

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH TIMOTHY K. HEDEEN

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EDITED AND INDEXED BY THOMAS A. SCOTT

for the

KSU ORAL HISTORY SERIES, NO. 92

THURSDAY, 2 SEPTEMBER 2010

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Kennesaw State University Oral History Project  
KSU Oral History Series, No. 92  
Interview with Timothy K. Hedeem  
Conducted, edited, and indexed by Thomas A. Scott  
Thursday, 2 September 2010  
Location: Social Sciences Building, Kennesaw State University

TS: Today I'm interviewing Tim Hedeem who received the Distinguished Service Award from Kennesaw State University just this last August. Tim, we always start just asking people to talk about their background of when you were born, where you grew up, your schooling and things like that.

TH: Let's see, I was born in February of 1970 in Cincinnati, Ohio.

TS: I was figuring you had to be a pretty young guy.

TH: Okay, well, if that counts as young, I'm glad to hear it.

TS: It does for me.

TH: Very good.

TS: Cincinnati. I thought maybe you were always upstate New York.

TH: No such luck there. So, no, I'm a Cincinnati product. As I enter my fifth decade—that may be a generous way to say I'm forty—what can I tell you? My parents are both in education, and I think that's probably the most important point about my upbringing.

TS: What kind of education? Public school teachers, college, what?

TH: Well, you've named them each right there. My mother was a public school teacher—she taught first grade for a few years, worked at a Montessori schools for a while, and later managed a school's computer resource center. My father was a professor of biology at Xavier University in Cincinnati, a small Jesuit school. He had a few roles there: foremost he was a faculty member, and then he served as chair, and for a while was dean. Now that I've had some light experience in administration I see the wisdom in his words, "Being chair, being dean, they amount to the same thing. You learn things about your colleagues you wish you hadn't known."

TS: What are their names?

TH: Their names are Katherine Hedeem and Stanley Hedeem, and they're still in Cincinnati. Midwestern. My father is fully Swedish stock, thus my last name is an Anglicized spelling of Hedeem.

TS: Oh, how was it originally?

TH: Well, there's Hedins out there and Hedens, and our best hunch is that we had been Hedins, but upon my grandfather's immigration through Seattle maybe it became double "e."

TS: Through Seattle?

TH: I think so. That's where my father was born. I should have revisited my history before sitting down with you.

TS: I was thinking Seattle's a long way from Sweden.

TH: I believe it is. Then my mother's father was from Budapest, so he was Magyar, Hungarian, but her mother was of a Swedish lineage as well up in the St. Paul, Minnesota area. What's most important about my parents being educators is not only that I had this value of education instilled, but also was that our summers were free. So from my very first year we would pack into a station wagon in June and return beginning September.

TS: Go all over the country?

TH: Go all over the country and the world. Educators don't have a lot of money, but when you camp every night you don't need a lot of money. By the age of eighteen I had camped in forty-nine states and about seventeen or eighteen countries, and it was just absolutely wonderful.

TS: This would be the 1970s and 1980s that you're going all over the world.

TH: That's right. And it was absolutely wonderful. The visited world at that time, at least for me, was really North America and Europe. I think our three trips overseas were all to Europe during the 1980s there.

TS: It had to be an exciting place in the late 1980s with the fall of Communism. In terms of conflict management I think one of the most miraculous things maybe since the Civil Rights Movement was that it happened almost non-violently.

TH: Yes. The entire experience of eastern and central Europe, that transition would have been marvelous. You might guess we didn't travel there during those years though.

TS: I guess it would have been a little dangerous to go there then.

TH: Yes. Our late 1980s trip, if I recall, was just to the British Isles, but as important I think was travel domestically. Camping, learning the regions of the country, and

learning the natural environs, the social realities, the differences in cultures, people and places was really, I think, an enriching experience that I can't substitute for anything, I wouldn't trade for anything actually. But the last thing I guess I should highlight is that I grew up in Cincinnati in the 1970s which was really a hotbed for educational reform and experimentation.

TS: In public schools.

TH: There were lots of different program opportunities and I was the beneficiary of Montessori education for free as long as I'd ride a bus forty-five minutes each way into what was featured later—in fact, back in the late 1980s “60 Minutes,” featured Over-the-Rhine as being the most dangerous or dilapidated community in the country, and that's where my school was, for all my elementary school years.

TS: Over the Rhine?

TH: Over-the-Rhine.

TS: In Cincinnati?

TH: In Cincinnati. Good German heritage there.

TS: It was dangerous?

TH: It was portrayed as dangerous in media accounts. I experienced no trouble, but my experience is only of many.

TS: What was the ethnicity by that time?

TH: Well, by the time I was there it's probably largely African American. It was a depressed, urban economic area. It had fallen—I'm guessing now because I wasn't very aware in my years there, but industries had moved outbound or relocated from the city, and what was left over was a crumbling urban center.

TS: What about the students in your school? Were any of them from that neighborhood?

TH: Very few, but some were. One of the great things about being bussed so far is that, like the bussing across history, you get to interact with different folks for good reason, hopefully for good results as well.

TS: Is this an historic school that started when it was a German neighborhood?

TH: It's hard to say what Sands must have been when it started. The building was called Sands, and I don't quite know the origin of Sands school, but it probably

would have been—it's a quite old classic building, turn of the last century or something.

TS: Last century being the nineteenth?

TH: That's right, well, yes, the turn meaning the nineteenth, you're right, sorry. Nineteen and twenty is I guess what I'm thinking of there so yes. But not too far away was Union Terminal, which was the terminal for all trains moving through that area and buses as well. It was quite the transportation hub. It now houses some museums. It's called Museum Center, if I'm not mistaken, in Cincinnati. But you've highlighted one of the great things about the school already which was the remarkable diversity. My schooling, both my elementary school years and my high schools years were spent at schools that were very markedly diverse in terms of populations that represented ethnicities, races and religions, and so I really appreciated having more than any token representatives of any one group, I mean the mix, to learn from and with. It didn't hurt that I was part of the Montessori method therefore as well. [Maria] Montessori was famous and quite a reformer for emphasizing daily practices and social skills alongside traditional academic skills. I've been so impressed by her work that I've gone on to write articles about it now and how it applies to my graduate schooling. How I train my students now is still with elements of the Montessori method.

TS: So this was Montessori method all the way through high school?

TH: Just K-6 I think actually. Sorry to over speak on that one.

TS: I was going to say, I had never heard of Montessori schools going up to the higher grades.

TH: It's funny, I actually recently heard of it, which gives me the same consternation that I think I see on your face because having read Montessori's own work, she designed her first casa de bambini, Children's House, in Rome to respond to four year olds who were thought to be unteachable. She was a physician, the first woman to practice medicine in Italy, and she went on to say, "No student is unteachable; we just need to find how to engage this absorbent mind and encourage students to become learners throughout life," before the fad of life-long learning came around. She highlighted what's becoming apparent to me now as a parent, which is the parental involvement is pretty key in education and that for perhaps too long, if not ever, we've decided that schools can educate youth without support in the household [and that] is probably a fallacy. At least things end up getting better and being augmented and complemented importantly at home. One of the rules for being part of Montessori school back in the early 1900s even, I think it was, was that the family had to commit to being involved with the school and helping to come clean it up and participate in their students' lives at schooling.

- TS: Which must have been a little difficult if your parents were forty-five minutes away.
- TH: That's for sure. So the Montessori method is not really applied in today's context in the way it was designed in her context some seventy-five years before I was going to school. To all those ends though I think somewhere in there in that add mixture for me, I came to appreciate, I believe, richness of culture, richness of difference, meaning of place—all the travel was important to me—and just the value of learning with and from and alongside others who are so distinct in many, many ways. I've come to really, I hope, convey and behave, and I'm hoping I serve as a parent to kids now who are growing up with the same at least awareness. I mean, there's not something normative about it, but I do think there's value to appreciating where you are, where you aren't, who you are, who you're not, what you might gain from learning about difference, whether it's place or people.
- TS: Was this a private school?
- TH: This was a public school.
- TS: A public school?
- TH: Yes.
- TS: But it draws from all over the city, so is it kind of like a magnet school or did you have to apply to get in there?
- TH: To the best of my recollection—and let's note that I have no idea how it functioned because you know at the age of five to twelve I wasn't really thinking about these things—but to my understanding these kids were from all over the city, and this was an alternative schools program, so if you wish to go . . .
- TS: And we often think alternative schools means you've had trouble in the school and therefore they send you there. But that doesn't sound like it in this case.
- TH: No, this was an element of school choice, I guess. Perhaps, absent in today's context of trying to flee schools that are underperforming, this was an element of if you wish your child to go to your neighborhood school he or she can, or if you wish your child to be transported across the city to some other type of program, knock yourself out. So, that I think is how I wound up there.
- TS: Right. So your parents decided this was good for you.
- TH: That's right.
- TS: It sounds like they made a pretty good decision.

- TH: Well, we don't know what happened on the other path; so sure!
- TS: What about the teachers in this school? Were they super prepared or specially trained in Montessori techniques?
- TH: You know, I'm operating from pure speculation, of course, because I have not had any opportunity or inclination to go find out their prep, but I believe to be part of the Montessori school teaching community there you probably have to have specialized training in it, just as we offer now at KSU a Montessori focus through Dr. [Feland L.]Meadows [Roberto C. Goizueta Endowment's Distinguished Chair of Early Childhood Education]. Yes, I see a lot of wonder and richness in the Montessori approach, which has a lot of self-organized learning around it. There are whole loosely structured parts of the day. They aren't fully unstructured, but there are work stations, and I think this has bled over now into traditional education. My daughter is in kindergarten at West Side Elementary in Marietta right across from our house, and I was over there for open house the other night. There are some tools that are known to be Montessori tools, the ones cubes and the tens sticks, et cetera. I think some of the early childhood methods that Montessori pioneered now are taken up as being typical and common in mainstream. For me, back in the 1970s, I believe my teachers probably had special prep to make use of such a different organized classroom. We were seldom sitting in our seats, and even when we were our seats were never rows and columns facing forward. Our seats were groups of three or four desks facing each other, and you would work on problems solely, and then you'd interact with others to talk about them, and then there'd be structured time to move about the room, rotating to stations, and you had to cooperate amongst yourselves to get done with the twelve things that you had to do that day. There was circle time. You'd sit in a circle on the floor or gather around a little platform and talk. So it was really consciously focused on having interaction as part of learning. It was quite rich.
- TS: Okay, so that goes through the sixth grade?
- TH: That's the sixth grade.
- TS: And then what happens after that?
- TH: Then they test us all, and I wind up going to the magnet school for Cincinnati public high schools. It's called Walnut Hills, and Walnut Hills High School often shows up on those lists—I don't remember who prepares these, but some magazine rates public high schools nationally, and [it is often rated in] the top ten schools. So it is one of those wonderful, warm environments. Many of my teachers held doctorates in their fields. This is a public high school. In my junior year I think at least two of my teachers held doctorates and my senior year, three or four teachers did, so these were pretty well prepared and committed folks who

wanted to go teach at the public high school level, and it was quite rich. Back then, as I think it's called now, AP courses were offered, Advanced Placement courses. By the time I graduated I was able to have taken eight such courses, one my sophomore, a few my junior and I think four my senior year. It was a wonderful learning environment, but there was an expectation that we were going to work hard, and if you did and if you could manage that well, you had wonderful resources available.

