

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH G. WILLIAM (BILL) HILL IV

CONDUCTED BY THOMAS A. SCOTT AND DEDE YOW

for the

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Interview with G. William (Bill) Hill IV

Conducted by Thomas A. Scott and Dede Yow

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Part I: Thursday, 17 June 2004

Location: Center for Excellence in Teaching and Learning House at Kennesaw State University

TS: I'd like to start, Bill, by just asking you to tell us a little bit about your background, where you were born, and when you were born, and where you grew up.

BH: I was born in Washington, D.C. in 1950, and briefly lived in Baltimore after birth. My father was a safety engineer for insurance companies, and that is about as close as one can get to being in the military in terms of transferring to different locations. We got transferred a lot; I went from Baltimore to Syracuse, New York, through the third grade and then down to Roanoke, Virginia, through the sixth grade. Finally to Atlanta and have more or less stayed in Atlanta since that time. I went to Chamblee High School in Atlanta, and then did my undergraduate work at the University of Georgia. I was drafted after completing my undergraduate degree and...

TS: You were [at] right about the last year of the draft.

BH: I was drafted in September of 1972; the draft ended the end of that year, at the end of '72.

TS: Lucky you.

BH: Lucky me!

DY: Same thing with John Yow, yes.

BH: So, I spent two years in New York City because I had an undergraduate degree in psychology. I was assigned to an induction station, and I gave the mental ability tests. I worked just in the mornings every day, giving the test, running them through a scoring machine. Then, by noon every day, I was done. I had an apartment in New York City that the military paid for.

TS: That's about as plush as you can get.

BH: Well, it was interesting to live in New York City; I probably would have never chosen to do that, but it was an interesting experience to do for two years. And then the full GI bill was around in those days, so I came back and did my Ph.D. at the University of Georgia. I actually—when I started at Kennesaw—took a pay cut because I was getting the full GI bill plus an assistantship as a graduate student, neither of which were taxed. I actually took a slight pay cut to start teaching full time. That was in '79.

TS: You must be the only person in history to go from a teaching assistantship to a regular job and take a pay cut. Wow. But you went through the graduate program in lightening speed after you got out of the military it looks like.

BH: No, no. The average these days is five years to complete a Ph.D.

TS: From the bachelor's all the way through?

BH: No, not from the bachelor's.

DY: From the master's?

BH: From the beginning of the doctoral program to Ph.D. completion, including getting the master's took me five years. The average these days is five years. They like you to get out in four years. My major professor, near the middle of my fifth year, said, "I'm not going to support you for an assistantship again next year. You need to finish up and get out of here." So, I guess I appreciated that.

TS: Well, I was just thinking though, if you're in the military for two years it had to be '74 before you got out and then . . .

BH: Right, and then '79 . . .

TS: I've got the master's in '77 and Ph.D. in '79.

BH: Right.

TS: So that's still pretty fast.

BH: Well, yes, if you've got a major professor that pulls out the whip and says, "You're going to have no money and no support from me. Get out!"

TS: So what did you do your dissertation on?

BH: My dissertation is on an aspect of human memory. At the time that I went to graduate school, the study of human memory was really [in] transition from the old style research that focused on rote memorization of letter combinations—called trigrams—and also lists of words; that was the early memory stuff. It was beginning to move to what I call more realistic memory situations. What I decided to look at was the ability of people to remember the space names on a Monopoly playing board. So, my whole dissertation was built around having literally hundreds of kids come in under different situational contexts, some with blank Monopoly boards as cues, trying to remember as many space names as they could.

TS: What kind of conclusions did you reach?

BH: Well, the research focused on a type of memory called incidental memory. Nobody actually deliberately memorizes the space names. But the more you repeat something—and this was from the standard old style of list learning showed the same sort of thing. But the more you repeat doing something, the more it sticks in your memory. And then, when things are distinctive, they also stick in your memory. So, you can probably imagine that the most commonly remembered things were things like “GO”, the two expensive board names, which are--?

DY: Which are Board Walk and Park Place.

BH: See? And then there’s confusions, the railroads; one of the railroads is B&O and you got different combinations of letters; I also sometimes did not get the exact names but general descriptions—“there’s something about electricity, an electric company or something like that.” Another confusion was the utility spaces like Water Works, where people would remember that as the Gas Company. So they’d know utilities, but you get these memory confusions. People also tended to remember things at anchor places, near the corners . . .

DY: Go to jail.

TS: I think that has a lot of application to teaching because sometimes it seems to me that a student who’s overwhelmed is trying to memorize data in history as though they’re memorizing the telephone book, and they don’t see the ideas that make it easier to remember the things.

BH: Well, there’s a good bit of literature on memory functioning from psychology that finds its way into some of the more effective books on teaching.

TS: Well, you know, memory is a hot field in history now, and particularly in oral history. How do people remember things? What do they remember of the past? There’s some really imaginative stuff on the way people remember; they have collective memories, the way people remember the Civil War fifty years later, what they left out and what they retained.

BH: At the point when I was in graduate school was the beginning of a shift in the psychological study of memory into what you’re talking about and now is the more popular area of memory research. So, you have to work on things like flashbulb memories, where everybody—at least in our age group— can remember where they were when they heard that Kennedy was assassinated. A more recent example would be the terrorist attack on the World Trade Center. But you also have distortions of memory, what’s left out and what’s kept in. One famous memory researcher who studies distortions is Elizabeth Loftus, who does a lot of work on the accuracy of eyewitness testimony. For example, [She looks] at how people’s memories can actually be shaped by how you ask the questions later on. It changes the memories by the type of question you ask.

DY: That’s in your oral history textbook [Donald A. Ritchie’s *Doing Oral History*].

- BH: Her most famous early study was one where they'd shown a short videotape of an automobile accident and, after the fact, she asked one group of students, "How fast do you think the car was going when it hit the other car?" [To] another group, [she] would say, "How fast do you think the car was going when it crashed into the other car?" And just changing the words caused a significant difference in the speed estimates being reported.
- DY: As I recall, Tom, in your oral history book that you use in the class, Ritchie says that often if you're interviewing someone at, say the end of their career, they'll recall vividly aspects of their career, and the most recent they're hazy on.
- BH: Well, it depends on their age. Short-term memory declines a lot with age; that's the thing that gets hit most with age. You see that most dramatically in Alzheimer's where they can't remember recent events but they remember early events.
- DY: Yes.
- BH: But our short-term memory capacity really declines with age.
- DY: I know!
- BH: So do I!
- TS: Fortunately for us, we're usually interested in the long-term memory!
- BH: Well, even retrieving those is becoming a challenge, for me, these days.
- TS: Well, you got out with your Ph.D. in 1979 and hit the job market.
- BH: Well, I hit the job market before I got out of the Ph.D.! [laughter]
- TS: But you didn't teach anywhere before you came to Kennesaw?
- BH: Well, I taught one year as a graduate assistant. My first few graduate assistantships were the university-wide research assistantships. I knew I wanted to teach, and the last year I was a graduate student I said, "I don't want another research assistantship and what I want is a teaching assistantship." So, I taught a couple of sections of introductory psychology; I was the lab coordinator for some research method sections; and I was the teaching assistant for a graduate statistics course, which I ended up teaching the first month of solo the second time around. The professor had a heart attack, and they just came to me and said, "Well, you've worked with him, why don't you teach the course till he can come back?"
- DY: Was that helpful when you began job hunting?

- BH: I think it was essential when I began job hunting because I needed to have teaching credentials. I even did a one-on-one teaching assignment. There was a disabled student who was so severely disabled that he couldn't come to campus. There was an arrangement for individuals to go and teach him a course one-on-one and I taught him. At that time, I believed that you had to have some evidence of teaching experience and ability to get a job in academics, which was what I wanted to do. I was never interested in going to a research only environment at all. And that's a challenge, even a challenge for graduate students today, because your major professor looks at that as a step down. You know, "We're training you to be researchers, training you to be clones of ourselves."
- TS: Right. And given the fact that you obviously never took an education course, I guess, with your background . . . ?
- BH: No, and in those days there weren't even courses on teaching within the department—it's becoming more and more popular in graduate programs now to have teacher training courses, to have TA training courses, to have courses on the teaching in the discipline. None of that existed in the mid-'70s.
- DY: Not even very informal mentoring in the psych department?
- BH: Very informal mentoring, very informal.
- DY: That's interesting.
- TS: So you're almost at the end of your program before you even know whether you're going to be good in the classroom.
- BH: Well, some people are, but because I had the research assistantships for other years, I did not teach until my last year in graduate school. Other students taught more because there were more teaching assistantships in the department than there were research assistantships. It's just that I didn't get an opportunity; well, I had to demand the option to do that.
- TS: Well, when you first started teaching, was it what you expected? Was it a shock? Did you take to it immediately like a duck to water?
- BH: I found it a lot more work than I anticipated. I found that as a graduate student it was very hard to keep up with course planning and, to some extent, I think that was a valuable lesson when I first got to an academic institution because I was working on my dissertation at the time I was teaching. I had a lot of things drawing on my time so I was planning courses at the last minute. That's something you do when you get your first full-time teaching job, in my experience at least, and have multiple new teaching preparations. And then you discover you've got all these other responsibilities that nobody told you about.

TS: That's what J.B. Tate [a retired KSU history professor] referred to as one step ahead of the posse.

BH: Yes. And I think what I discovered [was that] there was an important realization that no matter how under-prepared you think you are, you're very much over-prepared for the students.

TS: You know a lot more than they do.

BH: You do discover that you know a lot more than they do, and you're not as incompetent as you thought you might be. There's that sense, when you first got teaching that somebody's going to always ask you those questions that you can never answer. That's a sense of failure. I learned if I don't know the answer, that's okay. I can either find it or have them go find it.

DY: That it's not important.

BH: Or try to ignore it, yes.

DY: That's a joke. I had a colleague who was a TA who did that; he really did.

TS: Really?

DY: Yes. It's amazing, he'd say, "That's not important." Michael would do that.

BH: Or, you know, I say, "That's an interesting question. Maybe we'll come back to that." And then you move on.

TS: Well, I'm intrigued, given the fact that you were such a novice really for teaching when you hit the job market that you had decided that you wanted to go to a teaching oriented institution instead of a research oriented institution. Do you have any recollections now how that came about?

BH: Well, I always wanted to teach; I was inspired by a history teacher in high school, Ms. Anne Timmie. And I really wanted to teach. When I first went to undergraduate school, I very quickly figured, I don't want to teach at a high school or an elementary school. So I don't want to go into education.

DY: How did you figure out you didn't want to teach high school? That you didn't want that level?

BH: Because I remembers the behavior of myself and my high school peers, and I didn't want to teach people like that because they sat in the back of the room and talked, and I wanted to teach people presumably that were interested in what I was teaching. So I knew I wanted to teach, but I decided quickly that I wanted to teach at the college level. So that meant automatically that I had to go to graduate school, ultimately. The second thing to

decide was what I was going to teach? And I basically knew that I liked the social sciences, so I took just about every social science course. At one point, I was a history major, briefly; I was a political science major briefly; sociology interested me a bit; anthropology really interested me a lot. So, I leaned toward anthropology. One area of anthropology that really interested me was a segment that one anthropology professor presented on animal behavior and learning. Then he invited me to go on a dig with him during one week in a summer, and that's when I decided that anthropology was not for me because it was hot, sweaty, tedious work with little brushes. That wasn't what I wanted to do. But the animal behavior thing interested me, so I took an honors course in introductory psychology from Dick Hazen and that really turned me on. Dick was a master teacher. I kept in touch with Dick for years and he really was the informal mentor for my interests in teaching and learning. That was just great. I decided on psychology, and then I had to take the research methodology sequence. The professor that I took for that, Dave Leonard, ultimately became my mentor for research and invited me to work in his lab, so I worked with him. Then, ultimately, when I went back to UGA for the Ph.D., he was my major professor.

TS: Let's talk about these three individuals that you've mentioned, and see if we can understand a little bit better what it was about them that inspired you. What was it about Ms. Timmie? She was a history teacher?

BH: Yes. She taught World History and . . .

TS: What was it about her that inspired you?

BH: She, as I remember now, she was a very creative teacher. It was a group of students that were basically taking the course as a senior elective. So we didn't really have to take it—in those days you didn't have the joint enrollment programs. You didn't have advanced placement, any of that stuff you've got now in high schools; you just had to fill electives. By your senior year in high school, in those days, you pretty much had gotten everything you needed, and you just had to take electives because there was no other option. But she did not let that deter her from generating interest. I remember her as an engaging speaker in the classroom. I guess the thing that sticks out most to me was her caring about us as individuals and she did social things with us, which was a different sort of thing to experience in high school. She invited some of us over to her house for a meal. That connection, on a more personal level with a teacher, was the first time that I experienced that and it appealed to me.

TS: Sure.

BH: And, generally speaking, even before her, I liked the social studies types of courses. They attracted me.

TS: You mentioned Dick Hazen?

BH: At UGA he was the only faculty member that was really totally oriented to undergraduates. All the rest of them taught some undergraduate courses, but they were more researchers. They were more oriented toward their grants; they were more focused on working and teaching graduate students. Dick was the advisor for just about every undergraduate; and he was the one, as you got into graduate school, that, if you were interested in teaching, you oriented to working with. Dick had a lot of those social qualities that I mentioned with Anne Timmie; we went to his house for celebratory dinners during the semester, and it was always an open office door policy. You could just pop in on Dick.

TS: Did you have the sense that he was honored in the psychology department at UGA?

BH: He was honored by students. He was never promoted to full professor, and my impression was he never really got the pay increases that other people did. But, the students clearly honored him greatly.

TS: Isn't it sad that you can go to a place like UGA and have a whole department where almost nobody cares about the undergraduates.

BH: It is very sad, but it's not that uncommon.

TS: No, it's not.

BH: There's usually a pocket of a few people that might care about undergraduates, but my impression is that those individuals struggle with tenure and promotion because they're not being productive in the way that higher ones are looking for.

TS: But in terms of a role model you're more attracted to a Dick Hazen than these others, sounds like.

BH: Right. But even if we shift to Dave Leonard, Dave was more like that traditional graduate faculty type of thing. He was not an easy man to work with. So, he didn't have a lot of graduate students. He recruited undergraduates. He saw them as viable mentoring opportunities. He was one that had a lot of undergraduates working with him on projects. And that may have been, I'm just guessing here, partly through necessity because he didn't have the same number of graduate students others had.

DY: Why was he difficult to work with? Demanding?

BH: Dave is a person that sort of lives a bit in his own universe, and sometimes he seems to have difficulty communicating easily with others. He was an extremely intelligent man, but not real effective in communicating in the classroom. I got more out of him as I worked with him individually. If you know how to work with him, you can learn a lot from him. But standing up in front of a classroom—he was not the most effective individual.

TS: But it's intriguing that you would be attracted to him.

DY: Yes, it is.

BH: Well, I was attracted to him because he gave me the opportunity to do research as an undergraduate and get that experience. In the discipline of psychology, undergraduate research is a critical stepping-stone to getting into graduate programs. Even today, the students that have the best opportunity, our most viable candidates for graduate school, are ones who have done undergraduate research, presented and published as undergraduates. That's a very critical piece that a lot of graduate programs look for.

DY: It sounds like too that you're honoring and appreciating different styles, I guess you'd say, of teaching?

BH: Well, you know, in some ways I learned a lot about teaching from Dave by learning what not to do. I really hate to say that, but I'll just give you an example, and it is just so vivid in my mind. He taught the stat [course], and he would get into derivations of a particular statistical formula. Well, I learned a long time ago that derivations are basically irrelevant, especially to undergraduates, unless you're going to be a mathematician. [You have to] choose that right statistic, know how to do it, know how to interpret it. Where it came from was irrelevant. But he was very much of a mathematical psychologist, and he liked to get into these derivations. He'd occasionally get lost while doing a derivation on the board and literally didn't know where he was. Then, he'd step back and stand there for minutes on end, staring at the board, trying to figure out where to go, with his back to everybody. So there's organizational things there, knowing what's important to the students that you're dealing with and separating that from what's important to you, maybe in your study or discipline.

DY: Hoping they dovetail.

TS: I think maybe all of us have had that experience of learning about how not to teach going through graduate school.

BH: I still value what I learned from Dave—in fact, in just the last couple of days, I've had an e-mail exchange with him. He's a great guy. The thing about him that a lot of people that didn't get close to him [don't know], is that he cares about students. He is demanding and he is tough, and that is exacerbated when you can't communicate well. If you're going to be demanding and tough, but you can't communicate . . .

DY: You're not a motivator in any way.

TS: You're not somebody you'd put in the introductory psychology course.

BH: Well, actually Tom, he was not the most popular teacher in the classroom. I mean, undergraduates and graduate students had difficulty alike.

