

Interviewee: Bernard McTigue
Interviewer: Catherine Longstreth
April 9, 1992
UF 211

M: This is Bernard McTigue, and I am interviewing Dr. Catherine ["Cappy"] Longstreth in her office at 239 Tigert Hall on April 9, 1992, at 9:20 a.m. Good morning, Dr. Longstreth.

L: Good morning. How are you, Bernie?

M: I am pretty well. And you?

L: Just fine.

M: I thought I would start by asking you certain basic life history questions. Where were you born?

L: St. Pete. I am a Floridian.

M: You are a native Floridian. When were you born?

L: 1938.

M: Were your parents native Floridians as well?

L: My dad was, but not my mother. My mother came from Tennessee. I tease about this because I think she is part Cherokee Indian, so that means I am part Indian, too.

I grew up on the beaches, Bernie, of St. Pete. My great-grandfather was a pioneer of the beaches. It was an interesting time. I was really a beach kid.

M: Before there was a beach culture, perhaps?

L: Perhaps.

M: That sounds like you may have known some of Florida--although 1938 is pretty late--in terms of predevelopment and postdevelopment. How developed was St. Pete in those days?

L: St. Pete was pretty developed, but the beaches were not at all. In fact, there was not much on the beaches at that time. [There were] some recreational facilities, but not a great deal. In fact, that is how my grandfather got into it. He developed what I

would call a pavilion, with a big slide and a toboggan slide and several things like that. You could not even get to the beaches, because there were no bridges at all. Now, of course, the beaches have grown up. We still keep the homestead, and we are surrounded by condominiums.

M: So it is a bit of a change. Did you go to school in St. Pete?

L: I went to school in town in St. Petersburg. We were bused in town, of course, because there were no schools on the beaches. Eventually, my dad was instrumental in getting some kind of a school on the beach. It was too late for me, so I continued to go [to school] in town. It was quite an experience, because we got up about 6:00 and caught the bus. By the time we got to school, we had been on the bus for about an hour and a half. [We rode that long] both ways.

M: That is an early example of commuting to school.

L: I do not think it was [done for] the purpose we have for busing now.

M: This was a public school you went to?

L: Yes.

M: Did you go to public high school in St. Pete. as well?

L: I went to Boca Ciega High School.

M: What was it like? This would be in the late 1940s, early 1950s.

L: It was in the 1950s.

M: How was that?

L: It was interesting. At that point in time, of course, it was an all-white school. There was no integration or desegregation at that time. In fact, Jerry Schaffer, who is vice-president for administrative affairs, went to Boca Ciega, too. We called it "Bogie" at that time. He said he was the first Jewish kid in the school, and I guess [his family] was one of the first Jewish families to move to Gulfport, where our school was located. He felt some, I think, form of . . . I do not think prejudice, but he felt like [he was different]. He knew he was the only Jewish student.

M: And everybody else did, too.

L: I assume so. I did not. I did not think about it. Jerry was three or four years behind me.

M: Where did you go to college?

L: [I] went to FSU [Florida State University in Tallahassee].

M: And your major was?

L: Physical education.

M: When did you come to UF?

L: Let me fill in something else that I did. I went to Miami right after I graduated. In fact, I quit school early because I went through college in three and a half years, including an internship. Then I just stayed in Dade County because I lacked so few credits to graduate. I went to Dade County in 1960 to teach after I had finished an internship there and immediately started my master's in guidance and counseling, which also had been my interest. [I] finished that in 1963. That was very interesting. But the sun got to me, Bernie. Because of my blonde and fair complexion and being outside all day, I just could not take it [the sun]. I started to develop skin cancer, of course. I had to get out of physical education, and I went into guidance.

Because of career opportunities, I went over to Naples, which was [in] one of the smallest counties in the state [in population]. I was [offered the position of] guidance director for the school system and ran the big federal evaluation program for the migrants [as well as a public relations program]. The migrants would expand the school system [to] three or four times its [normal] size during the winter season.

After I finished there, I got an offer to go back to the University of Miami and do a doctorate. I did that in the School Desegregation Center at the university, dealing with racial matters. That was very interesting. I graduated from there in 1973 and came to Gainesville. I married my husband [Jim Longstreth], who was superintendent of [Alachua County] schools. He really was looking for a guidance director for the school system, and that is how I met him. As a result of that meeting, he offered me another job, and I took that one, i.e., being married to him.

M: We should double back just for a bit, then, to fill in a few other points. Did you come from a large family? Did you have many brothers and sisters?

L: I had two brothers. One of the brothers died shortly after he was born.

M: Is your surviving brother involved in education as well?

L: No. He is a colonel in the air force. He is a military school graduate and has been a career military man since graduating from the Air Force Academy.

M: All right. We have you in Gainesville. Did you work for the school system then?

L: No. I married Jim and came here. I inherited a family of three boys very quickly. We were married in June, and that first summer of marriage I did not teach. I was looking for a position. I could not work for Jim, of course [because of nepotism]. I was offered a position by Ruth Alexander to be an interim professor in physical education [in the College of Physical Education, Health, and Recreation]. Now, remember that I had not taught P.E. since about 1963, because I was also in guidance in the Dade County schools. I was an interim professor for a year. I never studied so hard in my life to [prepare for classes. I did extensive] lesson plans because I had not taught physical education [for so long]. The rules of games [had] changed. I taught body conditioning, tennis, [and] a required course that covered all aspects of the human body. I would call it a wellness course now. Since I had a doctorate, I taught the graduate course for teaching rhythms [to teachers of elementary children], and I taught dance [methods to students planning to be junior or senior high school teachers]. I had seven classes a term [with] five different preparations, so I really was busy. Nevertheless, it was a wonderful experience, and the people over there were great. Whenever I go over there, they still consider me one of their faculty. I had a wonderful time.

M: You came onto the UF campus as a faculty member, and that was your first experience at UF.

L: Right.

M: What was your first impression of both UF as a university and an environment for learning and your experience as a woman faculty member? if those two can, in fact, be separated.

L: I thought the University of Florida was one of the prettiest campuses I had ever seen. Remember that I went to FSU. FSU is very compact, and the streets are very narrow. I was very impressed by the physical setting of the University [of Florida]. As I said, I loved the college because the people were fun, they enjoyed their work, and being a College of Physical Education, Health, and Recreation at that time they were team players. Everybody knew how to play as a team, and [I found them to be very] supportive of each other. That did not mean there were not differences of opinion. But it was fun. I enjoyed being a faculty member. It was a nice time.

Being a woman over there was not unusual because half the faculty in that college happened to be women. So I entered a college that had many women, whereas if I had gone into engineering or one of our other colleges, it would have been a little different.

M: It was a fairly comfortable environment for a woman, simply because women had been accepted. I am not sufficiently familiar with the history of the field, [but it seems that] women had been accepted for some time as equals.

