

GAY HADLEY
ORAL HISTORY INTERVIEW
AT THE OSU ARCHIVES
AUGUST 15, 2013

Q. This is Susan Hartmann. Today is August 15, 2013, and I'm interviewing Gay Hadley. Gay, would you give us your birth date, please?

A. March 4, 1930.

Q. Okay, thank you. Let's start by having you tell us the positions and roles you held at Ohio State, in what units, and over what periods of time.

A. Wonderful. I started as Associate Director in the Office of Continuing Education, working on credit programs. And I was there about four years.

Q. What year did you start?

A. I started in 1982, and then four years later I moved to a position in a brand new office, the Office of Human Relations, where I was called the Associate Executive Officer for Career Development, if you can believe. It's a fairly complex title. I was there five years and in 1991, I moved to Acting Associate Vice President for Human Relations. Then in 1992, I became the Assistant Vice President in the Office of Human Resources. It was quite a complicated name change because two offices merged. So if you didn't like the name you just waited five minutes and that explains that complexity. It's the old personnel office that got split and then merged.

Q. Okay. And then did you stay until your retirement?

A. I did.

Q. And what year did you retire?

A. I retired when I was 65, in 1995 it must have been, because I had a couple grand babies who needed looking after while their two parents worked.

Q. Okay. We'll talk a lot about what you did in these roles as we go through the interview, but I'd like you to talk first about your family, your background, the experience that shaped you prior to coming to Ohio State.

A. I feel like I lived my life in three acts so to speak. I grew up in Arlington, which was a very small, very simple community at the time I was a child. I was the only child who only had one parent which will tell you how long ago that was, the 1930s. But that was the Depression. My father unfortunately was an alcoholic, so my mother left. She had a lot of courage. She came to Ohio where her parents were, went back to Ohio State to get her teaching certificate, and then she taught English for thirty years at South High School. Years later I ran into colleagues at Ohio State who said, "Your mother is the reason I went to college." So quite a proud lineage.

Q. And why did she come to Ohio?

A. Because her parents lived in Athens. My granddad was President of Ohio U[niversity] and they had bought a house in Arlington to retire to, because Athens was so tiny that a lot of Ohio U people migrated north when they retired. And then my grandfather died. As my brother used to tell his teachers, "I had a mother, grandmother, a sister, a maid, my grandmother's maid, and a girl dog." So if you think he sounded a little oppressed, he certainly felt oppressed. So my childhood was happy. It was a lovely, safe, creative, wonderful place for kids to be, although I felt quite peculiar since I didn't know anyone else who didn't have a father until I was in high school. I went to Western College for Women. I would have liked to have gone to Vassar or Smith or Wellesley but I couldn't

afford it. And Western College is in Oxford, Ohio, and I loved it. That's act one. Like most "1950s girls," we didn't know what to do if we didn't get married right out of college and that is quite literally true, Susan. I have no idea what I would do. So I seized upon a very handsome high school classmate who was at Dartmouth and I think I fell in love with him in his ski suit. We were married, I was a traditional 1950s homemaker and housewife who fortunately got into some wonderful leadership opportunities as a volunteer. And raised the kids. That's act two. At the end of act two, I became very sad. I had a complete clinical depression, which was awfully hard on my children. And out of it I finally grew up.

Q. What years were those?

A. Well let's see, the 1970s. Fortunately for me, I came back to Ohio State just as the women's movement was in its most glorious happy days. And I was really quite literally swept up as well as taken in, and I'm very grateful for that.

Q. So you came back to school?

A. I did. I came back and got my Master's degree in Education.

Q. In what year?

A. Let's see, I got my Master's in 1976. I took a one of a kind. I couldn't find what I wanted, so I got the syllabus for Adult Development from Harvard. I had a friend who had a friend at Harvard. Ohio State wasn't doing anything in the early days of longitudinal studies of adults. And I got the syllabus and I built my Master's degree around the Harvard syllabus. And then I was divorced and I started an agency called "Options." If I get too far afield stop me here. I started an agency. It was a career and educational counseling agency for adults. It was based in the downtown library. We

served hundreds and hundreds of people and we charged a dollar to the unemployed. It was on a sliding fee scale. It was very successful, very, very successful. We had, I think at one time, 13 part-time career counselors, all of whom held other jobs.

Q. So you sold that to the library?

A. That idea, yes. [Then-Columbus Metropolitan Library Executive Director] Larry Black was quite enthusiastic about the idea. He thought it was a natural marrying.

Q. And he came up with the money.

A. We had a grant for the operation of it but he gave us the space free.

Q. Where did the grant come from?

A. The grant was a federal grant.

Q. SETA [Sector Education and Training Authority] maybe, well it doesn't matter.

A. I can't think right now what it was. So I did that for a couple of years and my oldest daughter called and said, "Mother, I would be just heart-sick if a job came up at a college or university that you couldn't get because you didn't finish your Ph.D. and you've always wanted to work in a college or university. I really think you need to quit and go back." I was ABD – all but dissertation – and she said, "I think you just have to say you're going to take a year and trust that you'll find a job at the end of it," which was quite terrifying to me, actually. But I did it. I left the agency and I wrote my dissertation and got my Ph.D. And within about six weeks, my friend Martha Garland, called to say that she was leaving her job in continuing education to go to the History faculty. And she would do all she could to help me know about that office, so that I could be a better applicant for the position. So she was instrumental in my getting her job.

