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Interview with Mr. Robert B. Glenn by Marsden 3/11/96

Good Morning Mr. Glenn I want to thank you for taking time out of your schedule and answering a few questions for me.

RG: surely

Marsden: Ah my first question was when you were the dean of College of Arts and Sciences, what did you perceive the primary goals of the college?

RG: I don't think that has changed at all, I think the primary goal of any College of Arts and Science is to provide the backbone for a college education to with the ? entrance we have this liberal studies program or liberal studies requirements to which you know you review in the book, the University bulletin, essentially colleges have evolved, over the past 50 year, have evolved into the institution that students perceive as a passport to a job. Students like to take a, once you get a college education, so you can get a degree in business, a degree in teaching or get a degree in something like that is very practical, which college really hasn't got anything to do with, the important thing for college is to give students an academic background not so much for when they are 25 or 30 years old, for when they are 40 or 60 years old, because college whether you like it or not is one of the cheap vehicles for training, or for educating the citizens of tomorrow. For a citizen to be properly educated he has got to have some college. college, the important thing in college is to provide for the citizenry. That is to provide people with a background in what is a political science, with some idea what the sciences are all about with some idea of there own history and one of the things we are really committed to, we have to be committed to is to teach them how to read how to write, because they come to us unfortunately not knowing how to do either of those very well. We have to provide them with some background of humanities. All of these courses come out of Arts and Science. So as I said I don't think it is vain to say it is the backbone of the whole college education. The training we get, teaching them how to be accountants, how to be chemists, or how to be whatever that is relatively unimportant. That is going to continue and when we fail that we fail our citizenry. When we fail to do that we set up a generation that simply isn't going to be able to deal with the affairs of the world in its own terms and I feel very strongly about that is what College of Arts and Sciences has to be committed to for every generation that we do, we lose sight of it every once and awhile because we have those little parochial kinds of interests that crop up. But that, we area still back to those things and really that is what the job was. Then what the job is now and what the job, I suspect will be in another 50 years.

Marsden: Diversity has a large roll in that I would imagine.

RG: Ah partly diversity but also there are certain traditions there are certain precept that every reasonable and every aspiring citizen needs to have. This is part of the problem, diversity sometimes ends up being capricious in its nature, that is the 30th year in history. It is one thing to have a sound history in ah European history in American history, I suspect now in World History or lets say, more your talking about diversity yes, history of the Far East, history of the near East, history of Africa, things like that seem to me to be absolutely essential to the development of any reasonable citizen. The History of lower Sabobia probably isn't. And if when we get a big diversity of persons like that then we lose sight of what we are really doing. And you know I advise students like that all the time, certain students are always trying to get out of taking history, always trying to get out of taking literature, always trying to get out of taking something. I have no ? with that at all, I have no interest in a student that is always trying to get out of something. Ah because there are certain basic things that every student ?, ? with Philosophy the philosophy of something like ah Giller Hardy and three sets of the 14th Century and made, someone probably did a dissertation on something like that. I don't think that matters, basic European values as they show it in philosophy absolutely essential, that is what we are committed to. And within that framework, diversity is very necessary we went through along ? where we didn't pay attention to lets say Oriental Philosophy or Oriental History I think that is a mistake too. But ah you know in the United States if you don't know the basic things about History the basic things about politics if you are living in the late 20th Century and you don't know anything about science you would be astounded the number of students who resist even taking the single science course. And that makes them captive to people who have studied science.

Marsden: right, oh I know some of them myself

RG: It is a terrible kind of thing. Well School of Arts and Science have to be committed. To making people learn something about science, making them learn something about the arts. Arts ultimately are very important in our culture. And the Humanities, and all of these things come together to make an educated citizen.

Marsden: So what you are saying is that diversity is important within a set of perhaps standard that the school of Arts and Science's has set.

RG: Yup, standard is a good word, ah tradition is a good word and were ah are ? class right now so we would like to throw over tradition I don't think that is right, I don't think any School of Arts and Science or any college of Arts and Science that professes to do its job can ignore tradition. so ya that is essentially where you are with it.

Marsden: Okay with tradition in mind do you think that the school

here of Arts and Sciences are achieving its goal of making students aware and making students go through a wide diversity of classes.

