Q. I am Oliva Wikle and today is Tuesday, May 5, 2015. I’m interviewing Jill Bystydzienski whose birthdate is November 21, 1949. And Jill, I think we’ll start out with the first question. Can you describe how you’ve been affiliated with Ohio State, the units, and for how long?

A. In 2006 I was hired to Chair the Department of then-Women’s Studies, and since then it’s become Women’s, Gender and Sexuality Studies. That has been my primary responsibility. I did two four-year terms and an extra year. And so I’m now finishing out the Chairship. And another position that I held was the President and Provost’s Council on Women – PPCW – I chaired the Council in 2007-2008. I think it was that year. Another prominent position I’ve had was, there was a group of faculty and chairs and deans who obtained a National Science Foundation ADVANCE Institutional Transformation grant, which is just coming to an end this year. I was a co-PI (Principal Investigator) on that award.

Q. Okay. And then I have in my notes that you are also affiliated with the Center for Slavic and East European Studies.

A. Yes, I am. That’s true.

Q. Do you teach classes through that?

A. No, not really. Actually, since coming to OSU, I haven’t been doing much work in that region in Eastern Europe. I actually just got a Fulbright Award, so I’m planning to resume that research this fall.
Q. Okay. We’ll talk about your research interests, but first I want to maybe have you talk a little bit about your background and what led you to get this job, and to get your degree?

A. Okay, so just my academic background?

Q. You can either talk about your family and your academic background or whatever you want.

A. I guess I could start with one significant thing about my family background; that is, first of all I was born in Poland and when I was about eight years old my family left Poland and moved to the United States. And so I’m a first-generation immigrant. And I think that’s shaped a lot of my life. And then I lived also for about 10 years in Canada with my family. And then moved back to the U.S. when I started graduate school and got married. Most of my life has been spent in the United States but I still lived in other places. And so my education, my high school and undergraduate studies and my master’s degree were in Canada, and my higher education, bachelor’s and master’s is from McGill University. And then I did my Ph.D. at SUNY, Albany. And my first academic job was in a small liberal arts college called Franklin College of Indiana, where I spent about 17 years and did practically everything there. I chaired the Sociology Department; I helped found a Women’s Studies program, which I directed; I was an Affirmative Action officer, the first Affirmative Action officer they had, and I wrote the Affirmative Action plan. I did that for two years there. I served on all kinds of committees and task forces, and then eventually left to chair a Women’s Studies program at Iowa State University, where I was for eight years. And then after that, in 2006 I was hired here at OSU, to chair the department.

Q. Okay. Was the department already established here?
A. Yes. It was established in 1995. So by the time I came, we already had, the Ph.D. program was already started. It was in existence for about three years. It was relatively new, but yes.

Q. What made you decide to work in Women’s Studies?

A. When I was actually already in graduate school, there were attempts to develop a program at SUNY Albany, mainly in the English Department, but also there were some people in Sociology who were interested. And my Ph.D. was interdisciplinary in Sociology, History and Philosophy, a program that combined those three disciplines. And so I was in on conversations about developing Women’s Studies early on as a graduate student. And then in my first tenure-track job at Franklin College, there were other women – they were all women at that point, although we did work with men allies, too – who also got that same kind of experience in graduate school, that they were exposed to. So these were early beginnings of such programs. And since there was nothing at the college, we decided that we wanted to get something done, and we actually applied for an NEH grant, and at that point it was mainstreaming women’s studies – it was within the disciplines rather than developing independent programs. So that’s how we started out. We got an NEH grant and sent people from a variety of disciplines to – I think it was Wheaton College at the time in Massachusetts that was running these programs – to learn how you mainstream women’s studies in Psychology and Sociology and History and all that. So that’s how we started, and then eventually we developed an introductory course, had a theory course, and started a program there.

Q. So have many of those women that you worked with at that time, have they gone on to work in Women’s Studies?
A. Yeah, they’ve gone on to other places. Some have stayed actually there and continued to teach. Actually, I’m going to a retirement party later this month for one of the founders.

Q. Are there any other, in your background, any other experiences that you feel shaped your decision to go into this field?

