BEGINNING
THE EIGHTIES

1979-87
Rosalee Yeaworth, R.N., Ph.D., Dean, 1979-present
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Upon the retirement of Dr. Boyle, a nation-wide search was conducted to find the most qualified person to serve as the Dean of the College of Nursing. The search committee was charged with recommending a leader in education and nursing and one with interest and experience in research. From the many applicants and nominees, the committee recommended to the Chancellor and the Board of Regents a woman in Ohio who had the credentials to meet the challenge.

Dr. Rosalee Cockerill Yeaworth was the Assistant Dean for Graduate Programs at the University of Cincinnati’s College of Nursing and Health when she was invited to the Nebraska campus by Dr. Jeannene Boosinger, chairman of the search committee. The possibilities of building on what previously had been achieved and the desire to assume the responsibilities of a deanship made the Nebraska position attractive to Dr. Yeaworth. University officials decided this was the person to lead the College as it headed into its seventh decade.

The new Dean was raised on a farm in south-central Ohio and received her basic nursing preparation at the University of Cincinnati. There was no master’s program in nursing in Cincinnati when she was graduated. Instead, she entered a special program designed to prepare clinical teachers. She spent a year as a junior assistant instructor in nursing arts, six months as a junior assistant instructor in the sciences and six months as an assistant head nurse. At that point the program called for her to become a head nurse, and serve as a clinical instructor. But it was not to be.

Shortly after entering the program she married J. Thomas Yeaworth. When she was ready to qualify for the appointment as head nurse, she was expecting their first child. The Director of Nursing did not appoint her, explaining that the college expected at least a year in the position.

She resigned her full-time position and spent the next 10 years teaching part-time in the College and in a hospital diploma program. When her third child entered first grade, she began full-time study for her MSN with a National Institutes of Mental Health (NIMH) traineeship in psychiatric-mental health nursing. The year she completed her master’s study the University of Cincinnati’s Department of Sociology initiated a Ph.D. program; NIMH agreed to fund her study. Four years later she was awarded the University’s first Ph.D. in sociology.

Dr. Yeaworth then returned to full-time teaching in the graduate program in nursing and subsequently was named Director of the
Graduate Program, a title later changed to Assistant Dean. Her tenure was a time of rapid growth for the graduate programs.

Dr. Yeaworth served as Acting Dean from 1977-78, and had returned to her post as Assistant Dean when she was approached by the University of Nebraska and agreed to an interview. She was impressed by the College of Nursing, its programs, faculty and resources, and was excited by the prospect of being its dean. On September 10, 1979, Dr. Yeaworth assumed the position. Lorraine Hedman had served as Acting Dean since the retirement of Dean Boyle in May.

The school year was already under way. There was an immediate need to form a search committee for an Associate Dean of the Undergraduate Programs, Omaha Division, since Jane Carney had left that position. That position eventually went to Dr. Odessie Taylor.

There was a need to begin reviews for promotion and tenure, and to obtain general faculty approval of the policy governing membership on the Committee for Promotion and Tenure.

There were also concerns — about the new Dean’s goals for the College; about the number of full-time students needed to meet capitation requirements, as well as overall enrollment to fulfill commitments made for funding of the College of Nursing building. Student attrition was high and minority enrollments were low.

Faculty members were concerned about Medical Center guidelines on tenure and merit pay increases. A staffing problem at University Hospital resulted in a proposal to involve faculty and RN students in a temporary staffing pool.

First, goals had to be addressed.

**Goal Setting**

While stating that faculty input was needed before goals truly could be set, Dean Yeaworth identified areas of need at the November 1979 meeting of the general faculty:

1. Increased academic preparation of faculty.
   a. Recruit and hire only persons with master’s degrees in nursing with courses in teaching and, preferably, with experience.
   b. Expect faculty to enroll in doctoral programs with the expectation of an earned doctorate prior to tenure. Efforts were made to facilitate this through scholarships, other financial assistance, and the use of two-way television to offer some graduate nursing courses in Lincoln.
2. Reduce student attrition.
   a. Ascertain reasons for students dropping out.
   b. Identify ways to build cohesiveness.
   c. Ascertain if there are unnecessarily stringent requirements in the curriculum.
   d. Insure access of students to faculty and administrators.
3. Increase research, publication and continuing professional growth by faculty.
4. Increase visibility of the college and accomplishments of faculty.
5. Establish priorities within the college mission. What is unique to the College? What does it do best?
6. Strengthen the graduate programs. Prepare for the goal of a doctoral program with sufficient doctoral faculty and funded research.

