



Duke University
School of Nursing

PROGRESS AND POSSIBILITY



1971-2013



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Because of the nature of this account, there may be some unintentional inaccuracies. While every effort has been made to confirm the veracity of the information contained in this historical summary, the possibility of errors and omissions does exist. We apologize in advance and invite contributions of any additional information that will add to the factual record of Duke University School of Nursing.





Foreword

In this second edition summarizing the history of Duke University School of Nursing from 1971 through the present, we take a look at some of the most important issues and events in our School's history. The second volume records the changes and transitions that led the School into the modern era as well as the notable people who created real and measureable change in the lives of patients and in the fields of health care and education.

The first volume, originally published in 2012, tells the story of the School's founding in 1931, its contribution to the war effort during World War II with the Cadet Nurse Corps, implementation of the bachelor's and master's of science in nursing degree programs, and the many traditions enjoyed by students while living in Hanes House.

The second volume starts in 1971 with the ongoing growth of the School, new leadership, and expanded programs for students. But this edition also covers one of the most challenging periods when, in 1979, the School of Nursing was targeted for closure. Despite best efforts by many, the School's Bachelor of Science in Nursing degree (BSN) program was closed, many faculty members left the School, and enrollment dropped drastically. Our story doesn't end there, however. With the arrival of an inspired leader in 1991, the School made a remarkable turnaround and underwent a period of transformation and expansion.

As you read this volume, I believe you will be struck by the progress the School has made in the past four decades. At one time it was rare for a nurse to obtain an advanced degree. Today the School's Master of Science in Nursing degree (MSN) program is its largest program, having grown exponentially. Our MSN program educates advanced practice nurses for the specialized care of persons of all ages who are acutely or chronically ill. Furthermore, the School has grown to include three more degree programs: the accelerated BSN program (2002), the PhD program (2006), and the Doctor of Nursing Practice program (2008). The School now produces what was once a rarity: nurse leaders who are teaching, researching, and practicing around the world.

As the first alumna to serve as dean, I am especially proud of the hard work and progress of my mentors and peers. Please enjoy reading about some of the major changes and initiatives at Duke University School of Nursing during the past forty years. I look forward to what the future holds for our community.

A handwritten signature in black ink, reading "Catherine L. Gilliss". The signature is fluid and cursive, with the first name being the most prominent.

Catherine L. Gilliss, PhD, RN, FAAN
Dean, Duke University School of Nursing
Helene Fuld Health Trust Professor of Nursing
Vice Chancellor for Nursing Affairs, Duke University



Dean Ruby Wilson (far right) with students during the 1973 commencement. From left to right: Betty June Jeffcoat Isaf, Katharyn Antle May, and Janet Lemen Chesson.



The graduating class of 1974.

The New Era for the School of Nursing

1971-1979

In 1971, Dr. Ruby Wilson was appointed the new dean of Duke University School of Nursing, ushering in a new chapter for the School. Dr. Wilson, who had been a professor at the School since 1955, had been living and working in Thailand as a visiting professor and consultant in nursing to the faculty of Ramathibodi, Mahidol University in Bangkok. Supported by the Rockefeller Foundation since 1969 for this unusual appointment, Dr. Wilson had been contacted by the University several times while she was abroad and asked to return as dean. She declined the offers, believing that her commitment to the Rockefeller Foundation at Mahidol must be honored.

Upon her return from Bangkok, Dr. Wilson was again approached by Medical Center, University, and School of Nursing leadership who urged her to accept the deanship of the School, which had been held by Dean Ann Jacobansky since the departure of Dean Myrtle Irene Brown in 1969.

The new University Chancellor Jack Blackburn was pivotal in recruiting Dr. Wilson for the deanship. Dr. Wilson said she would accept the position under three conditions: the recently closed Master of

Science in Nursing (MSN) degree program would reopen, an endowment fund would be created, and the dean would be appointed to high-level University and Medical Center policy committees with voting privileges.

Dr. Wilson remembers that the beginning of her deanship included challenges resulting from several years of interim leadership, as well as increasing opportunities for growth and change. Dr. Wilson wanted to implement an ambitious agenda, including designing and implementing a new “integrated” curriculum for the Bachelor of Science in Nursing (BSN) program. She intended to build a strong financial base for the School while recruiting and developing a faculty with more doctorally-prepared members. She hoped to encourage and expand faculty research and professional development.

Dr. Wilson’s agenda for the School of Nursing coincided with transformations afoot within the University. In 1972, Duke’s Trinity College merged with the Women’s College to form Trinity College of Arts and Sciences. The merger paralleled a national trend of gender integration in



Sigma Theta Tau pin.



RUBY L. WILSON, EDD'69, RN, FAAN
Dean, 1971-1984

Dr. Ruby L. Wilson began her career as a staff nurse, head nurse, and night clinical supervisor at Allegheny General Hospital in Pittsburgh, Pennsylvania, where she received a bachelor's diploma in nursing. She went on to obtain a BSN in nursing education from the University of Pittsburgh, an MSN from Case Western Reserve University, and a doctor of education degree from Duke University.

In 1955, she was appointed to Duke University School of Nursing as an instructor in advanced medical-surgical nursing in the new BSN program. Dr. Wilson was appointed the first clinical nurse specialist at Duke University Hospital in 1963, providing care for dialysis and kidney-transplant patients. She helped develop an advanced medical-surgical nursing course and the first-ever master's program in clinical nursing, which became a national model for graduate nursing specialization.

In 1969, she left Duke to become a visiting professor and consultant in nursing with the Rockefeller Foundation at Ramathibodi, Mahidol University in Bangkok, Thailand. While there, she assisted the nursing and medical departments in developing educational and patient care programs at the new research medical center. In 1971, she returned to Duke and was appointed dean of the School of Nursing, a position she maintained until 1984.

"Dr. Wilson is a pioneer, and her leadership has consistently resulted in improvements—in clinical care, education, professional societies, and policy," said Catherine Gilliss, PhD, BSN'71, RN, FAAN, dean of the School of Nursing. "The impact of her quiet leadership through networking and aiding others to act cannot be overestimated."

In 2006, Dr. Wilson was honored with the Duke University Medal for Distinguished Meritorious Service, the first woman from the medical center to receive the award. The School of Nursing named the "The Ruby L. Wilson Patient Assessment Lab" and established the Ruby L. Wilson Professorship in her honor. She was also awarded the inaugural Duke University School of Nursing Lifetime Achievement Award and was named a Living Legend by the American Academy of Nursing. The School also established the Ruby L. Wilson Award for Clinical Excellence that is given to an ABSN graduate from each cohort.

higher education and led to the elimination of separate admission policies and classes for women at Duke University. Duke women could now take classes, once reserved for men, to prepare them for business and professional opportunities in an increasingly gender-integrated world.

At the start of Dr. Wilson's term as dean, the School of Nursing ushered in a major curriculum revision for the BSN program that focused on clinical knowledge and performance to prepare students as clinical nurses. This innovative BSN curriculum required 32 courses for graduation and gave students three options of focus: to concentrate in a specialty area such as oncology or cardiology; to declare a second major in a non-laboratory area of the arts and sciences; or to create a variety of electives in both nursing and the arts and sciences.

Dr. Wilson characterized the curriculum as demanding; it required students to begin their nursing education in their freshman year concurrent with their standard liberal arts courses. The new curriculum also featured the renowned Human Ecology course taught by Professor Pauline Gratz.

"Dr. Gratz was tough but loved and respected. She demanded excellence, and that is what you expected from a Duke University class," said Kathy Viall Gallagher, BSN'75, former president of the Duke Nursing Alumni Council. "Her exams were legendary; they took every minute of the three-hour allotment. You even had to study for her open-book tests."

Dr. Gratz earned her doctorate from Columbia University in 1961 and joined the School of Nursing in 1969. She received the Duke Alumni Association Distinguished Undergraduate Teaching Award in 1975 and 1982 and was named professor emerita upon retiring in 1985. While a professor at Duke, Dr. Gratz created a student scholarship named in honor of her beloved late husband Sidney Aaronson. The scholarship awarded \$100 to the student with the highest grade point average.