RG: Yah if anything its probably too diverse, if you want to see what I am talking about, look at the options that are available for studying the art, 60 hour requirement that we call liberal studies. Ah you have got something in the neighborhood of 30 different options of humanities, that is probably too broad. It lets too many people off the hook is what bothers me.

Marsden: Right, so they could go through and say they meet the liberal studies requirements yet not take too hard core assignments.

RG: That's about right, and they can slither through without taking a science course they can slither through without taking a humanities, really a solid humanities course or get a solid humanities background. If you look at what Stalin did or Hitler did and you look at what some of these people are doing to each other now in Africa, in the Caribbean, in the Far East lets not kid ourselves, Humanities become important, because humanities are ultimately, they help greatly in allowing people to see that this kind of indifference to human life that we have seen in all these various places, is wrapped around our whole civilization, and we just have got to do it. I would like fewer options and more requirements, and for instance you can get through this whole thing without taking a course in history, that is a mistake partly because I think you ought to know your history, partly because you ought to know what goes in, in other words what you want to publish, is choreography. But what goes into making the history how do we come to our history, how do we authenticate our own history, we don't pay any attention to that. We have large numbers of people who think history is a matter of memorizing some dates and some names. And that has nothing to do with it. Like what you are really saying, what are my roots, you can do it, you can get out of here without taking a course in Political Science I think, we used to have a Political Science requirement. But I think that kind of lobbed away, ah I would much prefer to identify a block of courses, lets say History in Political Science, that's my two big ones. I would like to have certain kinds of requirements in literature, we do have composition requirement, which I think is absolutely essential.

Marsden: You have a writing exam

RG: pardon

Marsden: the writing exam

RG: That's the Progronation(?), but you have to take a couple of courses before you do that, I don't think it is enough, I think we ought to require four courses, but ? ? ? . but I think we ought to require a foreign language and we don't. Right now we

have 60 hours that are required we have 60 hours that include a major and a bunch of electives. I think we ought to do one of two things, either increase the number of hours required for the degree to about 150 or decrease the number of things we call electives. But demand that our students study certain other, more of certain other courses, that is stipulate more of what they should take. And if they want more electives, then let them take it if it adds up to 150 I don't I guess I don't worry about there ? too much.

Marsden: I think that with current social, current social ideas, about freedom, freedom of choice and diversity necessarily just diversity itself, like a variety of options, regardless how deep the options go. And that is kind of how society is going.

RG: freedom to cop out.

Marsden: No, yeah, I think that's ah, well I don't, kind of hard choosing this, kind of smaller in depth but varied options.

RG: Basic problem, I don't know if this has to do with the basic society, but it does have to do with the philosophy you have, the one of the basic problems we have, we set up a system that the student can search out the way to work as little as possible to get a degree, what we ought to have is a system that makes the student work as hard as possible to get the degree. That is the length of degree not an easy thing to achieve but a difficult thing to agree. You could probably start off at any institution now, that is what education is all about. Taking a lot of courses that you didn't want to because they look like a lot of work, that is what they ought to be, a lot of work. We really haven't seen our way through that yet, so we will come to it another 25 - 50 years ? ? it but that is there is a lot at stake here, but what we are really saying in a complex society we shouldn't make it easier, in a complex society it should be more difficult. The irony of our whole situation is right there. It is easier now to get a degree than it was 50 years ago. I speak from experience.

Marsden: Now your duty as Dean, what would you say was your most pleasant responsibilities or duty as Dean.

RG: well probably the most fun you have when your an administrator like this, you have the opportunity to meet ah highly talented visitors to campus. When I was Dean of Arts and Sciences the president regularly assigned me to host certain visitors to campus. He ? ? when I became academic Vice President. But I remember several times during my career, I was Dean only three years but, there were a series interesting people that I had the opportunity to meet, sometimes in my office, sometimes to spend an evening with sometimes, one of the patterns were they arrived on campus at about 2 or 3 in the afternoon and you take them to dinner and then they give a lecture, or they would bring in or we would bring in a really talented musician or lets say a talented actor well as dean you got to meet these

