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Lillie P. Howard Interview, Professor of English & Assoc. VP for Academic Affairs, Wright State University

Alyce Earl Jenkins

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Profiles of African-Americans That Helped Shape Wright State University

Interview with Anne B. Shearer

Date of Interview: 1992

Interviewer: Alyce Earl Jenkins, College of Education and Human Services

Interviewee: Lillie P. Howard, Ph.D, Professor of English & Assoc. VP for Academic Affairs, WSU

Alyce Earl Jenkins: Today my guest is Dr. Lillie P. Howard who is Associate Vice President for Academic Affairs at Wright State University. Lillie is the sixth administrator that I am interviewing for my series of *Profiles of African-Americans* here at Wright State University. Thank you for joining us today.

Lillie P. Howard: Thank you. I'm pleased to be here.

AJ: Tell me a little bit about your academic preparation.

LH: Well I think as many people around here know, I grew up in Alabama, went to elementary, high school there. Um, after graduating from high school went to Florida A&M because I wanted to get away from home but then came back to the junior college. Got my bachelor's degree from the University of South Alabama in Mobile and both my master's and Ph.d from the University of New Mexico in Albuquerque.

AJ: I see.

LH: Since then, since I've been at Wright State, I've also completed the Harvard Institute for Educational Management at Harvard in the summer of 1988.

AJ: That's great. How large is Bay Minette? When you were there, about how large was it?

LH: Oh, it wasn't even large enough for us to try to count the people. Um, it was the kind of town where they'd say if you blinked you'd miss it, had one traffic light. Um, I think to a child growing up, it was large enough. But, I'd say probably no more than three to 5000 people.

AJ: Today we hear a lot about role models, who were your role models in Bay Minette, Alabama?

LH: I think primarily my aunt and uncle who raised me. They were both school teachers. My aunt taught fifth grade, my uncle taught middle school Math. And, I think I just grew up watching what they were doing, always wanting to be a school teacher but at the college level. Um, outside of that, my grandfather was my role model. He died when I was in seventh grade, um, but, he was larger than life to me, even when I think about him today I just have this frozen image in time of who he was and what he meant to me. He was a sharecropper and um he carried that history with him but my image of him is him out plowing the fields, making a living for the rest of us. He always seemed to be at peace with the world and usually I was barefooted walking down the rows behind him.

AJ: I see.

LH: So he was the person for me.

AJ: So then for you to leave Bay Minette and go to Albuquerque, New Mexico that was a happening in Bay Minette. And then for this girl, this little barefoot girl to grow up and become a professor at a university in the north was probably another happening. Tell me, why did you, when did you come to Wright State?

LH: I came to Wright State in 1975.

AJ: In 1975. How did you hear about Wright State?

LH: Well actually I was looking for a job. I had just finished my Ph.d at the University of New Mexico, there were thirteen of us looking for jobs and most of us were using the MLA job list, the Modern Language Association job list. Uh, I had applied to a number of places, Wright State was simply one of them, and I got invited to come to an interview here. I didn't know anything about Wright State, really didn't know anything about Dayton, and didn't know anybody here.

AJ: I see, so what was your first impression of Wright State when you came?

LH: I thought it was a beautiful place, mainly because we came up through the trees off Kaufman. And um, it was in March, but it was also very cold so I really didn't see many people. I didn't know about the tunnels then. Um, I think that I've always had the, the attitude that I can make it, that I can do whatever I need to do wherever I go and so I wasn't afraid or anything. Um, I think I was just looking forward to a new, to a new experience.

AJ: Tell me about your interview. Do you remember that, do you remember the people who were on the committee?

LH: Well, yeah, I don't remember all the people who were on the committee. I remember a lunch with Larry Hussman and Al Smith. I remember a long stay on the fourth floor of Millett. It seems to me that they invited people to come in and have a look at me. Uh, usually they would put the candidates in this one room and um people would come in and out as their schedules would allow. Sometimes I felt like I was on display for anybody who wanted to come by and take a look at me. And then there was a very long dinner at Bill Baker's house. And, I guess he must have lived in Yellow Springs then but I didn't know that that was Yellow Springs. Um, I think it was a good experience but very, very exhausting.

