

OREGON HEALTH SCIENCES UNIVERSITY HISTORY PROGRAM

ORAL HISTORY PROJECT

INTERVIEW

WITH

Mary Brambilla McFarland, R.N., Ed.D.

Interview conducted August 23, 2007

by

Barbara C. Gaines, R.N., Ed.D.

SUMMARY

In this interview, Professor Emerita Mary Brambilla McFarland, RN, EdD, talks with Professor Emerita Barbara Gaines about her nursing education, her research, and her career in administration at the OHSU School of Nursing.

McFarland, one of the nation's first trained clinical nurse specialists, describes her education at the Massachusetts General Hospital School of Nursing and her increasing interest in cardiovascular nursing. She goes on to talk about her early career at University of Minnesota, Columbus College, and the University of Hawaii, and the research she conducted on teaching methods and the use of audiovisual materials in the classroom, as well as her work on the *Nursing implications of laboratory tests*.

McFarland came to OHSU in 1975 as an assistant professor of nursing, and quickly worked her way up to associate dean for undergraduate studies. She recounts some of the history of the RN/BS programs at OHSU, and the fractures in the Oregon nursing community over entry into practice. McFarland was also very active in accreditation activities at OHSU and throughout the Northwest, and she talks about her experiences on both sides of the accreditation process.

In 2006, McFarland came out of retirement to serve as the School of Nursing's director of international programs. OHSU has long been a leader in fostering international outreach and collaboration, and McFarland describes some of the programs that have been conducted at the school during her thirty years of service.

McFarland compares and contrasts the leadership styles of former Nursing deans Carol Lindeman and Kathleen Potempa, and discusses some of their most notable achievements, including the funding and construction of the new School building in 1992 and the phenomenal growth of the research enterprise among the School's faculty throughout the 1980s and 1990s.

In conclusion, McFarland looks back on her career at OHSU and "Mary's big ten" of sayings, such as her early dubbing of the School of Nursing as the "diploma school with polish" and her constant refrain that OHSU is "the best game in town."

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Interview with Mary McFarland, R.N., Ph.D.
Interviewed by Barbara Gaines, R.N., Ph.D.
August 23, 2007
Site: OHSU School of Nursing, Portland, Oregon
Begin Tape 1, Side 1

GAINES: Good morning. This interview of Dr. Mary Brambilla McFarland was taken on August 23, 2007, at the School of Nursing, Oregon Health & Science University, Portland. The interview is sponsored by the OHSU Oral History Program, and the interviewer is Barbara Gaines. This is tape number one. Good morning, Mary.

MCFARLAND: Good morning, Barbara.

GAINES: I'm really excited to be able to have this opportunity to do this interview with you because I've known you for such a long time. But it will be interesting to really see what your sense of the school is all about for a little bit of posterity. But we'd like to start, if we may, with a little bit of your personal history: where you were born, where you were raised, how and why you chose to enter nursing instead of other forms of health care or something else. What marrying Joe meant to your career, or vice versa. And just some general personal stuff that researchers might like to know about.

MCFARLAND: Okay. Well, I was born and raised in Boston, Massachusetts. And as a high school student, I didn't really know what I wanted to do, but we had few choices in those days. I went to a small Catholic girls' high school, and it was a college prep kind of school. So I knew I wanted to go on to higher ed. And for women, it was either to be a secretary, a teacher, or a nurse. So I thought well, I'd probably be a teacher, because I didn't know anything about nurses.

And then one of my best friends wanted to be a nurse. And she worked at one of the local hospitals. So I thought, that sounds like fun. So I volunteered as what one might call a candy striper. And I loved it. Of course I pushed a cart around to give nourishment and snacks. When I worked with my friend, who was a nurse's aide, I helped her make beds. And I thought, oh, I like this. What was I thinking? And so I truly enjoyed being around patients and the hospital environment, so that's what I did.

And I applied to a lot of places, as we all do. And I applied to Mass General Hospital School of Nursing. And I applied to Boston College School of Nursing, as well as some other schools. And I was accepted at both places. And I knew I wanted a bachelor's degree. But at that time, in 1957, if you were accepted at Mass General, that was really big time. And at that time, I could go another year and get my bachelor's. And I thought, I'll have the best of all worlds.

So I did go to MGH, and I loved it. I've always loved, actually, I've loved everything I've done in nursing. But I really loved it. And as you know, Barbara,

reflecting back, we had huge responsibility. The first year, after the first six months, we worked four and a half days, went to school three and a half days and had one day off, either Saturday or Sunday. And as the program progressed, we were in charge of big wards. And I wasn't even twenty-one! So anyway, that was part of the diploma school program, as you know.

So I graduated. And by that time, I couldn't go to BC for one more year and get a degree because they had changed programs. But I knew I wanted a bachelor's degree. So I went to BC part time. I think I took two courses a semester. And Mass General paid the tuition. What's not to like? Twenty-five dollars a credit in those days at Boston College. Right?

And I worked in the emergency room, and I loved that job. And after a year became assistant head nurse, which was really enjoyable, and I liked working with people, and so forth.

Well, after three years I thought it's going to take forever to get this degree. So I decided to go back full time. Took two more years, which is probably more years than one would need. But I—at that time you had to minor in philosophy, and I also minored in history. And then I continued to work part time to pay for it.

Then, at that time, President Kennedy had written, I guess, signed the Nurse Practice Act Bill. No, that's not what it was called.

GAINES: Nurse Education?

MCFARLAND: Nurse Education Bill. Whatever. So I got a government traineeship for my last year at BC, which paid for tuition and a stipend. Sidebar, you may remember, people listening to this may not, President Kennedy, there was a Kennedy nurse, who took care of the Kennedys. And she happened to be in one of my classes. And she was an older woman. At the time I was, I don't know, twenty-four. And she might have been forty-four or fifty, I can't remember exactly. Probably younger than I remember. But he had said to her he wanted her to do whatever in the administration, but she had to have a degree. And she went back. And in fact, I was not in class that day, but we were taking class together when Kennedy was assassinated. In fact, I didn't know who she was until that happened. And somebody said, "Well, she was the Kennedy nurse." And we took some classes together. Some of that philosophy was metaphysics, a little hard for her. Not that it was easy for me. So we kind of studied together. So anyway, that's an interesting little sidebar historically, I guess.

GAINES: Yeah.

MCFARLAND: So I finished BC in 1965, I think. And I must say, of all the degrees and so forth I have, that one meant the most to me because it required a little more effort in terms of work and school and so forth.

So here I was, whatever age, twenty-six, twenty-five, I don't know, twenty-six, I guess. And I didn't know what to do. I mean, I didn't have anything happening, and I wasn't dating someone I wanted to marry. And I thought well, I'd like to teach someday, I think. So I decided to go to graduate school. Once again, I applied to BC, and there were traineeships for graduate students at that time, as there are now, but the money isn't quite the same. And I applied to the University of Pennsylvania. And their school of nursing was one of the first in the country that had a clinical nurse specialist track. And it was for cardiopulmonary. And I had an interest particularly in cardiovascular nursing. So I applied there. And BC was my backup plan. So I got a traineeship at both places, and decided to go to Penn. And that was really a, hmm, do I say turning point in my career? I don't know. But there were two of us in the program, and the other gal was in an auto accident. So I essentially was the only one in the program, which was expensive for them, but nice for me. And at that time, I knew I wanted education as well. So I took all the education courses and the education practicum. And again, took more courses. It took me two years.

So when I graduated, I was one of the first CNSs in the country. And unlike today, places were anxious to hire someone who was educated as a CNS. So I applied, actually, I did apply at University of Michigan Hospital, University of Minnesota Hospital, and in Ohio, it was at that time Western Reserve Hospital. They weren't part of Case yet. And they paid my way, and recruited me.

So when I visited, again, cut a long story short, the job in Minnesota was exactly what I wanted. It was both cardiac, medical and surgical, and they had a heart hospital. And, sidebar, the social life there was better. And I thought, you know, it's time to really think about your social life now, Mary. At this time, I was twenty-eight.

So anyway, I went there. And I had a wonderful time. I worked in the heart hospital. And started a lot of programs. And my masters thesis had been on teaching patients who were having heart surgery, teaching them pre and post op. And I did all of the teaching plans, and it was a little unique and different in that, in those days, we taught patients what we thought the patient should know. And my approach was, find out what the patient wants to know. And I believe there were some things all patients needed to know. But then I took the lead from them. And then post-op, I went back, and I would ask them, "What do you wish you knew prior?" So that's how I did all the teaching. So there was a surgical part, and the medical part, oh, I can't remember. I developed some things for cardiac cath and what not.

And at University of Minnesota Hospitals, they really supported the CNS. So there were already two on the staff when I got there. So we were a cadre. And Marie Manthey, who is well known in nursing now, was kind of responsible for us. I think she was associate director. And she's the one that started primary nursing. And so we worked with that as well. So it was great. I had a good time, good social life.

GAINES: And did that culminate in something? Is that where you met Joe?

MCFARLAND: It is where I met Joe. Crazy thing. I was sort of a fringe invitee to a party, and he was a fringe invitee to a huge St. Patrick's Day party. And that's where we met. And this isn't about my personal life. [laughs] I don't want to go into that in great detail, except to say that he happened to be an intern at St. Paul-Ramsey Hospital and the party was being given by someone he knew. And I was at University of Minnesota Hospital in Minneapolis.