School of Nursing students, some in uniform, study in the Medical Center Library, circa 1979.

Master's Program Reopens

In the early 1970s, Duke University had closed the master's nursing program, citing budgetary reasons. Dr. Wilson, who helped create the first Master of Science in Nursing (MSN) degree program for the School in the early 1960s, was committed to reopening the program for the preparation of advanced practice nurses. In 1973, the MSN program was reinstated with a curriculum to prepare professional nurses as generalists or clinical specialists and offered a post-master's certificate in either teaching or administration. The basic MSN program was one year in length, and Duke Hospital offered tuition reimbursement for its employed staff nurses.

The Experience of a Student Nurse

The experiences of nursing students at Duke often distinguished them from their student peers within the University. During their junior year, nursing students began their clinical rotations and reported to Duke Hospital at 7 a.m. to deliver nursing care. Their supervised duties included accompanying patients to medical tests, bathing them and changing their dressings, administering medications, and teaching patients to better understand their illness and how to manage their symptoms and medications. These experiences required a level of maturity that set them apart from many other students on the Duke campus.

"I always believed that the student nurses had to be mature beyond their years. We were 20 years old and we were seeing babies born and people die. We were caring for patients who were diagnosed with terrible illnesses. It was at times very tough, but it was always where we wanted to be," said School of Nursing alumna Connie Kendall, BSN'84.

As part of the revamped BSN program, Dr. Wilson created a public health component of the curriculum that gave students the option to work at a veterans hospital in Asheville or a rural hospital in Smithfield, North Carolina.





In this photo from 1980, various styles of nursing uniforms, from the 1930s to 1980, are modeled. Standing, from left to right: Robin Snowden, BSN'81; Katrina Dalton Newton; and Mary Banks Anderson Knechtle, daughter of Nancy Anderson, BSN'59, MSN'65. Sitting, from left to right: Michele Penison Tsuchiya, BSN'81, and Virginia Brown Lang, BSN'67.

School of Nursing students would carpool to the Smithfield hospital and stay overnight in a hotel. The next morning, the students would be given bicycles and ride to patients' homes, where they conducted blood pressure checks, reviewed diets and nutritional information, and discussed current treatment plans. After the home visits, the students would bike back to the hospital and return to Duke.

To further expand students' experiences, Dr. Wilson created a study-abroad program. Each semester eight senior students along with one faculty member would travel to England to study a non-American health system in a community nursing setting.

Dr. Wilson also helped coordinate a student nurse exchange program between degree students at the School of Nursing and diploma students at Durham County General Hospital (later renamed Durham Regional Hospital) for rotations in clinical obstetrics. At Duke Hospital, School of Nursing students often cared for obstetric patients suffering from high-risk pregnancies that were complicated by acute and long-term conditions. At Durham County General Hospital, however, diploma students mostly cared for healthy obstetric patients experiencing routine births. Each set of students was eager to experience the other's hospital environment, and the exchange program allowed them to learn about a wider range of patient care needs.

Dr. Wilson characterized both the undergraduate and the graduate programs at the School as offering flexibility as well as individual learning experiences that focused on holistic nursing care for individuals and families across the life span and built on a strong theoretical base. The students graduated as generalists, specialists, administrators, or teachers of clinical nursing, and they fulfilled their responsibilities in positions across the nation and beyond in commendable ways.

During her tenure, Dr. Wilson helped strengthen relations with School alumni and established the Distinguished Alumni Award. She also founded the North Carolina Council of Deans and Directors of Baccalaureate and Higher Degree Programs in nursing to support the interaction and exchange of ideas among the deans for schools of nursing throughout the state.



Students at Hanes House, the School of Nursing dormitory, in the early 1970s.



Student Activities

In addition to academics, undergraduate students engaged in social activities sponsored by the Nursing Student Government Association. They joined campus sororities and participated in the University Chapel Chorale and Choir, band, orchestra, dramatics, athletic teams, cheerleading, campus publications, and Student Union organizations.

In 1972, the Beta Epsilon Chapter of Sigma Theta Tau, the international honor society of nursing, was established at Duke to recognize superior academic achievement and the development of leadership qualities, to foster high professional standards, and to strengthen the commitment of individuals to the ideals and purposes of the nursing profession. Select faculty, students, and alumni were all inducted into this inaugural group, and new members were identified each year.

While women's roles were changing in society, there were still many time-honored traditions observed by students in the School of Nursing. A beloved practice that started in the Hanes House dormitory was the candlelight ceremony. When a student had a major announcement—such as an engagement or marriage—posters would go up around Hanes House announcing a candlelight ceremony for that night. Everyone would gather in a circle in the dorm's common room, sing the hymn “A Charge to Keep I Have,” and then pass around a lit candle. When the candle was passed to the student with the happy news, she would blow out the candle and declare her new status, and the room would erupt in cheers and hugs.



Undergraduate student handbook for the School of Nursing.



Duke University's field hockey team was founded in 1971 by students from the School of Nursing and was recognized as a varsity sport in 1972. In this team photo from 1974, School of Nursing students include Phyllis Christian Harris Ragland (front row, right); Cathy Strachan (second row, second from left); Patricia Kutner Fiume (second row, second from right); and Lynn Magill Schultz (second row, right).

The School of Nursing also took part in Duke Athletics history when students founded the University's first women's field hockey team. In 1971, when Title IX was just becoming law, several School of Nursing students, who were originally from the northeastern United States, bonded over their shared love of field hockey and disappointment that Duke did not have a woman's team. The students convinced the Department of Physical Education faculty to start the first field hockey team. They were told they could use the field hockey equipment stored in the basement and the team would be provided a coach for games but not for practices.

"So we scraped mold off some old field hockey equipment, bought matching Duke shirts with blue shorts, and I called up four schools and convinced them to play us in games," said Kathy Viall Gallagher, BSN'75, one of the original field hockey players.

Unfortunately, the team lost every game in their first season, but women's field hockey at Duke was established. Today, the team is a vital part of Duke Athletics.

After more than seven years of focused efforts on a number of issues and raising the reputation of the School, Dr. Wilson was privately planning to step down from the role of dean and return to clinical teaching. However, while she was evaluating her next steps, a report from the chancellor's office would drastically change the future of the School.



Students marching
in support of
Duke University
School of Nursing
in 1980.



Retrenchment 1979-1984

In December 1978, Chancellor Kenneth Pye released the report *Planning for the Eighties* that would alter the School of Nursing's future at Duke University. The report detailed an impending financial crisis, caused by high inflation and a recession, as well as the need for refocusing the curriculum of Duke as a private university. Although limited in its specific details, the "Pye Report," as it was known, asserted that Duke's trustees should consider eliminating or scaling back academic departments or schools to save money.

Nine months later, in August 1979, Pye released a list of University departments slated for elimination. The list included the Department of Health, Physical Education, and Recreation; the School of Education; the School of Forestry and Environmental Science; the Duke University Marine Laboratory; the Department of Sociology; and the School of Nursing.

School of Nursing students, faculty, and administrators reacted to the news with disbelief, shock, and anger. Many viewed the plan as shortsighted, especially considering the national shortage of nurses at the time. Furthermore, many students and alumni did not understand why a valued and respected program would be closed.

In reaction, the Coalition to Support the Duke University School of Nursing was formed. Members organized campus protest marches and letter writing campaigns to the trustees and administrators. To raise awareness of the School, supporters distributed pamphlets at the 1980 homecoming parade and at halftime for the football game against Wake Forest University.

During this time, students, faculty, alumni, and supporters—including deans from other schools of nursing, members of professional nursing associations, and medical practitioners who worked with nurses from the School—sent hundreds of letters of support to the School to Chancellor Pye and University trustees. One letter written by alumna Anita R. Madea, BSN'72, stated, "If Duke University

A bumper sticker created during the protest against the closing of the School of Nursing.