Q. How did you know Martha?

A. She had come to interview me when she was doing some work at Ohio State and I was head of Options and she called me and said, "Let's have lunch." And it started along. We discovered we had a lot in common. That women's network existed long before anybody named it.

Q. Right.

A. So here I was at the age of, 1976, I was 43, yes. I started my first real paid job at the age of 43. So I was lucky.

Q. You were 53.

A. No, that's not right. I got my Ph.D. in '82 and I started the job, I must have started the job around '82. I'm not sure about the sequence there, Susan, but at any rate I was way older than average, as Garrison Keeler would say.

Q. Right, right.

A. And I was very lucky to be taken in.

Q. You were part of a larger movement of women going back to school?

A. Oh yes, I think it was pretty much just beginning and the women who came back were, by and large, affluent, white, had no worries generally about finances, and that of course, fortunately through our efforts changed dramatically. But yes, I think we were sort of the front troops of the returning to school. I mean, there had been many, many unusual women who had done it but not in significant numbers.

Q. And not a lot did what you did, went on to get a Ph.D.

A. That's true, although actually in my graduation, I ran back in the line and found a friend whom I had known through the League of Women Voters, and she was getting her Ph.D. in Music the same day I got my Ph.D. So I wasn't the only one.

Q. Do you think having a single parent made you different in any way? I know you experienced it as a child but do you think it shaped your life?

A. Oh yes, I think it shaped my life a lot in a couple of ways. One is, I had to separate from my mother when I was in my 40s, and that's a very painful separation. But that's kind of an idiosyncratic thing. The other thing is that my grandfather was the hero in my family. He came from an Indiana farm and got his Ph.D from Harvard, and he was the hero.

Q. He was the President of Ohio U?

A. He was the President of Colgate [University] in the East, and then he felt that the Colgate family reined him in too much as the President, and he became the President of Ohio University, and really, history says that he raised it from the status of an almost backwater institution to national prominence during his tenure. If you walk around in your grandfather's robes when you're five years old in the attic, you have a sense of where you should be.

Q. In what ways do you generally identify yourself, both in terms of how you see yourself as well as how others see you, and I think we're talking about gender, race, sex, religion, class?

A. Oh my, that's a small question, isn't it? I'll just do it as it just comes naturally. I identify myself as a feminist, liberal, democrat, privileged. Those are the major roles. I think I identify myself very much as a mother and a grandmother. That's foremost, I think. So those are the general labels I would apply to myself.

Q. How has being a woman shaped your life?

A. Oh my. Well, you're an American historian and so you know the 1950s well, and I followed the prescription, the absolute prescription for women. I'm over feeling angry

about that, but it's quite true that for a while I was very angry about that. I felt duped. Tell me your question again.

Q. I'll just interject. For me, but I was ten years behind you, but I did get married immediately after graduation from college and everything. But I felt grateful to have escaped it.

A. Me, too. That was after the being duped. And then once I had had some counseling help and was more in control of myself and who I was, and I came back to Ohio State, it was like bursting into a Technicolor world. I couldn't walk across the Oval without feeling goose bumps. Even now, I can feel it through my body that – pardon the expression – [I'm] born again, but it's the one I think of frequently. I had this sense of light and color. It was just literally a god-send to me. I can be the first person to criticize Ohio State for many things, but like Robert Frost said, "Home is the place where when you have to go there, they have to let you in." And the University let me in twice. They let me into school, and then again they hired me at a much older age. So I owe the University a lot.

Q. So maybe just to recap, you said some of this earlier, but how did being a woman has shaped your life. So it restricted you at the beginning and then?

A. Right, and then I think it was the most empowering. It was such an empowering time to be a woman.

Q. Because of feminism?

A. Oh yes, the '70s, it was like, "Oh!" I was just so grateful that I was a woman and that I could claim my place in the world, and that I could fall completely in love with that group called "women" and be inspired by, make life-long friends, yourself included. It played a major role.

Q. And I'm wondering if being a woman affected your retirement? I don't know of any grandfathers who retired in order to spend more time with their grandchildren.

A. My retirement is very small. Of course, you have to work a certain number of years and then it's based on the three years of your top salary.

Q. For your retirement benefits?

A. So that fortunately even though I worked only 15 years at the University, my last three years were my highest years and I'm grateful for that. But then when you multiply it times the years you worked, I couldn't possibly catch up. But I have no complaints.