The need to recruit, admit and retain more qualified minority students was later added to the goals.

By the end of Dean Yeaworth’s first year the emphasis on research and publication for promotion and tenure was clear, as was the fact that dwindling state and federal dollars would cause closer scrutiny of program costs. The College of Medicine was seeking additional funds to strengthen certain departments. The College of Dentistry was placed under Medical Center administration and brought with it budget deficits. Competition among the colleges for limited funds focused attention on the College of Nursing as a source.

Financial Resources

In November, 1979, the Board of Regents’ Planning Subcommittee submitted the *University of Nebraska Five-Year Planning Workpapers: 1979-1984* to deans, directors and members of the Executive Committees of the Faculty Senates. Projected University expenditures would require state general fund increases of 18 percent per year. The final section of the report identified several alternatives if state funds did not increase. One was to eliminate programs by implementing “vertical cuts”. A Legislative Resolution in March, 1980 called for a legislative committee to assess the need for the Lincoln Division of the University of Nebraska Medical Center College of Nursing.

The Report of the Regents’ Planning Subcommittee to the Board of Regents, dated April 24, 1980, listed certain programs recommended for increased support, others for maintenance of excellence, and still others for reduction or elimination. The baccalaureate and associate degree programs in nursing in Lincoln were listed in the latter category. Medical Center Chancellor Neal Vanselow asked the
College of Nursing for (1) data comparing Omaha and Lincoln students, graduates and faculty; (2) calculations of annual savings if the Lincoln program were closed, and (3) a proposed plan for phasing out the Lincoln program.

A campaign to save the Lincoln program was mounted by students, parents, health care agencies and others. The President of the Nebraska Nurses’ Association was among those who testified at the May 17, 1980, meeting of the Board of Regents. Other proposed cuts of programs drew strenuous opposition. The result was a revision in the Five-Year Plan calling for “reduction in the College of Nursing, following a study conducted by the Chancellor with a report to the Board by December, 1980.” The Chancellor indicated it would be necessary to reduce the College of Nursing “state tax dollar budget by up to $500,000 annually.” He appointed an ad hoc committee to conduct the study.

The committee submitted its report in November, 1980, stating that at a time of a nursing manpower shortage and a need for higher education for nurses, the College should receive increased support, not less. The report stated that if state dollars must be saved, the College of Nursing faculty should be given time to consider long term alternatives that might allow additional savings without decreasing program quality. Alternatives included reducing faculty contracts from ten to nine months and increasing tuition and credit hour production.

At the January, 1981, meeting of the Board of Regents, Chancellor Vanselow noted the serious shortage of nurses in Nebraska, the fact that the University of Nebraska College of Nursing was the only state supported school in Nebraska offering a comprehensive nursing education, and that a reduction in program size could result in loss of capitation ($60,316 was received in 1980-81) or a request to repay the $2.1 million of federal construction assistance for the College of Nursing building. For these reasons, he did not recommend any reductions in the College. The Chancellor then requested Dean Yeaworth to do a comparative study of the cost of the articulated program to other programs.

The National League for Nursing (NLN) was in the process of developing a tool for comparing costs of nursing programs, and was willing to make the tool available for pilot testing. Several months were spent on the study; it confirmed the suspicion that the articulated ASN/BSN program was more expensive than the generic baccalaureate programs to which it was compared. The upper division baccalaureate, with its large number of part-time students and its selection of nursing electives, was more expensive than the ASN-
program. The two campuses, the off-campus baccalaureate, and the large number of part-time students made it difficult to compare the University of Nebraska College of Nursing to other colleges. This study was presented to the Chancellor in early spring of 1982.