L: Not only that, but at that time the college was organized in a different way. I happened to be in the general curriculum and the women's program. They actually had a [separate] women's program and men's program at that time, so my immediate colleagues were women. I think, even looking back, that that college was half women and half men. I think the faculty was pretty much even in terms of male/female.

M: At the University at that time, who were--administratively--the most important women? Or were there any?

L: As I said, I was an interim professor. During that year, the Office of Academic Affairs had started a salary equity-type study under the provisions of Harold Hanson [vice-president for Academic Affairs]. I can remember at the end of that year I was offered a permanent position over there. I was notified by the Office of Academic Affairs that I had received a salary equity adjustment because it was not in keeping with my degree and my experience. I was very impressed by that. The person that seemed to be the focal point of that happened to be--I think Irene Thompson was here [or had been involved]--Dorothy Neville, who was in the office. Then, of course, the person that everybody knew for women's issues was Phyllis Meek in Student Affairs. I think at that time Phyllis was probably the Association for Women Faculty president. So those are two [important women], Phyllis Meek and Dorothy Neville. Of course, the other person that I had the privilege of working with was Dr. Ruth Alexander, who is [now] one of our distinguished service professors. Those are the women I knew of on the campus at that time.

I also knew the athletes. I knew the coach of gymnastics, Sandy Philips. In fact, she was our in-house baby-sitter for my children. [She] and [Russella] "Rusty" Brandman, who was a dance person, were my office mates. So I had a good experience with the coaches, too.

M: Was the mood on campus in those days--for women and/or minority faculty--positive? It sounds like people thought changes of a positive nature were being made. Is that accurate?

L: Bernie, at that time, to me, it was positive, but that could be because of my college [experiences]. The college seemed to be positive, and everybody seemed to be involved in things that were going on there. [In fact, my colleagues (and students) selected me--an interim professor--as teacher of the year.] Later, as I moved out of there . . . I did not stay at that college [but one year]. I moved to P. K. Yonge [Lab

School]. Later I learned that the college was pretty much in disarray, as they were trying to do a reorganization. They phased out their women's program, and at that point in time no women became chairs of any of the new departments. The "good old boy" network moved in. I think, for example, Ruth Alexander had been chair of the women's P.E. department, and we had no women in there in the leadership positions. I think that was the start of some friction in that college that probably has still not been resolved[, friction between senior/junior faculty, male/female faculty, and research/nonresearch faculty].

M: When did you leave the P.E. faculty to go to P.K.?

L: I was in physical education for the 1973-1974 academic year, and then I went "across the street" to P. K. Yonge in 1974 to be associate director, which meant that I was the principal of three schools: the elementary, the middle, and the high school. [I was] responsible for everything that went on in those schools, including the athletic program.

M: That school has had, historically, a very special relationship with the University. Correct?

L: That is correct. [It is a department in the College of Education.]

M: Would you say it has been primarily designed as a good school for faculty children? Was that its original intention, or was it more a teaching lab for the education school, or both?

L: It was intended to be a laboratory school. In fact, they had one-way mirrors so that you could see through and watch the children [work and/or play. However, they were not in use because] the intent and the focus of the school changed before I got there, when there was an edict by the Department of Education that it was to be a research school doing service for the state. As such, it was mandated that the population of the school reflect the population of the state, which was very interesting. Our population of students did not have a bell curve. The way it was set up, we had so many of the lower income, middle [income], and high income, and so it was almost a flat curve instead of dealing with children where you had some in the middle like a bell curve. It just did not work like that. It was very interesting [and challenging for me--and for the teachers who had to deal with that population].

As a result, the school went to individualized education. It almost had to. [It is true that] a lot of faculty children went to the school, and they would put them on the waiting list when they were born. But it was a school--because that focus changed--that served the population of Alachua [County], basically. So it was not like it had been in years past where everybody who was a faculty child went to P. K. Yonge.

That changed. I was right there about the time they were really getting into that change.

M: Now, you indicated that people were put on a waiting list at birth. It sounds like one of the great prep school stories in England or the Northeast. How were the students admitted? Was there and is there an exam?

L: No. It was just basically getting on the [waiting] list and how long you were on the list. I can remember when I first went there, Dr. [Robert Q.] Marston, who was [UF's] president, wanted his son to go there, and he was not allowed to go there. I guess this was when Dr. Marston first came to the University. They wanted to enroll him in the high school program, but he was not on the waiting list, and there were too many [who were], so he could not get in. I went to the director of the school and said: "We are having a problem with our facilities. [They are so run-down.] Our auditorium is cracked. [Our classrooms are not air-conditioned.] We need the University to do more maintenance over here," and whatever. [I said,] "Don't you think it would be politically smart to allow the president's son to come here so at least he would see the campus and know what our needs are?" J. B. [Hodges, who was the director of the lab school,] said: "No. If he is not on the waiting list, he does not come in." I do not believe he got in until the twelfth grade, or perhaps the eleventh. I had gone by the time he had gotten in there. [I do know the Marstons were very supportive of the school.] It was very difficult to get in the school if you had not been on the waiting list. The kids who had been there since kindergarten called themselves "lifers," and they just loved to tease about it. That is how I met many of the [University] faculty. They were parents of students at P. K. Yonge.

M: What was your first impression of P. K. when you went over there basically as the principal, and what were the impressions you developed about it and its relation to the University over time?

L: I thought the lab school was quite a school, and I think that the dedication of the teachers was extraordinary. As we got into the higher grades, I found that the high school faculty wanted to treat the children like they were in college. [It was] truly what you would probably call a prep school, which meant that when they finished their studies or whatever, they could wander around the campus. We had to put a stop to that because we were just starting into a lot of drug abuse. [There were] sellers on campus and those kinds of things, so we tightened up the casualness of the school. I was involved in that. Of course, any time you tighten up and do some things like that, it may be misunderstood.

We were beginning, at that point in time, to look very similar to any public school in terms of population and in terms of things that were going on at the school. [We were] making sure students came to school and making sure they were not stoned

when they got there, things of that nature that you would not expect, perhaps, in a laboratory school. It was just like any other school.

I was, of course, the first woman principal of the school, so to speak. I also, for a time there, became athletic director because the athletic director died. He was Will Hodskins, whom I was very fond of. [By the way, I appointed a woman to be A.D., the first in the Suwannee Conference and probably the first in the State High School Activities Association.] So I was running all the time at the school. I enjoyed it very much.

M: The first question was [what was] your first impression of the school, and then [the other was] what developed as your impression, particularly as a woman? You mentioned that you were the first woman principal there. In terms of how you were treated by parents I would think would be one thing, but also how the students dealt with you or how you dealt with them and other faculty, of course.

L: Being the wife of the superintendent of Alachua County schools was a little bit inhibiting to some of the faculty there. They were real worried that I would make the laboratory school just like any other public school. So was J. B. Hodges.

