

TRANSCRIPT: JUDITH WEGNER

Interviewee: Judith Wegner
Interviewer: Jennifer Donnally
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START OF CD

Jennifer Donnally: This is Jennifer Donnally and I am interviewing Judith Wegner today. Am I saying your last name right?

Judith Wegner: Yes, Wegner.

JD: Wegner, okay. Now I feel like I want to start over. [Laughter]

JW: That's all right. Go ahead, whatever.

JD: We'll call that a false start. This is Jennifer Donnally and today I am interviewing Judith Wegner. It is July 18, 2008, and we are in her office at the law school. My first question is what was your childhood like?

JW: Wow, that's interesting. I didn't know you'd go back that far. I grew up in Windsor, Connecticut, just north of Hartford, and nobody in my family had had college. My parents both served in World War II. My father was in the Army. My mother was in the WAVES. I'm the oldest of four kids. We were pretty poor, went to public school, had wonderful teachers; was very happy through the schooling that I had. Just to think of a couple of things that might be relevant, we lived with my father's mother, my grandmother, in part because that was cheaper and part because he was close to her and

she had been widowed when he was very young. She worked in tobacco her whole life. She worked in the fields in the summers and in the factories in the winter and was really a team leader for the women, so I think of her as a real exemplar to me in terms of women and leadership. I also was very lucky to have some wonderful faculty teachers, particularly in junior high and high school, both men and women. That was at a time--I graduated high school in [19]68--when women didn't have a chance to very often go get PhDs or become lawyers or things like that. So the talent pool that was there for teaching and the presence and intelligence and influence folks there had on me were pretty significant. Another person from that period, when I was in college, I worked during the summer in the town hall in my hometown. My father had been on the city council along the way and I had followed local government a lot. In fact I teach state and local government now, but the town manager there, Al Elks was a real important mentor to me over the years. I think my father more than my mother--I didn't really, still don't, get along very well with my mother--but my father was active in helping get Little League going and things like that. He let me be the umpire, and I knew the rulebook very well and I'd call out the other coaches. I was eight years old and they were whatever. I had opportunities, even though that was before Title IX, thanks to good spirited people--men and women--that were important as models to me.

JD: Okay. Then what brought you to decide, or how did you go about attending the University of Wisconsin?

JW: That's a bit of a long story too. I was lucky. I had a National Merit Scholarship, which at that point was pretty much full freight, along with a Connecticut State Scholarship. I went first as a freshman to Mount Holyoke, which you may be

familiar with. Beautiful campus; I applied early decision and again I didn't know anybody who'd gone to college except my neighbor [who] had gone there. At that point I thought I wanted to do astrophysics. It turned out that they were better in chemistry and biology than in math and physics, so it was disappointing to me in that way. Also another seminal event was when I was a senior in high school. I was tapped to be a Presidential Science Scholar to go to Australia for a summer program on astrophysics and came back by way of Thailand and India and Rome and was with a group of ten Americans, five British, and five Japanese students. So I had gotten a much different picture of the world by the time I settled into college. I realized I really didn't like it there. It wasn't very stimulating. The courses that I wanted weren't strong, so I thought, "Well where will I go instead?" and I realized that public higher ed rather than private meant a lot to me. I had gotten some good mailings from some of the Midwestern big schools in connection with the Merit Scholarship recruitment they were trying to do.

So I applied to Michigan and to Wisconsin and Michigan didn't take sophomore transfers but Wisconsin did. So I'd never been there but I just packed my gear and went. That was again a seminal experience to just say, "I'm restless, I'm not getting the education I want," so I went there. I was there from [19]69 to [19]72, which was a time of great unrest all over in connection with the war. I did a lot of voter registration work and participated in peace vigils and things of that sort, but you really are marked in some way by being in the middle of that kind of a time, just with civil rights, things going on and remembering Martin Luther King's death and Bobby Kennedy and all of the rest of it. Those were really formative times in a lot of ways.

I decided at the end of the day that the best thing to do would be to be a high school English teacher because the world was burning. I thought I would have more influence trying to help people with that and started a master's at teaching at Harvard but found it to be really very disappointing, very thin and weak, mostly tutoring, not really doing anything I hadn't done before. So I bagged that. My then boyfriend, now husband since [19]72, had been working toward his-- He'd finished a master's and was starting a PhD at UCLA in geophysics. He was up in Alaska that summer working and had one flight out for a break so he came to see me in Boston. We drove to Connecticut, he met my parents for the first and only time before we got married. We called them from the airport and said, "I'm bagging Harvard and going to UCLA and we're going to get married." So I've always had that kind of independent tendency, I guess I would say.

Once I got there I worked for a year, worked in university extension, did some English doctoral work, because my honors thesis advisor at UCLA had done his work at-- . My honors advisor at Wisconsin had done his PhD work at UCLA, so I had a couple of great courses in Gerard Manley Hopkins and Dylan Thomas and medieval lit, but it wasn't-- It was where you sit right now. There were people just scrambling, prepping for comps and things, and my social justice sense wasn't really getting what it needed. So I took the LSAT without even opening the prep book and didn't apply anywhere other than UCLA, but happily that all went okay and that's where I went to law school.

JD: So what made you decide on law then? You mentioned something about social justice, but what brought you to it?

JW: I had thought about-- Law in my mind is a good combination of the disciplined thinking that goes into science, which had interested me, the craft of writing

and communicating and using the pen as a force for powerful telling of truth. I really thought that I needed to do something in the world that would make the world better. So law seemed to me to be a means of doing that, but it was really an act of trust or faith that it would be, because I really didn't have role models who I knew who were in a position to do that. And yet, it seemed like the right choice. I guess reading enough To Kill a Mockingbird and things like that helps you along the way.

JD: How many women were in your law school class at UCLA?

JW: Well it was interesting. We were divided into four large sections, as many places were. They used a method of doing it by the first letter of your last name, and my section had like seventeen percent women. We became known as the women's section because some of the other sections probably were closer to ten percent or eight percent. But we had a lot of real talented women as well as talented men. That was at a time when there was still-- You think today--I don't know what the proportion is in history--but for someone like in your position, I bet your college was probably roughly half men, half women unless you went-- Did you go to Holyoke?

JD: No. I went to a public school. I went to the University of Kansas.

JW: Oh, okay.

JD: But I chose departments that were--

JW: Feminist.

JD: No. [Laughter] I was in philosophy, so I was one of three women who majored in it in that class.

JW: My husband was in geophysics and there were very, very few women. It was also hard for them to a large degree in law school, because in many instances people who

were partnered or married ended up divorcing in the course of their study, or came to school after having divorced, because they realized they needed to be on their own and follow their own dream. Now here we're fifty percent women give or take depending on the year.