people, talk to them and that is part of the job. One of the things that a Dean or a Vice president or President has to understand about the job that there are certain ceremonial obligations which is food. The trade off you get to meet interesting people and that is, ah you know your question is that Most pleasant duty, not most important, the most important duty is that you have is be department head, and one act to another and motivate them to any given department head at a given time is motivate him or her to do something, come up with a new program to improve a program to hire a certain kind of a person to do whatever you could to make a stronger program. That is probably the most important thing, you never do it yourself. But what you do you have to do, when you are the dean of Arts and Science at Northern here your the leader of about well when I was there it was about 18 departments, now it is down to about 13 or 14 now, it has dropped a little now. But your the leader of immediately the department heads, about 13 or 14 of them, then it comes out to about 180 faculty, it is fluctul, you have people resigning, leaving dying, so your composition is changing and as someone leaves you have got to find someone to replace or the hard decision sometimes that you aren't going to replace, that is the most important duty. But it is not the most pleasant. Because you are at ? purposes with certain kind of people much of the time. Ah it takes all of your internal muscle power so to speak to convince somebody to go in this direction, that he really ought to do something like that. You know what I mean.

Marsden: can you give any examples. With or without names

RG: yes very easily. For instance we had 3 or 4 departments that liked the idea of fostering there own private interests. Other wards a department of 6 or 8 they brought them on and they wanted them to, some of those people out of that many aren't very productive, and probably what you ought to do is allow those people to go on somewhere else, move them out quietly, and replace them with more productive people. Departments don't like that, they is much more comfortable for them to promote there own, keep there own but it doesn't necessarily make a good department. And trying to talk them into not giving tenure to somebody

Marsden: so we are talking to a talking to a department head

RG: yea, we have to work through a department head or telling them they have to hire someone they really don't want to hire. That is really a problem sometime. Because you find department heads fall into unique, tough to say, stereotypes I suppose is what I am aiming for try to say, end up doing here. I can think of one department head, two department heads where very clearly those department heads were trying to hire people that would not overshadow the department head. Now that is disgraceful, if you are the department head you ought to be hiring absolutely the best people you can find, these people were trying very hard to hire people that would never make them look bad in any way, as a

result they hire weak people. The president of ? had a terrible time, time and time again went after some of these guys to almost forceful to hire more competent, more productive is a really a better word than competent people. Because some of these people are competent enough but they just don't do very much. And they don't help the department very much. So we had to do that. We also had a situation, several situations, probably more, where the department was very comfortable. A comfortable department may not be very productive. And what you have to do is work to make them more uncomfortable. Not at all ? ?.

Marsden: Changes often do that

RG: Very good point, change bothers them. In any way, but discomfort bothers them. And I am a firm believer that every faculty member should be working on something, book, article a paper to present or something all the time. Sorry, truth of matter is we have had people who were here during the 25 years I have been here who haven't ever done anything like that. They haven't worked on anything and from the time I came here I felt it necessary to try and get those one to try to get them to work, two if they don't try to get them out. It doesn't make you a popular person when you are trying to get someone out of there. But it is absolutely necessary part of the job. And it that is the important part that is not the pleasant part.

Marsden: Now I suppose it would be pretty hard to motivate someone if they are real comfortable in there job. And if push comes to shove, you kind of say well you might be replaced if.

RG: No you can't do that, if they have tenure, that is part of the problem. The crucial decision, I can understand this very well because I can use the point of this, The crucial decision is tenure, because once the person has tenure then it is up to the administration to prove incompetence, that is a step too late. Because you may have people who are not incompetent but just not very productive. And if you get a large percentage of a department that is simply non productive but not incompetent, that means they cannot be removed from tenure. That is about the only reason you can remove a person from a job once they have got tenure. Into demonstrate that a person is really incompetent, well if you can't do that, then you get a whole department of people that are not incompetent non productive and are comfortable you have a major mountain you have try to move.

Marsden: Well do you see that as tenure being the goal, that once they achieve that their productivity goes down.

RG: No I don't think so. No I don't think so. I think if you develop, and the records show this, if you, there are some people once they get tenure, who rear back you know take a martini, take puff on the cigar and say nobody can touch me. So I am never going to do anything again. I don't think that is the rule, I know there are people that do that, I have watched people do