And so we met and dated. And then he was from Portland, and came back here, and went to Vietnam. To make a very long story short, we got married in April of 1970. And he, it was pretty funny. We were on a ski lift and he said to me, "Mary, I have something to tell you." And I thought, he wants to break the engagement. And he said, "I applied for an orthopedic residency in the military."

And I thought, well, I must admit when I met him, I wasn't too excited about continuing to be poor, because I'd been poor a long time. So anyway, I said, whatever. And as it turned out, he applied late, and, again, this is probably cut-outable material, but his sergeant in the Army said, "Doc, if you ever want to know anything, just call the Pentagon."

And he hadn't heard, so he called the Pentagon. And he said, "Gee, you know, I applied for this residency." The residencies had all been given out, but there were still a couple in Texas. And then there was a guy who was supposed to go to Hawaii and then refused it.

So anyway, we ended up in Hawaii but he had to do a year of general surgery. So we ended up in Columbus, Georgia. Prior to that, we were in Kansas. I was way too educated for Manhattan, Kansas. So I worked as a staff nurse.

And then in Columbus, there were people there who knew my background. Because I had applied. And wanted me to start a CNS program at one of the hospitals there. But I knew I was only going to be there a year, and I didn't think that was right. So I applied to Columbus College, it's an ADN program and so I taught there for a year.

Then we went to Hawaii. I applied to University of Hawaii, and also some clinical positions. But, I mean, I knew we were going to be there for three years. But I wasn't sure that they were what I wanted. And so I taught again in the ADN program at the University of Hawaii. And that was really fun.

And actually, my publishing kind of began there. It was funny; when I left Minnesota, I had developed a manual for interpreting cardiac arrhythmias. And Marie said to me, before I left, "Mary, is this publishable?"

And I said, "I'm getting married, Marie. Please." And so I didn't think anymore about it. In the meantime, when I worked there, because we were one of the only hospitals that had CNSs, we were invited, me and the head nurse on the unit I worked, were invited to do a presentation at the NLN Council of Baccalaureate and Higher

Degree [Programs]. And that was exciting, because what we had to say was really cutting edge. And so I did some publishing around that time.

So then we got to Hawaii. And I remembered what Marie had said. And I said to Joe, "I think I'm going to work on getting this thing published." And I did. And, again, I can't even remember details. So that's how that book happened to be published.

And it was interesting because University of Hawaii had both an ADN and a baccalaureate program at the same time. And they had a study to compare them. And the people in the ADN program were really interested in publications and research in that area. But we did work with people who were in the baccalaureate program. So that's when we, five of us, I believe, published, I think it was case studies in med surg nursing or something. So that was kind of a fun experience.

And I worked with Marcia Grant there. And she and I later did the *Nursing Implications of Laboratory Tests*. And that happened when I lived here.

GAINES: Tell folks a little bit more about your interactions with Marcia, because they're a very long time, really wonderful partnership in terms of doing some very significant work.

MCFARLAND: Marcia and I, she was almost a mentor to me in the ADN program, and we worked together. And at that time, in fact, I was thinking about this the other day, slide tape presentations were the audiovisual, the beginning of all the audiovisual stuff. And I was always interested in that. When I'd teach a class, at the time, there was a great movie about someone having a heart attack. And so there were parts of it that were really moving, showing this man and having the symptoms and so forth. And so I used to show that, I'd show snippets in class, rather than just show a whole movie. And we'd talk about it. And oh, I took slides and that sort of thing. And so both Marcia and I were interested in that. So we did a lot of slide tape presentations. And we did a lot of presentations in Hawaii for the Heart Association. The nursing council of the Heart Association in Hawaii had an annual meeting, and we would often present there. And we just really worked well together.

Then she moved on to City of Hope. And I was here. And we had both talked about, there were only two decent books at that time for laboratory tests. And we were always looking at, when we worked with students, not just what's the lab test, but what are the nursing implications of the lab test. And we thought that was as important as knowing the values and how to draw the blood and what kind of blood you draw, although that's important. So that's what was the stimulus for that. We just worked well together. And she was a wonderful coauthor. And so, I don't know, we did maybe three-

GAINES: Three editions?

MCFARLAND: Three editions. And they wanted us to do another one. But by that time, I was really pretty much removed from teaching in a clinical area except for the

OR. I was doing my associate dean stuff, and she was doing her research. And we just didn't want to do that anymore. So that's why we stopped doing that. But we did have a, and still do, have a good relationship.

GAINES: It seems to me that cardiovascular nursing, though, really has been a vital part of your total career. And as I look at your vita, in fact you've done a lot of teaching and publishing in that area. You've always done a lot of important things educationally. It's at the point where you get your doctorate and when you become the associate dean in the school that you really take on the heavy educator role as far as policy, accreditation, international education, learning styles, and running multiple campuses. So that's a, I don't want to negate your earlier years here on the faculty, but I would like you to take us briefly through that and then take us into your administrative career, because you've had an enormous impact on the campus and nationally.

MCFARLAND: Well, what happened, when I went to Hawaii, as I said, we were looking at a lot of different ways to teach. And one of the things was games. And I was intrigued with that. And I had developed a bingo game for students. So it was, the bingo game had answers, and then I would ask the students questions. And then they would pick the answer on the bingo game. That was just a way to help. Just lecture is very boring. And we know they only retain a very small percentage.

And then I used the bingo game in Columbus. I think I developed it in Hawaii, used it in Columbus. And then when I got my doctorate, computers, it was just the cutting edge of computers. And I was taking a computer class. And my teacher at PSU, professor, said—I told her what I wanted to do, and she was intrigued with it. So she programmed this game for me. And that's what I used as part of my dissertation. And then the other part was learning styles. Because I wanted to know, again, probably the same thought process I had with teaching patients. You know, what's the best way to learn. We may say auditory is best, visual is best, or sensory is best. But what's best for people. And how does that relate to using computer assisted instruction, which is what this game was. So that's how that all kind of came together. And I did that here. And it was an interesting study, as you know.

So anyway, I was here, working. And I enjoyed undergraduate students a lot. So segue into associate dean, I think, is what you want me to do.

GAINES: Well, which comes first? RN/BS, associate dean, distance? Or is it all kind of—you can do it however you want. All of that is undergraduate.

MCFARLAND: Yeah. Associate dean, I think. I was always interested, as I said, in using audiovisual. Something other than lecture. And I liked working with undergraduate students. And at that time, you and Sherry Boyd were developing the doctoral program. And Sherry, at that time, was associate dean for academic programs. And I believe the faculty were getting a little upset that the undergraduate program was getting short shrift because there was so much focus on the graduate. And I worked part time. By this time, we had adopted our son. So anyway, I was working part time.

So Carol Lindeman called me—

GAINES: Carol was our dean at that point. She came just after you did.

MCFARLAND: She came the year after I did. Yeah. In fact—

GAINES: You came in '75. She came in '76.

MCFARLAND: She came in '76. But from '75 to '76, I was on one of those WCHEN research deals, and she was our advisor from WCHEN. So anyway, I knew her.

But I think it was '83, it probably tells you right there in front of you, that Carol called me. And I might have begun taking classes for my doctorate, I think, can't remember. And she said, she asked me if I would like to be associate dean for undergraduate studies, part time. And of course I didn't have a doctorate, so I didn't qualify, really. And she said, for a year. And so I thought, well, I turned down a job once that I regretted in Hawaii, when they asked me to do the graduate program there. And I thought, I can do anything for a year. If I don't like it, it's only a year. I can't do much damage in a year. And I think I talked to you, Barbara, and some other people about it. So I accepted the job. And it was for a year.

Well, they had a search, and they didn't come up with anybody. And I said to Carol, "I'll do this until you don't want me to do it anymore. That works for me." And I liked it. I learned a lot from Carol.

An anecdote, I think, about Carol that I think about, and I thought about over the years, I had to write a white paper about nursing education. And at that time, there was a lot of fracture within the nursing community in Oregon. This was in '83. And you remember that. The entry into practice and all.

So I wrote the white paper and in it I had mentioned University of Portland and Linfield schools of nursing. Well, I hadn't asked them if I could include them in the paper. Now Pam Harris at Linfield was okay with it. But University of Portland was not. And the president of the University of Portland sent Carol a scathing letter. What right did we have, da, da, da, da, da. So Carol asked me. She said, "Mary, did you ask, did you mention this to University of Portland? Did you ask them if we could do this?"

And I said, "No, I didn't." And I thought, oh my gosh. And she had gotten this horrible letter. And I thought, my associate deanship may be ending right now. And I felt terrible.

And she said to me, "Well, Mary, it's okay. They're mad at me anyway. It's all right. Don't worry about it."

And I think Carol knew that anything she said to me couldn't possibly be any worse than what I said to myself. And that's something that I, as associate dean, and the people I worked with, I always really remembered that. And when someone did something and I thought oh my god, we just dealt with it. I would say, "Okay. This is what happened. Now how are we going to fix it?" And I think that is a wonderful anecdote about Carol. And also about how she helped me in my growth as an administrator, I guess I would say. There were other things, too, certainly. But that was early on, and you remember those days, Barbara.