Q. And did your other identities, do you see that other identities shaped your life?

A. Of course.

Q. Race, sex, religion, class? You talked about feeling privileged.

A. Class, as Marquette Peavy said to me a few weeks ago in an interview for this same project, that she thought – and she's an African American woman – that classism was a greater, more pervasive influence than gender or race. And I've thought a lot about that since Marquette said that and would like to talk with you more about it. But my mother always made my brother and I aware of class. She taught at South High School where the kids were first-generation German immigrant kids and she was, what I would now call an anti-snob snob and class was just pervasive in our household. You couldn't even complain about being hot if it was 105. She would say, "Yes, but most children in the world don't have clean water." So I think I'm a class snob too. Being a woman certainly influenced me. I don't think the church at any time had a pervasive influence in my life, except to be stable for me during childhood. Very, very important as a child.

Q. Do you think it's filling a lot of sort of common morality? Maybe you get that from your parents too but I always thought of all that church as being really.

A. It might be, it might be. I have a sort of love-hate relationship with the established church. But I can't say that it was a major influence.

Q. Did being a woman shape your experiences at Ohio State?

A. In major ways because immediately everything that I was interested in doing in a way was shaped out of my being a woman. And my subsequent efforts to start the Bridge Program, which was mostly for all staff at Ohio State, but the people who came and drove [it] were the women. The secretaries, the medical assistants, underpaid, over-talented. That's why I started the Bridge Program because a woman came and she said, "I'd like to work my way to an undergraduate degree but none of the courses I want are after 5:00 [p.m.]. And that's the only time I can go to school." And it was quite true. And we started the Bridge Program and we just went department by department by department to get at least the first two years of classes offered in the evening. We just couldn't get any farther at the time – as a junior or senior they really had to count on the good will of their employer to let them have flex time, because you didn't have a critical mass who wanted to take 17th Century History, for example, at 11:00 at night. You couldn't justify it. Only the ones where we had numbers. But I developed the Bridge Program because of this secretary. She was influential in my gathering some secretaries together from the English Department, actually. They just gave me an ear-ful.

Q. So was it officially called the Bridge Program?

A. Yes.

Q. And how would you describe it in a sentence or two?

A. The Bridge Program was designed to enable our own staff members at Ohio State University to pursue a college education, a college degree. That's what it was for. We expected maybe 30 people to show up and 350 showed up. We had to add, I don't know how many sections, of basic English composition, to accommodate the stream of people who showed up, and 90 percent were women. A lot from the hospital.

Q. So you had to persuade the department chairs to offer these courses?

A. That's right. You know, ignorance comes in handy sometimes. My boss, who distinctly disliked me, said, "Dr. Hadley, you don't know anything about the University. You don't speak to Deans. I speak to Deans." But fortunately I ignored him and I just went around from [department] Chair to Chair to Chair and said, "We aren't even providing the opportunity for a college education for the people who work here, and that's just disgraceful." We've got the English Department, History Department, basic Math, and found out that it was better to send them down to Columbus State because Ohio State disdained the idea that they would teach anything as basic as remedial math. Infuriating, I mean that they couldn't [offer such courses] for this population. But anyway, so we got a program started and about six years later our first graduate graduated summa cum laude.

Q. So people actually signed up for the Bridge Program, or how did you track? How did you know when you had your first graduate?

A. We tracked them through the office, as I recall, and I'm not quite clear about this, what they were taking and then the next quarter they would come in. Obviously, the first year or so is pretty standard. We had to add a history course as I recall.

Q. So you were giving them some kind of academic counseling, informally?

- A. Yes, very informal. And we didn't offer, they didn't have a lot of choice. They only had like five or six courses that we managed to get, as I recall, for the beginning. But the letters I got, Susan, I mean, if I ever need confirmation about what makes a life worth living, all I have to do is leaf back to the letters of what it meant for these women to go to school. It's so fundamental.
- Q. You know, it's so common to have classes from 7:00 to 9:00 p.m. now. Do you think the Bridge Program started that?
- A. I can't prove any kind of correlation at all. I really can't.
- Q. It's sort of amazing that we weren't using our facilities at night and offering courses.
- A. It is pretty amazing, isn't it?
- Q. Because we do so regularly now.
- A. It's a wonderful question and I can't track that growth for you. I'd like to know.
- Q. Okay. Any other experiences that you want to talk about in terms of how being a woman shaped you?
- A. I think being a woman just shaped just almost everything I can think of at that time. It became the people I knew, my professional associations as well as my friendships. I was elected to the Council on Academic Excellence for Women and I was just awed by [Anthropology Professor] Erika Bourguignon who chaired it. And she frightened me. And I was one of the non-academic people. One has to, as a staff member, kind of swallow sometimes the, what I see as faculty elitism sometimes. But I saw it as a wonderful learning experience to be on the Council for Academic Excellence. I learned so much. That was obviously because I was a woman. Susan Knox became a life-long friend. And I began to learn. I just had to learn from scratch how faculty women spoke to

each other and who spoke to who and just the whole landscape. I was like a foreigner. Everything I did actually was shaped by being a woman because then I got in the position where I was able to be a part of starting the Critical Difference for Women Scholarship. That was a very significant part of my life, because we had very little money for scholarships, just very little. And fortunately, the African-American woman who was then the President for Development for Coca-Cola, came for a visit and fortunately, we put together four articular recipients of the teeny, tiny early scholarships who sat there and told their own personal stories, and she cried. And that night [then-OSU President] Gordon Gee announced that Coca-Cola was giving Critical Difference a million dollars, which of course launched us into a significant initiative at the University. So that was an enormously heady experience.