NURSES - AN ENDANGERED SPECIES
SUPPORT
Duke School of Nursing



Mosley Award winners at the Duke University School of Nursing commencement ceremony for the BSN program in 1984, the year the program was permanently closed. Pictured (L to R) are Annette Baker, Carolyn Beethan, Denise Herrore, School of Nursing Dean Dr. Ruby Wilson, Carswell Hoots, and Sandra Pettit.

does anything well, it is the training of nurses and physicians. Duke's reputation, Duke's forte, Duke's mark of excellence is in the training of health professionals who are good practitioners, students, and thinkers."

The debate over the closing of School was covered heavily in local newspapers. Professor Gratz wrote in a letter published in *The Durham Herald* that the attempt to close the School was "an act of oppression that bespeaks of the plantation mentality of the University administration."

Behind the scenes, Dr. Wilson was working to preserve the School and spoke passionately before the trustees to keep Duke's nationally-recognized nursing school.

Despite the best efforts of the School of Nursing, however, the trustees voted in December 1980 to eliminate the BSN program. The document "Directions for Progress" that detailed closing the School did, however, offer a statement of respect for the work of those who tried to preserve it: "No one familiar with the School of Nursing can fail to be impressed by the ambition and dedication of its faculty,

the enthusiasm of its students, and the loyalty of its alumni." Nevertheless, "Directions for Progress" also contained the estimation that closing the BSN degree program would save Duke University about \$1 million.



More than 100 students and faculty (Dr. Pauline Gratz, front and center) marched in support of the School of Nursing in protest of the Pye Report in 1980.



One of the many traditions at Duke University School of Nursing was giving students a rose during commencement ceremonies.





Graduation photo of the Class of 1982.

Of the other schools and departments targeted for elimination, some fared better than others. The School of Education was closed. The Department of Health, Physical Education, and Recreation was reorganized as a unit within Athletics. The School of Forestry and Environmental Sciences, the Duke University Marine Lab, and the Department of Sociology were spared.

With the support of Dr. William Anlyan, the chancellor of health affairs, Dr. Wilson was able to preserve the small master's program and the School's basic structure within the Duke organization. In 1980, the last class of students—60 women in total—were admitted to the bachelor's program in nursing. During the next four years, Dr. Wilson's main focus was retaining the School's faculty to maintain academic excellence and successfully graduating the remaining classes of students.

The final class of BSN students at Duke University School of Nursing graduated in 1984. Every single member of this class would go on to pass their state board exams on their first attempt, a bittersweet achievement.

On December 12, 1981, a Task Force on the Future of Nursing Education at Duke University submitted a report to University trustees recommending the establishment of two nursing education programs: a master's program in a clinical specialty and an associate's degree program in nursing that would enroll students with one year of undergraduate education from an outside college for a 15-month, hospital-based clinical education. Transforming the BSN program into an associate's degree program, however, was met with strong opposition from School of Nursing faculty. A letter sent to the trustees and signed by all faculty members stated that an associate's degree is "contrary to professional nursing standards and beneath the level of excellence associated with Duke University."

The associate's degree program was never implemented at the School, and no replacement was made for the BSN program. Nationwide, several other private nursing schools were closed, including the distinguished programs at Cornell University, Stanford University, and Boston University. The prevailing sentiment of the time was that nursing education was expensive and not consistent with the mission of elite, private universities.



Article from the *Duke Chronicle* about the last graduating class of BSN students.



Reorganization

1985-1991

The School was effectively closed for most of 1984 and part of 1985. The existing faculty, which had once numbered at more than 25, dwindled to about 10. Dr. Rachel Z. Booth became the new dean of the School of Nursing, and Dean Wilson became assistant to the chancellor for health affairs, Dr. Anlyan.

Dr. Booth came to Duke from the University of Maryland School of Nursing, where she had directed its undergraduate programs. With the reorganization of the School of Nursing, Dr. Booth was appointed the dual titles of dean of the School and assistant vice president for health affairs for Duke Hospital, combining the duties of service and education.

Dr. Booth spent most of her first year developing a new curriculum for the master's program. She surveyed national leaders, spoke with the School's alumni, and carefully analyzed the needs and priorities of the Hospital. Based on a national market study determining where MSN-prepared nurses would be most needed during the next five to ten years, her assessment culminated in a plan to refocus the master's program and offer three specialty areas—oncology, critical care, and nurse leadership.

Interwoven within each of the three areas was an emphasis on client systems, adaption, technology, ethics, role development, and

inquiry and research. Students could elect to complete the program in one to four years of study with 39 credits required for graduation. The first class of 17 full-time and 6 part-time students was admitted in the fall of 1985.

After three years at the School of Nursing, Dr. Booth left Duke in 1987 to become dean of the University of Alabama at Birmingham School of Nursing.

For the next several years, during which the fate of the School was somewhat uncertain, long-time faculty member Dr. Dorothy Brundage assumed leadership; her interim deanship spanned from 1987 to 1991. Interim deanships that last for nearly four years are an anomaly, but during these years Duke Hospital's leadership was also in transition. In the uncertain climate, external candidates for the deanship proved difficult to recruit. Similarly, attracting full-time faculty members also proved challenging during this period when the direction of the School and the University's commitment to the School were unclear.

Dr. Brundage focused on maintaining stability. She worked to keep the School operating normally and the master's program students engaged and challenged. She also supported the teaching, advising, and governance responsibilities of the faculty members. Later reflecting on her deanship, Dr. Brundage described the time as a "holding pattern with limited faculty and students."



Duke University School of Nursing faculty, circa 1985, (left to right) Dean Rachel Booth, Juanita Long, Sue McIntire, Dorothy Brundage, Jerri Oehler, Barbara Synowicz, Donna Hewitt, and Patricia Cotanch.



RACHEL BOOTH, PHD, RN
Assistant Vice President for Health Affairs and Dean, 1984-1987

Dr. Rachel Booth earned her diploma from the Greenville General Hospital School of Nursing in South Carolina. She then attended the University of Maryland, where she earned her BSN and MSN and her PhD in administration of higher education.

Prior to coming to Duke, Dr. Booth served as the associate dean for undergraduate studies at the University of Maryland, where she initiated one of the first adult nurse practitioner programs in the nation.

Dr. Booth left Duke in 1987 to lead the University of Alabama at Birmingham School of Nursing. While there, she created Alabama's first PhD in Nursing program in 1999 and served as the president of the American Association of Colleges of Nursing and director for the World Health Organization's Collaborating Center for International Nursing.

Dr. Booth served on numerous editorial boards and as a consultant to universities and foreign countries on leadership, graduate and undergraduate education, program evaluation, and advanced nursing practice. For her contributions to nursing, she was inducted into the Alabama Nursing Hall of Fame in 2003. For her service to the University and scholarly distinction, the University of Alabama at Birmingham awarded her the President's Medal in 2005.



DOROTHY BRUNDAGE, PHD, RN, FAAN
Interim Dean, 1987-1991

Born and raised in Cleveland, Ohio, Dr. Dorothy Brundage received her BSN in 1953 from Frances Payne Bolton School of Nursing at Case Western Reserve University. For several years thereafter, Dr. Brundage worked as a nurse before earning her MSN in 1968 from Emory University in Atlanta, Georgia. Dr. Brundage arrived at Duke as an instructor in 1968 and was quickly promoted to assistant professor in 1970 and later to associate professor in 1979.

Dr. Brundage's serious approach to nursing and scholarly demeanor while working on her doctoral degree impressed many of the students and faculty members. In 1980, Dr. Brundage received her PhD from Walden University, an accomplishment that was still uncommon at that time for many faculty members in the discipline of nursing. Dr. Brundage was one of a very few faculty members from the School of Nursing who achieved the more senior rank of associate professor.