AJ: I think candidates still say that.

LH: Yeah, I agree.

AJ: When you came to Wright State, looking at your vitae I noticed that um, you had taught one year at a junior college there in Bay Minette and then while you were in graduate school you worked as a graduate teaching assistant, and so then all a sudden you have a full-time job as a faculty person at this university as an assistant professor and you would be teaching regular classes.

LH: Right.

AJ: What kind of challenges did you expect that you would encounter and what kind did you actually encounter?

LH: Well, let me say um that actually instead of teaching a year, um I had only taught a summer at the junior college in Bay Minette. It was between graduating from college and going on to graduate school, so I taught the one summer. And then because I had a fellowship in graduate school I really only taught one semester at the University of New Mexico and that was because it was a requirement for the degree because I had a Ford Foundation Fellowship and I didn't have to, didn't have to teach. Um, because of my experience in Bay Minette, I had taught that summer at the junior college which was a predominately white institution, and because of my experiences at the University of New Mexico, which even though, uh the community itself is extremely diverse, the campus was not. I mean it was diverse but the diversity was in smaller numbers. I think I thought I was prepared for Wright State. Um, even so, none of that prepared me for the kind of...I guess I want to call them cold, kind of cold experiences I encountered in the classroom. And I was, I was already, I was twenty-five years old, and I was eager, expectant, um, confident, and you know, probably at the same time still a little nervous. And I think I was shocked by some of the attitudes of some of the students, uh, I had a real adjustment there. Uh, that was primarily at the undergraduate level. At the graduate level which I also taught right away during my, my first quarter here, I had a marvelous experience. I mean the students were eager to learn. Um, they were excited

that I was there and I was teaching 18th century novel to them. Um, and I was glad to be able to share some things with them and, and, and to, to help to encourage their growth.

AJ: You know part of, you mentioned the coldness and and I understand what you're saying but another part of that is that people in the south and from the south seem to be a little warm real warm and outgoing and northerners tend to be a little more reserved and

LH: I agree that that's true.

AJ: Okay uh, tell me a little bit about the courses that you developed while you were here teaching. Undergraduate and graduate.

LH: Well, because up to that point I had only taught freshman composition, um, all of my courses were new preparation pretty much up beyond that I developed courses in African-American Literature, um....

AJ: And that, that, now that course, that was the first time...

LH: To my knowledge that was the first time that that course had been taught.

AJ: Okay.

LH: Um, the two-course survey, English 204 and 205 then. I also developed courses in the upper level, um in black women writers and black male writers like James Baldwin, Richard Wright, and Ralph Ellison. Um, I also developed courses in the 18th century novel and in Jane Austen and in the novel since those were also my specialties. So I was extremely busy.

AJ: You were. Now in the courses African-American Literature and the course Black Women in Literature and Black Men in Literature, were those courses enrolled primarily by black students or did you have a lot of the white students in that?

LH: The survey courses, the 200 level courses were enrolled primarily with black students. The upper level courses, primarily white students because those were for English majors, uh for graduate students and they were required

AJ: Were they required courses? They were required courses?

LH: They were either required courses or optional courses at that level.

AJ: I see. Tell me about some of the out of class activities that you had with your students. I remember that after you developed the survey course and African-American Literature that the students were involved in a lot of different things, so tell me about some of the field trips and other activities.

LH: Well one of the things that I tried to do whenever I knew that a writer that we were studying was nearby I would try to make sure that the students got to see that writer. So, one quarter we took a group of students up to Bowling Green because James Baldwin was in residence there, he was in residence there I guess maybe three semesters running. And so they got to have that experience.

AJ: That's great.

LH: We have lots of pictures from that experience. Um, I also encourage my students to put on Black History programs. Um, I think the university had been putting on such programs but at that time there wasn't very much activity and my class was kind of a captive group, and so we would decide what we wanted to emphasize, how the literature that we were studying fit into that, and they'd take that from the classroom where we would have lots of rehearsals to the stage.

AJ: That's great. I remember attending one of those. They were real excited about that. You also used that class to reactivate the gospel choir, didn't you?

LH: I did.

AJ: Tell me about that involvement.