that. But it seems to me if you develop early on the first two or three years, or hire somebody who already has this idea that it is important to be productive, but if you develop the whole ? either in the department or the individual to be productive, early on, you have discovered these people are productive throughout there careers. You don't have to be telling them they are always doing it. Could classic case and point I suspect on this campus has got five or six of them, you have got Bill Robinson, who never lets up, Philmore Earnie in Geography there is no way that either of those guys could have doubled, quadrupled there income from there scholarly work but they do it and they are still doing it, they will do it right up to the end. Bernie Peters did this, he was also in geography, these guys worked and Phil Earnie just retired a year or so ago, he never let up he wrote at least five or six books while I was dean. We had a guy named Lonnie Emereck in Communication Disorders, who wrote books on stuttering, who was so good by the way that he probably the worlds authority on stuttering. Ultimately shows Lonnie to revise his books. That is pretty high quality. so here on campus, we have got these people here. And nobody ever told these guys, you have to keep working, I have been working on a book ever since I came back to teaching. After all I kind of made the rule, I better stay with it, it kind of keeps you alive. Is this kind of thing. You watch these other guys who don't do a thing.

Marsden: Do you think with our earlier discussion of students taking college just as a milestone and that, pursuing it any further do you feel that perhaps our current educational system with this kind of philosophy is creating people that just want to reach another goal, or do as little as it takes to reach another goal. Say a student goes through college and doesn't have to work as hard to obtain his degree and subsequently gets a job proving he is competent as an instructor and he gets tenure, do you think that because of his earlier background and not working as hard that would lead him to be less productive.

RG: I don't know if there would be correlation there or not. That is very difficult to figure out. what really motivates, I teach a course in tech writing and that is about as practical as they come, and students come in all the time and I keep trying to point out to them the guy's who can write well are the guys who get the promotions. This I know, for one of the things I did when I was Dean of Arts and Science, one of the things I did regularly was meet with employers and you start talking with employers the first thing they are looking for is someone that can write well. They can always find someone who has certain kinds of talent. A talented chemist, talented computer programmer, talented accountant, it doesn't interest them nearly as much as someone who can write well. Because there are so few of those people available. I remember sitting next to a guy once who said "you college graduates are nice guys alright, but you can't write worth a dam." And I got the ?, but to really answer your question, I don't know if there is a correlation there or

not. Ah, Ah, because I see, I know some of these people work very hard, and I don't know if they worked hard while they were in college or if they slithered through and then changed there minds. It is pretty hard to say. I have a suspicion that your question is right. If they didn't work very hard as undergraduates and didn't have to work very hard as graduates I would like to have to have them work then maybe when they are professors they don't work that hard. But I don't know if that is different as accountants or not. An accountant that slithers through isn't going to make it very well who every it's going to be, Price Water House or anybody else, that just doesn't work. so.

MARSDEN: Was there any other projects that you

RG: you had one other question but somebody at least should address, which is the most unpleasant experience as you have to preside over authority. Because you sometimes the necessity of removing somebody from office just moving them out. There is a process you have to go through and it doesn't matter what level you are dealing with it is usually unpleasant because you talk with, usually you start with talking with the department head, if the department head is resisting and sooner or later the department, you usually have 5 or 6 discussions with the department head, and you have to go through and usually have to deal with the department committee, executive committee or whatever it is going to be and the committee is resisting and the committee is hostile almost from the beginning, and finally you have to deal with the individual and the individual is hostile and you simply have to learn that comes from the territory. Firing at any level or even having to tell a department head you are going to replace them to have someone else in your department is very unpleasant, personnel decisions, negative personal decisions are very unpleasant but absolutely necessary. But people who duck them don't make very good administrators, you have to learn ? ? else. The hostility is there, the brittleness is there the whole thing is there but you have to do it and that is the answer to that particular question and I after you talk about how much fun it is that is the other side of it. Now you were talking about projects. Projects for the most part come to you from departments, they are the ones that want to do them. For the most part they come up with good projects. Some of them are difficult only because they cost too much money, if you had an unlimited budget that would be fun. But you don't and you have to decide which project is more important than the other project and you always have to keep a reserve because somebody, out of no where, always comes up with a really interesting project that you didn't plan on. And you can't wait two years to make it go but now certain kinds of projects are institution projects. When I first came here Jamrich Hall was just being opened, the first year in Jamrich Hall, most people don't here remember this, if they were here and people who were here find it hard to believe. When we first moved to Jamrich, when we first opened Jamrich hall, fall of '71, those class rooms had no