A. Yes. I think the combination of being a woman and also first-generation immigrant, I think had a lot to do with feeling a sense of exclusion sometimes, not quite fitting in. And because I moved around a lot – my family first came to the States, and actually we went back to Poland for about a year, for a brief period, and then to Canada - I had this sense of restlessness, what I tend to call “cultural homelessness,” that you never quite are at home anywhere. But at the same time, I learned how to adapt. But there were these interruptions, disruptions: make friends and go to school, and then you have to pick up and go someplace else and start all over again. And there are great advantages to that, of course, but also disadvantages. There’s kind of a sense of never really feeling like you have roots anywhere, that you never have a real home. When I go back to Poland, that’s not really my home anymore; I mean home is where I am at the moment. And I’ve talked to other people about this, especially women, about these kinds of transitions and disruptions. I know it’s just not my personal experience, that’s it’s shared by other people who have gone through these kinds of changes in their lives.

Q. How have other people interacted with you because of those identities that you feel are important to you?

A. Sometimes people, they say, you have an accent. Well everyone has an accent, right? So what is it, it’s not Midwestern. I used to have a thick New York accent because that’s what I picked up first. But then I lived in Canada, so I picked up a little bit of that, and I
learned French, too. I’ve retained Polish to some extent as well. So I’m sure it’s some kind of a mixture of all kinds of things. But it always makes me feel like you don’t belong, really. You’re different. You stand out. Of course, my last name, which I never changed, is also a very difficult last name. It’s a name that even Poles, fluent in Polish, mispronounce. So it tells you something about how difficult it is in any language. People always have trouble pronouncing it. It used to really bother me. I thought about changing it when I got married, but I decided it was so much a part of me, that I really didn’t want to change it. So I kept it. And now I just find it kind of amusing when that happens. And I just tell people, “Don’t worry about it, if you mispronounce it.” But it certainly makes me different, makes me sort of stand out. So it’s that. And also being a woman in academia and especially in Women’s Studies. Now it’s more of an established field, but when I first started, it was something I had to explain all the time. I still have to. So I’ve learned how to do it. But I have to say at OSU, it’s been legitimate from the start. I never had that feeling that somehow I have to justify myself all the time. But in other places, yes, I had to. “So what’s that? What is that you administer and what do you direct? What do you do?” Because it’s not History, it’s not Sociology, it’s not something that we know. It’s something very different. So it’s not just being an immigrant woman, but also being in a field that is different than traditional disciplines.

Q. So did that affect your decision to come to Ohio State? That people knew more about it?

A. Well, yeah. I mean, I was administering a program (at Iowa State) which is very different than a department. And here, clearly, Women’s Studies had much more legitimacy. It was part of the regular curriculum. We could hire faculty just in the field. And having the
Ph.D. program. Yes, this is one of the top programs in the country, so it was really a big deal, to get this job and to be able to work as Chair for nine years in the department.

Q. Maybe you could talk, if you would like to, a little bit about your experiences in the Women’s Studies Department here. And maybe compare them to the places, Iowa State and at the college in Indiana.

A. As I said, it was a full department with a full undergraduate and graduate program, with faculty lines and a regular budget, and all those kinds of things. So it was clearly very different from what I had done before. Different to some extent – there’s still a lot of the same kinds of things you have to do, whether it’s a program or a department. But just in terms of the status of the field here and nationally. But I did have challenges. The reason that they hired me was in part because there were a lot of conflicts, internal conflicts in the department at the time. So I really had to work on changing the culture of the department. And since I did a good job at Iowa State in that regard, of building a community, I had a proven record. At the college (Franklin College of Indiana), of course, it was just a tiny program and the only thing we could do was to develop a minor because there were a handful of departments and programs there and you could only go so far. You couldn’t really get many resources for a program. So clearly, I went from one end of the spectrum to the other in terms of the different kinds of programs that there are in the field, actually starting from ground zero in one institution to one of the top departments in the country.

Q. How do you feel that your identities, being an immigrant, how has that shaped your experiences at Ohio State? Whether it be through teaching or through people. You’ve already talked a bit about people interacting with you.
A. I’m not sure, I know, of course, it does have an impact on my life always. But I’m not sure that it’s been as significant perhaps here as maybe in other places where I’ve been. Part of it is also that I’ve become accustomed to it, so I don’t notice it as much anymore. In other words, kind of feeling different. But the one thing that clearly has gotten me thinking about, in terms of what aspects of my identity are involved, I know that my white privilege is something that I have become more and more aware of, especially in a field where white women have dominated the field for a long time. And so I’ve been very consciously working with the faculty in my department to make sure that we have a really good representation of women of color. And men too, if we can. We haven’t hired any male faculty, but we do now have more male students. And I think it’s coming. Eventually we’ll be even more diverse than we are. But diversity and inclusion is something that I’ve worked on for a long time, and over the years have become more and more aware of the fact that, even though I’m an immigrant and a woman, my skin color and my white privilege has helped me I think in some ways, in academia. I know that women of color often struggle for a variety of reasons. So I’ve made sure that I do whatever I can to make my department, or any unit that I’m working with, be more diverse. That’s what I try to do more and more consciously.