TS: Right. I've always admired people like [Michael] "Pic" Petelle at North Cobb High School who has a Ph.D. in biology and enjoys teaching large numbers of high school kids. I think I would burn out in a hurry if I had to deal with those numbers that he does, but he does a great job at it. It's great when you find people like that.

TH: Sure. They are very committed educators, and I credit them too in instilling some of the values that I bring to my own work today. So, that I guess takes us up until 1988 when I graduated high school.

TS: Okay. How did you get up to Syracuse University from Cincinnati?

TH: Well, I was a National Merit Scholar. That means I performed well on some test in my junior year I think is what that means. So, I had a few attractive opportunities to go to school. It was pretty typical of my high school to get attractive chances to go to college. Because Dad taught at Xavier, and Xavier was part of a program called tuition exchange. As long as some faculty member at one of those schools was sending their kid to your school then some faculty member's kid from your school could go to a different school. It was this giant, integrated trading scheme, if you will.

TS: I've never heard of that. That sounds like a great idea.

TH: It was quite wonderful, and there were some wonderful schools on that list, and at that time I was pretty sure what I wanted to do was become an architectural engineer, which was going to take five years of study, which I think tuition would only cover four, but luckily I came with a year of credit from my AP exams. I was going to go do that up in Syracuse because you could get both a BS in maybe architecture and mechanical engineering, and those combined prepared one to be an architectural engineer. That's how I ended up at Syracuse paying no tuition and actually receiving a check from the bursar's office each semester for my National Merit Scholarship. It was quite a coup really. So that's how I ended up at Syracuse.

TS: What happened with architectural engineering?

TH: Well, in my very first or second week of a course called Architectural Drawing for non-majors, which I was allowed to take because of the engineering emphasis,

the professor told me that—I was drawing some Corinthian column head, you know the classic, the most florid one, I guess—and he said, “You know, you don’t draw well enough to be an architect.” I said, “Well, yes, you’ll recall this is the non-majors class. I want to be the engineer.” He said, “You don’t draw well enough to do that either.” So I went back to my dorm and licked my wounds. I hadn’t really met with so much adversity through school at this point, and this was new.

TS: Do you think the guy knew what he was talking about?

TH: I’m sure I don’t know. I’m not a very good draftsman, so perhaps he was right, but the good news of this is that the happenstance was a guy across the hall from me was taking a course called Nonviolent Change in America, and he was telling me about how it was going to trace the writings of Thoreau and King to some of the work of Gandhi and others, Merton and others, et cetera and this was going to be rich and interesting stuff. I had already my first week in school joined up with Amnesty International and had caught up with the social justice bent and thought, well, that sounds interesting. Upon reflection later in life, which you’ll see how it ties in well with Montessori’s values as well actually, and so I said, “Well, gee, maybe I should take that class instead.” So I dropped out and jumped into that class and that became my major, Nonviolent Conflict and Change.

TS: I can’t imagine you as an engineer anyway, I don’t believe.

TH: Fair enough. Well, as an aside, since this is a history, we’re not going to judge it I hope, but at my high school, which had all these—as I said, I very much appreciated the faculty and all—each year apparently there are fifty high schools in the country that give out what’s called the Rensselaer Medal, and the Rensselaer Medal is given to the student junior year who is the most promising in math and science, and I received the Rensselaer Medal in my high school.

TS: Well, your father taught biology.

TH: Sure. And so something about my left-brain functions clicks well. I aced the GRE’s, for example, quantitative and analytical, you know, good for me, I test well. But the point is that I think part of me could have been an engineer. At the same time as you note some other interpersonal interests and social interests, it may not have fit so well.

TS: Maybe we shouldn’t have stereotypes. My father was an engineer; my brother is an engineer . . .

TH: And here you sit! An accomplished historian!

TS: And I always did better on the quantitative parts of GRE and those tests than the verbal part.

- TH: There you go, so we share that, and here we are in our social fields, yes. Somehow or another that's how I wound my way into this course of studying nonviolence which led to my conflict resolution bent.
- TS: Although the architecture, I can see you doing that. I can't imagine you not being able to draw well enough to be an architect. It's all done on computers nowadays anyway.
- TH: That's true, no one actually draws is my guess.
- TS: Architectural work is very creative or can be very creative. But at any rate, you went the other way and you found your real calling, it sounds like.
- TH: Yes, well, I found something that returns wonderfully to me both academically and emotionally. I feel very charged, if you will, by the type of work I do.
- TS: How long did it take to change your major?
- TH: Oh, that didn't take too long, frankly. It was only a couple of semesters within studying these things that I was able to say, gee, maybe I'll just go do that. The good news is that the school doesn't process these changes quickly, and so for something like four semesters I made the dean's list in the engineering college because they have a lower grade point requirement. Of course, engineering is more rigorous apparently by some measure, so I kept getting these things saying, you made the deans list in engineering, even though I'd only taken courses off in social sciences and all. Anyway, it took them a little while to process, but it was actually the very first summer that I took a whole bunch of summer intensive courses that moved me through my major quickly in negotiation and mediation and group facilitation skills, so that must have been '89.
- TS: It doesn't sound like Syracuse had a very rigid core curriculum.
- TH: Well, the reality is that I tested out of so much of it with all those Advanced Placement credits.
- TS: Oh, right.
- TH: I'm sure we could also go revisit and maybe it wouldn't have a very rigid core curriculum, but at least I had had all these high school courses that counted . . .
- TS: You had the general education courses in high school.
- TH: Right, I swept those out of the way. In fact you have highlighted one of my personal, I don't know what we'd call it, disappointments, which is that I thought it was to my advantage at the time, and I'm sure in my darker moments, I still can,

but I'm un-monolingual effectively, and in part that's because even though most of the social science programs at Syracuse would have had you to move through a language, I had taken four years of Latin during high school and passed the AP exam. What that entitles one in many colleges is that you don't have to take any foreign languages, so almost unfortunately now in retrospect I was exempted from a requirement to study foreign languages, and speaking Latin now as I do doesn't serve me very well in my travels! So that was actually one of the unfortunate parts about missing out on the core.

TS: Oh well. But you know, nobody had ever heard of an AP course when I was going through school, I don't think, but my freshman year was a little disappointing because a lot of it did seem so repetitive of what I already knew.

TH: That's too bad.

TS: Well, not all of it, but some of it, so that sounds great that even if you did miss out on foreign languages that you had other advantages. Okay, so, you go through in four years I guess, traditional-aged student?

TH: I moved through in three years though because I had that whole year of credit coming in.

TS: Okay. So you graduate in '91, and apparently you must have liked upstate New York for some reason because you didn't go anywhere else.

TH: Yes, I suppose that was a confluence of factors as well. I would be remiss to mention or to overlook that perhaps the first factor that kept my interest in Syracuse was that I was dating a woman then, now my wife, who had another year of school there, so that was quite an attractive reason to stick around Syracuse.

TS: You didn't want to go off to the East Coast or anywhere.

TH: That's right. And at the time, graduating in the early 1990s, there were really only four Ph.D. programs around the country that emphasized conflict resolution in the way that I was seeking. They were Syracuse, George Mason, Hawaii and Colorado, and you'll note that some of those would have taken me pretty far away from my girlfriend Alecs.

TS: What's Alecs's full name?

TH: Alescandra Konson, and that's her name to this day.

TS: She kept her name?

- TH: We're kind of avowed feminists on that front, if you understand feminism to be the idea that women are people too. But, yes, and being that she and her sister are the only Konsons to come from her parents' line there, losing that name would be the terminus of it. Both of our children have Konson as their middle name as well.
- TS: With a hyphen?
- TH: No hyphen. That's their middle name. We're figuring out, trying to find ways to keep both families' legacies and histories alive.
- TS: That's great. So you didn't want to leave Syracuse.
- TH: That's right, didn't want to leave Syracuse.
- TS: Despite the cold weather.
- TH: Let's not overlook that they also offered me a three year package for graduate school, whereas I got offers for only a couple of years of support at other schools. So why not take a three year package to get you through all of your coursework towards a doctorate instead of just some?
- TS: So you actually enrolled in a Ph.D. program even though you took a several year break between your master's and your Ph.D.?
- TH: I did. I'll explain the break in due time. But, yes, I entered a Ph.D. program. Syracuse has proudly within the Maxwell School of Citizenship and Public Affairs an interdisciplinary social science Ph.D. So students are really left to craft their own. So in this interdisciplinary social science program I placed high emphasis on political science and sociology, and I dabbled in some public affairs and law and anthropology; it was great. I really liked the unstructured nature of it. Again, it's not for everyone. Some students would find that perhaps maddening that there's not a coherent core.
- TS: Who was Maxwell?
- TH: [George Holmes] Maxwell, if I have it right, was a shoe manufacturer [as well as a patent attorney, financier, and inventor], who did real well.
- TS: And he put money specifically in this program?
- TH: He endowed the Maxwell School of Citizenship and Public Affairs which is a big player apparently in a few realms. I think it has the number one nationally rated public affairs Ph.D. program and has pretty heavy influence in international relations and Department of State affairs as well. Many of our deans and faculty have ambassadorships and titles and direct connections to different

- administrations in the past. So the Maxwell School was quite a place, and while I was taking my courses towards the Ph.D. there I was able to do a master's within sociology just based on coursework knowing that you were going on to write a longer paper for your doctorate. So I actually picked up the Master's of Sociology in '93.
- TS: Without a thesis?
- TH: Without a thesis, right. That was part of a broader approach. Then as you'll note from the years of my degrees there, I took some time off—well, it wasn't time off, but it was not emphasizing my doctorate. I got a job downtown in Syracuse in the D.A.'s office running a non-profit branch that did mediation in criminal cases.
- TS: So this is your connection with the American Bar Association and so on later on?
- TH: Yes, yes. These all merge from that I suppose.
- TS: That's great. Talk about that a little bit, working with the D.A.'s office.
- TH: Well, one of the principles of mediation across its many applications in the country is this idea of voluntariness. People choose to go and negotiate with the assistance of a mediator. They choose what to share at the table. They choose whether to reach an agreement or not. Well, I noted quickly in my time at the D.A.'s office that when I sent out these invitation letters to come to mediation, which I had done a few years ago running the campus program at Syracuse as part of my graduate assistantship, you send them out at the college and you say, "Do you want to come to mediate?" Some people say, "No, not really, thanks." Well, when you send them out on D.A. letterhead, Tom, people really tended to come.
- TS: Oh. And you've got some work on the coercive nature of some mediation, I believe.
- TH: That's exactly right. It flowed from this experience. So I'm running this D.A.'s office sending out these invitation letters on D.A. letterhead, and what do you know, everyone's coming.
- TS: They're afraid not to.
- TH: They're afraid not to. So that actually gave me the spark, if you will, to start looking for what's actually addressed mostly in the philosophical literature of coercive institutions, that there are some institutions that operate, it's not quite duress, but it's more than simple invitation to change behavior. That started me down my path of what the relatively tortured term is called "Perceived Threat Avoidance Behavior." So, that's what coercion distills to, is it's people choosing to avoid something they perceive as a threat. So that's coercion.

