

ORAL HISTORY TRANSCRIPT
JUDITH T. NEWHOUSE
MAY 26, 2015

Q. I am Olivia Wikle. Today is Tuesday, May 26, 2015, and I interviewing Judy Newhouse, whose birthdate is April 22, 1949. Is all of that information correct, Judy?

A. Yes.

Q. So just to begin, could you describe the positions you've held at Ohio State and the length of time you've held them?

A. Sure. I started in what was known as the College of Business – now it's Fisher College of Business – in September 1969, as a secretary. I was working full-time while my husband was finishing school and thought I was going to leave after two years. Forty-five years later I left Ohio State. So I worked in the Fisher College of Business for 30, let me think here, wait a minute, sorry you'll have to pause that for a minute because I didn't think about it. I worked in the Fisher College of Business for 39 years with a variety of positions. And then for the last six years I've been in University Development. Did you want me to talk about what my positions were while I was there? Or is that a later question.

Q. You can talk about it now.

A. Okay. I worked in two academic departments: the Department of Marketing and the majority of my time in the Department of Management Sciences. I was the Assistant to nine different chairmen actually over those years. Exponentially, I took on more responsibility over those years. Do you want me to talk about my roles and what I did?

Q. Yeah, that would be great.

A. As the College was developing and the changes were taking place over at the University, over the years I did class scheduling, working with the lecturers, hiring lecturers, developing class scheduling – you did it by hand back then. There was no computer. Figuring out faculty scheduling as far as helping them to develop a schedule that was not all consuming over multiple days and hours during the week. We did Ph.D. students as far as their teaching assignments were concerned. I assisted the chairman with the budgeting of the department, just a myriad of responsibilities depending on what the chairman needed in support.

As you can imagine, when you're in the same department for all those years, the chairman had come up through the ranks as far as their longevity. So we already had a relationship. So the breadth of responsibility kind of increased as I was there, because it was easy just for me to help them transition into their new role. I left there in 2002 and still stayed in the Fisher College of Business – I was with the International Programs Office. It was a grant through the Department of Education and my responsibility with that department was as a Program Manager. We helped small- to medium-size businesses become international as far as their opportunities and how they could link up with the international world to develop their businesses. Then we also worked with the undergraduate and MBA students with study abroad, and I helped develop those programs from their infancy over the years while I was there. There was always a study-abroad program at Ohio State, but as the business school developed and took on a leading role nationally, it was very difficult to find. They wanted to have equal classes for the majors when students studied abroad in their junior and senior year when they finished all their basic classes. So it was a matter of finding what universities actually offered

equivalent classes and having those classes evaluated, and then working with those students and their advisors to make sure that they understood what they could and could not take. And then as the MBA program grew, there was a need for a metro program for the students. So I took on that responsibility as well, as far as working with corporations in Columbus and executives who were willing to work with first-year MBA students and have them mentor the first-year students as far as what they thought they wanted to major in. And most of them didn't change majors like undergraduates might. So it was a matter of placing a mentor appropriately with an incoming MBA student, so that they would have an outside influence other than just their academic classes.

Then when I left International Programs I went over to University Development for a short-term project, to interview and how to phrase this? It was a stewardship. Pause that for a second. It was a stewardship project with the high-end donors at Ohio State, to determine how they felt the University was working with their donations. Were they happy with the direction of the University? Just a myriad of questions to see if they felt that their gift was being used in the most appropriate way. It was a very interesting project because what was supposed to be a nine-month project ended up being a year and a half, just because as we developed the questionnaire and the answers, we realized how important that we were stewarding the money that was being given to Ohio State. There was just so much more than we realized, that this project was going to entail.

