6-1984

Collegiate Education for Nursing: History of The University of Tennessee, Knoxville, College of Nursing, 1971-1984

Patricia G. Droppleman
University of Tennessee, Knoxville

To the Graduate Council:

I am submitting herewith a thesis written by Patricia G. Droppleman entitled "Collegiate Education for Nursing: History of The University of Tennessee, Knoxville, College of Nursing, 1971-1984." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Nursing.

Sylvia E. Hart, Major Professor

We have read this thesis and recommend its acceptance:

Maureen Groer, Mildred Fenske

Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

To the Graduate Council:

I am submitting herewith a thesis written by Patricia G. Droppleman entitled "Collegiate Education for Nursing: History of The University of Tennessee, Knoxville, College of Nursing, 1971-1984." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Nursing.

Sylvia E. Hart, Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

The Graduate School

COLLEGIATE EDUCATION FOR NURSING: HISTORY OF THE UNIVERSITY OF TENNESSEE, KNOXVILLE, COLLEGE OF NURSING, 1971 - 1984

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Patricia G. Droppleman

June 1984

ACKNOWLEDGMENTS

A number of individuals contributed to this study during the eighteen months it was researched and written. Foremost among these is Dr. Sylvia E. Hart, my major professor, thesis director, dean and mentor. Without her direction, encouragement, critical evaluation and keen memory of significant college events this study would not be the historically accurate document that it is. I wish also to thank both additional members of my committee. Dr. Maureen Groer and Mildred Fenske reviewed this manuscript several times and offered valuable criticisms and suggestions that ultimately enhanced the finished product.

I wish to thank Dr. Luke Ebersole, Mr. Hardy Liston and Dr. Walter Herndon who generously shared written correspondence, memos and other important documents regarding the beginnings of the college. I also benefitted from their lucid memories of initiating events and their enthusiastic encouragement for this project.

The staff of the Special Collections Department of the Hoskins Library was extremely helpful in providing me with written material on the history of the university, support for this endeavor and a quiet and pleasant place to work.

Special thanks to Susan Balder who cheerfully typed many rough drafts and to Claudia Brewster who efficiently incorporated revisions and expertly typed the final copy of this thesis.

Lastly, I wish to thank my three daughters, Susan, Elizabeth and Jacqueline for their continuing support and faith in me and my project.

ABSTRACT

Throughout history a paucity of historical research in nursing, by nurses, has been reported. This study, "Collegiate Education for Nursing: History of The University of Tennessee, Knoxville, College of Nursing" traces the historical strands of one collegiate nursing program. Three research questons were examined and analyzed i.e., the reasons for program development, the method of program development and the impact of program development. Certain historical events and phenomena spanning two centuries were investigated in order to answer these questions. The study also examined the forces--social, political and economic--and the individuals who shaped the history of the college of nursing and determined its character. It concluded that both quantitatively and qualitatively nursing had advanced in Tennessee and in Knoxville since the inception of the collegiate program and that significant growth and achievement occurred within the college in a relatively brief period of time.

Sources used in the preparation of this study were personal interviews with key individuals who were involved in program development and original correspondence, manuscripts and printed documents related to program development. Several documents, "Survey of Nursing Education in Tennessee," "A Proposal for the Development of a Baccalaureate Program in Nursing Education at UT-K," and two self-studies by the College of Nursing dean and faculty were invaluable sources of information as was Moses White and Edward Sanford's early

histories of The University of Tennessee, Knoxville. Many secondary sources were consulted most importantly the works of Beatrice and Philip Kalisch, Stanley Folmsbee, James Montgomery, Judith Papachristou and Louise Fitzpatrick.

TABLE OF CONTENTS

PAGE

LIST OF TABLES

CHAPTER I

INTRODUCTION

"Is it of value to know that one will never again view the world and nursing in the same light as before?" Austin, 1978

Through the ages, historians have been chroniclers of time, place, events and their consequences. Recorders of the past are dedicated to defining and describing conditions as they were, capturing the spirit, rhythm and cadence of life itself. Historians concern themselves with elements of continuity. They endeavor to find and preserve factual evidence and attempt to fit it into patterns of chronological sequence and organization.

T. S. Eliot in "Four Quartets" wrote:

"Time present and time past
Are both perhaps present in time future
And time future contained in time past"

It is not a new idea that the wisdom of the past is of value and has significance for the future as well as the present. Historical perspective leads to understanding. Many people believe that knowing from where we have come helps us have a clearer understanding about where we may be going, or even where we might like to go.

As members of humankind, we seek guidelines for action in times of change. In an address to the Indiana Historical Society historian Thomas Clark commented:

> In an era when the nation is undergoing such deep seated changes there is an even graver need for social and emotional anchorage in the past. Large segments of the American population are becoming dislocated from their places of origin, and the search for roots is being intensified . . . No matter what an individual's detached status may be in this age, the past has a stabilizing importance (Clark, 1979).

Thomas Clark's analogy is relevantly applicable to nursing. The profession of nursing has experienced deep seated changes in the past two to three decades. More frequently and in greater numbers, nurses are being educated at colleges and universities rather than in hospital controlled schools of nursing. Associate, baccalaureate, and graduate degrees in nursing are now commonplace rather than the rarity they were 20 or 30 years ago. The knowledge base of nursing has expanded. The clinical practice skills of nurses have increasingly become advanced, complex, and independent. It is timely to examine nursing's past if for no other reason than to understand its present status and to draw inferences for its future.

Several nursing leaders have reported the paucity of historical research in nursing by nurses and have documented the need for historiography in nursing (Newton, 1965; Notter, 1972; Christy, 1975; Carnegie, 1976). Much of what has been recorded about nurses and nursing has been penned by non-nurse historians, although there are exceptions (Carnegie, 1976). A review of historical nursing literature reveals an appalling paucity of documentaries, biographies and journal articles produced by nurse authors from a historical perspective.

In 1950, a master plan for nursing research was developed by the American Nurses' Association (ANA) for its 1951-1956 program. In 1962, the Committee on Research and Studies issued the ANA Blueprint for Research in Nursing. This second document was conceived as a guideline

and not as a definitive statement on possible researchable areas within the scope and range of nursing. Nowhere in either statement was historical nursing research mentioned. In the spring of 1964, the ANA Committee on Research and Studies recognized this omission and outlined some criteria for promoting historical research in nursing. The Committee identified some specific ways of promoting the production of historical nursing research. They sought to remind administrators of colleges and schools of nursing as well as administrators of nursing service, to identify and preserve historic artifacts and documents that told their story. They sought to alert graduate students and faculty about the opportunities for historical research and to encourage faculty to become familiar with historical methodology. Their hope was that faculty would stimulate graduate students to pursue this interest in their theses and dissertations. They recommended that the search for nursing documents and artifacts of the past be continued and broadened and that methods for housing and storing them be developed and implemented.

In 1976, Dr. Elizabeth Carnegie pointed out that only 1.7 percent of Nursing Research journal articles in a 25 year period and only 3.7 percent or 38 of over 1000 doctoral dissertations by nurses listed in the International Directory in 1973 could be classified as historical in nature. Although a dearth of historical research about nursing still exists, this area of investigation is becoming more acceptable as a legitimate and scholarly research pursuit for nurses (Fitzpatrick, 1978). A Division of Nursing research grant to the American Nurses Association provided the organization with the opportunity to conduct a

national survey in 1979 and 1980 designed to identify doctorally prepared nurses. Some of the questions asked of these nurses included field of study, current research interests and geographic distribution. The ANA survey reported that there were 2,348 known nurses with doctoral degrees in the United States in 1980. Approximately 83 percent of these nurses completed the survey questionnaire. Less than 2 percent of those responding expressed interest in historical nursing research or indicated that they had conducted research on the history or philosophy of nursing. Between 1980 and 1982, an additional twelve nursing history-related dissertations were completed (A.N.A., 1982). More graduate nursing schools are now reporting that they are emphasizing the rigors and importance of historical research in their curriculums and more conferences are being held with historical research as one focus of interest (Fitzpatrick, 1978, 1983).

Mildred Newton (1965) in an article developing a case for historical research made the following statement, "Perhaps one of the types of historical research most widely undertaken has been the histories of the schools of nursing. Many of these have been written by alumnae with varying degrees of accuracy and skill, but they do comprise a valuable addition to historical course materials." She encouraged aspiring nurse historians to increase their activity in this area.

In order for historical research to be valid, several important criteria must be met (Galbraith, 1964). First of all the historical researcher must always keep in mind that there is an important obligation to report only what can be determined to be true.

Secondly, writers of history must strive to be as unbiased and impartial as is humanly possible. Third, it is important for historians to avoid making undocumented assumptions about known results. Galbraith cautions that, "We are in the unhappy position of knowing the result of the process we are examining and thereby tempted to think that it was implicit in its beginnings" (1964). These standards have been maintained throughout the process of writing the history of The University of Tennessee, Knoxville College of Nursing by relying exclusively on data compiled by interviewing key people involved in all phases of program development and by reviewing actual written correspondence and documents that traced the program from its inception to its present level of implementation. Although original and written sources were readily available the author has also attempted in specific instances to interpret the events that occurred, in light of the then current social, political and economic climates that prevailed.

This thesis was designed to address three research questions which provide the framework for the study:

1. Why was a collegiate nursing program established in this state, on this campus at this particular time?
2. How was this program established?
3. What impact has the establishment of this program had?

In 1850, William Barr, an early Illinois historian, called upon his colleagues to "collect the broad and teeming harvest of the present," in an effort to lighten tasks of future historiographers. Sutton (1979) makes the case for collecting documents, letters, etc.

". . . judiciously and widely now, in the hope that what we have preserved will give those who come after us a fair reflection of our time." This historical thesis while making only a small contribution to what appears to be a dearth of historical research by nurses, is also an effort to "collect the broad and teeming harvest of the present" at the College of Nursing at The University of Tennessee, Knoxville, in order that others may add substantially to the harvest in the future.

CHAPTER II

WHY THE COLLEGIATE PROGRAM WAS ESTABLISHED

"It is history that teaches us to hope"

Robert E. Lee (Exact source unknown)

Four historical strands will be traced in order to answer the question of why a collegiate nursing program was established in the state of Tennessee, on the Knoxville campus, at this particular period of time. These four strands are as follows:

1. the development of The University of Tennessee,
2. the development of the women's movement,
3. the development of the profession of nursing in the nation and in the state of Tennessee, and
4. the development of grass roots pressures exerted by local nurses who wished to pursue a bachelor's degree in nursing without leaving the Knoxville area.

The first three strands occurred simultaneously yet at different rates and span over two centuries. The fourth strand evolved slowly over a twenty year period.

History and Development of the University

A review of the evolution of The University of Tennessee, Knoxville provides a framework for describing the evolution of the College of Nursing. Blount College was the predecessor of the present, complex, multi-campus University of Tennessee system. Established in 1794, the college predated the state of Tennessee, which was a

territory until 1796 and the Congressional Act of 1806 which specified that 100,000 acres, located in one tract, be set aside for the establishment of institutions of higher learning. Dr. Stanley Folmsbee, a noted historical scholar and head of the History department at The University of Tennessee for 34 years has speculated about the reciprocal influences present in this unique frontier phenomenon. Dr. Folmsbee wrote:

> Ordinarily the frontier environment has not been conducive to the development of educational opportunities. Engaged in the fierce struggle for existence in the midst of the untamed wilderness, pioneers were more likely to respect brawn rather than brains, virility rather than culture . . . The under-rating of education and culture in American life has been one of the unfortunate by-products of the influence of the frontier on our history (Folmsbee, 1945).

From its origin, The University of Tennessee fostered a nonsectarian orientation and in this respect it was among the first universities to mandate a nondenominational stance in the United States (Sanford, 1894). Although Blount College had for its first President a Presbyterian minister, the original charter granted by the territorial assembly clearly instructed the board of trustees to "take effectual care that students of all denominations may and shall be admitted to the equal advantages of a liberal education, and to the emoluments and honors of the college, and that they shall receive like, fair, generous, and equal treatment during their residence" (Scott, 1821).

Rev. Samuel Carrick one of the founders of Knoxville was the only President of Blount College history. Carrick Hall, a freshman dormitory stands today in his memory. Rev. Carrick bought a 4 acre plot from James White on which to erect the first collegiate building.

The lot was located on the corner of Gay and Clinch Streets. He paid James White $30.00 for the piece of land. Tuition was $8.00 and board was $25.00 for each five month session (White, 1879). Sometime between 1804 and 1808 five young women were enrolled at the college, making what was to become The University of Tennessee, the first college in the United States to matriculate females. However, this policy was later rescinded and it was not until 1892 that females were once again allowed to enroll, this time on a permanent basis.

Blount College became East Tennessee College in 1807 as a result of receiving a land grant from the state of Tennessee provided for by an Act of Congress in 1806. Even though the original land grant consisted of 100,000 acres of land for the support of two colleges in Tennessee the full benefit of this endowment was not realized. The land selected was already inhabited by "squatters" as well as Cherokee Indians. The state legislature compromised on the proposal and a complicated series of negotiations with the settlers ensued which lasted 20 years. It was not until 1826 when the University officially received about one-fourth of what had been promised in the Congressional Act or Compact of 1806 (Sanford, 1894).

Because of a deficiency in private funding the trustees of the college attempted to raise money via a lottery, a common practice in frontier days. The lottery failed and the college merged with Hampden-Sidney Academy in order to survive. In 1825, the University disassociated from Hampden-Sidney and initiated a search for a president. The board realized that in order to procure a qualified person, progress and promise of the University must be documented. For this reason they

decided to relocate the college. The board chose a hill west of Knoxville which consisted of a 40 acre tract. The Minutes of the Proceedings of the Board in October 1826 describe the beauty of the site as follows:

> The shape of the Hill, the commanding view from it and to it in every direction, the excellence of the water, its distance from the town being near and yet secluded, its position between the river and main western road, from each of which it would be in full view for a considerable distance, to give publicity and to facilitate intercourse, together with its unquestionable healthfulness, render it a scite (sic) as eligible, almost as the imagination can conceive (Folmsbee, 1945).

This property was purchased for $600 from Pleasant M. Miller and became what is now the main campus of The University of Tennessee. The Hill was called Barbara Hill in honor of Barbara Blount, one of the five young women who had been enrolled in the school around 1804.

In January 1840 the state legislature passed an act that changed the name of the institution from East Tennessee College to East Tennessee University (Folmsbee, 1959). In so doing the college was awarded full status to prepare students "for the learned professions to grant and confer medical degrees." The medical school concept never materialized. The medical school plan was aborted time after time because the trustees were afraid that such a move would lessen the influence of the literary departments.

During the spring of 1861 the opening of hostilities between the states impacted detrimentally on the University fortunes. The students withdrew in vast numbers to serve in the armies, most choosing the southern army, although some students chose to follow the northern persuasion. This turn of events disrupted family bonds and disturbed

long-standing friendships in east Tennessee. Eventually the confederate military forces occupied the University and it was forced to suspend operations. By 1863, the University buildings were used to house the union army and were also used as a hospital. Federal troops occupied Knoxville in September 1863. During November, the momentous battle of Fort Sanders took place and the University was utilized as a hospital once again.

During the Reconstruction period, Rev. Thomas Humes was appointed President of the University. Since he was loyal to the Union he was in an ideal position to seek financial remuneration from the government for the destruction and damage to seven university buildings. Several attempts were made to collect money for building restoration and in June 1874 President Grant agreed to donate $181,500 to the University since it appeared to be "the only educational institution of known loyalty, in management and influence, in any of the seceding states during the war" (Folmsbee, 1959).

The University retained the name East Tennessee University from 1840-1879. The sectional loyalty of East Tennessee to the union was a major factor in obtaining the assignment of a federal land grant to the university under the Morrill Act of 1862. This appropriation allowed for expansion and broadening of curricular offerings and was the beginning of forward movement; the institution was on its way to becoming a true university (Sanford, 1894; Folmsbee, 1959).

In March 1879, a final name change occurred when the Tennessee legislature adopted the present appellation in order to more clearly reflect the University's mission to serve the people of the entire

state. From this time on, the institution has been called The University of Tennessee (Sanford, 1894; Folmsbee, 1961; Montgomery, Folmsbee, Greene, 1984).

As the University moved into the 20th century the state of Tennessee had not yet contributed money to the direct support of the school and after much struggle and deliberation this was partially rectified by the first state appropriation of $25,000 in 1905. It was, however, not until 1910 that an annual appropriation was instituted (Montgomery, 1966).

In 1911, the medical school moved from Nashville where it had been housed for 31 years, to Memphis where it is presently located. Hall-Moody Jr. College, a private institution, was established in Martin in 1900 and in 1927 it became part of The University of Tennessee system. A University of Tennessee campus was established in Nashville in 1947 (Graduate Catalog, 1983). In 1951 the School of Social Work in Nashville joined The University of Tennessee and in 1969 the University of Chattanooga merged with The University of Tennessee. In 1979, Tennessee State University merged with The University of Tennessee, Nashville and the combined university retained the name of Tennessee State (Hart, 1984).