TS: So he's good in the lab?

BH: He's good in the lab and, as a teacher, he is very good in a one-on-one basis. He is totally supportive, and you can get the information from him one-on-one but you've got to learn to translate him. And I think there are lots of individuals out there like that in the academic world that are not necessarily the best and most social people; they're not entertaining in the classroom. They have things to bring to the table—their skills and techniques—but you just need to know how to pull those things out and utilize them.

TS: Any other mentors that stand out? You've mentioned three good ones.

BH: I can identify some people after I came to Kennesaw, but pre-Kennesaw, no. But those are the key ones. There are others since I came to Kennesaw that mentored me, and several months ago I had to sit down and write a sort of biography, and those are the individuals that I mentioned.

TS: Did your parents encourage you toward an intellectual pursuit?

BH: No, not at all. Well, my father went to a junior college, but, you know, I think I had parents that were the type of, "Well, you need to go to college to get a good job and make a lot of money." The comment was, "Well, what are you going to do with a degree in psychology?" "Teach." "Oh, you're not going to make any money on that." My parents were of the type that had high-achieving aspirations for their kids, and this was not a good route in their opinion at the time. I think they've changed their minds.

TS: Well, Betty Siegel likes to talk about us having a calling to go into teaching; is that the way you felt? That this was something that you were called to do or was this just so fascinating to you that you didn't care whether you could make any money on it or not?

BH: I think with anything—and we were kind of talking about this to begin with—happiness is first, and if you have happiness and contentment in what you are doing, more than likely both personal satisfaction and external success will follow. You may not be rich and famous external success, but . . .

DY: That may not be what you want.

BH: You're going to be honored by your students, and obviously, as I'm sitting here being taped by you, you may be honored by your colleagues! And it's important that you get feedback that you are effective. I guess maybe that's a selfish piece of it, but having had that experience myself, I guess there was a piece of me that wanted to know, as my friend Charles Brewer would say, that I have affected eternity through my teaching.

DY: And I would guess too, Bill, for you, and particularly the kind of job or work you're doing now, that fostering community is very important. You know, the community with

your colleagues, communing with others, the community of the classroom, CETL¹ itself, the fact that you have that.

BH: Well, if you chose to be a teacher, then you always have that attitude of fostering community. All of us as teachers, whether you move into jobs like I'm doing now as CETL Director or I've done in other things as department chair or whatever—you can be a manager and foster community—but teachers are about fostering community. I don't know whether I'm making a lot of sense with that. But if you don't care about community, you're never going to be a good teacher in the long term.

TS: How would you define community?

BH: Shared learning. Teaching is not just about me—a one-way experience: me telling you and you being this open receptacle, and I'm pouring knowledge into your head. You've got to have give and take, and as a teacher, you've got to go with the flow and focus on the needs of the particular community you may be with at the moment. For example, when you're teaching two sections of the same course in the same semester, there's often a different flow and dynamic in each section. Anybody who thinks that you can do the exact same thing and be successful in both those classes is foolish because the community of learners is different. You've [also] got to be different, responsively, to the audience you're working with. So when I'm talking about community, [I mean], I learn from them, and they should learn from me. We both should be changed in some way at the end of that experience.

DY: When you walk out of that classroom, and you are in a meeting with your colleagues on whatever level, then that kind of community, one would hope, is going to translate also into that venue.

BH: Well, your colleagues are a community of learners. In my mind, you should be a facilitator of that community; you should be a teacher, just like you're a teacher in the classroom. I like to argue that department meetings are like graduate seminars, and the department chair should operate as a very effective teacher of a graduate seminar.

DY: Shared values, you know, the community of an intellectual change.

BH: Well, you have shared values, but also an appreciation of diversity of values. If everybody is all on the same page, exactly the same, then there isn't a dynamic of learning because knowledge and experience change over time. It would be [like] putting together a department of psychologists that are all research psychologists and no clinicians. Or putting together a department of British literature experts and that's all there is. Imagine how awful that would be not to have individuals that, even within British literature, say, that focus on women writers versus men writers or different periods. It's important to have those dynamics because it brings dynamism to the curriculum and what you're teaching.

¹ CETL—Kennesaw State University's Center for Excellence in Teaching and Learning

TS: What did you see in Kennesaw when you came here in '79? Was there that kind of a community here?

BH: You have to realize that in 1979 when I came, that was the year—'79-'80—of the first senior class graduating, and my first impression of the campus itself was not that positive. Your first impression when driving on campus is how it looks physically, and this was an awful, boring place at that time. The buildings all looked like institutional buildings, state institutions. There wasn't the beauty of the campus that we have now. There weren't places to sit anywhere; you didn't have benches in those days; you didn't have flowers; you had a few big trees. And it was small in those days, roughly 3,500 students, during that period. You didn't have the resources; it was a real shocking sort of thing that the resources that you're used to from graduate school and in my discipline like laboratories were not here. There was no major in psychology. I was led to believe that Dr. [Horace W.] Sturgis did not place a high priority on starting a major in psychology, so there was no major in psychology. There was the anticipation that Dr. Sturgis would be retiring, and we would have a major. That's what they were building up faculty for. Even though I was not a new line, I was a replacement line.

DY: And you were in what? You were in the college in humanities?

TS: There were no colleges.

BH: Division of Social Sciences.

DY: Division of Social Sciences that George . . .

TS: I was going to say I think we only had seven majors then, I guess, didn't we?

BH: The traditional majors, English and history, the liberal arts . . .

TS: But that is interesting that we would not have a psychology major.

BH: Well, it was almost the day after Gene Huck walked in as acting president we moved forward on the psychology degree. We were planning it, and we had it all planned and ready to go to the Regents for approval.

TS: Yes, Dr. Sturgis was very cautious, and was going to move very slowly toward developing programs.

BH: I interviewed with several of the psychology faculty at that time. I interviewed with George Beggs. And in those days, you interviewed with the president. I interviewed with Sturgis. All he wanted to talk about was statistics, as I remember.

DY: Who were your psych colleagues at the time?

TS: Was Ruth there then?

BH: Ruth Hepler was in her second year.

TS: Grace.

BH: Grace was here, Grace Galliano—she had been here, oh, a long time. She was the elder statesperson.

TS: She might not appreciate that. [chuckle]

BH: But Ruth had really quickly come in and assumed a leadership role, she was in essence our department chair even though there wasn't department chairs in those days. There was also a fellow by the name of Tom Jones.

TS: Oh, yes, I remember him. Was Danny here then?

BH: Danny Paulk came the same year I did. We were both hired the same year. He came from Berry College. He was at Berry before coming to Kennesaw, if I'm recollecting that correctly. Who am I missing? I would swear there were five of us.

TS: Did Diane Willey teach any psychology at that time?

BH: No, she wasn't teaching in psychology at that point. I did know of her and got to know her very well here. Grace, Tom Jones, myself, Ruth . . . there's got to be somebody. Well, Danny would have been the fifth, so maybe that was it.

TS: I can't think of anybody else back then.

BH: I think that may have been it though the next year . . .

TS: What about Patrick?

BH: Patrick Devine came the year after I arrived.

TS: Okay.

BH: And I believe it was the next year or the year after we hired another experimentalist and that was Duane Shuttlesworth.

TS: Oh, yes.

DY: So when you came there were five.

BH: There were at least five and I think there may have been more. They've been adding a lot of positions recently, but really when you compare the size of our program and the size of our faculty and the size of our students and faculty, we are still severely—even with the position we've added recently—severely understaffed. I've seen programs that have the

same number of students that have twenty-five faculty, and we don't have that. Well, none of us do on this campus. By the time I got here we were already behind in staffing. During my twenty-five years, we have never been caught up in either staffing or space. In those days, we were under a severe space crunch; we were sharing offices.

TS: Where was your office?

BH: I was located on the second floor of the Social Science building.

TS: Were you?

BH: Where the current psychology office is now. If you remember they had converted classrooms into these suites of offices.

TS: That's right.

BH: The one I was in, the first office had John Weinstein and Pete Silver [in Political Science]; then in the middle—and these didn't have walls that went all the way to the ceiling nor to the floor—in the middle was George Lonberger, who was a geographer they hired that year and myself; and in the back was—they had the windows—Tom Jones and two sociologists, Ed Hale and someone else.

TS: We were a division. You were in with all those disciplines you named, plus history, plus political science, and George Beggs was the division chair who was a political scientist.

BH: Right.

TS: Okay, so I guess the follow up question: why did you come here?

BH: Okay, several reasons. There is the sense of comfort that it is in a familiar environment of Atlanta; the opportunity as I saw it to be in a place where there was the potential very soon to develop a degree—I mean, that's a really neat opportunity if you think about it, to come here as a brand new Ph.D., and work on developing a program from scratch; that's kind of neat. I liked the people I met, and the salary was good. It was a great salary.

TS: Even though it was a cut?

BH: Even though it was a cut—well, it's a cut relative to that, but relative to what I was offered elsewhere, this was a high salary. So that was appealing.

TS: Because we had just become four year, so the salaries had gone up for everybody right at that time at Kennesaw.

BH: From the perspective of today with inflation and everything else my starting salary of \$16,000 seems small. Sixteen thousand dollars sounds like poverty these days, and I can't imagine offering one of our new faculty members \$16,000. I only interviewed

actually one other place before interviewing at Kennesaw. I got some other offers to interview after I accepted the position at Kennesaw, but I got an interview and an offer of a two year college in West Virginia, Potomac State, and that was at \$13,000, and I had to push that to get \$13,000. And it was not in an area that was appealing to me. It was a beautiful, old campus, had old-style faculty housing and all that stuff. But it was on top of a mountain, and the telling thing that always sticks in my mind was there was a small town nearby. I don't even remember what the name of the town was, at the bottom of the mountain, and they didn't even have a movie theater; you had to drive like thirty miles to get a movie theater, and having come from Athens and Atlanta, that was not appealing. But I probably would have taken the job if Kennesaw had not made an offer. One other thing that comes to mind is something that I think I touched on earlier. I did not want to go into a place where I had to do research. Research, to me, ought to be about doing something that's fun, and my perception is that the pressure to "publish or perish" did not make it fun for me. I like to play around in research, and I wanted a place, and Kennesaw seemed to be that place, that most honored teaching and service and allowed you to sort of do research for fun rather than as a requirement. And even in those early days you could do research, but it was not necessary.

TS: Well, that's George Beggs to a tee. That service was his big emphasis beyond the classroom.

BH: Yes, but in those days it was community service and doing volunteerism in the community that wasn't necessarily directly related to what your discipline was honored.

TS: You worked with Boy Scouts or something, didn't you?

BH: Yes, I worked with Boy Scouts for years. To me though, even though that was volunteerism, when you're working with Boy Scouts you're really teaching.

TS: Yes.

DY: Of course you are.

BH: And so, I felt like I was bringing in two things from my background—and I didn't mention this earlier, even though I did memory and learning, my minor was in developmental psychology. I had a developmental background I could bring to the Boy Scouts, and a teaching background so that appealed to me. And from, quite honestly a practicality point of view of reading the situation, I knew that that would be a good add-on to hopefully what would be good teaching.

TS: Yes. Did you have any sense that Kennesaw had a bright future when you came?

BH: Oh, there wasn't any doubt about that. To me, you've got a place that just was approved to go to a four year status, so you had a lot of opportunity for young faculty; I got the impression that even though George could be a rigid, militarist type of person sometimes, he really appreciated creativity. He had that rigid side to him, but he had that soft, fuzzy,

supportive side to him. So I saw opportunity here and was encouraged very early on. And then you saw, easily enough, that everything was moving this way in the city of Atlanta. I mean, people were moving out here. Now, what I never could have anticipated was how big this place would get. Never in my wildest dreams. I knew it would be a unique place, but this enormous place that we've got around us now, I never anticipated that.

DY: And you had the sense even before Betty came.

BH: Yes. George always seemed to me, at least in my interactions with him, he had that sense of caution about him, a sort of strictness and adherence to rules, but he'd let you take a chance, within boundaries.

DY: He was able to recognize creativity.

BH: The other thing that I appreciated a lot early on with George is he was very direct with you. You knew where George stood. You may not agree with where George stood, but you knew where George stood. There wasn't a sense of playing politics.

DY: Right. I think we all appreciated that.

TS: Yes.

DY: I agree.

TS: You started earlier to talk about mentors at Kennesaw, and we cut you off at that time but maybe now is a good time to do that.

BY: I could spend a lot of time on a lot of people; clearly Grace Galliano and Ruth Hepler were significant mentors. Probably more so Ruth than Grace. Ruth really supported my own creativity in the classroom. She, as the first department chair and department coordinator before that, gave me resources to go out and do things that ultimately benefited me in then long run. Both Grace and Ruth were clearly excellent teachers, and were open in sharing ideas, discussing teaching, and were non-competitive—sometimes somebody can be an excellent teacher but is almost competitive about being excellent and holds things too close to the vest. I think you need to give it away. Ruth and Grace were clearly individuals that I felt a great deal of comfort going to and saying, "I'm having a problem with this," or "What would you suggest for that?" And those two individuals made life here exceedingly pleasurable. I think Danny Paulk was also somewhat of a mentor. Both of us came at the same time. But, Danny was more experienced, and we had lots of similar interests. He facilitated me moving into some things by having been a contemporary, whereas Ruth and Grace were sort of those senior types of people. In many ways, George was a mentor; in some ways, George would scare me. He could be frightening in some ways with his manner. No doubt you can clearly remember from some of those divisional meetings the marching orders we received. And I wasn't prepared for some of those almost militaristic things. So, it was an adjustment to George,

but I think I learned a lot from George about the importance of breadth of contribution of a faculty member. Because again, [as] I mentioned that earlier, I came out of graduate school with a very, I think, narrow view because [to] my graduate professors, research is number one; research is God; grants are the blessing of God; and teaching is less important. And then you almost know nothing about the service, the giving to others, whether it's in the community or within your campus in terms of the service obligations, and I even don't like that word obligations—opportunities that you can have. George really opened my eyes [to the fact] that there's more to being a professor than just being a good teacher. It's also being a good contributor to your community, and I mean community in the broad sense of your community of colleagues. Your community of local people around you, and ultimately, for me, the community of other teachers of psychology, naturally. And I learned a lot from George, probably more indirectly than directly.

DY: Now that you've been President of the teaching . . .

BH: Yes, I've been President of the Society for Teaching of Psychology, which is Division 2 under the American Psychological Association.

DY: Yes, and I'm thinking that there's a connection there.

BH: Well, there are a lot of connections with George's support there; Ruth had a lot of supporting things to that also, and other colleagues external to Kennesaw contributed to connecting with the Society and other faculty around the country. They're not all mentors in the deepest sense. But I want to mention some other names out there that during those first five or six years were important. Diane Willey was one, also Judy Mitchell, and what I ended up doing, particularly with those two was working across disciplines. I worked, at one point, with Judy and Diane when we were –Dede you may have been on that, part of a group that met for like a year trying to come up with an innovative Master's in teaching. Getting that inter-disciplinary perspective, I think that was really important.

DY: Kennesaw still supports that and, in fact that's part of our mission: promote inter-disciplines.

BH: And collaboration like that.

DY: Yes.

BH: And again, you come out of graduate school and you've been in this monastic experience of your discipline . . .

DY: Yes, very focused.

BH: And all of a sudden, you're interacting. Judy and Diane were real important players in that for me. They are the ones that really jump to mind at this point, and others are out

there. And some of them are just people I observed from a distance, sort of like the student in the classroom observing and picking out things from you that you don't even know they're doing.

DY: Well, in your career here, you obviously have mentored a lot of people too, faculty and students.

BH: Maybe, I don't know. [chuckle]

DY: Sometimes you know that because you get letters or you keep up a correspondence, but I'm just wondering because mentoring is an interest that I have and I've done that. [I] did it for a year with the instructors, and I've written an article on it. I just wondered how you see it as playing into where you are right now, which is heading the Center for Excellence in Teaching and Learning?

BH: I always struggle with the word mentor, and I've always tried to look at my career as one focused on helping students and faculty, whether as department chair or as CETL director. I try to listen to what people are interested in, pay attention to what they do well—I'll use Dr. Siegel's term—boundary monitor. I think a big job of a department chair—I'm going to say the same thing as the CETL director—is to pay attention to opportunities for the people you work with. That's sort of what Ruth Hepler did for me. The good mentors for me gave me opportunities. Now, it's up to me to take advantage of those opportunities. Quite frankly, it irritates me when people don't take advantage of opportunities. But for me, it's finding those opportunities and letting people know about those opportunities, trying to find resources to support them to take advantage of those opportunities. And then, that's really no different than working with students.

DY: That's what I was going to say . . .