LH: Well, we needed a choir, uh, for the plays that we were putting on, we also needed some dancers, um, so the students would come together, found a musician and the choir got started. Now I understand that the choir had been, Wright State had had a gospel choir on and off

AJ: Since '71.

LH: over the years, over the years, so we'd have it this year and not have it next year, so we had it for a couple of years then. And then I guess in the past five years we really had a major effort in developing the gospel choir.

AJ: Now I understand that there, there's a class in Gospel music?

LH: Mm umm.

AJ: Now, is that something new?

LH: Yes.

AJ: And, did you have anything to do with that?

LH: Yes, I did. Um, and I also want to give Dr. Hathaway a lot of credit for understanding the need to develop the gospel choir and for providing the resources so that we could get the choir started.

AJ: And buy the robes.

LH: And bought the robes, he and Perry Moore. The Dean of Liberal Arts, purchased drums for the choir. And Carlotta Johnson in Human Resources served as Advisor and [Eddie Simms] for a time also helped it was sort of a group effort to get them started. But, even so, participation in the choir would, would, dwindle, um, particularly at the end of each year, near the end of each year and so we thought if the students could get academic credit for the course, then that might encourage more retention of students. So we worked with the College of Liberal Arts and the Department of Music to make the Gospel Choir and academic course, which it is now, and uh, put together resources so that we could hire, um, a director of the choir who would have an academic appointment and you served on that committee.

AJ: Yes.

LH: And so now we have Dr. James Johnson who is extremely successful with the gospel choir so that is all working extremely well we have about 50 members of the choir now.

AJ: Very good. You also accompanied them on a trip, a concert.

LH: Recently I went on tour with them to Pittsburgh. It was, it was a real joy for me.

AJ: How, they were well received?

LH: Extremely well received. They, they sang at a junior college, they sang at African-American Music Institute, and that evening they had a major concert at a Baptist church. Uh, one of the things that people kept saying is that they couldn't believe that there was that much administrative or university, university support for a gospel choir, because on their on campuses they're having problems getting that kind of support.

AJ: Yeah, I think that is true in a lot of places.

LH: Right.

AJ: Uh, going back to your teaching, uh, do you remember is there or are there any students that you had in those classes that stand out in your mind that perhaps you still have contact with or?

LH: I have, there are a number of them, I don't want to mention their names necessarily, I don't know how they feel about that, but I'd say several times a year I get calls from former students and these are students whom I taught pretty much back in the 70's because I haven't taught since 1982. I mean, I haven't taught full-time since 1982. But last week I got a call from a student, uh, who was in my African-American Literature class. Uh, I periodically get calls from New York from a student who works for American

Express who calls to tell me what's going on there and who wants to keep in touch. Uh, my daughter wears a jacket that a former student sent me who's now working with, uh, boxing in Detroit, so he had this jacket made for me. He obviously remembers me as I was rather than as I am. And so my daughter wears it every day and so I'm daily reminded of him and, and, and his, his just joy uh for life and for learning.

AJ: That's great. What would you say your greatest accomplishment was as a teacher?

LH: Well you know, I've been thinking about that, uh a bit, because whenever I go to classes to give presentations or whenever I give presentations out in the community people will ask me if I teach, and I have to say that no I don't. And, they tell me that I should teach, I should be teaching. And I always wonder when I hear that okay, what, what is it about me that suggests that I ought to teach, and what contributions do these people think that I, I could make as, as a teacher? Uh, when I taught, I primarily tried to determine what my role was outside of delivering classes, you know, meeting my classes, carrying the load. And I decided that my value was pretty much not only to serve as a role model for students, but also to serve as a linkage to that tradition, uh that many of them didn't know anything about and that I was introducing them to through the literature that I was bringing them, bringing to them. And, that I was helping them to understand their own linkages not only to that past but to whatever was going to come in the future. And so I think that, that's been my contribution and that's why these students keep in touch.

AJ: Keep in touch with you.

LH: Yeah. It's that linkage.

AJ: And their probably forming linkages of their own.

LH: Yes. I think so.

AJ: Uh, did you have any mentors when you came in, 25 years old and not having taught in this setting before?