But like many of her colleagues at the School, Dr. Brundage was an expert clinician. Her special areas of expertise were in both obstetrical and medical-surgical nursing. She remained engaged clinically while teaching at the School of Nursing and regularly consulted with clinical staff, making rounds on the medical intensive care unit to stay current in her clinical knowledge. Within her specialty of renal nursing, she published several books and research papers and encouraged students to do the same. From 1984 to 1985, when the School of Nursing's BSN program was closed and the MSN program was under reorganization, Dr. Brundage returned to clinical care at Duke Hospital.

After the end of her role as interim dean, Dr. Brundage remained at the School of Nursing as a faculty member and was actively engaged in implementing new programs and developing curricula for the new nurse practitioner programs.



Chancellor of Health Affairs
Dr. Ralph Snyderman (left) and
Dean Mary Champagne (right).

Renewal and Transformation

1991-2004

With the arrival of Dean Mary T. Champagne in 1991, the School began a period of restoration and growth that continues to the present day.

Dr. Champagne said when she first arrived at the School of Nursing, she believed that it was still capable of great success despite the recent downsizing. The School was linked closely with Duke University Health System, which was providing excellent services and producing groundbreaking research.

“I wouldn’t have come if I didn’t see the potential to grow a nursing school worthy of a great medical center,” said Dr. Champagne. “The entire Duke system valued collaboration as long as you brought something to the table. This was an environment that supported excellence.”

Dr. Champagne petitioned to be included in the Medical Center Leadership Committee and the Deans Council for the University; the dean for the School of Nursing had not participated on the boards of leadership and governance since the retrenchment in 1984.

“I was able to get seats at many tables because I still had the title ‘Dean of the School of Nursing,’” said Dr. Champagne. “Even though the bachelor’s program was eliminated, we were still a school at Duke University—we weren’t demoted to a department or folded into another program—and that still meant something.”

Also key to Dr. Champagne’s success were the collaborators within the Health System and the University who were eager to work with her and the faculty. Key partners included University President Nannerl Keohane, Chancellor of Health Affairs Dr. Ralph Snyderman, and Vice Chancellor of the School of Medicine Dr. Gordon Hammes.

Early in Dr. Champagne’s career at Duke, her work was changing the School of Nursing landscape.

“A dynamic and exciting leader, she has overseen a virtual renaissance at the School since her appointment in 1991. Indeed, she has infused the School with a new sense of direction and purpose,” said Dr. Snyderman, speaking about Dr. Champagne in the Spring/Summer 1995 issue of *Duke Medical Perspectives*.

Dr. Marva Mizell Price (standing), with nurse practitioner students for a physical assessment course in 2004.



A Master's Degree for the Modern World

At the start of Dr. Champagne's tenure, one of her first priorities was expanding the master's program in an effort to meet the country's increasingly urgent need for highly skilled, specialized nurses. The MSN program had been limited to three areas of study: oncology, critical care, and nurse leadership. With input from faculty, over the next decade eleven new master's majors were created that integrated seamlessly into the Duke University and Health System landscapes.

"We thought 'what are the real strengths of Duke? What can we do that others can't?'" Dr. Champagne recalled. "We coupled that with 'what are the real health care needs of people in our country?'"

The growing elderly population, with long-term, chronic, and acute health care needs, has been and remains one of the most critical issues facing nursing professionals. In 1991, as one of the first areas of growth within the School, the gerontology nurse practitioner program was launched in collaboration with Dr. Harvey Cohen and the Duke Center for the Study of Aging and Human Development; it was the first program of its kind offered in North Carolina and still continues today.

Collaboration was key in creating new programs within the School. Partnerships with physicians in the neurological intensive care unit helped create the adult acute care nurse practitioner program, and working with the neonatal department was instrumental in the creation of the neonatal nurse practitioner program. Recognizing a critical state and national shortage of nurse anesthetists, the School also collaborated with Duke's Department of Anesthesiology, Durham Regional Hospital, and Durham Anesthesiology Associates to develop a nurse anesthesia program.



MARY T. CHAMPAGNE, PHD, RN, FAAN
Dean, 1991-2004


Dr. Mary Champagne served as dean of the School of Nursing from 1991 to 2004. Under her leadership, the School created a number of innovative graduate programs, established an accelerated bachelor's degree program, and expanded its interdisciplinary research activities.

"Her ability to rally alumni, friends, staff, and faculty testifies to her permanent, admirable legacy to the University," said former Duke University President Nannerl Keohane in 2004.

After receiving her BSN from San Jose State College, Dr. Champagne volunteered to serve in the Peace Corps and traveled to Afghanistan, where she taught, co-directed, and later directed the Lashkar Gah School of Nursing. Following her return to the United States, Dr. Champagne earned her MSN and PhD from The University of Texas at Austin. She has taught at the College of Nursing at the University of Nebraska and then at the School of Nursing at the University of North Carolina at Chapel Hill, where she became the chair of the Department of Adult and Geriatric Health.

During Dr. Champagne's tenure as dean, she implemented programs to improve health care in rural North Carolina through the education of family nurse practitioners for medically underserved areas, dramatically expanded the School's MSN program, reinstated and revamped the School's Bachelor of Science in Nursing program, and worked with faculty to develop new research projects and establish a PhD in Nursing program.

Dr. Champagne has extensive experience in research, and her funded work has focused on acute confusion in elderly patients and using research to improve the practice of nursing. She has co-authored six books and more than 60 research articles. Dr. Champagne currently serves as professor in the Duke schools of nursing and medicine, holds the Laurel Chadwick Professorship, and is a senior fellow of Duke's Center for the Study of Aging and Human Development.



Dr. Eleanor McConnell (left) works with a community volunteer for a research project, circa 1998.

“We needed forward thinking, high-energy, entrepreneurial researchers and teachers who would create programs that would appeal to students and develop nursing science,” said Dr. Champagne.

During the next decade, the master’s program was expanded to include nurse practitioner specialties in primary and acute care for both the pediatric and adult populations, cardiovascular care, oncology, gerontology, and neonatology as well as non-clinical studies in health care leadership, nursing education, and informatics. The School of Nursing collaborated with the Duke schools of medicine, law, and business to offer the interdisciplinary master’s program in clinical leadership.

Consequently, the growth of the master’s program also meant attracting new faculty to the School to support the developing programs and curriculum. The faculty in 1991 numbered only five full-time employees. By the time Dr. Champagne retired from the deanship in 2004, the faculty had grown to 38.

“We recruited faculty who wanted to build our School and weren’t afraid of a challenge. We needed forward thinking, high-energy, entrepreneurial researchers and teachers who would create programs that would appeal to students and develop nursing science,” said Dr. Champagne.



Susan Epstein Yaggy (left) and Dean Mary Champagne (right), circa 1996, review materials for online courses. Yaggy was instrumental in launching the online family nurse practitioner program for the School and was also division chief for community health, a joint program between the Department of Community and Family Medicine and the School of Nursing.

Distance Learning and Online Education

In 1992, the School launched a distance learning program through a partnership with the Southern Regional Area Health Education Center, which provided training and education for nurses living in nine rural and underserved counties in North Carolina. On average, School of Nursing faculty would travel 90 minutes to Fayetteville to teach classes to master's prepared critical care clinical nurse specialists and nurse administrators and leaders.

In 1995, the School began the first-ever online, distance-based graduate program for nurses working in rural areas of the state. Through partnerships with the Southern Regional Area Health Education Center, East Carolina University, hospitals, and physicians, the School of Nursing recruited nurses for the family nurse practitioner program to provide primary care in underserved areas. The family nurse practitioner program headed by Associate Clinical Professor Bonnie Friedman, PhD, RN, was the first one at the School to use online education for portions of the program. Funded by the Robert Wood Johnson Foundation and The Duke Endowment, the program sought to train nurses who were already established in rural areas rather than trying to convince recent graduates to relocate to an underserved region.

At this time, Duke's School of Nursing was only one of the few nursing schools engaged in distance learning and one of the few university programs in the country that used technology in delivering degree-level programs. Today, Duke University School of Nursing remains a leader in distance-based and online learning, with hundreds of students receiving advanced degrees while living and working throughout the United States and around the world.