Q. And you were particularly instrumental in the Critical Difference for Women Program as it supported women staff, female staff?

A. Yes, I was.

Q. More women coming back to school.

A. Yes, that's where I think I was the most able to be helpful was women coming back. And that's, by the way, when I had spoken earlier about the first wave of women coming back were white privileged women, and that's when it was so thrilling to be able to offer enough help for women of color, for women who had a very low income. Two of our recipients who spoke to the development officer from Coca-Cola, one was an African-American women on welfare who had three kids, and she got her teaching degree and she's teaching to this day in an elementary school. And I would love for my kids or grandkids to have her as a teacher. And the other was a white woman who had five or six

children. She was from Marion and she had to take care of the kids during the day, so she scrubbed the floors of the church at night to add income. And she got her first courses at Marion and then came down here. And she works at Ohio State and she's an outstanding spokeswoman for the University.

Q. I'm going to veer off track a little bit here. How did you find the environment at Ohio State for creating these initiatives that you had? Did you just come in and create the Bridge Program, create the Critical Difference for Women? Could you do what you felt needed to be done without [any obstacles], how did it get done?

A. Ignorance is bliss sometimes because I didn't know it couldn't be done. And I know several people said to me, "How did you do that with all these barriers?" And I had been used to operating in a community where women leaders were powerful. And we got things done. And we wrote grants and we got money for things.

Q. That volunteer experience.

A. Oh, absolutely. The leadership experience and heading an agency. I had never headed an agency before but I just went ahead and did it. So nobody told me that it took 30 years to get anything done. My immediate superior, Tony Basil [Assistant Director for the Office of Continuing Education], was very encouraging about these women. He said, "You go ahead and I'll cover your back." So I just didn't know that. And then I had, I mean I was very, very lucky, Susan. For some reason, somebody knew that I had been active in the community and they were looking for co-chairs for the first Campus Campaign, which was the first ever to try to raise money from the people who work at the University. I didn't know I couldn't do it. Truly it wasn't arrogance; it was ignorance. I really didn't.

Q. What year was that that you co-chaired? You co-chaired the first Campus Campaign.

A. Yes, the first ever.

Q. It would have been about 1990 or such.

A. It was. That's exactly about what it was. And [Campus Planning Director] John Herrick co-chaired it. So we were perfect, because he had retired. He knew everything about the political landscape at Ohio State. He was widely admired. His name was known. But he was starting like old people do to get tired and he said, "I don't think I should do this, I don't have the energy." And I said, "You be the brains and I'll be the legs. I promise I'll do whatever we need to do in terms of the energy side of it." But we need your wisdom." And I just fell in love with him. We were just a wonderful team. And they said, the development office said, "We're running six months behind getting this committee started. And it was February. We have to have this campaign by June." And there was nothing. It was a blank page. And so the President called the boss and said, "Gay is to be released half time," which infuriated him. But it released me. I was launched into this incredibly exciting time, and John and I appalled the development officers who insisted that we raise a third of the money up front before we ever start and announce the campaign. And we said, "No, John and I had agreed we're going to have a populous campaign and everybody is going to have an equal part down to the lowest paid employee." They really were appalled. So we got a thousand volunteers. People came up later and said, "This is the first time I've ever been given responsibility at this University." We let a person in the dining facilities at the hospital raise money from her cohorts and it was empowering. Everybody was just sort of lit up by the thought that we would do it that way, I think. And the goal was \$8 million, which they might as well have said the moon to me. I couldn't even write out \$8 million without shaking. And in five

months, we raised \$14 million, which was the most ever by a college or university. Because it was an idea whose time was right.

Q. And that idea of grass roots, that still goes on. We still have people in every unit who encourage us to send out letters, talk to people.

A. I'm so glad you said that because I was asking Marquette if they still held to that principle.

Q. There's still someone identified in every unit.

A. I am so happy about that.

Q. And within, I mean, I remember being in charge of it for the College of Humanities, and then there were people in each department. So I was kind of working with the chairs. It really is a grass roots [effort].

A. And I think that was just as big a value to it as the money, to tell you the truth. It was a different model at Ohio State, which can be so elitist, and that thrilled me.

Q. Do you think Jennings was President or Gee?

A. Jennings was, I'm sure.

Q. So that was before 1990 then?

A. Yes, I guess it was. I was in the Office of Continuing Education, and I was there from '82 to '86. So that first campaign must have been about '84.