carpeting, they had plastic floor, hard walls and acoustical ceiling, in that sense acoustical ceiling meant nothing, the sun reverberated in there like you wouldn't believe. And about two weeks into it, I think someone from History came over and said why don't you come over and just spend a few minutes in my class and listen, so I did and it was just terrible because you had this echo, this was the very first project I had to undertake and it took almost my whole budget that first year, was to carpet the classrooms in Jamrich Hall, absolutely essential. And I put up most of my funds and I got more funds from the president and we just had to do it that is all there was to it. That was a very rewarding project because without, and a couple of rooms there, room 240 I think that still don't have it, that had the risers and ? of some type, ? ? they shouldn't even use it. I know some it needs to be replaced after 25 years, but it was the right thing to do. Another kind of project that I thought was kind of fun, over on top of West Science building you will see a little astronomy ?, I, Bob Wagner who was the chair of the Physics department came to me and told me there was this opportunity for us to get a telescope lens, not a telescope, a telescope lens, a mirror and this was in '72 I think, we worked a better part of a semester, going down to visit this widow who was going give it to the University and talking with her and finally we came back and we had this mirror and the guys in physics did it themselves or had it done but they had a telescope done, next thing you have to have is a place to put it, so the next year we built the dome on top of West Science and it has got a revolving lens, it's a pretty good piece of equipment. That was kind of fun because you could see exactly what you were going to get all the way through. It had to be designed right. ? did a good ? he could give you better details than I can. But that was the kind of project, more often, the kind of project that your looking at is not so visible and it isn't so definitive. For instance the Science's are perpetually asking for equipment, well in science how long does equipment last or how long before it is outdated. You know a couple years at the most, so they are always asking for equipment and you got to. But when you agree to buy a resonator or something, that is not visible except to say to the chemistry department. Or certain other kinds of things, what are some of the things we have gotten for physics before, a series of pieces of equipment that were designed to demonstrate certain Nobel Prize winning efforts, I don't even know if they are even over there anymore, somebody proposed that one, I forget how we worked it, but we bought it. At one point in the Forest Roberts theater, no that was the lighting that got replaced in the Forest Roberts theater, that was much later, we used to put on plays in 102 in ah Jamrich Hall, well you had to have lighting for that and it wasn't built into the building, so you had to get certain make shift arrangements that would give you your stage lighting and we were a year or two, this is just temporary, but we had to have it, because that was where the plays were. Well we were able to work our way through that and ah but as I said that is not definitive, the way a nice addition to a building, as carpeting is definitive, but it was necessary and it was a good

project. Those are capital projects. The other kind of thing you have is certain kinds of programs you have to work with, for instance someone wants to take a group of students somewhere you have to have van, overnight, have to have all this type of things a good project, very ?, someone had a right to ask for this, a good project. those are good program projects. The second year I was here, the third year I was here, we had on this campus the Military Science department put on the very first sanctioned orientering meet in the United States. Do you what orientering is, ? the woods ?. carry your compass, I didn't even know what it was, Al Raymond ? came to me and proposed this, I thought it was a good move. So we did it, it was fun we brought in a couple of Generals, whole bunch of Colonels and whole bunch of people who never seen our campus, they spent a weekend on our campus they came familiar with it, it was a real feather in our military science that was new budding department at that time, it was a real milestone for them. And boy that paid off, handsomely, for four or five years after that. Another kind of thing we used to have regularly, probably because it didn't cost very much, again Al Raymond again used to arrange during football games have sky divers come down, from helicopters 10,000 feet up and land right in the middle of the football field with a football to start the game, just like we do in the dome now we don't come down, they used to come down with parachute 10,000 feet up. Projects, we were talking about. Most of the time you find as a dean you don't have a fetish for a project, that is not why, as a dean what you try to do is try to help evaluate all the projects people bring to you and in a given year supposing you had 50,000 dollars to spend on a project in a given year you probably get 150 or 200 thousand dollars in projects suggested by various departments you can't do it, so what you have to do is help people evaluate them meaning you have to decide whether to say no or whether to encourage them to them to go on. Sometimes you can encourage them to go after outside funding. There are a bunch of different things you could do. But you don't very often endorse a project personally to the point that you go after it on your own visibly in front of the rest of the School of Arts and Sciences, that is just not good deanship. That can get you into trouble. sometimes you have to say no, gently and quietly as you can. Unless it is an absurd project, then you say that is absurd absolutely not. Most projects are brought to you in good faith. People want things they want to do things. You say your are not able to afford to do all these things. So as a dean rather than personally stumping for a project, what you have to do is help evaluate it and keep it in perspective so that if it is good project and find a way to make it go. But never becomes your project as dean. It becomes the department's project or the faculty members project. Because if you make it your project it won't go. If you decide you want to do something you got 180 people out there to prove to you, you learn very quickly, you never make it your project you try to, one of two things, you try to get someone interested in doing something, or more often you get someone to come to you with a good idea. And you support it, you foster it, and you let it go. So that is why they work. A