The lamp is an international symbol of nursing, representing the lit lamp used by Florence Nightingale.

School of Nursing researcher Dr. Barbara Turner (right) and Dr. Judith Cameron (left), who created the School's acute care pediatric nurse practitioner program, checking on a patient in the Duke Hospital pediatric intensive care unit, circa 1998.



Research

Duke University and Duke University Medical Center have always been recognized for cutting-edge, advanced research. In the early 1990s, Dr. Champagne believed that high-quality nursing research that improves the welfare of patients should be part of the School of Nursing's mission.

In 1993, the creation of the Duke Nursing Research Center, through a partnership with Nursing Service at Duke Hospital, was the School's first venture into faculty-led nursing research. Ultimately, the leadership at the School wanted to create a PhD program but first needed to foster an atmosphere conducive to student and faculty inquiry.

Under the leadership of Dr. Barbara Turner, nursing research began to produce significant results and findings. Dr. Turner was one of the first nurse researchers at the School and was named its first associate dean for research affairs. As a military veteran, her work often focused on military issues as well as research on critically-ill newborns. In 2008, she was named the first program director for the new Doctor of Nursing Practice program, which she helped to develop.

The Trajectories of Aging and Care Center became a catalyst in attracting and mentoring the next generation of research faculty while also building the School's scientific and research base.



Pictured (from left to right) are the first directors of the Trajectories of Aging and Care Center: Dr. Elizabeth Clipp, director and associate dean of research affairs; Dr. Ruth Anderson, pilot/feasibility core director; and Dr. Eleanor McConnell, administrative core director.

Over time, the research at the School evolved to focus on health disparities and underserved populations, including premature and low birth weight infants, the elderly and family caregivers, and end-of-life care for both adults and children.

In 2000, important funding from the National Institutes of Health created the Trajectories of Aging and Care Center, which was also a major step towards creating the PhD program that eventually launched in 2006. Gerontology has been an area of particular focus and strength within the School of Nursing since the 1960s, when faculty member Dr. Virginia Stone established the nation's first gerontological master's degree program for nurses interested in caring for older adults.

The Trajectories of Aging and Care Center was directed by Dr. Ruth Anderson, Dr. Elizabeth C. Clipp, and Dr. Eleanor McConnell—each an expert within the field of gerontology nursing and research. The researchers took a big picture approach to investigating the care experienced by elderly patients as well as patterns and trends in aging and related health care. The Center became a catalyst in attracting and mentoring the next generation of research faculty while also building the School's scientific and research base.

Dr. Clipp followed Dr. Turner as the School's second associate dean for research affairs in 2005. A tireless researcher whose work attracted national attention to the School, Dr. Clipp earned funding from government and non-profit organizations and supported others in doing so. Well-known and widely respected by her peers across the University, she was a force in the School's growing presence on campus. Her premature death in 2007 represented a stunning professional and personal blow to the School community. The School's research progress slowed until her successor, Dr. Diane Holditch-Davis, was named. In her honor, the School's research building was named The Elizabeth C. Clipp Research Building.



Dr. Jane Blood-Siegfried, a School of Nursing professor, at the National Institutes of Environmental Health Sciences in 1997 conducting research on Sudden Infant Death Syndrome.

Assistant Professor Ann White (second from right) with Accelerated Bachelor of Science in Nursing students in the original Discovery lab located at Ninth Street, circa 2005.



A New Bachelor's Program

Closing the Bachelor of Science in Nursing degree program in 1984 had remained a painful topic for many alumni and supporters of the School. Even decades after the closure, some still believed strongly that it was a mistake to close a beloved program that launched many successful careers.

In 2002, however, a new second degree program in nursing opened under the leadership of Dr. Champagne, Dr. Turner, and Brenda Nevidjon—a professor and alumna of the School of Nursing and the first and only woman to be chief operating officer of Duke Hospital. Amid a serious shortage of entry-level nurses, the School created an Accelerated Bachelor of Science in Nursing (ABSN) program with what was at that time the largest grant ever awarded to the School—a \$6 million gift from the Helene Fuld Health Trust. The intensive 16-month program was open to adult learners who had completed an undergraduate degree in another field. Today, the program admits learners who hold undergraduate, graduate, or doctoral degrees and come from a wide array of backgrounds.

Accelerated Bachelor of Science in Nursing students in the Center for Nursing Discovery lab located in the Christine Siegler Pearson Building.





Accelerated Bachelor of Science in Nursing students in 2006 taking part in disaster preparedness training.

At the same time as the launching of the new ABSN program, the School also established the Center for Nursing Discovery (CND). Its state-of-the-art instructional methodologies and technologies facilitated clinical learning through simulation, role play, multimedia, and web-based applications. The 3,000-plus-square-foot CND grew to include an eleven-bed case study area with adult and child mannequins and a birthing simulator, a twelve-bed physical examination lab, and an eighteen-station computer lab.

Transition to New Leadership

In 2003, Dr. Champagne announced that she would retire as dean for the School of Nursing but would continue to stay at the School as a professor and researcher. The 13 years that Dr. Champagne was dean were a significant time for the School of Nursing.

“During her tenure, Mary has overseen the rebirth of Duke’s School of Nursing and secured its place as one of the premier graduate nursing programs in the country,” said Dr. Snyderman on the news of Dr. Champagne retiring as dean. “She exemplifies the best of her profession. Her leadership and vision were instrumental to her success as dean.”

During her years as dean, the School experienced explosive growth, attracted entrepreneurial faculty, entered into new interdisciplinary partnerships, and established a renowned research program. Additionally, student enrollment skyrocketed from 50 in 1991 to 374 in 2003.

“Many students have benefited directly from Mary’s efforts, and thousands upon thousands of patients have benefited and will benefit,” said Duke University President Keohane in the Spring/Summer 2004 issue of *DukeMed* Magazine. “Her years will be remembered as transformational—a time of intelligent innovation that honored the best of Duke’s traditions and history.”



Dr. Catherine Gilliss and Dr. Mary Champagne in 2004, at the beginning of Dr. Gilliss’ tenure as dean.



Christine Siegler Pearson (BSN'84), second from right, with her husband Michael Pearson (E'81), third from right, who gave \$15 million to Duke University School of Nursing, the largest gift in the School's history. Also pictured are the couple's sons.

Investing in the Future

In 1997, the School welcomed its first director of development, C. Eileen Watts-Welch. This was another major step for the School in creating a focused area for alumni relations and seeking major gifts and grants to continue funding the innovative programs and research within the School.

Watts-Welch, working alongside Dr. Champagne, raised \$18.4 million for faculty projects, scholarships, and research, including \$10 million from School of Nursing alumni Bettye Martin Musham for endowed professorships, \$3 million from The Duke Endowment, and another \$12.3 million from individuals for the construction of the new headquarters for the School of Nursing.

A new 59,000-square-foot facility at 307 Trent Drive opened in July 2006 to accommodate the growing enrollment of students as well as the increasing numbers of faculty and staff. In 2011, the School received a

\$15 million gift from Duke alumnus J. Michael Pearson, and

the new building was renamed for his wife Christine Siegler Pearson, who graduated from the School in 1984 as a member of the last class of BSN students. Their gift represents the largest single donation Duke University School of Nursing has received to date.





Bottom (left to right):
Dr. Mary Champagne,
Dr. Catherine Gilliss,
and Dr. Linda Davis.
Top (left to right):
Dr. Barbara Turner,
Dr. Diane Holditch-Davis,
and Dr. Ruth Anderson.

Throughout the 2000s, the School saw an increase in donations for scholarships, such as an endowed scholarship fund to support global health experiences, scholarships for oncology nursing students, and new scholarship funds based on academic merit and financial need.