The threatened closure of the Lincoln program and the possible loss of a major portion of the College’s budget took its toll on faculty time, energy and morale. It continued to be difficult to recruit faculty for the Lincoln Division. A hospital school of nursing in Lincoln expanded its diploma nursing program. Clinical agencies in Lincoln began taking more students from other nursing programs, making it more difficult to secure time for clinical experiences for Lincoln Division students.

After almost three years and three studies supporting the Lincoln Division of the College of Nursing’s programs and budget, no special cuts were recommended for the College of Nursing. The College did take its share of across-the-board cuts and did cut positions for internal reallocation to improve faculty salaries. From 1980 to 1983, 15.6 lines were eliminated or used to continue faculty and staff who were on expiring grants. Almost $124,000 was reallocated by reducing ten-month appointments to nine months for most faculty with non-administrative appointments. This was done in lieu of salary increases, and allowed money for College of Nursing salary increases to be used elsewhere in the Medical Center. The College gave up more than $45,000 as part of the Legislature’s required 3 percent general budget reduction. Credit hour production was increased. Tuition was considered as part of the total Medical Center budget, however, and increased tuition was “adjusted” out of the College budget.

In 1983, the University administration decided that each campus should identify 2 percent of its budget which could be freed up to support new or underfunded high priority programs. As part of this process, the College of Nursing was asked to justify continuing an associate degree program. After much discussion among faculty and students, it was concluded that the articulated ASN/BSN program had been an excellent program during the period of shortages of nurses. In 1983, however, some associate degree graduates were having difficulty finding jobs. The objectives of associate degree preparation did not fit the acuity of care in hospitals or the increased need for home and community care associated with changes in the health care delivery system. It was decided that the articulated program would be phased out and a new generic baccalaureate curriculum phased in over a period of five years. In the process, 10 faculty lines would be cut by attrition and $188,000 would be freed up for reallocation. The plan requested that the $188,000 be
reallocated to strengthen the graduate program in nursing, particularly to develop a doctoral program.

In mid-May of 1985, Chancellor Charles Andrews told all Deans and Directors that it would be necessary to make vertical cuts of colleges or programs to meet the projected budget deficit of the Medical Center. The Chancellor stated that he would not cut the College of Medicine because without it, there would be no Medical Center. He would not consider cutting the School of Allied Health, since it would not free up enough dollars. Most faculty in Allied Health also held appointments in the College of Medicine. He asked the Colleges of Nursing, Pharmacy, and Dentistry and the Meyer Children’s Rehabilitation Institute to justify their continuing existence by responding to certain decision criteria which he had developed. At the June Regents’ meeting, the Chancellor informed the Regents that he had decided that the Lincoln Division of the College of Nursing and the College of Pharmacy should be phased out. He believed that such drastic measures were necessary to avoid mediocrity in the total Medical Center and to develop excellence in remaining programs.

Nursing and pharmacy faculty, students, and alumni took their call to the people of Nebraska, to the professional organizations and to the health care agencies. Nursing organizations proved to be valuable support groups. The College of Nursing Alumni Association passed a resolution opposing the Chancellor’s recommendation to phase out the Lincoln Division. Deans and Directors of Baccalaureate and Higher Degree Programs in Nursing were contacted through the American Association of Colleges of Nursing (AACN) membership directory. Almost 100 responded with letters of concern to the Chairman of Board of Regents, the Chancellor and the President. The Nebraska Nurses’ Association (NNA) Board voted to: (1) have the president send letters of concern; (2) call a news conference to explain the American Nurses’ Association (ANA) goals regarding the baccalaureate degree in nursing as the entry level for professional practice, and the importance of the College of Nursing’s programs to this goal; (3) ask ANA to send President Eunice Cole or a representative to the public hearing in regard to the closings; and (4) have Shirleen Way, President of District III and an NNA Board member, testify at the hearing. Eunice Cole sent letters of concern and support for the College to the Regents. The House of Delegates of ANA voted unanimously to express its concern by a telegram to the Chairman of the Board of Regents. Districts II and III of NNA included information sheets in their newsletters and District V invited Dean Yeaworth to a meeting to present information. Dr. Jeannine Greenfield of the NLN served as an expert witness at the hearing.
The Regents introduced and unanimously supported a resolution which removed from the agenda the items on discontinuing the College of Pharmacy and the Lincoln Division of the College of Nursing. Their resolution provided an alternative method of meeting the Medical Center budget deficit by: (1) increasing tuition for all health profession students to the mid-point of peer institutions, (2) accepting proposed alternatives from the Deans of Nursing and Pharmacy in regard to giving up resources, and (3) using other monies identified in Chancellor Andrews's original proposal.