BH: It's the same thing with working with students in the classroom. "I don't do research in this area, but you're interested in this area; here's somebody you can go to," and you provide the introductions. But everybody ultimately makes their own success or failure by taking advantage of the opportunities that come their way. And sometimes, you can make your own opportunities when you see an opening for something. But follow your interests.

DY: Joseph Campbell said, "Follow your bliss," which is what you said much earlier, I think, about being happy where you are.

BH: You've got to be happy.

TS: Well, you weren't here very many years before you won the Distinguished Teaching Award. Six years, I guess, or in your sixth year: 1985.

BH: 1985.

TS: You were the fourth to receive the Distinguished Teaching Award after Betty Siegel instituted that award.

BH: And that was a hard thing to have happen that early in your career, as I look back on that.

TS: Really?

BH: To some extent I went through a phase of, “What do I do next? I wanted to be an excellent teacher. I cared about teaching; okay, five or six years into it, here you are, you’re at the top.” And I struggled with that. Now, I’ve resolved that. But it is hard when you look at the others that preceded me. They were really senior people. As I remember, I was the youngest one.

TS: Well, you had Steve Scherer [the first recipient of the Distinguished Teaching Award].

BH: And he’d been around for ages.

TS: Tom Roper.

BH: Tom had still been around longer than I had. I believe.

TS: And then Kathy Fleiszar, I believe.

BH: She was. But, you’ve got to remember. I was untenured. Basically, at that point I was about to be tenured. I was an assistant professor.

DY: That makes it all the more impressive, obviously.

TS: Did it put you under more pressure now that you’d been recognized to live up to it?

BH: Well, to some extent yes. I think that people expect things of you in some ways that you have a knowledge and expertise base. I didn’t have that at that point; I was developing it, but I didn’t really know what I know [now] about teaching in terms of a research sense of teaching methodologies and connecting with other teachers and [their] qualities. I just went in and did what I did.

DY: So, you were doing it but you were not conscious of it.

BH: I think I could define aspects of what I thought I did. But as I evolved, I’ve become very immersed in the literature of teaching and the teaching of teaching. I have a different perspective, and I felt like I wasn’t really mature enough to be a teacher of teachers. But, I was being recognized as a master teacher. And, I think of master teaching as something that comes with the gray hair that I eventually got.

TS: What were your strong suits, do you think, back then?

- BH: Enthusiasm, attention to students as individuals, a workaholic attitude—I spent a lot of time one-on-one with students to help shape [them] because I believe that learning was a process, and sometimes you needed to give continual feedback to get them, to shape them to where you'd hope they want to be.
- TS: I was going to say that's what I remember from that period. Even if a student hadn't done particularly good work, you could critique it in such a way as to make them think that this was a paper with wonderful potential.
- BH: Yes, and I spent a lot of time in our research methodology classes working one-on-one with students with extensive feedback. And I still believe today that enthusiasm is probably more important than content and knowledge: if you cannot engage them with you in the learning process, then you can know everything but not generate a shared learning experience . . .
- DY: The visual-video generation.
- BH: Well, I don't think it's this generation. Any generation needs to know you care about what you're teaching and that you communicate that through your enthusiasm about it. "There's nowhere else I want to be at this moment except in this room with you, talking about this wonderful stuff that I have to talk about." If you can't communicate that to them, then they're going to be bored. If you communicate to them that you're bored about being there or that you would rather be somewhere else, they're going to feel like they want to be somewhere else. Then, you're never going to connect. And those are different ways of expressing enthusiasm. And the literature continually—the teaching literature—shows that enthusiasm is the number one component that students look for. How you operationalize enthusiasm can vary. You don't have to implement every latest fad in teaching.
- TS: But you're giving a very interesting thoughtful definition because it seems to me what you're saying is that when you got the award you were giving students what they wanted in the classroom. But, you perceive of a master teacher as someone who can teach teachers.
- BH: I think that a master teacher should be able to teach teachers in the sense of sharing what they know.
- TS: And that's what comes with maturity and a lot of research that you hadn't done at that point into teaching?
- BH: And, I think too, my perception is that the criteria for this award, the Distinguished Teaching Award, had expectations that really evolved over time. In those early years, there wasn't a real heavy emphasis on the scholarship of teaching and most of the emphasis was on student evaluations and student feedback. Now, student evaluations are still extremely important today. However, I think the selection committee also looks for a scholarship of teaching, a dissemination of your teaching through professional venues

and that you're doing more than just engaging the students alone. You're engaging your colleagues. You're engaging yourself on critiquing your own teaching, improving your own teaching, and looking at developing innovative techniques. Now, I don't think that I had any real innovative techniques at that time.

DY: What about the scholarship of creativity? How do you think that figures in, or is that where the innovative...

BH: The scholarship of teaching?

DY: I'm talking about the old-fashioned kind of scholarship. I can't remember what Boyer calls it; it's what we're calling this project.

BH: Scholarship of discovery?

DY: Yes, thank you.

BH: I think—and I go with Lee S. Shulman's distinction here—scholarly teaching is what you do in the classroom, and with scholarly teaching you bring in your knowledge of the discipline; you bring in your knowledge of pedagogical things that enhance your teaching. This is of course a little bit of Parker Palmer, you bring in a knowledge of yourself and what works for you. So it's that combination. But you need to know your content. And sometimes knowing the content is doing the scholarship of discovery.

DY: Why? Because you don't know what's happening, the conversation that's going on in your field?

BH: The current conversations.

DY: Yes.

BH: You don't need to know just the discipline history, but you need to know the current along with the historic. That's scholarly teaching. Then, when we talk about the scholarship of teaching, you're really talking about researching, developing and evaluating innovative ways to implement teaching and learning in the classroom. I was more the discovery scholar in those days; I was not really aware of pedagogical research. I was not aware of those places where I could go and find research on teaching in my own discipline. I didn't discover that until several years after winning the award.

TS: When you talk about evaluating innovative ways it sounds to me like innovative ways or techniques of doing something, but it seems like you're talking about something deeper than that.

BH: Well, PowerPoint comes along—so let's all use PowerPoint; well, does PowerPoint contribute to better learning? Does it contribute to better understanding? In and of itself, maybe not, but PowerPoint is a tool for doing certain things to present material, to really

get in and possibly manipulate content presentation in unique ways... So the question becomes how can you use PowerPoint to effectively increase learning? What are ways to test students' knowledge that are innovative, that really get at accessing whether they know something or not. You can go on and on. What are effective ways to teach statistics? Should I teach derivation? Is that important? Or is it simply teaching them how to choose and use statistics as opposed to the mathematics of it? Simple questions in terms of students understanding about the use and interpretation of statistics that you might want to accomplish as your learning outcomes, if you will, at the undergraduate level. Should you make them—and this was a good question years ago—do calculations by hand or can they just do them on computer? Does that decrease knowledge and understanding to do all the calculations on the computer? As computers were coming in, that was a big question. We were all used to doing it by hand, and that's how you had students do it. Teachers were asking if we let them do all calculations on computers, are we lessening learning? And that question started when I was a graduate student—think of the calculators when they came. Nobody wanted to let students use calculators because you had to be able to do calculations like multiplication on your own. In fact, my major professor in graduate school made me redo calculations done by calculator just to make sure.

DY: Same thing with the word processing.

BH: Yes, you all struggled with that in that venue. And you just touched on the question of whether it's technological innovations or the question of active learning; what is it in active learning that contributes to better learning? So that you're asking educational research questions, but you can be asking those in a very unique context of your discipline, which is different than what educational researchers do when they address more general questions about teaching. I'm interested in the question of the teaching of my discipline in a more effective way. All three of us here can use active learning; but how we use active learning will take a bit different twist. It will be basically the same thing, but it will be twisted differently through the lens of our discipline, for example English versus history.

TS: Now how are you defining active learning?

BH: To me it incorporates a number of aspects—there's more of a collaboration in the learning process. Learning is not a solitary process, and I think I talked about that in the sense of the teacher. It's also student-to-student. It often includes more familiar realistic types of situations for the students. It connects the learning to some extent to the students' experiences. [Think of] things like case studies. I think to an extent, Tom, I have very broad definitions of things, which means I'm not very precise about things. When you have your students go out and do oral histories themselves, that is a different type of learning than if you just simply got up as maybe some of our professors did and did a one day lecture describing what an oral history is, how it's done, and now let's move to the next segment. Having students do things [is] where active learning imbeds things like problem-based learning, [and] service learning. All those things are different nuances of active learning.

TS: Right. Well, you, in 1989, started the Southeastern Conference in the Teaching of Psychology.

BH: Yep! I stole that idea!

TS: You stole that idea? Okay, it's confession time now.

BH: Well, no, I've confessed that in all kinds of places.

TS: Well, from whom did you steal it?

BH: Let me get my decades right, '80's. There was a conference started that was a National Institute on the Teaching of Psychology, and I went to either the third or fourth of those. I wasn't really impressed with it. In part, my lack of impression was that it was mostly well-known textbook authors who were presenting. A couple of years later—it may have been the next year, I don't remember—in 1985, do I want to say '85? Yes, it was '85, I just lucked into getting a flyer for the Mid-America Conference on the Teaching of Psychology, which was really the first regional conference on teaching psychology. [Joseph J.] Joe Palladino, at the University of Southern Indiana, started the conference. What I experienced there was a lot of people who were teaching in similar places to me, presenting on their teaching, and it was more of a community than NITOP. I still value NITOP, and I've been for several years. Now, I'm presenting there occasionally. But, what I connected with were peers outside Kennesaw that were interested in the issues and the teaching that I was interested in. I made innumerable lasting friends; I have been with those people in a variety of ways, significant people in there, for the last—okay what is this—nineteen years.

TS: Since '85?

BH: Since '85. I went back and I attend the Mid-America conference for ten straight years; ultimately, I presented there. I did keynotes and all this stuff. But most importantly, I connected with individuals across the country, and I began collaborating with [them] on teaching. I began publishing. I discovered the Society for the Teaching of Psychology. All of that leads right from the Mid-America conference. Some of my best friends in my discipline were individuals that I met there; I still hang out with them all the time and visit them. I'm going to see one this weekend—and again, they did for me what I liked to hope that I do now for others: they presented me with opportunities. They got to know me; they said, "Here's this." Joe was the one that really got me interested or involved initially in the Society for the Teaching of Psychology. I could just go down a list of how others got me involved in other things. Anyway, I liked the idea so much and this was in Evansville, Indiana, not the easiest place to get to, and a few years later, in '89 I called Joe and said, "I'd like to adapt your model and do a regional in the southeast." Now the year before that, Peggy Brooks (a faculty member at Kennesaw at that time) and I did a statewide conference on teaching introductory psychology at Kennesaw. That worked well enough for us. We decided to try the Southeast one. Basically, as department chair I was the driving force to start the conference. We did the first one on campus that first

year, had about 60-ish people—I've got all that data somewhere. I have the list of every single participant that's ever come, which year they came and all that stuff. It was here on campus. Joe came and did a keynote address; it's an interesting mix of keynotes in that first one: Joe Palladino, who established the first real regional; [Douglas A.] Doug Bernstein, who at that time had taken over NITOP, the National Institute on Teaching of Psychology. I had him come, and then I had Betty do an address on invitational learning.

TS: Betty Siegel?

BH: Betty Siegel. I had three keynotes that first year. In those early years, well in that first year we actually used the Days Inn. I think it's now the Holiday Inn Express. We had to go to a hotel because I wanted to have cocktails in the evening, and in those days you couldn't have any alcohol on campus. We'd leave campus to go to the hotel for dinner. We were packed into this room in the Days Inn, and there were all kinds of trouble—I had people flying in, and getting people out here from the airport was impossible. The next year we moved the dinner piece of it to the Marriott Northwest, and then in the mid-'90s—I was real anxious about this—we moved the whole conference to the Marriott Northwest, which in hindsight probably contributed to a lot of its success because people liked being in the hotel. They liked being in the Marriott. I was afraid that people would just leave. They wouldn't be there, but nobody ever leaves this thing. They all stay there. But we started that in '89 with about sixty people; there's one individual that has been at every single one of them, besides me. That's a guy by the name of Lonnie R. Yandell up at Belmont University. He's been there. [Something] I'm proud about: it's a community of people that really care about teaching. I did some things that were different from Joe and the others. But after a few years I decided it's not that critical that you have a big name person as a keynote speaker. What's more critical is what they're talking about and they care about it. So I began to shift to asking people that never expected to be asked to do keynotes. They've done some absolutely fabulous keynotes. It's sort of, in an egotistical way, pleasing to look at the expression on somebody's face when—"Me? You want me to do a keynote?" The other thing that I really like about this is that I have several departments that come as a whole department every year: Spelman comes. Belmont University comes as a whole department. I have other departments that have low budgets, and they make this a high priority. They rotate it among the faculty every year, so different faculty come from the institution. That's the community aspect of it. Joe Palladino's conference died a couple of years ago. I'm the last remaining significant regional conference, and about the time that I developed mine—within a three year period—there were about eight of them. I'm essentially the only one left. I think part of what happened there [was that] Atlanta is an easy place to get to. You've got a big market, and that was a problem in Evansville. It's in the middle of nowhere. Ithaca, New York, is in the middle of nowhere, so you don't have the market there; but the other thing that I noticed about some of the others that died is they kept using the same people over and over. You can only hear Bill Hill so much before he begins repeating himself. And Joe even began using me, overusing me at his. I even finally just told him, "You know, I'm not going to come this year because you want me to present every year and you need different people." I made it a real point to get different people. I also made it a point, and I'm not saying others did this, and sometimes I think I've gotten some sort of

inclination that my colleagues here at Kennesaw know, I don't use Kennesaw people but sparingly because it's not about what we have to say; it's about what everybody who teaches has to say. And it's not the Kennesaw State University faculty show. Now, I use at least one Kennesaw person a year, but I rotate it through because I think variety and giving opportunity to know people is important.

DY: See, I'd call all of this a real wonderful kind of mentoring.

TS: Yes.

BH: Well, I don't like to own that I'm a mentor too much, but I get that feedback; I do get a lot of people that . . .

DY: You just don't use that term in higher Ed; it's real interesting. Other schools do it but we don't use it, coaching or . . .

BH: See, I don't look at this as mentoring so much as giving opportunity, and I don't tell them what to do with that opportunity. I don't make suggestions how to use that opportunity so much in what I do; I just get to know people and say, here's something that comes along the pipe, let me give them the opportunity. But they're the ones that ultimately, just like our students, are responsible for their learning, growth, and opportunities. I know colleagues here that I know have been given opportunities that didn't make much of them. Then, they wonder why they didn't succeed at whatever they're doing. You look at the students, [and say], "You can come to me with a draft of your paper, and I'll be glad to sit with you and look at the draft of the paper." The students that come in may struggle. They may be the worst writers that you have ever seen, or the best from day one. But you've given them an opportunity, and they come in and take advantage of that learning opportunity. Or you tell them about so-and-so to go talk to; you've got to take advantage of it. If you don't take advantage of it, you have no one to blame but yourself.

DY: Well, people don't ask you anymore either.

BH: Then you didn't grow. It's not always that you have to take that opportunity and do exceptional in it. You can do just like that student that may never be the best writer but still improved. They made an effort to improve their writing or that committee or whatever. And they can be solid citizens—that doesn't mean they're going to be the star—but solid citizens are just as important as the stars.

TS: About how many people come to the annual conference now?

BH: We average about 160, which is about the maximum I can handle without increasing the number of sessions that I do, and I really don't want to increase the number of sessions. I moved—and I don't know whether you're aware of this—I've moved now into doing a national Conference. I'm doing conferences for the Society for Teaching of Psychology. We've developed the "Best Practice in Teaching of" series, and we're at our third one this fall. We did assessment--best practices in Assessment in Psychology Education--and

we did Best Practices in Teaching Introductory Psychology. We're doing Best Practices in Teaching Research Methods and Statistics in Psychology. Those are drawing around 225 to 250 nationally.

TS: Do you hold these all over the country?

BH: Well, these Best Practice conferences, all three have been held in Atlanta. There's been a history of difficulty in running conferences on the West Coast. I have a number of hypotheses as to why it's difficult to do.

TS: Too far away?

BH: Well, think about the number of colleges and universities. If you were to look at pins on a map, you're going to see most of them are east of the Mississippi. There isn't a whole lot west of the Mississippi.

TS: Too many open spaces?

BH: And so you've got the long distance travel from where the majority of teachers are. Well, of course, the West Coast people say, "Well, this is long distance travel for us to go to the East Coast." And that's true. Some things have been tried on the West Coast, but they haven't drawn that well. NITOP tried a West Coast version for a couple of years, and it flopped, miserably. I'm currently working on some initiatives of trying, not a full-blown conference. We've got a little bit of grant money for what we're calling teaching enhancement workshops, where we're going to go in for one day, and at a low cost sort of thing, help run some conferences. We want to try some of these out on the West Coast. See, if we can build a stronger community, then [we can] try something larger on the West Coast.