In 2007, the School named its first distinguished professors, the highest honor that Duke University awards its faculty members in recognition of exceptional achievement. As of 2012, the School's six distinguished professors are Dr. Ruth Anderson, the Virginia Stone Professor of Nursing; Dr. Mary Champagne, the Laurel Chadwick Professor of Nursing; Dr. Barbara Turner, the Elizabeth P. Hanes Professor of Nursing; Dr. Catherine Gilliss, the Helene Fuld Health Trust Professor of Nursing; Dr. Diane Holditch-Davis, the Marcus E. Hobbs Professor of Nursing; and Dr. Linda Davis, the Ann Henshaw Gardiner Professor of Nursing Emerita. Dr. Elizabeth Clipp was named the Bessie Baker Professor of Nursing prior to her death.

Catherine Lynch Gilliss (second from right), with classmates Julia Durant Kimbrell, Ellen Reed Wise, and Sally Fetter Rineer during a capping ceremony at Duke University School of Nursing in 1971. Dr. Gilliss would later become the first alumna to hold the position of dean at the School.



An Era of Innovation

2004-2013

In 2004, Catherine Lynch Gilliss, PhD, RN, FAAN, a 1971 graduate of Duke's undergraduate nursing program, became the first alumna to serve as dean of the School of Nursing.

"I hope it will matter to our alumni that I am the first alumna dean and that I have a memory that matches the memory many of them have of living in Hanes House and working in Duke Hospital," said Dr. Gilliss when she first joined the School of Nursing.

In addition to being appointed dean and professor, Dr. Gilliss was given the title vice chancellor for nursing affairs for Duke University. This dual title distinguished the School from many other nursing schools, where the school and the hospital are distinct entities, and reflected the commitment to education-service partnerships. Prior to this appointment, Dr. Gilliss had served as dean and professor at Yale University School of Nursing. Several of the initiatives Dr. Gilliss had introduced at Yale served as the basis for new programs at Duke that flourished under her leadership.

New Degrees

In the mid-2000s, the School opened two new degree programs—PhD and Doctor of Nursing Practice (DNP)—in response to both the School's growth in research as well as producing the next generation of nurse leaders, researchers, and faculty members.

PhD

The new PhD program in nursing, which admitted its first students in Fall 2006, addressed urgent health care issues of chronic illnesses, the shortage of faculty to teach in schools of nursing, and the need for ongoing nursing research. The focus of the doctoral program, *Trajectories of Chronic Illness and Care Systems*, was designed to prepare nurse researchers for academic roles and to conduct longitudinal studies on aspects of chronic illness.



Cuff links for a nursing uniform.

The first cohort of PhD students at Duke University School of Nursing in 2009. From left to right: Rebecca Kitzmiller, Jada Brooks, and Bomin Shim.



“We are entering a future in which we will integrate the education of nurse scientists into our tradition of educating great clinicians,” said Dean Gilliss on the start of the PhD program.

Not only have the PhD students made an impact on nursing education, and their research has impacted the quality and quantity of research being conducted at the School as well. Many of the PhD students have received competitive funding awards to support their dissertation research, including awards from the National Institutes of Health and prestigious postdoctoral positions.

Dr. Ruth Anderson served as the inaugural chair of the PhD program. She was followed by Dr. Linda L. Davis and, later, by Dr. Debra Brandon.

DNP

In 2008, the School developed a doctoral program designed to prepare nurses for the most advanced leadership positions in clinical care. The program focused on developing nurses in three critical areas: leading, innovating, and translating evidence into practice. Once again, the School was at the vanguard, as Duke was the first nursing school in North Carolina to offer the new Doctor of Nursing Practice degree. An executive-style, distance-based learning program, the DNP at Duke was designed to be available to full-time working nurses based anywhere in the world. As mentioned earlier, Dr. Barbara Turner served as the inaugural chair of the program.



CATHERINE L. GILLISS, PHD, RN, FAAN
Dean, 2004 – present, and
Vice Chancellor for Nursing Affairs

Dr. Catherine L. Gilliss, a 1971 graduate of Duke’s undergraduate nursing program, is the first alumna in the School of Nursing’s history to return to her alma mater to hold the position of dean. In addition to her role as dean, Dr. Gilliss also serves as the Helene Fuld Health Trust Professor of Nursing and vice chancellor for nursing affairs at Duke University.

During the course of her deanship, Dr. Gilliss has presided over the implementation of the PhD and Doctor of Nursing Practice degree programs, the construction of a 59,000-square-foot and state-of-the-art building and a 45,000 square-foot addition, the development of the School’s strategic plan, the expansion of global health initiatives, and the strengthening of the partnership between nursing education and clinical expertise for the improvement of both fields of study. Under her leadership, Duke is one of the top universities for nursing in the nation; in 2011, *U.S. News & World Report* ranked the School seventh among graduate nursing programs, and the School is currently one of the top 10 nursing schools engaged in research funded by the National Institutes of Health.

“Dean Gilliss is an exceptional person with a strong commitment to excellence and an equally strong vision for the future of nursing education and research, both for Duke and for our nation,” said Peter Lange, provost of Duke University.

Dr. Gilliss earned her MSN from the Catholic University of America and her PhD from the University of California, San Francisco, where she completed her postdoctoral studies. She joined the faculty as an assistant professor and had earned the rank of professor and chair of the Department of Family Health Care before leaving UCSF in 1998. From 1998 until 2004, she was professor and dean at the Yale University School of Nursing.

Prepared as a psychiatric mental health clinical nurse specialist and as an adult nurse practitioner, Dr. Gilliss led programs preparing primary care nurse practitioners and worked toward the integration of key psychosocial principles into these curricula, notably the care of the family as a unit. Her scientific work focused on families and chronic disease. Her commitment to the development of pipeline programs that increased diversity in the nursing profession was unwavering. From 2009 to 2011, she was president of the American Academy of Nursing.



The first students enrolled in the DNP program in 2008.

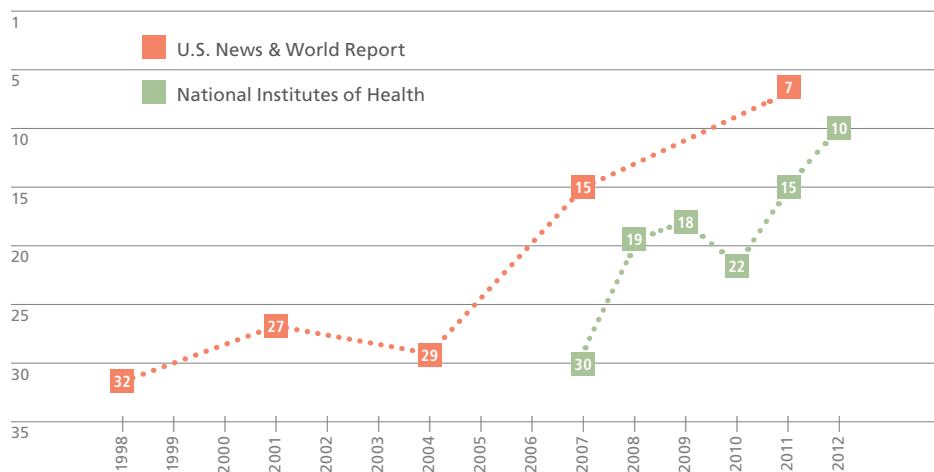
Rapid Growth and Ascension

During the two decades that spanned the deanships of Dr. Champagne and Dr. Gilliss, the School experienced unprecedented growth. In nearly every aspect, the School saw increases—in rankings, enrollment, private donations, and public funding. Nearly every year a new record was being set and then later broken.

In 2001, the School was ranked 27th out of 100 graduate nursing programs in the country by *U.S. News & World Report*; ten years later it was ranked 7th. In 2007, the School was 30th in National Institutes of Health funded research; in 2012, it was 10th.

Application pools grew exponentially as did the qualifications of applicants. Nearly every year another enrollment record was broken. In Spring 2013, more than 830 students were enrolled, the largest enrollment in the School's history.