Reorganization of the University occurred in 1968 under the direction of the Board of Trustees. From then until now, the University has been served administratively by a president and six vice-presidents who supervise the affairs of the state-wide system. This system consists of primary campuses at Knoxville, Memphis, Martin and Chattanooga. Off-campus offerings under the administrative

jurisdiction of the Knoxville campus also include programs at Oak Ridge, Tullahoma, Nashville, Chattanooga, Memphis and Kingsport. Each campus has its own chancellor. This systems approach has contributed to the growth of The University of Tennessee, which due to its large enrollment, is one of the largest institutions of higher education in the United States. In 1982, 42,136 students were enrolled at one of the four University of Tennessee campuses; 27,041 of these students were enrolled at The University of Tennessee, Knoxville.

Presently (1983) The University of Tennessee offers 178 degree programs culminating in bachelors' degrees, 151 masters degree progams, and 62 doctoral degree programs. The vast majority of the graduate programs offered by The University of Tennessee are located at The University of Tennessee, Knoxville, where 119 masters programs and 49 doctoral programs are available. Approximately 25 percent of the students at The University of Tennessee, Knoxville, are graduate students (Graduate Catalog, 1983).

Tennessee has a rich heritage as a center of learning. Throughout its long history, the University has found support for its continuance and expansion. State legislators as well as the various governors of Tennessee have committed themselves and their constituents to the continued growth and development of the University which has resulted in increasing enrollments and the establishment of many new programs. One such program was a nursing program on the Knoxville campus, an event that occurred in 1971.

History and Development of the Women's Movement

The Women's Movement, an organized commitment to changing the status of women, has been characterized by fluctuating patterns of growth and delay throughout its long history. The beginning of the Women's Movement in the United States can be traced to the early 1830's when women began to concern themselves with social issues such as peace, temperance and capital punishment. Some women chose to champion the cause of the Black slave in America and many more joined their ranks. It was with women's entrance into the arena of the abolitionist that ". . . white women realized their own inequality and began the first organized effort to change their dependent and inferior place in American life" (Papachristou, 1976). Similarly, the battle against racial discrimination in the fifties and sixties played a key role in the revival of the Women's Movement.

Certain other activities contributed to the continuation of the movement and its success:

1. formation of organized women's groups by traditional middle class women,
2. formation of organized women's groups by "radical" or "protest" middle class, and
3. influence of major feminist writers and classic feminist literary works.

Certain legislative reforms during the 1960's were a direct result of the above activities. In 1961 President Kennedy initiated a federal study on the status of women in the United States. This study

confirmed that women, like members of minority groups, experienced injustices and discrimination (U.S. Government Printing Office, 1963).

Following publication of this report the first federal law against sex discrimination, the Equal Pay Act of 1963, was enacted. Title VII of the 1964 Civil Rights Act prohibited job discrimination on the basis of sex as did Executive Order 11246.

The formation of national women's groups such as the National Organization of Women (N.O.W.) and the Women's Equity Action League (W.E.A.L.) inaugurated the initiation of change through structured activity and organization as well as rhetoric. These and other women's organizations felt that Title VII and Executive Order 11246 were vague and unclear in relation to sex discrimination and they became involved in pressure activities for development of specific, clear-cut, guidelines by the Equal Employment Opportunity Commission (E.E.O.C.) and the Office of Federal Contract Compliance (O.F.C.C.). In 1972 E.E.O.C. guidelines were amended. O.F.C.C. guidelines were amended in 1973. Both amendments prohibited advertising for positions by specifying sexual preference and the O.F.C.C. required "federal contractors to take corrective or affirmative action to end existing sex discrimination" (O.F.C.C. Guidelines as published in Papachristou, 1976).

Women's organizations have proliferated and they encompass women from all social, racial and ethnic groups. Their major goals in the early seventies consisted of demands for economic changes, political power, social change and sexual freedom (National Organization of Women, 1974). At the present time women linked together by their common experience are often divided on political issues.

The Women's Movement has had a profound impact on society. Few would deny that it has been a true social revolution. Women are increasingly assuming positions of power in all aspects of life. More women than ever before are receiving higher education in both traditional and nontraditional fields. More women have joined the labor force. More women are taking responsibility for their lives. However, women still do not have equal rights and formal groups are still working on the adoption of an equal rights amendment to the Constitution of the United States.

The University of Tennessee, Knoxville, was affected by the Women's Movement in several ways. The Women's Movement contributed to the development of a collegiate program at UT-K. Women's demands for equality received extensive media coverage which resulted in changes in federal legislation that ultimately affected change at The University of Tennessee. Discrimination on the basis of sex was a topic widely discussed. In the late sixties law suits were being prepared which would charge sex discrimination against 10 percent of the nation's colleges and universities totaling 250 individual suits. A class action suit was being prepared against all medical schools in the country and another class action suit asked for compliance review of all universities and colleges holding Federal contracts (U.S. Government Printing Office, 1971). Universities and colleges were being charged with vicious patterns of discrimination against women in terms of admission to various programs and in terms of job discrimination once they had received advanced degrees.

A specific example of the impact that the Women's Movement had on the development of collegiate education in East Tennessee was related by Dr. Walter Herndon, Vice Chancellor for Academic Affairs, when he stated that in the late sixties the University, not unlike the country at large, was becoming sensitive to women's issues, especially the role of women in the professions. University administrators began to seriously consider the requests for baccalaureate education in nursing based on the results of studies that documented need, but also because women were being heard nationally. Dr. Herndon said that U.T. decided "they wanted to give nurses a real baccalaureate education and they wanted to do it better than any one else in the state" (Herndon, 1983).

History and Development of the Profession of Nursing

Overview

In the nineteenth century nursing schools based on the Nightingale system were founded. Despite societal restrictions regarding women working in professions, many risked family disapproval and entered these programs. During the Civil War and to a much greater extent during the Spanish American War, trained nurses were widely utilized. In 1912 the National Organization for Public Health Nursing was established and the overall decline in mortality between 1900 and 1914 was partly attributed to the work of public health nurses. Nurses as well as physicians were concerned following Abraham Flexner's 1910 report on the scandalous conditions in medical schools, Adelaide Nutting requested a similar study of schools of nursing, but her request was denied. During the First World War Annie Goodrich proposed that

an Army School of Nursing be established. After much debate this school was approved and implemented. Although there was an increase in nursing students during the war, by 1920 there was a shortage of 55,000 nurses in this country (Kalisch and Kalisch, 1978).

National Studies, Recommendations and Federal Nursing Legislation

In 1923 Josephine Goldmark conducted the first study on nurse education entitled "Nursing and Nursing Education in the United States." The primary recommendations emanating from the report suggested the establishment of university schools of nursing in order to decrease "administrative exploitation of the labor of student nurses in hospital schools." In 1916 Annie Goodrich reported that there were 16 colleges who had courses or departments in nursing education. Three major universities, Western Reserve (in 1923), Yale (in 1924), and Vanderbilt (in 1930) initiated collegiate programs based on the Goldmark Report. By 1926 there were 25 university nursing programs awarding an A.B. or B.S. in nursing. During the depression of the 30's many nurses were out of work. The Social Security Act of 1935 authorized federal funds for the training of nurses employed by health departments. In 1943 Congress passed the Bolton Act creating the United States Cadet Corps which provided nursing education for students who would agree to use their nursing skills in essential military or civilian service (Kalisch and Kalisch, 1978).

Following the Second World War there was an unexpected shortage of nurses working in hospitals in the United States. It was assumed that, with the release of nurses from military service, there might be a

civilian oversupply. A number of interacting variables contributed to this crisis, including a decreased number of women in the population, an increased rate of marriage, the unacceptability of married women as potential nursing student candidates, an increased birth rate, and a decreased interest by women in the profession.

Besides the shortage of hospital-based nurses in this country there existed gross educational deficiencies in nursing education leadership. In 1954 only 1 percent of all nurses held master's degrees and only 7.2 percent held baccalaureates, not all of which had been conferred in the nursing field (National League for Nursing, 1959). There were few public supported programs which offered financial assistance to nurses who wished to pursue higher degrees. Between 1947 and 1955 the federal government contributed 5 million dollars to the support of psychiatric nursing education. From 1936 through 1955 under the provisions of the Social Security Act, the federal government provided 14 to 15,000 nurses with financial assistance to pursue degrees in public health nursing. In 1956 Congress passed the Health Amendments Act that authorized funds to assist registered nurses to prepare for administration, supervision and teaching in nursing. This funding under Title II was the Federal Nurse Traineeship program and in the first six months of operation, traineeships were awarded to 9,000 nurses. Despite this assistance there continued to be a dearth of candidates qualified to teach nursing in collegiate programs. A hallmark report on nursing resulted when the Surgeon General appointed a special consultant group to identify nursing needs and the role of the federal government in implementation of nursing services. This report entitled "Toward

Quality in Nursing" identified several major problems in nursing: (1) education of nurses was inadequate, (2) recruitment of capable students was diminished, (3) college oriented students were not choosing nursing as a field of study, (4) too few nursing programs were housed in colleges and universities, and (5) little research on nursing practice was being conducted. The consultants recommended a greatly expanded federal aid program to assist in financing nursing education (U.S. Public Health Service, 1963). Based on these recommendations the Nurse Training Act of 1964 was instituted. Allocations amounted to 283 million dollars over a five year period to increase the quality and quantity of nursing practice, education and research. Collegiate programs received 35 million of these dollars (U.S. Government Printing Office, 1964). This Act was extended for two more years from July 1969 to June 1971 and provided monies for loan and scholarship programs, construction of nursing education buildings, traineeships and special projects. Another landmark document in nursing was published in 1970. The Lysaught Report on Nursing was a direct outgrowth of the Surgeon General's consultant Group on Nursing's report. Entitled "An Abstract for Action" this group recommended a re-emphasis on nursing practice, increased nursing research efforts, preparation of nurses in expanded roles and promotion of dialogue between medicine and nursing on mutual health care issues (Lysaught, 1970). In 1971 another Nurse Training Act was instituted providing capitation funds based on nursing student enrollment.

History and Development of Professional Nursing in Tennessee

Studies of Nursing Education in Tennessee

Following the Second World War the critical shortage of nurses working in hospitals in Tennessee was just as acute as it was throughout the United States. This shortage was to continue throughout the fifties and sixties. In 1952 there were no Master's degree programs in nursing in any of the fourteen member states of the Southern Regional Education Board (S.R.E.B.). There were also relatively few baccalaureate programs in the south.

The state of Tennessee began to systematically examine nursing and nursing education in the state in 1966 when they embarked on the first of three major studies. A state-wide survey conducted by the Tennessee Mid-South Regional Medical Program pointed out that the number of nurses in proportion to the state population ranked among the lowest in the nation. (Nationally in 1966 there were 313 nurses per each 100,000 population; in the south the ratio was 198/100,000, and in Tennessee there were 175 nurses per 100,000 citizens.) (Scott, Piekarski, Viglone, Lichty and Walker, 1959).

This survey identified Tennessee as having a "nurse crisis." It stated that the Tennessee Nurses Association (T.N.A.) had recommended that the Tennessee Higher Education Commission (T.H.E.C.) be considered the agency responsible for state-wide planning for nursing education. The survey pointed out the lack of nursing credentials of nurse faculty at the undergraduate and graduate level and indicated a need for

developing programs for nurses in order that they might assume leadership positions in the state and in the country.

A second study was initiated at the request of the 1967 Tennessee Legislature. The Legislative Council was asked to generate a study of the "Need, Supply and Education of Professional Nurses." This study, concluded in 1968, also recognized a "nurse crisis" in the state. The Legislative Council suggested development of associate degree programs in every institution under the State Board of Regents' jurisdiction if clinical facilities were available. They also recommended that The University of Tennessee expand nursing education programs and establish a Master of Science in Nursing degree program at UT-Memphis. In 1968 the only nursing program in the UT system was a 5 year baccalaureate program in Memphis. There was one other state supported bachelor's degree program in nursing at East Tennessee State University. It was designed to accommodate students from the Tri Cities area and enrollment in this program was consistently very low. To encourage recruitment the Tennessee legislature authorized a loan program for Tennessee nursing students enrolled at Vanderbilt University and a grant program for students enrolled in hospital diploma programs. The legislature also authorized T.H.E.C. to assume responsibility for coordinating and implementing nursing education programs (Scott et al., 1959).

Tennessee Higher Education Commission's "Survey of Nursing Education in Tennessee" was the study that finally resulted in the development of a baccalaureate nursing program at UT-Knoxville. This study, which was completed in July 1969 was requested by Dr. John K. Folger, then Executive Director of T.H.E.C. He asked Mr. William

McGlothein, a professor in higher education at the University of Louisville, to draw together a distinguished group of administrators and nursing leaders to form a board of out-of-state consultants to conduct the study. Membership of the board included Jessie Scott, then Director of Nursing of the United States Public Health Service; Marie Piekarski, Coordinator of Associate Degree Nursing Programs for Kentucky; Amy Viglione, former Dean of the School of Nursing at the University of South Carolina; Dr. Joseph Lichty, the Administrator of Ohio General Hospital in Akron, Ohio; and Elva Walker from Minneapolis, Minnesota, an active laywoman in national nursing affairs (Folger, 1969).

It is certain, from conversations with local nursing leaders, that there was opposition to bringing in "foreigners" to assess the status of nursing education in Tennessee. However, it became apparent that this outside evaluaton was critical in providing an unbiased view of Tennessee nursing and was central in providing the impetus to inaugurate new nursing programs across the state.

The findings of the consultant group agreed with the findings of the two other studies. Specifically, the group found that indeed there was a critical shortage of nurses in Tennessee, and that there was a need for persons qualified to assume leadership roles in nursing. Repeatedly the consultants drew attention to the acute need for advanced nursing preparation of faculty. In 1969 only 40 percent of nursing faculty in the state were educated beyond the baccalaureate level. The consultants stated that Tennessee could not depend upon attracting nurses from other states to fulfill its needs due to a

national deficit of nurses prepared at the Master's level with major insufficiencies in the southern states, the primary geographic area from which Tennessee might hope to recruit. In 1969 there were 24 nursing education programs in the state. Eleven of these were diploma hospital programs, ten were associate degree programs. The four bachelor's programs were located at UT-Memphis, East Tennessee State University, Southern Missionary College and Vanderbilt. Only Vanderbilt University had a graduate program. The implications of the study were clear. Tennessee could not satisfy its nursing needs without numerically increasing nurses educated at all levels.

The specific recommendations of the Board of Nursing Consultants were stated as follows:

1. That Tennessee attempt to provide a ratio of 300 registered nurses per 100,000 population by 1980. This figure would not fully satisfy health needs in the state, but it was a realistic goal toward which to strive and it would require vigorous efforts to achieve even this ratio in Tennessee.

2. That the state support nursing education programs which, combined with private programs, would graduate 1,300 nurses a year. To do this, it should provide funds to expand present programs so that the number of graduates could be increased from approximately 550 in 1969 to 945 by 1975, and it should establish additional programs as needed to graduate 1,300 annually. This would represent about a 70 percent increase in the projected capacity of existing schools. It also recommended the establishment of 5 to 7 new schools. They further recommended that nursing programs should be designed to enroll

sufficient students in order that programs would award 50 associate degrees or 75 baccalaureate degrees each year.

3. That present public nursing education programs be supported sufficiently to obtain accreditation by the National League for Nursing as soon as possible. Programs which could not receive accreditation after reasonable periods should be discontinued or transferred to other institutions.

4. That Tennessee explore ways to assist present and prospective faculty members in obtaining the master's degree in nursing, for example:

(a) Appoint faculty members with baccalaureate degrees and assign them to a year's full-time graduate study with assistance from Federal traineeships or the state loan and scholarship fund.

(b) Contract through the Southern Regional Education Board for places in nearby graduate schools of nursing.

(c) Establish a master's degree program in nursing at UT-Memphis.

5. That the state establish new programs in nursing education as follows:

(a) Associate Degree programs:

1. UT-Martin (proposed opening 1970)
2. Austin Peay (proposed opening fall 1969)
3. Walter's State Community College (proposed opening 1971)
4. Shelby County Community College (proposed opening 1971)
5. Sumner County Community College (proposed opening 1971)
6. Roane County Community College (proposed opening 1973)

(b) Bachelor's Degree programs:

1. UT-Chattanooga (proposed opening 1970)

2. UT-Knoxville (proposed opening 1970)

3. Memphis State (proposed opening 1971)

6. That at an appropriate time, the state consider transferring the proposed master's degree program at UT-Memphis to UT-Knoxville and that it establish a bachelor's degree program at Memphis State Univeristy to replace its associate degree program after Shelby State Community College had started an associate degree program.

7. That the state closely relate the two state-supported associate degree programs in Nashville so that both could reach satisfactory size and quality and could attain accreditation. That the state also explore possibilities for closer cooperation and sharing of scarce faculty resources.

8. That the State Board of Education establish a position of coordinator of nursing education to plan the further development of nursing education in institutions under its control, and to assist them in establishing standards and curricula and in obtaining faculty and students. The Board further recommended that when the additional programs slated for UT-Knoxville were established, more systematic arrangements for coordination of nursing programs would need to be made.