DY: I think it's very valuable for this community at Kennesaw because you go out and bring ideas back here. That raises in my mind the question of, you have a very, I think, unique perspective here about the intellectual climate on campuses and the intellectual climate on other campuses. You had these long-term connections. My question is this: assess the intellectual climate of KSU here on June 17, 2004.

BH: I think we are adolescents—in the sense that we're struggling with our identity, just like an adolescent does. An adolescent tries out a lot of possibilities. He sometimes gets in trouble, sometimes fails, and sometimes succeeds with some of those things. We have always appreciated teaching. As we grow up, we realize that there's more in our academic life than teaching. I think there's always been that appreciation for scholarship. But how do we do scholarship? How do we do things within the context of limited resources is a real struggle here.

DY: And you consider time a limited resource?

BH: Yes. I think for those of us that have been around a long time, and that's all the three of us. We always appreciated the scholarship in our disciplines and to differing degrees—and I'm not talking about the three of us—we dabbled in that across campus. When you think of individuals like Patti Reggio, who was a significant discovery researcher back when nobody did that sort of research, and got those sort of grants. So we've always had that variability, but we've always struggled with resources around research. It's not just the research; it's the teaching, too. We've always had limited resources.

DY: I wish you were on the strategic planning committee!

BH: The thing that I sort of see now is to some degree—and this is again, I'm not in the centrality of things now—I think we are trying to get one standard to fit all. There's less appreciation of diversity that it is just as important. See, I don't want to get us to the point like we talked about with Dick Hazen, where the person who really wants to teach, really wants to work with students one-on-one, and really doesn't want to do research and get grants, is not honored. I think you've got to have people like that, and we all can't be great researchers. We all can't be great teachers. But, the researchers can help the teachers, and the teachers can help the researchers if everybody appreciates that we don't all need to fit in one mold. I'm an idealist. I think diversity, letting people . . .

DY: Your perspective, Bill, is I think unique when you say you're not in the centrality anymore, but you've been there. You've done; you've had; you've been a full time faculty member; and you've been an administrator in several different venues.

BH: I think I have probably. I'm trying to think of anybody that has the same sort of breadth I do around here in terms of being here and occupying a multitude of positions. Probably the only one that comes to mind is Linda Noble—that comes close. But yes, you're right; I've been teaching faculty members; I've been a department chair; I've been a teaching faculty member again; and I've been a part-time assistant dean for one semester, assistant VPAA, associate VPAA, acting VPAA, and director of CETL.

TS: VPAA meaning Vice President for Academic Affairs.

BH: And all of that at Kennesaw. And I think those opportunities are what kept me at Kennesaw because I get bored real easy. Obviously, I can't hold a job for any period of time here.

DY: But it's fascinating and wonderful to me that you sit here and talk about teaching, and how much you love teaching and the fact that you are now in the position to help other people.

BH: But I was in that position as department chair.

DY: Indeed you were. In all of those administrative positions, too.

BH: And that is the way that was the main reason that I went to the VPAA's office. When Ed Rugg came to me and offered me the assistant VPAA position, he defined it in such a way that it resonated with what I wanted to do in terms of impacting people.

DY: So from your perspective then, where would you like to see this institution go? Is that a valid question, Tom?

TS: Yes.

BH: I hope that this institution never does go to where teaching becomes a second-class citizen. I think that's going to be a real struggle.

TS: A real struggle when we have our third presidential administration anyway.

BH: As the grants increase, as we continue to hire people that are encouraged to do research, that's going to be a struggle because we're bringing in people that weren't like us. So finding that balance of teaching and research and respect for both teaching and research, I think will be a challenge for us.

TS: Or maybe even . . .

DY: It already is.

TS: Or maybe even more so after we're all retired.

BH: Yes. I think Kennesaw built its reputation on teaching and still, I haven't heard it recently, but I remember all those days where students would come here, go to UGA and then you'd see them back again. "Why did you come back?" "Because of the teaching here," and there's still—and let's not lose sight—there still were some good researchers here. Really, we had a lot of good people that blended teaching and research. I don't know a lot of the young people these days, and I don't know how they blend that.

TS: Some of them in our history department are very good teachers. But there really is a second area for just about anybody we've hired in the last five years: scholarship and not service.

BH: And as soon as you get the scholarship you, unless you implement that scholarship in terms of involving students so that it becomes a teaching activity, then you begin to distance yourself from the students. Obviously you get a reduced load, so you're separating yourself by degrees from the students in the classroom. One of the things that I really would like to aggressively put in place and redefine is one of the CETL fellows along this line this year. The original CETL fellowship position was "Student Success and Retention," which I never really liked because it sounds too administrative. Army Lester did a great job with that, and did some nice things. The notion was, "What are academic based programs that help students succeed and retain?" I have redefined that position into "Mentoring students and faculty for success." I really want us to look at

what we can do in mentoring faculty, but I also want the individual to work very aggressively on building resources and structures that encourage, reward, and facilitate collaborative student-faculty research so that . . .

TS: Like Patti Reggio's been doing.

BH: Like Patti Reggio and . . . well, there are a number of places here. The College of Science and Math has done a very excellent job in this. I think Larry Peterson has provided excellent leadership and resources in terms of what he does with the mentor protégée program, which provides resources for faculty to mentor students in research. This has been going on four or five years. It won one of the Regent's Awards. I think the Cyber-tech program that he's done with the high schools reflects that sort of embedding of research. There's a national organization of the Council in Undergraduate Research that I think we need to get more involved with. It is primarily dominated by the natural sciences, that organization, but it is getting more aggressive in reaching out to the social sciences and the humanities. This is an organization that deeply focuses on collaborative research with undergraduates and graduates. As we move into more and more graduate students, how can we get graduate students collaborating with undergraduates in research so that it becomes a teaching, mentoring opportunity, where we keep that connection so it doesn't just become, "I'm doing my research alone"? It ought to be part of what I like to believe is the mission of teaching, learning, and scholarly endeavors.

DY: And so you've redefined this assessment.

BH: No, what was originally called Student Success and Retention is now—and I'm not sure I'm remembering the exact title—but it's basically Mentoring for Student and Faculty Success. We've struggled with mentoring programs for faculty, and historically a lot of the mentioning programs for faculty were things where you were assigned a mentor. Well, that's had very mixed results. You cannot assign a mentor because an important component, and all the literature says it, is the personal connection. You have to like the person on some level. Well, if Dede is assigned to be my mentor, and I meet her and I say, "I do not like Dede, I don't want to be around Dede, I have no interest in talking to Dede." Well, Dede isn't going to be my mentor.

DY: And if Dede doesn't have the time to do it.

BH: Or Dede meets me and says, "I don't like this new faculty member . . .". So how are you going to deal with mentors and mentees that don't connect? And mentoring is not necessarily broad; I may need mentoring in a very specific thing, and Dede may be able to mentor me in this area, but not that area. So where do I find that? One of my skills is I have very little originality, but I know where to find things, how to find things, and how to shape them into possible context that will work at Kennesaw or in my class.

TS: Which is a form of originality in itself.

BH: Well, if you say so. I believe I steal them from people a lot. What I'm toying with, and I want the fellow to do, is to develop an on-line mentoring thing where we begin to identify—[for example,] here's Tom, who feels very skilled in these areas and would be glad to be available to you to talk about effective ways to teaching large classes. Then put a list of these people on line. Then when you have something you can connect with them, you can either connect by e-mail [with] an e-mail conversation, which eliminates some interpersonal dynamics that get in the way. Or, you can contact them, and have that short-term mentoring—and I'm stealing this because this is how the teaching of psychology has done this relatively successfully on the national level.

TS: And you have more time to be more careful what you say, too; if it's done on-line, you can edit your grammar if you want, edit your thoughts.

BH: If you wisely do that, some people--surely you're on some listservs like I am . . .

TS: I'm on them; I hardly ever read them anymore.

BH: Well, yes, sometimes because people shoot things off before they think. You really need to think before you write.

TS: But I think in terms of what you're talking about, Richard Marius, who was one of my old professors, did a book on how to write history, *A Short Guide to Writing About History*. He unfortunately died a few years ago, but he used to put in the book his e-mail address and encouraged the students who were reading the book to contact him. He really responded to every e-mail he got, whether it was undergraduate or whatever to advise them on how to write a paper.

BH: If you invite those things, you better darn well respond. I've seen others in my own discipline that have done that. I really do love e-mail; it has an evil side to it in terms of the amount of time it takes. But in terms of my ability to communicate with students, it has been tremendous. If I'm going to say in front of a class, "here's my e-mail address, e-mail me, and you'll get a response," then I better darn well do it because it's no different to me than ignoring that question that occurs in the classroom. Now I'm teaching at least one class a semester, and I get on the banner system about a week before, and I copy all of their e-mail addresses, and I send them an e-mail before class starts. I have a website and the syllabus is there. I haven't done research on it. But, anecdotally, since I've started doing that, I tend to believe that I have a better first day attendance than I did before.

DY: You may well have a better retention rate too. That's a great way to start.

BH: Well, it's just telling them, "Here I am, I'm looking forward to meeting you. This is the syllabus." I actually take that as an opportunity to take less time to go over the syllabus the first day because they've had a chance to look at it. It's rewarding when I see a number of students on the first day with a copy of their syllabus already. They printed it out, they brought it with them, and they know who I am.

DY: I have a question related to connecting with students. How do you see the fact that we now are becoming a residential community of students? Our apartments and dormitories on campus are really changing, I would think, the opportunities for connecting with students.

BH: I think we're really trying to do some innovative things with the learning communities, and that's in an early stage. They've learned a lot in their first year of that. I did a little workshop piece with the group that's doing it this time; I think they're going to be better than they were the first time. I think it also has the opportunity to change the dynamic of doing undergraduate research, to come back to that, because that was one of the undermining things in my early days. Those students would literally leave. I wouldn't see them. But when you have people on campus, they can stay around a little bit. Even though we have residential students, they're still different [from] the normal residential students in my perception. Most of them still have that job; you don't find that as much at a large, R1. Most of them are not that far away from home. They may drive home every night for dinner, for all we know. I bet that would be an interesting question; how often do you go home? If you were easily to compare that to an R1 where you probably didn't go home for the first month, at least. In some cases, they didn't go home, for the first time in the old days, till Thanksgiving.

DY: That's right. My daughter didn't.

BH: I'm betting these people probably still take their laundry home once a week to mom to do.

TS: So we don't have people who are coming from . . .

BH: So it's a different sort of residential.

DY: Even if people are sleeping there, and there are common areas we can offer them, offer ourselves, whatever to them . . .

BH: And I think we're accomplishing a lot with that, and I think it's going to be an evolution. It's not a dramatic change. It's going to be an evolutionary change. What I like is we're taking advantage of the opportunity to make it a teaching, learning, and living type of environment, may be easier since it's from scratch than it is for a 150 year old university to make that transition. That's not literature; I'm making guesses. That's another thing that's going to affect the dynamic of this institution over time. We've got to keep in mind at the growth rate that you're still not talking about a large percentage of students being residential students.

TS: Not yet.

BH: Well, even with those Tom, I don't know the exact numbers because I'm not out there.

TS: A couple thousand.

BH: Total. It may be 3,000.

TS: 3,000 out of 20,000 maybe?

BH: Yes. So that's not a large number of students.

DY: Well, that's clearly one of the really big changes that has happened to this institution within the past few years. Given your position and again your longevity, what are some other changes or what do you think are the major changes that have affected Kennesaw or affected let's say, you as a teacher?

BH: Technology. When was the last time you saw a 16-millimeter film projector? I believe it was this year that PTD sent out the e-mail, "We have our last filmstrip projector. Does anybody want this before we get rid of it?" So technology is a big change. I've enjoyed the change in technology because it gives us the opportunity to see, does this make a difference, how can I use this to enhance teaching? I miss black boards. I really miss chalk.

TS: There are still a few rooms left; the one I'm teaching in this semester has it.

BH: Yes, but they're going to disappear soon, I think. I think students have, and maybe it's a little bit of the institution too, have matured a little bit. Even the young students are more mature in the sense that I don't get the sense parents get as much involved as I felt they did in the early days. I may be wrong on that, but I just don't get that sense. I got more dads and moms calling me about how Johnny and Susie were doing in those days. Maybe it's just my own experience. Clearly, we've got more young students than we used to have, so that's a change. The last two years I've been teaching at 8:00 a.m. in the morning, and I've told you [that] I get the e-mails. Well, I also do research on my students. I go to the computer. I look how old they are and what they may have taken already. I've noticed the last two semesters that out of a class of sixty-five there were maybe two to three people that were over the age of twenty-five.

TS: Wow, that's not many. Of course, maybe teaching at 8:00 in the morning is affecting that.

BH: Well, Tom, when I started here at 8:00 in the morning, that didn't affect that. They were still there. But you're right; it may be more of that. So they're definitely younger students. Another big change is facilities. I think the facilities are much better than what I started with.

DY: You don't mean the classroom itself do you? You mean the fact that we've got a bigger student center?

BH: No, I mean classrooms . . .

DY: Well, that is not the case for . . .

BH: But they're improving. I mean, yes, there are classrooms that are not optimally designed. I mean those classrooms in those original buildings were the most poorly designed things. You look at the angle of those classrooms. For teaching, they were poorly designed. You've got the light switches way up on the wall...

TS: Some of us still teach in those original rooms.

DY: That's what I was telling Bill.

BH: But you asked me what is changing. In a relatively short period of time, those original buildings are going to be gone. You mark my words. It'll be after we leave. But sometime, within the next ten to fifteen years, they're going to tear down the social science building, the old business/education/whatever-it-is now building . . .

TS: Willingham Hall.

BH: Willingham Hall, which was, Business was originally in there . . .

TS: Humanities before Business.

BH: Education was in there. So they're going to tear those buildings down and build something bigger.

TS: They better hurry because those buildings are thirty-seven years old; they better hurry before they get to be fifty years old and become historic.

BH: [laugh] But they will go.

TS: They're a waste of space, and they never worked.

DY: Heating, air, and anything.

BH: And I really am aware of the data that it may not be in every one of the classrooms, but we have an incredible amount of classroom-based technology across this campus. It is unbelievable how much we have when you go to other places. I do a number of consulting trips for program reviews. I walk into places where I would have anticipated incredible resources based on the name and reputation, and they don't have half of what we've got available to us. It's not everywhere yet. But given the commitment we have, we have more coming on-line and more that will be there. Just think about what that new Social Sciences building will look like; your new English addition, from what I understand, is going to be there. And there are priorities that have [been] delayed. Politics has delayed who gets what, when. But if you look at it globally, the amount of technology and the commitment to technology and supporting faculty around technology is really impacted here. The slow growth of the faculty—that's not a change, but the institution is growing fast, student body-wise. But, [there is] slow growth of the faculty. The graduate programs have had a lot of impact.

TS: That's been slow too.

DY: Yes, it has.

BH: Actually that's been slow in some places and fast in others. If you look at the growth and the speed of impact in the college of Business, it has been tremendous from graduate programs. To some extent, I think the same thing could be said about the College of Education. The graduate programs are having a big, big impact. Their wave is a little bit behind the College of Business. For the rest of us, honestly the rest of us have disciplines that don't attract those sorts of big numbers, so where we bring in those programs graduate wise, they're not going to have a dramatic impact outside of those two areas where . . .

TS: In terms of faculty resources and so on?

BH: Yes. It's a high productivity, high number issue. Graduate programs. The [Kennesaw State University] Foundation is another thing, I think. In recent years, that has really had an impact, especially in the sense of the Foundation moving more and more to the building as opposed to fundraising, per se. It'll be interesting to see the promise of revenue sharing as the money comes in and the pay down. How much of that is going to impact, and to what degree it's going to impact the institution. We haven't had a foundation that gives us a lot of money to do stuff.

TS: Is the Foundation your landlord here for this building?

BH: Yes, they own all these houses.

TS: And of course, the residence halls wouldn't be there without the Foundation, I don't suppose.

BH: Right. The physical plant is on the other side of the road now. Another thing that strikes me about Kennesaw is how we've been so creative in extending limited resources and using those limited resources in highly affective and creative ways as we renovate buildings. As we look at the original physical plant now being a music building that really served music very well--music's outgrown it, it needs another facility. But at the time we're not getting a new building creatively taking what was a physical plant and making it into a working area. We have always been a creative group of people in my twenty-five years.

DY: We're back to what you said at the very beginning about what drew you to Kennesaw. What you saw here was the potential and it just seems to keep . . . we're never still.