project works best it has got somebody who really wants it to go. You get a faculty member who really wants to make something happen. And it will happen. Case and point one I can think of, just off hand, looking at it over here, Forest Roberts Theater, every year has now for about 18th-20th year has a play, original play never been produced anywhere before. And it is a contest, Jim Panowski came to me the first year ?, back in '75 or '76 somewhere back in there, oh it was '78, he came to me and proposed to me a playwritting contest, we never had anything like that before, he presented it in such a way that it was a good for the University to say yes, he made it go, I could of never made it go. It wouldn't of matter how much money I would of put into it, but you had a guy who really wanted to make it happen. He worked at it and now it is an institutional, ah, its a predictable institutional event every year. And it is a going thing, it will keep going, he has got it going. It took three or four years to get it off the ground the way we wanted it. But it did go. On the other hand we had one boy in attempt to develop a summer playhouse on Macinaw Island, that one kind of fell through the cracks, that could of been a great thing, but it didn't have the kind of single handed person stumping for it, wanting to make it happen. But it could of had. And that one kind of floundered a little bit. Not badly, it just wasn't good enough to go. So you know you win some you lose some.

Marsden: Okay kind of a round up, as Dean what was your moments of ? instances, that stick out in your mind for those three years, most visible. Good or bad

RG: Well I suspect that the one that stick out the best are the ones you remember most are when you have to meet with a whole department about something. I can remember once meeting with the History department on a couple of matters. Their agenda, what a something else, that is because, they came in they were hostile and I wasn't about to put up with it and so we had a real confrontation that was kind of an interesting confrontation. I once had one like that with the Art department, who the Art Department wanted me to provide about probably 300,000 dollars of support and the whole position is if we can't have this we might as well just give up. At first, that is what I had to tell them, if that is the case you guy's are finished, because there is nothing I can do to help you.

Marsden: Now is this for instructional materials books and stuff.

RG: No, that and capital improvement, program improvements and I mean they had a package, great ambitions, I can't ?, it would of made a great art department. I think that is one of the times when I told them you got a mis-perception here, you are perceiving Northern Michigan University as an art department surrounded by support departments. And it may not be the way everybody will see it. We have a really good art department, a they have the toughest standards of any department that I am

aware of on this campus. What you don't have to produce in there in order to get ? ?. That is what we are talking about sometime, they are good, it is just they wanted \$300,000 dollars worth of stuff I just didn't have. That made it kind of tough. And another point. The head of the english department resign to go back to teaching. A very gentle man, a very lovely man he just didn't want to put up with flack being a department head. So we went through the process of finding a new department head. I was totally disenchanted with the candidate they proposed to me. So I declined. So there wasn't anybody, so I took over. while I was Dean of Arts and Science, I also took over temporarily head of the English department. And that was fun, that was a lot of fun, because there was a lot of confrontation there, because I was not the gentle sole that the previous Department Head had been. I went in with some pretty hard rules some pretty tough kinds of things and it caused a large number of people to be very unhappy with me as department head or dean it doesn't matter which. But it was something that had to be done I just did it, I ? ? ? I did. When I went in there, I found that we had a small number of senior faculty who were teaching nothing but literature classes. The net result of that is, we were hiring a number of junior faculty who were teaching nothing but composition courses. Well when you teach nothing but composition courses you ? out in a hurry. So simply instituted a policy that is still in effect in the English department, that everybody teach at least one composition course. That was not a popular thing with the senior faculty members.