- TS: So they go to the meeting because the threat is what's going to happen if they don't go.
- TH: Exactly. In fact, what my research found is that there really wasn't much of a threat, frankly. The judges or prosecutors who thought they might benefit from going to mediation weren't going to treat them any differently most likely whether or not they went to mediation or got to agreement. But coercion, it's noted in the literature, is experienced by the recipient of the threat, not the maker of the threat. So, it was actually that job for a few years downtown in Syracuse in the D.A.'s office that put me on the path to the line of research that I engaged in for, oh, I don't know, a decade or so.
- TS: That's the kind of sensitivity that probably everybody ought to have, teachers especially, when you may do something that you think is innocent, but the students take it otherwise.
- TH: Yes, I certainly think so. In fact, if I hadn't seen it in my experience as a classroom teacher now, I've seen it in the role of being an employer as well because in some of my later stations in life I was executive director or director of an agency or the chair of a board of directors. When you speak to a staff member lower in the hierarchy in some way than yourself, any invitation you make is more than an invitation. You simply have to recognize, I don't want to claim to be a Marxist on this front, but you have to appreciate the power relations.
- TS: If you invite them to dinner they would feel like they had insulted you if they didn't come.
- TH: Precisely, or worse, that you might retaliate in some way or visit some harm upon them for not coming. I'm so insulted that you didn't come that your grade is diminished or whatever it may be. So anyway, that was my first job.
- TS: So in effect what you're doing is trying to get some practical experience to go with the theory that you're learning in your courses, right?
- TH: That's essentially what happened. It wasn't that intentional; we'd be giving me too much credit. I didn't quite put the pieces together that way, but in the end that's what happened. I essentially took the reality I found around me at work and bounced it off the high-falutin' ideas I had from school and said, "Well, therein lay a project. I can't overlook the wisdom imparted by, I don't know whom, probably my dissertation chair that the best data for a dissertation is that which already exists, and so luckily for me my center at the D.A.'s office was one of a network of sixty or so around the state that collected data on its mediation services. So in Albany in the state capital was this pile of data, 40,000 cases a year for the last ten years. So I went and just tapped into that 425,000 caseload and had something to look at.

TS: Was mediation services kind of a new idea in the 1990s when you were coming along?

TH: It depends . . .

TS: You said that there was only ten years of data.

TH: Sure. There had been a little more data than that, but it hadn't been so robustly captured. It was a new idea. It's hard to say. You'd have to really take a regional approach because by some measures the idea of doing mediation to resolve differences is older than any written word, right, this is actually traditional well beyond anything we can capture.

TS: But I mean in as far as the courts and all.

TH: Yes, in terms of the courts and all, the programs in New York State for example, came out of legislation from 1981, but that was sort of a pioneering state frankly. There were other states that didn't join the band wagon until say the mid-1990s, but New York was ahead of that curve if you will, but it was still a pretty novel approach. In fact, today it remains in some places a pretty novel approach. In other places it's woven into the fabric. It's a presumed part of the local legal and disputing culture, if you will. People know of mediation resources and use them regularly. In other parts of the country people confuse it with meditation and medication. That was my experience there at the D.A.'s office, and I did that for a couple, few years, maybe before we moved out to Minneapolis, St. Paul, because I chose to go be executive director of an agency out there called Dispute Resolution Center.

TS: Are you married by this time?

TH: No, not married quite yet but still living in sin, co-habiting. We lived in Syracuse—we had each come there in the late 1980s, '88, so it was now '96 maybe. We had spent perhaps enough time there.

TS: Same person.

TH: There you go. So off we went to St. Paul where I was directing a center there, and that was interesting because it was a stand alone non-profit. So, I experienced perhaps for the first time the realities of trying to fund a stand alone non-profit agency. It was one thing to be assisted by and standing on the shoulders of the formal justice system. The D.A.'s office could attract quick state funding in a way that a stand alone non-profit, you've got to make every dime. You've got to figure out those sources. So I learned well and perhaps difficultly then the realities, opportunities, challenges—fun—of doing fund-raising to support good work.

- TS: I was just thinking how much it parallels what Leonard Witt was telling me a couple of years ago when he got the Distinguished Service Award and being in St. Paul, Minneapolis, and doing very innovative journalism type stuff of the same type with public radio there.
- TH: Yes. A series of coincidences flow from that too because I had dinner with Len last night on Marietta Square, and we also had a mutual friend in Minneapolis. I came down here in January of '02, and he came down here in August of '02. One of his friends said, "Where are you moving to again?" This is our mutual friend Brian. Len would say, "Well, I'm going down to Kennesaw State." Brian said, "Oh, my friend just went down there." Len said, "No, no, that's not possible." And Brian said, "Where are you going to live?" Len said, "I'm going to live in Marietta." Brian said, "Well, I just visited him in Marietta just last month." Len said, "No, no, that's not possible." So Len and I had to meet that fall and became fast friends by going to Braves games as well, but anyway, yes, I'm glad to hear that Len would have some similar experiences.
- TS: At least you're on opposite sides of the Square.
- TH: Right. Well, ours is preferable, but anyway!
- TS: Well, that's what most people think.
- TH: Of course!
- TS: Okay, you're working your non-profit in Minnesota. How long did that last?
- TH: That was a couple or few years perhaps. At some point a few things happened, one of which was that I became vaguely aware of some sort of a clock, a time limit that because of accreditation purposes apparently to earn a doctorate—and this could all be hearsay just to motivate students like myself, right; this could be apocryphal—that you only had a few, some number of years from taking your methods courses and passing your comprehensive exams to when you actually needed to finish up.
- TS: Or you'd have to take them over again.
- TH: Right, you had to stay current with methods or something.
- TS: I know they always have those rules about you only had so many years to finish your dissertation or else you had to take your prelims over again.
- TH: Precisely so this sort of clock had been ticking the whole time I'm off doing these non-profit ventures. So, an awareness of that, coupled with my wife's ability to support us because she was working for a programming firm then. The days of stock options in the late 1990s were a good time to be in the IT business, [and it]

allowed me to hop off of running the non-profits there for a little bit and focus on my study again. I went back to it and started doing the work then in the late 1990s and finished up my doctorate then in '01.

TS: So you went back to Syracuse?

TH: Oh no, we still lived in Minnesota, which is not by the way, Tom, a recommended way to finish one's dissertation. It's a very lonely course as it is, there's no one you can speak to about it . . .

TS: But you'd already finished all your coursework?

TH: Exactly. My coursework was done as of '94.

TS: So you're just writing a dissertation at this point.

TH: That's right.

TS: But your dissertation is going to be about the D.A.'s office.

TH: That's right. Luckily data travels easily. But I also lacked the social supports, the brow beating that might have helped me to push my way through a little bit. I wasn't within a community of graduate students nearby. I didn't have my advisor seeing me in the hall and saying, "So where's that next chapter?" So I wouldn't recommend this as a way to do it.

TS: How often did you go over there?

TH: Oh, not very; I think I went back to take some type of exam. I had to demonstrate mastery in something or other. Oh, proposal defense, I guess; that must have been in 2000.

TS: You didn't go on a monthly basis to see your major professor or anything like that?

TH: Everything by e-mail and phone, so yes, it was . . .

TS: At least you had e-mail by that time.

TH: That's right, luckily, e-mail was available to us.

TS: I was just thinking in my parallel I was teaching full time here while I was finishing my dissertation and traveling up to Knoxville once a month to meet my major professor on Saturday mornings.

- TH: That represents more dedication on your part, Tom, than mine! No, I simply dropped e-mails on occasion.
- TS: But we didn't have e-mail back then.
- TH: Right, right, so I didn't make nearly the investment then. So that's how I came around to finally finishing up and going back to defend sometime in the fall of 2001.
- TS: So you're not even thinking in terms of a teaching career at this point then.
- TH: I had a little bit insofar as for a few years at that time I had been teaching at Metropolitan State University, which was one of the state schools within Minnesota's system that catered to a non-traditional student population, and I also had a course or two teaching for a member of my old non-profit's board of directors, Professor Ross Azevedo there, who had me teaching in the human resources and industrial relations department, HRIR. They had an overview course on dispute resolution and he said, "Look, I've got to go do something else this coming semester; do you want the course instead?" "Well, sure, I'd love teaching experience at the graduate level at the University of Minnesota, why not?" So I actually had some experience there as well. I was teaching a bit around the way, and I had every hope of returning to academia when I was done. So we're getting to late '01, and it's time to start looking for work.
- TS: By the way, before we get totally away from this, you were telling a story about how you couldn't draw, so you were talking to your buddy in the dorm about the course he was taking. Is that really the first that you had ever thought that this might be the field I want to be in? How do you think that all came about? I mean, conflict management is a relatively new type of field in academia, and it probably takes somebody committed to peaceful solutions to things or something, I mean, some kind of philosophical base or something, or maybe I'm putting words in your mouth, so tell how it all come about.
- TH: You know, I'm quite sure I don't know. My best guess would be somewhere along the lines of morals and values instilled from my parents, preference for not being violent and being creative, and I probably have an interest in cooperation and collaboration that may be instilled both from family and from schooling. I mentioned already Montessori had a strong emphasis on working with others. So, somewhere in there the seeds may have existed, but I think that interaction in the dorm which set in motion some of the things, I'm sure there was no coherent plan even in the back of my mind that this could be a major so much as it could be something interesting to learn and read about. I would have a hard time, at least I am right now, grasping what are the roots of my interest or dedication to this field or this area. I think probably after I started taking the courses, Tom, I began to recognize in them the possibility for applying skills that I already possessed and marrying them to values that I held pretty closely. So, given my upbringing and

my interest in, say, reading, I have a pretty good vocabulary. I can try to find appropriate words to express specific thoughts or meanings. I had come to find out in courses on negotiation and mediation that being able to be persuasive, being able to be responsive, being able to develop rapport with another individual matters a great deal to the extent to which you can express yourself. So perhaps at some level the benefit of having read so much in my childhood years, because I should mention that all those three month long car trips with my parents, well, during much of the day we'd be driving, and I was one of those folks who doesn't get sick in a car reading, so I would be reading constantly. I think something about language along with values of, I don't like violence—I'm not really a big guy; I wasn't attracted to sports that did too much violence. I like sports plenty, but somewhere in there it all came together for me.