Anyway, that's how I became associate dean. And I was still working on my doctorate. And my son was two, and I didn't, you know, I mean, I was thirty-eight when we adopted him. So I wanted to have a good balance. Of course, my husband's a physician. So he took care of him on Tuesdays, but you know, that life is busy. And I didn't want to sacrifice being a mother. But I didn't want to sacrifice being a good administrator, whatever, associate professor, whatever I was. So it was a balance. That's a balance there. And I think I did that well.

So it took me a while, and I went to Mary Kinneck, my advisor at PSU, and I said, "Well, Mary, I want to finish this degree before I'm fifty."

[End Tape 1, Side 1/Begin Tape 1, Side 2]

MCFARLAND: And she looked at me, I think she thought I was younger than I was. Well, you know, I think I defended in January, and I turned fifty in July, or whatever it was. So I did do it before I was fifty.

So by this time now, I have my doctorate. And when did I get that, in '89, maybe?

GAINES: Yes.

MCFARLAND: So I had been associate dean for six years. And Carol had said, now I qualified for the job. And she just made me permanent. Took the "acting" or whatever. And so that's how I became associate dean. Now, the RN/BS program—

GAINES: Let me just interject and say that we were having a very bad time at that time. Our image in the community was really awful. There was no other way to put it, with RN/BS students. So I think this is a really significant incident in terms of your leadership of the program.

MCFARLAND: Well, thank you, Barbara. What happened was, suddenly it was given to me as associate dean. And I think we were over in CSB at the time. So that was around the time I got my doctorate, in '88 or '89. And it was interesting. The program that had been developed, and of course, I had been an RN/BS student. And not only that, I had taught in associate degree nursing. So I could identify with everybody. And what we required them to do was ridiculous. Take tests, and prove to us that they were good

nurses, and all of that. And they didn't like that. And I used to say, "Well, I got another lemon in the office, and I made lemonade."

GAINES: Is that one of Mary's "top ten"?

MCFARLAND: It could be. It could be. [laughs] Because, I mean, that sounds like, you know, it's wonderful. But it made me feel good. Because these students came in with their guns out of their holsters. They were upset about the program, hated it and wanted their bachelors. And what are you going to do to make it easy for me? And that was the beginning of my work for the RN/BS program. And I figured out ways to make it easier for them. And again, use the NLN exam for them so they didn't have to go through all this foolishness. We made them take tests and practice for a day to show they could do the work. Well, they were licensed nurses, for heaven's sake. So that, as I did that, I think our image in the community among RNs improved.

And again, around that time, I was always still, I was interested in technology, as I mentioned, well, with my doctorate and so forth. And at that time, the state of Oregon was beginning this two-way audio-video program. And so that meant that we were going to be able to deliver our program to places outside of Portland. And Carol was always interested in doing this. So Carol and I went to Eugene and Corvallis and really down the valley. And I went on sabbatical '91, '92, I think. And when I went, the sidebar was, person that was going to be, people that were going to be doing my job, "And, by the way, we are working on this program for the valley."

Well, a couple of things happened. The Oregon State Board of Higher Ed, Holly Zanville, who was the associate vice chancellor at that time, she had applied for a grant. And it was funded by Annenberg. And the grant had to do with delivering education via EdNet. And Wilma Peterson, actually, had introduced me. Because she was over in the provost's office, acting provost, or whatever, and had mentioned to Holly that she thought I was a good person. And so Holly asked me if Nursing would be interested in doing this. And I said yes. And this was happening prior to and during my time on sabbatical. So our school of nursing did nursing. EOU had an agribusiness program. And they were doing the student affairs portion, because they want to do something to help students who were doing, who were doing distance learning.

And then Corvallis, OSU, there was a professor there who had actually been teaching not two-way, but one-way distance education. He was art history. And he had been teaching, delivering to Bend COCC. So we got the grant. I wrote part of the grant. And we got quite a bit of money. And it was to help faculty transpose their courses from teaching just on campus to distance ed, and developing syllabi that were interactive, and so forth. And so we got money, as you know, you were department chair at the time, and your department taught some of these classes. And so each department got money that taught the classes to give to faculty to develop. And so that was a big push for the RN/BS.

So what was interesting is, when I left on sabbatical, we were just getting the Annenberg grant. And I said, well, you know, we've got this distance education program. By the time I came back, we had ninety-eight students and counting. And I came back and I said, "No more. We cannot take anymore." So then we developed the program and delivered it to the different sites. And that was part of my job. So just this little local RN/BS in Portland program for the folks here who were angry with us, became a huge program.

And so I administered that with the help of unbelievably capable people. Cretia Benolken, who was the student advisor and taught some classes, had been a director of nursing in Dallas, Oregon, and then, well, we had Donna Jensen working here. Not the professor Donna Jensen but our staff person.

GAINES: Donna Addison.

MCFARLAND: Yeah. And then Mary Ann Talbott. And these people were wonderful. Because I could not have done it by myself. It was just Kim and I doing the undergraduate program.

GAINES: That would be Kim Derienzo.

MCFARLAND: Kim Derienzo, who was the program director. And she had started with me when I started, when she would type my letters from my handwriting, and that's not easy. So we went from that to the point where computers really relieved her of all this, you know, busywork. And she was wonderful. So she helped me develop the program. So she worked with me and Mary Ann, and then with the undergraduate program. I don't know how we did all that work, but we did. And so that's how the—and then the distance ed program, and then the Hatfield Center, they had a site. And so we delivered the program to the coast.

And it was kind of interesting, because I first saw an ability to do two-way audio-video when Jim—oh, he worked here, what's his last name? Anyway, he said, "Mary, I want you to see something." So we went over and they were transmitting an X-ray with audio-video kind of technology. And it was horrible. I mean, it was snowy and not really good. And then from there, we, I think I gave you a picture for the archives, of the first time we delivered something audio-video to La Grande, with Marcia Shoup over there and me here. And it was the first transmission. It was really kind of exciting to think that that was historical. And that wasn't that long ago. I think that was in the late '80s. No, maybe the early '90s.

So that's how that all happened. Then meanwhile, the Oregon State Board of Higher Ed, now OUS, had put out some RFPs for small monies for distance ed. And there were three different grants. And I had applied each time. I applied for a grant, and then I talked to Lesley Hallick about the second one and she said well, you know, the med school might want to do one. And I wrote mine anyway. And anyway, submitted that

one. And then the third one, I'd worked with the other associate deans and Julie Cartwright and I did that one. So we got funded for those three grants.

GAINES: When you say you worked with the other associate deans, that must mean we had moved to a statewide system.

MCFARLAND: We did. We moved to a statewide system, Barbara-

GAINES: '92, I think.

MCFARLAND: Yeah. When I came back from sabbatical, that was on the SINES thing. And that's when-

GAINES: SINES?

MCFARLAND: Statewide, tell me what is the-

GAINES: I don't know if I can. Statewide Integrated Nursing Education System.

MCFARLAND: Exactly. Statewide Integrated Nursing Education System. And that was all of us.

GAINES: All of us meaning?

MCFARLAND: It was EOU, which was always a part of us, Southern, OIT, and, of course, the Portland campus. So we became one. And there were associate deans at the other campuses. But Kim and I were kind of responsible for that as well. And I had, when it was just us and EOU, I was responsible for that campus. And I used to go to La Grande and work with Marcia when they developed the frontier delivery program. And that was also part of distance ed, two-way audio-video. So all of that was part of this whole effort that the School of Nursing worked on and developed. And I really take a lot of pride in that. And not just Mary, but all of us that worked together. We said can it be done, we're going to do it. We're going to try it, we're going to do it. It's not, "Oh, no, we've never done it that way."

So, and then, we moved to, the equipment got better, and Polycom became popular. And we worked with the BICC. And it was really interesting. Bill Smith came over one day, and they had an extra Polycom that they were giving us. And I had met with him and he said, "Well," he said, "Mary, the School of Medicine is really upset, because we're giving the School of Nursing all this equipment. And they want to know why they can't have it." And he said, "I told them, well, the School of Nursing's doing all the audio-video right now." That's what they're doing. Of course we're going to support them. So I thought, that's how that all developed and started.

And we had, as the RN/BS program developed, we did a lot of other things. I, as you know, and as you said, the fracture in nursing was unbelievable here in the state

between associate and baccalaureate degree education, because of the entry into practice. So I wanted to do away with the NLN exam for RNs who graduated from associate degree programs. And so I wanted to do this acceptance of them into the program. And so I met with some directors of associate degree education. They were handpicked, let's face it. There was Pat Krumm, from Chemeketa. And Joyce Goodell, the director from Lane, and us. And we looked at all of the community college catalogs. And what we did was we looked at our med surg course, peds, OB, and psych. Because those are the areas that the students had to take this NLN exam. And so we looked at everything. And it was clear that while we may teach a little different here, with perhaps a little bit more thoughtful looking at how we, you know, we don't just deliver facts, necessarily. But we want the students to do case studies, and that. They still have to take that licensing exam. And it's the same content. We just teach it a little different. Maybe at a higher level. So we all felt comfortable that we could do this. So they could get credit by articulation. Anyway, we would give them credit.

