they go through their career.

JO: Right.

CH: But I think, probably, there's some generational things occurring all types of students.

JO: Oh yes. (Laughs) Definitely.

CH: Okay, well you talked about, how are we doing with our time?

DMC: Pretty good.

CH: We're doing okay. You talked about; you got all the way up to Jeannette Lancaster. And so tell us a little bit, characterize a little bit about Jeannette Lancaster as a dean in the college and what you saw and your interactions with her.

JO: Um, Gert Torres was much more hands on. She was involved in everything. Jeannette I saw as more of a manager of things. She delegated lots of things and she would, I think she viewed her role as being more out there in the community and nationally, actually to get Wright State known and to represent us there. She wasn't as involved; she didn't seem to be as involved in the day-to-day things as Gert Torres was because at that point we were building our program. It was pretty new and we were building that but Jeanette was seen, I think she saw her role as disseminating more information about the program and getting it more widely known than it had been, not as much as a regional program but more nationally known.

CH: Uh-huh. And so because of that you and other faculty, she wasn't as involved in your job although you sort of said people, a lot of them let you just sort of do your job and get that kind of thing going so, in terms of the budget for instance?

JO: She'd ask, you know, she'd tell me things she wanted to do and say do we have the money to do it. And so my role, of course, was to make sure that we could make that happen. And with the curriculum too she, I think, gave that more to the faculty although of course faculty's always been the people who develop the curriculum but I think she was not as much trying to guide it as just trying to facilitate it.

CH: The people being able to, the people that were responsible for it.

JO: Right, the faculty developing and shaping it into what they wanted. Gert, I think, had a real vision for what she wanted it to be and she guided the faculty in that way whereas Jeanette sort of said here it is, faculty you make it what you want it to be and then they moved forward and did that with it.

CH: Uh-huh. So, anything else about the time that she was involved here that particularly stands out?

JO: Um.

TAPE STOPS AND RESTARTS

JO: (Laughs) I don't know that I remember those that much.

DMC: She had them at her house.

JO: She did have them at her house. Well that's true she did have them at her house as opposed to having something here on campus, yeah. (Laughs) She was a very social person. She was very much into the social interaction and between faculty and staff, I mean, everyone was invited to those things as opposed to the next dean Jane Swart who was much more um, she was much more of an introvert and not as social. And she sort of, she definitely, as I saw it, wanted to drive the curriculum and make it her own as opposed to just turning it over to the faculty which I think is more what Jeanette did. So, Jeanette was very social that's true. (Laughs)

CH: And so, in terms of Jane Swart's vision for the curriculum being enacted. What sorts of things do you recall her leading the faculty to do? Anything in particular?

JO: Um, I just remember it seemed like she and I don't know, I can't recall specifics but she had an idea of what she wanted it to be and she wanted to shape it into that as opposed to, you know, and not as charismatic and persuasive as Gert but faculty would just naturally sort of follow what she wanted. There was a lot of, a lot of times a lot of discussion back and forth about changes that she might want to see and they weren't necessarily as enthused about or committed to as they were during Gert's time. But she did, certainly during that time our Nurse Practitioner Program came on board. She was very supportive of that and encouraged faculty to really get those up and running and became very successful with those. We really were a leader

in the area in getting those Nurse Practitioner Programs. And getting Nurse Practitioners recognized in the state of Ohio even for that matter. I think faculty were really more involved in that process than she herself because she was not a nurse practitioner but she really supported them and wanted that to happen to sort of be our claim to fame.

CH: Right. My recollection was that she had some definite ideas about what that graduate curriculum ought to look like and how it should be structured and so she did imprint that on the curricular change but then she also recruited some people for these newer types of programs, the practitioner programs to enable that to happen. That was also a time the major grant, The Kellogg Grant that was Partners in Community, Centers for Community Health and Partners in Community Health Care was a big movement that she was involved with. And I was never sure whether her ideas in terms of getting that started or if it was a sign of the times and she was a part of that. I just wasn't privy to that myself but I don't know if you were or anything.