My relationship with the students was fine. In public schools, most of the teachers are women. To them, that was typical. The high school kids had a little trouble with it at first because most of the high school principals, of course, are men. But it worked out all right. I learned to do a lot of things that I had not planned to do. For example, [I] had to change my style of dress. I wore slacks to school, pantsuits, because the elementary school teachers asked me if I would stoop or squat when I got around the smaller children because the children were scared of the principal who towered [over] and looked down at them. So I spent a lot of time--at least the first part of the day when the children were coming in to school and being dropped off--squatting and talking to kids on their level so that we would look eye-to-eye. I started a tradition that almost did me in. I would pick up the elementary school children. They would run to my arms, and then I would pick them up. When they got to be fourth-graders, they were still running and expecting me to pick them up. I started having back problems, and that is what it was from. But they just loved to run like crazy and then wait for me to pick them up and hug them. That was the philosophy of P. K. Yonge: the commitment of a person to another person in terms of self-concept and love and caring. I learned a lot about that at school. [In this respect it was and I am sure still] is an excellent school.

I also learned very quickly about those folks [over there] in Tigert [Hall on the UF campus]. It was always "them" in Tigert who would not allow us to do something. "Tigert won't let us do this. Tigert won't give us the money." I learned early on about Gene Hemp [associate vice-president for Academic Affairs] and Bob Bryan [vice-president for Academic Affairs]. I think perhaps [I heard] more about Gene

Hemp because Gene happened to be the budget person. Whenever we needed money or whatever, we had to rely on Gene's generosity. It was always a problem.

Another thing I learned early on is [that] we were always fighting to make sure the legislature continued the funding [for the lab school]. We did not get categorical funding for a lot of the federal programs because we were not [a] public [school], so we were always operating on a minimal budget [provided by the University of Florida Office of Academic Affairs]. That was not very healthy for the school. I did meet Bob Bryan. I met him earlier because when I was in the College of Physical Education that one year I was chosen as Teacher of the Year. So I had met him, but I did not realize his relationship with P. K. as much as I did Gene Hemp's. But again, being a woman at P. K. was not unusual in a sense, except [perhaps] in a high school program.

M: To clarify for some the status of P. K. [let me ask you this]. P. K. at that time--I do not think this is true anymore--was funded through the University. Correct?

L: P. K. got its funds directly through the University. It was considered a department in the College of Education. You are right. That changed a year ago [1991], and now it is funded somewhat as a county school district. It has changed the whole structure of the school in terms of its finances. We do not do the maintenance over there and whatever. They have to pay for that, which is very interesting.

M: Did part of the problem P. K. had in securing its funding arise from a view in Tallahassee that it was an elitist organization?

L: I do not think so.

M: Or was it just the same kind of tussle that every department at a University has in getting money, where it is so competitive?

L: I think, quite frankly, P. K. was not a priority of the University and Academic Affairs. The University did not believe it was in the business to run a middle [school], high school, and elementary school. So when you give priority, you are going to put your priorities into programs that do what the mission of the University is. Of course, the College of Education was not going to give its resources to the lab school. So it operated always on minimal resources. I think it was just because of the priority on a university campus. It did not have anything to do with the composition of the elitist point of the school. P. K. is known, and was known, as one of the most outstanding research schools in the country. We are very proud of that, but it did it on minimal funding.

M: When did you leave P. K.?

L: I left P. K. in December of 1977 [when] I applied for a position [in the Office of Academic Affairs] with Bob Bryan [and was selected] as assistant to the president of the University. It was one of those wonderful jobs that people create so that we can bring women in. It is what I call a "woman's position." You look at women throughout the country who are assistant in or assistant to positions of president, they are generally women. It is a position [about which] people can say, "Look. We have a woman." So I came over as assistant to the president. My job was to work with Dr. Bryan and contract maintenance of the union [United Faculty of Florida (UFF)] contract. With my degree in higher ed. administration, my emphasis was on labor law and collective bargaining, so it fit right in [with the needs of the position].

There was a big hassle about my appointment. I do not believe you probably remember, Bernie. I remember it vividly [because my job was on hold for a couple of weeks]. Evidently Dr. Bryan had not adhered to the search-and-screen procedures of the University, and the minute I got here there was a rising call that said he had not gone through the search appropriately and he did this and this and this, so I was not hired. I was here, but I was not here, so to speak. He had to go through the search procedure. I was sitting in an office just learning what I was going to be doing if I got the job, but I did not have the job anymore until the search finished.

M: Had you, in the meantime, quit your P. K. job?

L: [No.] I transferred over. I was not quitting; I was just transferring within the University. [laughter] Eventually he [Dr. Bryan] finished the search, and it was justified [because of my credentials] that I would have the job.

M: Was there any particular group of people who had raised this, or was it simply raised as a point of order?

L: It was a point of order, Bernie. It was the fact that if we are going to have search-and-screen procedures in the University, they are made for everybody to follow[--even vice-presidents]. And I agree with that. I have always adhered to that. Of course, I was not involved with the search, so I did not know it was not done. [laughter] [After that we put the procedures in the rules so everyone knew what they were to do.]

M: Dr. Bryan is presently--or at least until recently was--acting president of UCF [University of Central Florida in Orlando] because of an unfortunate experience [with the president of that university]. He [Bryan] has been involved in Florida higher education for some time. How long was he at UF before he hired you?

L: [I am not sure. It was years, though.] He had gone to Boca Raton to FAU [Florida Atlantic University] for a year, I believe, in 1973 or 1974. [It was] right about the time

after I came here. I first met him when he gave me the award at the Faculty Senate for the outstanding teacher. Then I think that year he left and went to Boca Raton as their graduate dean, or else he had just come back [from FAU]. Then he was offered the job here as associate vice-president for Academic Affairs when he returned, and he has been here, of course, ever since then--until he retired a few years ago.

M: What exactly did you do, so far as you are permitted to say, with regard to contract maintenance?

L: When I first started with Dr. Bryan, my job was to sit in on the step-one hearing, the grievance hearings. I would take notes, and then I was to do the review and investigate the grievance [allegations] to find out where the truth lay in terms of violations of the contract. That is what I did. Then I wrote the draft of the grievance, and then Dr. Bryan signed it [if he agreed with it]. That was not a very happy situation for either [the faculty] union or me, but it certainly gave me the experience to walk into understanding contract maintenance and what was required to make sure that the University administration adhered to the rights of faculty and vice versa, i.e., that the administration did what they were supposed to do, and faculty did what they were supposed to do.

I started out with some very interesting grievances. I can remember [one in particular]. Remember when I was at P. K. I was a department in the College of Education, so I had colleagues in the College of Education, too, similar to [those in the College of] Physical Education. One of the first grievances I got was in education. The chairman [who was the recipient of the grievance] said: "Oh, no, Cappy. Am I your first case?" I said yes. That was an interesting one, because it was the termination of a tenured faculty member who happened to be female. That was a very difficult case to do.

M: I would imagine [that] just in the general course of events it would be difficult, but this was particularly difficult.