Marsden: I bet it wasn't

RG: But, that was one of the things that had to be done, and it is still going on. So those are the things that you remember, I remember maybe the second year when I was dean, In the fall when you start the fall semester you usually meet three or four days before for orientation, students come for orientation, so does faculty. One of the things you have is a faculty meeting, for the whole school, ? ?, so that particular year we were so close to getting unionized, so we were starting to talk about a union, so there was a great deal of hostility in the milling in the troops and ah to begin the year I had to speak to the assembled school of Arts and Science, all 180 of them plus there spouses, probably, so there was a couple of hundred people there anyway, and what I had to speak about was tenure promotions and standards and how we had to work on that. And then I opened it up for questions, it was fun, because I almost immediately got 4 or 5 absolutely hostile questions from people who stood up and raised voices and said "YOU ?", that was really fun, that was as far as I was concerned was one of the tests whether I should be dean or not, you don't get those very often. But to have your whole constituency in front of you hostile, some of them hostile, asking questions and then you have to deal with these questions in a measured manner I mean, oh I liked that, if you don't like that you shouldn't be a dean. If you don't like these confrontations, if you shy away from those you haven't got any

business being a dean, a dean's life is a tough life. And any administrators life is a tough life if you do it right. And ah so I had a lot of fun with things like that. Another thing that I did at the end of the 1st or 2nd year, 2nd year I think, I sent out a memo to everybody in the school of arts and science, inviting them to evaluate the dean. I got a, out of about 180, I got about 6 or 7 people had something to say about the dean, where about 5 or 6 were positive and one was just brutally negative. Quite funny. But, you know you learn quickly not to take these things personally, so your memory of them aren't very personal. most of them are what you do is because it is your profession. Except for certain kinds of personal confrontations which I couldn't talk about anyway, because most of them are personnel matters, those are for ever silent. Some of those are very vivid memory's yet. But generally speaking, institutionally you don't have very many of those. Not that they aren't there, but just so many of them happen so casually, and some of them are so funny, you usually respond to them immediately because they are so funny, but long term which is ? ? I could tell you but I wouldn't because they would probably compromise an individual. And I don't think it would be very professional to tell tales out of school even after 25 years. Maybe some day I will write some memory's maybe after 50 years. ? ? a ? thing. Well one I can think of back when I was academic vice president. He was a very well meaning person, telling a joke to conclusion and took himself quite serious, we used to have a saying among administrators that the thing that ? was putting out brush fires, meaning that we had little things happen here and we had to keep putting them, one day we had all 18 department heads calling me, and I was really going crazy, another thing about the academic vice president, he tended to leave things on his desk quite a while before he make any move, so I sung this ? to him, along with a purchase order for 18 fire extinguishers. A little memo that went along with it, that said " I would really appreciate it if we could get this order filled ? ? because I am just having a terrible time today trying to put out all these brush fires" that was hilarious. About 3 weeks maybe a month later I get this urgent telephone call "WHAT THE HELL IS THIS ABOUT 18 FIRE EXTINGUISHERS" it had taken him a month to get to it, and he totally missed the point. You know things like that happened they are fun, they are memorable. Most of the hard things that you did turn out to be pretty much a routine, they are expected of you, so you don't respond to them as dean. I had at one time couple of guys from the faculty literally came to the house knocked on the door and wanted to talk to me, that never happened to me before, never happened since, my wife remembers that too, because we were about ready to have dinner. And she was not quite ready for that one. I would hope that was the first year.

tape 2:

RG: I was just saying that a lot of people who deal with you thinks that there are these exquisite personal motives. They

turn out not to be that way. Because looking through these ? questions here trying to think of the vivid moments I recall they belong in two categories, one is they are personal matter that occur in the privacy in your office at the hype of a confrontation and nobody will know about these. Because you and the people involved will ever know what went on ? ?. That is just part of it. The other is the things that you remember probably the best turn out to be trivial. But the routine things that you did all the time and most of those maybe at the moment seem hyper one way or another, over a long period of time I don't remember. After 25 years I don't remember much of any of these. I don't think it is fail my memory as much of the fact that putting in perspective they were something part of the job. And it is okay, I don't feel like it was wasted. It was still part of being Dean. The personal interactions that you can have with 180 people, all of whom you get to know by name, all of whom you get to know by department, all of whom have there own *various* idiosyncracies, some of which are almost impossible to deal with of course. But over a period of 25 years they are relatively ? *and easier*. Three or four times of step too with various departments, at the time took alot of energy, in retrospect, it was part of the job it was okay.

Marsden: Do you have any last general thoughts.

RG: No, it was fun. It was a rewarding experience. There came a time when I, except the first year or so, it was the best job I ever had. Came a time when I realized I had to move on. Became ? *permitted to stay.*

Marsden: Thank you very much for your time.

RG: Sure, happy to help you.