TS: Well, were you a mediator trying to bring groups together in high school or anything like that?

TH: I don't know that I was bringing folks together, but if I have it right, I was voted in our yearbook, as most friendly. I was surprised to learn this when it came out, but I found out from someone around the way was that the reason that I had been picked by the yearbook staff was that I was the only person that they could think of who could eat in any of the six or seven very distinct populations that formed during lunchtime, all of them.

TS: The different cliques?

TH: Yes. All of them, and move among them. So whether it was playing hacky-sac over by the annex or whether it was sitting on the front steps with the very cool folks who tended to wear Izod and the preps as we may call them at some point, or whether I was hanging out with friends who are now thought of as Goth or emotional, wearing a lot of black and adornments, or whether it was jocks who were out on the athletic field throwing a football or kicking the soccer ball around, I was able to move among these groups pretty cleanly and well. I don't know how or why, but so in that way maybe it was something intermediary, a conciliator, an emissary role. So again, I'm still at a loss to figure it out. It comes up as a point that makes my parents chuckle because I also tend to initiate conflict as frequently as I resolve it, and they can't imagine how I'm in this field, frankly.

TS: They know you too well.

TH: That's probably true. I also joke that you have to create your own business. So in that way, I'm sorry for the answer that doesn't go anywhere, but I have a hard time [explaining it].

TS: That's a very interesting view; the person who causes conflict is also interested in figuring out how to resolve it.

- TH: You could well be right.
- TS: What was your dissertation about?
- TH: Oh my gosh.
- TS: What's the subject?
- TH: I should be able to do this. Boy, "The Influence of Referral Source Coerciveness on Mediation Participation and Outcomes." The essence of my dissertation was that I paired qualitative interview methods with a number of referral sources and program managers in the field with quantitative, specifically logistic regression analysis of all the data that I spoke of earlier, to try to figure out the extent to which recipients of referrals to go to mediation believed themselves to be at some point of threat by a judge, a police officer, a prosecutor, a social service agent of some sort, whomever in order to go through with this process. If the major tenet of the field was that self-determination, voluntariness is what's important, in fact some writers said that the magic of mediation is that the fuel that makes it go is that people want to be there. Well, if you were being shoved in, what happens? A) Do they attend, and B), if they do attend do they come to resolution, agreement, settlement at a higher or lower rate otherwise? My dissertation found that there are light influences in terms of participation. People are more likely to attend if given a referral from a more coercive institution, but they're slightly less likely to come to resolution. It wasn't really a . . .
- TS: Because they didn't want to be there to begin with.
- TH: Yes, exactly. So it wasn't real exciting in many ways, but it did lead me into an extended line of research. When I presented that at a few conferences and got many more rich ideas about the topic I went on to write a good journal article about it in 2005. But, yes, that was the coercion piece. It was really seen as being a functional task, and it was one of the pieces of wisdom I would credit to my father who helped me recognize that your dissertation is not the most important work of your life. Get something written and move on. Then you get to do your real work. Along with Dad's wisdom that your dissertation is not the most important work that you're going to do—it actually comes afterward; the dissertation is just a pass, a ticket to get there—I'd have to credit my colleague and friend, Pat [Patrick G.] Coy at Kent State University. We were both T.A.'s together in the early 90s back in Syracuse. Pat had the adage, "Don't get it right; just get it written."
- TS: Don't get it right; just get it written?
- TH: Exactly. A nice turn there. So in that way my dissertation I viewed as a functional step more than I might have done.

- TS: Oh, I see; so whether it's right or not you get the degree.
- TH: Right, I moved on. It was not an earth shattering finding by anyone's measure, but it did fill the bill.
- TS: I well remember somebody telling a committee member: "Just tell me what to say in the dissertation, and I'll be happy to say it."
- TH: Perhaps an even more functional approach, but sure.
- TS: I was thinking too about the daily news of President Obama getting the Israelis and the Palestinians together here, and I was just thinking, who's being coerced here? Who really wants to be there, and who doesn't, and are they more likely to come to a conclusion if they both want to be there or if they feel that there's a threat that they better be there.
- TH: Yes. In fact it's funny that you should raise it. The Middle East, the issue of Israel and Palestine and state solutions and all remains for the little field of conflict resolution as being, I don't know, I guess called a bugaboo in some ways. It's this most outstanding case that has never proven right or receptive to different interventions from practitioners of whatever art or craft you might call conflict resolution. It's always hanging out there as being not the biggest failure, but the richest difficulty yet. For all these good efforts and attempts and intentions, it remains a really ongoing, painful tragedy for the world and for the people who live it. Anyway, but aside from that, Obama also has tools available to him as have other presidents who have intervened there that most mediators don't. You can actually make offers. You can give international aid: planes or tanks or money or support or legitimacy. Most of the mediation work I do, we don't spend any of those sorts of capital at all; we're simply there to drive the bus, conversationally.
- TS: Okay. So you finished the dissertation, right or wrong, and that brings us up to 2001. What happens then? You come to Kennesaw in 2002, so there's one year in-between I guess.
- TH: Sure. Well, actually there wasn't much. I got my degree in December of '01, and I started here January of '02.
- TS: Oh.
- TH: It was fast. Interestingly enough, I was the second place finisher in a search that KSU was running in the 2001 year there.
- TS: For a professor of conflict management?

TH: That's right. We had at that time one professor in the program, Ansley [B.] Barton, now retired, but still a frequent collaborator and dear friend of mine.

TS: Helen [S.] Ridley I guess was probably the first one on our campus doing anything, and then she brought in Ansley, is that the way it worked?

TH: That seems like, that's how I understand it, yes.

TS: So Ansley was really running the program at that time?

TH: Well, it's hard to say. I'm at a loss for titles actually and who ran what when. I would note that Ansley was our first faculty member in the program, and I think had the title of director of the program [Director of Conflict Management Program and Professor of Conflict Management].

TS: Did we have a master's in Conflict Management when you came in?

TH: Yes.

TS: So they did a search, and you didn't get the job.

TH: They did a search, and I didn't get the job, that's exactly right.

TS: Because you didn't have your doctorate yet.

TH: Well, in part, although the candidate they chose didn't either, although another dear friend and frequent collaborator, Susan [S.] Raines, was first place finisher in that. It was a search chaired by a colleague, Elizabeth Gordon upstairs in Political Science, and that was in early '01, maybe? Regardless, I had come to campus . . .

TS: Probably to come in in August of '01 maybe?

TH: I think that's right, because that's when Susan arrived. This must have been happening over early '01, February '01 or so I think is when interviews were.

TS: Okay, so Susan Raines comes in sometime in 2001 to fill this position. She beat you out for the job.

TH: That's right.

TS: So how do you get here in January then?

TH: The way I understand it is that Helen Ridley [at the time the Chair of the Department of Political Science and International Affairs] figures out a way to say, "Well, look, this program is bringing pretty good revenue. It's a premium priced executive format master's program."

TS: Was Helen dean or department chair at that time?

TH: She was about to transition. She was chair and became dean at some point in '02 or '03.

TS: After you got here.

TH: It was after I was here. Linda [M.] Noble was dean on my arrival.

TS: So Helen's the department chair in Political Science and that includes Conflict Management.

TH: Yes. So Helen proposes to Linda Noble as dean that we have money coming in from tuition that would actually allow us to fund another faculty member in this program, and given the design of the program we would benefit from having not only Ansley and Susan but also Tim. She highlights I think, to Linda's attention and to others above Linda I guess that I had been very active doing campus conflict resolution at some schools around the country, and that would bring something we didn't have, et cetera, and so I become a mid-year appointment essentially.

TS: And they learned all this from your job application and they didn't have to do another search . . .

TH: They had just seen me.

TS: Because they wanted both of you it sounds like.

TH: It sounds that way, and so I arrive in January of '02, but that was just a six month window there, and so a full-time, tenure-track search was run the following year, and I was a finalist in that role and ended up getting that job. So I became tenure-track faculty in August of '02.

TS: Oh, I see, so you came in as temporary full time.

TH: That's right. I guess my official tenure track start is August of '02. So here I am. At that point I had also entertained a job offer, opportunity at a couple of other schools, and frankly Kennesaw was most proximate to a large city, and that was important in Alec's and my decision-making.

TS: I'm getting things out of order a little bit but mentors along the way.

TH: That's really hard to say. In the same way that if we get to this topic later I'll talk about being a scholar and practitioner of opportunity. You'll see from my vita I

don't have a single or even just a couple of tracks where my interests and my research go; I tend to play eclectically.

TS: It's amazing how many different things that you've written about.

TH: Yes. So in the same way I'm not sure I had so many mentors who might have allowed or focused me in any one area. I certainly had folks who played important roles. I think it would be unfair to say that anyone beyond my parents were my most important mentors at some level as modeling good behavior and what a full life might look like. But save for that, it wasn't so often that someone in the faculty presented him or herself as a mentor. There were some exceptional people with whom I worked, and I have taken lessons from them. I would say more my mentorship came from colleagues and peers. Pat Coy, whom I mentioned already, was certainly a wonderful influence and shared a lot of insights from things he had done and that we did together. Then also my service on a national board helped a lot. As I mentioned I was running the Dispute Resolution Center in St. Paul, Minnesota, and I got elected to the board of then, a five year old or so national non-profit called the National Association for Community Mediation [NAFCM]. On this board of directors of fifteen of us, I think almost all of us, well, at least thirteen or fourteen of us, were ourselves directors of centers back in our local communities. So, that gave us shared struggle, if you will. We all confronted similar problems of funding, of case referrals, of case loads, managing volunteers, managing staff, managing budgets, and so the insights that I was able to glean alongside folks who confronted similar issues and difficulties but in different contexts were remarkably rich. Much of what I think I've learned and how I comport myself come from learning alongside folks who confront the same struggles. I was probably the youngest member of this board at that time when I was elected, come to think of it. I was twenty-seven at the time I was elected to this board, and some of these folks had been in the field for almost that long. So, I was perhaps a babe among these esteemed colleagues. But one of the hallmarks of this field is the remarkable generosity that folks have and the commitment that they exhibit and realize every day, so I learned at every board meeting and all the committees I served on things about how one operates professionally, with integrity, with effect in mind. I think that's allowed me to translate some of those principal ideas into my academic work. To this day I borrow from, I think it was John [Thomas] Dunlop, Secretary of Labor [1975-76 and Harvard University Professor of Economics, 1938-84], who spoke of the need of having methodological rigor and practical relevance. My personal test of any project I engage is its relevance as well as its rigor. So, in that way my mentors are probably my dear colleagues from the NAFCM board as much as anyone else I could point to frankly.