Q. Oh okay, that was before I came here.

A. If I come across the actual dates, Susan, I'll send it to you. You can append it to the interview.

Q. We were talking about how to get things done and that was a good example, the Campus Campaign. Were there any other things that you did, goals that you accomplished or projects that we should mention? Maybe they'll come up later.

A. I think the Bridge Program and the Campus Campaign and the Critical Difference role, because I ended up advising a lot of those women who came back and therefore took a major piece of my time informally.

Q. On top of your real job.

A. Yes.

Q. We'll maybe come across some other things. Would you talk about your unit in terms of the experiences of women, of diversity, climate.

A. When you say my unit?

Q. Well, I guess human resources. That's kind of your big overall unit. Wouldn't that be the one that kind of umbrella most of the things that you did?

A. Let me start back with continuing ed because I was the only woman with senior administrative position, and my immediate boss, Tony Basil, was just a terrific human being and I love him to this day. But our boss [the Assistant Provost overseeing the Office of Continuing Education] was brought in and he never gave me a chance. He went every day past my room and collected the fellows. "Come on Ed, it's time for lunch. Come on, Bill, it's time for lunch." "Good morning, Dr. Hadley," he would say sarcastically and go by my office.

Q. Shall he remain nameless?

A. Well, he's dead now so I think, it's Lance Kramer. And I had never been up against that before. I couldn't even name it. And then I think about six months after he was there I

was offered this campus campaign thing, and I was told by several people, “Watch out because he’s been calling around trying to tell people that I couldn’t possibly do it; that I wasn’t capable of doing it; that it was a bad choice.” So I was kind of forewarned. And then [Special Assistant to the President] Sue Mayer called me from the President’s office. I think this is how it happened; I’m not quite sure. But I got wind of the fact that he was going to fire me for “unprofessional conduct.” And I was terrified. At my age, and I’m now, I have to take care of myself the rest of my life. I was terrified. So I called Sue Mayer and I said, “I have heard that he’s going to fire me, and he asked me to make an appointment for Thursday, and I’m terrified.” To make a long story short, she immediately called the University Legal Officer who met me in a sort of cloak-and-dagger breakfast in the rain at Bob Evans, literally.

Q. Do you remember who that was?

A. Larry [Thompson], who later owned the Cleveland Jazz, I don’t know. Anyway, he said, “This is not going to happen. I will take care of it. You will not be meeting at 4:00 today.” Just go back as if nothing had ever happened. And along about 2:30, he came by and said, “Dr. Hadley, the meeting is cancelled.” And he looked really angry. Now can you believe, obviously this goes on, that this even goes on? This to me is the most terrible story, because how many women have lost their jobs without having any recourse at all? It just absolutely still chills my bones that I was saved because I knew enough, and I knew who to call.

Q. And there was a woman there who was sympathetic.

- A. Absolutely right. She said, “I’m going to see the President in just a few minutes. This is not going to happen.” She was enraged. And I’ve told her many, many times, that I wouldn’t have had a successful career at Ohio State if it hadn’t been for her.
- Q. Sue Blanshan, for the record.
- A. No, this was Sue Mayer. Sue Mayer was the Assistant to Ed Jennings, and I called Sue Mayer.
- Q. Did that seep down your co-workers? You said your immediate boss, Tony Basil, was wonderful. What about these men who would keep going out for lunch with him while you were sitting there?
- A. You just have to wonder about it, don’t you? I can’t answer that question. I really can’t. He subsequently came to be known for what he was.
- Q. But your colleagues, the people on your level, were okay? The climate was okay.
- A. Yes, and Tony is the guy who became my first mentor. He was so excited that I was going to do these unusual things, and he was totally supportive. So I was lucky.
- Q. Aside from your own self, in that unit or other units, and we’ve talked a little bit about this, did you have a concern about equity issues?
- A. Oh, yes, huge concerns about equity issues. It’s hard to go back, isn’t it, and kind of track your increasing awareness about it. It’s very, very hard. But when I moved into Human Relations, what I moved into was starting an Office of Career Development, which was very unusual in higher education, that there would be an office for faculty and staff, who would actually help them with their careers, either within or without the University. I mean, we were there to help them, and in some cases, the best decision was for them to move in their career by moving out of the University. That’s when I became so painfully

aware of salary disparity, of dead-ends for secretaries, some of whom could run the department with the back of their hand, and did.

Q. We're talking about the 1980s here.

A. That's right. And so I think that's where I became more of an activist about salary issues. I don't remember that I played any significant role in effecting them, except that when I became part of the reconstituted personnel office. I was always in the wages and benefits office haranguing about something, because of the lack of equity. But it was a very indirect influence. I didn't have any direct policy influence, I regret to say, that I can remember. Except we certainly, in the Career Development Office, we certainly significantly helped women to move up in the University, helped them become more assertive, helped them apply for positions that they didn't think they qualified for, and of course, they did. We had to persuade them that they were just as qualified as the next person. There's such a degree snobbery there at the University. I mean, I didn't need a Ph.D to run that office in Continuing Education. Luckily I had it because it was required. But it certainly wasn't needed. So I don't know if that's changed at all now.