For the second time in five years, the Lincoln Division was "saved;" it was not done without losses to the nursing budget. The money realized from eliminating faculty positions was given up for Medical Center reallocation; the original reallocation plan had proposed that this be used for building a doctoral program. The predictions for scarce resources and increased competition among the health care disciplines appeared to be on target.

**Faculty and Organizational Changes**

For the 1979-80 academic year, about one-third of the total faculty (62 percent of the faculty teaching in the associate degree program) did not hold master's degrees. The College mounted national advertising efforts, but recruitment continued to be difficult, particularly in Lincoln. Most of the faculty who did not hold master's degrees were enrolled in graduate programs. Finally, in an effort to upgrade faculty preparation, the remaining 13 faculty members who did not hold master's degrees were given notice of termination in the spring
of 1982, so their lines could be opened for recruitment. The College’s tenure guidelines were modified to put more emphasis on enrollment in doctoral study for faculty who did not already hold doctorates. By the 1984-85 year, the problem of master’s level preparation was essentially solved. There were still two or three non-tenured nursing faculty with non-nursing degrees who were informed that they could not be recommended for tenure without master’s degrees in nursing.

To fill positions with master’s prepared faculty, salary adjustments were necessary for lines that had been filled by non-master’s prepared people. Salaries had to be at a level to recruit and retain master’s prepared faculty. Since there was limited state money for salary increases, salary improvement was accomplished by eliminating lines and through the ten to nine month contract change. In a salary study completed after the 1984-85 salary increases were approved, Vice Chancellor James Griesen estimated that there was still a gap of 5.09 percent to put College of Nursing salaries at the national mean of salaries in other colleges of nursing in academic health science centers.

There were changes in several key positions in the College. Dr. Martha Brown retired at the end of the fall semester of 1980. Dr. Freddie Johnson was appointed as acting director of the research center and a search committee was established to help select a new director. The college recruited Dr. Mara Baun from the University of Michigan as Director of the Nursing Research Center; she brought with her the third year of a Division of Nursing funded research study on pulmonary physiology.
Dr. Odessie Taylor resigned at the end of the spring semester in 1981. A search committee was appointed and national advertising was begun. After must consideration, Dr. Nancy Langston was named associate dean for undergraduate programs on both campuses. The attempts to cut the Lincoln Division, and the later decision to keep the Lincoln Division and take budget cuts from the College of Nursing more generally, had created some divisiveness between Lincoln and Omaha faculty. The goals of having one associate dean were to: (1) promote better communication between the Lincoln and Omaha divisions, (2) facilitate cohesiveness in the undergraduate programs, (3) highlight the Lincoln Division as an extension rather than a duplication, and (4) to reduce administrative costs.

Other persons retired from key positions. Martha Horrell retired as chairman of the associate degree program, Omaha, in 1983, and Dr. Jeannene Boosinger retired from her position as chairman of the graduate medical/surgical program in the spring of 1985. Dr. Boosinger had been on the faculty since January, 1965 when she was named chairman of Medical-Surgical Nursing in the baccalaureate program. Dr. Nancy Langston resigned in the spring of 1985 to accept a deanship. Lorraine Hedman retired in May of 1986, after more than 14 years as Director of Continuing Education for Nursing and 38 years with the Medical Center.