TS: Sure. You say you wanted to be in Atlanta. Is that the only thing that attracted you to Kennesaw other than we had a job for you?

- TH: Well, speaking brutally it was about that there was a job, right. That was probably the first thing.
- TS: You would have gone anywhere?
- TH: Yes, and we had now lived, if you think about our context, we had spent our seven or eight years in Syracuse, New York, and six years in Minneapolis/St. Paul, Minnesota. We had a lot of cold weather, long winters and short days, and so Atlanta brought opportunities for those things as well. Given the field of conflict resolution and its tight ties to civil rights and human rights interests, during my undergrad years in the honors program at Syracuse I had a chance to meet and have a meal with Andrew Young, and Taylor Branch came and interacted with us. He was important for his *Parting the Waters* work [*Parting the Waters: America in the King Years, 1954-63* (Simon & Schuster 1988)]. I met Congressman John Lewis at some point along the way. So Atlanta represented a place, a Mecca, if you will [for the civil rights movement], and it possessed some cultural credibility, some weight that was quite attractive. That was pretty important too.
- TS: I guess some of the questions I was asking earlier relate to the Civil Rights Movement of the 1960s and its philosophy of non-violent resistance.
- TH: Sure. And certainly respect for all, which I credit as much to my parents as I would to the Montessori format where you learn reliance on each other in the earliest stages.
- TS: What's your impression of Kennesaw State University when you got here in 2002?
- TH: Well, one of the things I had internalized fortunately by that point in life is that you don't judge books by the cover, for example, so I recognized in KSU what I thought to be—what I noted early on was all the cranes around campus. There's always construction going on. To this day, where are we, September of 2010, there's always been at least one if not two construction projects at all times.
- TS: It's a microcosm of Atlanta I suppose.
- TH: Precisely.
- TS: Atlanta has always been under construction.
- TH: That's right. Well, and this reminds me, when I moved down it was, I think within a month or two of our moving down here, *Sierra* magazine, Sierra Club I think it was, or perhaps it was *Audubon*, one of those had a cover story pitting Atlanta versus Phoenix for the worst sprawl. So, at some level the campus growth did remind me of the unchecked, un contemplated growth, if you will, the quick,

- too fast development of an area. But KSU was impressive in many ways, not the least of which were some of the colleagues I met, immediately falling onto campus and finding good folks with wonderful work and good work ethics. So, that's what I found at Kennesaw when I arrived.
- TS: You moved into the liberal city of Marietta.
- TH: Moved into the liberal city of Marietta, that's right. You might guess from where else I've lived I might fit that label and, yes, moved into the Brumby Lofts.
- TS: Oh you did, when you first came here?
- TH: Sure. If I have it right you would know this far better than I would, but I think it was a rocking chair factory then an aluminum processing plant and then by the time I got there it was lofts. We lived upstairs at the Brumby Lofts for our first six or seven months here, and that was quite nice and led us to get to know the community behind or north of Brumby there, Campbell Hill and all up towards the hospital, and then we ended up buying a house July of '02, and that's only a stone's throw away on Polk Street, so I live right between the old [Public Works Administration] built stadium at Marietta High School—now Marietta Middle school, and West Side [Elementary School], which is where my daughter is now at school. Yes, I still live on Polk Street where we moved in eight years ago.
- TS: West Side has always been considered a great school.
- TH: It's a great school so far. Again, I've only got two weeks experience, but so far, so good for us.
- TS: Well, it's got a long history of being regarded as a really good school in Marietta. You get here in 2002, and you really haven't had that long a time here when you think about it, just eight years since you came here, but you've certainly accomplished a lot while you've been here. Maybe we ought to talk about some of the things that you've done. Because you got the Distinguished Service Award this year, let's focus on the things that you've done that people recognized when you got the service award.
- TH: The service award was an interesting portfolio to write. You get nominated, and then you're asked to justify yourself essentially. At least in last year's write up of myself I preferred to think in terms of concentric circles with KSU and the campus being right in the center and then sort of radiating out to being community efforts and then statewide efforts and then national and then international efforts. It's beyond my knowledge as to which of these or in which combination those were of note to the selection committee. I'm not sure really where to begin. I would say that one of the things I brought early on I've already mentioned was my service on the NAFCM board, the National Association for Community Mediation.

TS: So you're still on there?

TH: I was on the board when I came, and my service ended I think in late '03. I think I did two three year terms and I termed off in '03 perhaps. I'd served as chair of the board by that time, and had been treasurer for a few years, so that was an example. Let me go backwards one more step and say that I tend to think that one of the promises of public higher education is that there is an intentional return of the state's and the community's investment in higher education by applying the skills, knowledge, gifts, whatever we want to think of the things that a university might hold within it, broadly, applied to real world problems to the community around. From the very first month here when I joined KSU I think Helen and Ansley and Susan and I and Karen Ohlsson, who was I think staffing the Center for Conflict Management at that time, went off to Marietta High School, and on a staff development day trained hundreds of people in a short few hour curriculum I developed around conflict resolution skills. It was one of those very tangible, direct linkages between the university and a local resource.

TS: These were people from the schools that came to that?

TH: Yes, these were the staff and faculty of I believe it was Marietta High School or maybe it was all the Marietta schools, I can't quite recall.

TS: The Marietta school system.

TH: Given an approach that I hope for and think is relevant, I have, since I've arrived, focused on where and how the opportunities that we might make best use for society's gain and benefit of those elements that we've studied and practiced in the academic setting. Through the Burruss Institute, for example, here at KSU, I have done training for managers at the Georgia Department of Juvenile Justice at sites all over the state. I have conducted focus groups for the Georgia Commission on Civil Justice, which is operating under the Georgia Supreme Court's aegis on what are the unmet civil legal needs for Georgians. Through the Center for Conflict Management I served as one of the facilitators alongside Susan Raines of the water planning groups that serve under the Georgia EPD, Environmental Protection Division in the governor's office, on that initiative. These are direct applications of the things that we also teach within our program. I serve as a mediator on a volunteer basis through an outfit called the Consortium on Negotiation and Conflict Resolution, which itself is housed at GSU's law school but is essentially what we call a shared neutrals program where anyone from one campus can be called on as a mediator to serve on another campus, so you don't have the entanglements of knowing each other's business or stuff, if you will.

TS: Do you spend a lot of time going to different campuses?

TH: I can't call it a lot of time, but perhaps once or twice a year I'm called on by the central authority there to, say, please go drive down to Macon, please drive to Columbus or Athens, so that also has led me to serve sometimes as a facilitator of strategic planning, for example. I've worked with departments at GSU or at Southern Poly helping them to make some plans around work place issues or resolve differences or construct a strategic plan. Those are all things that I think of as being Georgia focused and related that flow from and are the benefit that I get to experience these because I'm in the USG system. That I guess is one slice, one of those concentric circles. I guess I started by talking about NAFCM, so on the national circle I serve on a couple of editorial boards of recognized journals within my field, and I also now serve on what's called the section council of the American Bar Association's Section of Dispute Resolution. The ABA, the eminent body that advises legal structures around the country and world, is broken up into sections of practice or areas and Dispute Resolution is one of the larger ones. So, I've been in the section council for a few years there representing the voice of those who are called the associates. The associates are those of us who don't possess law degrees or aren't in practice in the U.S., or folks who internationally are attorneys, but you can only be a full member of the ABA if you're an attorney admitted to practice in the U.S. I try to bring the voice and perspective of either non-attorneys within the U.S. or attorneys from outside the U.S. to the ABA section. Those are national initiatives.

TS: What I've got down is Community-based Peer Mediation Committee, you were chair of that?

TH: I was chair of that for a couple of years too.

TS: And that's under the Dispute Resolution section of the American Bar Association.

TH: Correct.

TS: What exactly is the purpose of that committee?

TH: We interacted with the community mediation centers I had spoken of before, but also the peer mediation part speaks to the fact that many schools around the country and around the world have put in place mediation systems whereby students, youth, mediate for other youth in their conflicts and disputes. It was our specialty area of concern for the handful of ABA members who had that in area practice. More importantly perhaps than that committee though is I spent the last couple of years working closely with another section, the Criminal Justice Section, and we were actually recognized with a big ABA award just last year for a project on mediation in criminal matters. So my days back in the early 1990s in the D.A.'s office learning what are the possible uses and what are the hazards of using a discussion based process of mediation in a criminal context.

TS: How do you do that?

TH: Well, for some cases, not all, for some cases it might be very appropriate to have the parties themselves figure out what would be appropriate compensation or restitution—some apologies that might be given because one of the limitations of the way we presently do justice in criminal cases, for most of those cases, is they go to court. The victim and offender never have any interaction whatsoever, so there's no opportunity for apology, no opportunity for explanation, why did you choose to vandalize my home, why did you choose to mug me, how can I protect myself later, and there's also a complete lack of connection between the offense and how the offender pays his or her due.

TS: How does this differ from plea bargaining?

TH: Plea bargaining is the act whereby a prosecutor speaks to a defendant, the alleged, and says, "Listen we can have the pain and struggle of a trial, and you'll get in trouble on grade one of this charge." The plea bargain is if you'll just accept guilt for doing it, I'll knock down the charge and reduce it to level two." So a plea bargain is a way to expeditiously move a case through the criminal justice system. It gets the prosecutor a notch because he or she has gotten this person to agree to a plea, so it's a conviction, and it allows the convicted to know his or her sentence before she or he undertakes it. You go to trial, the judge, the jury, may craft a different sentence, harsher than what the prosecutor was going to deliver. In mediation we set those things aside. Mediation can happen before the formal sentencing, after formal sentencing, so sometimes it's a supplement to it and sometimes it's a complement of it. Mediation happens in a lot of ways. Most falls under a title called restorative justice which isn't so much a process but an umbrella term for processes that handle crime in a way that emphasizes the connection between the victim and the offender and the community. You develop a form of restitution that restores the victim first, make sure the victim is made whole and has his or her needs met and is compensated for their losses, hopefully reintegrates the offender into the community. The goal is not to make this person locked up for life or given a label or tag of convict or felon, but to say, "If you'll do right, you can come join us; we want you in the community as an active member." It also benefits the community who no longer has a victim living in a constant state of victimhood, an offender living with the stigma as being an offender and no longer a part of productive society, so the community is restored as well. So restorative justice is a reconceptualization of justice and crime. Our project that I was one of the leaders on for awhile there was to set out and put ten pilot projects in motion around the country and try to integrate some of these values and principles. We were recognized with what's called the Section Officers Council Meritorious Service Award, which just means that among the various projects that all ABA put on in the past year, ours was seen as having the most promising outcome.