Q. If you saw women as the most important group that you tried to promote, help, sustain, were there other groups or other issues that you were involved in, concerned about, worked on?

A. I think women sort of covers every major initiative. Subsets of that, that is the clerical staff, I was particularly [concerned]. So that we designed workshops and career development, we had large numbers of clerical women coming to be empowered about how you negotiate for a raise, such simple things as how you write your resume, what your strengths were, how do you interview. I think we did significant work in

empowering, particularly the civil service staff, to step out and claim what they deserved and be more assertive about it. I can't prove that but I'm sure it's true.

Q. And what about race? Did that always accompany your interest and concerns about women's equity?

A. It did. I think learning about race was perhaps my worst learning curve for myself, and I interviewed Marquetta Peavy last week or so, and we were talking about it. Because one of the things that promoted her in her career, was the Office of Career Development, which looked at the percentage of minorities who were career counselors, and it was abysmal. And we got a little extra money and we announced this program for minority staff to join us in the evenings, two evenings a week, for a year and learn how to do career counseling. And we got five absolutely marvelous African-American staff members whose bosses supported them.

Q. So they got release time to do that?

A. They did a lot of their work in the evening. They got some release time. And they all went to their bosses and got support. And Marquetta says that her promotion in Human Resources at the hospital where she ended up with a very responsible job, was in large part due to the empowering of that program for her. So to that extent I feel really good because Marquetta was really central to the retention and promotion of minorities at the hospital. So to that extent, I think that was my major contribution to minority women. But you know, they had to teach me. I knew nothing, nothing. And spending so much time with those five minority staff in our office was a major learning experience for me.

- Q. I had to make the transition when we were trying to promote diversity in women's studies, to make the transition of thinking diversity and thinking Black, and thinking Native American and Chicano.
- A. I wasn't impacted as much about diversity – including all kinds of women – as I wish I had been, until maybe we began to offer re-entry scholarships to Hispanic women. But it was like the dawn. I didn't travel that road as long as I wish I had been able to.
- Q. Was your office concerned about discrimination against gays and lesbians, or was that a little bit too early for that issue?
- A. It was a little bit too early. I had several gay staff. I'm just trying to remember now, and I know that they were active in GLBT, is that correct? Gay, lesbian, bi-sexual and transgender. Yes, GLBT.
- Q. And they've added one more to that too. I can't remember.
- A. But anyway, I know individually they were active by then and similar organizational stuff but it certainly hadn't impacted the whole horizon like it has now. And I was head of Affirmative Action for a while and I don't recall our having any suits, for example. I don't recall that.
- Q. We've talked a lot about your engagement with issues about women and minorities. And I have this question: Were there any specific issues or incidents that shifted your awareness about equity issues? I think you've really talked about that. It seems to be your direct experiences with meeting people of color, women, women of color, women in positions for which they were over-qualified, that those particular experiences were ...
- A. Were completely educational. But I think that I came to them because my mother made me aware of them. My mother made me aware of what it was like to be a single woman

in the 1930s, taking a bus to work because she couldn't afford a car, finding out that her male colleagues were paid 50 percent more than she was for the same job. So I came by that gender awareness at a very, very young age, whereas the racial awareness and understanding women of color came much, much, much later, I'm sorry to have to say. But better late than never.

Q. We all did. We all have to say that.

A. Yes. But in terms of just sort of that notion of fairness, somebody said to me once, "You know, you're going to be unhappy your whole life if you expect life to be fair." And I still expect it to be fair.

Q. Was any of your concern or awareness prompted by other women, what other groups were doing, direct pressure from disadvantaged groups? I'm just kind of poking around to see if there were any other influences in terms of your commitments?

A. I think serving temporarily in the Affirmative Action Office, certainly minority staff in Human Relations, but more particularly later when I was Assistant Vice President in the Office of Human Resources, where I had a little bit more to do directly with Affirmative Action. I'm really grateful for the African-American staff members who taught me and brought me up short when they basically said, "You don't know what you're talking about," and they were quite correct. So I'm very grateful to them. I think really the hardest ethical issue I had to face, and it still bothers me, at Ohio State, was, what do you do with a minority staff member who is under-performing? I just found that so incredibly painful. And I've never come to a really peaceful place about that issue. At what point do you help, do you coach, do you mentor, at what point do you honestly say, "You are not performing." And Linda Tom came in, who Asian American, as the Vice President for

Human Resources, and she had come from a large pharmaceutical firm. Linda had no patience with under-performance. I mean, she didn't care who it was. It was just not acceptable, period. So I saw her approach to it, but I never could completely buy into it.