LH: Well I did, um, the one that stands out the most for my first and second year particularly is [Dr. Paul MacStalworth] who was in the History Department, who knew I was there and would come down almost daily to chat and to um, encourage me, to see how things were going. Uh, within the English Department, Larry Hussman was very helpful, uh, Jim Gleason, uh, Betty Brown was an instructor but she had come before me and she was still there and so she was very supportive. Uh, outside of the college, uh, you were also very supportive. Uh, Al Smith, Anne Shear, Allan Pope, uh, a number of people were there for me, sort of took me under their wings, fed me, uh, would

introduce me to other people, uh, let me know that they were there for me when needed them and that kind of support has continued up to this moment.

AJ: Very good. Another thing that you have to do as a faculty member, another task that you have is to publish. Tell me about some of your scholarly activities.

LH: Well my major publication to date is a book on Zora Neale Hurston, it was published in 1980. I had also done my dissertation on Hurston. Beyond that most of my publications are on African-American literature, uh usually exploring some aspect of Zora Neale Hurston or exploring connections between Zora Neale Hurston and Alice Walker. And, because of that interest, for the past eight years, I'm, unhappy to say, I've been working on a book called uh, "The Common Bond: Alice Walker and Zora Neale Hurston, the Common Bond", but most of my publications have been in African-American literature.

AJ: Very good. Now you are also as a faculty member supposed to be involved with service, service to the university, service to the community, and service to your profession. Tell me about some of the uh, university committees that you've uh, been involved with and particularly the committees that you feel have been very important to uh facilitating new programs and/or making things uh, accessible, uh, for minorities.

LH: Most of my work on university committees, work that I consider significant work, has come since I've been an administrator, either as Assistant or Associate Dean of the College of Liberal Arts, or as Assistant or Associate Vice President of Academic Affairs. Uh, as Assistant Vice, Assistant Dean in Liberal Arts, I worked on a committee with Anne Shear looking at the recruiting and retention of minority students and we developed a report under then Provost, uh [Mick Ferarri] that was later presented to, to incoming President uh Paige Mulholland. Um, since then I've also chaired the University Task Force for Enrollment Management and with that group developed a university plan. Uh, one component of which uh, asks the university to devote major attention to recruiting and retaining minority students. Um, as part of that we also recommended the creation of Minority Affairs Council which I also chaired and with that group helped developed a plan which led to the creation of the Office of Minority Affairs and the hiring of our recent Associate Vice President for Minority Affairs. Um, other committees, I'm very proud of my work with the uh, ad hoc committees on Writing Across the Curriculum, uh, because I think that effort will help all students. I'm also very proud of the work I've been doing to help create the University Center for Teaching Excellence, because I think that by improving teaching and particularly by making faculty aware of the different learning styles of different students, whether they're minority students or, or any student, that students take in information differently and sometimes that the way that we approach them may hinder their learning and, and that's not the intent. Uh, most recently I'm working with an ad hoc group to create a university multi-media plan, which

will take computer technology into the classroom, uh, enliven and enhance that teaching and learning process. And we started that initiative over a year ago, uh, about eight faculty are currently using multi-media regularly. And my job now is to work with this committee to develop a university plan that would take the initiative across the curriculum.

AJ: That's very exciting.

LH: So I'm very proud of all those efforts.

AJ: That's a lot to be proud of. You've been a busy person.

LH: Yes. Yes, I am busy.

AJ: Listen, when we were talking about your teaching, I forgot to mention these plaques that I have here so I've got to play a little catch up. Here's a plaque that you had that the Black Students gave you back in 1977-78 and that was during the time that you had the Black Literature class and had the programs on Black History and the gospel choir. And here's another that you got, the Outstanding Faculty Award that you got from the Bolinga Center back in 1983. So I, I think it was nice that, that you were recognized that way. And I know that you mentioned earlier when we were talking about your preparation, academic preparation, that you had received this certificate, and I believe that anyone would be proud to have a Harvard, anything from Harvard hanging around their walls, that's really great.

LH: Thank you.

AJ: Listen, uh, going back to service, what kinds of things have you done in the service area out in the community?