So we had a meeting here. All of the directors of the associate degree programs came here. I remember it was Good Friday, so I bought hot cross buns. And we discussed this. And everybody agreed that if students graduate, and we didn't say from "accredited," NLN "accredited," because not all of these programs in the state are NLN accredited. And it's not because the nursing programs don't want them. And I don't know exactly what the status of that is right now. The programs were good. It's just that the heads of the programs didn't want to pay the money—

GAINES: They couldn't afford it.

MCFARLAND: —to be accredited. So anyway, we agreed. And I said, "We will do this, and we will give credit without the students having to take the exam." So meanwhile, all of the baccalaureate heads and the heads of the associate degree program, we met, I think four times a year, or twice a year. Associated with the State Board of Nursing's meeting. So I presented this. And what was interesting is the lady from Chemeketa—

GAINES: Clackamas.

MCFARLAND: Clackamas. Excuse me. The lady who had been the director of Clackamas really did not like us. Older woman. Been there for years. And I think she, I don't want to say indoctrinated, but said to the new director there, "You know, you've got to watch out for OHSU. You can't trust them." So I said we were going to do this accreditation, I mean, this—

GAINES: Articulation.

MCFARLAND: Articulation. This credit by articulation. And I said we would send them letters. And she said, "How do we know after five years you won't decide not to do this?"

And I said, “You have to trust me. Why wouldn’t we? Why wouldn’t we continue with this?” And I said, “It’s just a matter of trust. Once we’re doing it, we’re not going to go back on that.” But it was that kind of distrust that existed.

So fast forward a couple of years, and we were discussing it again at one of these meetings. And a new director down in the southern region, and she had been, actually, one of my graduate students.

GAINES: Linda Wagner, probably.

MCFARLAND: It was. Yeah, I didn’t want to mention a name.

GAINES: Oh, sorry.

MCFARLAND: That’s okay. She, it was, I can’t remember. They had to pay a certain amount a credit. Five bucks a credit, whatever it was. And she said, “Well,” she said, “Why are you charging them this amount of money? It should be free. You’re giving them credit.”

And the gal who had been at Lane, not Lane, Linn-Benton, who had come over from, turned a 180, and she was another one in those, the fracture years, who was really annoyed with us, said, “Well,” she said, “when students bring credits into our university from high school,” you know, they do that, they take the test. She said, “We charge them. It’s an administrative fee. Of course they should charge.” And I thought, halleluiah, this woman told Linda, who, you know, was young in her job, and I think trying to make her place among these women who’d been in their jobs for a long time. So, anyway, Paulson, Jackie Paulson was the woman at Linn-Benton who helped. And in fact, when University of Phoenix wanted to come in with an RN/BS program and, I don’t know, those of us who believed in what we were doing thought it was not a good program, and I’ll just leave it at that.

They came in, I went to the state board meeting, and Linn-Benton was doing some work with Phoenix. And they didn’t send the dean of the nursing school at University of Phoenix. They sent someone else. And I can’t remember, it might have been a man, but I’m not sure, and they said, “Well, Linn-Benton Community College has agreed to do this RN/BS program. So I don’t know why the State Board of Nursing is not going to approve it.” We had done our homework behind the scenes with the woman that works with you.

GAINES: Louise?

MCFARLAND: Louise Shores, I was going to say Lucinda. So we were on target. So I immediately called Jackie Paulson and I said, “Jackie,” because I just didn’t believe they would have done that without telling us. I said, “Jackie, what’s going on?”

She said, "I never said anything." She sent a letter to the board and said this is not true, da, da, da, and really went into that. Well the board had said, well, we'll take this up at the next meeting.

Well at the next meeting, the dean was there. The dean of the University of Phoenix. And she had actually met Kate at a meeting and said, "What's going on in Oregon?"

And Kate said, "Oregon's different."

GAINES: This would be Dean Potempa at this point.

MCFARLAND: This would be Dean Potempa, yeah. And as it happened, they never came. They didn't try it. They are here, of course, with their business program. They gave up with the RN/BS and they have never delivered an RN/BS here in Oregon. And that was because of the support of those people who in, what, '83, '84, '85, hated us. So that was—

GAINES: So that's quite a turnaround. Congratulations.

MCFARLAND: Well, Barbara, thank you. But it wasn't just Mary McFarland. It was everybody working together. A lot of working with people, showing them that we cared about them, working with them. And, as I said, the people were handpicked that did that initial evaluation. People that really wanted to work with us. So, you know, that worked out.

And then, to finish up the RN/BS program, Laura Ozoric took on the—

GAINES: She was associate dean at OIT?

MCFARLAND: Associate dean at OIT. She took on writing a grant to HRSA for five years to support, then, moving RN/BS into a computer-assisted, not assisted, but—

GAINES: Online.

MCFARLAND: An online program for RN/BS across the state, for registered nurses throughout the state, who couldn't go to one of our sites. So technology had changed. And we got the highest marks. And one of the reasons we got the grant, and it said right in there, was all the work we had done. We weren't just saying gee, we want to use technology. We had done that. We historically had moved through from the LAAP grant, I mean, excuse me, the Annenberg grant into all of this. And then, I did get the LAAP grant, and I can't remember how that worked. I think we did the LAAP grant was a grant that, again, OUS got. And it was the second phase. So we were looking at, and that's how eCollege came into existence. And doing the online with eCollege. And because we had done, you know, we do a good job.

And Holly Zanville knew—you know, School of Nursing, when nurses are asked to do something, we do it. And we do it well. So Holly asked me if I wanted to be part of the LAAP grant. Well, of course I did. So we got money there. I think that was a three-year grant. And that gave us, again, financial support to do the online and eCollege stuff. And then, as I said, I don't remember the sequence of events. But because of all of that forward thinking that I and others had, and the articulation and all of that, we got the highest mark for the HRSA grant. And then I retired and Catherine Salveson took that grant over, because Laura moved. And kind of that's how all of that worked.

GAINES: The rest was history, they say.

MCFARLAND: The rest is history. Yeah. Yeah.

GAINES: Well, Mary, even though you retired and did all those kinds of things, it seems to me that you still had two other really important points in your career that have continued on to this day. And one would have been your work in accreditation, both with NLN, the National League for Nursing, and the—

MCFARLAND: The AACN?

GAINES: AACN, the American Association of Colleges for Nursing. And then there's this whole international piece that we haven't talked about, from whether you were presenting research in Iceland or Greenland, or running through Mongolia or other important places like that, trying to establish programs. And I hope you'll tell us a bit about both of those, either as they come together or in different ways.

MCFARLAND: Well, I was always interested in accreditation, Barbara, but again, as I said, because of my family responsibility and balancing, I never really felt that I could really leave for the period of time it took. And you're an accreditor, so you know that.

And by 1995, our son was in high school, and I was working full time. So I became an NLN accreditor and did a lot of visits. And then we, as CCNE, started their accreditation of baccalaureate program, baccalaureate and graduate programs. I became an accreditor for CCNE, a branch of AACN. And I did a lot of accrediting in those days. And what they did was they really matched you. So I did University of Illinois, University of Massachusetts, UCLA. So a lot of the big programs. Not Washington, because it was too close. But at any rate, yeah, I did a lot of that.

And then, how did I become a Northwest accreditor? I don't remember. But I also make visits for Northwest as you do also. In fact, I'm going on a visit in October. So I tend to do those once a year. And I do the nursing part, or allied health, or whatever. So, yeah. I started doing that.

And then that led me, Barbara, you and I remember, you and I did the last NLN accreditation report together. And that was an insane time. It was Carol Lindeman's last

year as dean. And we had what were called clusters. And I was responsible for the whole doggone school. So we were writing the accreditation report, and I'd say, "Barbara, I have to go out and hire someone to teach this sophomore class," or whatever, junior, whatever class it was. It was an insane time. I mean, I don't know how I did all that.

And so, then, because of my work in accreditation, once I retired and was working part time, and we were coming up, then, for CCNE accreditation, and I was an accreditor, it made sense for me to lead that team. So then I was accreditation officer. I have been a lot of titles here, and that was my title at the time. And again, worked with everybody. I didn't do it alone. And we got high, high marks. How we did, when you and I did the NLN thing, too. But again, we wanted them to cite us for not having, well, no, we did have the building at that time. But we wanted them to cite us for poor salaries. And so that worked.

But CCNE, there wasn't one word in that accreditation report that was negative. Not one word. Now, because I was hired just to do that, and because of my work as an accreditor, I read the CCNE report, I mean, I had been involved in writing it. And I had meetings with faculty. And I said, "Now, I'm an accreditor. And it says here," da, da, da. "Is this true? How does this work in this school?"

And I did the same thing with students. I met with students and I said, "I'm now an accreditor." And I asked hard questions. So everybody was really prepared. And I think I asked harder questions than they did. But I really tried to do it, and to try to nail the faculty on what was written in the report. So that worked quite well.

And then, the next year, the university was up for—

GAINES: Right.

MCFARLAND: Northwest. And because of my work, again, with that, and I was doing an accreditation visit for Northwest when we were putting our report together, it was helpful because I was able to see, you know, we had new criteria from ten years prior. I was able to see what they were looking at. And they were looking at support courses, and whatever. So I came back, and I was working with—

GAINES: Phyllis.