Q. Could you talk about the most powerful experience or experiences that you've had at Ohio State?

A. That's one of those sort of unanswerable questions. But certainly one of the most powerful was having the opportunity to attend the Bryn Mawr Institute for Higher Education, which specifically was and still is, a separately funded institute for mostly women faculty members, but also in my case, administrators. And the goal was to move them up in positions of power in higher education in all kinds of institutions. And I was one of the oldest women to go. I remembered discovering how powerful I was because of my life experience. That it wasn't a detriment. That I could articulate things that the young women could not. And that I became a bit of a mentor to some of the younger women there. That was very empowering. I came back feeling, "I can do this."

Q. Did other women from Ohio State go, either before or after you?

A. Ruth Gresham (Special Assistant to the Office of Human Relations) went and I didn't see much of her.

Q. You went the same year?

A. Yes, we drove home together and she had a totally different experience. We were in different dorms and we just simply didn't overlap. But I think we were the only two.

Q. I was just wondering if others over the years, other women that we recognize, who have become, any correlation there?

A. I don't know. It would be interesting to look at all the women who have gone and their subsequent careers. It would be a very interesting, sort of minor little research project for somebody in women's studies, to take a look at that. I would hope that the HERS Institute [Higher Education Resource Services] would track that. The institute that had tracked the subsequent career paths. It's an important question.

Q. And it's been going on for a long time.

A. A long time, 38 or more years.

Q. I'm going to just transform this question a little bit, could you pick out the greatest achievement that you experienced at Ohio State?

A. No, I really can't.

Q. I think getting those classes taught in the evening was certainly a big one. Getting that money from Coca-Cola for the women to come back to school.

A. I suppose in terms of where my heart lies, it was the Bridge Program. Because I do believe that it made a significant difference in the self-esteem of classified civil service people and if I could go back and put in another shot of adrenaline into the University, to develop our classified civil service staff and continue assessing our progress or lack relative to that. Because I have never gotten over what a class society the University is. I felt the brunt of that as a staff woman, really quite shocked by what I perceived at times as faculty arrogance. And so I think because I was at that end of it, then I could turn around and have that same empathy for women who were "below" me.

Q. I think that's a really interesting observation. You can talk more about it. Even though I was on the faculty.

A. I knew I could or I wouldn't have. You can say more if you want to.

- Q. But I know what you mean.
- A. And so degree-oriented. My secretary, Kit Sumner, at Continuing Education, could have done that job. And I knew it from the beginning. And the disparity in our incomes and the continuing insistence at Ohio State on credentials for certain kinds of jobs. To require a Ph.D for that job was absurd, but it was done because it made the Continuing Education like a poor cousin, which it was, look good because they required a doctorate. But what it did effectively was just keep out that many more women and minorities from ever doing that job. So I think all of that needs ongoing scrutiny and I doubt if it's getting it.
- Q. I mean, it is an overall trend in society as a whole. Now all these jobs need undergraduate degrees. You see it at every level.
- A. I guess that's true, Susan, of course. But I still would like to think that at least portions of the University could look at alternative models and try them on. I mean, when I think of the smart women who were forever going to be classified civil service, it's a terrible waste of talent, with all due respect to classified civil service. We were the losers. The University was the loser. And is. You struck one of my pet peeves.
- Q. Good, good. This question you've already answered but there's a sub-question to it. It's about you personally working to effect institutional change around equity issues and we've talked a lot about that. About what you did. What about the allies who supported change or the obstructionists?
- A. I was so lucky, late but lucky, to sort of move up in the '70s when all these women were empowered. I hate that word. I get tired of it. But nonetheless, it is true. Will you state that again so I can think more about it?

Q. As you achieved these programs, like the Bridge Program, who were your allies and were there any obstructionists? Did you feel that there were forces that you had to fight against and who helped you?

A. First of all, although I know it's very general, it's also very true, that women in general were empowering each other in the '70s. There's just no other word for it. There was an ethos on campus, this new burst of a sense of empowerment, That sort of colored everything I did. It encouraged me.

Q. But what about the 8'0s? That's when you were doing – the '80s and '90s – is when you were doing this.

A. It was a skill I felt that, and by and large I was given every chance, with the exception of my first, the head of my first administrative unit in Continuing Ed. I don't remember anyone else who obstructed my progress, which makes me very unusual, I'm sure, and maybe partly because I was older and a little bit wiser. And I was the age of the Deans I went to visit. And I hadn't thought about it, but I do think that, my hair was starting to turn gray and I do think that age can be both very empowering and very limiting. But I sort of looked authoritative, whether I felt like it or not. And you know, it wasn't any big deal for me to go see a Dean. That is, I had not been imbued with the University hierarchy. I was a fresh kid on the block. It's like that first boss I had said, "Dr. Hadley, Associate Directors don't speak to Deans." Well, I didn't know they didn't speak to Deans. So ignorance was bliss. I just went sailing away and I either liked people or didn't. I was lucky in that. An awful lot of people helped me, men and women. I was so lucky and I know it.