But it wasn't an issue at UCLA because UCLA had had very good leadership. The dean really shaped UCLA. Dick Maxwell was my property teacher. He wasn't dean at the time. He'd been dean and then gone back to teaching but he's from Minnesota. He's actually retired, just lives in Carolina Meadows now; had come to teach at Duke after being at UCLA for many years because he had kids here in the medical area. But he was from Minnesota, and it's true too--and you'd appreciate this knowing Kansas as you do--just like with my husband. He's the oldest of seven kids and roughly equal boys and girls. If you're going to do hard work and you've come from the Midwest, I think there's a lot less sexism than in some other parts of the world as we know it. So I put a lot down to the fact there were more women on the faculty at UCLA than many other places.

I remember I was active with our women in law group and bringing roses to give to, I guess it was the second woman to get tenure there. But there were one, two-- there were maybe five women on the faculty at that time and it's a somewhat larger faculty than was here. The woman who went on to be the first woman dean there was a good friend of mine and had been--. She was a junior, beginning, faculty member when I was a beginning student. I got to know her through being on the curriculum committee as a student activist. She had at one point prior been married to someone on the Duke faculty, had applied to UNC for a faculty position and they said, "Sorry, we have one woman already. We don't need any more." So she ended up going back to UCLA, getting

tenure, becoming dean, and then somebody here knew her and called and asked her to give references for possible women candidates for the faculty here, so she recommended me, which is a little ironic.

It's interesting, the pace there. There was a real notable change probably from--. I entered in [19]73 and between 1970 and 1980 there was a real sea change in terms of number women on faculties, not many who were tenured in a lot of places before 1980. But here, a tenured woman who was the librarian who had been the librarian and a prior dean had urged her to go ahead and get her JD while she was working as the librarian. So I partly chose here because I had a feeling that there was--when I had offers of where to teach--that there was a real sense both about this University and about the people on the law faculty that they were straight up. They were fair-minded. They weren't going to be discriminatory. The dean of another school that was trying to recruit me, I remember when I decided I wasn't going to go there. I had had an inkling that it didn't feel right to me but he was bragging that he had a candidate who was both a woman and African-American and taught tax and what a three-for that was. I thought, "Man, I don't want to be here." I remember too when I was being recruited various places to be dean, another school, a private school, in the southeast had had a problem in that they even then in the late [19]80s didn't have any tenured women. They wanted to hire a woman dean to fix this, but it would fix it cosmetically, not for real, was my judgment. So it was a formative period.

JD: So you talked about--. Did this woman faculty member--what was her name?

JW: The one that became dean?

JD: At UCLA.

JW: Susan Praeger. There's a back story to it slightly that she'd been married to Bill Reppy, who's still on the faculty at Duke and is a good friend, but she had come in good faith, willingly, because they were married, in love, and whatever, and at that point two academics in a family, that wasn't an easy thing to find typically, but--.

JD: Only if they let you stay within the same department, or--.

JW: But she ended up, was hired and worked as a very good lawyer, with a law firm that included people who were very active in the betterment of the state and of the University: Travis Porter, Bill Whichard. Bill Whichard was a member of the state legislature for a number of years and went on to be on the state court of appeals and the state supreme court. Travis had been chairman of the board of trustees here and went on to be chair of the board of governors for the system. E. K. Poe and Al Alfin and it was a very good, small, fine law firm but even then not a lot of law firms in North Carolina hired a lot of women lawyers. But she remarried Jim Praeger, who was someone she knew from UCLA law school where she and he both went to law school. It's funny because in a way our careers have tracked. After I finished deaning here I was a finalist for the provostship at Dartmouth and it turned out that without either of our knowledge she too was a finalist for a position. She got it but it didn't work out for her and she left after eighteen months. So it's funny to see how mentors interact and connect. She had been president of the Association of American Law Schools in the mid-[19]80s and she appointed me to a committee and then I was president of that in the mid-[19]90s. So that's probably the thing you see in the interviews you do, that women are trying to--. I put a lot of energy into mentoring and trying to help women, and men too, along to the next thing. The current law dean at Kansas in fact had been on the faculty here and I'd

been able to hire her. I told her before she even accepted the job as a faculty member that she'd be a dean some day. I could tell that about her and wanted to help her with that.

So you've got to keep your eye on the ball with things like that.

JD: Yeah, and from what I've heard they really like her, from the freshman students who are at the law school right now. Well this--. I mean this brings up an interesting question I had which is how do you go about networking, or how did female networks look like, particularly when you first arrived at UNC in 1980, [19]81?

JW: [19]81.

JD: Okay.

JW: Well it's interesting. One little tiny story from childhood that may have a bearing here, I was the one who was organizing the softball for the second graders and was the only girl still playing. I think now with Title IX women see and have experienced networking through their growing up time in ways that maybe was not quite as common or not in the same way probably back then for more common practice. Girls might be involved in scouts, be involved in church groups or something, but I really believe in teamwork and I also--. I like to learn. I guess that's a good thing if you're going to be a professor. [Laughter]

But I remember just trying to understand the organization of the University, because I actually, in deciding where I wanted to come and join a faculty, I knew I wanted to really improve legal education at large in my life. So I wanted to be at a place that I might possibly be dean someday, and this place felt more open to that than some of the others I talked to. So when I first arrived here I joined AUP, Association of University Professors, went to meetings that would be programmatic on academic

freedom or whatever kinds of things were going on at the moment. I had found, coming up both in college and in law school, that being on committees, taking time to be on committees-- I was a student government officer when I was in law school and was the law review chief comment editor, so I had enough experience in being interested in governments, because that's part of what I studied. I felt I want to understand why things work or don't work here. So I applied to be on the Committee on the Status of Women back in [19]83 when Doris Betts was chair of the faculty. She appointed me to that committee. Mary Turner Lane was then chair of that committee and the year after that-- maybe it was [19]82, even. It could have been like the second year I was here, but I ended up chairing that committee before I was tenured. I was tenured early which was spring of [19]85. But that was when I met so many folks early, and through the Association of Women Faculty and Professionals.

But I remember major projects--two major projects--when I was chairing that committee. One was to try to create more programming that would draw women to network with each other around topics that would be important to them. So for example Julia Wood, who you may know from Communication Studies, her field was gender. I remember asking her to do a program on women and teaching in which she really talked about things like: Don't stand there and grip the podium; you have to walk around to claim space; if you have statements ending with up inflections it doesn't sound like you're being definitive in what you're saying; and various things like that. Then Carol Reuss, who was-- she was associate dean maybe--at the journalism school talked about putting together tenure portfolios, and Mary Ellen Jones, for whom one of the major science labs is named, did a session on how she and other women in the med school

Health Affairs had developed a system of reviewing each others' grant applications to strengthen them and be getting more hits on grant applications. So that was an occasion to create easy access and ways for people to bump into each other and to network, but not like just for tea and cookies; rather something functional that would touch people.