Following publication and dissemination of the nursing consultants report on the nursing crisis in Tennessee, the Tennessee legislature and Tennessee Higher Education Commission mandated development of a baccalaureate program at UT-Knoxville. This mandate was a remarkable

milestone for nursing in East Tennessee. Swift action was taken by The University of Tennessee, Knoxville administrators. In July 1969, Dr. Luke Ebersole, then Associate Vice Chancellor for Academic Affairs, was assigned responsibility to chair a committee to develop a proposal for a baccalaureate degree in nursing as quickly as possible. Dr. Ebersole established a committee which included Ms. Margaret Heins, Director of St. Mary's School of Nursing who at intervals had kept this issue alive (see Table I). Ms. Heins stated that the committee worked diligently to develop the proposal which was completed in September 1969, approved by the Board of Trustees in October 1969, and approved by T.H.E.C. in December 1969. The University of Tennessee, Knoxville administration projected the program to be in its initial stages of development by early 1970. By January 1970 a designated committee began a national search for a nursing program director.

History and Development of Grass Root Pressures

As is true of so many historical events, "grass root" pressures have resulted in change. These pressures undoubtedly played a part in the development of a nursing baccalaureate program at The University of Tennessee, Knoxville, especially since they were coupled with national and state professional activities strongly supporting collegiate education for nursing.

The earliest recorded document found to support the "grass roots" position was a letter written to Dr. Andrew Holt, President of The University of Tennessee from Mrs. Ruth Smith. Dated June 7, 1960, Mrs. Smith, as a member of District II of the Tennessee Nurses

Table I

Ad Hoc Committee of Nursing Baccalaureate Proposal

Members of Committee	Title and Institution
Dr. Luke Ebersole, Chair	Associate Vice-Chancellor for Academic Affairs
Dr. Donald Dessart	Head, Mathematics Department
Mrs. Margaret Heins	Director of St. Mary's School of Nursing
Mr. Andrew Kozar	Director, Health, Physical Education and Recreation
Dr. John Woodward	Head, Microbiology Department

Association and as chairperson for educational administrators of the district expressed her hope that a "department of nursing" would soon be established at The University of Tennessee, Knoxville. Dr. Holt promptly answered her letter expressing appreciation for her concern. He told her he was taking the liberty of forwarding her letter to Dr. Herman Spivey, Vice-President of the University, requesting that he explore this need in the Knoxville area. Dr. Holt also reminded Mrs. Smith that "we have a fully accredited school of nursing in Memphis." Dr. Spivey followed through on Dr. Holt's request but despite meetings on the UT-Knoxville campus between local nursing leaders, The University of Tennessee administrators and Tennessee legislators, this issue was not considered again for four years.

The Nurse Training Act legislation was enacted in 1964. In March of that year U.T. administrators were once more approached by local nursing leaders petitioning for establishment of a nursing program. The local nurses felt that the availability of federal monies to nursing education could revive the collegiate program issue (Heins, 1983).

Ms. Margaret Heins, the Director of St. Mary's Hospital School of Nursing and President of the Tennessee Nurses Association prepared a document outlining the need for baccalaureate nursing education in East Tennessee and sent it to U.T. administrators.

Ms. Heins calculated that there were at least 115 unfilled budgeted positions for baccalaureate prepared nurses and an immediate need for at least 79 MSN prepared nurses in Knox County. She stated that among the four diploma schools operating in Knoxville, only four

faculty held master's degrees in nursing and only five faculty held bachelor's degrees in nursing. She included a copy of the Surgeon General's Consultant Group report entitled "Toward Quality in Nursing." This document, published in 1963 contained a series of recommendations, including one that addressed the need for more collegiate education for nurses.

Written correspondence from this period of time provides evidence that a meeting was held to discuss the possibility of initiating a BSN program on the Knoxville campus and further written correspondence provides evidence to support the notion of resistance and rejection of this idea by "Memphis officials." It appears that Knoxville campus administrators were beginning to recognize the need for such a program as well as realizing that student enrollment was practically assured and state and federal financial assistance were possibilities. But, Dr. Homer Marsh, then vice President in charge of the medical units in Memphis, had long felt that the nursing program in Memphis did not have the financial resources to progress satisfactorily and he thought it unwise to initiate another program in East Tennessee that could not help but further diminish The University of Tennessee, Memphis's financial base (Marsh, 1967). During 1964 Dr. Marsh requested development of an associate degree program in Memphis. By 1965, Dr. Marsh was in favor of an associate degree nursing program in Knoxville and by 1967 he was peripherially involved in the development of an associate degree nursing program at The University of Tennessee, Nashville. He and Ms. Ruth Neil Murry, then Dean of the College of Nursing in Memphis, were in philosophical agreement about their opposition to establishing a

collegiate nursing program in East Tennessee (Marsh, 1967). In 1967, Ms. Heins again wrote Dr. Holt requesting that a BSN nursing program be established at UT-Knoxville. She stated that 85 nurses were then enrolled at The University of Tennessee, Knoxville, "attempting to supplement their nursing education in non-nursing programs" and that a nursing program was urgently needed. Dr. Marsh again wrote Dr. Holt stating "we cannot jeopardize existing programs to begin new ones" (Marsh, 1967). This statement is interesting in that during the fiscal years 1965-1971 the federal government allocated more than 380 million dollars to support the education of professional nurses (Kalisch and Kalisch, 1978).

Local support for the development of a nursing baccalaureate at The University of Tennessee, Knoxville, was summarized by Dr. Luke Ebersole, and fellow committee members who were eventually given the charge to develop a nursing program proposal.

The following paragraph is excerpted from the original proposal:

> The faculty and administrators of the diploma schools in the city are eager for the establishment of both undergraduate and graduate degree programs. Along with the local hospitals, the Tennessee Nurses' Association, the local Dental Society, and the Knoxville Academy of Medicine, have long advocated the formation of a collegiate school of nursing on the Knoxville campus. In a widely circulated statement addressed to the President of the University, the President of the Knoxville Academy of Medicine wrote in 1968: "The Judicial Council of the Academy of Medicine has discussed with a great deal of interest the advantages of a baccalaureate program in nursing at The University of Tennessee. We share with the nursing profession a feeling that this would greatly improve the attractiveness of nursing as a career in our community and also in the long run improve the medical care in our community." (Ebersole, Dessart, Heins, Kozar and Woodward, 1969).

Summary and Conclusions

Several events and historical phenomena have been described in this chapter in an attempt to determine why a collegiate nursing program was established at UT-Knoxville. The major variables considered were the history of female enrollments at UT-Knoxville; nursing as a predominately female profession; the national and state nursing shortage; the limited supply of nurses with basic or advanced academic degrees; a variety of national and statewide studies of nursing education; the resistance to the program consistently registered by administrators at UT-Memphis; the federal legislation that provided funds for nursing education; and persistent community pressure. An analysis of these events and phenomena leads to some interesting conclusions about which variables were the primary forces that led to the establishment of the program.

While the university admitted a few women in the early 1800's and has admitted them continuously since 1892 the responsiveness of the university to the social and political injustices historically inflicted upon women was not remarkable until the Women's Movement of the mid-1960's began to capture national attention. The university saw the establishment of a nursing program as one way to provide career opportunities for women since nursing has historically been a female dominated profession (Herndon, Liston and Ebersole, 1983).

The combination of three phenomena, namely, the national and state nursing shortage, the recommendations from national and statewide studies of nursing, and persistent community pressure coalesced with the availability of federal money for nursing education and provided

documentation for serious program consideration. The T.H.E.C. mandate to establish the program at UT-Knoxville and UT-Knoxville's immediate response to that mandate finally put to rest the resistance to the program that was repeatedly registered by officials at UT-Memphis. It is clear, however, that until extramural funding was available none of the studies or community pressures resulted in the establishment of the program and the university did not overrule the prevailing opinion of Memphis officials until state and federal funding was assured.

It must be concluded, therefore, that the T.H.E.C. study and mandate, coinciding as it did with the availability of federal funding was the most compelling force for establishment of the program. The Women's Movement also played a role in this development but that movement, unaccompanied by the other phenomena, would probably have been insufficient to achieve the desired outcome.

To the University's credit it must be noted that, once the decision was made, administrative support and commitment to the development of a quality program was apparent and consistent. This fact will become more apparent in the chapters that follow.

CHAPTER III

HOW THE COLLEGIATE PROGRAM WAS ESTABLISHED

"Few will have the greatness to bend history itself,
but each of us can work to change a small portion of events,
and in the total of all those acts will be written
the history of this generation"

Kennedy, 1963

Director Search and Program Foundations

The University of Tennessee School of Nursing at Knoxville was founded in July 1971, when Dr. Sylvia E. Hart was appointed the director of the program. In the original nursing program proposal, Dr. Luke Ebersole and his committee outlined the following criteria for the nursing leader they envisioned as program head.

> Although the program will have a small beginning, the Director must be a person of stature. The leadership requisites for this venture are not ordinary. The Director will need to be an individual potentially able to administer a sizeable school of nursing with both undergraduate and graduate programs. Even more demanding, the Director must have the imagination and skill to give the leadership required to create these programs. The person who is appointed to the position will have major responsibility for recruiting faculty and for guiding the planning group. The quality of program achieved will depend upon the quality of its faculty. Success in recruiting an outstanding faculty will depend to a large degree upon the capacity of the Director to transmit to prospective faculty an image of an excellent school in the making and to elicit confidence in the ability to see it through.

> The Director should have the highest educational credentials. A doctorate in nursing or in a relevant field is a primary specification for the position. At least one degree in nursing is essential; two are preferable. It is important that a person be brought to the position who has a perceptive understanding of nursing practice. This perception must be matched by understanding of the educational process (Ebersole, Dessart, Heins, Kozar and Woodward, 1969).

Mr. Hardy Liston, was primarily responsible for finding the candidate who most closely fit the stated criteria. Mr. Liston's appointment as chair of the search committee was his first assignment in his new role as Associate Vice Chancellor for Academic Affairs. Dr. Walter Herndon was appointed Acting Vice Chancellor for Academic Affairs in June 1970 and Mr. Hardy Liston was hired in July 1970, as his associate. Mr. Liston stated that he was surprised with this assignment as Dr. Herndon told him, in essence, that he was to assume full responsibility for the establishment of the BSN program at UTK, and that the first step was to find a director. Mr. Liston had no prior experience with the field of nursing. He learned that in 1979 there were just over 500 people in the United States with one nursing degree plus a doctorate. He obtained a list of those people and narrowed the field to 50 male and female nurses who held doctorates in nursing or in areas related to the life sciences. He sent letters to these prospects inviting them to consider applying for the position of director, or to suggest names of possible qualified candidates. Over the course of several months Mr. Liston brought three people to the campus to discuss the job opportunity, but none of the interviews ended with the appointment of a director.

As Mr. Liston reviewed his correspondence, he learned of a former Knoxvillian, a graduate of the old Knoxville General Hospital, who was a nationally recognized nursing leader. Her name was Dr. Martha Rogers and she was at that time Dean of Nursing at New York University. Mr. Liston called Dr. Rogers and in the course of their conversation he learned that Dr. Rogers was already aware of the University's commitment to develop an undergraduate nursing program. She offered to assist in any way possible. Mr. Liston was interested in recommendations for a nursing director and he asked her to specify people known to her who might be qualified for the position. Dr. Rogers requested time to consider the matter and within a few days she called him to say that she knew of one person of the calibre she thought he was seeking. She named Sylvia Hart as her choice. She stated that Dr. Hart had helped to organize several nursing programs and should now be ready to do one on her own (Liston 1983).

Dr. Hart, a former doctoral student and colleague of Dr. Rogers had served as a faculty member at N.Y.U. for three years, 1966-1969. In the spring of 1969, Dr. Hart was hired as an Associate Professor and Associate Dean for Undergraduate Programs for the School of Nursing at the State University of New York at Buffalo.

Sylvia Hart had never intended to become a dean. She enjoyed teaching and had achieved a fine reputation which was confirmed by her receipt of Buffalo's Teaching Award for Excellence in 1971. At S.U.N.Y. Buffalo she combined the teaching role with administrative responsibilities for the undergraduate program. Dr. Hart stated that while at N.Y.U. and S.U.N.Y.-Buffalo many of her colleagues urged her

to give serious thought to assuming a deanship. She did not especially enjoy living in Buffalo, and she was very disturbed by the campus unrest and violence that was occurring on the Buffalo campus at that time. Dr. Hart had been approached by two institutions, Wright State University and the University of Rhode Island, and had been offered a deanship by both institutions. While Dr. Hart was reviewing these options, Mr. Liston called and invited her to visit UT-Knoxville to explore possibilities for the directorship of nursing. Dr. Hart made her first trip to Knoxville on April 6, 1971. Dr. Hart recalled that since April in Buffalo, N.Y. is usually still a wintery month she was really looking forward to her visit to Knoxville since she had been told it was a month of warmth and spectacular spring beauty. It came as quite a shock to Dr. Hart that as she was approaching Knoxville in her car, she was greeted by a blinding snow storm. Despite this event Dr. Hart stated that she enjoyed her visit and was intrigued with the possibility of establishing a program "from scratch" (Hart 1983).

Sylvia E. Hart was born in Milwaukee, Wisconsin, in July 1928. She received a diploma from Sacred Heart School of Nursing in 1949, and a B.S. in Nursing from Alverno College in 1952. Both of these schools are located in Milwaukee. In 1962 she earned a Master's degree in Nursing at Catholic University of America in Washington, D.C. with a major in medical-surgical nursing and a minor in teaching. In 1967, at New York University she earned a doctorate in Nursing in the area of nursing in biophysical pathology with a minor in educational administration. Her previous employment also included working as a medical-surgical staff nurse and as a medical pediatric supervisor for eight

years. Prior to going to New York she was Chairman of the Department of Nursing at Alverno College in Milwaukee, Wisconsin.

While visiting UTK, Dr. Hart met individually with a number of academicians, administrators, and UT hospital personnel. The persons with whom Dr. Hart interacted during this visit to UTK are included in Table II.

Dr. Hart was endorsed for the job by those who met her and she was offered the position effective July 1971. Dr. Hart stated that she was interested in the position. She recalled that of the several jobs she had been offered with similar titles the one at UTK appealed to her for a number of reasons. Because Dr. Hart would be responsible for the establishment of a new program her own philosophy of nursing and nursing education could be implemented. Dr. Hart also sensed strong administrative support for the program and she was impressed by the fact that the program was being established because of a recommendation from the Tennessee Higher Education Commission (T.H.E.C.) and the Tennessee legislature, which was a unique situation.

Dr. Hart asked for a week's time to make her decision. She indicated that she did not want to leave Buffalo abruptly because of unfinished administrative responsibilities; she was scheduled to teach several graduate research courses during the coming year, and she was chairman of several master's thesis committees. Within a week she proposed a plan to UTK administrators for completing her responsibilities at S.U.N.Y.-Buffalo while initiating program development at UTK. Dr. Hart determined that she could meet her final commitments at Buffalo while commuting to Knoxville at specific intervals. UT-Knoxville

Table II

UT-K Administrators and Faculty Members* Meeting with Dr. Hart on Initial Visit

Dr. Charles Weaver	UTK Chancellor
Dr. Walter Herndon	Vice-Chancellor for Academic Affairs
Dr. Luke Ebersole	Associate Vice-Chancellor for Academic Affairs
Mr. Hardy Liston	Associate Vice-Chancellor for Academic Affairs
Dr. William Verplanck	Head, U.T. Psychology Department
Dr. Paul McCammon	Medical Director of U.T. Hospital
Miss Joy Heird	Director of Nursing Service U.T. Hospital
Dr. Lura Odlund	Dean, U.T. College of Economics
Dr. Hugh Welch	Associate Professor of Physiology
Dr. John Woodward	Head, Microbiology Department
Dr. George Brady	Director, Division of Health and Safety
Dr. Robert Kirk	Professor of School Health

*Their titles at the time of Dr. Hart's visit are listed above.

administrators as well as those at S.U.N.Y.-Buffalo accepted her proposal and Dr. Hart accepted the position. From July 1, 1971 to January 1, 1972, she spent 15 percent of her time at UTK and 85 percent of it at Buffalo. During this period she came to UTK every other week and spent three or four days on campus. In January 1972, she began a 50/50 split of her time and on July 1, 1972 she moved to Knoxville and became a full-time employee at UTK.

As one of her first actions Dr. Hart established an advisory committee during the summer of 1971 in order to help her determine early program direction. The committee met periodically with Dr. Hart from July 1971 through June 1972. The members of this committee are shown in Table III.

Table III

First Advisory Committee to School of Nursing in 1971

Dr. Hugh Welch	Health Physical Education and Recreation Department
Miss Joy Heird	Director of Nursing, UT Hospital
Dr. Mary Rose Graham	Head--Nutrition Department
Dr. Ken Monty	Biochemistry Department
Dr. Robert Kirk	Health-Physical Education and Recreation

During the first year of Dr. Hart's appointment (1971-72) three faculty members were hired who, in collaboration with Dr. Hart, developed the B.S.N. curriculum, established admission criteria, and began admitting students to the program. Details about faculty characteristics and the undergraduate program are presented in the sections that follow.

Undergraduate Program Development

The undergraduate nursing curriculum at The University of Tennessee, Knoxville, was implemented in September 1972, when 57 students took the first upper-division nursing courses offered by the school. The nursing faculty developed a program based on the belief that baccalaureate prepared nurses should be generalists with equal emphasis on health promotion, health maintenance and health restoration. In accordance with N.L.N. criteria both lower- and upper-division courses were selected or developed to provide the student with "a comprehensive understanding of the universe and its various socio-cultural groups, health, and nursing" (National League for Nursing, 1973).