BH: The potential kept me here too.

TS: The last major area that I wanted you to speak about was CETL, which is Center for Excellence in Teaching and Learning. You took over two years ago in 2002, I believe.

BH: Actually I took over about three and a half or four years ago.

TS: While you were still in the VP's office?

BH: Yes, while I was still in the VP's office. Don Forrester had been doing that for several years on a part-time basis after he retired. Once he decided to finally retire, really retire, instead of finding a new part-time director, I became the part-time director. I did it as an extra duty when I was associate VP.

TS: And then became full-time a couple of years ago?

BH: And coordinated some programs. Yes, I really felt like we had always had a part-time director. If you really are going to have something to support [the] faculty, you've got to have a full time person. You've got to have more than one full time person, which is partly the role of the CETL faculty fellows. Even now, I think the difficulty is that the fellows are themselves divided, so they're not doing—I have these high expectations. I've learned that I can't impose all that on people; I've got to get realistic. Everybody can't be a workaholic like me. The fellows to some extent, because they're short timers, have been very good in some things, but haven't had the sort of breadth of things that I really want to see develop. So I'd like to have another full time person over here because I have some things I really want to do. I can't do all of them. I have a long list of things, and the mentoring is part of this. I really want in-depth on that. That's going to take a real full-time, concentrated effort to do some of those things I outlined in my memory. Another thing, you go back to conferences. What I want to do is make us a regional Mecca for discipline-specific conferences on teaching. Now, I know that there are some disciplines that already have some of that, but it's sporadic and sometimes it's only embedded in the national program. There's a track on teaching and then even these national programs. You can't get to them. It's difficult. It's highly costly, et cetera, et cetera. I think we could carve out a niche there.

DY: Well, the programs that we have going right now though, for example, out of my department, we've got the Medieval Teaching Conference. That's one; are there others?

BH: Well, nursing did one for a while, and then they stopped. What makes doing those difficult is the time and resources that it takes to organize.

DY: That's right. And it's taking the faculty members . . .

BH: And how to market and get that information out. What I want CETL to do is be the clearing house, be the marketing, be the brochure development, the hotel site stuff. And so all the faculty member has to do, or the faculty committee, is to find those speakers. They don't have to worry about mailings; we know how to do mailings here. We just bought a machine that puts the tabs on brochures because that's part of my vision. Let's buy that machine so we can run through and save all that time of putting that "Post office required" little white tabs on folded things. So I'd like to see us begin to expand that. I

mentioned to Barbara [Stevenson] we can do this stuff, and we did a little bit for her this year; I've talked to Pam Cole, who does the Children's Lit.

DY: Children's Lit conference. Barbara Stevenson does the Medieval Teaching conference.

BH: I think this model from the Society of the Teaching of Psychology with the Best Practice in the teaching of, would work in other disciplines. I bet you that we could put together a Best Practices teaching Gen. Ed. level world history. I could pack the room because what you look for is, okay, what is a course that just about every curriculum has? What is a course we struggle with teaching? Or, if you talk to people that go to teaching tracks at national conferences, look at the sessions that are packed, and they're probably the same sessions that are always packed on that topic. That tells you that people are desperate for great ideas, and how can we help them get those great ideas? Another thing I'm trying to do with CETL is make it faculty driven as much as I can. You've got to have some vision at the top and all that rigmarole. But the little bit of money I have over here, and I do not have beaucoup of money such as the rumor is, the \$53,000 or \$54,000 that I have to operate. I look at it as the faculty's money, and I'm just a caretaker for the faculty's money. So if I can spend this money on the faculty, that's what I'm going to do. That's why these small grant programs for travel to teaching conferences and the grant programs for scholarship of teaching and learning; I'm trying to support what you're doing.

TS: CETL is helping to pay for the oral histories.

BH: When I do a workshop, I buy a book for everybody in that workshop that the book's based on. Two of the Master's level people in [the English] Department are doing the Teaching Community things.

DY: Ellen Taber and Laura Davis.

BH: They got a little bit of a grant from the incentive grant stuff but that's just diddly-squat money. When I become aware of something like that, I support people who go to a conference. That's another one of my, to use Betty's term, boundary monitoring. "I know this conference out there, and you're energetic about something. It's a conference related to teaching and learning. I'm going to send you out to learn more because the more you learn, the more you connect with other people that are excited about what you're excited about, and you're going to bring that back." There's going to be ripple effects. I'm always looking for ripple effects. Give money back to people. It's not about my travel, and it's not about CETL faculty fellow's travel or buying things for me; I like to believe I emphasize in investing in the faculty.

TS: Good. I'm pretty much out of questions. Do you have anything else?

DY: Me too. It's been very wonderful.

TS: It's nice to see Bill get enthusiastic about these topics and communicate that kind of enthusiasm that made you a distinguished teacher.

BH: Thank you, Tom. I enjoy it. It's fun. There's nothing like walking into a classroom with the mixture of fright and excitement. It's like a good, scary movie.

DY: It is. That's a good way to describe it.

Kennesaw State University Oral History Project
KSU Oral History Series, No. 4
Interview with G. William (Bill) Hill IV
Conducted by Thomas A. Scott and Dede Yow
Edited by Dede Yow
Part II: Friday, 23 January 2009
Location: CETL House, Kennesaw State University

TS: Bill, we've got a full-fledged interview that we did with you in 2004. At that time you had been full-time director of CETL for about two years and part-time director for, I think, another couple of years before then. So you've been very much involved in CETL by the time we did the interview. A lot of what we talked about with regard to CETL was in the future tense of things that you hoped to accomplish, so what we wanted to do today was to have a chance to talk before you are officially retired....

BH: You can still talk to me after I'm retired!

TS: Right.

DY: Retired people are still quite conversant.

TS: Might even get a better interview at that point. But at any rate, at the end of your tenure as the director of CETL, to look back at the vast changes that have taken place in the practically seven years since you became the first and to this point only full-time CETL director, why don't we just start in again with you reflecting back a little bit about how you became first part-time and then full-time CETL director? Is this something that you sought or was thrust upon you when you were in the VP's office?

BH: Probably a little bit of both. I've had, and that's reflected in the earlier interview, a long history of really caring about mentoring faculty; I think a lot of that emerged through, what's the phrase, paying it forward when I had the mentoring from Ruth Hepler. I took a mentoring interest and supportive interest as a department chair; I really see the role as department chair as centrally being about facilitating faculty success. At that same time, around the mid-1980s, which is a little bit before I became department chair, I began to get involved in teaching conferences and that's really a faculty development exercise. I attended those, began presenting, doing research at that point, and ultimately started a psychology teaching conference here. I had had a lot of, because of that interest, periodic contact with previous CETL directors. When I went up to the Office of Academic Affairs, one of the roles Dr. Ed Rugg wanted me to take, which is still something that Val does in that office, is to work with particularly department chairs in a mentoring role.

TS: Mentor the chairs.

BH: Mentor the chairs and be a resource for the chairs. Also, just like Val [Whittlesey] does now, I was the individual that interpreted and dealt with misunderstandings, if you will, or confusion around tenure and promotion. I performed that role.

TS: As a mediator between chairs and faculty?

BH: As a mediator. Sometimes I would deal with faculty, and when chairs of committees had questions, it would come to me because I wasn't in a line review position, so that I could interpret things outside of a review sequence, which is what Val does now, and what Linda Noble did when she was in CETL; I was doing some of those things.

DY: Well, I recall you set up a website.

BH: Yes, I set up the initial website for the faculty review.

DY: That was really crucial. I was going up for promotion right when you set that up, and it was invaluable.

BH: And to me that's still part and parcel of facilitating faculty success and mentoring, giving resources. Don Forrester was the part-time director before I stepped in, and he had been doing that for a couple of years in his retirement. He decided to fully retire and Ed suggested that we just make CETL part of my duties in Academic Affairs. The real advantage of that was I had a faculty development background.

TS: And you had a Distinguished Teaching Award.

BH: I had a Distinguished Teaching Award. I think even though I was up there in an administrative role, I was still seen as more faculty than administrator; I like to believe that.

DY: Yes, I don't think you ever lost touch with faculty.

BH: I appreciate that, Dede. So I took it on and at that time really all Don was doing was the annual Georgia Conference and a couple of issues of *Reaching through Teaching* each year and doing print copies of that.

TS: I guess part of the motive behind my question was to see whether there was a certain frustration on your part, maybe on Ed Rugg's and Betty Siegel's part, that CETL really wasn't fulfilling the mission that Betty had originally envisioned.

BH: I think she was satisfied with where CETL was at that point, that it wasn't necessarily a high priority for her. It was and it wasn't. I think she cared about it; it was the first center she established; but it had become maybe much lower on her priority list.

TS: She had moved on to new concerns?

BH: Yes. And it wasn't something that she paid a lot of attention to.

- DY: You know, Bill, when I was interning in her office [1986-87] I remember your writing her and coming in and talking about starting a brown bag series way back then before anybody started anything like that, and she was very excited about that.
- BH: Yes. And she was very supportive. Don't read me wrong, but by this time it wasn't something that she necessarily thought a lot about. She cared about it but...
- TS: So she didn't come to you and say, "I'm really frustrated."
- BH: Nobody really was frustrated with it.
- TS: You weren't frustrated?
- BH: I thought that it probably had more potential than we were realizing at that moment. If you look at the history of CETL, if I go back to Lana [Wachniak], Lana was very active when she was director in doing a lot of workshops for faculty. She also coordinated the Georgia Conference and Leadership Kennesaw. However, I thought, and Dr. Rugg agreed, that Leadership Kennesaw distracted from what I would define as faculty development. CETL became more about leadership development, which is only one piece of a bigger faculty development puzzle.
- TS: Yes. And Janis Epps was involved with Leadership Kennesaw, wasn't she?
- DY: Janis Epps was also the first. Betty set up CETL for her to run, or put her in CETL to run it, did she not?
- BH: She put her in CETL to run it, but actually, if I remember, Joe Kelly and I think Diane Willey, very early on, before Joe, was involved with it, and then Joe became assigned to it as part of his general duties.
- TS: I think you're right. And his real job was to run the media center, whatever we called it back then.
- BH: Don, as director, was never oriented to organizing workshops for faculty—that was more what Lana did. Lana was probably the last one to develop a series of faculty development workshops, but most of hers were around technology. But that makes sense at that time in history because technology was very new at that point.
- TS: Well, Don was in bad health anyway, I guess.
- BH: I think that's a bit of it, and I think having a retiree do it part-time disconnected it from the focus on faculty. Although Don still did Leadership Kennesaw, participation had significantly declined and it did not have the cache it did when it started. I was the one that stopped CETL's role in Leadership Kennesaw. In addition to Leadership Kennesaw, Don was doing the Georgia Conference on College & University Teaching and the in-house journal *Reaching through Teaching*, and that was really about it. If you think

about the impact on a broad spectrum of faculty, that's not having a lot of broad impact. I'm not being critical of these things, but I think that Leadership Kennesaw and *Reaching through Teaching* impacted a small segment of faculty.

TS: Well, maybe instead of thinking in terms of personalities of what they might have done, you could think it structurally that it was a part-time job.

BH: It was a part-time job, and I think that made it difficult, but what you do with a part-time job depends on you. You can make a part-time job more than full-time. But it had gotten to the point where it had stagnated--that's the word I'm looking for.

DY: And you had new faculty coming in right after Betty became president. I was a part of that first wave, and your new people needed guidance in the areas that you have consequently developed, i.e., tenure and promotion.

TS: Yes, and in the growing university you always have a lot of new faculty coming in anyway.

DY: Yes. But this group of faculty came with a different orientation and with different expectations, and I would think different needs that Bill, you saw, because you had that perspective to see it from.

BH: I think so. The other thing that I think held back CETL is there really wasn't any substantial [money] earmarked for faculty development. The only funding in CETL at that point was the money Don used for publishing *Reaching through Teaching*—to publish two of those issues in print version—around \$10,000 to \$15,000. He printed copies for the entire faculty and sent a few to universities and it was...

DY: Yes, it was a glossy.

BH: It was glossy. There was also money in CETL for Leadership Kennesaw, and I don't recollect right off hand exactly how much that was, but it was a sizeable chunk of money because that was a year-long program. You did two off-campus retreats, so it was a sizeable chunk of money for that. Those were the two main budgetary items in CETL for faculty development along with Don's salary as part-time director. Part of the reason that I was very receptive to assuming coordination of CETL is by me taking it over, I realized that we could immediately have a sizeable operating budget through moving *Reaching through Teaching* to an online publication and stopping Leadership Kennesaw. Ed wanted to stop Leadership Kennesaw; it had had its run. So there was the Leadership Kennesaw money that we saved; the savings on [not] doing a print *Reaching through Teaching* and then Don's salary stayed in the budget. That really formed the core of an operating budget of around \$50,000 to \$60,000 that then I could begin to do some things more broadly—so that helped a lot. It was a confluence of events, of course, Ed wanting to get to a point of moving on from Leadership Kennesaw and looking at other types of leadership opportunities.

TS: What had happened to Leadership Kennesaw, do you think?

BH: I think it became something that people didn't see as important to do, as worthwhile to do for tenure and promotion; rather than having a lot of applicants, they were recruiting people to fill slots. In addition, we were at a period where we weren't hiring a lot of new faculty. That was a period in the late 1990s and early 2000s when we were stagnant in the number of faculty that we were hiring, and you had pretty much moved the majority of faculty through that program. I don't think the deans and chairs saw it in the same way that we did when it started. It did evolve eventually, and the Learning Center took it over and runs a similar sort of experience for leadership through the Excel program, but that's a faculty and staff combined program.

TS: That's kind of like a May-mester type thing.

BH: Yes, it's a May-mester thing.

DY: But wouldn't the people, the faculty and administrators too, who might have gone through Leadership Kennesaw then sort of just transitioned to Leadership Cobb?

BH: Very few of them did; it's a very small number of KSU personnel that got into Leadership Cobb. I just think we had reached a point where there weren't enough people that were eligible for Leadership Kennesaw—not eligible but available.

DY: Well, faculty is suspicious of all this "Come and get better and be excellent."

BH: And it was so global that they didn't see it necessarily as a development track to move into an administrative position; I think there developed a perception that there wasn't a real value in doing it.

TS: Was Betty still as active in it as she was in say, the first ten years?

BH: I really don't know Tom, because I didn't participate in it at that point.

TS: I always thought that one of the most valuable things was just to get to know the President and the Vice President for Academic Affairs a little better if you were a new faculty member.

BH: And Kennesaw at the time we started Leadership Kennesaw, with the smaller nature of it, that made sense.

TS: Now we've decentralized promotion and tenure, haven't we?

BH: Yes, , we're much, much bigger and to a great extent I think we had decentralized tenure and promotion by the time these events happened, around 2000, We were on that trajectory to become more college-centric than university-centric in promotion and tenure

decisions. You're right, Dede, the community piece where Leadership Kennesaw went out and taught all those community groups—that focus lessened over time.

DY: Well, yes, we were very connected to the Chamber of Commerce...

BH: What I'm saying in our early days we didn't have a division-centric thing; we were part of Kennesaw, not part of an academic division. We're more college-centric now like a bigger university. I think part of that led to an attitude on the part of faculty that they really didn't need to know the Provost, the Vice President, or the President. Betty's style and Ed's style were very much reaching out, but my perception right now is Dr. Papp has a very open office, you can get to Dan, but Dan doesn't wander the campus in the same way that Betty did. My perception is that Dan doesn't have a notion of being intimately involved in aspects of the university like Betty was.

TS: No.

BH: I can't imagine Dan spending the night in the dorms.

TS: No, probably not.

DY: But he's got a faculty executive assistant, I mean, in Sarah Robbins, so he has outreached that way.

BH: His outreach is through emphasis on shared governance. He's not the social butterfly around campus that I'm aware of, the way Betty was. And Betty has a style of—and maybe I just haven't done anything to get a letter from Dan—but if you did something, you'd get a letter from her; you'd get a call from her. And she's still like that; she called me last week about something—she had gone to some meeting and run into some people who knew me, and she wanted to share that. That's that small college closeness thing.

TS: Okay, that was gone.

TS: At any rate, you're saving money because you dropped Leadership Kennesaw.

BH: We dropped Leadership Kennesaw, decided to stop the hard copy of *Reaching through Teaching* and had Don's salary.

TS: So that's the beginning of your real budget.

DY: What's the date here?

BH: That's around 2000.

TS: That would be about right because you became full-time director in 2002.

BH: Yes. It was a couple of years before I became full-time CETL Director.

TS: So you got all this money and what are you thinking that you want to use this money for in 2000?