Once the problem of master’s preparation of faculty was solved, a long range goal of more doctorally prepared faculty was instituted.
The number of faculty holding doctorates did not show significant change during the first five years of Dr. Yeaworth's deanship. The untimely death in 1982 of Dr. Freddie Johnson '52 and the resignations of four other faculty with doctorates reduced the potential growth. In 1984-85, 24 faculty were officially enrolled in doctoral programs. Others were taking course work, but not officially enrolled.

The College of Nursing began the 1986-87 academic year under a changed organizational structure. Instead of faculty reporting directly to associate deans for graduate and undergraduate programs, with the graduate program then organized by clinical specialty and the undergraduate program by levels, the faculty reported to department chairpersons. There are four departments: 1) Adult Health and Illness; 2) Community, Psychiatric/Mental Health and Gerontological Nursing; 3) Parent/Child Nursing and 4) Nursing Administration, Education and Science. Because of the demands created by two divisions and a third to be developed, the need for increased marketing and recruitment, the additional development needed for the undergraduate curriculum and doctoral courses, it was believed that it was necessary to retain associate deans for both the undergraduate and graduate programs.

The rationale for the changes in the organizational structure was that changes were needed to increase: 1) cost effective use of faculty knowledge and expertise for total College needs; 2) ability of faculty to focus scholarship in substantive areas, stimulate communication, mentoring and building of expertise; 3) availability of the most creative, capable, talented faculty to both undergraduate and graduate students; 4) ability to structure internal consistency of the curriculum to provide a continuum from undergraduate to graduate; 5) ability to recruit the best prepared persons available and to utilize them most appropriately to build the faculty; 6) potential for faculty to accomplish more career goals in terms of variety of teaching experiences; and 7) potential for a unified faculty committed to and focused on goals of the total College rather than one division, program or level. The Regents approved the new organizational structure for a one-year period.

Dr. Patricia Miller resigned her administrative responsibilities as Associate Dean for the Graduate Program, but continued in her academic role. Dr. Nancy Bergstrom was named as Interim Associate Dean for the Graduate Program. Dr. Elizabeth Monninger was recruited from the University of Texas, El Paso as Associate Dean for the Undergraduate Program. The following were given interim appointments to chair the new departments: Dr. Lani Zimmerman — Adult Health and Illness; Dr. Phyllis Goins — Community,
Psychiatric/Mental Health and Gerontological Nursing; Dr. Geraldine LoBiondo-Wood — Parent/Child Nursing; and Dr. Martha Foxall — Nursing Administration, Education and Science.

**Program Evaluation and Changes**

The articulated ASN/BSN program had not been formally evaluated since its implementation. It was decided that an evaluation plan should focus not only on the graduates but also on the ability of the curriculum to allow for faculty growth and goal attainment. It should consider the cost-effectiveness of various ways for providing content and learning experiences. A task force was appointed to study faculty workload with the idea of distributing workload more evenly and maximizing faculty productivity.

In addition to evaluating what existed, it was important to plan for what would be. The Regents’ work on long range planning for the University highlighted the need for some long-range planning for the colleges. The long-range plan for the College of Nursing developed under Dr. Boyle had called for reducing associate degree admissions and transferring resources to the graduate program. Although two positions were transferred to the graduate program, it was decided that it would not be necessary to decrease associate degree admissions for the 1980-81 year.
There were changes occurring in other programs in the state which could influence the demand for College of Nursing programs. The Community/Technical Colleges were beginning to apply increased political pressure to undertake associate degree education in nursing and/or to articulate their practical nursing programs with the College’s associate degree program. Two schools of nursing were granted authority by the Nebraska Coordinating Commission on Post Secondary Education to become private degree granting colleges. A private college started an upper division baccalaureate program for RN’s; another private college with an associate degree program in nursing developed an articulated associate/baccalaureate curriculum comparable to the one offered by the University. Still another private university developed a plan with a hospital based school to offer baccalaureate and master’s degrees in the mid-Nebraska area.