MCFARLAND: Well, Phyllis Beemsterboer over in the School of Dentistry, she and Bob Vieira, Vice Provost of Academic Affairs at the School of Medicine. So I brought back the latest, not that I did anything wrong. I never disclosed anything about where I'd been, but what the Northwest was looking at now.

[End Tape 1, Side 2/Begin Tape 2, Side 2]

MCFARLAND: And that was very helpful for us, because then I was responsible for writing the School of Nursing section, which it's nothing compared to the CCNE. But

nevertheless, it has to be done, and has to be done well. Because we didn't want to have to redo this in five years or two years or whatever.

GAINES: Well it seems like university accreditation's always been an issue here. In the first place, it's difficult for what we really are as an academic health science center to look like a university at large, even though we change our nomenclature regularly. In your experience with the university accreditation system, do you see changes in how the university approaches the schools now? Or how the schools approach the university?

MCFARLAND: You know, Barbara, you've heard it said that now we're more than three schools. But we're three schools coming together over a common parking problem. And really, that's the way it was for a long time. But when you get regional accreditation, they really nail you on these things to try to show we're really a university. And I think that has gotten much better than it was. You know, the student services, a better bookstore, those kinds of things. And while the dental school I think, even as we speak, still has their registrar, I think they're trying to have one registrar's office for all the schools. But it is hard. And still we're not still on the same academic calendar. And that sounds ludicrous to people who come. But people who come from NWCCU are not necessarily from academic health centers. They try, but it was interesting.

When we met with them, and I was in this meeting, and Nancy Lowe, who chaired, I think she chaired the graduate council at the time. And we had the chair of the undergraduate council, and we were all meeting. First meeting. And one of the visitors, I won't say where he was from, was trying to nail us about research. And he said, "You've got all this research going here. How can you do education well?"

And it was very interesting. Nancy Lowe did a very nice job explaining how. And maybe Carol Howe was there, I can't remember.

GAINES: This would have been within the School of Nursing.

MCFARLAND: No, this was a first meeting with the whole university. Everybody from all the schools. And we had Nancy, and someone from Ashland, actually, the chair of the baccalaureate counsel was Carol Christlieb, I believe, was there. But anyway, they came forward. It was very nice. And talked about how we integrate research into our practice, and into our teaching. It's important for professional schools to base their teaching on research. It's not just research for research's sake. And so I think we did a very nice job, those of us in the school. And then others around the table also picked up that ball and said the same thing. I'm not saying we were the leader in that; we all spoke. But it was something that I don't think they could ever get by. I think it was the chair of the committee that was trying to nail us on that. "You can't get all this research money—" because we get tons here – "and be an academic center."

And I think even in the evaluation, they mention that as, they questioned, still. I mean, how do you do that? Evidence-based practice, hello. You know, we have to do that. I suppose in history, if you do history research, you use that when you teach history.

But it's not a matter of life and death. Historians may disagree with me, but if you don't have the best research in your practice, then you can do harm! And we do no harm. That is, we hope to do no harm. [laughs] So anyway, I hope that, does that kind of—

[pause, tape change]

GAINES: This interview of Dr. Mary Brambilla McFarland was taken on August 23, 2007, at the School of Nursing, Oregon Health and Sciences University, Portland. The interview is sponsored by the OHSU Oral History Project, and the interviewer is Barbara Gaines. This is tape number two. Mary, let's move on and talk a little bit about international, which is international nursing and international nursing education. Which, of course, has been a passion of yours for years. And you might even try and help us review a bit of the school's history, if that's possible. Thinking about Joyce Colling's early work, some of the other things we did at that time.

MCFARLAND: Yes. Well, I've always liked to travel. You know, did the Europe thing when I was twenty-four. And Carol Lindeman, she was always such a forward thinker. She had vision that was wonderful. And after we started the doctoral program, I was associate dean, so I think maybe it was '84-ish, '83, '84, that we had the first, you may remember, the first doctoral, international doctoral conference here in Portland. And we had people from Israel, Norway, Thailand, Japan, Korea, England.

GAINES: Scotland.

MCFARLAND: Scotland. And so, I guess that was, I don't want to say my first introduction, but one of the first introductions for the faculty. Meanwhile, when we were still over in the CSB, Joyce Colling had done some work with nurses in England, and a group of students going there. And Donna Jensen and Dean Lindeman, they had gone to Thailand. And, again, I don't remember the sequence of events. But they were going to Thailand. Donna, I think, spent six months there teaching research at Mahidol, and Carol had gone there as a consultant, and so forth.

So the school began to have these little international groups. Pat Archbold, and her connection with Japan. I don't want to leave people out, but a lot of people were involved. And meanwhile, Sarah Porter, let me think about sequence of events. No, let's not talk about that yet. I, in the meantime, finished my doctorate in '89. And I was interested in technology. And so I saw in the *Chronicle [of Higher Education]* this first technology conference in Brussels, request for papers. I thought oh, well, I can do that. I just got my doctorate, da, da, da. So I sent my paper off, and sure enough, it was accepted. So we were still in CSB at that time, so it was like '89, '90, I don't remember. So I presented the paper in Brussels. And then, a bit later, couple of years, whatever, same conference. So I submitted a poster session about the two-way audio-video, the technology that we were doing. Because we were pretty cutting edge, that EdNet stuff. And the RN/BS and all that. And again, my poster was accepted. So I did that in Paris. And I was on sabbatical at that time.

Well, then, I had done some research here. It had to do with teaching patients to give IM injections. And the research was sponsored by Kaiser Research. Again, it was one of those fun things. They had an RFP, and it was for, they had two possible grants of three thousand each. So I applied for one. And I remember it was at the Christmas party, and Carol was there. And somehow, I got a call. I can't even remember how I got tracked down. Well, not only had my proposal been accepted, they gave me six thousand. And I said, what a deal!

So anyway, I did that research with a clinical person at Kaiser. And then the conference in Iceland was an international nursing conference. And so I submitted my paper, and it was accepted there. So I presented in Iceland. So that's how I happened to be doing presentations.

So then, Carol Lindeman retired. And Sarah Porter became associate dean for student international affairs. And she had always been interested in international. And when we had visitors, we were always pleased to have them. And she, if someone wanted to do some educational thing, she'd send them to me and I'd work with them, and so forth. And that's how the Mongolia thing came about. And parenthetically we realized that more and more countries, schools of nursing in other countries wanted to send people here.

And at some point, you're flattered. And so you do it gratis. But then you say, wait a minute. We can't do this free anymore. Because you can only call on people so many times to help. Because faculty have their faculty role. So we developed a fee schedule. And actually Sarah did, with my help. And the then associate dean for graduate studies, Jane Kirschling. And so within that context, we had a woman here from Mongolia. And she was a pediatrician, I believe. Her husband was a cardiologist, a fellow here. They were here for a year. And while she was a pediatrician, her interest was nursing. And the School of Nursing in Ulan Bator, in Mongolia. So I worked with her with respect to our undergraduate program. And I can't remember what I did. Set her up with people, and so forth.

Well she was here on a Soros Foundation grant. And part of that grant was to fund someone to go to Mongolia. So because we had worked together, and I wanted to go, I did that. And I was a consultant there for, well, it was a week, and a weekend on both ends. I can't remember, ten days or something. And they paid for my airfare and lodging, and I don't think there was a stipend. But just going and doing it was pretty exciting. And my husband came with me. Which he doesn't usually do, but he said, "I want to come."

And I said, "Oh, okay."

"Yeah," he said, "I don't want you going that far by yourself." Which was very sweet. And then he talked to some of the orthopedists, he visited some of the orthopedic work that they were doing, and the orthopedic surgeons there. So that was interesting, too. So that's how I ended up doing the consultation in Mongolia.

GAINES: Did that relationship continue with the school? Or was that the end of the Soros grant and—

MCFARLAND: That was the end of the Soros grant. And we had hoped to be able to write them another one, but it was difficult. It was difficult. And the people there in the Soros Foundation went on to fund other things. And so, you know, they don't have any money over there. It's very, very, very poor. Very poor.

GAINES: We've had much different associations, though, with Japan, China, Thailand.

MCFARLAND: Right. My only association with China is, again, going back in time. I think it was in '84-ish, when I was, again, associate dean. We had two Chinese nurses come. They were the first two, out of China. And the people who arranged for that had said, "Well, we could provide housing." And they said ten thousand dollars' worth of—what we were going to do was worth that much.

Well, they thought that we meant we were going to give them ten thousand dollars. And so when they came, it was tricky. And you remember, Barbara, because you were involved. And they came for a year. They ended up in our baccalaureate program. Then they ended up in the masters program. And one of them continued on into the doctoral program, post-doc, and then eventually taught at University of Rochester. And unfortunately recently died of ovarian cancer. But that was my first introduction to working with China. And I think you probably did more with China than I did. And I did not do the work with Japan. But did get involved with Thailand.