The conceptual framework for the curriculum utilized Martha Rogers' (1970) theoretical nursing base. Using a systems approach, mankind is viewed as an open system in constant interaction with the environment. Health is defined as a state of dynamic equilibrium. Nursing practice consists of efforts to maintain or restore a steady state in individuals, families and groups, while recognizing and responding to the assessed health potential of all people. The BSN curriculum was developed in late 1971 and early 1972. It was presented

to and approved by the University's Undergraduate Council and the Faculty Senate in early 1972. The Tennessee Board of Nursing approved the program in April 1972.

Over the years the nursing curriculum has been updated and modified to meet the changing health needs of society and to incorporate new knowledge and nursing practice skills as these phenomena have evolved. Curricular changes, have been based on systematic ongoing evaluation including faculty and student reactions to the program. No curricular changes have been made until approved by the school's curriculum committee, the total nursing faculty, the university's undergraduate council and the faculty senate.

In addition to development and implementation of a curriculum designed for generic students, several other mechanisms for admission of registered nurses were established in response to community needs and/or professional trends for additional education for nurses who were graduates of associate degree or diploma programs. Nationally prior to 1970, less than 1 out of 5 registered nurses had earned baccalaureate degrees. In 1970, only 2,000 R.N.'s were enrolled in BSN programs. By 1982, that number had increased almost four-fold. In that same year, one-third of the registered nurses in the United States held bachelors degrees (N.L.N. Data Book, 1982).

At the UTK College of Nursing the number of registered nurses admitted as degree-seeking has increased each year with more than 100 enrolled in the undergraduate program in 1983-84. This trend is a reflection of increasing interest in further education on the part of R.N.'s and several program adjustments the college has made to

accommodate R.N.'s as part time students and to award more credit for prior learning by means of challenge examinations

Other early programmatic activities included selection of the school's motto: "Comprehensive Health Care for All"; and designing the school's cap and pin. These latter two developments were the responsibility of Barbara Reid and the first class of students. The first class also organized a student nurse association and selected Dale Goodfellow as the faculty liaison, a position that she still holds. The student organization was very active and one of the members of the first class, Martha Clinton, was elected President of the National Student Nurses Association (Goodfellow, 1984).

The first nursing course, 3010 Nursing Process, was taught during the Fall 1972 quarter to 56 nursing students. Clinical experiences were provided at The University of Tennessee Memorial Research Center and Hospital. At that time UT Hospital had its own diploma school of nursing. However, it had been determined by UT administration that the diploma program at UT Hospital would be phased out when the B.S.N. program was established at The University of Tennessee, Knoxville. Consequently, the last class from the hospital diploma school graduated in 1974, the same year that UTK graduated its first class of BSN prepared nurses. Dorothy Stephens who was Director of the UT Hospital School of Nursing began serving as a part-time clinical administrator for UTK's School of Nursing in March 1973. In September 1974 she was appointed Assistant Dean for Clinical and Business Affairs, a position she has held since that time (Stephens, 1983).

During the Winter 1973 quarter, students took their second clinical nursing course, 3150 Family Health Nursing and in the Spring 1973 quarter, they took two clinical courses, one in Acute Care Nursing and one in Psychosocial Nursing. Despite their specific preparation and interests, the faculty taught wherever they were needed during that year. Dale Goodfellow, Barbara Reid, Kathleen Conlon, and Johnie Mozingo, who are all still members of the nursing faculty, recall that period as "one of great joy and great frustration." They viewed it as a pioneering effort with all of the characteristics that these kinds of initial endeavors inherently include (Goodfellow, Reid, Conlon, and Mozingo, 1983).

In 1972-73 six agencies were utilized for clinical experiences: The University of Tennessee Memorial Research Center and Hospital, St. Mary's Medical Center, Oak Ridge Mental Health Center, Helen Ross McNabb Mental Health Center, Eastern State Psychiatric Hospital, and the Knox County Health Department. By the following year seven additional agencies were used for clinical sites and all of the Senior level nursing courses were taught for the first time (Hart, 1983).

During that same year (1973-74) the Dean and faculty completed a self-study in preparation for National League of Nursing accreditation. A site visit occurred in February 1974 to evaluate the program and in April 1974 initial accreditation was awarded to the BSN program for the maximum eight year period. The program has remained accredited since that time.

Traditions too were established. The Dean honored the first graduating class by treating them to a picnic and spaghetti dinner at

her home on the Sunday immediately prior to commencement. This picnic has become an annual event with all faculty and graduating seniors in attendance. The first order of business was usually a softball game between students and faculty. Students often wrote and presented skits in which faculty were humorously characterized.

Graduate Program Development

From the College of Nursing's genesis, Dean Hart planned to implement a graduate program in nursing. The Board of Nursing Consultants, in their 1969 report to the Tennessee Higher Education Commission made explicit that development of graduate nursing education in the state was a prudent and necessary step. The consultants summarized the case as follows:

> More schools are needed to supply enough nurses, but in addition, special advanced programs are necessary to meet the need for leaders in nursing, particularly for faculty members of the nursing schools which must be expanded or established. The problem is compounded by the fact that even present schools are not adequately staffed, and are often desperately seeking additional qualified faculty members. The demand for qualified faculty members is certain to become even more urgent than it is now with schools expanding and new schools originating. Nursing schools in Tennessee had 291 faculty members in the fall of 1968, and expect to add 70 more faculty members within the next three years. Almost every school which the Board of Consultants visited reported great difficulty in finding qualified faculty members. In fact, some diploma schools have decided to discontinue their operations because they were unable to obtain and support adequate numbers of qualified faculty members. All except one of the faculty members in Tennessee who have no college degrees teach in hospital diploma schools. Only 20 out of the 194 faculty members in diploma schools have master's degrees, a level of education which is considered desirable for a nursing school faculty member. About 40 percent of the faculty members in Tennessee schools hold the master's or doctor's degree in any field. The gap is wide, and closing it will require advanced study for a much larger number of Tennessee students than have entered graduate work in nursing in the past.

The Board of Nursing Consultants were equally explicit in their recommendations regarding where the program or programs should be located.

> UT-Memphis has proposed that it be authorized to offer a master's degree in nursing beginning in 1971. The Board of Consultants considered this proposal with care. The need for nurses with master's degrees is clear. This the Board recognized and appreciated, but it had some hesitation about encouraging a master's degree program in the School of Nursing at UT-Memphis. UT-Memphis is so focused on the professional health fields that it does not contain many of the subjects which a strong program leading to the master's degree in nursing should contain. . . . "For these, UT-Memphis will have to depend on classes at Memphis State University, but it is difficult under such an arrangement to have the Memphis State faculty participate in such crucial areas as curriculum planning, student evaluation, and policy formulation." . . . These were cited as inherent limitations. Nevertheless, the Board did agree to recommend approval of the Memphis graduate program because "it is the only place in Tennessee where a publicly supported master's degree in nursing can be established at the present time."

The Board went on to propose that after UTK had developed its bachelor's program and had obtained accreditation for it, that "The University of Tennessee may wish to reconsider the question of where the master's degree in nursing should be located. In many ways, the location on the broader base in Knoxville would be preferable to Memphis." The Board commented that "it was hardly necessary to consider a doctoral degree program in nursing at this time" but that sometime in the future such an option could be implemented at UTK.

A master's degree program in nursing was established in Memphis in 1973 and is still in operation. There was apparently no question that the Memphis program would continue when in the summer of 1974 Dean Hart and Ruth Neil Murry, then Dean at UT-Memphis, developed a questionnaire to sample state wide interest in graduate nursing education. The

interest was enthusiastic and widespread. There seemed to be a need and a desire for graduate education in both east and west Tennessee. Dr. Hart began, with the assistance of the curriculum committee, to plan UTK's graduate program. As a result of a needs assessment survey conducted by the college, three clinical concentration areas were identified for initial implementation namely, primary care nursing (a nurse practitioner focus), secondary-tertiary nursing and community mental health nursing. The first two of these concentration areas were offered during the 1977-78 academic year when the first graduate students began course work. The community mental health nursing option became operational the following year. In January 1984, a fourth option was implemented in parent-child nursing.

The Master of Science in Nursing degree program's conceptual framework was congruent with that of the undergraduate program. Philosophically the program was committed to adhering to several basic premises:

1. that an MSN program in nursing should provide students advanced theory and clinical skills in a specialty,

2. that clinical preparation should focus on health promotion, maintenance and restoration in all clinical concentrations with opportunities for subspecialization,

3. that students should finish the program prepared to assume beginning roles as teachers, managers, or clinical specialists,

4. that students should acquire beginning research skills,

5. that graduates should understand and be able to utilize change, conflict and leadership theory within their clinical specialty,

6. that graduates should understand political and community issues and concerns and be able to assist in resolution of these problems,

7. that graduates would be prepared to pursue further graduate education in nursing or in a related field if and when they chose to do so.

A sixty credit hour program was established with 23 hours of core courses in applied and pathophysiology, current health issues, theories of nursing, behavioral dynamics, research methods, statistics, and an advanced nursing seminar.

Each clinical concentration included 20 hours of required specialized courses, followed by eleven required hours of role preparation courses. Six hours of electives were a required part of the program and there were both thesis and nonthesis options for students.

The graduate program was designed to accommodate part-time students for at least a portion of the program. Most students were, in fact, classified as part-time for some portion of the program. In January 1984 more than 100 students were enrolled in the graduate program.

Acceptable applicants to the graduate program included students who held a bachelor's degree in nursing, registered nurses who held bachelor's degrees in other fields, and non-nurses who held baccalaureate or graduate degrees in other fields. Admission of non-nurses to a graduate nursing program was a rather unique concept as there were only three other similar programs in the United States when

UTK's College of Nursing began to admit students. After carefully evaluating the limited number of models available in collaboration with the nursing faculty, and with financial support from the W. K. Kellogg Foundation, UTK began to identify and develop courses that would provide the equivalent of a baccalaureate nursing major to non-nurses in the graduate program. The curriculum was organized in a progressive manner so that students were able to acquire the equivalent of an undergraduate nursing major prior to enrollment in the graduate level clinical concentration courses. All of the essential clinical and theoretical components of the baccalaureate curriculum were incorporated into the generic graduate curriculum and were taken in the early quarters of the program. A number of the courses were specifically designed consolidated versions of the upper division undergraduate courses. Some courses were the same ones that were taken by undergraduate students. According to Dr. Hart,

> This curricular design was based on the premise that these students were bright adult learners who already held at least a Bachelor's degree and who tended to be more goal oriented than younger undergraduate students tend to be (Hart, 1984).

The generic graduate curriculum consists of four consecutive quarters of full time study prior to the 60 hours required of BSN prepared graduate students. Fourteen students enrolled in the generic Master's program in Fall 1979 and graduated in December 1981. All generic MSN graduates take the state board examinations after their MSN degrees are conferred. All but one generic graduate of the MSN program have passed the examination on the first attempt. All have achieved passing scores significantly higher than state and national norms.

The MSN program was accredited by the National League of Nursing in 1980. The next accreditation review for both programs will occur in 1986.

Facilities Development

During 1971-72, the faculty had no formal offices but were located in a corner of Mr. Hardy Liston's office. Mr. Liston was fulfilling a dual role at the time serving as interim head of Knoxville College as well as serving The University of Tennessee administratively. Since he was off campus much of the time, Mr. Liston shared his quarters in the Austin-Peay Building with the new nursing faculty and director. He also shared the services of his secretary.

In the fall of 1972 and until the completion of the construction of the College of Nursing building in the summer of 1977 nursing faculty, staff, and administrators were housed in Temple Court, Alumni Hall, and a building now serving as the Black cultural center, all converted apartment buildings on East Volunteer Boulevard near Cumberland Avenue. A few faculty also had offices in the basement of Henson Hall. Nursing classes were held in whatever classrooms were available in any of the other campus buildings. As the size of nursing classes became larger, obtaining classroom space became a significant and constant problem. This problem persisted until 1977 when the new building was completed. The first classes were taught in the new building during the 1977 summer session. University officials formally "opened" the building in March 1978.

The new building was the result of a construction grant proposal written by Dr. Hart in 1972 and submitted to the U.S. Department of

Health, Education and Welfare, Division of Nursing. A site visiting team from H.E.W. came to UTK in October 1972. In April 1973 the $1,650,000 construction grant proposal was approved by the National Advisory Council on Nurses Training. The Tennessee State Legislature appropriated the additional money needed to construct the building ($550,000) in 1972. Federal funds were not awarded until April 1975 due to impoundments so construction of the building scheduled to begin in Septemer 1973, was delayed for nearly two years. In April 1975, ground was broken and the first phase of construction was begun. The building was completed in June 1977. The school's administrative and clerical staff along with some faculty moved into the building that summer with the remaining faculty completing their move at the beginning of fall quarter.

Located on the corner of Volunteer Boulevard and Yale Street, the college is located in a beautiful brick building which is situated south of the Claxton College of Education building and across the street from the Humanities Tower. To the southwest of the College of Nursing is Circle Park which appears on Tennessee maps as early as 1886. The College of Nursing building site formerly was occupied by residences, which were the homes of a variety of university professors over the years and was also a parking lot and tennis court just prior to construction of the building. The College of Nursing is a three story building with two wings separated by a courtyard. This central court is a picturesque area containing stone tables and benches where faculty and students study, relax or have lunch in fine weather. The walls of the yard are lined with azaleas donated by faculty in the

summer of 1983 to complement the stone furniture presented as a parting gift by the 1983 BSN graduates.

The building contains three conventional large classrooms, seven conference rooms, three laboratories, forty-four private offices for faculty, and three administrative units that house the Dean, the Associate Dean for Student Affairs, and the Assistant Dean for Clinical Affairs. There is also one large room utilized as a secretarial pool.

In addition to conventional classrooms and conference rooms the building has a unique lecture hall located on the second floor. This room has a multi-tiered seating arrangement that accommodates 140 students and contains front and rear projection areas for audiovisual equipment. A sophisticated student response system terminal is located at each student station and is connected to a central computer that has the capacity to assess, grade, and analyze student learning and teaching effectiveness.

On that same floor there is a learning laboratory which contains 34 study carrels where students and faculty may pursue independent study or review a variety of software programs at their own pace. Several faculty members have produced some of these software programs while other programs have been purchased commercially. The learning laboratory also contains a simulated clinical practice laboratory equipped with hospital bed units and the clinical and demonstration equipment needed to enable students to acquire basic and advanced nursing practice skills prior to engaging in clinical practice in health care agencies.

The building also contains faculty and student lounges, a two-way observation room, a graduate student reading room, a software production studio, and offices for the college's branchs of the Tennessee Student Nursing Association and Sigma Theta Tau, the National Nursing Honor Society.

Summary and Conclusions

Although establishment of the nursing program was mandated by T.H.E.C. and the Tennessee Legislature it is clear that UTK responded quickly to this mandate and committed the institution to establishing high quality programs. The search for a well credentialed, experienced nursing administrator was not concluded until a person who met all of the stipulated criteria for the position was found and hired. Once this person was appointed, administration supported her efforts in tangible and visible ways. Dr. Hart responded to this challenge and support by developing programs of quality and by attracting extramural funding for a new facility and for graduate program support.

The undergraduate program, originally designed to be small evolved very quickly into a sizable program. The university awarded thirty-four nursing baccalaureate degrees in 1974. In 1976 118 BSN degrees were awarded. The baccalaureate program received N.L.N. accreditation in 1974 the first year it was eligible for accreditation review. Applicants continue to exceed the number of students that can be accommodated. Since 1974 nearly 1000 BSN degrees have been awarded.

There were two surprising trends that occurred during the early development of the program. The numbers of students seeking admission far exceeded expectations, and the kinds of students seeking admission

reflected an unexpected diversity. Clearly there was a need and desire for collegiate nursing education in East Tennessee. The students desiring this type of nursing preparation were traditional and nontraditional; traditional in that many were recent high school graduates or registered nurses; nontraditional in that many were transfer students, some were older re-entry type students and some students applied who already had baccalaureate and in a few instances, master's preparation in a variety of fields. This diversity in backgrounds influenced Dean Hart to consider developing a generic nursing track in the graduate program, a decision which was visionary but somewhat controversial at the time because so few such programs existed. However, Dean Hart and the nursing faculty firmly believed that the life-experience of the generic students as well as their original collegiate preparation would provide the profession with nursing graduates who had new and refreshing perspectives. The initiation of a generic track in the MSN program also addressed the possibility that, at some time in the future, a graduate rather than an undergraduate degree in nursing might become the minimal academic credential for entry into professional practice. The establishment of the BSN program, a traditional MSN program and a generic track in the MSN program was also significant because those who are familiar with nursing history are cognizant of the long struggle between several factions within nursing about how much education nurses should have.

The acquisition of a building designed specifically for nursing education was significant because it gave nursing high visibility as a member of the academic community, because it made it possible to

deliver nursing programs and courses with diversified teaching-learning strategies, and because the nursing faculty and students were together "under one roof" giving both groups a strong sense of pride and cohesiveness.