L: It was particularly difficult, because generally you go through all kinds of steps to help someone before you take that action. I had just moved here to Tigert, and I was learning. I was developing a rapport or relationship with the union at that time. So it was very interesting. If I were handling that case today and I think that if the union were handling that case today, I think it might have seen some different outcomes.

M: That was part of my next question. When you came into this side of labor relations, was the atmosphere at the University between administration and faculty one of belligerence, one of mutual respect, or somewhere in between? I vaguely recall

from the 1960s and early 1970s that there was a lot of belligerent behavior and activity between faculty and administration at many universities.

L: I think that was true. I think that is what gave rise to the collective bargaining agreement that came into the state system in 1976. I started here at the very beginning of January 1978. Collective bargaining had just been put in place, so it was a new situation. I think that there was a group of faculty who were very adamant about union activities and stood for those [principles of collective bargaining (UFF)], so there was some kind of a friction there, as there is [today] in collective bargaining. That is the nature of it. I think the University and the union try to practice accommodation, but all of us were in new water. We had never tread these waters before.

Also at that time there was another group of faculty on campus that did not care for the UFF. That was the American Association of University Professors, AAUP. Today they are also a union. There was a move by that group of faculty, as well as others, to decertify the union shortly after I came to campus. I guess it was about three years [after]. So at that point in time we had factions of faculty working against each other because they did not want the UFF to represent them. They wanted what they thought [was] the prestigious AAUP to do so. It was a very interesting time. The union was very active at that time on campus. Today I think they are still active, but in a different way.

M: Who was the union person with whom you dealt at that time, or were there more than one?

L: There was more than one. It is kind of interesting. I kind of laughed [because over the years I have worked with the same officers off and on as they are elected to office, leave office, and return]. Ira Clark is now the new president of the union. He just came in April 1 [1992]. Ira was one of the first group that I worked with on the campus. Dr. Clark is [a professor] in [the Department of] English. But at that time [the group was comprised of] Mel New, who was chair of the English department (he was one of the founding fathers [of the union]); Rob Sherman from education; Chris Snodgrass, who was in English also (he was a grievance rep. and became chief negotiator for the union); [and] Phil Kniseley [professor of humanities], who is still very active on the campus. In fact, he is now the official grievance representative. I am trying to think of women who were involved, and I do not think there were many women involved at that time[, in the early days of the union]. [laughter]

M: That was my unsaid question. OK. That is not too surprising, I suppose, but it is interesting.

L: It was your group, the librarians, that finally brought women into the union in active leadership positions.

- M: Libraries, I think, have always been a little more open to women professionals than department chairs and assistant deans and deans. But it still is interesting that as late as 1976 a faculty at a major university organizing a union could not come up with one woman, [even] when there were distinguished faculty here.
- L: Now remember, those are the people I worked with. But I do not recall any women. Later on, of course, Mickie Edwardson [distinguished service professor of journalism and communications] got involved with the union. I am trying to think of who else was very active on the campus. I still cannot think of any women that were in the leadership positions in that union on the campus until just recently.
- M: Until Jane Brockmann [professor of zoology], I guess.
- L: Mickie Edwardson [and] Jane Brockmann.
- M: So you were involved in the contract maintenance. Did you find that there were any occasions (and this may be none of our business) when you found you had to represent the University's position vis-à-vis the faculty or vis-à-vis other entities when you were personally not in agreement with them, and therefore [you] had to, I guess, apply kind of professional behaviors to something that you did not have personal involvement with?
- L: I do not think so, Bernie. Dr. Bryan was always fairly open. When I would write a grievance, if I could prove to him why I wrote the decision the way I did, and if there were facts available, then I did not have any problem. There were certainly personnel decisions or academic decisions that I might not agree with today that I have to do, but I do not think that is what you are asking. You were asking about contract maintenance and grievances.
- M: Right.
- L: No, generally. Then I began to work with the union quite a bit. In fact, the union came over and complained to Dr. Bryan. I will never forget that night. They came over en masse at 5:00. Remember, Dr. Bryan would stay [late, as would his staff]. His day did not stop at 5:00; it went on. So they came over, and they wanted to protest the fact that basically I wrote the decisions[, not him]. They knew that, and they wanted to know if I had the authority to stand behind those decisions. For example, if you filed a grievance, and I found that the remedy you were requesting was due you and we could give you money and I said yes, would that hold? Did I have the right to make those kinds of decisions? At that time, they were complaining that I was writing the decisions, yet he[, not I,] had the power, and [they protested that] it was not fair. There were some other things [they disagreed with] too, I think. [Dr. Bryan told me they thought I was too tough. Needless to say, he

was pleased.] I did a lot of homework on those grievances, and I spent a lot of time [reviewing and responding to complaints].

Because of the discussion, Dr. Bryan gave me total control of all grievances. I became the president's representative for collective bargaining at that particular time based on that union conference that afternoon. However, I sat out here, Bernie, for an hour and a half, waiting for Dr. Bryan to come down and tell me what had happened [with the union]. He forgot I was here. He got downstairs, and he noticed my car was still here[, which was not unusual], and it was about 7:00. I fretted and fretted because I did not know what had gone on. [Finally I went down the hall and realized he was gone.] The next morning I waited for him, of course. That is when I took over everything [dealing with collective bargaining]. (Eventually I took over governance of the University.)

The Omnibus Bill came in in 1979, and we were allowed to do our own rules under the Administrative Procedure Act. [That is when I got into Universitywide academic governance.] The faculty chapter of the University's policy manual was [also] out of date. Dr. Bryan asked me to work with Bob Lindgren--he was a Rhodes scholar assigned to the president's office; he had just come out of being a Rhodes scholar--to work on developing our set of rules in Academic Affairs and the University's that would take the faculty handbook that had been approved by the [Faculty] Senate and move it into the rules. I did that, and I spent almost two years [developing our rules and promulgating them into the Florida Administrative Code].

M: Which years were those?

L: The Omnibus Bill came into effect in 1979 and delegated the authority to the University to manage itself in governance. So I worked on the rules for about a year and a half. [I] spent a lot of time out dealing with faculty, [and I] learned an awful lot about how faculty react to rules and things of that nature. They do not like them[, and they let me know it]. [laughter] [As a representative of the Office of Academic Affairs,] I went to every college and unit on the campus to talk to them about rules. The rules were sent [to each academic unit for review and] to let them tear them apart. And, Lord have mercy, they tore them apart! [For example,] we [Dr. Bryan and I] went to the College of Law, and the whole faculty came to the meeting. They all came to what they call "the pit." Remember, Dr. Bryan is small. We stood down in the bottom of the pit with Dr. [Joseph R.] Julin, who was dean of the law school at that time[, to discuss the rules]. They [the dean and the vice-president] had been known to be confrontational with each other--they did it just for the heck of it--and that day they were in good form.

M: I am curious about that experience. When faculty get riled, I know they can really work themselves up. Was this one of those occasions?