When that project ended, then I started my last phase at Ohio State. I stayed with University Development as the Events Office was being grown, and we basically worked with the high-end donors as far as showing them appreciation with different events that would honor and recognize them for their gifts to Ohio State. Then as the University

developed its University advancement, which entailed the Alumni Association, University Development and Communications, advancement events grew as well because not only were we working with the high-end donors, we were also working with developing upcoming donors through the Alumni Association and engaging those constituents and helping to develop them to potentially be the donors of the future. So there's my whole run at Ohio State.

Q. It sounds like you were involved in a lot of changes.

A. Yes, I was.

Q. Helping the programs to grow.

A. A lot, right. A wide variety of experiences here. They were all good. They were all wonderful experiences.

Q. You said when you initially started as secretary you only planned to be there for about two years while your husband was getting a degree. What made you stay?

A. I think just because I was also a student at Ohio State. Ohio State just kind of gets in your blood, I guess, is the best way to put it. I enjoyed working and my thought was always to go back to school full-time. Instead, I continued part-time and that was the unique thing, especially back in the early '70s, at least for me, I was supported in being able to work part-time, which was very unusual. Usually in the early '70s, most women were stay-at-home moms, but I was able to work it out, and there was some flexibility in which I could work, not necessarily full-time. And so a combination just was something that I was able to make work. Then the years just kind of kept going.

Q. Would you like to talk about your family background and experiences that shaped you before you came to Ohio State, or what led you here maybe?

A. Sure. I think that's part of the reason. I came from a very strong work ethic. My mom was widowed at age 38; she had three young children, 7, 9 and 13, had never been to college, went back to school at that point. I was a freshman in college and she was a senior in college. She graduated when I was a freshman and ended up working and going on for her Master's. I think from all of my life experiences up until I was 20, [I learned that if] you work hard and set your mind to something there's nothing you cannot do. My mom was a perfect example of not just words but showing me that absolutely you could do anything you wanted to. So I think that that really [helped me with] working and combining family. I didn't wait for someone to suggest it. I was the one who came up with the proposal and the argument of why I thought it could go forward and become viable.

Q. When you started working here, you said you were working on a degree. Was that a Bachelor's?

A. Uh-huh, a Bachelor's

Q. Okay. Are you from Ohio?

A. I grew up in Dayton.

Q. Okay. Would you like to talk about question three, in what ways do you generally identify yourself, in terms of how you see yourself and how others see you? And that can be regarding gender, race, sex, religion, class, or anything you find particularly pertains to you.

A. That's a hard question for me. I think I just see myself as a person. Obviously, I'm a woman and that's how I view my perspective on life I think. But I think that I generally just see people as people. And I hope that people see me as Judy and not necessarily

anything else based on religion or my race or my sex, although I'm sure that does influence how people approach me. But as far as how being a female shaped my life, I'll have to fill that in when you send me the draft, because I can't think of what I put down.

Q. Yes, that's fine. Would you like to talk about how being a female shaped your experiences at Ohio State, or would you like to wait on that one too?

A. When I think of how being a woman shaped my experiences at Ohio State, I thought I brought a different sense of purpose to the workforce and especially in the early time when I was working. As I said before, it was very unusual for a woman with a family to continue working, so it was always an interesting conversation with faculty members that I worked with, because most, if not all, of their wives were stay-at-home moms. And so even the sharing of responsibilities was different, especially if some of them were married but did not have children. There were even interesting conversations after they had kids because their perspective definitely changed. I think as they had children and their wives were still at home, they supported me and it was very different because I had more support then. Because I think they realized the time management and the challenges that I had, and they were more sensitive to that. Until you go through that experience, you can't really relate. So I think because of that, as I was older and there were younger [co-workers] who I worked with who also had families, I felt a responsibility to help them or to help their supervisors understand the challenges that they would have, that maybe weren't in a position to speak out for themselves.

