

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH G. WILLIAM (BILL) HILL IV

CONDUCTED BY THOMAS A. SCOTT AND DEDE YOW

EDITED AND INDEXED BY JOSHUA A. DIX

for the

KSU ORAL HISTORY SERIES, NO. # 4

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Thursday, 17 June 2004

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

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

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

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

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

TS: Lucky you.

BH: Lucky me!

DY: Same thing with John Yow, yes.

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

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

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

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

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

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

BH: No, not from the bachelor's.

DY: From the master's?

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

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

BH: Right, and then '79 . . .

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

BH: Right.

TS: So that's still pretty fast.

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

TS: So what did you do your dissertation on?

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

TS: What kind of conclusions did you reach?

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

DY: Which are Board Walk and Park Place.

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

DY: Go to jail.

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

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

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

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

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

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

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

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

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

TS: You know a lot more than they do.

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

DY: That it's not important.

BH: Or try to ignore it, yes.

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

TS: Really?

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

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

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

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

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

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

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

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

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

TS: What was it about her that inspired you?

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

TS: Sure.

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

TS: You mentioned Dick Hazen?

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

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

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

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

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

TS: No, it's not.

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

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

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

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

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

- TS: But it's intriguing that you would be attracted to him.
- DY: Yes, it is.
- BH: Well, I was attracted to him because he gave me the opportunity to do research as an undergraduate and get that experience. In the discipline of psychology, undergraduate research is a critical stepping-stone to getting into graduate programs. Even today, the students that have the best opportunity, our most viable candidates for graduate school, are ones who have done undergraduate research, presented and published as undergraduates. That's a very critical piece that a lot of graduate programs look for.
- DY: It sounds like too that you're honoring and appreciating different styles, I guess you'd say, of teaching?
- BH: Well, you know, in some ways I learned a lot about teaching from Dave by learning what not to do. I really hate to say that, but I'll just give you an example, and it is just so vivid in my mind. He taught the stat [course], and he would get into derivations of a particular statistical formula. Well, I learned a long time ago that derivations are basically irrelevant, especially to undergraduates, unless you're going to be a mathematician. [You have to] choose that right statistic, know how to do it, know how to interpret it. Where it came from was irrelevant. But he was very much of a mathematical psychologist, and he liked to get into these derivations. He'd occasionally get lost while doing a derivation on the board and literally didn't know where he was. Then, he'd step back and stand there for minutes on end, staring at the board, trying to figure out where to go, with his back to everybody. So there's organizational things there, knowing what's important to the students that you're dealing with and separating that from what's important to you, maybe in your study or discipline.
- DY: Hoping they dovetail.
- TS: I think maybe all of us have had that experience of learning about how not to teach going through graduate school.
- BH: I still value what I learned from Dave—in fact, in just the last couple of days, I've had an e-mail exchange with him. He's a great guy. The thing about him that a lot of people that didn't get close to him [don't know], is that he cares about students. He is demanding and he is tough, and that is exacerbated when you can't communicate well. If you're going to be demanding and tough, but you can't communicate . . .
- DY: You're not a motivator in any way.
- TS: You're not somebody you'd put in the introductory psychology course.
- BH: Well, actually Tom, he was not the most popular teacher in the classroom. I mean, undergraduates and graduate students had difficulty alike.

TS: So he's good in the lab?

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

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

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

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

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

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

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

DY: That may not be what you want.

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

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

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

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

TS: How would you define community?

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

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

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

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

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

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

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

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

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

TS: There were no colleges.

BH: Division of Social Sciences.

DY: Division of Social Sciences that George . . .

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

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

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

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

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

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

DY: Who were your psych colleagues at the time?

TS: Was Ruth there then?

BH: Ruth Hepler was in her second year.

TS: Grace.

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

TS: She might not appreciate that. [chuckle]

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

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

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

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

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

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

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

TS: What about Patrick?

BH: Patrick Devine came the year after I arrived.

TS: Okay.

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

TS: Oh, yes.

DY: So when you came there were five.

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

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

TS: Where was your office?

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

TS: Were you?

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

TS: That's right.

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

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

BH: Right.

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

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

TS: Even though it was a cut?

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

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

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

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

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

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

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

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

TS: Yes.

DY: Of course you are.

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

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

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

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

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

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

DY: He was able to recognize creativity.

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

DY: Right. I think we all appreciated that.

TS: Yes.

DY: I agree.

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

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

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

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

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

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

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

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

BH: And collaboration like that.

DY: Yes.

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

DY: Yes, very focused.

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

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

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

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

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

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

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

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

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

BH: You've got to be happy.

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

BH: 1985.

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

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

TS: Really?

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

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

BH: And he’d been around for ages.

TS: Tom Roper.

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

TS: And then Kathy Fleiszar, I believe.

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

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

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

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

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

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

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

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

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

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

BH: The scholarship of teaching?

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

BH: Scholarship of discovery?

DY: Yes, thank you.

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

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

BH: The current conversations.

DY: Yes.

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

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

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

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

DY: Same thing with the word processing.

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

TS: Now how are you defining active learning?

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

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

BH: Yep! I stole that idea!

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

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

TS: Well, from whom did you steal it?

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

TS: Since '85?

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

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

TS: Betty Siegel?

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

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

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

TS: Yes.

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

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

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

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

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

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

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

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

TS: Do you hold these all over the country?

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

TS: Too far away?