TS: Sounds like very exciting stuff.

TH: It's very exciting stuff I think, and so that was very rewarding. That's how that all fits in. Although my most recent work nationally, which counts now between service and scholarship—and we can talk later if you want about how I don't make a tight distinction....

TS: It's hard to separate those two isn't it?

TH: Yes, not that it's a fallacy, but it's a commonly held misperception....

TS: Artificial.

TH: Yes, those distinctions shouldn't be there.

TS: If you didn't have the scholarship you wouldn't be doing the service.

TH: Exactly.

TS: And service leads to more scholarship.

TH: Leads to scholarship. One of the things I'm doing right now for which I just returned from D.C. last week centers around what is called the collateral consequences of criminal convictions. This flows from a grant that I wrote a year and a half ago to the Department of Justice.

TS: So somebody gets convicted and as a consequence the victim doesn't get compensated.

TH: Close. The collateral part speaks about the fact that these are consequences that happened alongside where the court sanctions you. So, in this method this concern has less to do with victims, but a lot to do with offenders. It's been recognized over the past years. . .

TS: What's going to happen to their family, are they going to go on welfare?

TH: Sure. Or what's going to happen after they're done paying their due. So the way a collateral consequence functions is . . .

TS: And can't find a job?

TH: That's right. The person gets charged by and convicted in court and the prosecutor and judge fashion a sentence. You spend five years in jail; you pay \$1000 restitution; you whatever. The collateral part comes in though that after you're done with that and you walk out of jail, there's all these other things in civil law, not criminal code, that are going to append to your sentence. So for example, in many states felons can't vote. Felon disenfranchisement is a collateral consequence.

- TS: Couldn't you just imagine if somebody applied for a job here on the faculty who had a felony conviction. They don't have a chance of getting a job if you think about it.
- TH: Precisely. Not only that but we also certify when we sign on for our jobs that we won't commit acts of moral turpitude. Well, if you look in your record or mine or one of our colleague's records, what's moral turpitude? Public drunkenness? You should lose your job for that maybe. Right? So the dangerous reality of these, Tom, is that there are many, many folks for whom re-entry into good old civilian life, after you've paid your dues as sanctioned by the court, is quite difficult. Collateral consequences include your voting rights are restricted, your employment or licensing rights—many jobs that are overseen by state boards or regulators say that if you've ever had a misdemeanor even you can't have this job. Home health aid, barber, accountant, masseuse, there's quite a long list of them, but those are all excluded from practice. That's a collateral consequence. Military service, the U.S. code says that if you had a felony you can't serve in the military; the Department of Defense internal memo says that if you have a misdemeanor you aren't supposed to serve in the military. Now in fact those are both waived pretty frequently, but they're on the books, those are rules, and those are what we call collateral consequences, because they're in addition to the court's judgment. The worst part here, though, if you think about the logical conclusion of these is that through the war on drugs and tough on crime movements of the last twenty years, these things are so numerous that some folks are effectively disabled for the rest of their lives.
- TS: Because of a drug conviction.
- TH: A drug conviction, for example, you can't live in public housing ever again; you can't get federal student aid; you may not get your driver's license back; you may not ever get custody of your child back; you may not be eligible for welfare or food stamps or other public assistance. Well, what have we done to this person? If they can't have these jobs and they can't have these public benefits, have we done anything except put them on a path towards more crime because how else do you feed yourself?
- TS: That's the only choice left.
- TH: So the project I'm involved in doesn't involve fortunately judging this as being just or otherwise. The task I'm signed on to is I have a three year . . .
- TS: It's a pragmatic thing.
- TH: It is. It's a \$700,000.00, three-year grant for which I wrote much of the proposal, and was awarded by the National Institute for Justice through the ABA to try to capture all of these on the books nationally and put them out to one web resource,

so that we can have informed policy making and informed criminal justice practice. When a defense attorney is sitting down with his or her client, they can look at it and say, well, it appears as though for the crime you committed here's the eight rights you're going to lose or the opportunities that are now set aside because of the consequences. Should we go fight this charge because those are too important for you to lose? It also let's you know, if you've been offered a plea, going back to you plea bargain illustration, what if we take in this lesser charge, what does that get us? Well, it says here this lesser charge will get you these things. Is that important to you or not?

TS: That's great for a lawyer to be able to have that right on a screen.

TH: Not only is it great for that reason, but it's also great because the Supreme Court said it is. In late March there was an important case, well, important to me, *Jose Padilla v. Kentucky*, and what had happened in Mr. Padilla's case is that he had been a Honduran national, had been in the U.S. for forty years, had served in Vietnam honorably, and got busted driving through Kentucky with some hefty amount of marijuana in the back of his truck. His attorney in Kentucky advised him that, "Look, we might want to accept this plea they're offering us; you don't have to worry about any of that deportation stuff; you've been here so long it won't be a problem. So instead of taking it to court and whatever else and fighting this charge we can just accept the plea." Well, had their been a resource the attorney might have consulted, he would have known that on many drug charges within Kentucky, especially here, deportation, unless you're a fully natural citizen, is automatic, so if you are convicted on the first charge or they accepted the plea . . .

TS: A Vietnam veteran can be deported?

TH: Either way, Padilla was to be deported. So, after he takes the plea and finds out later well, you'll be deported . . . this goes up to the State Supreme Court in Kentucky, and the State Supreme Court of Kentucky says, "Look, it's not the attorney's job under the Sixth Amendment, the right to effective counsel, it's not the attorney's job to advise the client about the collateral consequences. It's the attorney's job to advise about the direct consequences." This goes to the U.S. Supreme Court . . .

TS: Okay, I see where you're going now.

TH: The U.S. Supreme Court certifies and says, "No, it is in fact the attorney's job to do this." The seven judge majority which disagreed with a minority opinion in the same case said, "It's not enough to be silent about these things either. You can't, by not raising them, that's okay." Mind you, Padilla . . .

TS: Or else you're incompetent as an attorney.

TH: Exactly. Padilla's attorney didn't want to work. He actually misquoted; he got it wrong. It would have been one thing not to talk about it, but he advised him otherwise. Many observers thought the Supreme Court would come down and say, "You can't give bad advice, but you don't have to give any." What the Supreme Court came down and said is, "You have to advise any client about any immigration status issue that comes out of a collateral or direct consequence." So all of a sudden now, there is even more interest in our little project that I've been doing for the last eleven months, and I've still got another two years on this grant.

TS: So the implication of the Supreme Court is if the attorney gave no advice or bad advice, somebody who was convicted could appeal the conviction on the grounds of inadequate counsel?

TH: Yes. And that therefore, in practice, what this will mean in going forward is that any attorney has an affirmative duty to advise clients about any possible immigration ramifications or statuses.

TS: Great. You say it was a seven to two decision?

TH: It was seven to two and even the two were almost concurring with the general spirit of the outcome with just a slight distinction.

TS: Do you know who the two were?

TH: [Antonin Scalia and Clarence Thomas dissented. Justice John Paul Stevens wrote the opinion for the court. Samuel Alito wrote a concurring opinion, joined by Chief Justice John Roberts.]

TS: That's interesting.

TH: Oh yes. So, the Padilla decision has added a lot more weight to the shoulders of those of us working this project because we now know that there will be a lot of people looking for this resource to help their practice. It's also been now hunched by a few observers and a few federal court judges I saw last week in D.C. saying this will be extended to other areas, of course. If people find out that what they do for a living is they're a construction worker, and if they accept a plea, the state regulating board of construction won't let you serve, it's probably incumbent on your attorney to advise you about whether or not you should take that plea if your livelihood and your trade is at stake. There is some wonderment about the extent to which this might bleed over and point to even greater requirements on attorneys to clarify and be knowledgeable for the client's sake, what are the ramifications? These collateral consequences are often called the invisible ton of bricks because they visit people who are unsuspecting and unknowing of them, and actors in the formal criminal justice field haven't to this point had to warn you about them. If you're defense attorney doesn't have to, you know the prosecutor doesn't have to, and the judge is exempt from it as well. So, this is

now a changed environment. This project is one of which I'm proud and I hope have great effect, but now we know at least there's a number of very concerned folks out there watching for it to run its course.

TS: Did you ever think about going to law school?

TH: I've thought about it. I actually teach at a law school right now. I'm a visiting faculty member in St. Paul at Hamline University. I teach there once or twice a year. The course is on negotiation, mediation, or theories of conflict, and so it's interesting to be a visiting faculty member and have my colleagues and friends say, "Have you ever thought of going to law school?"

TS: I think you'd be a great lawyer.

TH: You never know.

TS: Great teacher though.

TH: Well, and there are folks in the education realm who hold a JD and Ph.D. and combine those to good effect. In fact, one of our master's students last year in the MSCM program is a full professor of law down at Georgia State. Her name is Charity Scott, and she is one of the more influential attorneys of whom I can think in that she runs the Center for Law, Health & Society in the GSU College of Law. She wrote Georgia's Advanced Directive law, that's her work. She was among the folks who prodded me most recently saying, "I came and got your degree; why don't you come on down the road and get a law degree?" So we'll see.

TS: You wouldn't have to practice, but it might be good.

TH: Oh, there's a lot of insight to be gained from going to law school. I'm situated nicely, though, with two young children at home and this job which is very fulfilling, so right now I don't think I have a strong need of law school.

TS: As you talk about all these things I just wonder when you ever sleep because I know you do a lot of stuff on campus too as far as committees and AAUP and all that kind of stuff.

TH: Yes. Well, somewhere in there there's sleep I promise you that. So somewhere in all that, if we go back to the question of how the service award came to visit me, it's some of those elements. It's just sort of the happenstance of being in the right place at the right time. I had the privilege of doing some training in Barbados over the last year or so because a colleague from Rome, Italy, bumped into me at just the right point when he was preparing a grant to go do some work for the justice ministry there, and said, "You know school based mediation; you know community mediation; will you be part of our team?" "Sure, I'll gladly go work in Barbados with you." So I go to Barbados and do some of this work.

TS: Especially in the wintertime.

TH: December and February were my trips most recently. Again, and this goes back to a point that I raised earlier, previewed earlier, I'm really sort of a scholar and practitioner of opportunity. An interesting project presents itself, something that adds meaning to me or has some benefit broadly, and I'll probably sign on. The flipside is therefore I try not to invest my time and energies where I don't think there will be a good return for myself and others. A benefit perhaps of tenure; I don't want to overstate that point but . . .