LH: Well I've done a number of things in the community. Years ago I served on the board of the Dayton Contemporary Dance Company. Uh, about three years ago I worked with the Dayton Black Cultural Festival chairing its programming committee and the following year found myself President of the organization because the person that had been elected had to leave town. I mean, I don't mean it that way, but his job was moved and so so he went to Atlanta. Uh, beyond that I've uh worked with [Twintig] to create a slide tape presentation on Dayton poet, Paul Laurence Dunbar. As a part of that I served as a humanist scholar going from libraries to churches whatever talking about the Dayton poet. Uh, I've given a number of presentations out in the community on usually Zora Neale Hurston. Currently I serve on the board of the Miami Valley School, uh because they want to make sure that their board represents the kind of diversity that they have in their students, plus they were looking for what they call a real educator. Um for the past year I've been working with my kids' school, Westbrook

Village School in Trotwood. Last summer I ran a tutorial program in Reading and Math to see what I could do to help not just my kids but all the kids in the school. Uh, in the fall, we started a homework lab every Wednesday night that continued up until last week.

AJ: You are busy.

LH: And then on Saturday mornings we would bring them out here for computer classes so, because even though they didn't have the kinds of computers, access to computers within their school, we thought they ought to know something about the computer and so Bonnie Mathias, in your college volunteered to help, and someone from University Computing Services volunteered and so we'd bring those kids out here, we brought them for seven Saturday mornings to be introduced to the computer. So, I do a lot of things out in the community.

AJ: That's good, great. You are quite busy. Now as, as a teacher, did you aspire to become an administrator?

LH: No.

AJ: How did that happen?

LH: Um, well actually I had never thought about becoming an administrator and I like to tell people that near the end of my seventh year of teaching I went downtown to the Navy to sign up because I wasn't sure, I wasn't sure that that I wanted to be a teacher and I think that it's at that time usually that people usually go on sabbatical.

AJ: Did I know that you went down there to sign up?

LH: I don't know, I don't know if you knew or not. And so, I didn't know, but I certainly had not thought about being an administrator but um, the, the uh, the person who was Dean of the College of Liberal Arts, [Jean Canalupe], at that time, invited me to come and join his staff. I considered it and then decided that no I wouldn't and then the following year he came back again and asked me to join, and I did, and, I like it. Most of the time, I like it.

AJ: That's great. So, now as Associate Dean for the College of Liberal Arts, what were your responsibilities?

LH: Pretty much working with faculty and curriculum issues. And at that time we were revisiting the university general education program once again, and Perry Moore decided to, to try to solve that, that riddle, uh, once and for all and so I spent a lot of time working with him and the committee to develop what is currently the university's general education program. Um, in, in exploring the faculty development issues and

problems that the colleges was facing, I took, um, I took a group of faculty to the Lillian Dow workshop on the liberal arts, uh out in Colorado, and we were focusing on two issues, one, how to increase the number of opportunities available to faculty, uh so that they can talk more about teaching, have more opportunities to learn what's going on out there at other campuses. And then to try to suggest what the role and responsibility of the departmental chair might be. And so we focused on those areas, brought recommendations back to the college, and those recommendations have now been adopted and form policies there within the College of Liberal Arts.

AJ: I see. So you have a lot of faculty up there in the College of Liberal Arts who can be appreciative to your initiative as far as faculty development is concerned.

LH: Well I hope so. Every now and then I'm not so sure. That bookcase on the first floor of Millett which, which showcase, uh, the publications of Liberal Arts faculty is also my idea, and um...

AJ: It's impressive too.

LH: Well I think, I think they like it because particularly during that time Liberal Arts faculty were feeling that somehow the rest of the university didn't appreciate them, they didn't know that they existed. And I said, 'well, let's take our wares out there so they can see, they can see what we are doing.' Uh, one of the other things that I did that was fun was start the Liberal Arts Talent Show because I realized while many of us were spending our lives teaching, reading, publishing, there were other sides of us as well and I wanted to find a way to showcase that side.

AJ: So did, were you a participant?

LH: Oh no, no. I wanted to see what other people could do.

AJ: So you didn't dance for them, huh?