A second big project was to do a survey of women in Health Affairs because it seemed as though there were some more hardship in women in Health Affairs in terms of equal treatment, or people being aware of what the tenure rules were, things like that. By doing a survey about it and tracking, documenting, micro-inequities or one thing or another, it seemed like that was the technique suitable to an institution like this, that if you give people real data they can still ignore it but they better think twice before they ignore it so readily.

And then another thing that grew out of that from the Committee on the Status of Women was there was no maternity leave policy. We really felt that there needed to be . The practice at that point was if you were going to have a child, you'd have to plead for somebody to cover your courses while you were out. Then you probably would be asked to double up and cover their courses at the first opportunity. So there was no suspending the tenure clock or anything like that and it took a fair amount of doing. It's ironic in a way because some of the folks that are still involved in faculty governance who were in somewhat different roles then really resisted that, really thought that would be somehow giving people a break as opposed to-- . So at the beginning we had to go at it. I'm a pretty decent lawyer so I know my way around some of that to say that it was violating non-discrimination requirements to say if somebody had a heart attack and you were going to cover for them then if a woman had to give birth and was getting over, getting

strong again, whatever, that you couldn't do the one and not do the other. We also worked on sexual harassment, and similarly trying to get documentation of examples of things like: what is the effect if you have a male TA or faculty member who's got risqué calendars up in their office, or who introduces--the department chair introduces--everybody at a meeting as "Professor or Doctor X" but calls the one woman there "Jane" and asks her to get the coffee. Just some of those things to put it in terms of, here's a story problem. We were very purposeful in getting a good set of men to be working with us on this so that we would work in teams and try to go in and have conversations with people so that it would reduce the threat level to the men some. It would also, by giving examples that somebody could realize they could have been in that picture but weren't, distanc[e] it a little bit. I mean that's just our teaching technique to use story problems sometimes. So that was a cluster of things related to the Committee on the Status of Women and the aftermath of that.

I was associate dean here in [19]86 and I was on the board of aldermen in Carrboro from [19]85 to [19]89 so I also, through those networks of other people who were department chairs or associate chairs, other people I knew through the community. I really think that's very important because you can always be more effective in helping people that need help, or making matches, or suggesting, or getting a different perspective or something like that. So in networking I wasn't just thinking about within the University but more broadly. Then there's another chapter--but you may want to ask me something else--another chapter about deaning and then another chapter about since deaning. But let me stop because you may have some things to probe on that.

JD: Well, yes. I have a couple things, because so much was happening with women in the University in the early 1980s. My first question is, do you remember-- 1981 is the year you came--do you remember at all the lawsuit that was being launched by a group of female faculty for pay equity? Do you remember it at all?

JW: I don't remember that, but I remember that there had been some tenure denials. Another thing we did with the Committee on the Status of Women was to lobby very hard and insist that there be provision added to the tenure rules that said if there was procedural irregularity that should be a basis for redress. I can't remember the pay equity. It rings a vague bell, but not enough to--.

JD: Pay equity and--I mean the lawsuits were coming out of tenuring, I'm sorry. I didn't phrase that correctly.

JW: Well, but it wouldn't surprise me. There were still so very few women that some of it would be over the years--and you probably know this as well as I do--the first thing is you've got to get access. You've got to get people there, and then they have to be treated equally, and then you have to help them thrive, and then you have to really liberate them to do all the things that they can do. So at that point there still was a certain amount of revolving door that, "Oh well, we tried that. I had a woman once," or that kind of thing. There were some very well-remembered within--. I pay attention to things like that because I've been active in women's rights in law school and before. Religious Studies had a suit. Geology had one or more than one. I'm trying to think what other departments, but those were very notably familiar, and I know probably a good person to ask about some of that would be Madeline Levine because she had been--.

JD: I'm interviewing her in September.

JW: Yeah. She had been here and may have been on the hearing committee or in some way or other not somebody who was litigating on her own behalf but somebody who in some way was closer to those events. If there was a pay equity thing she would be familiar with it. I just, I don't remember that. There was an effort--and I'm trying to think--there's been a couple of efforts. There was a study when Bernadette Gray-Little was, when she was executive provost before she went back to be dean, that she and Lynn Willaford worked very hard on. [00:32:55] was then the chair of the Committee on the Status of Women, so there had been an effort to look at pay equity. There had been in I'm guessing about [19]87 or so--and I can't remember quite the genesis of this--but when Sam Williamson was provost and Miriam Sykes, who had been a colleague here on the law faculty, was in a deputy provost role that looked at some equity and then later when Dick Richardson was provost.

[Here] we often run into problems of compression because with public funding you have years where there's external hires either at the base market rate which is higher every year, or laterals when there's stretches where there's virtually no raise money available. So trying to go back and reconstruct and make things right is a problem, plus as more women--. There's an added burden if women are having kids and taking primary childcare responsibility, or with elderly parents these days too, that can be added baggage in terms of time demands or things like that. Plus then I think where women--. At times I've helped a very good friend of mine in the business school take a tenure appeal. She was trying to do qualitative work of a different type when the guys there--mostly guys--really were into quantitative stuff that best I could tell, did a lot less for bringing illumination to the world as we know it. So as women tried to push the nature of

scholarship or took risks in terms of how they might teach and teach differently than the guys, depending on the wisdom of the department chairs and the mix of people in the department people got held back in one way or another. But it's hard through pay equity studies to really remedy that stuff. It's more often that if you can get at the pay compression kind of things that often helps two thirds of the way to justice, because at least you pick up where people have been ignored. Particularly now these days with more women, and if women decide they're going to adopt or have kids, that compounds the problem of what if you're doing that the only year out of five that there's any substantial salary pull. Then you're coming back but you're doubly down because of the timing of everything. I think that that's probably all you need to hear on that, but I hope that was responsive.

JD: No, it's really illuminating. I wanted to ask you just a couple bit more, like when you came to the University of North Carolina, you grew up in Connecticut, you went to school in the Midwest and West, what was some of the adjustments you had to make coming into the South, and--?