It is indeed remarkable that, within a five year period, all of the goals set forth by the institution for nursing had been achieved. A qualified nurse administrator was appointed, BSN and MSN programs were developed, implemented, and accredited, and a facility designed for nursing education was planned, financed, built, and occupied. The impact of these achievements and those that have followed will be described and analyzed in the next chapter.

CHAPTER IV

THE IMPACT OF THE ESTABLISHMENT OF THE COLLEGIATE PROGRAM

"A wise man does not hurry history"

Stevenson, 1952

Local, State and National Contributions of the Dean

Dr. Sylvia Hart has provided important leadership within the college, the university, the state and the nation. Her status of Program Director at UTK was changed to that of Dean in 1974 and the school of nursing became a college in 1977. In addition to her effectiveness in the areas of curriculum and faculty development Dean Hart was able to successfully acquire extramural funding for the college, to become a respected administrator and leader within the university and to bring visibility to and provide credibility for the college and the university. She did this primarily by holding state and national offices in the Tennessee Nurses Association (T.N.A.), Southern Regional Education Board (S.R.E.B.) and the National League for Nursing (N.L.N.). Dr. Hart has been widely sought as a speaker and has published several distinguished papers and articles.

Dr. Hart was chairperson of the Tennessee Nurses Association Council on Education from 1974-1978 and was reappointed to that position in 1984. She has been an active member of the Southern Regional Education Board Nursing Council since she came to Tennessee in 1972. She was one of 30 people chosen from the 14 SREB states to become a member of a curriculum project to develop a system for nursing

education and practice. The project findings were published and disseminated by SREB. From 1975 to 1978, Dr. Hart served as consultant to 4 SREB nursing programs that were devising methods for increasing recruitment and retention of culturally diverse students. From 1978-1982 she served two successive elected terms as chairperson of the SREB nursing council. The membership of this council consisted of deans and directors of all associate, baccalaureate, master's and doctoral programs in the 14 SREB states and as chair, Dr. Hart planned programs of interest to the membership. She also initiated grant proposals for the Council that were funded as follows:

1. W. K. Kellogg--to improve the competence of Associate Degree nursing graduates.

2. Department of Health and Human Services Faculty Development Grant--to develop teaching and learning strategies suited for culturally diverse students.

3. Department of Health and Human Services Continuing Education Grant--to strengthen and coordinate continuing education efforts in the south.

Other significant contributions made by Dean Hart included increasing the SREB Nursing Council's agency membership to 96 percent of all eligible programs. She also provided leadership in improving the financial solvency of the organization. As chairman of the Nursing Council, Dean Hart strengthened ties between nursing education and nursing service by sponsoring joint programs and initiating an annual research conference sponsored by SREB. At the end of her second term

in office, Dr. Hart received a certificate of appreciation from the membership.

Dr. Hart's distinguished N.L.N. activities began in 1968 when she was trained to be an accreditation visitor. Following a first accreditation visit, Dr. Hart became an accreditation team leader and has served in this capacity ever since. She was elected President of the New York League for Nursing from 1970 to 1972. In 1977, Dr. Hart was elected vice-chairperson of the N.L.N. Council of Baccalaureate and Higher Degree Programs, and served in this capacity until 1979 when she was elected chairperson of the same council. Most nurse educators view this particular role as being the most powerful and influential national position in nursing education. As chairperson she led the semi-annual national meetings of the council, chaired the executive committee meetings and served on the N.L.N. Board of Directors. In 1981 the council began to elect, rather than appoint members to its accreditation Board of Review. Dr. Hart was nominated on the first ballot and became one of only nine persons to be elected to serve a three year term 1981-1984. Also, in 1981, she was appointed to chair the Resolutions Committee of the Baccalaureate Nursing Council. In April 1983, Dr. Hart was chosen as one of three persons selected from a nationally solicited pool to conduct training sessions for new accreditation visitors semi-annually from 1983-1986.

Another organization to whom dean Hart has lent her organizational skills has been the UTK chapter of Phi Kappa Phi, a national honor society. Dean Hart became interested in serving this association because it is an honor society open to students and faculty from all

academic disciplines, and because UTK was one of the three founding chapters. Dr. Hart served as Secretary from 1979 to 1982, as President-elect from 1982 to 1983 and as President from May 1983 to May 1984.

Dr. Hart has also served as a consultant to more than twenty nursing programs that were planning baccalaureate or master's programs in nursing. She has conducted statewide studies of nursing education and nursing practice in Florida, Georgia, and Massachusetts at the request of the Boards of Regents from each of those states.

Faculty Development

Carlyle (1901) has said that in a sense all men are historians. Likewise each faculty member appointed to the College of Nursing has etched an impression that will forever be a part of the college's history. Some faculty came to the college prepared to assume leadership roles. Others acquired additional expertise by interacting with more experienced faculty members. Several faculty members have earned additional graduate degrees while carrying a full or part-time faculty load. While it would not be practical to highlight every faculty members' achievement at the college, it is expedient to document significant faculty development efforts and their results.

Sometime during the period between Summer 1971 and Spring 1972, Dr. Hart appointed three persons as the first faculty members for the new school of nursing. These three faculty members were responsible for responding to phone and mail inquiries about the program, developing admission policies and procedures, identifying possible

lower division courses, and exploring clinical facilities in Knoxville and the surrounding areas. This original group all hired on a part-time basis, consisted of Ethel Center, Barbara Reid, and Joan Wagner. They met periodically with Dr. Hart and together, they developed a proposed nursing curriculum.

Of these three original faculty, only Dr. Barbara Reid remains currently employed. Barbara also has the distinction of being the first Black faculty member employed by the college. Since 1972, she has held the title of Associate Dean for Student Affairs.

When Dr. Hart arrived on campus full-time in July 1972 there were 56 students ready to progress to upper-division courses in the fall which necessitated hiring additional faculty. Two additional full time faculty members were appointed in the fall of 1972 and the three part-time faculty (Center, Reid and Wagner) were appointed full time. In January 1973 one additional full-time faculty position was filled. As a result of these appointments the 1972-73 complement of faculty included Ethel Center, Barbara Reid, Joan Wagner, Joy Heird, and Dale Goodfellow, all appointed full time in September 1972, and Kathleen Conlon appointed in January 1973. These six faculty members held master's degrees in nursing in a variety of clinical specialties from five different institutions. During the summer of 1973, six additional faculty members were hired bringing the total number of full-time faculty to 12 with two part-time lecturers.

The College experienced very rapid growth between 1973 and 1976 as evidenced by increasing enrollments and increasing faculty numbers to coincide with this growth. Full time equivalent faculty increased from

12 in September 1973 to 26.5 in September 1976. At that time, student enrollments were limited to the number that could be taught effectively by the current complement of approximately 30 full time and 5 part time faculty. A list of all nursing faculty who have been employed at UTK is included in Appendix A.

From the first date of her appointment Dean Hart hired the most qualified faculty available. Considering that the local geographical pool held few people prepared with graduate degrees in nursing and no doctorally prepared nurses, collective faculty credentials have been impressive throughout the College's history. In summer 1977, Dr. Hart wrote a position paper on faculty development which she presented to the faculty in September of that year (Hart, 1977). In this paper she explained that during the school's rapid growth period several faculty who did not have graduate degrees were hired as instructors. Faculty who had Master's degrees in nursing or in closely related fields were hired as assistant professors. Dr. Hart further explained that the pool of qualified faculty applicants was steadily increasing and therefore, she proposed some assumptions and aspirations in relation to her current faculty as well as some policies designed to stimulate their academic growth. Dr. Hart's plan was that by 1984 the College of Nursing would meet university criteria for faculty appointment, promotion and tenure; that all faculty would hold the minimum of a Master's degree in nursing and that "the appropriate academic goal or earned credential for all nursing faculty teaching in a baccalaureate or higher degree nursing program should be an earned doctorate." Because the national pool of doctorally prepared nurses was inadequate

to meet the needs of all nursing programs in the United States, the Dean urged her faculty to make a "strong and visible commitment to the pursuit of doctoral education." The faculty was exceptionally responsive. Of 91 faculty members hired between 1971 and spring 1984, 30 have pursued some form of advanced study during their employment or since termination. Twenty-one of these faculty are currently employed at UTKCN. Appendix B provides information regarding educational gains of currently employed faculty.

Until 1977 the only doctorally prepared nurse on the faculty was Dean Hart. Maureen Groer, a nurse with a Ph.D. in physiology, was appointed in 1977. The first person to complete Ph.D. requirements while on faculty was Patricia G. Droppleman in 1979; she was closely followed by Drs. Goodfellow, Mozingo, and Greene in 1980; Dr. Harrison in 1982 and Dr. Reid in 1983. Dr. Theresa Sharp was appointed in 1982 and Dr. Sandra Thomas in 1983. Eight nursing faculty are currently pursuing doctoral degrees with several in the final stages of dissertation completion. It is obvious from these data that by 1984 the faculty in the College of Nursing will meet university critieria for faculty appointment, promotion and tenure. In March, 1983, the American Association of Colleges of Nursing in their annual institution data ranking report listed UTK as having the 12th most qualified nursing faculty in the country in terms of the percentage of doctorally prepared faculty.

Since the school's inception nursing faculty have not been organized into departments. The nursing faculty functioned diversely and presently many faculty teach both graduate and undergraduate

students. Faculty have consistently favored this organizational structure and voted to maintain it as recently as 1982.

Faculty have developed research projects (Goodfellow, Fenske, Conlon, Mozingo, Harrison, Droppleman, Sharp, Reid, Thomas, Jolly, Groer, Greene), and have presented findings at national, state, and local meetings. One faculty member has written several books (Groer). Several others have contributed chapters for books (Harrison, Fenske, Kant and Pierce). Several faculty have published in leading nursing and health related journals (Hart, Bowen, Pierce, Groer, Droppleman, Mozingo, Jozwiak, Sharp, and Goodfellow). One faculty member (Goodfellow) has twice been voted one of the university's most outstanding teachers. Dr. Goodfellow also received the prestigious Hesler Award in 1983 and an endowed scholarship has been established in her name. One faculty member (Groer) received a university public service award. Groer also established a Wellness Station at the 1982 World's Fair. Shoffner coordinated an international nursing conference in conjunction with the 1982 World's Fair. One faculty member (Boynton) has initiatied an official alumni newsletter for the college and has spearheaded a series of college alumni activities. Two faculty (Groer and Goodfellow) along with the Dean, are NLN site visitors. One faculty member (Mozingo) provided leadership in establishing a UTK chapter for Sigma Theta Tau, the national honor society for nurses. Faculty are involved in nursing leadership and consultative roles at the university, in the community, and in the state, on an ongoing basis.

Since 1977 the College of Nursing and its faculty, in collaboration with TVA, has provided educational programs for staff development for personnel employed in rural hospitals in the 16 county area surrounding Knoxville. Called the HELPS program (Hospital Education Learning Programs and Services) a trailer equipped with hard and software provide nursing education materials specifically requested by hospitals.

Since 1983 College of Nursing students and faculty, in collaboration with a local television station and Fort Sanders Hospital, have provided health screening and health counseling for The University of Tennessee employees through a program known as Operation Health Check. Follow-up and referral to appropriate health professionals has also been provided.

Most of the hospitals and health care agencies around Knoxville have been strongly supportive of UTKCN's programs and are extensively involved in the educational enterprise. More than thirty hospitals, clinics, health departments, and physicians' offices in this area have written contracts or letter agreements with the college. At least fifteen to twenty additional training sites in other rural and urban areas are also utilized. Strong collaborative professional ties have been fostered between UTK faculty and professionals in various agencies. Some of the professionals have served as preceptors to students, have been guest lecturers in various classes, or hold joint appointments with their agency of employment and UTK.

The University of Tennessee, Knoxville, Graduates Baccalaureate Students

By 1984, nine hundred and sixty-six students had received baccalaureate degrees in nursing from UT-Knoxville, College of Nursing. The first class wrote the State Board Examination in July 1974. Of the nearly nine hundred graduates who have written the examination since that time, 96 percent have passed the exam at first writing.

The number of registered nurses enrolled in the baccalaureate program has increased each year. In 1983-84 there are over 100 registered nurses in the baccalaureate program. The University of Tennessee, Knoxville, has been responsible for awarding an average of 90 baccalaureate degrees each year since 1974. These numbers are especially impressive considering that in the year 1971, in the entire state of Tennessee, only 124 students received B.S.N. degrees.

The college is committed to providing sound educational opportunities for all students meeting admission criteria to the university and to the upper division nursing courses and has actively recruited minorities. Total Black B.S.N. graduates through June 1984 number 32. All minority graduates have been female. Total male B.S.N. graduates through June 1984 number 48. Three percent of the college's B.S.N. graduates have been Black and 5 percent have been male. These figures represent lower percentages of minority graduates from UT-K College of Nursing than the national average as compiled in 1978. At this time there were 4.7 percent Blacks and 5.5 percent males completing B.S.N. requirements in this country (N.L.N. Data Book, 1982)

Alumni surveys conducted by the college have documented that many of these graduates have obtained or are pursuing advanced degrees, that they are very satisfied with the nursing preparation they received at UTK and that their degrees were highly respected by other nurses and by their employers. Local, state and national nursing administrators have also written and verbalized that UTK graduates whom they had employed have been exceptionally well prepared theoretically and clinically; these data and other evidence presented earlier provide clear documentation that the long envisioned B.S.N. program at UTK had become a visible and successful reality.

Graduate Students

At mid-century there was a dearth of Master's and doctorally prepared nurses in this country. This circimstance was most evident in the south and southwest. As stated previously, in 1952 there were no Master's degree programs in nursing in the member states of the Southern Regional Education Board (S.R.E.B.). In 1970 there were 14 masters programs in nursing in S.R.E.B. member states and by 1983 that number had increased to 47, including the one offered by The University of Tennessee, Knoxville. Since 1978 the college has awarded 179 M.S.N. degrees. These masters prepared graduates are employed throughout the state, the region, the United States, and in a few instances, other nations. Those graduates who were prepared in the primary care track are family nurse clinicians working in a variety of primary care sites; some are faculty in colleges or schools of nursing; some are consultants or specialists in hospital settings. Several are employed as OB-Gyn clinical specialists and as pediatric clinical

specialists. One graduate is a director of a Reproductive Health Center and at least one has become a certified nurse mid-wife. Those graduates who are prepared in the secondary-tertiary track are employed as clinical specialists chiefly by hospitals; some are employed as nursing faculty members; others are consultants; several are directors of nursing in various institutions. Those graduates who were prepared in the community mental health track are presently employed as clinical nurse specialists in various psychiatric-mental health centers, as nursing faculty members or as nurse consultants. A few MSN graduates are currently enrolled in doctoral programs.

Questionnaires were sent to the first two graduating classes of the graduate program. The questionnaire elicited responses on program evaluation. In answering, the majority of alumna attested to the superior quality of their nursing preparation and their satisfaction with the programs. Likewise, many employers have voluntarily signified their satisfaction with the working performance of UTK's Master's prepared nurses.

Fiscal Development

The 1971-72 budget for the new nursing program was $39,000. In July 1972 when Dr. Hart assumed full-time leadership of the program an unforeseen escalation in student enrollment necessitated an increase in the budget request for fiscal 1973. Originally Dr. Hart had requested $128,000 exclusive of salary increments and fringe benefits. Despite the fact that UTK's total budget appropriation for 1973 was $10,000,000 less than requested, the school of nursing's allocation was only $14,700 less than requested. This allocation to nursing was a

concrete and highly visible commitment on the part of The University of Tennessee administration to the nursing program. In the meantime, Dr. Hart wrote and submitted an HEW, Division of Nursing, Financial Distress Grant in order to supplement the allocation by the University. This grant was approved and funded and, when combined with the state appropriation, made it possible for the school to hire additional full time faculty for fall 1972. Dean Hart has been highly successful in obtaining extramural funding for the College of Nursing. A list of approved and funded grant proposals, their purposes, the years they were funded and to what degree, are provided below to document this distinguished achievement.

1. 1972-1983--Capitation Grants - general supplementary funds for colleges.

1972 - 26,195	1977 - 92,572
1973 - 49,654	1978 - 70,165
1974 - 83,102	1979 - 59,664
1975 - 106,295	1980 - 56,209
1976 - 100,800	1981 - 20,465

Total Capitation Funds - $665,121

In 1981 the Capitation Grant program was discontinued by Congress.

2. 1972--Department of Health, Education and Welfare, Division of Nursing, Financial Distress Grant--to help absorb start-up costs for the new B.S.N. program for one year.

Total Grant - $48,550

3. 1974--Department of Health, Education and Welfare, Division of Nursing Construction Grant--to construct a building to house the School of Nursing.

Total Grant - $1,650,000

4. 1975--Department of Health, Education and Welfare, Financial Distress Grant--to help absorb costs created by sudden B.S.N. enrollment increase for one year.

Total Grant - $56,570

5. 1977-79--W. K. Kellogg Foundation Grant--to develop the generic M.S.N. program for three years.

Total Grant - $194,470

6. 1977-1985--Department of Health, Education and Welfare, Nurse Practitioner Grant--to assist in developing the primary care track in the graduate program.