And meanwhile, I had retired and then I was doing this accreditation work. And Sarah had worked with the dean, and they had hired Billy Cody, who was for international work. And so Kate asked me if I would assist with some of this international work. So I did, and became involved with bringing— oh, I should mention Mexico, and I will do that — with bringing a group of students to Thailand. We arranged it once, and a couple of other faculty did it. And then I did it last year. And, well, the last two Decembers. 2005, 2006. And that was a very successful program. And if you could read the evaluations of the students, it really changed their lives.

And we worked with Mahidol University. And it wasn't just a way to take a trip and get credit. Those students worked hard at Mahidol, we had classes. And did a lot of visiting, and learning about public health in Thailand. And probably one of the nicest things that happened to me was one of our students was in the rural frontier delivery program from Enterprise in La Grande, our La Grande program. So she sent me an email, and she said, "Do you ever come to our convocation?" Well, I never have. And she said, "If you do, in La Grande, they have family pin the students." And she had a friend who also went to Thailand was going to come to pin her. She was already an RN. And at Mahidol, they gave them a pin when they finished the program. And she wanted me to come, if I was going to be in La Grande, to pin her.

Well, of course I was going to be in La Grande. Of course I went. Because I thought that was very sweet. And I mentioned it to Judith [Baggs], who was my

immediate supervisor who was the senior associate dean for academic programs. And she said, “Well, that’s really an honor. And we will certainly pay for your trip.” I mean, I would have done it anyway. But that was kind of a nice honor.

But to backtrack about international, things do a 360. When I was associate dean in, I don’t know, ’89, maybe it was, I can’t remember. John Jessup came to me, one of our faculty, who had spent a lot of time in Mexico, and very fluent in Spanish. And he’d spent time in La Paz. Came into my office one day and he said, “Say, have we ever taken a group of students to Mexico?”

And I said, “No.”

He said, “Well, is it possible?”

I said, “Give me a proposal.”

And he recently said, “I couldn’t believe it that you said, ‘give me a proposal.’”

So he did. And I worked on it and Kate worked with the provost—Kate Potempa, the dean. And we had a lot of questions. And I worked with people here. And of course this was pre-9/11. And we worked it out so that he took a group of students, and I believe it was part of the community health clinical experience. And were you department chair at that time, Barbara? Yeah. So your department, everybody made it work, because these students were going to be gone for a month. And so that was probably the very first international program for students I was involved with.

Well, time passed. And this past year, Dean Potempa asked me if I would be director of international programs, which I was. And I did a lot of work with shoring up some of the programs, and the visiting scholar program, and some other things that we were doing. Trying to get things organized, I guess. And then we also, I helped set up the program for Ecuador we had last summer. A group of students went to Ecuador for an intensive. And these courses, that one, and the Thailand course, they were courses in the MPH program, open to undergraduate students. And so in all of them, we had both undergraduate and graduate students.

GAINES: We’ve had several faculty go to universities in Thailand, other than Mahidol for a year, right?

MCFARLAND: Yeah.

GAINES: And then there’s the nurse practitioner piece that Marie’s done? Napolitano?

MCFARLAND: Lots of things. We had, some of our faculty were consultants. Sarah Porter, who had been associate dean for students and international affairs, when she retired, she went to St. Luke’s in Japan for a year and a half as a consultant, and taught some classes for them and so forth. As visiting faculty. Kathy Crabtree went to, I believe, there’s a St. Luke’s in Bangkok?

GAINES: I think so.

MCFARLAND: I think it's a St. Luke's. Anyway, and she was a faculty member there, as a visiting scholar, visiting faculty member teaching research and other topics. And then Pam Hellings went this past year to Mahidol, and she did the same thing. Carol Howe went to Japan. They invited her as visiting faculty to teach. I think she actually taught a class in the nurse midwifery program. And then nurse midwives came here. Marie Napolitano did the same thing in Thailand, excuse me, Taiwan. She was also a fellow. I mean, not a fellow, a, it begins with "f"—Fulbright. Anyway, she had a Fulbright scholarship.

GAINES: Okay. Fulbright?

MCFARLAND: Fulbright scholar. Fulbright scholar in Thailand. And that was written, again, with the help of Billy Cody, who was here, and working with Mahidol. So we had a lot of faculty. And I hate to leave people out. Judy Kendall went to Japan. We had faculty go to Norway. Carol Burckhardt, I believe—

GAINES: Yes.

MCFARLAND: —consulted in Norway.

GAINES: Did a lot of research over there, yeah. You know, I think that one of the points, Mary, about that is that we have had an enormous amount of activity. But it's been very difficult for us to determine if we really want to have a structural entity in that sense. And you talk about it when you talk about going from gratis to even trying to develop a fee structure for the visiting scholars. Do you see that as an important piece for our future? Or do you think that we're always going to kind of just sort of, I don't want to use the word "play" at it, but not be able to move the program forward in a substantial way unless we get some kind of independent funding?

MCFARLAND: I'm not in administration anymore, Barbara, so it's hard for me to say. But this is what I will say. I think, well, I decided I really wanted to retire this year. And I'm not sure this year the school was at a point where they could fund a director of international programs.

GAINES: No. Yes.

MCFARLAND: And I told Judith Baggs when I retired, I said, "Anything you need from me, I will do." And she did ask me to give her some material on visiting scholars. And she said maybe we could do a handbook. And I said I'm available for that.

She asked me to work with John Jessup in June because he's, again, doing the same program. But it's not going to be till spring. And I said, "John, I'll work with you. Doesn't matter. I'll come in." And we kind of laughed because I thought, as I said, it came full circle. That's what I began with. And I'm kind of ending up with that.

But, what I will say, is I went to, as you know, the Northwest Council of Colleges and Universities, have an annual meeting. Sort of a brush up for accreditors. And I went to that meeting. And at that meeting, there was, the keynote speaker was a gentleman who had just been the head of the government printing office. He was an entrepreneur and had done stuff with printing, and I can't remember exactly, but he was very successful, and had retired. And the president knew that the government printing office was still in the twentieth century. So he asked this man if he would come in and bring the government printing office into the twenty-first century, which he did.

And he said, at that time, he said, "Required reading in Washington, DC, right now, is *The World is Flat*." Now you can say what you will about the author and whether you agree with him, disagree with him. I know some people have their opinions about that. That's not what I'm here to say, to critique the book. But just to say that in Washington, DC, people are saying we have to look at a global economy.

And when I came back, actually our provost was supposed to be at the meeting, but she was in Salem. So I brought back some material for her and sent her an email and told her about that discussion, that keynote. And I mentioned that, also, to Sandy Theis, our interim dean, when I met with her. And I said, "When Carol Lindeman left, in '95—" you may remember this, Barbara – "schools of nursing were in a very odd state. Things were not easy. People were retiring, and it was time for schools of nursing to step up to the plate and not have faculty meetings that went on forever. Things had to move. And I remember Carol saying, 'If you don't look at what's happening, and you put your head in the sand, when you pull it out, you will not have a school of nursing.'"

And I said to Sandy, "You know, I could paraphrase what Carol said, and if we put our head in the sand with respect to international, when we pull it out, we will be a very insular school of nursing. We will not be in the forefront anymore. Because international is where things are happening.

And I know that the university now has a global health initiative. In fact, I saw an email, I haven't opened it, I just came in, just to be sure that this meeting was in 602, and there's a center and so forth. And I think that when I had this conversation with Sandy, she mentioned that the School of Medicine really hadn't gotten onboard with international. And I said to her, "Sandy," and I told her what I told you previously, "they weren't on board for distance education, and distance learning." And I told her the anecdote about Bill Smith. And I said, "Hey, we don't sit back."

And I think now we're picking up again, because we're still known as the school that does international. And I think we're going to pick up.

GAINES: Good. Good.

MCFARLAND: I think we're going to pick up. Maybe that's Mary's wish. Because that was my final job as director of international programs, as I said, I had a lot of different titles. [laughs] So I have that hope. And it's not new. As I said, Carol

Lindeman did it, back in the early '80s. With Joyce Colling and the other people I mentioned. With your support, because you were department chair in those days. And associate dean for academic affairs, and all of those things. So you were supportive of that. So it's not new!

GAINES: You know, you made the comment, thought, that you'd opened your email to be sure we were in 602. Which makes me think about the transition of the fact that we are in 602 and this is our first building as a school of nursing, that happened during Carol's tenure as dean, but in which many of us were involved. And would you say a bit, one, about Carol's leadership of the school? You've talked about her vision. Second, a bit about what the building meant to us as a school on the campus, and then how we've moved forward, and a bit about how things have changed between Carol's tenure and Kate's, and now as we're searching for a new dean.

[End Tape 2, Side 1/Begin Tape 2, Side 2]

MCFARLAND: –big order.

GAINES: Lots of time.

MCFARLAND: One of the fun things about, I mean, I guess I look back and you bring back memories. But I will say, first of all, Carol Lindeman is one of the brightest women I've ever met, and one of the most charismatic. And Carol's charisma was wonderful, but it also was daunting to others. And when Carol Lindeman said something, you believed it, because of who she was. This little woman with this big voice and this huge laugh. Very charismatic.

An anecdote: So, she asked me into her office one day. We were over in CSB. And she said, "Mary, I was thinking. I think we should have the whole undergraduate program at the University of Oregon in Eugene. What do you think?"