West Nebraska General Hospital officials began conducting an assessment of demand for nursing education in their locale. They asked Dr. Patricia Miller to evaluate the possibility of off-campus master’s program offerings. Dr. Miller concluded that clinical opportunities were adequate but library resources were limited. The number of potential students was too small to justify off-campus master’s level offerings. Once a greater pool of nurses with baccalaureate degrees in nursing was established, the situation could be evaluated again. Dean Yeaworth and Ann VanHoff met with representatives from West Nebraska General Hospital, Chadron State College and Nebraska Western College to discuss options for West Nebraska General Hospital School of Nursing graduates to continue full time study in their community to complete a baccalaureate degree. After continuing discussion, the Board of Regents approved exploring the possibility of a West Nebraska Division of the College of Nursing. In April, 1986, the Nebraska Legislature appropriated $100,000 as funding for this Division, and the Regents approved a plan to phase in the program beginning in the fall of 1987. The plan calls for the West Nebraska General Hospital School of Nursing to graduate its last class in 1988.

Much of rural Nebraska is still dealing with the issue of getting LPN’s to the associate degree level. Visits were made to Aurora and Norfolk to meet with individuals concerned about availability of the Associate Degree program for LPN’s. Challenge exams were developed for the beginning nursing courses and increasing numbers of LPN’s challenged successfully.

There was concern that only about 50 percent of the associate degree graduates were entering the baccalaureate program im-
mediately and many of these were attending classes on a part-time basis. Many RN’s were still complaining about inaccessibility of courses; many had misconceptions and misinformation. An ad hoc committee of baccalaureate faculty studied ways to increase baccalaureate enrollment. They conducted a survey and considered various data before removing prerequisites for some courses, establishing a visiting student policy to allow students to take some courses prior to becoming officially enrolled, breaking some courses into smaller components to allow students to take fewer credit hours at one time, and offering some summer courses. They also increased recruitment and general marketing efforts.

The major events of the 1982-83 academic year were those associated with The National League for Nursing (NLN) visit for reaccreditation of the College’s programs. The activities associated with the final editing, printing, distributing and mailing of the Self-Evaluation Report; the arrangements for the six visitors; the actual visit; and finally, the Dean’s attendance at the meeting of the Associate Degree Program Board in June consumed much time, attention and energy. The efforts were successful and the College received reaccreditation for the maximum eight year period.

The Board of Regents took action at their July, 1983, meeting to approve the reallocation of 2 percent of the general fund budget based on recommendations from each major administrative unit. Chancellor Andrews had identified the areas which he believed should be evaluated in identifying 2 percent of the Medical Center budget for reallocation. One of the identified areas was to evaluate the need for an associate degree program in the College of Nursing. After consultation with the faculty and students, the decision was reached to phase out the articulated associate/baccalaureate curriculum and phase in a generic baccalaureate curriculum with a track for RN’s. The plan called for accomplishing this over a five-year period to minimize disruption to students and faculty.

While it was a financial consideration that prompted the decision to phase out the associate degree program, faculty were already seriously considering the decision without the Regents’ and Chancellor’s reallocation mandate. The articulated ASN/BSN program had met a need during a time of nursing shortage. It had met a student need for quick access to a job and the opportunity to earn a baccalaureate degree without blocked education mobility. It was an educationally sound program as evidenced in the evaluation and accreditation. However, it was a more expensive program, with nursing taught in all four years and with the number of nursing electives offered. The nursing shortage rapidly eased because of cost contain-
ment efforts of hospitals and decreased hospital occupancy rates. Associate degree graduates were having difficulty finding jobs. The increased acuity of hospitalized patients, the increased need for persons to deliver home and community care, and the faculty commitment to the baccalaureate degree in nursing as the level of entry to professional practice dictated the need to direct the efforts and resources of the College to baccalaureate and higher degrees in nursing.
For continuity of programs during the phase out of the articulated curriculum, it was necessary that students, including RN students, be accepted every year. It was decided that the first year of the new generic curriculum should be non-nursing prerequisites; this would eliminate the need to teach nursing in all four years of the program, allowing for more economical use of faculty. It would also reduce the time investment for applicants who had considerable college credits. Decisions had to be made about what courses should be taken in the prerequisite year in order to get the information to college advisors; applicants for 1985-86 would need these prerequisites. Thus, the curriculum committee had to begin planning before the proposal was placed on the Board of Regents’ agenda, and before the ad hoc committee working on the conceptual framework could develop and get acceptance of the new conceptual framework.