LH: No I didn't dance but Dean Perry Moore was Superman. He did wear a Superman costume for one of those shows.

AJ: Listen, when you went into administration there in the College of Liberal Arts as a young black female, what kind of challenges did you encounter or did you encounter any?

LH: Well I encountered all kinds of, all kinds of challenges. Some of them within the office itself because I think that it was, uh, Roberta Boyd was already there so uh, it wasn't I think the fact that I was black and entering the office. I think it was because of the fact that I was black and entering the office as an administrator who would have, we

hoped would have some impact on what was happening with the faculty and the curriculum.

AJ: What was your faculty rank at that time?

LH: Associate Professor.

AJ: You were Associate Professor then.

LH: Um huh.

AJ: Okay, okay, so you at least you were equal, on the level with them as far as faculty were concerned.

LH: Right, right I was and because I had sponsored a number of initiatives before that, and had complained about a few things before that, I think some of the faculty already knew who I was and they knew that I felt strongly about some things. Uh, even so I think when you enter any new office like that, when you move from faculty to administrator, suddenly no matter what they know about you as a faculty member, you become one of them.

AJ: Laugther.....

LH: You become one of them and I think I then had to work to overcome that. But when I left, I think I left in good stead. I mean, I think that I left with the respect and the friendship of many of the faculty in Liberal Arts.

AJ: Now it was when you were uh in the, Dean's office as Associate Dean in Liberal Arts and doing all the wonderful things with GE and with faculty development and other kinds of activities that you caught the eye of Dr. Hathaway.

LH: Right.

AJ: Uh, tell me about your promotion from Associate Dean for the College of Liberal Arts to Associate Vice President of, for Academic Affairs with Dr. Hathaway.

LH: Well it seemed to be a natural progression actually. Um, on one level I seemed to be following Paul Miriam because Paul Miriam had been the Associate Dean of the College of Liberal Arts and then he had been Assistant and then Associate Vice President for Academic Affairs. Uh, there seemed to be a natural link between the kinds of things that I was doing in the College of Liberal Arts focusing on faculty, faculty development, focusing on student issues, focusing on the curriculum, and those were the kinds of things the university was now poised to do for the whole curriculum. And so I think I was a natural in many ways, uh for that position. Uh, I think Dr. Hathaway, uh, noticed that. And uh, because I have this this attribute, I don't know if it's a foolish one

or not, but most of the time I'm not afraid. I mean, I mean I consider myself as a courageous person and so even though the tasks that needed to be done were daunting and uh the university community was perhaps not the most inviting, um, I wanted to try to help to get that job done. And he hired me, and I've saw that it's given me the opportunity to get that job done.

AJ: So now that you've, how long have you been there?

LH: Five years, this is my sixth year actually.

AJ: Okay, so now that you've been over there to get the job done, tell me about some of your significant accomplishments out of that office, things that you're proudest of.

LH: Well, um, I listed them in passing a minute ago. Uh, the gospel choir I'm very proud of.

AJ: Well, okay, right.

LH: Right. Because the stabilization of that unit has really come during the past five years when I've been working with the Office of Academic Affairs. Uh, the development and implementation of the University Enrollment Management Committee, I mean, I chaired that committee for over two years, and we came up with some specific recommendations that would change the way that we behave as an institution, and recently, recently we did a reckoning and we discovered that we had implemented approximately three quarters of those recommendations already since 1990. Uh, I am also very proud of the fact that there are a number of faculty out in the classroom using multi-media, and that's an idea I came back with from a conference in California that Dr. Hathaway had insisted that I attend because he just wanted me to know about the power of technology on the curriculum. I don't think that I'd come back with an actual proposal that would require him to do anything.

AJ: That requires money.

LH: Right. Uh so I'm, I'm real proud of all that and I hope that we are about to create the Center for Teaching Excellence, and if we are able to do that, I will feel very, very proud. I will see it as something of a legacy, uh, that I've helped to establish here at the university, that will have lasting impact on both faculty and students, and um the curriculum.

AJ: Very good. One of your responsibilities as Associate Vice President is to make presentations to the Board of Trustees as requested. What is that experience like, facing those eleven business people, or whatever they are?