JW: Well it was interesting because I would not have guessed that I'd end up in the South because I was growing up in Connecticut during the civil rights period and had prejudice against the South. You know, in a sense of thinking, "These are people beating black people. What is going on here?" But I guess two things I had--or two or three things--when I came to interview I really felt that this, like Madison, Wisconsin, or UCLA, or Berkeley, or Kansas, that this was really the classic university town and that this was a progressive force in the state. It was really evident to me that that was the case. I had lived-- Just to fill in a tad more of history, after I graduated from law school

my husband had one more year to finish his dissertation so I clerked for a federal judge in L.A., then we moved to D.C. and I worked in federal government in the justice department and in the education department and my husband decided he wanted to be a bookseller, which he still is. So we saw Washington, which is a Southern city to some degree, but I wondered whether a Northerner could ever really feel at home here. I remember asking somebody who was on the town council in Chapel Hill at the time whether she felt accepted. She'd been active in things for twenty years, and she said she thought she might be getting there about then. So I knew that there really was a sense of-- . I remember going to Monticello and asking something about the Civil War and there were these older ladies doing the tour saying, "Oh, you mean the War of Northern Aggression?" and I thought, "I've met the South I have a feeling here."

But by and large I found people much more like Midwesterners, you know, like straight up. I thought in a lot of ways, at least right here, that there had been so much pain and so much desire to work through some of the racial issues that in a lot of respects the North was further behind because it was not dealt with as straightforwardly. I knew at the same time that there were pockets of places that-- . I'll tell you just a couple of side stories that were--not about race but about gender--that-- . A wonderful one of our alums, this was when I was associate dean and maybe at some point when I was dean, Bea Holt, who was a member of the state legislature-- . I'm going to give you a copy of our law school sesquicentennial history here.

JD: To look at?

JW: Keep, if you want.

JD: Thank you.

JW: Because it has some excerpts from the oral history stuff we did about lawyers and judges, but also because it has a chapter on-- Lolly Gasaway, now the associate dean who had been the law librarian--.

JD: Was she the law librarian that you talked about before?

JW: No, subsequent. She had been at Oklahoma before she came here and she has been--.

JD: She's also on our list of people to interview.

JW: Yeah. She's a good one to talk to because she's been a real leader on campus and in national circles in a lot of different ways. But there's a chapter in there that we took a woman from each generation, each decade, going back to the [19]20s, [19]30s, [19]40s, and on up, and there's a brief story about Bea Holt, who was in the legislature. But Bea had me go over and testify on some legislation on one occasion and I got put on a committee on another occasion. On one of these occasions, the one with the particular committee, someone who was chair of the committee met me on the sidewalk as I was coming or going with this and we hadn't met before. We were maybe both going into the committee meeting for the first time. He in fact, or pretty close to, virtually said, "Well, little lady," more or less in that tone, "It's nice to meet you. I'm glad that people like me give people like you a chance," or something to that effect. He found out later when we got to the part of the process that was really pretty important, I basically finessed him three ways and sideways with some procedural moves and ended up getting his proposal dumped. [I] showed him my stuff, [laughter] that I could play this game too. Bea took pleasure getting me over there with somebody else who was a better person than this first one but who wanted to introduce some legislation. Basically I got up and explained why

it was unconstitutional and then went back to her office and wrote a bill that would have been constitutional and a commentary of what was wrong with this other power player's bill. So it's just--. At the same time when I was dean and I was working to get money for the building addition, which is this part of the building -- I like to be tongue in cheek -- so I used to bake chocolate chip cookies and take them to the appropriations committee and leave them on the table and tell them that the Girl Scouts should be remembered when the money was, you know, when bills were paid, or something to that effect.

You have to take pleasure in recognizing that as a Northerner and as a woman in the South that sometimes you play the role, but you always have the twist that lets people take away the lesson that they shouldn't be discounting you, which is often fun if you win. I tend to have been successful with that kind of thing more often than not. You also have to know that if you don't win on the particular turn of the wheel that you're on you just have to treat it as one more chapter and keep going because it's the long haul that counts. It's never over, so if you think that it's--. I remember going to Raleigh when the equal rights amendment was up and crying--couldn't help myself--crying on the stairs leaving but thinking, "I'll be back," one way or another. I may yet at the point I retire, if there were a chance, I may run for legislature or something because I enjoy and am pretty good at crafting--. That kind of drafting and coalition building and policy type stuff interests me. So we'll see if that ever comes to pass.

JD: Well this leads me into a question about women in politics. What was that like, because you were on the political side in a big way in terms of contact in the legislature?

JW: Well it's interesting. I was on the Carrboro board of aldermen which is elected but non-partisan. Being a dean you're not partisan but you need to be attentive to the backdrop of politics and things of that sort, and University politics, which the partisan part is like the least of it in most respects. I really enjoy that and usually am reasonably sophisticated about it. For example getting the funding for this part of the building addition, I was making the case to the then provost, who was several provosts back, about the need for this, and we were on the University's list but we were further down the list and he wasn't budging about moving it up. However, he said, "But if you,"--and I heard, I don't know that he really had it in mind--"Little lady, but if you think your alumni can get it for you that's fine by me," is more or less what he said. So I went into action. I could tell, because I pay attention to this, that the timing was such--it's the way this year is--that there's not--. The economy's sufficiently insecure that people aren't going to put money into like continuing purposes like raises that have to be paid every year, but that there would be one-time money for buildings. I got cover from a couple of other key people that could have fired me or whatever because I was playing outside the standard rules in a way. I didn't want anybody to be in doubt that if they wanted to fire me that's fine, but I'm doing it. This is what we're doing. So I would say straight out to the alumni, "Well I may get fired for this, but that's where you come in. You have to help me with this."

I had alumni committee meetings in rooms that aren't any longer configured the way they were then and explained that I couldn't put my book on--. I'd have to hold the book I was teaching from because there wasn't enough space in the room for the students and me and my--. I mean I had no desk to put it down and there was no air conditioning.

So they got to know that. I'd have a series of different alumni--it was like going to a cotillion, which I've never done--but different ones of them take me over to the legislature after session and take me up to talk to the speaker, take me to meet with different key people. They'd say, "I taught as an adjunct there and I'm here to tell you the space isn't there." I had gotten picnic tables to put outside so the students would have a place to study and had Polaroids of people sitting in the corridor when it was raining because there wasn't enough place to study and things like that. So I asked the alumni who I knew who were paid lobbyists for other things, gave them my talking points and asked them to pass it on when they were there.