On March 17, 1984, the Board of Regents voted to discontinue the Associate of Science in Nursing Degree program following the complete offering of the curriculum to students entering the program in August, 1984. It was planned that the first RN’s were to be admitted to the new generic program in the fall of 1987. Thus, one year after the 1983 reaccreditation by the NLN, faculty turned their efforts to major program and curriculum change.

During the 1984-85 year, the College received approval to participate in the Medical Sciences Interdisciplinary Area (MSIA) Ph.D. program. A core of doctoral level nursing courses is offered, allowing nurses to earn a Ph.D. with an advanced nursing component. Once there are sufficient numbers of nursing faculty with graduate fellow appointments and with funded research, the courses can be pulled out of MSIA and a doctoral program in nursing can be offered.

The College continued to receive funding for training programs. An Advanced Nurse Training grant for the graduate maternal/child program was renewed. A Kellogg grant was awarded to prepare faculty for teaching in associate degree programs. This grant, which is part of a University of Tennessee-Chattanooga project, provided considerable financial assistance for students. A Special Projects Grant, “Nursing Management in Rural Hospital Emergency Departments,” was funded; this is a collaborative grant with Creighton University School of Nursing. The offerings are delivered to various sites across the state. The Robert Wood Johnson Teaching Nursing Home Project, in conjunction with Creighton’s School of Nursing, has had impact on the Lincoln Division, since Lincoln students have clinical experiences in the Madonna Professional Care Center. Faculty in both divisions have participated in the research funded by this project. Dean Yeaworth received a National Institutes of Mental
Health (NIMH) award for Faculty Development in Geriatric Mental Health.

Research Development

There has been a continuing thrust for increased quantity and quality of faculty research and publication, since these activities are part of the expectations for promotion and tenure. Research is acknowledged in the mission and long-range goals statement of the College. A full-time Ph.D. prepared research analyst was hired to assist faculty with research design and data management, analysis, and interpretation. Apple and IBM-PC computers were installed in the Research Center. The College also received one of the computer clusters installed by the Medical Center. The installation of word processors in the Research Center and in all of the secretarial pool areas has made it easier to prepare grants and manuscripts. Support has been provided for faculty literature searches and small internal grants allow for funding costs associated with pilot studies.

These efforts at increasing research and scholarly activities are showing results. Increasing numbers of faculty and graduate students
are presenting research at state, regional, national, and international meetings. The number of published research papers and other scholarly articles increases yearly. The College of Nursing hosted the Tenth Annual Conference of the Midwest Nursing Research Society in the spring of 1986.

Externally funded research has shown tremendous growth. Faculty have received UNMC Seed Grants, American Nurses' Foundation grants and other small grants as a beginning of outside funding. The Robert Wood Johnson Teaching Nursing Home project funded individual faculty and small teams for six pilot studies at just over $8,600. In 1983, three research grants were funded by the Division of Nursing for a total of more than $650,000 for the grant periods. The College became one of 12 colleges of nursing in the country to receive biomedical research support grants. One faculty member was appointed to the American Association of Critical Care Nurses' (AACN) National Study Group on Suctioning; the Board of AACN has approved $50,000 to be used for seed research funds. Faculty members also received small grants from the American Heart Association (Nebraska Affiliate), from the Alzheimer's Disease and

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Faculty research activities, 1986: (Top Left, l to r) Patricia Miller, Kathleen Ringel, Jane Garrett; (Bottom left) Mara Baun; (Right, l to r) Rosalee Yeaworth, Katherine Kaiser, Sybil Sedivy
Related Disorders Foundation, and from the Nebraska Fraternal Order of the Eagles.