BH: Well, Ed really wanted to discontinue Leadership Kennesaw, but he and I agreed (and I'm not sure who originated the idea), that we needed something different in leadership, but what we wanted was curricular leadership, faculty development leadership in areas. So what we put together was some topical faculty development leadership teams. I really don't know how much of this was my idea versus Ed's idea, but we closely collaborated.

TS: Ed's more behind this than I was aware of.

BH: He was very, very much behind this. But he wanted leadership that was more academic, curricular, and focused on a developing need at KSU. We designed what was sort of a new Leadership Kennesaw program. We put together two what we called "Leadership Teams," and each one had a theme. One was the Scholarship of Teaching and Learning and it was a group of about twenty people that we recruited. The other was E-learning; again it was a group of about twenty people. We identified some faculty leaders, so I immediately moved into the role of being a facilitator, a suggestor, but I wanted the faculty to take over the coordination of the programs.

TS: So these are the two areas to begin with?

BH: Yes. And we called them Leadership Teams because we wanted them to take some leadership in these faculty development areas as a result of being in the program.

TS: So you're actually finding faculty who are already doing Scholarship of Teaching and Learning?

BH: It was a mix of people that were doing and interested in doing. The same thing with E-learning—the E-learning team was a range of skills and abilities. We made it just like Leadership Kennesaw; it was a yearlong program. We had a retreat at the beginning, so some of the pieces of Leadership Kennesaw were there for a retreat at the beginning, trying to have them do projects, have them meet and talk about issues in E-learning or SOTL [Scholarship of Teaching and Learning] and then have an ending retreat. The E-learning one produced website resources, so in many ways it was an early version of the E-learning portal that Chris Randall [Associate Director for Technology-Enhanced Learning] has done. The SOTL group is the one that actually ultimately came up with the proposal for CETL to be upgraded to a stand-alone center with a full-time director. It was out of that group of faculty that CETL as it now is evolved. I also did, as I've continued to do, the annual Georgia Conference on College & University Teaching.

TS: Right. Now, Kim Loomis was your first faculty fellow for Scholarship of Teaching and Learning, I think. I was going to ask, was she part of the leadership team?

BH: She was part of that leadership team.

TS: Was she chairing the leadership team or did they have a chair?

BH: Each Leadership Team had three faculty members that coordinated the team program. Quite frankly, Tom, I can't remember all the names. Leon Combs was one of the coordinators for E-learning, and he was an early adopter of online teaching.

TS: He was chair of the chemistry department.

BH: Right. He played a big role in putting the team website together. Gary Roberts was the first E-learning faculty fellow, and he was involved in that program also.

DY: So to think about the philosophy then, Bill, at least from my perspective, what you did was you took it and you made it faculty centered, and you had faculty bring the content to it as faculty are supposed to do.

BH: Right. I also want to give Ed credit because he really saw that Leadership Kennesaw had run its course, but that there were other opportunities for leadership.

DY: Right. And it was kind of a grass roots thing as opposed to top down.

BH: Yes, more grass roots. It was very much of a collaboration of synergy between Ed, myself, and the faculty on the Leadership Teams in developing a new direction for CETL.

DY: Which is going to draw a different kind of faculty, and we referred to that, too.

BH: And it fit better what we believed was the mission of CETL, which was developing teaching and curricular leadership.

DY: Right, and curriculum is the purview of the faculty.

TS: I guess it is the Center for Excellence in Teaching, it's not for service or...

BH: Leadership. It's not the service for excellence in developing leadership.

TS: Right. So these two teams of twenty meet all year, and this would be like 2000-2001, that period in there, and that's where things get off and running. Then the SOTL group makes the recommendation to Betty, to the Board of Regents.

BH: To Betty. The Board of Regents is not involved in structure of centers at the institutional level.

TS: So Betty decides in 2002 that the CETL Director is going to become full-time.

BH: Well, the Leadership Teams did the proposal outline, and Ed and I nuanced some things in The Leadership Team faculty. Ed and I went to a meeting with Betty and convinced her to support it. It entailed a good bit of extra money. The proposal included a full-time director, so you had a commitment for a salary and one full-time staff member and the half-time faculty fellow positions. It included the notion of appointing the fellows as half-time in CETL and giving their home department \$35,000 to replace them, which at that time was really sufficient to hire a full-time lecturer. The argument that I think ultimately—when people understood it—won the day, was departments got a better deal out of this replacement model. That is, if you figure a senior faculty member who comes in as a fellow, even at that time, was probably teaching at least a 7 course annual load on average on campus; they're still going to teach three to four classes as a half-time faculty fellow. The replacement lecturer is likely to teach eight courses. So between the half-time faculty fellow and the replacement lecturer the department gets twelve courses taught where they would have had only eight. It doesn't cost them anything in meeting teaching loads, and they still got the service in the department of the faculty fellow because the CETL position is only half-time. So we designed something that was a win-win for CETL and for the department. Ultimately that took several years to convince the deans. For the first two or three years, every year I had to battle to keep those fellow positions in place because the deans had a tendency to look at them and say, "Well, those fellows are two full-time faculty." And in essence the fellows actually produced the equivalent of three to four full-time lecturer positions in addition to the continuing half-time participation in the fellows' departments. Initially there were six fellow positions. We proposed five but Betty added a sixth.

TS: What were the six?

BH: E-Learning; Scholarly Discourse Across the Disciplines; SOTL; the Reflective Practice of Teaching, which was connected to Parker Palmer's work, which was popular at that time; Diversity; and Student Success and Retention.

TS: Okay, so you have the six fellows. Gary Roberts was E-Learning; Kim Loomis was Scholarship of Teaching and Learning; let's see, I should have a list. Army Lester was Student Success and Retention. Val Whittlesey was Diversity.

BH: Sandra Hillman was Reflective Practice of Teaching.

TS: I don't believe you put her on your website.

DY: She's in nursing.

BH: She was. And the remaining fellow was Mary Garner in Scholarly Discourse across the Disciplines.

TS: Well, I know you said in the first interview you didn't like that title, Student Success and Retention, because it sounded too administrative.

BH: And Army really was more interested in the Reflective Practice and really did a lot with Sandra around the Parker Palmer initiatives. Val Whittlesey actually did double duty as CETL Faculty Fellow for Diversity and assuming a position as Assistant VPAA shortly after I moved into the CETL Director position.

DY: She was previously department chair of psychology.

BH: Lynn Black had decided to have two assistants in Academic Affairs. In other words, it took two people to do what I did.

TS: Right. [laughter]

DY: We're not surprised, Bill.

TS: Okay, so in 2002, we got all this on the first tape, but that's when Ed stepped down as VP and then you stayed on for a little bit longer, but then I guess...

BH: We needed to fill the position of CETL Director and I knew that they were going to do an external search for VP. I was not at all interested in it, and there really wasn't anybody else internally, and really Betty probably wanted somebody externally. At the same time we made the proposal to change CETL to her, I said I'd like this job. She just gave it to me. I ended up staying in Academic Affairs for a few months more, working with Dr. Black in a transition role.

TS: You served as the interim until he arrived?

BH: I served as an interim VPAA for six months.

TS: So CETL at this point in 2002 has one faculty member full-time director and one staff member assistant—was that Lynn Lamanac?

BH: Yes. Lynn has been with CETL since the beginning. In a sense she's really been with CETL since I've had part-time responsibility for CETL in Academic Affairs because she's been my assistant for almost ten years.

DY: You hired her, didn't you?

TS: From Development, wasn't it—or University Advancement?

BH: Well, she was in Advancement. When I initially went to Academic Affairs as Assistant VPAA, they needed to hire a secretary to work with me—and she applied for that position. So she was there from the beginning of my journey in Academic Affairs and then wanted to come to CETL with me.

TS: So your salary and her salary and then \$35,000 times six for these fellows, right?

- BH: Yes. Although Val really probably didn't cost us anything—I doubt if she cost us anything; my memory is vague on that.
- TS: Okay, that would be \$175,000 for five faculty fellows. You've got to have money to do everything, so you've got at least a \$300,000 budget.
- BH: The operating budget was about \$60,000 with all those items I mentioned earlier.
- TS: So beyond salary the operating budget wasn't a whole lot more than it was when you were doing it part-time.
- BH: Right. But continuously there has been a perception that I have much, much more than that amount in CETL.
- DY: Well, you were bringing money in from your conference too.
- BH: Well, actually it appeared that Don never really took the money that that conference made, which was not a lot of money, but I started taking it. The Georgia Conference clears on average somewhere around \$2,500 a year. That's not a lot of money, but it gave me some flexibility. In those days that went into an agency account. The rules for expenditures out of agency accounts were much more flexible than they are today, so I was able to use that to buy food. There was also initially a \$2,500 allocation from the KSU Foundation to support CETL...
- TS: Period?
- BH: Period. From the Foundation unrestricted account. That eventually dropped down to \$1,500.
- TS: Did you come over to this building in 2002?
- BH: No, initially when I moved out of Academic Affairs, we knew we had the house allocated to CETL, but the houses had just been purchased, and they had a lot of work to do on the houses to bring them up to meet state guidelines and be usable for our purposes. We got them to get rid of the carpet that was in here—if you go upstairs in the CETL House you can still see the original carpet, very thick pile carpet. We did some painting, not that it was totally satisfactory because they didn't want to do a lot of work. For example, if you look closely in the hallway you see that they just painted over wallpaper, which is not the best practice.
- TS: No.
- BH: They had to do a number of things to the houses to meet state codes. They had to redo the stairways in the houses because residential treads are narrower than the required tread width in a government building. So all the stairways were redone, which required

moving the water heater in the CETL House. They couldn't have the stove top in the kitchen because of fire regulations, unless they put in a sprinkler system, and they weren't going to do that. Thus we were delayed in moving into the house. We actually, didn't move into the house until January 2003, six months after I started to be full-time CETL Director. In the interim, I shared a space with Ed over at KSU Center.

TS: Right—and then Ed, until last year was taking up about a third of your space in the house.

BH: Ed and I agreed, and it's still somewhat true today, that there was a lot of intersection between institutional effectiveness and things CETL did, and so it could make sense to have us together. Ultimately CETL still does work related to institutional effectiveness because we're directly involved in program review, comprehensive review, the assurance of learning, assessment efforts—are all coordinated out of CETL, not out of Ed's office.

TS: But as you grew you needed the whole house and he's got a really nice space at Town Point.

BH: Yes, he's got a really nice space and if he hadn't moved out we would have been very tight in here because of the staff increases, and we're even looking at two more staff coming in.

TS: What's the size of your operating budget today?

BH: The operating budget today is close to what it was in 2002.

TS: Wow.

BH: Where the budget has grown is that over the years there have been several designated pots of money added to CETL. I always consider these additional funds as dedicated pots of money because I convinced Dr. Black to add that money to CETL, but what I did was earmark it for specific things, so it's not part of the general operating budget. Now, obviously, if there's some left in there at the end of the year, I use it for things to assist faculty or upgrade furnishings or technology in the CETL House. One example of a targeted increase was the addition of \$150,000 for faculty vitality—senior faculty, tenured faculty initiatives.

TS: This is in addition to your operating budget.

BH: It's in a separate account.

TS: Faculty vitality. Does that mean getting dead wood alive again?

BH: Yes and no. All of the projects funded by this account have been ultimately focused on assisting post-tenure senior faculty to adapt to the transition to the expectation of greater research productivity at KSU, which has affected a lot of associate professors in their

quest to be promoted to full professor. Because of teaching loads, many associate professors did not seem to have the time or resources to start or restart a research focus. So the initial projects were focused on giving them some startup money to go work with someone, or money to do a several-year project. Now these have converted to the faculty enhancement leaves (or sabbaticals).

TS: I guess really what I was trying to say a second ago is has the vitality really gotten them going in their fields again, like doing scholarship in history or has it gone to Scholarship of Teaching and Learning primarily?

BH: It's primarily gone to individuals engaged in disciplinary scholarship. See, we could talk a little bit more about this; one of the things I've evolved CETL into is that the learning piece of CETL's name is not just student learning; it's very much what Dr. Papp talks about when he talks about a learning-centered university. He's not just talking about student learning when he talks about being learning-centered; he's talking about faculty learning. He's incorporating, as I interpret it, research into that. CETL has very much done that because we have moved to the point of coordinating the incentive funding awards for scholarship. These awards had been around for about ten years before CETL took over their coordination. All of the incentive funding has moved to CETL, and that was initially another \$40,000 pot of earmarked money that moved into CETL's budget. Then, within the last couple of years, I advocated with Dr. Black and Teresa Joyce to double that pot of money, so that's up to \$80,000 now.

TS: Up to \$80,000 for incentive grants.

BH: For incentives. In addition, for a while CETL also had an \$80,000 pot of money earmarked for enhancing undergraduate research that Dr. Black allocated. Again, all these additional pots of money were earmarked for specific initiatives.

TS: Did you say \$80,000 for undergraduate where faculty members work with students on research projects?

BH: Eighty thousand dollars, right.

DY: You had that fellow position only for the past four years, is that right, or three years?

BH: Three years. This is the fourth year. This was not a new faculty fellow position. We took an existing faculty fellow position and reallocated it to this topic.

TS: The undergraduate?

DY: Undergraduate research.

BH: So if you add that up you've got \$310,000 in there for these three initiatives, some of which is not state money. Some of it is state money and some of it is funded from grant indirects, the university-wide grant indirects.

TS: Maybe we need to explain—somebody gets a huge grant, and then the institution takes a cut, and that's the indirect costs. So then some of those indirects are coming CETL's way without any regard to what the grant may actually be for; they just take the money, and you can spend it however you need it?

BH: Well, colleges get some of that indirect money; I think there's a piece for the colleges. I'm not real familiar with how this works, but there's a university-wide piece, and that university-wide piece has been used over the years for several things. Dr. Black wanted to, as I understood it, put it into some things that would be research-associated, and all the enhancing undergraduate research money came from the indirects. The extra \$40,000 that came to incentives came from indirects, so the incentives are now a pot of \$80,000, half of which is state money, which was allocated by Dr. Rugg years and years ago, and the other half is funded by indirects. This is a bit of a budget nightmare in terms of managing the account because those two funds have different rules associated with them.

TS: What does the Foundation give you nowadays?

BH: Fifteen hundred dollars. And I want to thank the Foundation for that. I mean, that's a nice chunk of money to recognize what we do down here.

TS: Well, the Foundation bought these houses; who's paying the mortgage on them?

BH: I think it is the Foundation. The houses are considered Foundation property, which is why we can serve beer and wine here.

TS: So you get free rent?

BH: I am not sure of the financial arrangements between the university and the Foundation with respect to the houses, but am not aware that we pay much, if anything. However, the university needs to maintain the houses. That is, pay for renovations and repairs.

TS: So that's a huge contribution on the part of the Foundation.

BH: That's a good point, Tom. However, they didn't choose who was located in a house.

TS: They didn't?

BH: No, as I understand it that was a decision by Betty and her cabinet.

TS: What about these things like the Tommy Holder grants. Are you going to administer those?

BH: CETL has nothing to do with those.

TS: Nothing at all?

BH: Nothing at all. CETL is a conduit for advertising them so they're up on the CETL website and we send out the e-mail announcements, but all the applications go to the Foundation, and they'll set up a selection committee. Teresa Joyce was their liaison on establishing the Holder Awards.

TS: So it's not a faculty committee that makes those decisions?

BH: Faculty are on the committee as I understand it, but so are Foundation members, and I don't know the distribution. I have not been involved in that at all.

TS: Because those are teaching related, some of them, aren't they?

BH: They are teaching related, but Teresa has historically been the primary liaison from the administrative side with the Foundation.

DY: Because she's graduate dean?

BH: I imagine that started when she was graduate dean.

TS: Why don't we just go through these different areas and talk about, maybe if you could talk candidly, not about personalities, but how well they've accomplished what your vision was, like E-Learning. Gary [Roberts] used to hold these wonderful workshops on Vista when I didn't know beans about it that were very helpful.

BH: I really think these things ultimately end up tied somewhat to the personality and approach of the individual in the faculty fellow position, and to an extent reflect their patterns of behavior prior to becoming a faculty fellow. Gary is a very energetic and creative person, so he did a lot of workshops. He came up with the idea of drop-in workshops on Vista, which were very popular because it was a lot easier to come down here and pop in and get direct questions asked from a fellow faculty member than to attend a three or four hour training session.

TS: Do we have anybody doing E-Learning today?

BH: Yes, Jorge Perez. He was Gary's successor.

DY: Gary was excellent in getting people down here. One of the things that as fellows we had to do was make people aware of it.

BH: Gary was very oriented to fostering the social aspects of faculty development community building.

DY: Yes. His Super Bowl party.

BH: Well, the Super Bowl parties were my idea.