L: What the lawyers were upset about in the College of Law was the one rule that said when you came to the University as an assistant professor, you could bring in two years of previous tenure service, you could bring in three years as an associate, and four for a full professor. They believed that if they wanted to hire an attorney who did not have any university experience, they should be able to do that the same way. It was equivalent experience. I remember that very clearly, because we put that into the rule to allow professionals like that to be able to be considered as tenure-accruing if their credentials were such. So they got their input, and it was done. [laughter] But it was a very interesting experience.

I also had the opportunity at that time . . . Dr. Bryan went to what we call CBAC, the Collective Bargaining Advisory Council of the state. He was very sensitive about ever taking me to any of those meetings. He said it looked like he had to have help getting there and recording what happened. Later on, he assigned me to be a member of CBAC, and I became the CBAC representative, which deals with negotiations at the bargaining table and policy for collective bargaining. That was very interesting, because the majority of people on the CBAC were all men, and they were all academic vice-presidents. That, too, has changed. Today we have three or four women who deal with collective bargaining like I do. But most of my world when I first came to the University, Bernie, was all men.

M: Would you say that was especially true in Tigert at that time? Is that an unfair question?

L: [laughter] No, it was especially true in Tigert at that time. [I was the only female administrator (director of Faculty Relations) with Universitywide responsibilities.] Eventually Helen Mamarchev came and became assistant vice-president of Student Affairs and now is associate vice-president for Student Affairs. Other than the Student Affairs people downstairs, the second floor of Tigert was [still] missing women. I think I was the only one besides the staff who used the women's bathroom. I mean, it was the least-used room on the floor except for staff secretaries [and student assistants].

M: I was going to say [that] I suspect the secretary pool did not have too many men in it--in those days, at any rate.

L: That has changed too, Bernie.

M: I know. That is one of the interesting changes I want to get to. I think I would like to hear some more now about what happens as you go from being Dr. Bryan's assistant to becoming vice-president.

L: Remember, I was the president's assistant, so to speak.

M: All right. The president's assistant. How did that happen?

L: It did not happen overnight. When Dr. Bryan gave me the authority for the rule making and the governance and whatever, at that point in time I knew we needed a faculty handbook, so I developed the faculty handbook. The last time we had that book, I think, was in 1975. So I rejuvenated the faculty handbook and worked on several things. [At that time] I became director of Faculty Relations. That was an interesting title, because Dr. Bryan wanted to promote me. There was actually no vacancy, so he could do that [without a search]. [laughter] So he decided he would do that and make me a director. [But I never got a reserved parking space like my male colleagues.] Now, I was out there hot in that parking lot like anybody else because I did not have a parking space. You could have a [reserved] parking space in Tigert only if you were dean or above. [When we talked of a promotion] I asked, "Is this title the equivalent of a dean?" He said, "Yes, because we have the dean for community colleges and all those." I said, "Why don't you make me dean of faculty?" [He said] no. He went to Bill Elmore and said, "Now [that] she is director, can you give her a parking space?" He said no. I said: "See? If you had called me a dean, I could have had a parking space." By the time [I became a V.P.] I got one, Bernie--we had to pay for them. Anyhow, for years I was out there circling with everybody else, and I have all kinds of feelings for this parking thing.

That is when I began to work with IFAS [Institute of Food and Agricultural Sciences] and the [J. Hillis Miller] Health Center. [I was] spending a lot of time in those units [helping them learn the rules]. At that time the collective bargaining agreement was probably more familiar to the administrators in the University. We had fewer grievances. I spent a lot of time doing probably one of the things I do best, and that is workshops. I was doing working sessions for administrators on the campus. (I enjoy that.) So that was really my first promotion.

Then, of course, later on--I cannot remember when it was--I was promoted to assistant vice-president. I was particularly proud of that, again, because my father was dying at that point in time. I knew that. He was very proud. [For me] to be a vice-president meant a lot to him. So to me it did not mean much more than being director of Faculty Relations, but the title to him was a pretty big thing. I was made vice-president just before he died. In fact, I was promoted to associate vice-president right before he died. So I was real pleased about that, mainly for my father, I think.

M: To double back to the personal history, your father obviously took great pride in your achievements and recognized them and followed your career along. I mean, your family never had any problem, it seems, or at least your father did not, with your career.

L: He did a little bit, when I went to the desegregation center. My father was very much a staunch Southerner from the old days. The staff I worked with at the

University of Miami was black. Of course, when I got to the University of Miami with my blond hair and very white complexion, it took me almost six months to develop any rapport and trust with my colleagues. We traveled always together to any meetings or whatever because that was the whole nature of the center. It was to demonstrate what I call integration. My father just was not into that [laughter], no matter what I said. So we just did not talk about it too much.

Then, when I got my doctorate, my dad was very proud. I have a horse farm here, and my dad never could understand how my husband and I could come home, muck the stalls, feed the horses, and [do] whatever when we had those advanced degrees. To him, who did not have a degree, that was a big thing. He finally convinced my husband that he ought to hire someone to do that. He could hire someone and keep our time a little more free, so he did. In other words, doctors should not be out there mucking stalls. I do not know; I think that [type of activity] is pretty good for me to do.

M: It might be good therapy, I suppose, in a certain context--after certain days, at any rate. Did your duties change substantially as you moved from being director to assistant [vice-president] to associate [vice-president] and then ultimately to vice-president, or did they basically remain the same?

L: They increased a great deal at that time. [From] the director of Faculty Relations to becoming assistant vice-president did not involve a real significant change because I was doing the same things. I may have added a couple of things, but I do not think they changed that much at that point in time. I think that director title was one of those things where I think they just wanted to see how I would handle that kind of a position. I had picked up the whole University by that time and was spending time down at the Health Center and over in IFAS.

[When they realized it worked, I was promoted to associate V.P. for Academic Affairs.] When I became associate vice-president, that came with the reorganization [that took place] when the executive vice-president, who was John Nattress, retired, and Bob Bryan became the provost/academic vice-president. So with John Nattress removed, there was no executive vice-president. I took on responsibilities that John Nattress had, and then Gene Hemp became senior associate vice-president. I was associate vice-president, and I took over academic personnel. That came under my jurisdiction. So my responsibilities changed a great deal then. I also took over the sabbatical program. When Tom Cole [dean of Academic Affairs for Instructional Services] retired [in 1989], I took over the tuition exchange program. So it has just been more and more and more[--with no more help, I might add].

M: It is much more than just labor relations, in other words. It is basically anything that is faculty related.