TS: Why don't you talk about your scholarship a little bit? We don't want to make a fine distinction between service and scholarship, but how has your service maybe enriched your scholarship, might be a good question.

TH: How has my service enriched my scholarship? Well, as I mentioned before I subscribe to the idea that projects should have both methodological rigor and practical relevance, and so I came to a point in preparing my third year review, whenever that was, five years ago or so, where I couldn't quite differentiate and make clean lines of distinction between teaching, scholarship, and service, and so I invoked an old Montessori tool. There's this great thing, the color wheel. It turns out that all visible light is made up of three colors, red, yellow and blue. Well, that's fine. I could say, "Well, that's sort of like teaching, scholarship, and service." But one of the other tools you learn in Montessori is called the secondary color wheel, and what it adds to the mix is that at the intersection of these colors are three others, orange, green and purple. If we were to overlap those two, we would see that there are intersections between scholarship and service, for example. For all of my service work I would say there are some scholarship implications, and hopefully for most of my scholarship work there are service implications. So, how they influence each other, to your question, I teach a course here—now I've gone to teaching as well....

TS: Well, we almost left teaching out and we shouldn't have.

TH: In dispute system design, which is an area in which I've done a little bit of writing as well, published an article that came out just last month actually in the *Journal of Dispute Resolution*, speaking about dispute systems and how they make real the promise of justice within an organizational context or setting. That's a scholarship component that I'm writing about and thinking about. I teach a course on dispute systems design, so I've integrated there, but on the service front, my time for example in Barbados, I was advising principals and education ministry officials and school counselors about ways to recast or recraft school disciplinary policies to reflect the conceptions of justice they are hoping to impress upon their students and their youth. How do we draw connections between a dispute cause—it's manifestation and it's solution—and how might we align better the punishments, so they are attached to and clarify for the involved

parties what got them on this path and the next time around how might they handle it differently? That would be an argument for instead of saying here's bad behavior between these two kids who got in a fight in the playground, you both get after school suspension or whatever it's called, detention, fine. There's no connection between the punishment and the perceived offense, so instead let's try something in which we ask them to serve as mediators or we ask them to go to mediation or someone helps them talk through the difference they had between them, and then maybe we ask them to go forth and make a presentation in their classes about constructive responses to differences instead of violent responses or something. If you were to recast your whole discipline system in a way that emphasizes a constructive response for not only the present concern but the future, well, that's what I was doing in Barbados. That's the service application of the scholarship that I've been writing about. It's also the course I teach here. There's interaction, and of course, that illustration I believe helps clarify for some of my students another way to apply these broad principles. For me, the work is not about where the rubber meets the clouds, it's where the rubber meets the road. So, I seek always to figure out ways to go back and forth between what makes a difference to individuals, to organizations, to institutions, to society, the service front, and what's worth knowing and studying and quantifying and publishing? That's a big overlapping Venn diagram for me. I occasionally dabble in what we think of as pure theory, but that's pretty infrequent. I think my CV would demonstrate that I mostly go into the applied realms and I try to use my empirical research tools to answer questions that go into a service direction more so than a knowledge only simple creation.

TS: It fits the definition of a metropolitan university which I like to think that we are, where the idea of not only teaching the people, the community, but engaging in service and applied scholarship that meets community needs.

TH: By all means.

TS: Of course, you're doing it on a national scale and international scale with Barbados.

TH: Sure. Again, that's perhaps not representative of my overall portfolio of work, I'm more often working on a local scale, but certainly in each and all of these ways the goal is to apply knowledge for the betterment of as many folks as possible.

TS: I've always liked the idea of the integration of teaching, scholarship, and service, instead of trying to make fine distinctions.

TH: Yes, we return to our point earlier of I think it's an artificial distinction by a large measure.

TS: What's your favorite course?

TH: My favorite course, that's a tough one. I would say probably my favorite course, well, the one that's on the tip of my tongue because I just wrapped it up is called Grant Writing and Evaluation. This is an advanced skills clinic we offer in the MSCM program, and it marries these two concepts which are essentially the alpha and omega of effective program or project design. Grant writing can be distilled out to the essence of a clear plan presented in clear language with very clear goals. All that designs a good project, and evaluation is at some point assessing the extent to which you met your goals, and if you didn't why not and what are the insights that we have to improve this the next time around? In this forty hour clinic students have a range of experiences across designing a social service program, preparing, researching possible funding arrangements and sources, and speaking about evaluation developmentally at the outset, formatively during the process, and summatively after the project is over. The range of ideas that students bring to the table, whether these are initiatives they are already involved in through their community center, their churches, their work places, are so rich and rewarding that just teaching the class allows me to learn alongside them some of the really wonderful applications of ingenuity and the human spirit and otherwise. That's probably my favorite course to teach. I like my Negotiation course, that's enjoyable as well, and I like Train the Trainer where we speak about how to do pedagogy and andragogy, but yes, that might be my favorite course right now.

TS: Are you going to be teaching in the new Ph.D. program that we're going to have?

TH: I am not positive, but I believe I may be penciled in for next year perhaps to teach a course on international negotiation, but I don't think it's part of my portfolio for the spring at this point.

TS: Would you talk a little bit about the growth of the Conflict Management program in just the eight years that you've been here?

TH: Sure. The MSCM which is our longest running and largest conflict management program has been fun to observe its growth and participate in its growth. It doesn't operate in a vacuum though. It operates alongside an undergraduate certificate which I've been the coordinator of since I guess my arrival, the Alternative Dispute Resolution certificate program, and many of our students who take the ADR certificate program are headed on to law school because ADR is a recognized component at most law schools now, and a number of those are students who in addition to law school or instead of law school come to the MSCM. There's a little bit of feeder effect, not very much frankly, but focusing on the master's program, which is our most coherent program there until the growth of the international conflict management program that just kicked off last week, two weeks ago: The MSCM is really a remarkable enterprise in so many ways for me and not the least of which would be that I would find the idea on its face to be one that would be challenging to meet with success. People don't walk

out of an executive format MSCM program—just to clarify, executive format to me speaks the idea that we meet on Friday evenings and all day Saturday so that our students can maintain a forty hour work week if they so desire—so it's sort of mid-career design, if you will. It was designed again and kicked off back in 2000 when the economy was in such a state that many employers were giving this mid-career education benefit to their employees. Well, fast-forward to today, and that's not nearly the case with so many of our students. So the distinction I was prepared to raise though is between the MSCM executive format degree and an MBA. You include an MBA program, and there are ads out there that say, "We need someone with an MBA to do such and such business process or role." Well, you don't fold open the AJC on a Monday morning or a Sunday afternoon in the job section to find anything saying, "We need someone with an MSCM." What's always struck me as remarkable is the self-selection bias that feeds our program, that students who come are students who have in some way seen or recognized the benefit or value of engaging in this set of principles and practices that go under the broad title of conflict management.

TS: They're not trying to get an entry level job. They've already got a job, and this is something that's going to help them do it better.

TH: That's right. But it's also one that's not going to give them a direct and immediate return in the form of, oh, you can now get into the next tier of work because you have an MBA.

TS: Oh, you're not going to get a raise because you've got this degree.

TH: Exactly. Students come I believe....

TS: Idealistically?

TH: Somewhat idealistically. They've had some vision for themselves about either reforming their role within their organization or taking on something very different elsewhere with the knowledge and preparation because we're quite responsible when we attract new students to say, "You don't walk out of here and find an ad tomorrow for a mediator or a dispute systems designer or a process facilitator or whatever else." That's for them to do that work. I've been pleased and surprised at the solid numbers of participants in our program. We had one year that I would pose as being slightly scary wherein I think our enrollment was only a dozen students, and I don't think that quite makes all of our bills. As I noted earlier, I believe my position is in part funded by tuition of students, and so it's more concerning to me than others. But aside from that year in 2002-2003, you'll note how that goes alongside the economy as well, that we were in quite a distressed economy in 2002, well, our application numbers were so high that just last year we decided to have two cohorts running this year, so we doubled our size and capacity in terms of courses delivered. Cohorts ten and eleven, cohort ten began study in fall of 2009, and they'll graduate as they typically do in December

of 2010, but we also started a January cohort, so January 2010 kicked off cohort eleven for the first time. We've got overlapping cohorts running together because we'd had such a number of applicants for our last start date. So, the growth has been quite remarkable and continues thankfully for our program, but I'm always, every year I have to confess to some apprehension about are enough people going to have this vision, this hope, this goal to find value in this program?

TS: Some day may come when people don't want to resolve their conflicts.

TH: You never know, and there are a lot of other ways to resolve your conflicts.

TS: Yes, you could get a gun. I suppose so. Okay, but there has been remarkable growth, and you are starting a Ph.D. program in International Conflict Management this fall.

TH: The INCM as its prefix will go in the books, all the course numbers, INCM 9001, whatever, yes, the INCM grew out of a Board of Regents invitation to the four regional comprehensive schools around the state whereby the Board of Regents or the university system put some money on the table and said each school is invited to propose a doctoral level program, and we're going to fund two of them. KSU put forth a proposal to have a Ph.D. in international policy that would have a number of tracks, one of which was going to be conflict management, and then after negotiation with other schools in the system who had related areas of study....

TS: Some conflict management?

TH: A little conflict management, a little negotiation, it was arrived at that where KSU might excel would be to build on its existing conflict management faculty and capacity and develop this program to meet the needs of the academic field of conflict management in a little effect, but in larger part the goal was to have an applied Ph.D. in conflict management, so there are strong requirements of rigorous methods as well as foreign language too. There's a recognized need in the international realm for conflict and crisis management, peace building, peace making, peace keeping, broader processes and applications, so it's anticipated that our program's graduates will play role within the Department of State initiatives or work alongside the military. The military itself, a conflict management institution, no one is more interested in peace, by the way, than my colleagues in the military. No one has as much skin in the game as they say. The hope, the hunch, is that our students will go forth and make contributions both academically and also practically, to really have experiences in the international NGO, non-governmental organization context, and to make change and to bring about the benefit of the tools and knowledge that come with a Ph.D., the intellectual horse power that you get with a Ph.D. and apply that to pressing issues of international disputes.