But in part it was lucky, and in part Bea Holt, who I mentioned, and John Carr, who's about to retire whose son was then a student--recently had graduated from here and was a student leader--and then someone else in his class, Norma Houston, who was then the aide to Senator Basnight. It doesn't take a lot. It takes the right people. I learned right at the beginning that there were probably seven people that run the whole legislative shebang over there, and yet I would go over and I always thought--. Every day I'd do one thing of some sort toward getting the building. I'd always go over, and I took Mike Smith from the school of government with me because they needed a facility. He didn't have any blessing but I figured if we did this together maybe we'd find a way through the maze. So I took needlepoint. I needlepointed a whole Noah's ark for his oldest son while sitting in the corridors there and just seeing people come and go. So sometimes it's just showing up. But other times it would be driving all over the state with game plans of who's going to do what for the alumni.

But the next little twist on it was-- that was 1994. In November the Republicans took over, so another cardinal thing to remember is you can't assume that the current state, or the current party in power, is going to be there forever. So the next alumni president in line for us was a Republican, as it happened, and I asked him if he thought Republicans liked chocolate chip cookies or how about sweet potato pie? So I took and made sweet potato pie for the Republicans and made a joke out of that, but it took that kind of a coalition across--.

Actually [the hardest part of] that whole experience was the University because the contractor right from the get-go wasn't doing the job. The University people wouldn't declare them in default and call the bond and I had to insist and insist and insist. If you can believe it, the contractor, at one point they had a bulldozer or digger or something like that that they had basically built this whole closed-in area and they were going to have to drive it up over the top of the roof or something; haul it out with a helicopter--. I don't know what they were going to do, because they were so incompetent. [I] had to keep photos at home for fear that the other set would get burned or something, I mean it was really quite the royal mess. The University kept trying to load the added cost onto our budget when in large part it was their incompetence that was leading to it. But like any other politics it's just you have to keep your eye on the prize and keep at it and see who can be in your corner. I got to be good friends with the head of state construction, and some of the folks here told me that I shouldn't be in touch with him, so I told him that I was instructed not to call him but I'd be more than happy if he'd call me periodically, which is how we worked it out. So it's just you have to use your wits. Did that give you enough on that?

JD: Yeah. Well this leads to where I wanted to go, what you referred to as a chapter, which is your deanship, because you had a very quick tenure. It doesn't seem like many conflicts on that. You seemed to get there, and you had ambitions to be dean, so how did that come about?

JW: Well becoming dean is complicated, particularly if you're an in-house candidate. There had never been an outside dean here at that time. I was associate dean but it was clear that the game plan was we were looking for an outside dean. So I continued doing what I was doing but at the same time I felt I needed to know in my own heart if this was the time for me to be a dean, and if so what place for me to be dean. So I was on the external market and had offers and interviews with a lot of other schools and could have had several other deanships.

Meanwhile here there was a turnover of chancellor because Chris Fordham had been in ill health. He'd had a stroke early in his chancellorship. Sam Williamson, who was provost, wanted to be chancellor, didn't get it, so he left. That was the point when--. So it's very difficult to be hiring, especially from outside, when you've got no stability at the top. They went through almost a three-year process, which is very de-energizing for a school. But Paul Hardin was named as dean--I'm sorry, as chancellor--and Dennis O'Connor as provost--who'd been here as vice chancellor for research--was named provost. So by that point we'd been through, two years' worth of a parade of external candidates with offers made to a number of them but without an ultimate match. Sometimes there's candidates who seem like perennial candidates, like one to whom an offer was made was then associate dean at Texas and he'd had other offers and still went and interviewed. He later ended up as dean at Texas and then as president at Texas. So

you don't always know what the twists and turns of that would be. Or somebody looks like they're ready to do it but then their spouse or partner takes a step back. I think most times people are on the dean market, they're probably talking to multiple schools so there is another very good candidate who ended up going to be dean at George Washington because his wife. For some reason there was something about being in a major urban area instead. Then they tried to get Walter Dellinger, who is on the Duke faculty, who ended up being solicitor general and doing other kinds of things. He knew himself enough to know that deaning just wasn't the right fit for him. But [when] each of these things plays out, [it] takes time. You then hit, you know, there's a turnover in somebody, or it's the wrong time of year, and then you have to go back again.

So by the time we were down to [19]89 I had decided I'd step down as associate dean and had told the acting dean that. I didn't want to get to be in a position that if there were a new dean coming in I'd have to continue to be associate dean when I pretty much had decided that it was time for me to be dean. That particular last round of search there was an offer to someone from a Midwestern school who sat on the offer at some length, and had his wife come in and they looked at housing. The provost gave them a deadline, and he wasn't ready to go one way or another. Meanwhile I had an offer-- I'd withdrawn from Emory and Kansas and several others but had an offer at Florida State and thought there were some things about that that were pretty interesting. They had a fuse on that which was I felt I had to tell them Monday yes or no, and it was probably going to be yes. But the week prior to that the provost had caucused with individual faculty members here because this other guy was still hanging in the wind and a couple of the faculty here had said they thought that some people here would prefer me to that

person anyway. So it came down to getting a call at like Friday at 4:00 in the afternoon offering it, and I took it and withdrew from the Florida State thing. But then there was another spasm of it that the wife of the final candidate wrote letters to the search committee and to the paper and whatever saying the provost hadn't given him enough, or was welching on the offer, or something or other. So there was a whole after spasm that went with it. So I think getting to be dean in your own place isn't necessarily an easy thing, because I was thirty-nine, which is pretty young--.

JD: It's very young.

JW: Some of the faculty probably thought I was too uppity or green. Others thought I would be good because I had been associate dean. A number of them really wanted an external dean because they thought that would add freshness or visibility or something, and thought too that you'd get more by way of dowry from the University if you had an external dean than if you had an internal dean. But at the end of the day, over that hump and got started, and five year terms--. I figured going in that to do what I thought we needed to do would take ten years, and I think that was right. There's a section in that history that is written by my colleague Elizabeth Gibson about my first five years, and another one I can send you written by Lisa Broom, who was associate dean at the time I stepped down. I've got here--. I might even actually--. Did I give them back to the library? I may have some copies of dean's reports about what stuff we worked on when I was dean, but I don't know that that's so much what interests you as some other things.