Q. Okay. On here’s there a question about equity in your unit or department. Were there any incidents or things that happened that made you more aware? You said you sort of gradually became aware.

A. There haven’t actually been that many women of color initially in the field, in Women’s Studies. So those of us who are kind of shaping the field, I just felt it was my
responsibility to make sure that we were open and accessible. And I have seen incidents of racism, of course, and exclusion.

Q. Maybe we could sort of talk about the climate for you in your department. Maybe the climate for the department within the University, how that has changed since you’ve been here, or if it has changed.

A. Well, it’s something that I’ve worked on as I mentioned. That the climate was very problematic when I first came. There were divisions between faculty and between faculty and students. And there were some staff problems that I had to deal with. So I did work very hard to get people to really work together well. And part of that was to make sure that things were transparent, that people were able to disagree but to disagree in a kind of respectful way with each other. It took a lot of doing. Part of my being able to do that was because I’ve been involved, and when I was at Iowa State, I started getting involved with the National Science Foundation and got some grants, and working especially with the Science Technology, Engineering and Mathematics, the STEM fields, to change cultures in those departments and units. But, of course, culture is not necessarily all that great in the Humanities or in the Social Sciences. So I gradually became more aware of how one might be able to do that. Of course, you can’t do it by yourself. You have to work with other people to make those kinds of changes. By the time I came to Ohio State and got involved in the second of these grants – these culture change Institutional Transformation Grants – I had some experience in terms of being able to do that. And so the thing that I’m actually most proud of in terms of my department here is that I was able to make a difference in terms of the culture. And we are probably, we have a really good reputation in the College of Arts and Sciences in terms of the climate we have in our department.
Q. Okay.

A. So that was probably the biggest change. It’s a small unit but it’s an important change.

Q. I read something about you working with high school girls in Engineering.

A. Yeah, in Engineering. That was another project. It was a seven-year project funded by a couple of grants from the National Science Foundation, and I worked in collaboration with two other colleagues, one was initially at Iowa State, she’s now at the University of Minnesota, and the one at University of Colorado. And so I had a group of high school girls here in Ohio, in the Columbus area, and there was another group in Iowa and another group of young women in Colorado. And so we initially exposed them to Engineering, kind of an exploration of Engineering, so they actually could find out what Engineering was about and all the different fields that exist in Engineering. And they were able to meet with engineers, especially women engineers, and go to career fairs in Engineering for high school students and various things. So we started with sophomores in high school. Then after they did a couple of years of this exploration, they also did their own engineering projects, which was a great success, because they could actually do something hands on. They could understand how you use engineering principles and that kind of stuff. And they worked with engineering mentors on these projects. After that, we followed them once they left their high school and went to colleges or whatever they went on to, we followed them on Facebook. So we had a Facebook group and we’d ask them questions and then they would report on what they were doing. So we kept track of them. Most of them graduated from college. It was a really, really interesting project, to see to what extent this experience of actually exploring Engineering, learning about Engineering, affected what they studied. Some of them started in Engineering, then they
dropped out and went into something else. And so the conclusion was that, there is this sort of popular view that girls are not really interested in engineering, but we found that was not the case. Clearly, we had a very high percentage in the group who were very interested in Engineering and wanted to pursue it. But once they started exploring where to go to school and whether there were programs, there was a whole host of reasons, and especially for the low-income girls and girls of color, it was very difficult for them to pursue Engineering. And we ended up with a relatively small percentage actually persisting through four years of college in Engineering and graduating with an Engineering degree. But a lot of them went into the Sciences; a very high percentage went into the Sciences.

Q. That’s really interesting. Do you think you’ll do another study like that?

A. Probably not now. Actually, now I’ve just applied for a grant with some people to look at students with disabilities going into STEM fields and the kinds of obstacles that they have to overcome, in order to be able to be successful in Engineering, in math, and the sciences.

Q. So it sounds like your research interests are sort of a blend of women in these STEM areas, and also sort of a cross-cultural look at them, which I think is a really great combination.

A. And, in fact, I just got a Fulbright to go to Poland this fall, to look at how women’s organizations there are taking up this issue of women and gender and STEM, to see what’s happening there. So I’ll have some comparative data.