Q. Did you notice change then in the acceptance of women?

A. No, I think that was really slow, especially in academics. It was much more male-dominated. And so, some faculty members were very open and then there were others,

the same as going through a Ph.D. program, it was almost like, “Well, I suffered through it. I had to jump these hurdles and my life was not easy, so it shouldn’t be any different now for those faculty members. They should jump through the same hurdles.” I always had the question, “Why? It didn’t make sense for you when you were doing it, so why would you continue that cycle?” I hope that I was able to bring a different perspective and maybe make some of those mostly male faculty that I worked with [understand]. The majority of the support staff generally were women. So I hope I was able to help give a different perspective, an insight, to the male faculty members that I worked with. Because I wasn’t perceived as competition the same way that women faculty members were.

Q. Did you maybe struggle with the work/life balance at first when you were trying to raise a family?

A. My husband had a little bit more flexible schedule, so that part was nicer. And back then you didn’t have flex time, so it wasn’t like you could work from home, because there were no computers. Your work was at work. In a way, it was better because you weren’t on 24/7. Looking back, I wonder how anyone got anything done, because we all take stuff home now. Actually, it probably was better because you didn’t take your work home. But I think as the kids got older and I was working 9-3, that part was always juggling because that part I don’t think has ever changed. You might be able to work part-time and you have part-time pay, but there’s no such thing as working part-time when you have a job that has responsibilities. So you’re always figuring out on Thursday or Friday what can wait until Monday or Tuesday, and if you’re rushing out the door at 3:00 to get your kids from daycare, you have to be pretty organized. So I do remember

always feeling like I was rushed and never really had time for myself. Once you get home, then your whole focus is on your family. I don't think those challenges are any different from women today, even if they have flexible hours or general support in the work force. There's only so many hours in the day and you're constantly being pulled in different directions.

Q. Did you have mentors throughout your education or professional career?

A. I did have mentors, but like I said most of the women that I worked with staff-wise came back to the work force once their children were in school. So that type of mentor from a staff perspective, I really didn't have that. From a faculty perspective: Faculty, women in particular were struggling as far as how do they combine their careers and have children. But their schedules were a little bit more flexible. When my kids were growing up I had to be at work at 8:00. I left at 5:00 and faculty members didn't have to be there exactly at 8:00, and they could leave a little bit earlier if they needed to. But they still struggled with day-care issues and teaching and if the kids were sick, and that type of thing. So I kind of relied more on them for that type of support.

Q. Okay. Is there anything else you would like to say about the climate or other women in your unit?

A. I do remember that there were definitely climate issues at Ohio State with women faculty, and especially in the College of Business. And there was a strong group of women who pushed the envelope as far as expectations and fairness, as far as the tenure clock, tenure track clock back in the '70s. I don't remember the exact years where that changed, but if women faculty had children the tenure track did not stop while they were on maternity leave. So they were faced with a different decision as far as how much time could they

really take off. It was on the quarter system in which you were teaching usually two out of three quarters, and then the other quarter you focused on research. So their challenges were much different than staff. It was definitely a hot spot back then as far as trying to generate recognition that there were differences both in salary. And I know that the challenges were always very different because they had opportunities to do executive education, and faculty could get paid additional salaries. And I remember sometimes people would say, “Well, we gave the opportunity to a male faculty member because his wife isn’t working and they need the additional money,” as opposed to the women faculty. If that woman was married to another faculty member or even if they weren’t, it was just a different mindset back then. Maybe it’s the same today. I don’t know. So those were some of the struggles. [It should have been that] you should be looking at who’s the best person to teach this class and not who needs the money. That was an example that I can remember of challenges, of causes that women were fighting for here at Ohio State.

Q. Have they been more successful in implementing those changes that they fighting for, or is it still the same?

A. I think so. I think that, I don’t know what the ratio is as far as the College of Business now, but for women faculty versus men it’s probably greater than it was in the early ’70s and ’80s. But I think still in general it’s a topic just in the workforce in general: How do you have that work/life balance and everyone talks about it, but then the reality of putting it in practice, is still challenging.

Q. Was there anything more that you wanted to say about the climate for you, how you felt the climate was for you, question number five, part A, at the University?