We had some interesting bumps along the road. One was Barry Nakell, who had been charged with something called Rule Eleven, seeking sanctions in connection with

his representation of someone down in Robison County who had taken over the newspaper at gunpoint. Barry allegedly had been overzealous in his representation and had filed a civil suit against the attorney general and the sheriff and a bunch of other people saying they were running drugs or some kinds of stuff to try to seemingly put the arm on them to get them to settle or back off some of the criminal charges against his client. I stood up for him through all that, which wasn't easy because I really thought--as I read the transcripts and looked at it--I really thought he was at the edge, and if I'd been the judge I would have given him a look or whatever. But I also thought that people were coming after him in part because he was active with the ACLU and representing unpopular causes. Then about, I don't know, a couple of years later [there was] a report in the Durham paper that he had engaged in shoplifting. This is a guy teaching criminal law, right? He had shoplifted from a bookstore in Carrboro. He hadn't told his wife. He hadn't told me. He had tried to handle it procedurally in a way that it wouldn't ever be known to anybody, except that somebody was selling advertising for the Herald and happened to go by the bookstore in question and got an earful about this law professor who was shoplifting. So I basically pulled him out of the classroom and told the students that I thought this reflected stress and other things. I thought it was like professional suicide in certain respects. [I] put him on disability leave on condition of his getting some psychiatric help and that he apologize--and there were Bar proceedings because this obviously is not consistent with one's professional conduct for a lawyer--and told him he couldn't teach required courses anymore because I didn't think that was appropriate. He fought back most of the way along with that but at the end of the day we got through that one. But then we had a third round when he shoplifted again and he wanted to take it to a

public hearing before the faculty hearing committee. Another emeritus faculty member, a good friend, Dan Pollit, was his counsel. Dan had not been here, he'd been up in Washington, D.C. when round two of all this happened, so his major argument to the hearing committee was that Barry should have another chance, except he'd already had another chance. I didn't think it was appropriate to get all the faculty to have to parade on the stand and say why this was a problem, but basically said he's unfit to do what he has to do and he's had another chance. So that was a bit of a bump there.

Then also 1995 Wendell Williamson--I don't know if you would have been around or known about that? [He] was a law student who was withdrawn, reserved, whatever and our wonderful dean of students, who was dean of students then, was really trying to keep a close eye on him. We had him referred to campus psychological services. Then in January he shot two people downtown, had gotten guns from his parents' house. He ended up suing his campus psychiatrist. He had stopped taking meds. He had schizophrenia, very tragic all the way around. So that was a bump.

The third bump was Michael Hooker as chancellor, who was an evil person and was destructive in every way he could to anybody who might have been more knowledgeable, already here, any other who had judgment or who had any capacity to stand tall on anything. My practice is to stand tall on things, and it's ironic really because the outgoing chancellor who had appointed me, Paul Hardin, had recommended to Hooker Craig Calhoun, who was then in sociology and then went on to NYU later, and me as possible provosts. I interviewed with him and came away and thought, "You are--." It's like I'd just met the devil in a sense of somebody who was--. He asked me was I involved in any other job searches at the time, and at the time I had interviewed for the

presidency at Iowa at a very preliminary range, and I disclosed that because he asked me--I wouldn't have brought it up otherwise--but said, "I believe so much in this place that I'd rather be here in any event." And he said, "Don't patronize me," and I thought, "What's that about?" I said, "I don't patronize people. This is a place that really, I think, is a very fine place and is incredibly important and I care about it." But you just could tell right from the beginning. But luckily Dick Richardson was provost and he watched my back a lot, plus I had other friends. At that point some of the trustees were really--they had their knives out, but I've got enough sixth sense and enough friends in various places.

But Hooker died the day before I went out of office and I had other obligations; I didn't go to the funeral. But he really--. He wanted to get rid of anything strong here that would have the capacity to stand up against him, and he was a bad dude in my book. It's funny because some people paint him as the sainted Hooker who died in his prime and one thing or another, but he really didn't know academics. His trajectory--. He was a philosopher. I asked at one point what his dissertation was about and he said it was about Descartes because there was a need for Descartes people at that point in history and he wanted to get a job. He went into student affairs and he came to us from the University of Massachusetts. The search committee apparently hadn't checked references because he told them he didn't want them to, that it would jeopardize him there. But I know some other really big league, very well known and connected people who said they were just totally shocked that we hired him here because he had such a mixed reputation back then.

But my main thing was to do what needed to be done in ten years, so the point was the building was ready to be dedicated in the fall. Gene Nichol came who did great damage to the school, I'm sorry to say, and I don't need to go into that. That doesn't interest you. Unfortunately he's back, but not as dean. He proved to be very-- Divide and conquer was the way he dealt with faculty issues. He really didn't manage the finances in any meaningful way, and he was really consummately a politician. But the things that matter to me I got done. I wouldn't have wanted to do more than ten years, because I thought if you can't get it done in ten years you're not likely to be able to get it done and it's time for some freshness.

So after that I then went and spent two year with the Carnegie Foundation for the Advancement of Teaching doing a study on legal education. I'll give you a copy of my book on that if you would like. So right now among other things I've been out trying to do what I told you I was setting out to do long ago, which is to try to really reshape the way legal education works for the better. Well, 2001 I got back. I was asked by some folks to go the Committee on Student Conduct and ended up working very closely with the students in revising the honor code completely. [I] then got elected to be chair of the faculty for the campus from [20]03 to [20]06 and worked on getting attention that hadn't been there in the past on faculty retention issues and moral issues because things were not at all good. [I] was able to do a good finesse to get money that had been used for athletic scholarships to go toward merit scholarships instead. The trustees were going to try to pull some of the logo receipt fund that had been going to need-based aid to plug holes in athletic scholarship funding because they kept raising tuition, and that meant that money for non-resident tuition scholarships had to come from somewhere. So I made the case

that what we really need to do is to look at it as a public finance question and that our student athletic fees were lower than anybody else in the system, lower than anybody else in any competitive ranked university. That in effect we were subsidizing because we weren't really looking straight at what the support financial structure should be and that if they would say a hundred percent of the logo receipt money should go for scholarships for need-based and merit-based scholarships then they'd be able to have a base in the student fee structure which would also be more accountable to the students than the way things had gone. So I was very happy about that because nobody had come up with any-- . I mean we'd been in need of a merit-based aid strategy for a long time and nobody had been able to come up with one.

Then the third year I really worked very hard on graduate education. If you wanted to see some of this there's still some of the reports and things that are on the faculty government site. I thought that was very important because nobody was paying attention to grad students. The trustees in hiking tuition were hiking tuition on grad students higher even than on undergrads. They didn't realize that what they should be doing is paying grad students and they didn't understand really the roles of grad students. So I did another study that involved interviewing people who were grad advisors and putting together statistics about what all graduate students actually do--.

JD: For the University.

JW: It really made a difference because before that--which in my mind was really disappointing--the chancellor wasn't making those arguments, the provost wasn't particularly, the dean of the grad school wasn't, whatever. It really seemed to me that that was critical to try to raise the profile on that.

So that was 2006, and since then I've been involved in faculty assembly for the system and now I'm chair of that starting this summer. So that's probably--.