School of Nursing's Ascension in the National Rankings





Dr. Catherine Gilliss with students in 2010.

The growth of the faculty and staff paralleled the growth of the student body. In 2003, the faculty numbered 38; less than a decade later, more than 77 were teaching, conducting research, and transforming the School as well as the care of patients and their families.

With the rapid growth of the School and its expanding faculty of world-class educators, researchers, and clinicians, the School of Nursing was sufficiently staffed to initiate specialized centers and institutes that have elevated its curriculum, research, and reputation.

In 2008, the Duke Translational Nursing Institute was launched with the ultimate goal of improving patient care by promoting the use of scientific evidence in the practice of nursing. Dr. Gilliss served as director; Dr. Mary Ann Fuchs, vice president of patient care and system chief nurse executive for the Duke University Health System, served as co-director. Also in 2008, the Institute for Educational

Excellence was established to prepare faculty as leaders in nursing education whose excellence and innovation prepares students to be skilled clinicians, effective members of interdisciplinary teams, and leaders in the field. This effort was initially led by Dr. Terry Valiga.

In 2012, the School created the Center of Nursing Collaboration, Entrepreneurship, and Technology (CONCEPT), connecting the School of Nursing to a network of centers across Duke supporting faculty and student entrepreneurship. Helping nursing faculty and students navigate the complexities of research commercialization at Duke, CONCEPT steers them to available resources and matches them with potential research collaborations in the schools of business and engineering. Dr. Marilyn Lombardi served as the first director.



Groundbreaking ceremony in 2012 for the 45,000-square-foot addition to the Christine Siegler Pearson building pictured above. From left to right, School of Nursing Associate Professor Susan Schneider, School of Nursing Board of Advisors Chair Charles C. McIlvaine, Duke University President Richard Brodhead, Dean Catherine Gilliss, Dean Emerita Mary Champagne, President of the Nursing Alumni Council Joan Stanley, and PhD student and President of School of Nursing Student Government Jenni Day.



Architectural drawing of Pearson Building with 45,000-square-foot addition.

New Building

Due to the meteoric increase in students, faculty, and staff, the physical space of the School had to be quickly addressed. In 2004, employees were housed in the 9,000-square-foot Clipp Building, which had served as the School of Nursing's main facility since 1972, and in an assortment of leased spaces throughout Durham.

In time for the School's 75th anniversary in 2006, a new 59,000-square-foot facility opened, physically uniting all nursing education and research. Centrally located between Duke Clinic and Duke Hospital, the LEED Silver certified facility—one of the first such buildings on the Duke campus—offered additional space for laboratories, classrooms, and faculty and administrative offices, all equipped with the latest technology. In 2011, the building was renamed the Christine Siegler Pearson Building in honor of the commitment of \$15 million to the School by J. Michael Pearson and Christine Siegler Pearson, who graduated from the School in 1984. Their gift represents the largest single donation Duke University School of Nursing has received to date.

In the face of continued growth, the new building reached maximum capacity; by Fall 2012, ground was broken on a new 45,000-square-foot addition to the Pearson Building.





Donna Harris, the first African-American student at the School of Nursing, placing a cap on Gayle Bridges Harris, circa 1970, the second African-American student to graduate from the School.



Donna Harris was the first African-American student at the School of Nursing when she enrolled in 1967. She was awarded the Trailblazer in Nursing Award in 2011 for her work in paving the way for other minorities to pursue nursing degrees at Duke.

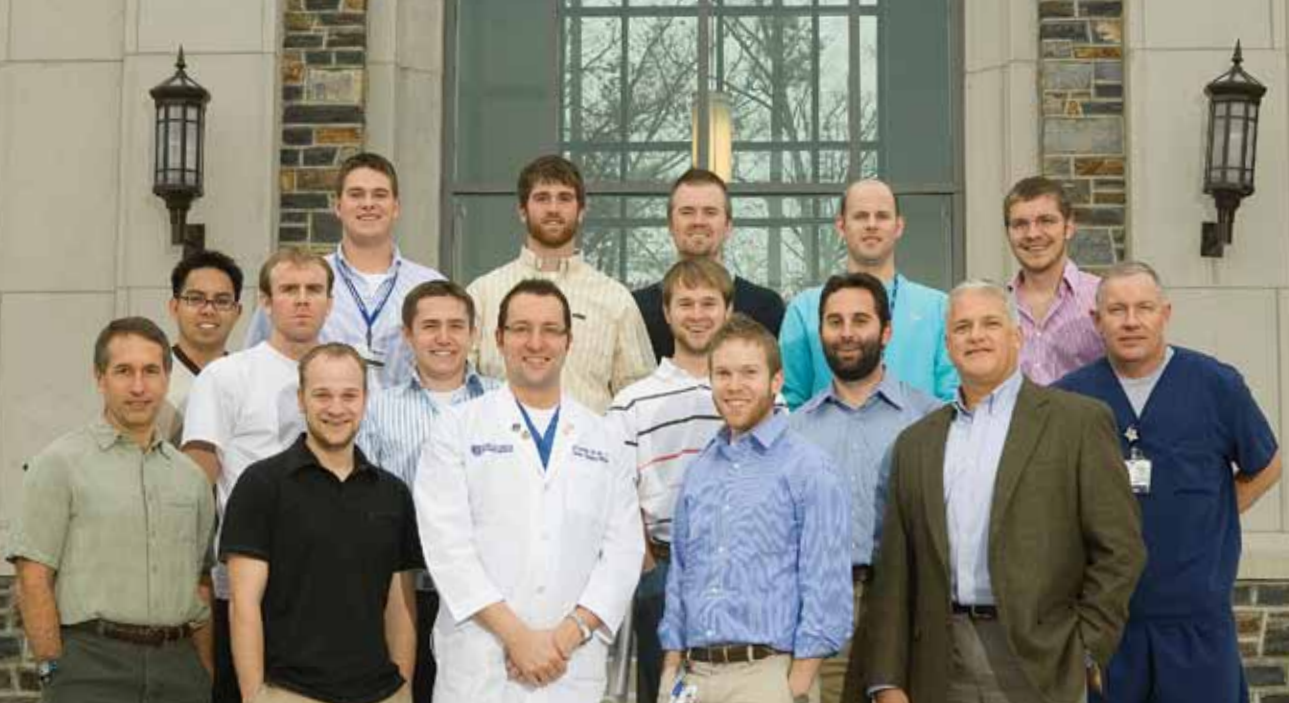
Diversifying the Nursing Profession

In 1967, the first African-American student entered the School of Nursing. Donna A. Harris, BSN '71, was a pioneer for her time and eventually returned to the School as a researcher after spending decades as a clinical instructor, public health nurse, and school nurse. In 2011, she received the Trailblazer in Nursing Award from the School of Nursing for her contributions to the field of nursing and her efforts to break down racial barriers.

In 1966, just one year before Harris enrolled as a student, two young men, Roger Voelkel, BSN '70, and Don Brown, BSN '70, became the first male students at the School of Nursing as part of the U.S. Navy Enlisted Nursing Education Program.

Both of these moments informed the School of Nursing for decades afterwards, especially starting in the mid-1990s when it became apparent to School leaders that the nursing workforce should also reflect the nation's population to better address health needs and disparities.

That meant creating programs and scholarships that attracted students from groups not usually seen in the nursing profession, including men as well as African-Americans, Hispanics, and other racial minorities. Over the years, the School of Nursing invested resources in the recruitment and retention of students and faculty from underrepresented groups. Additionally, as a grant recipient of the Robert Wood Johnson Foundation *New Careers in Nursing Scholarship Program*, directed by Assistant Dean Michael V. Relf, the School of Nursing awarded a total of 66 scholarships between 2008 and 2013 to students in the ABSN program who are from groups traditionally underrepresented in the field of nursing.



Duke chapter of American Assembly for Men in Nursing in 2008. This group works to increase the visibility of men's contributions to nursing and to offer support and solidarity to male students at the School and to nurses within the Health System. School of Nursing faculty member Dr. John Brion, first row, far right.