A. I always felt very supported and I don't know if that was because of my personality and the fact that it was always my expectation that I can make whatever challenges in the workforce work. I'm not talking about family balance. I'm just talking in general. If I felt something was fair or inequitable, I always felt like I had the support of having that conversation. It may not have had the outcome I wanted but at least I felt like I had the opportunity to present whatever struggles I was going through. I'm not sure that everyone felt that way that I worked with, but for me I felt like I was always supported.

Q. I think that's important. Did you have any other concerns about equity issues at the University? And were there specific issues or incidents that sort of brought your awareness about equity to your attention?

A. Early on, as far as staff, there were several civil service staff, then there were A&P staff. That was always an interesting dynamic because there were definitely different rules for each category. There still are. When you're a civil service employee, there are guidelines that you have to follow, whether it makes sense or not. But I did see a change while I was at Fisher as far as the perception of the value of those roles. It became better as far as, if you were a staff member, you were a staff member. Not necessarily [because you're] civil service or you're A&P. But we worked really hard on changing that perception at Fisher. Now there's a University Staff Advisory Council, and Fisher was one of the first to have a Staff Advisory Council in a college. Actually, that one started before the University Staff Advisory Council. I don't know if that was started before but we were one of the first colleges to have a Staff Advisory Council.

Q. Were you a part of the Council?

A. I was.

Q. Okay. Can you remember about when that was?

A. I was trying to remember. I don't. I can do some research and see if I have any papers left that I kept. But I don't remember. And I meant to look that up to see if there even anything on the web site at Fisher that would date that. I can go back and look and see when Joe Allutto was Dean. That's probably about when it started. In fact, that was one of the things that we really prided ourselves on, because there were four civil service and four A&P staff. And I was always civil service when I worked in the academic departments. We were able to present a proposal that there would be a staff representative on the Dean's Advisory Council that met every month and it was all faculty. And Joe Allutto said that we could have a staff representative there. I was the first staff representative on that. And it was really valuable because you'd sit at the table and when faculty had ideas to implement as far as what was important to them, then we had an opportunity to say, "Well, that's a great idea but this is the type of staff support it will entail and everyone who you are talking about is already working at 100 percent. So what would you like them not to do or can we talk about additional staff that might be needed to make this happen?" So that was something that we really felt very proud of, that we were able to accomplish.

Q. That's an important thing to be part of. Are there any other efforts in which you were involved to effect change that you would like to talk about?

A. What question are we on?

Q. Question eight is sort of your work personally to effect change. And then question nine is collective efforts in which you participated. Do you have separate answers? We can start with question eight.

A. I talked a little bit already about the staff advisory committee. Like I said earlier, most of the staff were women. There were some men, and as IT developed there, because that was a major that men gravitated to before women did. That's when there were more men staff that were in the College. There were some men [who were] undergraduate advisors. Then as the MBA program grew, there was more men staff there as well. But at that point, and I'll have to think about what years those were, I think at least in Fisher, the atmosphere of our staff had changed. There was definitely a much more cohesive ability to work as a staff member. There weren't quite as many challenges. I think there were more opportunities if you wanted to change jobs. It wasn't so gender-specific.

Q. Okay. Do you think that was true University-wide, too, or did it happen of in pockets?

A. I think it was more in pockets. Because I think, and I only have Ohio State as a reference point, but I think that it was always talked about how at Ohio State, there were silos and it was very difficult to change, to have that career growth. It was how you worked your networking. There wasn't any kind of a process that Ohio State ever had as far as helping your career. I really think that most people ... that, ... I'm losing my track of thought here. I can't talk about obstructionists because I didn't experience that. My experience always was with, whether it was staff or a faculty member, I always felt like I had support for any changes I wanted to make for myself.

Q. Okay. Would you like to talk about any more collective efforts around change in which you participated?

A. I think I mentioned all of them.

Q. If you think of any more we can add them. Okay. When you left the University, what remains undone relative to the progress of women and other diverse groups?