1977-80 - $ 269,675

1980-82 - 261,534

1982-85 - 472,519

Total Grant - $1,003,728

7. 1978-83--Alcoa Foundation Grant--to be used to purchase equipment for the College of Nursing over five years.

Total Grant - $50,000

8. 1983-85--Department of Health and Human Services, Division of Nursing (formerly HEW)--Special Project Grant--to deliver continuing education programs to nurses and other health workers in East Tennessee.

Total Grant - $214,399

9. 1983-87--W. K. Kellogg Foundation to develop a track in the M.S.N. program for preparation of Associate Degree Nursing faculty.

Total Grant - $307,500

Combined Totals of Grants - $4,190,338

During the 1980's money from external sources was difficult to obtain primarily because of the dismantling of federal programs designed to assist nursing. What funding was available was extremely competitive. The receipts of two grants during this period was gratifying and demonstrated confidence in the college and its programs. Federal traineeships were also obtained during this period to provide funding for a limited number of full time graduate students.

Survey of Nursing Education in Tennessee 1969 Review of Recommendations

In the 1969 study, the nursing consultant board hoped that Tennessee could provide a ratio of 300 registered nurses per 100,000 population by 1980. In fact in 1982, the total number of employed R.N.'s were 410 per 100,000 population, of which 366 were full time equivalents (U.S. Department of Health and Human Services, 1982). This figure exceeds the initial recommendations. In 1982 there were 17,888 R.N.'s employed in the state, 15,900 of whom were full time equivalents. Table IV provides information on the types of graduates and total number of graduates currently employed in the state.

The Nursing consultants further hoped that the state could support public nursing education programs which, when combined with private programs, would graduate 1300 nurses a year. In 1980 the total number

Table IV

Registered Nurses Employed in Tennessee--1982

Total RN's	A.D. & Diploma	BSN	Masters & Doctorates	RN's per 100,000
		Total Employed		
17,888	13,670	3,460	660	410
		Full Time Equivalents		
15,900	12,110	3,160	640	366

U.S. Department of Health and Human Services, 1982

of graduates of all types of nursing programs in the state, numbered 1,653 graduates as compared to 663 graduates in 1970 and 550 in 1969 (N.L.N. Data Book, 1982). Table V compares the types and numbers of nursing programs in the state.

Table V

Comparison of Nursing Programs in Tennessee in 1969 and 1983

Program	1969	1983
Diploma	11	7
Associate Degree	10	15
Baccalaureate	4	12
Master of Science in Nursing	1	3

The nursing consultants stressed the importance of accreditation for nursing programs in Tennessee. In 1983 all diploma programs and masters degree programs were accredited; 11 of 15 associate degree programs and 9 of 12 BSN programs had received accreditation.

The consultant's recommendation to assist nursing faculty with advanced education has been implemented on an individual basis by the faculty members with assistance from individual schools, federal and state monies and other funds including individual financial resources.

The consultants also recommended establishment of a position of coordinator of nursing education in the state. This recommendation was not implemented. The nursing leaders in the state established their own network and cooperated and collaborated informally to insure quality programs without undue duplication. It is clear from this summary that the predictions and projections forecasted for the state of nursing in Tennessee in the 80's underestimated the vision and ability of nursing leaders in the state.

Summary and Conclusion

The purpose of this study was to record the history of the development of the College of Nursing at UT-K in light of certain political, social and economic factors spanning two centuries.

This study was designed to address the following three research questions:

1. Why was a collegiate nursing program established in this state, on this campus at this particular time?
2. How was this program established?
3. What impact has the establishment of this program had?

In examining the reasons for the establishment of a collegiate program in Knoxville, Tennessee, in the early 70's, it was necessary to consider a number of overlapping variables that appeared to contribute to program development. The primary reason for establishment of a nursing program in Knoxville apparently was pragmatic rather than academic. Despite nursing shortages in the state and nation, state and national studies attesting to these shortages and persistent community pressure advocating program development, it was the availability of

federal monies for nursing and nursing education that provided the force to establish the nursing program, which coincided with the T.H.E.C. study and mandate.

To answer the question of how the collegiate program was established in Knoxville it was necessary to trace the search for, and appointment of, the administrator of the program. A record of faculty appointment, and admission of qualified student applicants was also traced. The foundations and accreditation of the baccalaureate and masters programs, the planning, financing and building of the facility which houses the College of Nursing as well as overall fiscal development of the college was documented.

To answer the final question concerning the impact that the establishment of the collegiate program has had, it was necessary to trace and record local, state and national contributions of the Dean, the development of the faculty and the progress of the graduates of both the baccalaureate and master's programs.

Both quantitatively and qualitatively, nursing has advanced in Knoxville and in Tennessee since the national nurse consultant team shared their findings with the state in 1969. The College of Nursing at UTK has contributed significantly to this advancement. A summary of the achievements of the College was presented by Dean Hart at an international nursing symposium during the 1982 World's Fair. A copy of this paper is included in Appendix E.

Visible contributions made by the College of Nursing included: nursing leadership provided by the dean in the state and nation; extramural funding established through the efforts of the dean which

provided faculty positions, a building, consultative services, continuing education and student funding assistance; an increased number of qualified faculty that subsequently resulted in better nursing leadership locally and nationally; an increased number of qualified BSN and MSN graduates prepared for leadership roles in teaching, specialized nursing care, and planning and implementing nursing research to improve nursing practice and education.

Strong collaborative professional ties between UT-KCN and professionals in various agencies evolved and developed over time. The Dean and faculty serve as consultants, are utilized as speakers and function in roles of continuing educators in various courses and in conference settings.

The findings from this study and the conclusions drawn from them raise several questions that are worthy of investigation. All are "impact" questions that can be summarized as follows:

1. What impact has the college had on the achievement of the university's mission and goals?
2. What impact have the graduates of the nursing programs had on the quality of care delivered to the client, family, and community groups that the graduates serve?
3. What impact have the nursing faculty and the graduates of the programs had on such matters as:
    a. legislation designed to impede or improve the status and autonomy of the nursing profession?

b. the relationships between nurses and other health care providers?

c. the divisiveness within the profession on such matters as educational requirements for licensure, titling, certification, accreditation and scope of practice?

Now that the College of Nursing at UT-K is firmly established these unanswered questions are worthy of systematic investigation because the answers to these questions will provide further definitive documentation about the extent to which the college has contributed to the achievement of its central goal--high quality, comprehensive health care for all.

Regardless of the answers to these questions, it is clear from tracing the history of the College of Nursing at UT-K that much has been achieved in little more than a decade and that there is compelling evidence that these achievements will continue as long as the college responds responsibly to shifting health care needs, changing professional developments, and the university's priorities and mission. This history covers only a brief but critical span of time in the college's evolution. It will be the responsibility of others to report and evaluate further developments.

BIBLIOGRAPHY

BIBLIOGRAPHY

I. PRIMARY SOURCES

A. Written Correspondence

Dr. Rena Boyle, Director, Department of Baccalaureate and Higher Degree Programs, N.L.N.

Dr. Luke Ebersole, Associate Vice-Chancellor for Academic Affairs, The University of Tennessee, Knoxville.

Dr. John Folger, Executive Director, Tennessee Higher Education Commission.

Dr. Joseph Goddard, Division of Extension, The University of Tennessee, Knoxville.

Dr. Margaret Heins, Director, St. Mary's Hospital School of Nursing.

Dr. Walter Herndon, Vice-Chancellor for Academic Affairs, The University of Tennessee, Knoxville.

Dr. Andrew Holt, President, The University of Tennessee, Knoxville.

Dr. Frank Holtman, Head, Department of Bacteriology, The University of Tennessee, Knoxville.

Dr. Homer Marsh, Vice-President, in charge of Medical Units, Memphis, Tennessee.

Dr. E. C. Merrill, Dean, College of Education, The University of Tennessee, Knoxville.

Ms. Ruth Neil Murry, Dean, College of Nursing, The University of Tennessee at Memphis.

Mr. Truman Pouncey, Head, Admissions and Records, The University of Tennessee, Knoxville.

Dr. Lawrence Silverman, Vice-Chancellor, The University of Tennessee, Knoxville.

Mrs. Ruth Smith, Chairperson, Educational Section, District II, Tennessee Nurses Association.

Dr. Herman Spivey, Vice-President, The University of Tennessee, Knoxville.

Dr. Jack Williams, Vice-President, The University of Tennessee, Knoxville.

B. Personal Interviews

Interview with Ms. Kathleen Conlon, June 1983.

Interview with Dr. Luke Ebersole, January 1983.

Interview with Dr. Dale Goodfellow, June 1983.

Interview with Dr. Sylvia Hart, December 1982 and May 1984.

Interview with Dr. Margaret Heins, February 1983.

Interview with Dr. Walter Herndon, January 1983.

Interview with Mr. Hardy Liston, January 1983.

Interview with Dr. Johnie Mozingo, October 1983.

Interview with Mrs. Dorothy Stephens, February 1983.

Interview with Dr. Barbara Reid, September 1983.

C. Manuscripts

A Self-Study and Evaluation of the Baccalaureate Nursing Program Offered by The University of Tennessee, Knoxville, School of Nursing, Knoxville: U.T. Press, January 1974.

A Self-Study and Evaluation of the Bachelor of Science in Nursing Program and the Master of Science in Nursing Program Offered by The University of Tennessee, Knoxville, College of Nursing, Knoxville: U.T. Press, January 1981.

Ebersole, Luke; Heins, Margaret; Kozar, Andy; and Woodward, John, "A Proposal for the Development of a Baccalaureate Program in Nursing Education at The University of Tennessee, Knoxville, 1969."

Hart, Sylvia E., "H.E.W. Construction Grant Proposal 1-C05-NU-04388-01," August 1972.

Hart, Sylvia E., "Proposed Position Paper on Faculty Development," July 1977.

Hart, Sylvia E., "Unified Diversity: The Dynamic Energizer of the Nursing Profession," July 1982.

Scott, Jessie; Piekarski, Marie; Viglione, Amy; Lichty, Joseph; and Walker, Elva, "Survey of Nursing Education in Tennessee," 1969.

D. Published State and National Reports, Government Documents

American Women: Report of the President's Commission on the Status of Women, Washington, D.C., U.S. Government Printing Office, 1963.

Brown, Esther. Nursing for the Future. New York: The Russell Sage Foundation, 1948.

"Educational Preparation for Nurse Practitioners and Assistants to Nurses," a Position Paper, American Nurses Association, 1965.

Equal Rights for Men and Women, 1971 Hearings before Subcommittee No. 4 of the Committee on Judiciary, House of Representatives, Serial No. 2, Washington, D.C., pp. 263-272.

Extending the Scope of Nursing Practice—A Report. Washington: U.S. Government Printing Office, 1971.

Higher Education for Tennessee's Future: A Master Plan for Higher Education. Tennessee Higher Education Commission, Nashville: January 1973.

Hohman, Jo. Focus on Nurse Credentialing. Chicago: American Hospital Association, 1980.

Lysaught, Jerome. "An Abstract for Action." National Commission for the Study of Nursing and Nursing Education. New York: McGraw-Hill Company, 1970.

National League for Nursing Department of Diploma and Associate Degree Programs; Report on Hospital Schools of Nursing, 1957, New York: NLN 1959.

National Organization for Women, Resolutions Adopted at National Conference, NOW Library, 1974.

Report to the President and the Congress, Progress Report on Nurse Training. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1970.

Special Report on Federal Programs. American Council on Education, Volume III, No. 4, May 1965.

Surgeon General's Consultant Group, Toward Quality in Nursing: Needs and Goals, U.S. Department of Health, Education and Welfare, Public Health Service, 1963.

U.S. Department of Health, Education and Welfare, Toward Quality in Nursing, Report of the Surgeon General's Consultant Group on Nursing, Public Health Service Publication No. 992, U.S. Government Printing Office, Washington, D.C., 1963.

E. Articles

Carnegie, M. Elizabeth. "ANA Convention Highlights: The Need for Historical Research," Editorial, Nursing Research, Vol. 25, No. 5, September & October, 1976.

Christy, Teresa. "The Methodology of Historical Research," Nursing Research, Vol. II, No. 1, Winter, 1965.

Newton, Mildred. "The Case for Historical Research," Nursing Research, Vol. 14, No. 1, 20-26, Winter, 1965.

Notter, L. E. "The Case for Historical Research in Nursing," Nursing Research, November-December, 1972, 483.

F. Miscellaneous

Aydelotte, Myrtle. Directory of Nurses with Doctoral Degrees. Missouri: ANA Publications, 1980.

Montgomery, James. "The Volunteer State Forges Its University, The University of Tennessee 1887-1919," The University of Tennessee Record, Vol. 74, No. 6. Knoxville: U.T. Press, 1971.

Montgomery, James. "Threshold of a New Day: The University of Tennessee, 1919-1946," The University of Tennessee Record, Vol. 74, No. 6. Knoxville: U.T. Press, 1971.

NLN Nursing Data Book 1980, Division of Research. New York: 1981.

NLN Nursing Data Book 1981, Division of Research. New York: 1982.

The University of Tennessee Record, General Catalog, Vol. 86, No. 2, March, 1983.

The University of Tennessee Record, Graduate Catalog, Vol. 86, No. 1, January, 1983.

II. SECONDARY SOURCES

A. Dissertation and Thesis

McGuire, Beverly, Sr. "The Establishment and Early History of the Eastern Tennessee Hospital for the Insane 1886-1917." Unpublished Ph.D. Dissertation, The University of Tennessee, Knoxville, Tennessee, 1976.

Montgomery, James. "The University of Tennessee during the Administration of President Brown Ayres 1904-1919." Unpublished Masters Thesis, The University of Tennessee, Knoxville, Tennessee, 1956.

B. Books

Barr, William. Local History Today. "After the Bicentennial and Roots, What's Next?" Indianapolis: Indiana Historical Society, 1979.

Carlyle, Thomas. On Heroes, Hero Worship and the Heroic in History. Edited by Archibald, MacMechan, Ginn & Company, 1901.

Clark, Thomas. Local History Today, "A Mainspring for National History." Indianapolis: Indiana Historical Society, 1979.

Dock, Lavinia and Nutting, Adelaide. A History of Nursing. New York and London: G. P. Putnam's Sons, 1907-12.

Dolan, Josephine, Fitzpatrick, M. Louise and Herrmann, Eleanor. Nursing in Society: A Historical Perspective. 15th Edition. Philadelphia: W. B. Saunders Company, 1983.

Eliot, T. S. The Complete Poems and Plays 1904. New York: Harcourt, Brace and World, 1952.

Felt, Thomas. Researching, Writing and Publishing Local History. Nashville: American Association for State and Local History, 1976.

Fitzpatrick, M. Louise (Ed.). Historical Studies in Nursing. New York: Teachers College Press, Columbia University, 1978.

Folmsbee, Stanley J. "Blount College and East Tennessee College 1794-1840: The First Predecessors of The University of Tennessee." The University of Tennessee Record, Vol. 49, No. 1, Knoxville: U.T. Press, 1945.

Folmsbee, Stanley J. "East Tennessee University 1840-1879." The University of Tennessee Record, Vol. 62, No. 3, Knoxville: U.T. Press, May, 1959.

Folmsbee, Stanley J. "Tennessee Establishes a State University: First Years of The University of Tennessee 1879-1889." The University of Tennessee Record, Vol. 64, No. 3, Knoxville: U.T. Press, 1961.

Galbraith, V. H. An Introduction to the Study of History. London: C. A. Waits and Company, Ltd. 1964.

Gray, Wood. Historians Handbook. Boston: Houghton Mifflin Company, 1959.

Harris, Lucy. The Harris College of Nursing: Five Decades of Struggle for a Cause. Fort Worth: Texas Christian University Press, 1973.

Kalisch, Philip and Kalisch, Beatrice. The Advance of American Nursing. Boston: Little, Brown and Company, 1978.

Kent, Sherman. Writing History. 2nd Edition. New York: Appleton-Century-Crofts, 1967.

Marston, Doris. A Guide for Writing and Publishing Local History. Nashville: American Association for State and Local HIstory, 1976.

Montgomery, James, Folmsbee, Stanley, and Greene, Lee. To Foster Knowledge. " A History of The University of Tennessee 1794-1970." Knoxville: U.T. Press, 1984.

Papachristou, Judith. Women Together: A History in Documents of the Women's Movement in the United States. New York: Alfred A. Knopf, 1976.

Rogers, Martha. An Introduction to the Theoretical Basis of Nursing. Philadelphia: F. A. Davis Company, 1970.

Sanford, Edward T. Blount College and The University of Tennessee: An Historical Address. Published by The University of Tennessee, June 1894.

Scott, Edward. Laws of the State of Tennessee. II, 504-06. Knoxville, 1821.

Sutton, Robert M. Local History Today. "After the Bicentennial and Roots: What Next? Local History at the Crossroads." Indianapolis Historical Society, 1979.

White, Moses. Early History of The University of Tennessee. Knoxville, 1879.

Winslow, C. E. A. and Goldmark, Josephine. Nursing and Nursing Education in the United States. New York: The MacMillan Company, 1923.