I said, "Carol, no. We have such rich clinical placements here in Portland that they don't exist in Eugene. I think it would sacrifice the clinical work of our students." And our program has always been known for its good clinical practice.

And so we talked about that for a while, and she looked at me and said, "Well, Mary, since you're telling me that it's not a good idea, I'll forget about it."

So here was a woman who was charismatic. And the way she presented it to me, you'd think whoa, what a good idea! But it wasn't a good idea. Not all her ideas were good ones! Most of them were. But she needed to have people who would say to her, "Uh uh." And you probably did the same thing, Barbara, because of who you are and the kind of person you are. But anyway, so that was just a little anecdote about Carol.

But with respect to the building, she worked hard. And I remember in the early days, well, when I was hired, I went home and told Joe, I said, “Well, my office is in Emma Jones Hall.”

And he said, “Oh,” he said, “I used to—” that used to be a dorm – “I used to date girls that lived there.” [laughs]

I said, okay. This was a part of the School of Nursing. Cause it was condemned. You couldn't be there overnight, it was such an old building. We still use it. But the School of Nursing was everywhere and nowhere. You would come onto campus, and you didn't know where the School of Nursing was, because there were no signs.

And that first accreditation visit, or the second one, I think I was involved with the second one as associate dean, the second one when I was here, '85, maybe, they said, “Well, there are no signs! We don't know where the School of Nursing is. You've got people all over the place.” And it's true. We were, I think, still in Mac Hall. We were in the CSB research, we were everywhere. So that was a critique which was helpful. Because Carol knew we needed a building, and we knew we needed a building.

So Carol worked very hard, got state funding. But what was the building? Thirteen million, and the state gave us two. I can't remember. It was a very small amount. And so she worked with Senator Hatfield, and he knew we needed a building. And I remember one day, a Friday afternoon, no one was here. Carol was out, I don't know, on vacation or someplace. Sherry Boyd was gone. And we got a call from Senator Hatfield's office. He wanted to put us on a bill. I mean, he had pretty powerful, Ways and Means. And he wanted to know, he was attaching it to a bill related to gerontology, care of the elderly. Wanted to know what we did in terms of geriatric nursing, and wanted it now.

So fortunately, because I'd been here for a long time and knew who to call and what to do, we put something together. Pat Archbold's working all of that. And we sent it off to Washington. And I can't remember if that was the bill that finally got us the building or not, but that's what happened. We would get calls from Washington. And there were factors in Washington, nursing people, who were upset because he was doing this, and attaching us to bills. And they would lobby against us. It was crazy. But eventually, we, he came through with the money, and we got the building. And of course it wasn't complete, we didn't get the furnishings.

So we had the capital campaign here in Oregon. And Carol worked so hard. And we had anonymous gifts. I remember the day that our anonymous donor, I think she was still anonymous at that time, Carol came into my office and she said, “It's not every day someone walks in your office and gives you a million dollars.” [laughs] But it was hard work. And George—

GAINES: Passadore.

MCFARLAND: Passadore. He was the head of the capital campaign. And the foundation made us number one at that time, for two years, to raise money. And what was it, she wanted to raise two and we raised four million. I can't remember the numbers. But Carol met with people all the time, always dressed up, and always looked nice. And she doesn't have my disease. She had to go to Nordstrom's and got a shopper. Because this is important. So the shopper helped her with her outfits, and she always looked wonderful. And then she said, "On Monday I looked at my closet and I thought, oh, what did she tell me to wear with what?" [laughs] And she used to say, "I'd put jeans on every day if I could." But she did what had to be done. She looked wonderful.

And there was that article in the local "This Week" section of the paper with her, with nurses behind her. And she was, I can't remember what the article was about. I'm sure it's over in the library, but I looked and I thought, yeah, you've got your Nordstrom suit on, and you have it right, Carol.

So she worked hard for this building. And it meant a great deal. And I remember always thinking, this building will bring us together, as a faculty member. And I remember at that time we had someone in administration who had come in from the outside. She was here about a year or two, and she was a little abrasive. And she said, "A building's not going to do it. This faculty doesn't get along, and the building's not going to do it."

And I thought to myself, you're wrong. And the reason I felt she was wrong was the only time we saw certain people was at a meeting. We didn't see them in the stairwell or on the elevator or in the workroom, unless they were people in our little group. And you didn't have time to say, "How's your daughter? How's your ill mother? How's your husband? What's happening in your personal life?" Because we were in a meeting. And I really felt that that interaction that was personal was important. And maybe that also stems from my personal life of making sure my family was as important as my work. And I always believed that.

And I know I had discussions with Chris Tanner, particularly, because she has a couple of children. And I said, and she said to me, "How do you do it?" People would say to me, "How do you do it?"

And my comment always was, "You know, when all is said and done, people are going to look at the work I did and some may say, 'You did a good job.' And others will say, 'I can't believe McFarland did that.' But my son will always be part of me. And that will go on forever." Hopefully my work here will go on, too, I don't mean that. But you know what I'm saying? And so I think my interest in what other people are doing, and knowing a little bit about their personal life, led me to believe that we would come together on the faculty. And you know, we did. We did, because we saw people in the elevator and were able to interact on a, "Hey, let's go to lunch!" Well yeah, you go to lunch with the same people when you're over in the CSB on one floor. So I think that really helped us a lot.

GAINES: Good. Thank you. How about, then, how the school changes between, or stays the same, between Carol's leadership and the search and the Kate's leadership, and how they moved us in different directions or the same direction?

MCFARLAND: I would think it would have been hard to follow Carol, it would probably be hard to follow her on a golf course. But I mean, you know, when I saw her at WIN just recently, what she's doing, as you know, is working with the elderly to help them with financial and tax preparation, and so forth. And this is what she does gratis. And she still does that.

Well, it wasn't long before they asked her if she would be a regional rep. And I don't know, she's in charge of the whole thing. But she said, "I only said I'd do it if I could still work with the—" I don't want to say indigent, but elderly who don't have a lot of money. And she had said to me before she left, "You know, Mary, I don't want to just be known as a good administrator."

So when Kate came, she had a school that was running very well. We had the clusters. And I always kind of thought that Carol, we had four departments, I think, when she left. And I always thought that she helped us move to clusters to give the new dean an opportunity to build the school as she wished. I never asked Carol if that was true. But I kind of thought it was because as associate dean, there's no way that I could be in charge of all this over a long period of time. You can't do, I mean, there's only so much you can do. So I think it did offer Kate an opportunity to restructure in a different way. And we restructured to two departments, which I think was healthy, because we did need to move away from the clusters and cluster leaders, and whatever. So I think having the two departments was helpful.

She reorganized the school. And I became associate, executive associate dean, and director of the undergraduate program. Prior, I'd been associate dean for undergraduate studies. And I think Jane Kirschling had left, and I think Bev Hoefer, then, was associate dean for graduate studies. And she made Bev associate dean for academic programs, and director of the graduate program. Bev and I used to laugh. She'd say, "You're my boss, and I'm your boss." But it was a good way to do it. And I think Kate wanted me to do that because she knew, in fact, I was probably internal dean the last couple of years of Carol's tenure. Would you agree with that, Barbara?

GAINES: Yes, I would.

MCFARLAND: Yeah. So I really was internal dean. And Carol had become an external dean, and that was good. And I represented her a lot over in central administration, I knew a lot of people. And that was helpful to Kate when she came.

And then Sarah became associate dean. I think she was director of student affairs. Associate dean of student affairs and international. And there were other changes. So I think the school ran quite well, because we were all in place, had all been in place for a long time, and we knew our jobs pretty well. And I think the school did very well.

I think one of the things that Kate as dean wanted to do was follow through with the international work. The international work had begun. And Sarah was involved with it. But I think Kate wanted to make it more organized.

GAINES: Well of course she'd come from Illinois, where they had the international center.

MCFARLAND: Yes. And so I think she wanted that, because it was here, there, and everywhere. Even though we were charging now visiting scholars for coming, we had people like Pat Archbold doing her consultations in Japan, and the things that I've mentioned. But nothing was really centralized. And I think that Kate wanted to do that, and really wanted to bring the school into the international arena more. We got—and Billy Cody did help with that. We got doctoral students from Thailand. We got interns from Thailand. And we started some of these other international programs, and we had the faculty, things that I've mentioned.

So I think that, I think Kate followed through on that. And to maintain our national reputation, and to support research, which she did very much. She started, we had small internal grants. It was an internal grant program, and I can't remember the mnemonic for it. But faculty who wanted some startup monies to start a small research program, and perhaps some small studies that then could be used to write for a bigger national grant. And those worked quite well. And I think I was on the selection committee at one time, and Virginia Tilden, who was associate dean for research and had been when Carol was here. She helped with that program, too. And as our research dollars built, and our resources became limited, we didn't do those anymore. But I'm not sure the need for those pilot studies was still there.

But interesting anecdote with respect to that, because of my work with AACN, I met other people interested in accreditation. And a colleague at University of Pennsylvania who I, we did two visits together. And her, they were coming up for accreditation, I think, the year after us. And so I said, "Can I send you our report, and will you critique it? And I'll do the same for you." So we didn't have to pay for that.