- DY: Your idea. That was great because people come down here and they say, “This is really cool; you can interact with your colleagues.”
- BH: But Gary was the initial one that came up with meal focused activities like lunches associated with his workshops and the dinner and a movie idea.
- DY: Right, I remember he and his wife would do that.
- BH: He was the one, if I remember correctly, I’m pretty sure I’m remembering this correctly, he was the one that initiated the dinner and a movie when we went to see *Fahrenheit 451* and took a group of people and had dinner and discussion afterwards. Gary moved very much beyond simply the context of E-Learning; he wanted to bring faculty together. He was very, very active. He was a very strong fellow.
- TS: Has Jorge taken it in a different direction?
- BH: He did some of the Vista drop-ins to begin with. A lot of his first year was consumed by the transition to Vista, the Vista leadership teams that we did in conjunction with IT, around that initiative. Like Gary, he also was involved with the IT groups and sat on the IT...
- TS: Information and Technology?
- BH: Yes. In his subsequent years, and I think this really was his interest, Jorge moved more into promoting information literacy by offering technology literacy workshops. Over the last year, he’s done a number of workshops that evolved from a course on information literacy or technology literacy, that he helped develop in his department several years ago. He and Meg [Mary C.] Murray had developed this course, and he’s evolved that into this series of workshops on Teach Tech or Tech Teach, I forget what the title is, and they’ve been very, very popular.
- DY: They’re fabulous. I attended one and came back to another one just because it was so interesting. It really does educate faculty about uses of technology and how we can use it—from using the library resources or whatever. And, too, to bring us up to par with our students.
- BH: One of things that I have done, and this is sort of a broader context, is try not to be a micro-manager and directive person with the fellows; they’re individuals that are presumably senior faculty and responsible. We selected them because they had expertise in an area and some evidence of prior leadership in the area. So I play a role of encouraging them to do initiatives; but in terms of the directions that they take, I’ve tried not to mettle too much in that. I’ve always told them that I want to know everything you’re doing because if there’s a problem they’re not going to call you, they’re going to call me, and I want to know in advance if there are potential issues that they may not be aware of and would cause problems.

- TS: Right. Basically what you expected to happen has happened with E-Learning?
- BH: With E-Learning, yes, in particular E-Learning has been good. Whether we're going to continue E-Learning as a faculty fellow position is an open question at this point. Because we've recently hired Chris Randall in a full-time CETL position that's focused on Technology and Enhanced Learning, we may phase out the E-Learning faculty fellow position after Jorge's term is up. That doesn't mean Jorge and Chris are butting heads on things. They have very different missions at this point, but I'm not in my mind convinced that it's the best idea to hire another E-Learning faculty fellow. That may not be my call.
- TS: Christopher Randall came on board in 2007, so he's in his second year I guess then. He's the first associate director of Technology Enhanced Learning—first and only.
- BH: Well, one of the things that's interesting about most of the associate directors added to CETL since 2002 is the only one that I sort of pushed for is the Faculty and Student Success position. That was a confluence of things. I really think CETL had been growing; I needed some additional assistance. Linda Noble became available when she stepped down as dean of the College of Humanities and Social Sciences. So she and I talked, and we decided to pursue the idea with Dr. Black of bringing her to CETL after she left the dean's position, and that's the slot Meghan [Burke]'s in now.
- TS: Okay, so mentoring for Faculty and Student Success.
- DY: She was doing all the orientation for new faculty.
- BH: Yes. I was doing that alone.
- DY: You were doing it, and then she did it.
- BH: My plate had become increasingly full, so that gave me some support. The other two associate directors were also Dr. Black's ideas. I didn't go to him and say, "Let's add this." Quite frankly, he came to me.
- TS: I guess Tom Pusateri arrived in 2007 also.
- BH: No, he was earlier [2006].
- TS: So he was a year ahead of Chris getting here then. But basically you started out with no real associates but lots of faculty fellows, and it looks to me like the direction you're moving is more away from faculty fellows toward full-time associate directors.
- BH: Well, a couple of things happened with the faculty fellows. Again, and I'm pretty sure this memory is right; we didn't really pay Val because she was already full-time in Academic Affairs. So there were always only five funded faculty fellows. What their

labels or focus has been variable. We took the faculty fellow position that Army originally held and used some of that funding to upgrade it to a full-time associate director when Linda came to CETL.

TS: Army only did it into 2004; is that about when Linda came down here?

BH: I would say that's probably about right, yes, I think so.

TS: Okay. Then Meghan took over when Linda left; Linda left about a year ago this time.

BH: Yes, a year ago this time.

TS: She couldn't have come here in 2004; [Richard] Vengroff hadn't been here that long [2006].

BH: But you had two years of Helen [Ridley] as acting dean.

TS: Oh, I'm sorry, you're right. So it would have been 2004.

BH: Yes. It's only recently that we've cut it from four to three and part of that is...

TS: From four to three fellows?

BH: Four to three fellows. Part of the reason for the reduction is just tight budget times; the four that we had through last year, and before Meghan came down here, were Diversity, E-Learning, Enhancement of Undergraduate Research and Student-Centered Learning. I eliminated one of those in the '08-'09 fiscal year. We had three of those filled: Amy Buddie in Enhancing Undergraduate Research after Marina Koether's term in that position; Dede Yow was still with us at Diversity through the fall; and Jorge Perez in the E-Learning. Because Meghan moved into Linda's position, I did not fill the Student-centered Learning position Meghan held as a faculty fellow. What I did was reallocate the funding. Remember, back in 2002 when the faculty fellows were established, \$35,000 was allocated as replacement funding in the fellow's home department. Well, that replacement funding amount had remained the same.

TS: As if faculty salaries had remained flat all that time.

BH: Yes. I was getting some push-back from deans; in fact, one associate dean, which I presume was representing the dean, e-mailed me that their college would no longer support any faculty fellows unless we raised that money. This year was not a year to ask for that, so what I did was carve up one of the faculty fellow positions and raised the other three fellows to \$40,000. That didn't use, obviously, all of the \$35,000 but I had some other budgetary holes that I had to deal with. The other hole I had to deal with is each of the faculty fellows also gets a 10 percent summer stipend. The summer salary stipend money was never put in my budget. So each year I would have to find that money. In the early years we were getting a lot of new money at KSU, and Dr. Black

was willing to cover the summer costs. But that became increasingly difficult in recent years with tighter budgets. So what I have done is taken that faculty fellow position and put \$15,000 across the replacement funding for the three other faculty fellow positions to raise them to \$40,000 each. Then I set aside the remaining \$20,000 into a permanent summer salary line. That will probably not 100 percent take care of the total summer stipend cost for faculty fellows, but it'll go a long way to doing that and relieve the budget.

TS: Ten percent is more than you'd get paid if you taught a course.

BH: That's right. Well, there were a couple of things we did for fellows at the beginning that I did not mention earlier: they were half-time, they received the 10 percent summer stipend, and the first cohort of fellows got a permanent merit increase of 2 percent. The merit increase was eventually discontinued. But that first cohort got a merit increase in recognition of their selection. The argument was that selection as a CETL faculty fellow was a distinguished role, and we ought to be recognizing it. So we're down to three faculty fellows. At the end of this academic year, two of the three will be open because Dede has retired so her slot is open, Amy is going to be continuing on for several years but Jorge Perez's term ends at the end of this year. What those slots are going to be has yet to be decided.

TS: But there will be three slots?

BH: There will be three slots. Now how they're used has yet to be decided.

TS: Okay. Why don't we take some of these things like Scholarship of Teaching and Learning; you start out with the faculty fellows—maybe I'll just ask you what did they do—and then you don't have a faculty fellow in Scholarship of Teaching and Learning. Tom Pusateri's taken that job as a full-time associate director. So what did they accomplish, and how was the decision made that we needed a full-time associate director in that area? The assumption is you could do more with a full-time associate director?

BH: Actually there are other things involved in the establishment of Tom's associate director position. Kim [Loomis] did a lot of great work. She did a lot of workshops to help people understand what SOTL is, how to do SOTL. And this is something I encouraged the fellows to do especially early on—she took small teams of faculty to meetings related to SOTL so they could get exposed to presented SOTL, and CETL funded that travel. All the fellows assist me with the Georgia Conference, and at that time we were still doing *Reaching through Teaching*, so she helped a lot with the editing of those issues in that early stage. Tom has the SOTL title, but Tom is not a pure conversion of the SOTL position. Tom has replaced the original SOTL position, but unlike Linda where we moved some faculty fellow money over, Tom was a brand new funded position. Dr. Black came to me and said that he was interested in getting a director of assessment for the campus. At that point Val [Whittlesey] and Ed [Rugg] were more or less running the Assurance of Learning (AOL) process that Dr. Black had initiated, and Val's duties were just expanding. So he came to me and said, "I want to get an assessment director, and

I'm thinking I want to put it in CETL; what do you think?" I just agreed with him. I had been involved in AOL myself as CETL director, and it made sense to have it tied to Teaching and Learning. Assessment is really about the teaching learning process ultimately. I've taken the position all along that assessment is really about scholarship; it really is the scholarship of teaching and learning because you're doing research on whether your curriculum and your practices in the classroom produce student learning, which is the scholarship of teaching and learning. I made the argument to him that yes, I think it belongs here and let's not call it an Assessment Director. Let's not call it an Assurance of Learning Director. Let's call it an Associate Director for the Scholarship of Teaching and Learning, which is what that really is. In that sense Tom is an Assessment Director; that's what Tom is, he is an Assessment Director. He coordinates the Assurance of Learning process; he's going to be involved heavily in our revised comprehensive program review process, but he also does and leads Scholarship of Teaching and Learning initiatives with individual faculty. He has a much broader mission.

TS: What the fellow was doing, I guess.

BH: What the fellow was doing and more. So he has a much broader mission than just an assessment director would. He makes those contributions. So in summary Black wanted an assessment director, wanted to put the position in CETL. I saw that connection, but I said, "Let's call it this and get more bang for our buck."

TS: Okay. Meghan's position, well, I guess Linda before her, mentoring...

BH: We covered that.

TS: The Faculty and Student Success, it's basically all kinds of programs for first year faculty, I guess.

BH: She took over the first year faculty although I've continued to be involved in that.

TS: And orientation and all that?

BH: The beginning of school orientation and a year-long program that she nuanced. I had started a year-long program before she came onboard. She also started mentoring department chairs and worked with Val to develop a workshop for new department chairs. She worked some with adjunct faculty, offering some programs and workshops. She also maintained a website for adjunct faculty, as well as a website for chairs, that were originally started by Linda. She also worked on the student success piece by collaborating a bit with Brian Wooten, who runs the KSU student leadership program. One of the initial things she did was begin to take on a major role in mentoring and consulting with faculty on tenure and promotion. Linda had co-chaired the task force to revise KSU's tenure and promotion guidelines during her first year at CETL. Linda, and then Meghan, played a big role in helping shepherd the initial stages of the new tenure

and promotion guidelines and in helping mentor individuals in the early efforts to implement the new guidelines.

DY: That was a great coup for CETL, I mean, that worked beautifully.

BH: Well, I think it filled a lot of gaps that we needed to fill at that point.

DY: It did, running that very important task force.

BH: Again, remember she was the first associate director who came down, and I was spread increasingly thin doing things across the board, and it really helped me to reassign some of my workload.

TS: The Reflective Practice of Teaching; do we even have a fellow doing that anymore?

BH: That actually was converted over to the undergraduate research.

DY: That was Tom Kolenko's position.

BH: And initially held by Sandra Hillman.

TS: So when you talk about Reflective Practice of Teaching...

BH: Parker Palmer. Thinking about your teaching; teaching and feeling.

TS: That's become a small part, a big part of undergraduate research?

BH: No, it's picked up by other individuals. For example, Tom Pusateri and I have been involved in the Carnegie Leadership Program sponsored through the Carnegie Foundation [for the Advancement of Teaching]. Army initially got us involved in a program on Cognitive Affective Learning that was part of the Carnegie Academy on the Scholarship of Teaching and Learning. When he stepped down from his fellow position, I represented KSU in the last year of that initiative; it was a three-year involvement. The second phase was the Carnegie Institutional Leadership program, and I re-signed KSU up with the Cognitive Affective leadership initiative. I've done some things myself with that Cognitive Effective group, which is essentially the same as the Reflective Practice of Teaching, looking at how we think about teaching and the connection of teaching to emotion in the classroom.

DY: I think you've done a very good job of acculturating faculty, getting faculty to think in those ways. That for example, in my position as Diversity fellow, I brought that into the room, I did too, so it became intrinsic in the culture.

BH: And Dede's quite right, the other faculty fellows tended to take on an emphasis on reflection; Gary did some of that in his work when he was here, Dede did it, I did it. For

example, I ran a number of workshops and continued to do it over the years on developing your philosophy of teaching, which really is reflective process.

TS: It's basically been absorbed into other fellows.

BH: It has been embedded in CETL.

DY: Embedded is a good word.

TS: I see. So it's in all of them then.

B H: It's pretty much in all of them, I would say probably technology doesn't do it that much although in Jorge's other roles he very much expresses that, but in the technology workshops he's not really about reflective practice, per se.

TS: But we haven't moved beyond Parker Palmer or rejected him or whatever; how would you explain it?

BH: We've redefined him.

TS: Redefined him.

BH: Redefined it. Parker Palmer never really resonated with everybody. There are people that are uncomfortable with the emotional side of what Parker Palmer talks about and uncomfortable even with the cognitive affective side because for example, the science faculty tend not to be as much interested though Army was over here. And to an extent I think Army is an outlier because they're very pragmatic and data based. It's not about how I feel about things. The affective component tends to resonate more with the humanities and social sciences. When you teach literature, you get an emotional response to that, and you have to deal with that emotional response in the classroom. When you talk about controversial topics, you get an emotional response from students; you get that defensive reaction, and you have to understand where that's coming from and deal with that in the classroom, and that's part of that affective element of teaching. We're very comfortable with the cognitive piece of teaching, and that's really our knowledge base, it's what we know and how we present it; but there is the interactive piece of the classroom where if you talk about evolution in the classroom, you're going to get some people in there that react to that. If you're having them read research or a piece of literature that involves a rape, you're likely to have a woman in that classroom that has been raped and has an emotional response and maybe hasn't dealt with that fully, but those issues emerge in that discussion in that classroom, and understanding that learning is not a non-emotional event.

DY: Well, it's a holistic learning for the student.

BH: Learning evolves emotional factors you get. Whether it's getting excited about some particular event in Georgia history, that excitement, that interest, is an emotional

response, and sometimes those emotional responses are negative, and sometimes they're positive, but they affect the learning environment.

DY: Students don't leave their emotions at the door when they come into the classroom, and if you're going to be an effective teacher you need to be aware of that.

BH: Regardless of the discipline.

DY: Exactly.

BH: We tend to talk about those things and generate those emotions more in the humanities and the social sciences.

DY: Yes, we do.

BH: But they're still out there in all the disciplines. So anyway, that issue of reflective teaching is still embedded at CETL. Tom changed it a little bit; he still did some Parker Palmer things; but he looked at practices that—writing exercises and helping to express a reflective practice in teaching.

TS: Tom Kolenko, you're talking about?

BH: Tom Kolenko. Tom was an excellent fellow. He was very dedicated to reflective teaching and did a lot of workshops, taking it in a little bit different direction than simply focusing on Parker Palmer's work. Each of the fellows is very different in the directions they go.

TS: What about Scholarly Discourse across the Disciplines; we don't have that anymore?

BH: It was difficult to get people to come together on that topic, and I had another topic that was becoming popular in the teaching research circles nationally, Student Centered Learning. So I converted that fellow position over to Student Centered Learning. Mary Weimer's work on this topic was getting very popular. So we wanted to move into that and Meghan did a number of book clubs around Weimer's work. I would argue that even though some of the fellow topics have shifted, the topic never went away; just like reflective teaching became embedded in other CETL initiatives, the interdisciplinary piece was also still embedded. When I look at the book club initiative that we started, and Dede did a lot of those, but a lot of others did them also, those book clubs were probably more effective in being a conduit for interdisciplinary discussions than stand-alone programs targeting interdisciplinary teaching. As faculty fellow, Mary Garner did an institute that was pretty successful, but I think the book clubs really are an interdisciplinary activity that impacted many more faculty. Another example is the dinner and the movie events, which over the last few years Dede did a lot of those as a Diversity fellow, but she wasn't the only one doing it.

TS: Right. So you didn't need a separate fellow when everybody else was doing it.