Q. So you’ll compare it to what is happening here.
A. Yes, here in the U.S. and other countries as well, because I will be working with people who are doing comparative work.

Q. Okay, that’s fantastic. I was wondering if you had any mentors throughout your process, at any of the schools you’ve been at.

A. I guess most of my mentors have been peer mentors, so it was kind of group peer mentoring that has worked well for me. For example, when I was at Franklin College, I helped to organize a group of women faculty. And in fact, that group then worked on the Women’s Studies program and various initiatives in the college that were focused on equity, mainly gender equity. And so they tended to be my peers rather than women who were more advanced. And I think by the time I was at Iowa State, I realized that I needed to have more senior mentorship, because I realized I was interested in administration. And if I was going to maybe move up through the administration, I probably needed that kind of mentor. So at that point, I had more senior mentors, and some of them have been administrators who have looked out for me, and gave me advice, and so on. And to some extent, that’s happened here, too, although I had some peers do that. Again, I’ve been involved in peer mentoring as well. These last almost 20 years I’ve had both peer mentoring going on, as well as the senior mentoring.

Q. That sounds very helpful, both of them.

A. Yeah, and those are really important. And some of them are not necessarily in the same institutions where I’ve been, but other places, and people I met through networking.

Q. Okay. How do you perceive the climate for other women in the University?

A. Here at OSU?

Q. Yes.
A. It’s sort of interesting, because at some level I think it’s good. I know that as part of this project, the ADVANCE Institutional Transformation project that I’ve been involved in, we looked at whether there were differences between men and women, particularly in the STEM fields, but also some other fields, in terms of salaries, in terms of space and resources, allocation of resources. And we found that there was really no significant gap in those areas. But at the same time, when I came here in 2006, the President was a woman, the Provost was a woman. There were several women Deans. There were quite a few women at the top. That’s changed. That changed within a couple of years after I got here. And it’s something that the President and Provost’s Council on Women has been kind of addressing. Part of it has been because a lot of the people at that level are just chosen and there are not open searches for those positions. They are not open positions but kind of dependent on who is the supervisor of those positions. They are basically just handpicked. And typically it’s men, so the men will pick other men, and it’s almost all white men. With the new President that may change a little bit. He’s been talking more about diversity and I have to say that I’ve noticed that they now, a number of positions, administrative positions, have had search committees and screening and selection committees, and so I think there’s more of an attempt to try to make more opportunity, make these positions more open to at least more candidates right now. But there is this problem, that there is very limited access for women, especially to these kinds of positions.

Q. Okay. Do you see that happening at other universities too?

A. Oh yes, it’s not just OSU certainly.
Q. It just depends sort of on who is in those groups that are picking people and it kind of goes in cycles like that?

A. Right.

Q. Okay. Would you like to talk about any personal work that you’ve done to change equity issues that you’ve seen in the University? You’ve talked a little bit about in your department, working to make people more on level with each other.

A. Yeah. Another thing I’ve done is I’ve tried to equalize salaries as much as I could within ranks in my department as well. It’s hard to do but whenever possible I try to do that to make sure that people who maybe came in earlier and had not had sufficient salary increases – because OSU hasn’t had great salary increases the last few years – they’ve kind of fallen behind, and then new people come in at a higher level. So sometimes you might have an Associate Professor who is making just as much as someone who comes in as an Assistant Professor. So I’ve tried to, as much as possible, to see that that doesn’t happen, or at least people get some adjustments, equity adjustments and that kind of thing.

Q. Has that been harder at some points than at others?

A. It’s been harder now because of budget cuts and really small increases. But there’s always, you can always ask for an equity increase, and so I’ve done some of those.

Q. Okay.

A. But it’s been mainly in my own unit. And as I said, in the project I’ve been involved with, the ADVANCE Project, we found that there weren’t many great discrepancies between men and women.
Q. Okay. Have you worked outside of the University in the community besides with the high school girls?

A. I’ve done some work with the Women’s Fund of Central Ohio. I’ve worked on a couple of projects with them, mainly in my capacity as a researcher, on the research committee and that kind of thing.

Q. Okay.

A. I’ve done that. I’ve been involved with some groups, kind of sporadically, sometimes groups ask me to speak or to get involved in projects, and over the years I’ve done a number of things here and there. But chairing the department and also kind of representing the department nationally, has really taken up a lot of my time. So I haven’t been as active in the community as I would have liked.