Q. Were there collective efforts around change that you participated in or observed?

A. Collective efforts.

Q. Working with other women probably or people?

A. In its own way, Clinical Difference for Women is a collective effort around change, and it resulted in a lot of change. It resulted in a changing mosaic of who goes back to school and who ultimately got power. So Affirmative Action was always a mixed blessing when I was there anyway. I don't know that we did it very well. I don't think we ever sort of were as effective. It's the whole minority issue. I'm not the right [person] to speak to that, but it just seemed to me that we never got as sophisticated and therefore as powerful as we might. I mean, I think about [Vice Provost and Chief Diversity Officer] Mac Stewart, for example. We would say, "Oh, well there's Mac Stewart," pointing out the only black person in the entire Student Affairs, as if that solved the problem. The naiveté, and I was part of it, I was part of it. I don't think that we came close to being as effective vis-à-vis race, as we were with gender, because the women's movement blew in like a tornado. I can't think of a comparable hurricane blowing in vis-à-vis race.

Q. Well, it blew in earlier. It blew in before you were here. It blew in in the '60s and early '70s.

A. So the question is, the results of it. That is, I'm just asking an open question, the results of it for minorities in terms of being absorbed and used in the power structure, one can argue no, it did not result in as great an impact for people of color as for women. I would argue that, but I don't have the statistics to prove it.

Q. I don't either.

A. It's a question that I trust women like Marquette Peavy to answer. And she has the authority to answer it, and I know Marquette well enough to know that Marquette would

say, “No way, no way have people of color made the institutional advances that women generally as a group have made.”

Q. I think that’s true. Any other collective efforts? Were you in the Grass Roots Network, Women’s Grass Roots Network? That might have been after you.

A. Actually, [The Women’s Place Director] Deb Ballam and Barb [Snyder, then-OSU Provost] who is now President [of Case Western Reserve University], Barb Snyder, I was in one of their groups called “To Lunch.” But I don’t think that I spent a lot of time being active in it. But of course it resulted in wonderful things. I don’t know where I was, probably retired by then.

Q. I can’t remember much about that either.

A. But it resulted in The Women’s Place and that was after I left.

Q. And you’ve talked a little bit about this too, either when you left the University or now, what remains undone relative to the progress of women in other diverse groups? You’ve kind of talked about that.

A. I think two groups, the women of color as a group, I think this has got to, we have to keep our shoulders to the wheel and renew a sense of urgency. But remember, I’m 83, so I’m not qualified to speak really except from afar. And my guess would be that we waste a lot of talent in the classified civil service section because we do not take advantage, we don’t care enough, to really explore the question of, how can we empower our classified civil service employees to advance as far as possible in this institution? My guess is that it’s not taken very seriously. But I’m long gone and I need to remember that.

Q. Well, you can say anything you want if you’re long gone.

A. That’s true.

- Q. Are there topics that you wanted to talk about that we didn't talk about?
- A. Just that it's so gratifying to sit here with you, Susan. As you said earlier, you came to the University about ten years after I did. I was sitting in the Faculty Club when you were interviewed as a candidate for the position.
- Q. I remember meeting you.
- A. Yes, and I remember being very excited that you were coming. It's lovely to me that younger women can serve as mentors to any person. I mean, you're a mentor to me even though you're ten years younger. You are a mentor to me and I have learned a great deal from you. So I don't know that that's unique to women, but I'd like to think that we are little more democratic about the issues of class and status and stuff because it's just been a pleasure, a joy, to have you as a friend.
- Q. Me too, I rely on your wisdom.
- A. Both ways.
- Q. I feel like we're on that NPR program at this point now.
- A. This is your life!
- Q. No, you know the one, I can't think now, where people interview each other.
- A. Oh, yes.
- Q. Do you have any memorabilia, photos, newspaper clippings, correspondence, that you might want to have the Archives photocopy?
- A. I don't think I do, but I will go back and look.
- Q. Okay, good.
- A. I just don't keep things like that. I now live in a small apartment in a retirement community, so I have been forced to downsize.

Q. Well, if you do...

A. I would be so happy to share it.

Q. Are there other people who you think we should interview, the project should interview?

A. I said it in the meeting when we first began, but I would like to say it again because the more I think about it, the stronger I feel, and that is to identify a significant number of classified civil service women, because their experience is going to be very, very different from those of us who were senior A&P. So I would like to emphasize what I think is critical about this project.

Q. I was thinking of two people that you mentioned. I don't know if they're on, well Sue Blanshan is, is Sue Mayer on the list?

A. Well she certainly should be.

Q. Right, well we'll mention her now. Sue Mayer.

A. I think of all these wonderful secretaries as one group, where we certainly ought to get some sample of people who hold the University up every day. We certainly should interview some hospital women. Those are the two groups that particularly come to my mind.

Q. Maybe your interview can point to some, and maybe even interview them.

A. I will ask her because I didn't think of it when I interviewed her because she would be a rich source for women to interview in CCS positions, classified civil service.

Q. Okay, well thank you very, very much. It was fun.

A. Thank you.