- BH: The only thing that probably got a little bit lost was helping to encourage more interdisciplinary research. I think that's probably what was lost when we dropped this fellow position. A stimulating of interdisciplinary deep discourse that impacted individual faculty members and hopefully impacted their classes; that theme stayed in there. We lost the opportunity to bring people together to do interdisciplinary research, which was something that Mary [Garner] probably came the closest to achieving.
- DY: You were prophetic Bill. We have interdisciplinary programs now; we're getting a master's in American Studies, that's interdisciplinary; we have a Gender Women's Studies program.
- BH: The programs have evolved partly because of the general interest in the interdisciplinary things, not something CETL did...
- DY: In academia generally.
- BH: But what we lost, Dede, is the breadth of having people do research and bringing together science and the arts to talk about a collaborative research project. These curricular initiatives involve what I would call the choir, the already committed. How do we expose others that are in a disciplinary box to the notion that you can work together?
- DY: Oh, okay, I see what you're saying. Right, good qualification.
- BH: Now I think the SOTL efforts we've done bring people across disciplines. Very clearly the SOTL teams that we sponsor do this. The SOTL Team initiative recruits up to seven individuals or research teams doing SOTL research to meet in a year-long program. Often the SOTL researchers initially tend to be in their discipline box. Eventually, the group members develop an interdisciplinary perspective, at least on a SOTL topic through that program.
- DY: That would happen with Diversity, too, quite frequently.
- BH: Again, the book clubs and the people you bring cut across. . .
- DY: And the workshops about cultural awareness.
- BH: So it's still there, but actually generating some collaborative research in an interdisciplinary way is something that's not as strong.
- TS: Why don't we talk about the fellow for Diversity; I think that's the only one we haven't covered, and I guess Val and Dede have been the only two?
- BH: Val and Dede were both of them very active, yet very different fellows. Val's approach was more from a pedagogy perspective, I think, than Dede's was. Val focused on questions related to how you can teach diversity. That is, she addressed practical issues

about managing diversity in the classroom, managing diversity-related conflict in the classroom. Very hands on, technique-oriented types of programs were primarily what Val did. Dede was more about the affective, quite frankly. It was more about what can diversity, at least as I interpreted Dede's work—Dede can jump in and correct me—make us think about as we teach and interact with students? How does the topic of diversity have an emotional impact in the classroom? I immediately think about the dinner and a movie event that Dede organized around *Crash* [2004 film about racial and social tension in Los Angeles]. So Dede very much was reflecting her humanities background just like Val reflected her psychology background. Dede oriented to movies, Dede oriented to books, Dede oriented to conversations about thoughts and feelings and less so about, well, here's practical things you can do in the classroom. But both approaches are equally important to the broader topic of diversity and teaching.

DY: Well, the title of the position was Diversity across the Curriculum, right?

BH: Right. We struggled with that.

DY: We struggled with that—the idea that it was curricular-based.

BH: And both of them took a different tack to that Diversity across Curriculum.

DY: Which shows you the richness of these fellow positions and how the individual is going to define that position, to an extent, and enrich it, I think, and reflect what's happening in the culture of the institution. So these fellow positions are organic; they're not a stagnant position.

BH: Yes, and that's the way I've seen them all along; not only as it changes individuals but over time we might change topics, which has been my notion.

DY: Right, because it reflects the institutional culture, the academic culture, the worldly culture.

BH: But the ones that have been around for a while, as we're saying about Diversity, there was a difference between the two fellows that held the position, which was fine in my opinion. E-Learning was similar in that Gary and Jorge took somewhat different approaches. My only request of a fellow is that they do something—that they're not down here to sit on their hands—they do something.

TS: And they do something in their area of expertise or what they're good at.

DY: Sure.

TS: Okay, so you're going to have two positions to fill come fall. Are they actually going to be filled with the same titles that they have now or do you see them evolving?

BH: I have not decided yet. I now report directly to Teresa Joyce and want to discuss it with her.

TS: The associate provost?

BH: The associate provost. I have talked to the existing fellows and associate directors about their thoughts on these positions. I have not talked to Teresa. Quite frankly, I'm struggling right now as to what to do. If I fill the positions, am I making a decision that the new director has to live with for two or three years? That is, when we hire a fellow we normally make a multiyear commitment to that person. If we fill the open fellow positions, we made a commitment for two years to three years that really locks that new director in and prevents her or him from beginning to move CETL in a direction they'd like to take it. But if you wait, then you have a situation of whether you can be successful in filling those positions in the middle of an academic year? Is that going to be possible because of the way faculty schedules are already set and so on? There are a lot of administrative complications to that, so I'm struggling in my mind with what I want to recommend to Teresa. I am going to return in a part-time position after retirement, and, depending on funding issues, they may use one of those fellow positions possibly to support my work for that role. I may actually fill a faculty fellow position, and I sort of have mixed feelings about that. My answer is no answer. I really don't have an answer at this point.

TS: That's a good answer. I think we're pretty much at the summation type questions now to really look at the big picture. As you go into retirement, what are you proudest of that you've accomplished? What do you see as maybe unfulfilled aspects of the job that the new director is going to have to deal with?

BH: I think it's not necessarily a simple answer to say proudest; I think I'm proud of the existence of today's Center. I'm proud of the fact that I played a role to get it to a point where it is a stand-alone center. I think I have played a leadership role in having faculty see this as worthwhile, that the majority of the faculty see this as worthwhile. They see it as a go-to place to get things done. I'm proud of the fact that I've redefined CETL to cover all the waterfront of faculty development—that we have a role not only in just teaching but also in assessment of teaching and student learning and enhancing research, which is faculty development to help people get involved in research. Little things like buying the plotter printer so people can print posters for conference research presentations easily, quickly, and free, that's a simplistic thing, but the involvement in that research. I'm proud of the accomplishments of great people who contributed to CETL, past and present, and faculty and staff. I am proud of the recognition that CETL gained as a can-do organization, resulting in increased support and resources. We are the best teaching center in the state of Georgia and one of the best centers in the country. We are better funded than most. I'm proud of the fact that I was lucky enough to have absolutely dedicated administrative support from Betty, then Dan Papp and particularly Lendley Black; that's essential. An administrator can come in and see that this is a waste of money and close these places down; it happens all the time. I think I'm proud of the fact that we are very embedded in the life of faculty and institution here. Maybe we don't

reach everybody. I know we probably don't reach as many as I'd like to, but we're embedded through the various things that we're given responsibility for, and we're a go-to group. For example, when Dr. Papp mandated a quality standard for online courses associated with the enhanced tuition for online courses, he charged Academic Affairs with assessing the quality of online courses and training faculty to teaching quality online courses. CETL was the place they identified to manage that. I'm proud of the fact that we're seen as the place to go to get things done.

TS: You had mentioned—and I meant to get into it and forgot about it—the national picture of how we compare to other Centers in the state; let me just ask, how unique are we in what we're doing here?

BH: First, in the state of Georgia not every institution has a Center; sometimes it's just an ad-hoc faculty development committee or a situation like we were years ago of a part-time person doing it half-time. The places you find a dedicated space and a relatively large staff are at the research universities, so we're unique compared to the other sectors of the university system. But we're different than the research universities in that they tend to offer and their focus—where they're dealing with teaching and learning, it's often largely focused on graduate TA training and development. Georgia State, I know, is also involved in assessment like KSU, but is substantially smaller in size. Excluding Georgia Tech and UGA, we're the largest, and probably the best-known, CETL in the state. Our statewide recognition is partly due to the Georgia Conference and partly due to the efforts of past and current staff and directors. For example, we have tried to be active though presentations at the Professional and Organizational Development Network or POD Network.

TS: So that's the professional organization that CETL directors would belong to?

BH: Yes, faculty development people belong to. There's also a regional one that I belong to and was on the board of, SRFIDC.

TS: What does that stand for?

BH: Southern Regional Faculty and Instructional Development Consortium.

TS: Okay. It's a mouthful regardless.

BH: It's a mouthful. I was on their executive board for a couple of years. In that context I got a chance to hear about other centers, and I would say we're in the upper 20 percent in terms of size and funding.

DY: You are famous too. I went to a POD conference and you were well known.

BH: Not within faculty development in general, I'm not really that famous. In the teaching of psychology I am well-known.

- DY: At POD conference our Center here was well-known, well-respected indeed because of not just the people who work here, but also the fact that we have a house, we have a place. People don't have places—the commitment of the administration and then the productivity of the people coming out of our CETL, our center.
- BH: Well, one of the things that really highlighted our national impact was that a self-study by the University of Kansas teaching center [Center for Teaching Excellence] last year chose us as one of their comparator edge marking institutions. That's an R-1, choosing us as a comparator. So they gathered data from us, they did a survey on various CETL type things, and we were part of that survey which is the comparator piece. The other thing I'm particularly proud of is they did a lot of research on each of their comparator institutions and highlighted what they thought were very good best practices, and they highlighted our website as one of the best websites for a CETL center. I do find, as I talk to people, that a lot of people say to me, "I've been to your website—you've got a lot of resources on there," and I always say to them, "There's not enough on there." There are a lot of gaps in what I'd like to see on there. Kaleem Clarkson, a staff member who joined CETL a few years ago, deserves a lot of credit for the current website that he redesigned for us that is very easy to navigate. He keeps up the content, so he's been a critical addition to CETL. And that's really another thing we didn't mention—in addition to all these faculty fellows we did add a second staff position to support CETL.
- TS: Okay. Any regrets as you're leaving? For instance, one of the things that you talked about in the 2004 interview is that you envisioned CETL doing in all the disciplines what you have been doing for years in psychology, holding teaching of psychology conferences and CETL doing all of the management of the workshops. And that hasn't really happened, has it?
- BH: No, that hasn't really happened. I've had some interest from a few disciplines that never really panned out. Education—we collaborated with and they did a conference for a couple of years. The first year was pretty successful. The second year was not, and that was at a point where we were beginning the economic downturn, and that could have been a piece of it.
- TS: People couldn't afford to come?
- BH: Yes. I think there were some other management issues in there that affected the ultimate success of that, but we tried. I'd still like to see the teaching conference co-sponsorship happen; I think it's a viable model, but psychology may have some easier aspects to it that make it happen there. The thing about conferences on teaching is, not only do they bring people together and establish a nice community around teaching in that discipline around that, but, bluntly, it's a small revenue generator for CETL. Another disappointment is generating external grants for CETL. We took several shots at grants and weren't successful. Marina Koether was very aggressive about trying to get some grants to support undergraduate research when she was Undergraduate Research Fellow. Linda [Noble] did submitted one on supporting adjuncts submitted to FIPSE. I really hope that at some point we can get some external money here and not depend on totally

internal funding. I really would like to figure out some way to collaborate with the Foundation to see if there isn't a naming opportunity here. It seems to me there must be somebody out there that really wants their name to be associated forever with Excellence in Teaching and Learning and would donate money.

TS: The Tommy Holder Center for Excellence in Teaching and Learning.

BH: Right. The Tommy Holder Center or something. Auburn was successful in naming their center, the [Alvin A. and Mila] Biggio Center [for the Enhancement of Teaching & Learning] at Auburn.

TS: Well, Linda Hodges's Center at Princeton has a name on it, doesn't it?

DY: Yes. [Harold McGraw, Jr., Center for Teaching & Learning]

BH: And they used no state money at Auburn. They totally run off their endowment. So I think that's something I didn't really get going and would like—I have a regret around that.

TS: Maybe that's what you can do with your one-third next year.

BH: I'm not a good fundraiser.

DY: Or bequeath to your successor.

BH: This is maybe a bit more personal regret, but in the last few years I've become so consumed with administrative details and managing a small department. Really when you think about, when you talk about three associate directors, three to four faculty fellows, and two staff people, and come a few weeks from now we're going to add two instructional designers in CETL, I have to spend a lot of my time managing and working with people, talking to faculty...

TS: It's as big as the Psychology department or was when you were chair, isn't it?

BH: Yes. So I don't get to do as much of the real faculty development things that I did at the beginning, the workshops and other faculty development initiatives.

TS: You've been a manager instead of a teacher.

BH: I've become more of a manager, yes.

DY: So in your one-third retirement you are going to be teaching.

BH: Some of the things that I proposed doing as part of my part-time assignment are doing some faculty development workshops, continuing to help run the Georgia Conference, and continuing to be the CETL liaison to the Faculty Development and Awards

committee. I have argued that doing some of these things would facilitate the transition for the new director to KSU.

TS: I haven't looked at the job description, but are they advertising for a Bill Hill clone?

BH: I think that a clone is unlikely because my career path and mixture of experiences is relatively unique. If you look at my career: teaching faculty, distinguished teaching recipient, department chair, assistant VPAA, acting VPAA, and then all the stuff I did in psychology nationally, that really was faculty development. You're not going to find many people with that sort of mix. Most of what you'll find in faculty development is individuals that came into faculty development either very early in a career and were trained in faculty development or have a long-term career in faculty development. You get a lot of people that come out of education leadership programs, out of—what's the other program—faculty development type programs and instructional technology too, higher education, Ph.D.'s. And there are Ph.D.'s in higher education. Those are the sorts of people that you often find leading or working in centers, so I think it'll be a different person than me.

DY: Do you think that you are—I'm thinking about that old song...“Only in America could a boy from anywhere,” do you know that song? I'm thinking about, it's you—and your achievements are very reflective of Kennesaw and how Kennesaw, how we as faculty, have these amazing opportunities to go to different places or create them for ourselves.

BH: Created them for ourselves or took advantage of them because there are people that just sat there and waited; you've got to take an initiative, and we all took initiative. Tom and you are also examples of taking initiative. It's not a generation, we're several individuals that were in an opportunistic environment, a supportive environment, but we still had to take individual initiative. There are lots of your peers that I could just sit here and name that didn't get outside the English or History departments in any great way and didn't take those opportunities to have an impact.

DY: But Kennesaw also is an evolving institution; it's a wonderful mix there. Things weren't set in stone. I'm not going to say it wasn't hierarchical, but the opportunities were there. You had to have good sense and the imagination. Maybe that's it! Maybe that's the key right there that you were imaginative, you were creative, you imagined what you wanted.

BH: But I think you, Tom, others, myself included, were proactive.

DY: Oh yes, I agree.

BH: There're a lot of people that are simply passive and reactive; they will do something if they're asked. We asked to do something. We came with ideas.

TS: And then asked for permission later on.

DY: I was going to say just that [laughter].

- BH: Or we came forward with ideas in a supportive environment to improve things. There were others that came along at the same time that didn't come forward with ideas.
- TS: Well, I should say that in terms of your operating budget, we've taken part of it to get these tapes transcribed for the KSU Oral History Series, and I really appreciate your support on that. If you remember the way that worked is that I applied for one of those incentive grants and didn't get it, and then you called me up and said, 'Well, this falls better under CETL anyway.'
- BH: I liked the idea. I saw it because I sat on the incentive selection committee, and I really felt like it belonged, Tom, under CETL because your direction was to get the Distinguished Teaching recipients initially. Now it's much broader, but to me those oral histories—and I've said this to you lots of times—are a wonderful repository of qualitative data about teaching and learning.
- DY: Exactly.
- BH: The only other place that I've seen something that approaches this is again in psychology where there's been a series of E-books on autobiographies written by distinguished psychology teachers, which is akin to the oral history. They're not getting questions like you do, but they're sharing in a narrative way.
- DY: It's certainly the kind of research I can understand and appreciate from the humanities perspective.
- BH: Anything else or do you think I've filled up enough time for you?
- TS: Well, do you think we've asked you enough questions or asked the right ones?
- DY: Maybe we should ask Bill what he hasn't said that he wants to say. Or let's ask you, "Bill, what haven't you said that you'd like to say?"
- BH: It's been a good ride overall, all the way through. I think we've done, all of us here who have been here for a long time, have done a lot of good things, and I'd like to believe I've been part of doing some of those good things. Excellent ride! It also comes to a point where it's time to go, and I think CETL will be a different place in a couple of years. What it will be I can't predict.
- TS: Even if you were here it would probably be a different place.
- BH: Yes, it would, but there's going to be a different energy and a different vision, and that's a good thing. I've learned to accept that something will change after I leave. I think my leaving the Psychology department helped me in that so I could look back and say, "Well, gee, I'm not sure I would have done it that way, but it's their department now, not

mine. Those new faculty are there; you need to respect their ideas. They are the future. They are the energy of the department, and I think that's important to move on and let go.

DY: Growth doesn't happen with everybody.

BH: If you look at my career, I can only tolerate doing something around five to six years. I changed jobs every time. Over the thirty years at KSU, I tended on average to shift jobs every five to six years, and I'm lucky to be able to do that at Kennesaw.

TS: That's great. Thank you very much.

BH: All right. I feel like I'm forgetting something about some of the development around CETL.

DY: That's the nature of an interview, isn't it? That's why you come back in and...

TS: You can add it when you read the transcript.

BH: All right.

TS: Thank you.

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