Marketing

In the 1970's and 1980's health care began to borrow many expressions from business: delivery of services, health care consumers, cost containment. With increasing competition among hospitals and institutions of higher education, a word and idea that was much used was "marketing." Spreading positive information about the College, its programs, students, faculty and alumni became not just a nice idea but a necessity. The presentations, publications, and activities of faculty were an important part of this effort. A special brochure, Facts About Nursing and the University of Nebraska College of Nursing was developed in 1980 when the first effort was made to close the Lincoln Division. Faculty and students participated in the activities of the Centennial Train commemorating the College of Medicine's 100th Anniversary. This provided the opportunity to disseminate information about the College throughout the state. The Divisions of Biomedical Communications and Public Information worked with the College in producing a 30-minute feature on the College for one of the "What's NU?" programs on educational TV.

Presentation of teaching tape to American Cancer Society (l to r) Dean Yeaworth, Lee Wigodsky of the ACS, Linda Belsky, 1985
Increasing attention was given to recruitment materials. The Dean began to work with the alumni board to make the Nurse Reporter a joint publication of the Alumni Association and the College. The type of articles and the audience were broadened. Dr. Mara Baun worked with the Public Information Department in developing a brochure on research in the College. Particular attention was devoted to getting publicity about faculty research and activities and about special program activities of the College.

A videotape on testicular self-examination was written and produced in 1985 by faculty members Linda Belsky, RN, and Bill Lohr, and staff member Don Eggers. The tape was given to the Nebraska Division of the American Cancer Society; it has been distributed in 34 states, giving the College national exposure and recognition.

One positive outcome of the activities to promote the image of the College was the establishment of the first named professorship in 1986; Dr. Patricia Miller was named the Florence Niedfeldt Professor of Nursing.

Probably the most intense media campaign ever waged or experienced by the College resulted from the effort to close the College of Pharmacy and the Lincoln Division of the College of Nursing. News stories, editorials, letters to the editor about the proposed closings, the hearing, and the Regents’ vote were regular media features. Although this was not staged as a public information or marketing campaign, it appears that the results were as effective as if it had been.
Students of the Eighties

The undergraduate nursing students of today are much like those of the past. They are bright, energetic, and articulate; they are eager to gain the knowledge and skills necessary for the practice of nursing.

Yet, they are different. They are more assertive, and take a more active role in decision making for their lives and careers. Nursing is an important part of their lives, but not all-consuming as it was in the past. In addition to being nursing students, many are wives, husbands, and parents. Many work in part-time or full-time jobs to support their education and their families. They are more like college students in other disciplines than ever before. The dream of the faculty of the 1950's for a collegiate program has been attained for undergraduate students at the University of Nebraska.

Looking Ahead

This chapter of the history contains the present, so it has not been distilled or tested by time. Much of it seems so recent that present
tense verbs seem more appropriate than past. Efforts for the future will be guided by long-term goals. In mid-spring of 1984, the faculty, after input and discussion, accepted long range goals. Even long range goals require frequent revision, but those presently in effect are:

1. Phase out the articulated associate/baccalaureate curriculum while planning and implementing an educationally sound, more cost effective generic baccalaureate curriculum with an RN track.
2. Upgrade faculty and staff salaries.
3. Plan and implement a core of doctoral level nursing courses to be offered as part of the Medical Sciences Interdisciplinary Area (MSIA) Ph.D. program.
4. Increase the number of doctorally prepared faculty.
5. Increase the quality and quantity of research and publication and of research supported by external funds.
6. Maintain enrollments in the Master’s Degree Program with special emphasis on maintaining the quality of applicants.
7. Maintain and develop programs that address nursing education needs in the state of Nebraska.
8. Maintain and strengthen the College’s affirmative action efforts.
9. Increase the opportunities for faculty to maintain clinical expertise and to influence nursing in teaching settings.
10. Maintain excellence in teaching and provide opportunities for faculty development.
11. Improve support services to enhance the educational mission of the institution.
12. Develop formal working relationships between the clinical areas in the graduate and undergraduate programs.

The College of Nursing is committed to the future of nursing and nursing education. As the College approaches the 75th anniversary of its founding it will continue to respond to societal and professional needs and will offer strong academic programs.

While some people may recall the “good old days”, few would honestly wish to go back. The College looks to the future and remembers that “University nurses have no equals.”

Relaxing between classes, Lincoln Division, 1987