A. I think what I would see is something that still needs more support at Ohio State. Having my children who are grown, so I'm really not quite as aware as I was when my kids were younger, but working recently with co-workers in their late twenties and early thirties who are starting their families, I think they carry still a very big issue, both cost and availability. I don't think Ohio State can ever solve that problem entirely because there are just so many working families now. But I do know that that's something that people still struggle with. So my perception is that it is still an issue for a lot of people, a lot of the work force at Ohio State.

Q. Were you involved with the, I can't remember the name of it, but there was a day-care, a child-care center on campus for University faculty.

A. There is a day-care center here and it's grown, and now there are two buildings. But it's like, but I know there is a sliding scale based on your income I think. I think Ohio State, based on what my knowledge is, it's still one of the more expensive day cares, but it is also one of the better day cares here in the city. It just depends on the convenience and what you can afford, I think.

Q. Right. Anything else that you have specifically that remains undone?

A. I think just possibly the work/life balance and flexibility. I know there's a flex-time policy but I don't know necessarily that, I think and maybe it needs to be, but I still think it's up to the individuals to work with their supervisors to have that flexibility. But I've always been supported. When you're given that wonderful support, then you tend to give more is my opinion. And I think that there are a lot of managers that miss out on that type of give-and-take with the people that they supervise because they don't give a three-month chance to see if it will work. And I think that's too bad. It really is too bad because

not everyone is a strong personality like me who will make that proposal or to say, “Let’s give it a short time to see how it works.”

Q. Yeah, especially younger people might be less confident about that.

A. Right. They are concerned that they won’t get that promotion or that their job will be in jeopardy. I think the University loses in general because of that. And it could be that there are things that are going on today that they’re working on, but I haven’t seen it in the last ten years that I’ve been working. It’s an issue that’s out in the forefront and that the staff that I work with have talked about.

Q. Hopefully changes will come soon, or maybe start soon. Would you like to talk about, putting aside diversity and equity issues, how has the University changed during your time here?

A. That’s the question I forgot. I’ll have to come back to that.

Q. Okay. What are you most proud of regarding your time here at the University?

A. The single thing I’m most proud about?

Q. Yes. Or you can have multiple. People have done both.

A. I think I’m most proud, and you would think I’d remember the title, but that I was recognized and received one of the University [Distinguished] Staff Awards. That was a pretty special time. But I just think in general, I love the fact that I was able to influence and help students during their undergrad experience and during their experience at Ohio State in general. That really was very special to me, that I helped their time here and had an effect on how they went through college. So that and I think, like I said, my role in Fisher with the Staff Advisory Committee. That was something that I am very proud of and was very meaningful to me, the changes we were able to implement.

Q. Do you have an experience that you would call your most powerful at Ohio State, or would it be one of those that you just mentioned?

A. I think one of those.

Q. Are there topics that we have not covered that you wanted to talk about?

A. No, I don't think so.

Q. Do you have any suggestions for other people that we should interview? And you can think about this too.

A. I was thinking about that. I think one person, I don't know if she's on the list, is Becky Crowell, because Becky has now been here for 30 years. She's had a variety of roles, mostly in University Development, but also she worked in the President's Office, and particularly with Dr. Gee. And I think that her perspective would be interesting.

Q. Yeah. How do you spell her last name?

A. C-r-o-w-e-l-l. I could give you her e-mail and phone number.

Q. Okay. Did you have any memorabilia that you would like to give us?

A. I don't think I have anything, but I'll certainly go back and look now. Everything is still all boxed up with what I took home a few weeks ago. But I will look and see what I might have.

Q. Okay, that would be great. We'd love to have anything. And then would you be willing to interview a woman for this project? If not, that's completely fine.

A. Sure.

Q. Thank you. It's been an honor to talk with you.

A. Thank you.