- L: Anything that is faculty. Right. As you know, we have done the sexual harassment workshops all over the campus. [I am responsible for] anything that involves [academic] administration and faculty on the campus. [In this regard,] any faculty member can call me and ask me a question about what their rights are or what they need to do, and I can give them the answer.
- M: The impression you give is of someone who enjoys her job. Is that a correct impression?
- L: That is a correct impression.
- M: Not just the job itself, but what it entails: the work with people. Was that something that you brought to the job originally, or did that grow out of the job or become enhanced by the job?
- L: Is it an art or a science? is what you are asking.
- M: Yes.
- L: Remember, my background is in guidance.
- M: Yes.
- L: That is a little incongruous with administration, or a lot of people think so. I do not think so in personnel work. I think that is a plus. When I was a counselor and working with children or adults, I think it the same as when you are an administrator dealing with personnel relations. So I think that I developed that through the skills of counseling and my background in wanting to be a counselor and being a counselor for a period of time. So I think it was something that was developed before I got here, and I have certainly learned lots of lessons. There are some things that I look back on the way I did them, and I would change them in a minute, but of course I was growing, too, and learning the job and learning [about] the people I work with. But I do enjoy my job.
- M: Would you say that the administrators with whom you have worked since you came to Tigert, the presidents, basically, and then the provosts--again, this may be an unfair or impertinent question, but I will ask it anyway--that their awareness of the importance of recognizing the contributions of women faculty and staff has grown over the years, remained stable, varied, [or] all of the above?
- L: I think it has grown, and I will tell you why. I think it has grown partly because the number of women in administration, even in Tigert, has grown. The start of this, where it was really starting to move, was when Dr. Marston was here as president. [I was in Academic Affairs, and Helen Mamarchev was in Student Affairs,] and Dr. Marston appointed our first female general counsel, Judy Waldman. She is a friend

of mine. She had to leave the University because of illness, which was diagnosed here. But she is one of the feistiest women [I know,] and such a bright, bright person. I was on the search-and-screen committee that interviewed her and that was instrumental in recommending that she come to the University. I remember saying to her: "You are not in New York or Washington. You are in the South, and you do not use swear words. You do not tell people exactly what you think the way you are used to. Please remember our president is from Virginia. He is a southern gentleman, and [where he comes from] women do not talk like that." She learned not to use four-letter words, at least not in front of people. So I saw that evolution starting then, Bernie. [It was nice to have other women in Tigert Hall administration--exceptional women like Judy Waldman and Helen Mamarchev. They helped open the door for other women.]

M: About what year was that?

L: I think that may have been in the early 1980s. I think maybe [it was] 1981 or something like that.

M: OK.

L: I think the presence of people like Judy and Helen and I started to make people a little more conscious of women and [really that] perhaps they were not so bad. I remember Bob Bryan saying to me when I first came to Tigert (or shortly thereafter), "Cappy, you need to get with your group." I said: "Who is my group? What are you talking about?" He said, "You need to meet some of the Association for Women Faculty group." I said, "What are you talking about?" [He said,] "The women! The women!" We did a lot of educating of Dr. Bryan in those years about our groups and what needed to be done, and he was very receptive to it. [In fact, he became my mentor and was an important force in the appointment of women to leadership positions.] So I did see some changes there and some real conscious efforts.

Madelyn Lockhart became dean of the graduate school. Dale Canelas became director of the libraries. I have to discount nursing because nursing generally has been a woman[-dominated field], although there is nothing that precludes a man from being, I guess, dean of the College of Nursing. I saw Ruth Alexander apply to be dean of her college and not make it, but [she] was one of the top contenders for that college. Who else came in about that time? I saw it when my colleague next door was Ernie St. Jacques. When he was being replaced [as dean of Academic Affairs for Matriculation Services, now Community College Relations], the new person coming in was a woman, Dr. Barbara Keener. I saw the internal auditor appointed, Nur Erenguc, a woman. [Barbara Fincher was appointed registrar.] I have seen a lot of changes in that respect. I have seen them occur through Marston's time coming up through [President Marshall] Criser, coming up through Dr. [John] Lombardi.

- M: So you would see that in a generally progressive light, then, that there has been progress made, quite definite and quantifiable, over at least the last decade.
- L: Yes. In fact, [there is] again another person is Jackie Hart [assistant vice-president for Minority Affairs]. These women have moved [in] and are still coming in and moving in. There is another commitment that has been made recently by provosts to look really hard [for] and to help women. [However, women in administration still do not make the salaries the men do. This is a problem that needs to be corrected.]
- M: I guess I was mainly addressing the Tigert situation, as it were. You are involved, are you not? in the aspects of recruitment for faculty that would . . . Does that affect you?
- L: Bernie, it really does not. As you know, faculty are not like A & P [Administrative and Professional] or USPS [University Systems Personnel Services]. Faculty are hired in the units, in the departments, and that is where it needs to be. The recruitment goes on there.
- M: What is the policing (that is probably the wrong word, I suppose) factor to make sure that those departments adhere to issues of granting equal time and equal merit to women and minority candidates? Who polices that?
- L: Dr. Hart. She is the affirmative action officer of the University. Of course, I think that is one of the worst jobs in the world.
- M: It is sort of a no-win [situation].
- L: I was fortunate. I happened to be in a field--education--where women were okay, so to speak[, and with a unique specialty--labor relations]. Women are just moving into some of our fields. Medicine, for example. We have a lot of women now in medicine who are tenured faculty members. We have about three or four [women] in engineering. They are just now graduating and coming up through the ranks where they have the doctorate, so I am seeing many more women. Half of our graduating attorneys are women. [The same thing is happening] in our vet school. The women are coming into those fields where women were not [present] before. It is just almost amazing to see what is happening in terms of women moving into nontraditional fields, or what used to be nontraditional. Our student assistants here in the office do not even understand that. They think that that has always been an opportunity.
- M: Right. Historical memory is an interesting matter. I think you are quite right, that [some] people [do not] realize this is all a recent change.

Were you aware of or did you perceive any harassment factor, both personal and generalized, in the advancement of women in faculty and administration? Do you think people generally accommodated themselves on campus to those changes, or was there not just tacit resistance but active resistance?

- L: Well, in some of those areas we still have that kind of resistance going on. By the way, I did my dissertation on leader behavior, and it was on comparison of men to women. My findings were that there is no substantive difference in those behaviors. So I think it is just a matter of getting used to. I know it took Dr. Bryan a little while to get used to me, and [it took] our staff even [longer to get used] to having a woman sitting at the table. It was [apparently] different from the way things had been handled before. I think that women today have not suffered that harassment (or whatever) from being in those leader positions. I think they have to get into them [first], though. The first thing to do is get there. That is the hard part.
- M: You mentioned the gentleman aspect of some of the people here, Dr. Marston in particular. Did that mean that women who were among the first included in groups that were previously all male had to make themselves aware of the fact that the "good old boys" were sort of changing their speech patterns, perhaps, or that there was some sense of hesitancy about bringing up certain topics within meetings? Was there any awareness of that?
- L: Oh, yes. Remember, I said that when I went to staff meetings at first I felt more uncomfortable for them than they did [for me] because they just did not know how to handle it. Of course, my staff is not a very big staff. It includes Victor Yellen (who is an unusual person), Gene Hemp, Bob Bryan, Tom Cole, [and] Jim Knight. It was a very small staff, and they had been together a long time. Dr. Bryan's language was always colorful, and I think he stopped it for awhile for me, but then he realized that I was just "one of the boys," so [he would] go ahead and talk that way. [It] did not matter. We had to do a little educating with sexual harassment, though. [I recall at one Council of Deans meeting Dr. Bryan asked the deans to review a situation as they shaved in the morning. Both Dean Lois Malasanos (of the College of Nursing) and I hooted. The point was made.]
- M: I was wondering about two things. Did you find, at times, that as many people--men or women, for that matter--are made uncomfortable by certain kinds of language? Did you find yourself ever, in fact, feeling the need to tell somebody to cool it because they were getting a little too colorful? You mentioned your colleague. [Was there] anybody else, or was it never really a big deal?
- L: It was never really a big deal [to me]. It probably has a lot to do with my background [in administration]. No, it was not a big deal. If anything came up like that, I would say to somebody, "That is awful." And I was always fussing at Dr. Bryan because

he would write in his letters some of these words, and it would become public record.