JD: A career path. I wanted to go back to a different area.

JW: Sure.

JD: Going back towards your teaching and your interest in legal education, which just from the people I've interviewed who are lawyers, or who have gone to law school, it seems like there's been a transformation in how law school goes since the early [19]70s since you entered law school. How much have you seen in terms of--as you saw more women being admitted to law schools--how much did things change or classroom dynamics change? You mentioned a Committee on the Status of Women, a program--was it Julia Wood?--who talked about different teaching strategies that you should incorporate as a woman as opposed to being a male. Can you just expand on that?

JW: Sure. I think that it's changed a good deal in the sense by having women and people of color and gay and lesbian and trans-gendered people on faculties it breaks through the presumption that there's only one way to do things. So that's just by its nature a good thing, I would say, and it gives students a wider range of role models and things of that sort. In terms of how people approach the classroom, I would advise any teacher to teach the way they feel comfortable because there can be great lecture type faculty, men, women, whatever characteristics; there can be people who want to use more problem-based teaching, which can be very effective; people who are better in smaller classes or larger classes, because our standards, as you probably know, large classes are typically a hundred for first year students. They get one small section of twenty-five to thirty and then a small writing and research section in the spring and in the fall, but the

rest are in large sections. Many of the so-called bar classes that are foundational are a hundred, a hundred twenty, depending. On the other hand, because the growth in the number of faculty is substantial, there's many more specialized courses of all sorts, which means smaller classes which gives people an option to do things in different ways. There's also more skills-based kinds of offerings just in my time since [19]81. For example, when I was dean we had had two hard money state funded clinic positions and we increased that to four. In addition I worked with the students and they agreed to an added fee so we were able to create an externship program that benefits probably a hundred students a year. Since then we've also added a transactional clinic geared to advising nonprofits. I decided last year in connection with-- to make a point but also because I was interested--that I'd offer to teach part--to be one of the teachers--working with that particular clinic so that when I go give all these national speeches I can say, "Well I do it. I can do it; you can do it too." But also to help my colleague, Tom Kelly, who's just outstanding, get a pre-tenure leave this year because there isn't any other obvious back-up person to cover that when he's on leave. It's a lot harder to get a back-up person for a clinical post if it's just one semester instead of having somebody take a year away from practice and have whoever it is get a year-long substitute.

We've got now more simulation courses in negotiation. We developed a short course, like a weekend program, to teach basic negotiation to first year students. We've got many more extracurricular activities. One of the things that I'm especially proud of is the strength of our pro bono program here--"pro bono" meaning "for the public good"--that we got started when I was dean. We have close to forty percent of the graduating class get recognition for substantial hours that they've put in in that arena. Part of what I

say when I go around and give my talks on legal ed is the strong evidence of so much student energy going into extracurriculars of other sorts suggests [that] some need to work, particularly in the second and third year of law school. It's as if students need and want to be engaged but they're going outside the classroom to get the engagement that they want. Here at least the tuition is sufficiently subsidized, at least for in-state students, that they're not having to work to the degree that folks at many schools would be doing in order to try to pay the bills to go to school.

So some of the things I hope will come from this Carnegie work include building a better sense of progression beyond the first year, doing a lot more with ethics and professional identity and values, because a lot of students coming in don't necessarily know what they're getting into. They would be happier if they could see themselves actually in the picture, really there in the picture, as they begin and all the way along. So I know the way I teach now, informed by a lot of the research I've done on legal education, is more often to--. I make up extended story problems. I have one when I teach one of the harder units in property, which is one of my base courses, about here's an extended family scenario and it's got elements of my family and other families in it that well you've got the widow remarrying somebody who'd been married before; you've got one grandchild who's developmentally disabled; you've got one who's a lawyer; you've got one who's a ne'er-do-well; you've got a desire to give money to State U in honor of the deceased husband but is it going to be for a farm, forever? How are you going to slice and dice this into something, and to say to people, you know--. You can see that somebody could walk in and tell you that story, right? So we need to think about what would you really do with that? It's not all just reading these cases of what

happened to somebody else. You've got to see yourself in the picture and it really matters to these people about what you do.

I also developed--I haven't had a chance to teach it for awhile but--a seminar on the subject of legal education as part of the playing out of what I was doing with Carnegie, because I had a theory, which I think is still true, that if we approach certain things more as a laboratory where the faculty and the students are working shoulder to shoulder on things it would make a difference. Legal education is a topic of inquiry worth serious scholarly inquiry. I only got to teach that maybe three times but it's been touching to me because several of the students in those seminars now have gone on to teach, one in academic support at Hofstra, one who's going to be teaching--. She had a background in accounting before she went to law school and she's practiced some but she's coming back to that. So I know that by giving people the chance to study--. One of my favorite papers that somebody did--. I tried very hard to help them find something they personally cared about, and I had one who had been a very competitive skater when she was in high school so I helped her get into the social science literature about competition and about coaching and to think about if you get a bunch of highly competitive people in law school, what lessons from her own experience in the literature about athletes and competition could one bring to bear, which is a pretty powerful question. Or I've had other people do things on spirituality or learning styles or a whole lot of different things.

Law schools need to be more self-conscious about that, so we're going to be doing a curriculum review that I'm going to co-chair this year with a more junior colleague whose JD, PhD, her field is feminist political theory. Her name's Max Eichner.

I don't know if you've ever run into her, but she's--. She teaches family law so she might, I mean once you--. She's very astute in terms of politics. So I don't know if you ever need other readers on dissertation work, but she's somebody you'd really enjoy and she's the one that's loaned me her chair here because I gave her daughter some--who suffers from migraines--I researched the wisdom traditions and gave her amethyst earrings which she's now doing much better. [Laughter] I'm sure not because of that, but anyway, Max is a very delightful person. She did her PhD work here and her law degree's from Yale. So have I gone off track with your--?

JD: No, that's fine. I wanted to ask you a couple more questions. We've covered everything--. Do you recall at all--? These are more just general high points in terms of women's history at the University. Do you remember the Coalition for Women's Concern at all?

JW: Yeah, yeah. That was--. Lolly Gasaway was very involved in that so she will be a help to you on that. That came about--let me see if I can put a date to it--I would have said in the early [19]90s. It was at least a half dozen years after I finished the Committee on the Status of Women and it was an effort to try to pull together then the Association for Women Faculty and Professionals and there was a burgeoning women's caucus out of the med school. There were--. Women's Studies--Barbara Harris--was probably involved in it and several other pieces of things. Part of the reason that it got some traction was Paul Hardin, who was a terrific, fine chancellor and was very eager to try to do things that needed to be addressed in that arena. So I can't tell you the detail of it. Noelle Grainger was involved, from the med school. I wasn't directly personally involved in it so I'd better just leave you with those leads and they'll do better for you.