JO: I think, actually it was really sort of started by the School of Medicine, people within the School of Medicine who sort of got it off the ground. But she definitely wanted to be a part of that and our faculty participated in that. I know Margaret Graham was one who participated in that a good bit. Cheryl Maurana from the School of Medicine who was the lead person over there and they were really trying to reach out. And we, at that time too, we started incorporating more community based experiences for students in the curriculum even in the undergrad curriculum. That was something that she was, you know, really enthusiastic about and wanted to see incorporated in the curriculum.

CH: Uh-huh.

DMC: Under which dean did the Associate Dean position get reinstated? I think it went to Virginia Nehring.

JO: That was Jeannette.

DMC: That was under Jeannette?

JO: Uh-huh. Jeannette Lancaster.

DMC: Was that like early in Jeannette's tenure, possibly?

JO: Probably so, within a year or so I would guess.

DMC: And she personally recruited Virginia then to come into that position?

CH: Well, actually my recollection was that there was a search and there was actually one person in there before Virginia for a very short period of time and I don't recall her name.

DMC: ()

JO: Was that the person from Columbus?

CH: It was somebody was recruited into it and enacted it for a short period of time and wasn't real successful in the buy in. It was sort of deemed a mistake.

JO: Was that Ede someone?

CH: Ede somebody.

JO: Okay. She was from Columbus.

CH: Yeah.

DMC: I forgot that.

JO: I thought she was just somebody who was a temporary person. Gosh, I don't remember. It's been so many years.

DMC: I was just trying to remember how things came in and things came out.

JO: Right. And certainly, I mean, that fits with Jeannette's more management because she would delegate that daily thing to an Associate Dean, to Virginia as opposed to being involved in all that daily sort of activity.

CH: Well, and so that really sort of brings us up to the present time and to the present dean. And so, since this is a history rather than asking you to talk about and comment on your present boss I think we'll probably just cut this off at this particular point in time in terms of the Oral History Project of it and we might invite you back at some later point in time when...

JO: (Laughs) To talk about the next phase.

CH: Yes, to talk about the next phase.

DMC: Because the only other phase that I thought might be interesting because when Jane came she changed the Associate Dean and she did a search to find a new Associate Dean.

JO: Uh-huh. Yes, she did. She did.

DMC: I don't know if you remember any of the mechanisms of that at all.

JO: Of the search? Or why the change was made?

DMC: Yes. Exactly.

JO: I think, actually I think it was more of a, it was just a personality thing, I believe. Because, you know, the top administrator, of course, people that they feel in sync with and I just don't think she did. I don't know that it was so much because Virginia had been with the previous dean and she wanted to establish her own thing or I think it was just a personality thing really.

DMC: And then, when and how did Alice Renner come in in that era?

JO: She actually was here, she was here prior to, did she come prior to Jane, when Jane was here? Gosh, I don't remember but she came in actually as the Assistant, Administrative Assistant position to support those things that I had supported in the past. It wasn't right after, it wasn't during Margaret Moloney's time I don't believe. I think it was Jane Swart. Gosh, I don't remember for sure when she came.

CH: I thought it might have been around, with Jeannette but I'm not sure.

DMC: I just couldn't remember when that happened.

JO: And then her position as many kept positions do sort of evolved.

DMC: Right.

JO: She became involved a lot in the technology end of things because that was when, you know, that was really starting to expand and we were using it a lot more.

DMC: Right. When we first got computers.

CH: Faculty got computers. Staff were using computers.

JO: Yeah. Right. And she sort of, even though her background was not in computers at all, she was in education was what her degrees were in but she sort of took on that role and helped establish the computer lab. Get that up and running and, you know, sort of manage the network. She and I worked together on that at first but then she sort of really took over more the technology aspects of things and took care of that. Yeah, and she was here through the grant for the online RSBSN program too and acted as support for that.

DMC: Great.

CH: Okay. We will stop then.

JO: Okay. Thank you very much.

SIDE B ENDS

TAPE ENDS