M: Oh! [laughter] So it was not just in conversation.

L: No. I would say, "Don't you do that!" We had a grievance several years ago, Bernie. It went to arbitration, and when we got to arbitration, the faculty member said, "Dr. Bryan said he would kick my ass if I didn't do this and that," and I thought, Oh, gee. [laughter]

M: And you could well believe that he had said it.

L: Not only that, he probably would have done it. [laughter]

M: What about the harassment side of things? Did people have to have their consciousness raised on that subject as [to] what that entails?

L: Yes, and we still are doing that. But Dr. Bryan became such an adamant supporter of sexual harassment policy at the University. He was ready to fire anybody right off if there was any hint of harassment. One of the things I had to learn with Bob [was that] I had to take the facts in to him. You could not take something in and say, "Hey, I think this is going to happen," because he would be ready to act on it right away. You had to be able to present the facts to him so he could make a judgment based on facts. When it came to sexual harassment, he just was adamant. [As I said,] he was ready to fire in a minute [for this conduct]. We always had to sit on him on that one and help him understand that everybody has their rights--called due process--[that] there are always two sides to a story. I always used to say to him: "Listen. I am going to give you the facts. I do not want to confuse you, but here they are." It took some educating.

Bill Elmore, the administrative vice-president, was a southern gentleman, and he always treated the women administrators like a southern gentleman would. That was nice, and that had nothing to do with our leadership. That was just the way he handled it. When you got into war with him and you disagreed with him or if something came up, that went away for that period of time, and he treated you like anybody else. So I learned those things early on.

M: Would you say that it was not just the administrative consciousness that needed to be raised? There is no doubt that the faculty consciousness needed to be raised, too, at that time--and still does. Would you say that progress was made, generally speaking, in that area? The faculty-student relationship, obviously, has always been one of the chief areas that has potential in society for problems to arise of that nature. Without meaning to pry into particulars, would you say that there has been an increase in awareness of the problems presented in those situations, [a]

decrease, [or has it] remained the same? Perhaps [you could answer] in terms of the number of cases that we have had of problems over the years.

L: There is an increase in the awareness. We have not gotten there yet, as recent[ly illustrated] by the computer pornography situation. We have not gotten there yet, Bernie, but [I believe] we are getting there. People still confuse sexual harassment with actually physically touching someone rather than what I call the "hostile" or "offensive" workplace. People get very belligerent, particularly faculty, when they feel you are dictating what they can put on the walls of their office or whatever or [what they can] teach in their classroom. But I think they are learning.

Do I see an increase in cases? Probably not. I think that they are being handled differently in the units. It used to be that the ones that I got were the crisis kind of cases. Now they are being handled more in the departments and the areas where they occur. I see more women coming forward and talking about it, and I see administrators handling them better than they had before because [now] they know how to handle them.

M: They were not quite aware.

L: None of us were. And I think this is one of those things that has grown in the last ten years. The Anita Hill thing [the Congressional hearings in the approval process of U.S. Supreme Court Justice Clarence Thomas] probably helped some in [heightening] awareness [by] at least getting some people's attention. It has been very interesting getting involved in that kind of an educational program.

M: [Regarding] the future of women within the University as faculty and administrators--president, for example--do you have any ideas about where UF will be going? It sounds like it is a reasonably hospitable environment for women. Would that be accurate?

L: Well, it would depend on who you talk to. I am not sure all the women would agree with that. I think so frequently we do not know what is really going on if you are not in the pipeline, so to speak. I think many women have been very critical--even [of] the women in leadership positions--because they do not feel like they have gotten the support. I think that is wrong. I think the women who have been in these leadership positions have been always supportive of women and have tried to do something for women just by their actions and modeling behavior. I know the Association for Women Faculty has really put a push on the provost and the president to bring more women in and has not always been real encouraging about the women who are in administration and [may not recognize] what they have done to help them. They do not know and probably will never know. But I think women who are in administration have done a great deal to help women move into these positions. I think you will see more women in administration in some of our colleges, particularly where there are all-male chairs or all-male deans. For example,

engineering has two or three women who are just now coming through the ranks. And until they reach the point where they are tenured, full professors, they do not want to take that time.

A lot of people do not want to take the time to be administrators. It is one of those jobs where you are kind of captured between a period of time, and you do not have time to go home and sit down and draft a research paper or pursue an idea. I do not think a lot of people want to enter into that, even though it looks like something different from the outside. What it is is pretty much a scheduled, hourly kind of position that requires a lot of work. And you take a lot of flak. Every time you make a negative decision about somebody, you lose a friend [or a supporter], so to speak.

Administrators--male and female--become a little hardened, and it gets a little discouraging when the females are up here, and the women out there do not realize that they are doing some things for them, that they are encouraging them to come into these positions or [are] working to promote that. That is the name of the game, I think.

M: That is an interesting point. We talked about your relationship with male colleagues. Have you really felt much of a change in the way you interact with your female faculty colleagues since you have been [an] administrator?

L: The ones that I knew when I was in physical education and over at P. K. Yonge and in education, no. In fact, those people probably know me a little differently, so they probably do not think I am too different than I was then. I have had the opportunity to do some things that they know I have done that they appreciate. A group like the Association for Women Faculty and people I do not know real well (I am a member of those groups, but I do not know [the other members] real well), [however,] see me do the traditional women's things [such as] the annual salary equity study. [By the way, male administrators] always [seem to] stick a woman in to do that kind of study. Of course, if that person does not make the right decisions, then [the assumption is] they are not supporting women. It is kind of like Jackie Hart's position. [laughter] We are not hiring women, so what is Jackie doing for women on the campus? I kind of laugh because you almost know that there are still certain jobs that are always going to be women's kinds of things to do, [such as] special assistant to the president [or the affirmative action office].

So, no, I do not think the relationship with those people I have known over the years has changed. But I think that now we are getting a group of women coming through that are frustrated because they do not see women administrators in their colleges. We have colleges that are totally male administration. We have very few women deans except for deans where it is okay, [such as] dean of nursing. I think those women are frustrated. They are frustrated with the administration, period, and we happen to be part of that.