JD: Okay. And then--let's see. We've covered everything. Is there any other--? I'm looking for people to interview, so is there anybody that you haven't mentioned in this interview so far that you really think that we should probably put on our list to interview?

JW: Well here's just a thought in terms of--depending on your--. I don't know who all you've interviewed in terms of timeline, but somebody I recommend who's now retired is Anne Dellinger, who's married to Walter, who's son is Hampton, who almost got to be a lieutenant governor candidate. She had been on the school of government faculty for quite a long time and was very active in women's issues. She's probably--. She's fifteen years older than me maybe--ten, twelve--but she would really be very helpful because she had a lot of perspective. She also is very committed and knowledgeable about abortion politics and she could be helpful to you on that too.

JD: Oh, okay. That's great.

JW: And she lives locally here. Let's see, other people. It would be interesting--I don't know whether you'd succeed or not--with the Susan Ehringhaus --.

JD: She is one we've tried to contact. She seems to be a must in terms of what was going on.

JW: Well some of it--. It's a little enigmatic. Some people would say she played the role of, like when Woodrow Wilson was ill Mrs. Wilson had more power, and she had been in that position when Chris Fordham had his stroke. She had been a visiting faculty member here at the law school and they told her--it was during that same era of go teach some place other than your alma mater and then maybe we'll think about hiring you back, but instead she was hired as council by Ferebee Taylor. What I don't know

about her is, because she's bound by confidentiality as lawyer, I don't know how much she really rightly could talk about.

JD: Yeah, we're kind of--. I don't know how to approach her because of the confidentiality, and you know, like there's certain things you follow that you know when someone's a provost you probably want to wait until they step down from being provost to talk to them.

JW: Right, but because of the council role, and because of her personality, and you'd want to triangulate to really understand viewpoints about that, and if that were the case she'd be even less inclined to speak to you. But she's married to Stuart Bondurant who was med school dean, long standing, very gifted. I don't know whether if you sought him out to get a man's perspective on any of this whether you'd get some filtered insights about--. They got together after he was done deaning there though, so--. Do you know Carol Reuss? Has her name come up?

JD: I'm interviewing her next Tuesday.

JW: Oh good. Okay. Give her my warm regards. She's really terrific. Let's see here. I'm just going to give you names of people I respect and it's not necessarily that they were doing like heavy committee work or anything but could have some very useful insights. Sue Goodman in Math has been department chair there--Math has not been easy for women to crack--Linda Spremulli in Chemistry, quite senior in Chemistry--. What I'm getting at is kind of math, science, in a way there's a lag pattern possibly.

JD: That's what we're actually looking--. That's the key. I want to get to the people in the med school and math and sciences. We're doing a fairly good job covering

the arts, but that makes sense because we have connections to the arts community, liberal arts.

JW: Noelle Grainger will be very helpful in the med school and eager to--it's G-r-a-i-n-g-e-r. Noel is N-o-e-l-l-e.

JD: It's one of my regrets that we didn't get a chance to interview Mary Ellen Jones before she passed.

JW: Yeah, she was extraordinary. Let's see, other--. Carol Jenkins could be interesting. She's also got a Kansas connection you might enjoy. She's the Health Affairs librarian. I'll tell you actually this might interest you, when I was dean I thought it might be a good idea to start a feminist caucus that we called the Ladies' Knitting and Terrorist Society that would have dinner maybe once a month to just tell life stories, so she was one of the people involved in that. Mary Sue Coleman, before she left and now is president at Michigan. There's someone--if you wanted a different perspective--Alean, A-l-e-a-n--am I saying that right?--Ennis, E-n-n-i-s, who was the first woman police chief here. She's now an international consultant. She's in Charlotte and I could give you her contact information.

JD: You mean police chief of campus police?

JW: Of campus police.

JD: Oh!

JW: Which, that's a different take on things, but I bet that could be interesting in certain ways.

JD: Oh yeah. That would be real interesting to hear her perspective.

JW: Edith Wiggins, an African-American woman now lives at Carol Woods retirement community, was vice chancellor for student affairs, was dean of students at one time, but if you wanted something out of that branch. She's at-- Carol Woods is just off Weaver Dairy Road. Let's see. I will think about and drop you notes with others. Miriam Settle, S-e-t-t-l-e, was with the Sheps Center and was very active with the Association of Women Faculty and really worked hand and glove with me on the Committee on the Status of Women so she-- Last I saw her I had the impression she's retired. I'm not sure if that's right or not. Boka Hadzija--I'd have to check the spelling-- in Pharmacy, who's probably mid-eighties now, has been active and is retired but is a very interesting woman.

JD: Probably somebody you'd want to tap because of age.

JW: Yeah. Joanne Earp, E-a-r-p, who's married to Shelley Earp, who's the head of Neuroscience, she was an early department chair in one of the public health--maybe health policy--and is still around and has some good history.

JD: Well thank you.

JW: You're welcome.

JD: That's a huge list of names. It's exactly what we needed.

JW: Well I don't know if that's too many. But I was going to say too Janet Mason, who's at the school of government, might be helpful, but Anne Dellinger is the best for the reasons I just gave you, and--[Whispered] dentistry, social work, education-- No, that's probably okay.

JD: I want to thank you for your time today.

JW: Oh, you're welcome.

JD: Is there anything else you have to add that you can think of?

JW: No. I just realized there's a part of my life that has mattered to me that I didn't go into a lot, which is public service. Back when I was dean I worked with Mike Smith very intensively on something called the Public Service Round Table, which was another networking effort to engage people who were really desirous of having the University be more engaged with the world outside. That led ultimately to the Center for Public Service and some other things like that and to the creation of the new faculty bus tour, which may seem like a homely thing, but they do that in Kansas for new faculty and dean type folk. It's a way of connecting faculty, men and women, everybody across the campus and also to connect them--just a one week bus tour to see some of the engaged research that goes on by our own faculty and to see where some of our students actually come from and that kind of thing. So in terms of different ways of networking there's a lot of dimensions to that. I'm sure that men have done that too in their own way but I think probably as women have come into our own here it may be that we shape the directions a little bit differently. I try to keep nourishing networks like that, but--. I'm glad you're asking about that because that's something many students really need to learn about, that it may not be apparent that that's part of what really makes institutions and lives run, so.

JD: Well thank you for all your time today.

JW: Okay. Okay. My pleasure.

END OF INTERVIEW

Transcriber: Deborah Mitchum

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