In 2008, led by faculty member Dr. John Brion, the faculty and students created the Duke chapter of the American Association for Men in Nursing (AAMN), which coordinated activities to help foster an encouraging environment for men at the School of Nursing and the Duke University Medical Center. In 2010, the School was named Best Nursing School for Men by the AAMN for the School's significant efforts in recruiting and retaining men in nursing, providing men a supportive educational environment, and educating faculty, students, and the community about the contributions men have made and continue to make to the nursing profession.

Some of the programs created to attract and nurture minority students include the Making a Difference in Nursing (MADIN) program. Founded in 2011, the program includes a summer program geared to introduce the field of nursing to high-achieving and high-potential underrepresented minority students from economically disadvantaged backgrounds. Through this program, students are encouraged to apply to the ABSN program and begin a career in professional nursing and leadership.

In 2012, through a National Institutes of Health grant, the School created the WSSU-Duke Nursing Bridge to the Doctorate program as a partnership with Winston-Salem State University (WSSU), a historically black university. The program recruits MSN students at WSSU to earn their PhDs in nursing and biomedical and behavioral sciences at Duke University.



A photo that ran in the *Duke Chronicle* in 1966 shows the first male students at the School of Nursing. Don Brown (left) and Roger Voelkel (right) are shown with their classmates Linda Cole (left) and Joanne Frey (right).

Dr. Dorothy Powell (right) speaking with young men in Tanzania during a visit in 2012.



Global Focus

As the School grew in prominence regionally and nationally, Dr. Gilliss turned her attention globally. The Office of Global and Community Health Initiatives (OGACHI) had been launched in January 2006, four months prior to the founding of the Duke Global Health Institute. The global view of the School of Nursing mirrored the growing global interest happening on the Duke campus through teaching, research, and service. Several University programs, such as DukeEngage and the Duke Global Health Institute, were instrumental in fostering global experiences for Duke students. While students at the School of Nursing previously were limited in global health experiences, Dr. Gilliss wanted to encourage the value of international and global health among the students. She turned to her long-time collaborator Dr. Dorothy Powell to assist with this strategic expansion.

Dr. Dorothy Powell, the former chief academic officer for nursing at Howard University, was recruited to Duke to serve as the first director of OGACHI, which focused on addressing health disparities locally and abroad through academic programming, professional service, and research development. During its first four years, undergraduate nursing student involvement grew from less than 5 percent to approximately 40 percent and experienced a record high in 2010 with 80 percent of ABSN students taking part in clinical global health experiences. OGACHI has developed clinical placement sites in Jamaica, Barbados, St. Vincent and the Grenadines, Nicaragua, Tanzania, and China as well as programs serving homeless populations and at-risk youth in the Durham area.

ABSN student Nick Robbins with a newborn child in 2009 at the Kilimanjaro Christian Medical Center in Tanzania.



One of its first regional outreach projects was with Genesis Home, a homeless shelter for families in Durham, called “Raising Health, Raising Hope” and developed by Dr. Powell. Within this model, School of Nursing students worked with families to promote health and well-being within this vulnerable population. This was done with the belief that by improving the health of homeless persons, that could also increase their feelings of self-worth and hope and ultimately improve their lives.



School of Nursing students in Nicaragua in 2010 as part of a global community health experience.

Internationally, OGACHI's first major global endeavor was in the Caribbean. It created a partnership with the Pan American Health Organization's Office of Caribbean Program Coordination, the Regional Nursing Board of the Caribbean Community and Common Market, and the University of the West Indies School of Nursing to address health care challenges of a growing elder population. Out of the collaboration developed a comprehensive community-based framework of care: Pillars for the Care of Older Persons in the Caribbean. The region sought an approach to promote aging in place, where older persons remain in their homes and communities, through managing chronic diseases, offering community and home-based care, and age-appropriate health education. The School of Nursing's expertise in gerontology research and care was a critical component of launching this partnership.

Another long-term partnership that continues today is with the Teamwork City of Hope in Ntagacha, Tanzania. The City of Hope is a facility in northwestern Tanzania where orphaned children live and go to school within a warm and family-oriented environment. This collaboration was created when Dr. Powell first visited the site in 2008 while it was still under construction. She was deeply impressed by the potential of the

City of Hope. Today, the site houses about 300 children and includes a school, dormitories, a farm, and a new health center open to the children and the broader Ntagacha community, where some 25,000 people currently reside without access to health care. School of Nursing alumna Ashley Joyner Hase, BSN'82, and her husband Steve, T'82, were instrumental in linking the School with the City of Hope.

Over the years, the opportunities have grown and nursing students now have a variety of international and global health experiences to help strengthen their knowledge of caring for underserved communities and increase cultural sensitivity and cultural competence. Students completing a global health experience believe such opportunities add value to their Duke education.

Also through the support of OGACHI, School of Nursing faculty members have created relationships with researchers, academic scholars, and health care administrators through capacity building projects in the West Indies, Singapore, and China. This exchange of information and research has broadened faculty expertise and contributed to an international exchange of ideas, with prospects of a burgeoning research enterprise.



Entrance to Teamwork City of Hope in Tanzania.

Into the Future

When we embarked on the project of recording the history of Duke University School of Nursing (DUSON), it was based on a simple need: the distinguished history of the School was unknown to those who had not lived through the events. The School's rich and important past was unrecognized and had not been recorded in any formal way. These first two volumes spanning from 1931 to 2013 illustrate the School's beginnings as a department within the School of Medicine and its development into an independent institution at Duke, not to mention one of Duke's largest schools. DUSON is home to educators, researchers, and clinicians who are developing knowledge, new models of care, and preparing the next generation of leaders in the field of nursing.

During the past five years, researchers, writers, and editors have collected stories and rummaged through archives in order to document events and milestones that could have easily been lost over time. The two volumes have detailed the achievements of deans, instructors, students, and researchers who have all made enduring impacts on the field of health care. Their work has helped millions of patients live healthy and productive lives. In both volumes you will see evidence of a commitment to excellence and the development of research and leadership as hallmarks of Duke University School of Nursing.

We have seen how the School has continued to develop over the last 82 years. Influential and groundbreaking programs have produced innovative, scholarly, and caring nurses. The School remains a top destination for some of the best students in the country, and the graduates are nursing leaders who have made real changes within nursing and health care.

But we have also read about the challenges and moments where the future of the School was cast into doubt. These dark chapters highlight the fact that the public's understanding of the roles and career possibilities in nursing remains quite limited. We must commit ourselves to fighting these misconceptions and showcasing nursing's possibility and contributions to society.

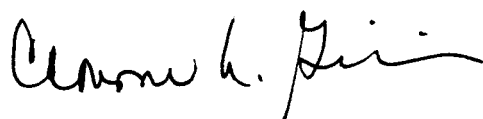
The two volumes illustrate how the School of Nursing has been an instrumental part of the Duke University campus as well as Duke Medicine. The School's community of students, staff, and faculty has demonstrated innovation and excellence consistently throughout the School's history.

As an alumna and dean, I am proud to see the important history of the School put into print and recorded for generations to come. The stories within these volumes showcase thoughtful and pioneering work, and those achievements continue to advise and inspire future nurse leaders.

But to that next generation, I offer the challenge to continue recording our history. As succinctly stated in a German proverb, "nothing is as new as something which has been long forgotten." It is the duty of future School of Nursing leadership to continue to document the ongoing work and achievements that lie ahead.

Over my 45-year history with the School, I have seen many exciting changes in the profession of nursing, a number of which were advanced by our Duke community. I have no doubt that the work currently taking place within the School will inform health care delivery for years to come.

Thank you for your interest in and support of our work and for being part of the DUSON community.



Catherine L. Gilliss, PhD, RN, FAAN
Dean, Duke University School of Nursing
Helene Fuld Health Trust Professor of Nursing
Vice Chancellor for Nursing Affairs, Duke University