APPENDIXES

APPENDIX A

NURSING FACULTY

Table A.1

Nursing Faculty* Appointed from 1971-1983

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Banks, Mary Ellen	9-1-77	FT	8-31-81	B.S.N. M.S.N.	1968 1975	D'Youville College University of Wisconsin
Blattner, Barbara N.	9-1-73	FT	8-31-74	B.S.N. M.P.H.	1969 1973	D'Youville College The University of Tennessee, Knoxville
Blowers, Sally S.	1-1-73	FT	12-31-75	B.S.N. M.S.N.	1966 1968	Columbia University University of Rochester
Bowen, Sheila M.**	1-1-76	FT		B.S.N. M.S.	1960 1978	St. Agnes College The University of Tennessee, Knoxville
Boynton, Mary T.	1-1-74	FT		B.S.N. M.S.N.	1950 1964	Duke University Emory University

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Branson, Janice C.	1-1-82	PT		B.S.N.	1975	The University of Tennessee, Knoxville
				M.S.N.	1977	Vanderbilt University
Brown, Jane H.	1-1-80	FT		B.S.N.	1975	Lenoir-Rhyne College
				M.S.N.	1979	The University of Tennessee, Knoxville
Brown, Patricia A.	9-1-73	FT	8-31-75	B.S.N.	1959	Indiana University
				M.S.N.	1969	Indiana University
Bruning, Susan L.	9-1-78	FT	8-31-83	B.S.N.	1958	Skidmore College
				M.N.	1974	Teachers College, Columbia
Bultemeier, Kay I.	1-1-82	PT	8-30-82	B.A.	1971	Valparasio University
				B.S.N.	1975	Valparasio University
				M.S.N.	1977	Vanderbilt University
				M.S.	1980	St. Francis College
Burns, Margaret D.	1-1-83	FT	6-30-83	B.A.	1974	University of New Mexico
				M.S.N.	1978	University of Cincinnati

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Carlo, Elizabeth S.	9-1-74	FT	8-31-75	B.S.N.	1966	University of No. Carolina
				M.S.N.	1970	University of No. Carolina
Center, Ethel G.	9-1-71	FT	1-31-72	B.S.N.	1970	Medical College of Georgia
				M.S.N.	1971	Emory University
Conlon, Kathleen P.**	1-1-73	FT		B.S.N.	1969	SUNY Buffalo
				M.S.N.	1972	SUNY Buffalo
Coven, Joan B.	1-1-77	FT		B.S.N.	1963	Rutgers University
				M.S.N.	1979	The University of Tennessee, Knoxville
Creasia, Joan**	4-1-74	FT	8-31-79	B.S.N.	1966	University of Vermont
				M.S.N.	1979	The University of Tennessee, Knoxville
Davidson, Collette	9-1-76	FT	8-31-79	B.S.N.	1966	University of Florida
				M.Ed.	1971	University of Florida
Davis, Mitzi W.**	9-1-75	FT	8-31-79	B.S.N.	1968	The University of Tennessee, Memphis
				M.S.N.	1975	Emory University

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Donnellan, Madge M.**	10-1-79	FT		B.S.N.	1977	SUNY Buffalo
				M.S.N.	1979	SUNY Buffalo
Dossett, Raynella B.	1-1-77	FT	9-1-81	B.S.N.	1970	East Tennessee State University
				M.S.S.W.	1976	The University of Tennessee, Knoxville
Droppleman, Patricia G.	9-1-75	FT		B.S.N.	1962	Catholic University
				M.S.	1974	The University of Tennessee, Knoxville
				Ph.D.	1979	The University of Tennessee, Knoxville
				M.S.N.	1984	The University of Tennessee, Knoxville
Easter, Kathryn Kraemer	1-1-74	FT	3-31-76	B.S.N.	1969	The University of Tennessee, Memphis
				M.S.	1975	The University of Tennessee, Knoxville

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Evans, Ginger W.	4-1-75	FT		B.S.N.	1970	East Tennessee State University
				M.S.	1977	The University of Tennessee, Knoxville
				M.S.N.	1982	The University of Tennessee, Knoxville
Fenske, Mildred M.**	1-1-77	FT		B.S.N.	1963	Baylor University
				M.N.	1967	University of Florida
Garfinkel, Marsha	1-1-81	PT	3-31-81	B.S.N.	1974	University of Rochester
				M.S.N.	1980	The University of Tennessee, Knoxville
Gentry, Nancy E.	9-1-77	FT	12-31-78	B.S.N.	1973	Vanderbilt University
				M.S.	1975	The University of Tennessee, Knoxville
Gibson, Lucy W.	4-1-77 10-1-78	PT	12-31-77 3-31-79	B.S.N.	1971	Florida University
				M.A.	1976	The University of Tennessee, Knoxville

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Goodfellow, Dale H.	9-1-72	FT		B.S.N.	1969	SUNY Buffalo
				M.S.N.	1971	SUNY Buffalo
				Ph.D.	1980	George Peabody College for Teachers
Greene, Judith A.	9-1-80	FT		B.S.N.	1974	Southern Missionary College
				M.S.N.	1975	Vanderbilt University
				Ph.D.	1980	George Peabody College for Teachers
Groer, Maureen	9-1-77	FT		B.S.	1968	Newton College
				M.A.	1970	Boston University
				Ph.D.	1975	University of Illinois
				M.S.N.	1980	The University of Tennessee, Knoxville
Harrison, Lynda L.	9-1-78	FT		B.S.N.	1970	University of No. Carolina
				M.S.N.	1975	University of Delaware
				Ph.D.	1982	The University of Tennessee, Knoxville
Hart, Sylvia E.	7-1-71	FT		B.S.N.	1952	Alverno College
				M.S.N.	1962	Catholic University
				Ph.D.	1967	New York University

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Helms, Nancy D.	9-1-76	FT	8-31-81	B.S.N.	1974	Mercy College
				M.S.N.	1980	The University of Tennessee, Knoxville
Helton, Sally M.	9-1-83	FT		B.S.N.	1974	University of Kentucky
				M.S.N.	1978	Texas Woman's University
Hendricks, Virginia D.	4-1-76	FT	6-30-76	B.S.N.	1970	St. Louis University
	9-1-76		8-31-77	M.S.S.W.	1972	The University of Tennessee, Knoxville
Hodson-Fitzgerald, Sharron M.	7-1-74	FT		B.S.N.	1961	Meharry College
				M.S.	1976	The University of Tennessee, Knoxville
Jolly, Mary Lue**	9-1-75	FT		B.A.	1955	Edgecliff College
				M.Ed.	1969	Columbia University
Jozwiak, John S.**	9-1-79	PT		B.S.N.	1975	The University of Tennessee, Knoxville
				M.S.N.	1979	The University of Tennessee, Knoxville
Kant, Kenneth J. (non-nurse)	9-1-74	FT	8-31-83	B.S.	1958	Ohio State University
				M.S.	1964	University of Illinois
				Ph.D.	1967	University of Illinois

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Keeling, Sarah L.	10-1-77	FT	9-30-78	B.S.N.	1969	Lenoir Rhyne College
				M.S.N.	1972	Emory University
Kerney, Julie	1-1-76	FT	8-31-77	B.S.N.	1970	Pacific Lutheran College
Knapper, Charles F.	9-1-77	FT	8-31-79	B.S.N.	1974	The University of Tennessee, Knoxville
				M.S.N.	1976	Vanderbilt University
Kollar, Mary	9-1-76	FT		B.S.N.	1971	Vanderbilt University
				M.S.N.	1972	Vanderbilt University
Lindsay, Leonard	9-1-81	FT		B.S.	1972	The University of Tennessee, Knoxville
				M.P.H.	1975	The University of Tennessee, Knoxville
				B.S.N.	1976	The University of Tennessee, Memphis
Lowe, Barbara W.	9-1-74	FT	8-31-78	B.S.	1964	The University of Tennessee, Knoxville
				M.S.	1971	The University of Tennessee, Knoxville

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
McLeod-MacMorran, Paula**	1-1-74	PT	8-31-80	B.S.N.	1971	The University of Tennessee, Memphis
				M.S.N.	1972	Vanderbilt University
McComas, Frances A.	4-1-74	PT	4-30-76	B.S.N.	1961	Case Western Reserve University
McGuire, Sandra**	9-1-83	FT		B.S.N.	1969	University of Michigan
				M.P.H.	1973	University of Michigan
Maupin, Douglas R.	1-1-78	FT	12-31-80	B.S.N.	1974	The University of Tennessee, Knoxville
				M.S.N.	1976	Vanderbilt University
Moline, Martha Kenworthy	9-1-78	FT	8-31-82	B.S.N.	1965	Michigan State University
				M.S.N.	1968	Case Western Reserve University
Moore, Vicki	9-1-81	PT		B.S.N.	1976	The University of Tennessee, Knoxville
				M.S.N.	1980	The University of Tennessee, Knoxville

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Morgan, Louise	9-1-81	PT		B.S.N.	1949	Vanderbilt University
				M.S.N.	1980	The University of Tennessee, Knoxville
Mozingo, Johnie N.	9-1-73	FT		B.S.N.	1966	The University of Tennessee, Memphis
				M.N.	1967	Emory University
				Ph.D.	1981	Walden University
Murray, Carolyn M.	9-1-73			B.S.N.	1959	Duke University
				M.S.N.	1972	Vanderbilt University
Odle, Diana R.	9-1-74	FT	8-31-83	B.S.N.	1967	Med. College Virginia
				M.N.	1970	Emory University
Offutt, Sally A.	9-1-78	FT		B.S.N.	1967	The University of Tennessee, Memphis
				M.S.N.	1978	Texas Woman's University
Overton, Helen E.	9-1-75	FT		B.S.N.	1961	University of Maryland
				M.P.H.	1975	The University of Tennessee, Knoxville
Palmer, Kay Lea	9-1-74	FT	12-31-75	B.S.N.	1971	DePaul University
				M.S.N.	1973	Loyola University

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Pate, Joseph Michael	1-1-84	FT		B.S.N.	1976	East Tennessee State University
				M.S.	1981	Emory University
Patschke, Donna W.	9-1-76	FT	9-31-79	B.S.N.	1968	The University of Tennessee, Memphis
Patton, Rita	9-1-83	FT		B.S.N.	1966	Ohio State University
				M.S.N.	1980	University of Utah
Picklesimer, Linda P.	3-1-73	PT	6-30-73	B.S.N.	1966	Emory University
				M.S.N.	1971	Wayne State University
Pierce, Margaret A.	9-1-74	FT		B.S.N.	1970	University of Michigan
				M.P.H.	1973	The University of Tennessee, Knoxville
				M.S.N.	1982	The University of Tennessee, Knoxville
Pitchford, Jane	9-1-75	FT	8-31-76	B.S.N.	1971	The University of Tennessee, Memphis
				M.S.N.	1975	Catholic University

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Redford, Virginia K.	1-1-74	FT		B.S.N.	1943	Colorado University
				M.S.	1963	The University of Tennessee, Knoxville
Reid, Barbara M.	11-1-71	FT		B.S.N.	1952	Meharry Medical College
				B.A.	1959	Knoxville College
				M.S.N.	1964	Columbia University
				Ph.D.	1983	University of Texas-Austin
Rice, Joy Heird	9-1-72	FT	8-31-77	B.S.N.	1960	Berea College
	3-1-84	FT		M.N.	1962	Emory University
Riley, Brenda	9-1-73	FT	12-31-76	B.S.N.	1963	Southern Missionary College
				M.S.N.	1966	Ohio State University
Sampselle, Carolyn M.**	9-1-78	FT	8-31-83	B.S.N.	1965	Ohio State University
				M.S.N.	1968	Ohio State University
Schinbeckler, Martha	9-1-75	FT	12-31-76	B.S.N.	1973	DePaul University
Sharp, Theresa	9-1-81	FT		B.S.N.	1958	Johns Hopkins University
				M.S.	1965	The University of Tennessee, Knoxville
				Ed.D.	1981	The University of Tennessee, Knoxville

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Shoffner, Dava**	1-1-74	FT		B.S.N.	1962	The University of Tennessee, Memphis
				M.S.	1976	The University of Tennessee, Knoxville
				M.S.N.	1982	The University of Tennessee, Knoxville
Hein-Simpson, Nancy R.	9-1-75	FT	4-30-81	B.S.N.	1973	Columbus University
				M.S.N.	1975	Medical College of Georgia
Smith, Patricia L.	9-1-77	FT		B.S.N.	1964	University of Louisiana
				M.S.N.	1977	Medical College of Georgia
Springer, Ann H.	9-8-80	PT	12-1-81	B.S.N.	1964	The University of Tennessee, Memphis
				M.S.N.	1971	University of Florida
Sugg, Sharron L.	1-1-74	FT	4-30-77	B.S.N.	1967	Berea College
				M.S.N.	1970	University of Pennsylvania
Theodoropoulos, M. Susan	9-1-81	FT		B.S.N.	1968	Spalding College
				M.S.N.	1970	Boston University

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
Thomas, Sandra	7-1-83	FT		B.S.	1974	The University of Tennessee, Knoxville
				M.S.	1977	The University of Tennessee, Knoxville
				Ph.D.	1983	The University of Tennessee, Knoxville
Thompson, Judith	9-1-73	FT	4-30-75	B.S.N.	1957	The University of Tennessee, Memphis
				M.S.N.	1959	Indiana University
Tonkin, Elizabeth A.	1-1-76	FT	6-30-76	B.S.N.	1970	Skidmore College
Turner, Jean H.**	1-1-77	FT	8-31-80	B.S.N.	1964	University of Florida
				M.N.	1966	University of Florida
Wagner, Joan M.	2-1-72	FT	12-31-76	B.S.N.	1962	Wayne State University
				M.S.N.	1964	Yale University
Walters, Bobbie	9-1-76	PT	8-31-82	B.S.N.	1973	N.C. - Central
				M.N.	1975	Mississippi State

Table A.1 (continued)

Name	Employed	Status Full Time or Part Time	Terminated	Degree	Year	Granting Institution
White, Evelyn	9-1-83	FT		B.S.N. M.S.N.	1976 1982	Texas Christian University Oklahoma University

*Part-time faculty who were employed for less than three quarters are not included.

**Current doctoral candidate.

APPENDIX B

EDUCATIONAL GROWTH OF NURSING FACULTY

Table B.1

Educational Growth of Nursing Faculty Currently Employed

Name	Employed	Terminated	Highest Degree Held on Employment	Advanced Degrees Initiated since Employment	Advanced Degrees Completed since Employment
Bowen, Sheila	9-1-78		B.S.N. - 1960	M.S. - UTK Ph.D. - UTK	M.S. - 1978
Conlon, Kathleen	1-1-73		M.S.N. - 1972	Ph.D. - George Peabody College for Teachers	
Coven, Joan	1-1-77		B.S.N. - 1963		M.S.N. - 1979
Droppleman, Pat	9-1-75		M.S. - 1974	Ph.D. - UTK M.S.N. - UTK	Ph.D. - 1979 M.S.N. - 1984
Evans, Ginger	4-1-75		B.S.N. - 1970	M.S. - UTK M.S.N. - UTK	M.S. - 1977 M.S.N. - 1982
Fenske, Mildred	1-1-77		M.S.N. - 1967	Ph.D. - George Peabody College for Teachers	

Table B.1 (continued)

Name	Employed	Terminated	Highest Degree Held on Employment	Advanced Degrees Initiated since Employment	Advanced Degrees Completed since Employment
Goodfellow, Dale	9-1-79		M.S.N. - 1971	Ph.D. - George Peabody College for Teachers	Ph.D. - 1980
Greene, Judith	9-1-80		M.S.N. - 1975	Ph.D. - George Peabody College for Teachers	Ph.D. - 1980
Groer, Maureen	9-1-77		Ph.D. - 1975	M.S.N. - UTK	M.S.N. - 1980
Harrison, Lynda	9-1-78		M.S.N. - 1975	Ph.D. - UTK	Ph.D. - 1982
Hodson, Sharron	7-1-74		B.S.N. - 1961	M.S. - UTK M.S.N. - University of Texas at El Paso	M.S. - 1976
Jolly, Mary Lue	9-1-75		M.Ed. - 1969	Ed.D. - University of Kentucky	
Jozwiak, John	9-1-79		M.S.N. - 1979	Ph.D. - UTK	
Lindsay, Leonard	9-1-81		M.P.H. - 1975	M.S.N. - UTK	
Mozingo, Johnie	9-1-73		M.S.N. - 1970	Ph.D. - Walden University	Ph.D. - 1980

Table B.1 (continued)

Name	Employed	Terminated	Highest Degree Held on Employment	Advanced Degrees Initiated since Employment	Advanced Degrees Completed since Employment
Overton, Helen E.	9-1-75		M.P.H. - 1975	M.S.N. - UTK	
Pierce, Margaret	9-1-74		M.P.H. - 1973	M.S.N. - UTK	M.S.N. - 1982
Reid, Barbara	11-1-71		M.S.N. - 1964	Ph.D. - University of Texas at Austin	Ph.D. - 1983
Sharp, Theresa	9-1-81		Ed.D. - 1981	M.S.N. - University of Texas at El Paso	
Shoffner, Dava	1-1-74		B.S.N. - 1962	M.S. - UTK M.S.N. - UTK Ph.D. - UTK	M.S. - 1976 M.S.N. - 1982
Smith, Patricia	9-1-74		B.S.N. - 1964	M.S.N. - Georgia Medical College	M.S.N. - 1977