- TS: How unique is this program?
- TH: This is quite unique. There are not many programs focused to this level, especially on just one sector like international. There are maybe, I can think of a half dozen Ph.D.'s within the U.S. or at least North America that are around conflict resolution, but each of those programs has a broader range. To focus on just international conflict management is really quite exceptional, quite rare.
- TS: Are there other conflict management PhD. programs in Georgia?
- TH: There are not.
- TS: None at all?
- TH: No.
- TS: Not even international, but none at all.
- TH: Right, exactly.
- TS: So if you want to study conflict management and get a doctorate this is the place to go in Georgia.
- TH: That's exactly right. There is a program down at Nova Southeastern in Ft. Lauderdale that's been around for some time. There are longer standing programs that I mentioned earlier in George Mason and Syracuse, which both actually took flight with Hewlett Foundation money. The good old William and Flora Hewlett Foundation funded not only my assistantships through graduate school, but also the national association on whose board I sat and some other initiatives in this field, but that was the seed money in the mid-1980s that started Syracuse and George Mason's programs.
- TS: What has kept you at Kennesaw these years?
- TH: There have actually have been a couple or few job offers and opportunities from elsewhere, but what's kept me at Kennesaw has really been the vibrancy, the opportunities that have come with our growth, frankly. I've had the opportunity to grow and learn alongside wonderful colleagues across a range of areas and try to participate in the development of new programs, and so I would have to say, Tom, the things that most keep me involved and charged to be here are the fact that I got to participate in the American Studies program, a field of which I didn't know much, but one of my lines of research some years ago was in social movements, which is usually a sociological pursuit, but studying domestically social movements and how they interact with institutions. Well, some of my colleagues recognized the value of that for our American Studies program development, so I fell in there and that's been a great growth.

TS: You've got a paper somewhere about co-opting social movements.

TH: I do indeed. There's a cooptation piece I wrote with Pat Coy after a few years of study and speaking about that very interesting dynamic and, yes, one of the punch lines from one of my colleagues, well, two of the punch lines in the paper that I very much enjoy are that in some realms form doesn't follow function; form follows funding. Then also that in relationships marked by a power imbalance it's logical to think that cooperation and cooptation are nearly indistinguishable. What we recognized in this paper and sought to document by studying the community mediation movement as a case study would be that interaction with larger institutions may change, may reconfigure, not only the operations day-to-day of any given single center or program, but also over time the direction of the field—redefining terms, recasting goals in ways that serve a status quo perhaps instead of the initial problem to which the social movement sought to respond. So returning back to why I'm at KSU, I got to play with American Studies and I've learned alongside colleagues there. I've had a hand creating our peace studies program since its inception; I joined up with that team early in my time here. I'm the coordinator of the Environmental Studies Program within our college. These are all areas of development and opportunity that have been wonderful. My participation in the Environmental Concerns Committee, I was chair of that for a few years here and have been part of that committee for maybe five or six of my years....

TS: Environmental concerns on campus?

TH: Yes, sorry, allowed me to have an audience with the president and provost at which I pitched an idea for a director of sustainability that we had crafted together on the ECC committee, and the director of sustainability has come to pass. It's a position that advises the cabinet and I'm glad it's filled by our colleague R.C. [Robert C.] Paul. Being able to affect that sort of change I think is really what's kept me here. I guess the last thing that I'd have to add is that I found kindred spirits in relation to ideas related to faculty voice and the idea of shared governance, that concept. It is very important to me. Some of my writing, when I reflected in one of my articles on teaching and learning, focused on the three figures who have meant a lot to me and influenced how I teach, and those were Maria Montessori, Paulo Freire—a Brazilian educational reformer—and then John Dewey. John Dewey, the pragmatist philosopher, is also one of the founders of the AAUP, the American Association of University Professors.

TS: Back about World War I, 1915, somewhere in there.

TH: Exactly. Concerns about democracy, community, academic freedom, shared governance.

TS: Faculty being fired for stating their opinions.

- TH: Precisely. When I came to KSU I had known of Dewey's work and was interested in the AAUP, and when I got here and joined up with the national organization, I tried to seek out information about our campus chapter, and I was told we only had six members. Hugh [C.] Hunt, [Jr.], had been the most recent chair that at least that the national level knew about. Dot [Dorothy H.]Graham had been active at the state level, the state conference it's called, but it wasn't really a very active chapter.
- TS: It had been bigger at one time.
- TH: It had been, and so I found other folks very interested in the same concept and idea about revitalizing it. So, with Tom [Thomas H.] Keene and with LeeAnn [B.] Lands, and with a host of other colleagues, we got very active with it. I'm proud to say now we've got over sixty chapter members on campus and perhaps I think even seventy folks who are members of the national organization and who haven't all contributed our minor local chapter's dues, but anyway, out of 800 or so faculty to have sixty or seventy folks participating is a nice share.
- TS: That's about ten percent.
- TH: Yes, it's a nice share, but more importantly it reflects a commitment to having some influence, some participation in the life of your university, caring about the processes at the location where you work. So, that's what's been perhaps most affirming. I guess, also, if we go way back to your question about the service award, whatever I put in the portfolio, I served as chair of AAUP last year for a little while and have long been active in it since I arrived.
- TS: You're not serving as chair now?
- TH: I'm not. Actually the title is president, and I am sort of a has-been in that way. I'm happy that Ulf Zimmermann is in the role now. I think AAUP reflects being one of the areas in which we see civic participation in the civic life of KSU.
- TS: I was president of our AAUP chapter back about 1980, but that's another story.
- TH: There you go. Well, you know we've got to get that on tape too though. It's not on the website yet.
- TS: One last question: you've been here eight busy years. Have you seen the campus change in those eight years?
- TH: You know, I'd invite you to specify along which dimension I've seen change, but sure, I've seen lots and lots of change, some of which I have participated in and some which has happened around me, but I would note that give my personal interests and bent for things ecologically-minded, the heightened attention to

sustainability, both through not only creating the director of sustainability role, but also that the building we're sitting in [Social Sciences] is a LEED [Leadership in Energy and Environmental Design] certified building, a green building as it's called; that the new dining hall is a green building and sources locally intentionally with its food and has compostable wares when it's not able to wash dishes; the new Health Science building next to it is another LEED certified or will hopefully be a certified building. The attention to things sustainable is a refreshing and important change for my personal values. The infrastructure, the university looks nothing like it did when I arrived. Parking lots have been replaced by buildings or decks.

TS: Oh yes, you came the year that the decks first opened.

TH: Yes.

TS: In fact, you got here in January before they opened.

TH: I got to watch this take place.

TS: And the first residence halls.

TH: The residence halls and we're approaching 5,000 beds now from having nearly none when I arrived. I think there's also a marked change in governance as well. One of the areas that has been important in my service to AAUP has been a few initiatives over recent years that together, along with other members of the faculty in the university community, we've distinguished among the four senates. There is a student senate, staff senate, faculty senate, administrative faculty senate, and these reach unique constituencies in areas of concern. We've also put in place the faculty councils so at the department level each chair works alongside and has good two-way communication and advisement from an elected body of faculty. At the college level there are CFC's who work alongside deans. The president when he came instituted the creation of a faculty executive assistant to the president to advise the president closely, and the provost has followed suit just last year. We have a faculty executive assistant to the provost. The approaches that governance being a bit more, if you will, collaborative and inviting more consultation and dialogue sooner I think have been wonderfully important changes.

TS: I hear from some people that service is less honored and scholarship more honored as time has gone on here. I'm wondering from what you've said whether you would agree with that statement.

TH: I think each faculty member will have his or her own reality. I think we may have to consider the context of the department, the year, the college, et cetera, to figure that out, but I'm certainly sympathetic to and observe colleagues that complain about or at least recognize that when it comes time for important decisions like

promotion or tenure that the first stop on your vita is going to be to look at what you've published, and the last stop after checking out your teaching evaluations and development and efforts to improve your teaching, is going to be your service. I can't speak to any one review body or chair's or dean's or provost's evaluation of faculty's performance, and, this does seem to be the trope that's out there is that there's some expectation that scholarship is first among equals. Has there been a diminished recognition of service? Of that I'm not so sure. It may be a commonly shared statement to the point of myth-making becomes reality-making, but I would say that having been the recipient of this award, that's a pretty clear representation of an institution's value of service. I think we've made good strides through CETL, our Center for Excellence in Teaching and Learning. I remember when Linda Noble led a series of workshops about how faculty might demonstrate the significance of their service, because many folks were simply listing, "I serve on these committees"; big deal. I think there may have been some diminishment in terms of the recognition of service; at the same time I would doubt there are any faculty who clearly would state that a university could function without service. If we go back to a point that you made earlier and I think I offered as well, I think that service to the profession, to one's field, to the campus, to the community, these are all part of the value and promise of a public university, if not any university, so I think that's real and recognized. I think it could be recognized differently, and it could be appreciated [more] distinctly than it is now. I'm not sure I have solutions or answers to how we'll get there, but I would note that it seems the faculty has interpreted if not seen directly a high value placed on scholarship recently.

- TS: At least the grant money that goes with the service award equals that on the scholarship award at this point.
- TH: That's true. There's certainly that equivalency drawn.
- TS: Maybe one last question along this line, some people lament decline in collegiality particularly across campus, and maybe AAUP has countered that for you in that you see people from other disciplines, but what's your opinion?
- TH: My personal experience wouldn't support that observation, perhaps because I tend to want to engage on bodies that reach across campus so I've . . .
- TS: You were always the one who went to all the different cliques in your high school.
- TH: That's true certainly.
- TS: You got your most friendly award.
- TH: That's right. I may not be a reliable or representative responder on this question, and, I can hunch and I can appreciate that for colleagues like yourself who have

- served at the university for more than a decade, more than two decades, the sheer size and scope of the enterprise has changed, so the chances to have close relations with the other 300 faculty members have now diminished because now there are 800 faculty members.
- TS: Yes, I think you hear this most often from people that have been here more than twenty years.
- TH: Sure. And I also think that the educational milieu, the context of labor in higher education, has perhaps transformed over the last few decades too, the number of people who have chosen to pursue a life of teaching in higher education. So we may have a distinctly [different] context now, that the relationships aren't—I don't know if it's a question of collegial—but may not be as close. If there's more recognition of I need to go do some scholarship, those are often solo or just paired efforts that don't lead you to want to serve on a committee with eight others, but to work closely with one other. The nature of our reward system or our perceived field may make it tougher to develop those collegial relationships we're speaking of.
- TS: I think it's exciting at Kennesaw that we're beginning to get—maybe not just beginning but maybe it's been happening for a little while—people whose scholarship is certainly good enough to be at what they used to call a Research I that choose Kennesaw because they prefer maybe the greater balance among teaching, service and scholarship than you would get at a Research I.
- TH: Certainly. It's one of the distinct pleasures that I find of working here that this balance exists, at least in my department and my college, and I hope for others as well, that there's recognition of and support for development and growth in all these areas—that your teaching, your scholarship, your service are linked, and that they can all be hopefully enjoyable and meaningful. When any one of them stops being enjoyable or meaningful that calls for a little change.
- TS: Thank you very much for this interview. It's actually very encouraging to me to realize that this university is going to be in good hands for years to come with faculty members like you here.
- TH: Thank you very much. Thanks for the time.
- TS: You're welcome.

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