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

TS: Too many open spaces?

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

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

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

DY: And you consider time a limited resource?

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

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

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

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

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

TS: VPAA meaning Vice President for Academic Affairs.

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

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

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

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

- BH: And that is the way that was the main reason that I went to the VPAA's office. When Ed Rugg came to me and offered me the assistant VPAA position, he defined it in such a way that it resonated with what I wanted to do in terms of impacting people.
- DY: So from your perspective then, where would you like to see this institution go? Is that a valid question, Tom?
- TS: Yes.
- BH: I hope that this institution never does go to where teaching becomes a second-class citizen. I think that's going to be a real struggle.
- TS: A real struggle when we have our third presidential administration anyway.
- BH: As the grants increase, as we continue to hire people that are encouraged to do research, that's going to be a struggle because we're bringing in people that weren't like us. So finding that balance of teaching and research and respect for both teaching and research, I think will be a challenge for us.
- TS: Or maybe even . . .
- DY: It already is.
- TS: Or maybe even more so after we're all retired.
- BH: Yes. I think Kennesaw built its reputation on teaching and still, I haven't heard it recently, but I remember all those days where students would come here, go to UGA and then you'd see them back again. "Why did you come back?" "Because of the teaching here," and there's still—and let's not lose sight—there still were some good researchers here. Really, we had a lot of good people that blended teaching and research. I don't know a lot of the young people these days, and I don't know how they blend that.
- TS: Some of them in our history department are very good teachers. But there really is a second area for just about anybody we've hired in the last five years: scholarship and not service.
- BH: And as soon as you get the scholarship you, unless you implement that scholarship in terms of involving students so that it becomes a teaching activity, then you begin to distance yourself from the students. Obviously you get a reduced load, so you're separating yourself by degrees from the students in the classroom. One of the things that I really would like to aggressively put in place and redefine is one of the CETL fellows along this line this year. The original CETL fellowship position was "Student Success and Retention," which I never really liked because it sounds too administrative. Army Lester did a great job with that, and did some nice things. The notion was, "What are academic based programs that help students succeed and retain?" I have redefined that position into "Mentoring students and faculty for success." I really want us to look at

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

TS: Like Patti Reggio's been doing.

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

DY: And so you've redefined this assessment.

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

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

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

TS: Which is a form of originality in itself.

- BH: Well, if you say so. I believe I steal them from people a lot. What I'm toying with, and I want the fellow to do, is to develop an on-line mentoring thing where we begin to identify—[for example,] here's Tom, who feels very skilled in these areas and would be glad to be available to you to talk about effective ways to teaching large classes. Then put a list of these people on line. Then when you have something you can connect with them, you can either connect by e-mail [with] an e-mail conversation, which eliminates some interpersonal dynamics that get in the way. Or, you can contact them, and have that short-term mentoring—and I'm stealing this because this is how the teaching of psychology has done this relatively successfully on the national level.
- TS: And you have more time to be more careful what you say, too; if it's done on-line, you can edit your grammar if you want, edit your thoughts.
- BH: If you wisely do that, some people--surely you're on some listservs like I am . . .
- TS: I'm on them; I hardly ever read them anymore.
- BH: Well, yes, sometimes because people shoot things off before they think. You really need to think before you write.
- TS: But I think in terms of what you're talking about, Richard Marius, who was one of my old professors, did a book on how to write history, *A Short Guide to Writing About History*. He unfortunately died a few years ago, but he used to put in the book his e-mail address and encouraged the students who were reading the book to contact him. He really responded to every e-mail he got, whether it was undergraduate or whatever to advise them on how to write a paper.
- BH: If you invite those things, you better darn well respond. I've seen others in my own discipline that have done that. I really do love e-mail; it has an evil side to it in terms of the amount of time it takes. But in terms of my ability to communicate with students, it has been tremendous. If I'm going to say in front of a class, "here's my e-mail address, e-mail me, and you'll get a response," then I better darn well do it because it's no different to me than ignoring that question that occurs in the classroom. Now I'm teaching at least one class a semester, and I get on the banner system about a week before, and I copy all of their e-mail addresses, and I send them an e-mail before class starts. I have a website and the syllabus is there. I haven't done research on it. But, anecdotally, since I've started doing that, I tend to believe that I have a better first day attendance than I did before.
- DY: You may well have a better retention rate too. That's a great way to start.
- BH: Well, it's just telling them, "Here I am, I'm looking forward to meeting you. This is the syllabus." I actually take that as an opportunity to take less time to go over the syllabus the first day because they've had a chance to look at it. It's rewarding when I see a number of students on the first day with a copy of their syllabus already. They printed it out, they brought it with them, and they know who I am.

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

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

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

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

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

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

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

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

TS: Not yet.

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

TS: A couple thousand.

BH: Total. It may be 3,000.

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

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

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

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

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

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

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

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

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

BH: No, I mean classrooms . . .

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

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

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

DY: That's what I was telling Bill.

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

TS: Willingham Hall.

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

TS: Humanities before Business.

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

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

BH: [laugh] But they will go.

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

DY: Heating, air, and anything.

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

TS: That's been slow too.

DY: Yes, it has.

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

TS: In terms of faculty resources and so on?

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

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

BH: Yes, they own all these houses.

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

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

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

BH: The potential kept me here too.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DY: Ellen Taber and Laura Davis.

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

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

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

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

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

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

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