Q. Putting aside the diversity and equity issues, do you have anything that you’re most proud of regarding your time at the University? It seems so ingrained in what you’re doing, that that’s hard to sort of sort it out.

A. Chairs are having budget meetings with the Divisional Deans in my college now. So just in terms of the kind of stewardship of the budget, I’ve been able to actually hire really good staff and I’ve learned how to do that at Ohio State. At first, I made some mistakes when I first came here, but then I realized quickly how to go about getting really good staff. Now I have a wonderful team of staff who are working with me, and a great fiscal officer, and all that. I know that a lot of departments are in deficit and struggling, and that hasn’t been the case with my department. Also, some departments are losing majors and losing credit hours. I wouldn’t say that we’ve increased by huge amounts, but we’ve been
holding steady. So at the end of the meeting, the Dean just turned to me and said, “This is a model department in the college.”

Q. Oh great.
A. Yes, it’s kind of nice. It’s affirming to hear that.
Q. Definitely, yeah.
A. As Chair, there’s so much to do. And these days chairing a department, it used to be in the past, I remember when I first started years ago, that the higher administration at the Dean’s level, a lot of the things like recruitment and development, those things were taken up by those units. As Chair you had to do scheduling and review of the faculty, and that kind of thing. But now, it’s like you have to do all these, there’s so many administrative roles that you have to actually take up. I mean, you have to raise funds; there’s this whole assessment movement that you have to pay attention to; we’re hiring more and more adjunct faculty, so contingent labor and those issues you have to deal with, and how do you deal with those fairly. I always try to make sure that when we hire contingent faculty we try to kind of bundle their courses so that they can have some benefits. If you can hire them at 75 percent, then you can already give them benefits. So all these kinds of things that you have to pay attention to. And particularly now, in a department that has this national reputation, where you get a lot of inquiries about how you’ve done something and how you’re doing, and could you come and talk about how you did this or that—there’s a lot of those kinds of responsibilities as well. So that’s really kept me very, very busy, and kind of focused on this level. But you know, at the same time I’ve served on University committees, and I always like to do that, because it gives me a broader perspective in terms of what’s going on across the University, not just
in my department. And of course being involved in these larger grants, where I’m collaborating with people, not just outside of my department, but outside of my college even. And then having those ties to people across the University is really, really important.

Q. Yeah, I can see that. Do you still have time to teach, too, with all of that?

A. I haven’t taught that much because of chairing, and then also always having a grant or two. So I’ve been teaching mainly one course a year, and lately it’s been a graduate course, a pedagogy course that I’ve been teaching. First-year students, both in the Master’s and Ph.D. program who are teaching in our department, because that’s how we provide graduate funding, have to take this course; it’s called Feminist Pedagogy. It’s kind of a class that supports their teaching. They learn the theory of teaching as well as the practice, and that not only helps them learn about teaching but they also have space where they can talk about how they’re teaching. They try things out in the classroom and come back, report, and those kinds of things. So that’s been my primary teaching responsibility the last few years.

Q. Okay. And you said that most of your students are usually female still?

A. Yes.

Q. But you do have a few males?

A. Yes, we now have at least three males in the Ph.D. program, a couple in the Master’s. And then at the undergraduate level I think we have, maybe 20-25 percent males. At least taking the classes. I’m not sure how many are majors but some are majors and minors.

Q. Has Women’s Studies grown in other departments across the United States during the time that you been here?
A. Oh yes. It’s quite amazing, because the field kind of started out in the late ’60s, and we actually just celebrated our 40th anniversary here. We took 1975 as a date where we thought our program started. But some people say it may be that ’72 was more accurate when some courses began. But in ’75 people were starting to talk about it. They actually formed a Women’s Studies committee. So something was actually formalized. Initially, it was just these committees or task forces. At the college, at the Franklin College where I was, we started with a task force, a Women’s Studies task force, and then later developed a program. So I was there in the very beginning, and now when I look back it’s just quite amazing, because there are now about, maybe 20 Women’s Studies departments that have the Ph.D. I’m going to say maybe 100, maybe 150, that have the master’s. Some have both the master’s and Ph.D. And just hundreds and hundreds that have a major and minor in undergraduate programs. And still most are programs. They’re not departments. But almost every month I get some kind of notice about, “Oh, we’re becoming a department.” So a lot of the programs are changing into departments. And there was a fear, there was one in the ’90s, periodically you go through these cycles where people think that the field is under siege and budget cuts are being made, that programs are being cut or consolidated with other programs. But I actually did a study with somebody else for the National Women’s Studies Association, which is the major association for the field, on how programs were faring, and the data were from 2012 maybe or 2013, and we found that actually, that contrary to what a lot of people were thinking, that programs were being cut, that wasn’t the case, and many were growing. Some were struggling but it was a minority that was struggling, and not the majority. The majority were either stable or growing.
Q. Okay. That’s good news.
A. Yeah, I know.