So she read it. And she had a few comments. But she said, "Mary, your school has increased its research dollars by a huge amount, from '95," whatever the time period. And I guess we had it in the report as a comment. And she said, "Highlight that! Make it big!" Because that was big. And of course then we did that, writing that portion of the self study. So it was very clear that we had done that. And Kate gave a lot of support to research. And that was a following through with Carol beginning from the times when I came here.

As you know, Barbara, you've heard me say, I was at University of Hawaii, and I knew we were coming to Portland, and I had applied here and there. So I said to my colleagues, "I'm going to apply to the university school of nursing at OHSU." Or then it was University of Oregon, whatever.

And they said, “Oh, do they have a school of nursing?”

Hello, we are in the West. And so we came from a point where people said to me, and of course my husband’s from the medical community. And when I’d meet physicians in Vancouver, they’d say, “Oh, you’re up at the med school.” I mean, some of them still say that, although those are the old guys.

So that’s where we were when I came. And research was minimal. And Carol had worked, because of her work with WCHEN and had a grant. And there were some grants here, but minimal. And publishing! I mean, I came, and I was one of the few people on the faculty who had published! So, I mean, you know all that. So we came from that to where Carol brought us.

And then Kate Potempa, one of the last things she did in her tenure here was, as our researchers were getting older and going to retire, as they were across the country, you couldn’t raid other schools. There’s no way. So what she did with the Oregon community money, I call it the cigarette money, but it has a better name than that. [laughs] What is that money called? The Oregon–

GAINES: Community fund? I don’t know.

MCFARLAND: Oregon Opportunity. Yeah, but anyway, it was money that we got. And she used that money to hire young researchers, because she believed, and I think she’s right, that if you don’t grow your own, you’re not going to get any researchers, because we’re not going to be able to take them from other schools. So that was something she did.

The other thing that she was able to do and again, looking at the accreditation report, and you and I looked at that, and Kate came right after the NLN visit. In fact, that was Carol’s going away party, after they had come. I looked at the stats from eight years before, and we had a chart of faculty salaries. And then I looked at the chart that we had the report that you and I had refined, we just wrote it ourselves. But anyway, fortunately the visitors didn’t ask to see what we had done eight years before. Because we had fallen behind in faculty salaries, hugely fallen behind.

So when Kate Potempa, I think she was hired and wanted to know what should she ask for, I gave those two pieces of paper to Chris Tanner, and I said, “Chris, she’s a new dean. She can ask for this.”

Carol brought us from nine to twelve-month salaries. She did a lot for salaries for faculty, don’t get me wrong. She did. And you and I know that. I remember the year my salary doubled. And whoever heard of such a thing? When Carol was still dean.

So that was one of the things that Kate was able to do. Looking at those data, because when you’re new coming in, she presented those to the president, and we were

able, she was able to get money to increase faculty salaries. So that was really big. And I think we've continued to be competitive when we did the report in 2003. Yeah. 2003. We looked good. I mean, we're right up there with faculty salaries. And I'm assuming we're hopefully still there. So that was a big piece that Kate brought us.

And Carol, she had to work over there. She was the only woman. And she had to establish herself as an equal among the men. Dean of the School of Medicine, dean of the School of Dentistry and others as they came in, head of the BICC and so forth. And she was able to bring us there, and then Kate, Dean Potempa, was able to maintain that.

GAINES: And perhaps even expand it in many ways.

MCFARLAND: And expand it. Oh, absolutely.

GAINES: Because she was a very strong external dean, certainly. Well, thank you, Mary. Now what have we not remembered to ask you that we should have?

MCFARLAND: Well, I think the education program has, when I came, the focus was on education, pure and simple. And I came the year before Carol. And I believe we were able to change the curriculum so that we were able to free faculty to do things other than research, to do the practice. And that was supported by Carol Lindeman, and then Kate, as she started. So I think that was something that we were so busy with education, and it was huge. And I remember when I came, we had money from the feds that, capitation money. And capitation relating to the number of heads of students. and we had, we were admitting two hundred students? Maybe more than that.

GAINES: Two.

MCFARLAND: Two hundred students.

GAINES: Instead of one.

MCFARLAND: Instead of one hundred. Because we had this capitation money. Well, the capitation monies only pushed that education responsibility. Not that it wasn't important, but yeah, we could hire more faculty, but to what end? We were just working and teaching and not that that wasn't important, but if we're going to be a school on the national scene, we have to have more. And faculty, the money didn't cover the extra work. We had two hundred more students, but we didn't have an equal number of faculty. Maybe I should put it that way. And so, faculty were grumbling and unhappy. And really, I had so many students, Barbara. I had two clinical groups of eleven students. I mean, it was insane. I mean, now the board says ten, max, per clinical group, but we only have eight.

So Carol came to the faculty, and she said, "Okay. It's up to you. We'll vote. Do you want me to accept capitation monies next year or not? We'll lose some faculty, but

we won't have the two hundred." And you recall, Barbara, we voted not to take the capitation money. That was big.

GAINES: Yes.

MCFARLAND: That was very big. But it was faculty support. Yeah.

GAINES: That was a very important time. I'd kind of managed to put that one away.

MCFARLAND: Yeah. It was important. I think maybe I remember it because I was on the admissions committee. And we did a lot of streamlining. And that continued with Kate, under her leadership. And we did a lot of work, and a lot of things that if I sit here and look back on the thirty years I've been here, thirty-two, I'm sure I'm forgetting a lot. But it was a great ride. It was a great ride. And the big ten—

GAINES: I was going to just say to you, you and I, when we would talk, I used to call it "the sleepy school in the West," when you first came.

MCFARLAND: Right.

GAINES: And you used to call it "the diploma school with polish."

MCFARLAND: [laughs] It was.

GAINES: But there were, what were those ten as Kim sees them?

MCFARLAND: Oh, well, some of them were silly.

GAINES: As you remember.

MCFARLAND: Some of them were silly things like don't go there.

GAINES: "Don't go there" meaning I don't want to hear that?

MCFARLAND: Oh, the gal, Maryanne, who was in charge of the RN/BS program, she'd come into my office, and she'd have some idea. "And Mary, I think we need to do this."

And I'd say, "Maryanne, don't even go there. No, we can't do that." "It's a long run for a short slide" is another one of my expressions.

GAINES: So the associate dean did know how to say no.

MCFARLAND: Oh, yeah. Oh, yeah. Yeah. And, "It's a long run for a short slide," let's not do that. That doesn't make any sense. Oh, gosh, I can't remember them

all. But the number one, and I remember Rob had the number one, is, “This is the best game in town.” And I’ve been here thirty-two years. And over the years, there were a couple of times when I thought, do I really want to work here? One was before I became associate dean, actually. And I really thought about it. And Pat Chadwick, from the University of Portland, who wouldn’t give me an interview after I was here, wanted to recruit me. I thought, this is the best game in town. It is the best game in town, and I do want to be here. I could have worked at Clark College in Vancouver. I’ve taught in ADN programs, down the road. The trip wasn’t easy. [laughs] But so, and I guess, I can’t remember some of the others. But there are things that people remember me saying.

GAINES: Well, I think that might be a good place to end. Because, in fact, it was the best game in town. And you helped make it that way. So we really appreciate that.

MCFARLAND: Thank you, Barbara. Thank you, Barbara. It was the best game in town, because everybody who was here, everybody I worked with, everybody who came before, and Barbara, you remember the first year that I was associate dean, I’d call you and I’d say, “Oh, my gosh, Barbara, have you ever come across this?” And you’d give me your advice. I maybe took it, and maybe I didn’t. But I always really appreciated it. Because those were decisions that I had to make. And that first year, I said– I have one more anecdote I do have to put in here – but I said, “If I keep us out of court, I’ll be happy.”

So time went on and we were going to be sued. And Carol called me in and the individual that was going to sue us was threatening her. And I think he had threatened others. And she said, “I don’t care. Sue us.” And so, she said to me, “Look over the records.” And you remember this, because you were involved with this particular student.

And I read the evaluations, and I wasn’t sure some of those evaluations would hold up under scrutiny. And I sat down with the faculty and I said, “If we go to court, I don’t want to go to court unless I’m going to win. So what do you think? Should we go or shouldn’t we?” And everybody said yes. And I gave them their evaluations, and I said, “You have to look at what you wrote. You’re going to have to stand behind this.” And they all said yes.

And we went to court. And I will say two things. I think it was at that time that I really knew Carol trusted and believed in me. Because she didn’t go. I went. I represented the school, and Ruth Alexander, the administrator, she was there, too. But I knew that she trusted me to represent the school. And, of course, we won. Hands down, we won. To our advantage, I mean, this wasn’t why we won, but we were fortunate that the judge had had leukemia, I think, and had been in hospitals as a young man. And I’m sure when he heard what was going on, he probably thought, I don’t want this person taking care of me.

But I did use that for many years when I oriented faculty. And I gave them the evaluations that we had looked at. And I said, “Look at these with the eyes of an attorney. Not with your eyes.” And then they’d start defending. And I said, “No. Not as a faculty

member. As an attorney.” And I think it helped people write better student evaluations. So, anyway. It’s still the best game in town.

GAINES: You’re right. Thank you very much.

[End of Interview]

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