APPENDIX C

NUMBER OF COLLEGE OF NURSING B.S.N. AND M.S.N. GRADUATES

Table C.1

Number of The University of Tennessee, Knoxville
College of Nursing B.S.N. and M.S.N. Graduates
by Year of Graduation

Year	B.S.N.	M.S.N.
1973-74	34	0
1974-75	81	0
1975-76	118	0
1976-77	85	0
1977-78	126	12
1978-79	118	25
1979-80	96	26
1980-81	76	32
1981-82	91	36
1982-83	74	46
1983-84	67	2
Totals	966	179

APPENDIX D

CHRONOLOGY OF EVENTS RELEVANT TO HISTORY OF COLLEGE OF NURSING

1794	Blount College founded; predecessor of The University of Tennessee
1796	Tennessee Statehood
1804 - 1808	Blount College becomes first college in United States to matriculate women as students
1806	Blount College established as a Land-Grant through Congressional Act of 1806
1807	Blount College name changed to East Tennessee College
1840	East Tennessee College name changed to East Tennessee University
1862	Morrill Act established University as Federal Land-Grant
1879	Final name change from East Tennessee University to The University of Tennessee
1892	Women readmitted as students
1956	Health Amendment Act
1963	Report of the Surgeon General's Consultant Group on Nursing
1964	Nurse Training Act
1965	ANA Position Paper endorsing collegiate education for nurses
1966	Survey by Tennessee Mid-South Regional Medical Program
1967	State Legislative Study on Need, Supply and Education of Professional Nurses
1968	State-wide system of The University of Tennessee organized
1969	Tennessee Higher Education Committee's Survey of Nursing Education in Tennessee

1969	Tennessee legislature mandated collegiate program in nursing at The University of Tennessee, Knoxville
1969	Proposal for Bachelor's program in Nursing developed
1969	B.S.N. Proposal at The University of Tennessee approved by The University of Tennessee Board of Trustees
1970	Lysaught Report, "An Abstract for Action"
1970	Search for Director of BSN program begun
1971	Sylvia E. Hart appointed first Director of The University of Tennessee, Knoxville baccalaureate program
1971	Nurse Training Act (PL 92-158) Construction Grant Monies
1971	B.S.N. Curriculum developed
1972	Grant Proposal developed by Dr. Hart for a school of nursing building
1972	The University of Tennessee, Knoxville School of Nursing located in Temple Court and Alumni Hall
1972	Tennessee State Legislature appropriated additional money to construct building
1972	First faculty hired
1972	First students admitted to upper division nursing courses
1973	Construction Grant Proposal approved by National Council on Nurses Training
1974	Dr. Hart's title as Director changed to Dean of The University of Tennessee, Knoxville School of Nursing
1974	B.S.N. program accredited by National League for Nursing for eight years
1974	First graduating class from The University of Tennessee, Knoxville School of Nursing
1976	Graduate Program Curriculum developed
1977	First candidates for a Master's in Nursing admitted

1977	School of Nursing became College of Nursing
1977	College of Nursing building completed and occupied
1978	Sigma Theta Tau national nursing honor society, Gamma Chi Chapter at The University of Tennessee, Knoxville, College of Nursing
1980	Continuing accreditation awarded B.S.N. program
1980	Initial accreditation awarded M.S.N. program
1982	World's Fair Wellness Station organized and staffed by College of Nursing
1982	World's Fair International Nursing Conference sponsored by The University of Tennessee, Knoxville, College of Nursing
1983	Dale Goodfellow Endowed Scholarship established
1984	Ten year reunion of B.S.N. graduates and 5 year reunion of M.S.N. graduates at The University of Tennessee, Knoxville, College of Nursing
1984	National Nursing Conference, "New Directions for Nursing: The Future is Now" co-sponsored by the College of Nursing and The University of Tennessee, Knoxville chapter of Sigma Theta Tau

APPENDIX E

UNIFIED DIVERSITY: THE DYNAMIC ENERGIZER OF THE NURSING PROFESSION

by
Sylvia E. Hart
July 7, 1982

Let me begin by extending a warm and personal welcome to each of you. I am delighted to see so many nurses here, representing so many geographic areas, nursing practice and education areas, and special interest areas. It is a particular treat for me to see so many of our alumni returning to celebrate the completion of the first decade of our existence. The presence of members of the college's Board of Visitors and Mr. Harold Stockett representing Waste Management Corporation is also very meaningful to me as is the presence of so many of our own nursing faculty, and, last, but definitely not least, the presence of our distinguished Chancellor, Dr. Jack E. Reese.

It is, in fact, the diversity of the people gathered here tonight that strengthens and reinforces my belief in the value of difference, if these differences can be harnessed or channeled into a unified theme developed to achieve a unified goal. Each of us here tonight comes from a slightly or perhaps a very different place. As a group we represent a wide variety of interests, expertise, and points of view. We each brought with us to this celebration tonight the product of our own unique life experiences. But we are all here to share a common experience, to celebrate an event that has meaning for all of us. As we interact with one another, enjoy one another, and learn from one another we are experiencing the phenomenon that could not occur if we were all cast from the same mold. We are expressing unified diversity. I chose as the theme of my remarks this evening "Unified Diversity: The Dynamic Energizer of the Nursing Profession" not only because of its compatibility with the energy theme of the World's Fair but also because I believe it epitomizes the strength and energy that we as a highly diversified profession possess. In a sense I believe I have already explained what I mean by unified diversity because this event is an expression of it. To further amplify the concept let me present a few analogies. Each musical instrument in a symphony orchestra emanates its own kind of beautiful sound. A solo by a talented flutist can be breathtaking in its singular beauty. But the panorama of beauty that is created when all of the instruments are played together surpasses that which any single instrument can produce alone. Each of us has a favorite color. Each color is singularly

beautiful in its own way. But when many colors are brought together to form a rainbow the beauty of that phenomenon clearly surpasses that of any color by itself. Each flower existing in our universe possesses a unique singular beauty. But when a variety of flowers are united into a single garden the effect is far more impressive than that created by any one species. The diversity is the several kinds of musical instruments, or colors, or flowers. The unity is the orchestra, the rainbow, the garden. The result of unified diversity is a whole or a product that is more than different from the sum of its parts. It is a dynamic force that exudes an exciting and productive kind of energy. And so it is, or at least, so it can be, with a diversified profession such as nursing.

I believe that our college is a fine example of unified diversity. I believe that this diversity has energized our college and has made it highly productive. I would like to document this belief by citing a few of our more significant achievements during the past decade. I have selected our college for this purpose because I think our achievements demonstrate what can happen when people work productively together, because I know more about our college than I know about anything else, and because after a decade, it is time to reflect on past achievements, particularly as these relate to future aspirations.

Our first major achievement was the admission and ultimate graduation of high quality baccalaureate and Master's prepared nurses. The College of Nursing was established in response to a well documented state, regional, and national need to produce more nurses with baccalaureate and graduate degrees. When we began admitting students to our baccalaureate program in 1972 we anticipated that most of our students would either be high school graduates or registered nurses who had graduated from local hospital based programs. In other words, we expected two relatively homogeneous student groups. It became quickly apparent, however, that other kinds of students were also interested in pursuing a nursing career. Many students enrolled in other UT-K colleges requested admission to our college by change of major. Students from other campuses in the state and region also applied for admission as did registered nurses who were graduates of associate degree programs and non-nurses who held baccalaureate or graduate degrees in other fields. The result of this wide range of interest has been a highly diversified group of students in each class with almost equal representation from high school graduates, UT-K change of majors, transfer students from other campuses, registered nurses from associate degree and diploma programs, and students seeking second degrees. Our experience has clearly been that each class has been enriched by this kind of diversity, and each class, without losing that diversity, has become unified in its pursuit of a common goal—to become prepared to provide high quality comprehensive health and nursing services to all citizens. In ten years over eight hundred persons have been awarded the Bachelor in Nursing degree. Ninety-six percent of these graduates passed their state board exams at first writing and all have been heavily recruited into the work force of nursing.

The unified diversity of our undergraduate students is matched in an equally spectacular manner by the composition of our graduate student body. We admitted our first group of Master of Science in Nursing degree candidates in September 1977. By September 1979 we were admitting three very different kinds of students to the program. In addition to admitting nurses who held B.S.N. degrees we also began admitting registered nurses and non-nurses who held degrees in other fields. Each group of students follows an individualized program of study based on their prior learning and their previous life experiences but as they near completion of the program they are all united in the same courses and they all exit with mastery of the same program objectives. The mutual enrichment that has resulted from this kind of unified student diversity has been profound and the reputation of the program is already such that enrollment in the program increased from 45 students in 1977 to 125 students in 1981 without any kind of formal advertising. Within the M.S.N. program students maintain and further develop their diversity by choosing one of three clinical specialty options and one of two role preparation options. By the end of 1982 approximately 136 persons will have earned the M.S.N. degree.

Our second major achievement has been the recruitment and retention of our faculty. Interacting with a diversified student body requires a diversified faculty, faculty who have been prepared in a variety of specialties in a variety of institutions. Currently there are thirty-four full time faculty employed by the college. They originate from fifteen widely scattered states and hold undergraduate and graduate degrees from thirty-eight institutions located all over the United States. The diversity of the faculty has been unified into a cohesive community of scholars. The various perspectives that each faculty member brings to our college are integrated into a stream of creative energy that results in innovative programs that meet the needs of students and of the health care system.

The sociocultural diversity of our faculty and students has also been an energizing force in our college. There has been a great deal of mutual enrichment from these kinds of interactions. We view this kind of diversity as essential since we believe that the socioeconomic composition of our college community should be comparable to the community that it serves.

Because we are energized by the unified diversity of our students and faculty and because we are clear on our primary goal our college has been able to achieve far more through our collective efforts than any one of us could have achieved individually and this has led to our third achievement. Because we believe in ourselves and what we are trying to do we have made believers of other important groups of people. We have established our credibility on the UT-K campus. We have earned the respect, the admiration, and the support of the UT-K administration and of colleagues in other colleges and departments. The strong support we have received from our chancellor, from the Academic Affairs office, from the Graduate School, and from other sectors of UT-K administration has been extremely important to us and this support has had a significant impact on our fourth achievement. Because of their

belief in us coupled with our belief in ourselves we have made believers of extramural funding agencies. Critical to any external funding are two factors: evidence of university support for nursing and a clearly defined sense of purpose. Our college has documented that we have both. As a result, for the first ten years of our existence the college has attracted a total of $1,588,489 for program support, $1,200,000 for construction of our building, and over $200,000 for student assistance. This money, nearly $3,000,000 has made some of our achievements possible but it is also an achievement in its own right.

Of course if all of our accomplishments, both programmatic and fiscal, were achieved in isolation from the universe we purport to serve they would be self serving and would mean nothing at all. I am proud to say, however, that, in my view, we are serving our community wisely and well. Almost all of the hospitals and health care agencies in and around Knoxville are deeply involved in our educational enterprise. We have developed contracts or letters of agreement with more than twenty-five hospitals, clinics, health departments, and physicians offices in the area. Our faculty and the professional staff in these agencies have developed strong collaborative ties. Several agency personnel serve as preceptors for our students. Some hold joint appointments with our college. Many have served as guest lecturers in our courses. Our faculty have served as consultants to these agencies and they have participated in many of the inservice and continuing education programs offered by the agencies. Closely related to these kinds of collaborative relationships, and of at least equal importance, is the fact that the graduates of our programs are not only actively recruited and hired with enthusiasm but all feedback indicates that they are performing in ways that bring credit to our college and quality care to our clients. In other words, our graduates are truly making an impact on the health care system and that clearly is the greatest achievement of all. The question is—how could a relatively small and very young college achieve so much in such a brief period. In my view it is because so many people from so many places began to develop a common vision, to share a common dream. We realized that, more than anything else, our profession needed nurses that were better educated and better prepared to deliver high quality health and nursing services in the increasing complex and highly technological system known as health care. We believed that so deeply that we were able to produce nearly one thousand top quality nurses in ten years. We knew that we needed nurses who were "educated rather than trained, emancipated rather than nurtured, independent rather than subservient." We knew that because most of us who became nurses prior to the establishment of our college had to overcome at least some of those attitudes. We knew that our college could help reverse those attitudes. We have contributed to that reversal. Our statistics are contributing to a significant improvement in the educational preparation of nurses nationally. Let me give some examples. While we do not yet have a doctoral program in nursing it is encouraging to note that from 1970 to 1980 the number of such programs nationally increased from six to twenty-two and the number of graduates from twenty-seven to one hundred and fifty annually. We have made a

contribution to the number of nurses who now hold Master's degrees. In 1970 there were seventy-nine Master's programs in the United States that produced 2083 graduates. In 1980 there were 121 such programs that produced nearly 5000 Master's prepared nurses. The number of RN's being produced annually has also increased dramatically. In 1970 46,000 persons graduated from programs preparing nurses for RN licensure. By 1980 that number had increased to nearly 76,000. What is most important about these RN statistics, though, is that, while total RN production nearly doubled, the number of baccalaureate prepared nurses more than tripled so that in 1980 more than one third of the graduates of programs preparing for RN licensure graduated from BSN programs. Prior to 1970 less than one in five nurses earned B.S.N. degrees. An equally encouraging development is the fact that registered nurses who are graduates of diploma and associate degree nursing programs are, in significant numbers, furthering their education. In 1970 slightly more than 2000 RN's returned to school to earn baccalaureates. In 1980 that number was 7300. It is obvious that the energy our profession for so long wasted on deciding how little education nurses need has now been harnessed to demonstrate that we recognize and accept the fact that more education, characterized by quality and relevance, is essential if we are to meet our professional commitments. Once again unified diversity has become a dynamic energizer. And our college has been a major contributor.

I would like to think that our profession can unite itself around some of the other unresolved issues that still plague us—issues such as certification, titling, licensure, collective bargaining, physician-nurse relationships, and the role of our professional organization to name a few. I am encouraged by the fact that, slowly but surely, the arguments surrounding these issues have become more rational and less emotional. The leaders we have prepared, and there are many of them now, speak from a strong and well developed knowledge base. They are poised, articulate, and well informed. They represent us well both within the profession and to other sectors of our society. And while I recognize that not all well educated nurses are leaders I also firmly believe that leadership qualities in any individual are greatly enhanced by a sound education. I firmly believe that as more of us become better educated our problems will at least have more substance and our resolution of them will be more rapid and straightforward.

I am proud that our college's commitment to the importance of high quality baccalaureate and graduate nursing education has been made visible. I believe that this phenomenon occurred because we capitalized on the diversity of our students, our faculty, our university, and our community. We were able to harness all of that creative energy and to channel it in very productive ways. But we have just begun. The College of Nursing, after all, is one of the youngest offspring of a university that traces its origins to 1794. When this university celebrates its 200th birthday our college will celebrate its 22nd. In the meantime we will have experienced the adolescent phase of our development, a phase usually characterized as much by turbulence and uncertainty as it is by creativity and explosive energy. Fortunately the firm but gentle

guiding hands and minds of our more experienced university forefathers and mothers will continue to respond to our developmental activities in ways that will enable us to grow and to emerge from this phase, stronger and wiser than before and with an even deeper appreciation of the rich heritage that this university has to share with us. This university, after all, has had a great deal to do with whatever success we have had. A very important part of our heritage is this university's vision and leadership in identifying, predicting, and responding to societal needs, in pioneering new programs long before they become commonplace, in revising and adapting programs and priorities as our universe changes and expands. It is these characteristics that distinguish great universities from all others. It is these characteristics that must continue to distinguish our college. Perhaps our aspirations can best be sustained if our idealism is always tempered but never hampered by realism, if our dreams are always just a little bigger than our reach, and if we keep our minds and hearts open to receive and transmit the creative energy that we all possess in abundance.

Yes, I do believe that unified diversity is a dynamic energizer for our profession. It has been for our college which after all is a microcosm of that profession. It has enabled us to share a dream, some might have said an impossible dream, and to translate that dream into a visible reality. It is a beautiful dream, one that we hope will never end. May all of your dreams be as beautiful. And may they all come true true.

Reference: NLN Nursing Data Book, 1981.

VITA

Patricia Gentry Droppleman was born in Richmond, Virginia, June 12, 1935. She grew up in Williamsport, Pennsylvania, and graduated from St. Joseph's High School in 1953. The following September she enrolled in the Williamsport Hospital School of Nursing and was granted a diploma in nursing from that institution in September 1956. Dr. Droppleman also earned a Bachelor of Science degree in Nursing from Catholic University of America in June 1962, a Master's degree in Child Development in 1974 and a Ph.D. in Child and Family Studies in 1979, both from The University of Tennessee at Knoxville.

She held a variety of staff nursing positions in Pennsylvania, the District of Columbia, Delaware, and Massachusetts before serving on the faculty of Fort Sander's Hospital School of Nursing, Knoxville, Tennessee, from 1974 to 1975. Dr. Droppleman was appointed to the faculty of The University of Tennessee College of Nursing in September 1975. She taught in a variety of undergraduate nursing courses but since 1980 her primary teaching responsibilities have been in the graduate nursing program in both Primary Care and the Maternal-Child graduate options.

She was married to Dr. Leo F. Droppleman in December 1959 and they had three daughters in 1961, 1963 and 1965 respectively.