M: If you were to care to speculate, do you see radical changes in those opportunities emerging for women in terms of those all-male colleges [and] in terms of the ultimate job here, which is, I suppose, the presidency of the University? I do not mean tomorrow, but I mean over the next decade, let us say.

L: I do not know about the next decade. I wish I could predict, but I cannot. But I will tell you this. At this time, I do not think those Bull Gators would like very much to have a female president of the University of Florida. That is my point of view. [laughter]

M: I think it is an interesting one.

L: Even support of women's athletics. When the Bull Gators send their money in to support different things, they do not support women's kinds of things. They want their money to go to football, basketball--men's sports. Now, I am speaking with speculation there. I do not know that for a fact, Bernie. I probably should not have even said that. But I have heard my colleagues and my friends in the neighborhood and people who are big Bull Gators talk about wanting their money to go into *boys'* sports or *men's* sports.

M: The *real* sports.

L: The *real* sports. Right. I have seen a big change in women's athletics, though. I think that has a lot to do with Ann Marie Lawler [assistant athletic director, women's sports] and some other activities, such as the role of women in golf, tennis, and now other sports. People are beginning to watch all types of sports, regardless of whether they are men's or women's.

I think you will see women become more and more active on the University campus and more and more a part of the campus that it recognizes as being outstanding. [However,] I still do not think that in the next ten years you are going to see a woman president of the University of Florida. You will probably see a [woman] president of the University of "South South" Florida down in Fort Myers before you are going to see one here. That is just my thought. You have to do an awful lot of educating.

M: I was going to say [that] this is a quintessential state "old boys" school. One does have to see it in that light, too. FSU was the quintessential [women's school].

L: I do not think there will be a woman president of FSU, either.

M: No?

- L: No. And let me tell you why. FSU sits right on top of the legislature, and who are the majority of people who run the government? Men. [laughter] I think you are going to see some big changes in terms of deans and associate deans and chairs as these women come through and get their tenure and are full professors. You are going to see them move into leadership positions. I really would never encourage a woman who is an academic out there to do it until they come through that whole row. Once you get in an administrative position, you make decisions, and every time you make a decision that affects someone negatively they go into a box that is opposite of what you want or does not supporting you--at least [they] tend to. It is too difficult to try to get tenure [and get promoted] when you are in an administrative position. I have seen it happen over and over where we have done our faculty in by putting them into administrative positions without being a full professor or its equivalent. I would not want to put a woman in that position--or a man either.
- M: It sounds like the appropriate route to take. I am interested in this idea of the presidency not [being] likely to go to a woman. A lot of that has to do with the structure, I assume, of support for the University.
- L: That is the external support.
- M: Right. We get enormous amounts of money through sports support, obviously.
- L: And our donors.
- M: And our individual donors, who tend to be good old boys, by and large, although there are some women who have also become major donors recently.
- L: Along with their husbands. [laughter]
- M: But will that factor change, let us say, if a woman becomes president of Blue Key first?
- L: See, we have had two women student body presidents since I have been here. I think we will see women as deans of colleges before we see a woman president.
- M: Right. That will sort of be the natural progression, in any case.
- L: Bernie, that is just a guess. Again, I think if she were an academician, the University faculty would be very pleased to have a woman come in here. They would have no problem with it. Our faculty are very open-minded and, I think, in general would support someone who had those credentials, whether they were male or female. But I think it is [among] those folks outside where politically it might be [that] we would lose some support. I may be wrong.

M: I think it is a fair assessment.

I have taken up an hour and three-quarters of your time. Is there anything I have not asked you that you would have preferred I had? If so, pose the question and answer it.

L: No. I think that the key thing is, What is the climate for women on the campus at this point in time? I think the climate is very good. I have the opportunity to go down and speak to a conference of women where [Florida Commissioner of Education] Betty Castor spoke. She is very critical of the University of Florida because she was saying we only have 13 percent women or whatever. I was on the panel following her. She had left the meeting. But I had had the opportunity to take twelve women down with me, and we were supposed to talk about how the climate is for women on your campus. I stood, and I introduced our registrar, a woman who was newly appointed by Gene Hemp. We [also] have Barbara Keener. So two of the last five positions appointed on this campus in administrative positions were women in Academic Affairs. We have a new woman who is assistant vice-president for Administrative Affairs, which has been all male before. Our director of purchasing, Emily Hamby, is a woman. I took this whole group down, and I introduced them. The women just applauded, because Betty Castor had just been up there saying, "[The University of] Florida does not have any women." We took this cadre [of women]. Our general counsel is a woman. I think we are getting there. I have seen a lot of progress. But I think we still have a long way to go.

M: And you see an atmosphere in which that progress will be maintained.

L: I think so, Bernie. I know that one of the things that I did when I came to this office was to interact with the deans. I remember Bob saying to me something about the fact that "Deans have to learn how to respect you, because they are not used to somebody like you in this position." I guess "somebody like you" happened to be a female. But that was never a problem for me. I think we have an open-minded group of administrators, and I think they are going to push to see more women move into these positions.

I think where we have to sell is in some of our traditionally male colleges: engineering, medicine, [and] some of those areas. When I go to do workshops, it is almost amazing because there are no women, unless they bring in the staff person to take notes. [laughter] And when I do the salary equity studies and some of those, I almost have to hoot. There is no comparison.

M: There is nothing to work against.

- L: Nothing to compare with. I can remember I went over to IFAS and did something, and we were talking about salary equity and discrimination against women. I said, "I guess you all do not need to worry about that because you do not have women."
- M: Some part of that, of course, is a national problem as well as a local problem, is it not?
- L: Sure.
- M: In medicine, I think, in general, and around the country. I assume, as women move around the country, that Florida will come to its own movement--if not directly here, [then] through importing staff and faculty from other universities.
- L: I think so. We have had a [female] associate dean in vet medicine. In some of those fields women are just almost taking over. You are going to see a law school dean that is a woman.
- M: Right. I think that is inevitable because of the population percentage.
- L: Sure.
- M: That may be one of the first cases where the alumni, perhaps, will shift in attitude and mood not only towards deanships but ultimately, perhaps, towards presidency. I mean, so many of our important graduates are, in fact, [alumni of] UF colleges and law school.
- L: Right.
- M: If 53 percent of them in twenty years are women . . .
- L: Ten [years] or less.
- M: . . . that might really impact the environment in which a president is chosen.
- L: It would set the climate for the presidency. I think you are right.
- M: That is all very interesting. I wish we had not restricted our project to just women. I would have also liked to talk about minority representation, but that is probably for another class project or another occasion. But thank you very much for talking with me and with us, ultimately, because this will be played--in part, not entirely--to the staff and to the members of the seminar. It will be transcribed and sent over to you for editing.
- L: All right.

M: Thanks very much.

L: Thank you.