Q. Did you ever get to meet the people who originally started in 1975 here?
A. Most of them are not here but actually at our 40th celebration last week, there were a few people who were kind of around at that time, who were here. So that was nice too, to reconnect with them.

Q. Did they ever talk about the difficulties that they had?
A. Yeah, we also actually have a history that different people who were involved in different periods of time had written. I have yet to write my chapter. So yeah, certainly there were a lot of struggles. It wasn’t an easy process.

Q. I’m sure not. So the history that they are writing is just of their experience.
A. Yeah, their experience. I don’t know if Marlene Longenecker was interviewed for this series, but she just died last fall. But I’m thinking of her because there was a memorial for her on campus, which was really lovely. And people were reminiscing about her contributions. She was the first Director. First, there was a Women’s Studies committee, then it became a Center for Women’s Studies, and Marlene was the first Director of the Center, from 1980-1986. And then the next one was Susan Hartmann, who came in. She’s still around. She retired but she’s here. I think she was interviewed for this. I know there is some question about who might be interviewed. I’m pretty sure she must have been interviewed. But if not, she would be a good one. She is around and in good health.

Q. I’ll check into that. Did you have any powerful experiences that you wanted to talk about? There’s this question about your most powerful experience.
A. There’s so many that I couldn’t pick out one, just one powerful experience. Just the celebration last Friday, where several of the past Chairs and Directors showed up and talked. I can talk about, I guess, I did have a pretty powerful experience talking a few weeks ago with our very first major. Her name is Lisa Lopez, and she actually kind of designed her own major. It was at a time when we didn’t have a major on the books, but people were able to develop their own independent major. And she decided that’s what she wanted to do. She took a couple of courses. At that point, it was like Women in History or Women and Gender and Sociology, or something. And she became so interested that she just decided to, she talked to an advisor, and the advisor said, “Yeah, you could do this. You could design your own major.” And so she did. And then she went on to law school, to Yale Law School after that. And she wasn’t able to come to the celebration, so we videotaped her talk, when she was on campus, about her experiences. And that was very, very powerful. Just in talking to her about her experience here about taking these courses and how it changed her life, how it empowered her. And this was in the mid-'70s, probably around '78 is when she did this. And then of course she went on to law school, and at that time, especially at Yale, there were very few women. But because she did this major, it really made a difference in terms that she knew she could do it. She was empowered. She had the self-confidence to be able to get through the program. And she was very successful. She went into private practice first, but then ended up working for a company, and recently retired. And she came back and met with some students and visited a class. Then after that, she said, “A lot of things have changed, but the enthusiasm and the energy in the classroom is what I remembered from years ago.”
Q. Yeah, that is a very powerful experience.

A. So that was very powerful and also affirming, that we’re doing something right. We were doing it right years ago and we’ve continued that.

Q. So after she sort of went through it, did people immediately start taking the major after she did?

A. There were a few others who did this kind of custom-made major, but then in, I want to say, it may have been when the Center started in 1980, was when we developed the major, or soon afterwards anyway.

Q. Do you have any other topics that you wanted to talk about that we didn’t cover yet?

A. I’m not sure. We’ve probably covered it pretty well. I think I’ve probably covered pretty much everything that I had in mind. Things may occur to me later.

Q. I think we kind of covered in some form everything. And I will check into Susan Hartman as another person who might be interested.

A. Yeah, I’m pretty sure that she was interviewed.

Q. Can you think of anyone others?

A. Well, Sally Kitch, and she may have been interviewed before. She is now at Arizona State University. She’s directing a Humanities Institute. But she was also Chair here and Vice Chair when I came. She was leaving as I was coming in. But I’ve kept in touch with her and she came back also to the celebration. She also wrote part of the history, her part, when she was Chair. I’m sure Valerie Lee was interviewed, right?

Q. The name sounds familiar. I’ll double check that.

A. She’s the Vice Provost in the Office of Diversity and Inclusion.

Q. Okay.
A. But she chaired Women’s Studies, and then she chaired English.

Q. Oh, okay.

A. She’s just retired. She’ll be retiring at the end of the month.

Q. All right, well thanks so much for your time.

A. Thank you.