LH: Well, I've done that a number of times now and I would say it's never easy. Uh, partly because the board itself continues to change so that some of the faces that were there three years ago may not be there again, uh this time. And so um, there's constantly personality changes, um, the university environment constantly changes and so you don't know if they're going to be hostile to whatever you're saying to them or receptive to it because if let's say the budget situation. Um, I've always enjoyed, even though it's pretty daunting, I've always enjoyed those presentations after the fact.

AJ: After the fact.

LH: After the fact. After the fact.

AJ: Okay. Um, we didn't, before I leave this I'd like to um, ask you something about the Board of Regents because I know you've been involved with them, and um, I see you have a plaque here, uh certificate that you received from the Board of Regents when was that in 1990. What are some of the things that you've been doing with the Ohio Board of Regents?

LH: Well I've been working on a number of initiatives um with the Board almost since I've been um with the Office of Academic Affairs. I mean there were some weeks when I would spend three days in Columbus, so much so that Dr. Hathaway would say that he thought that maybe I was working for them uh instead of for the university. Um, one of the first initiatives I worked on was trying to find a way to assess a new graduate education and trying to find a way to make sure that when we said a program was excellent that that meant that it was also diverse, that meant that students were succeeding within it, uh, that that meant uh, that respondents weren't only counting numbers but counting the kinds of students, the kind of growth that they were experiencing, uh, an number of things.

AJ: Okay.

LH: Uh, the second initiative and perhaps the major one was, uh, helping to establish the statewide program on Articulation and Transfer which went into effect last fall. And in essence that's a policy that now governs all state institutions, both two-year and four-year, and some private institutions as well if they choose to, to come under those guidelines. Uh, the initiative that I currently direct for the Regent locally here in Dayton is the Dayton Post-Secondary Education Demonstration Laboratory, we call it, the acronym is PEDL. And the goal of that initiative is to work with the local communities, actually we cross four counties, to try to figure out how we can stop competing with each other and pool our resources, our thoughts and our dreams and help more students across the region stay in school and go on to college and graduate school.

AJ: Okay. We, we're running out of time here so I have one, couple of more questions I'd like to ask you. Um, I, I wonder how you would compare the um the climate here on campus, now the racial climate on campus today with what it was like seventeen years ago uh, when you came here?

LH: And, I'll have to compare it from two different perspectives. Uh, when I came here I got to see that climate primarily from a classroom. Uh, now I get to see that climate primarily from an administrative point of view and largely through hearsay. Um, based on what I've heard there isn't much difference between the climate. I think many of us would like to feel that we have made lots of progress, uh, at the same time we have to admit that we have not. I mean the students are always the reflection of the larger society. Uh, they bring those attitudes and those values and those tolerances or lack of them with them and I can see all of that playing itself out here on campus today just as it was playing itself out back in the 70's.

AJ: Okay.

LH: In many ways there may be less tolerance today.

AJ: Okay, I was going to ask you how you would like your tenure here at Wright State to be remembered and I think that you've already answered that, you said, that if you were, in so many words, that if you were to leave a legacy that the teaching center, what is it, Center

LH: Center for Teaching Excellence

AJ: Center for Teaching Excellence that that would be one that you would like very much to be remembered about. I think that Writing Across the Curriculum would significant also.

LH: I think so. I think always, um, Writing Across the Curriculum will remain close to my heart and I think very soon it will be a university reality.

AJ: Very good.

LH: So I will certainly want to be remembered as having helped to, to put that in place.

AJ: Okay.

LH: Beyond that, I see my position as primarily serving others, helping to turn ideas into programs, helping to make things better for faculty and students. Uh, I also see myself as something of a leader, uh, and I don't mind having to be out there when other people don't want to be out there.

AJ: In the front line.

LH: And I think that I want people to remember that I was brave, sometimes.

AJ: On the front line.

LH: On the front line.

AJ: Okay I think that this is a good place for us to end this interview, uh, I have here this, what would you call it, proclamation from the 118th General Assembly of Ohio that was presented to you by Rhine McLean and I think that it was probably because you were on the front line and brave and doing so many wonderful things. Thank you so much for taking time to talk with me.

LH: Thank you.