

Lebanon Valley College®



Voices of Lebanon Valley College
150th Anniversary Oral History Project

Lebanon Valley College Archives—Vernon and Doris Bishop Library

Oral History of

Albertine “Tina” Washington

Parent of Graduate 1986
Honorary Doctorate 1991
Board of Trustees *Emerita*

Date: May 7, 2014

Interviewed by Art Ford

Professor *Emeritus* of English and Alumnus, Class of 1959

Transcribed by Stacie Allison

Vernon and Doris Bishop Library Technician

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Dr. Albertine “Tina” Washington P’86, H’91, Board of Trustees *Emerita*— Honored as the Outstanding Teacher in Pennsylvania in 1995 as a fourth grade teacher in the Lebanon schools, Washington joined the LVC Board of Trustees in 2001. Until her retirement in 2013, she worked tirelessly on a variety of committees and helped guide the board on larger issues such as strategic planning. She received an honorary doctor of pedagogy degree from the College in 1991.

A: I'm here at the home of Tina Washington, a board member at Lebanon Valley College. It's now May 7, 2014. I'm Art Ford. We're going to be talking about Tina's experiences on the board and other aspects of her relationship with Lebanon Valley College. So let's begin on a personal note—where were you born?

T: I was born in Gulfport, Mississippi, and Gulfport is on the coast of Mississippi, between Mobile, Alabama, and New Orleans, Louisiana—70 miles from each, so it's right in the middle.

A: Could you spell that?

T: Yes. Capital G-U-L-F-P-O-R-T.

A: Gulfport, ok.

T: One word.

A: Ok, ok. Your father and mother's occupations—what were they?

T: My mother was a teacher. She was an early childhood teacher, and she worked for years for Head Start when Head Start came to Gulfport, Mississippi. That was where she wanted to be, and that's where she remained. My father was a chef cook, and he was a cook for many, many years after he came out of the military. He had been an Army chef, and continued in this profession. He was the chef at the Friendship House, a restaurant owned by the Brennan family of New Orleans, Louisiana.

A: So that was in Gulfport also?

T: It was in Gulfport also.

A: Was your father in the Army?

T: Yes, my father was in the Army.

A: Was that during World War II?

T: That was in World War II.

A: Do you have siblings?

T: I have one sister, who resides in Vienna, Virginia. She's the oldest.

A: Ok, just back to your parents for a moment there, did either one have a college education?

T: My mother had a college education.

A: So with the Head Start program...

T: She taught in the Head Start program.

A: Where did she go to school?

T: She went to...well, she went to high school and elementary school in Gulfport, Mississippi.

But she went to College at Tougaloo. Tougaloo, is located in Tougaloo, Mississippi, which is outside of Jackson, Mississippi, in the Delta Region. She was a late college graduate. When she graduated from high school, she was the oldest of nine children, and graduated valedictorian of her class but was unable to go to college because she was expected to help my grandmother and grandfather with the other children. But she always wanted to go to college, and so through the years she took courses off and on, off and on, off and on, but once my sister and I completed our education, she went back, got of her courses compiled, and completed her degree. She graduated *cum laude* from Tougaloo.

A: That's a great story.

T: It's a wonderful story, and she deserves that. She really does, because she worked hard. She was a lifelong learner. She enjoyed learning. And it was expected—it was one of her dreams and expectations. However, it was interesting, of those nine children, the last four went to

college, you see. But the first five were so close together that my grandmother and grandfather just could not at that point send them to school.

A: Where did you go to high school?

T: I went to high school in Gulfport, Mississippi, graduated from 33rd Avenue High School. I graduated valedictorian of my class.

A: Ah, congratulations.

T: It became a family tradition. Several relatives graduates at the top of their classes.

A: Activities in high school, besides the academic?

T: Ok, I was involved with the Glee Club—you know, in that time we had the Tri-Hi-Y. The boys had the Hi-Y, and we had the Tri-Hi-Y. I was on the student government. Those were the main activities that I was involved in.

A: And your year of graduation?

T: 1956.

A: Ok. Did you go straight on to college then?

T: Yes, I did.

A: Ok, where did you go to college?

T: I went to college at Dillard University in New Orleans, Louisiana, which actually was only 70 miles from Gulfport, but Dillard University is a school—historically black college or university—that was affiliated with and still is affiliated with the Methodist Church and the Congregational Church, but primarily the Methodist Church.

A: What did you major in there?

T: I started off majoring in biology, and decided, actually, after my sophomore year, that I loved biology, liked chemistry—did not like the labs, because it was so very time demanding—so I changed my major. I changed my major to education, and I majored in elementary education. Kindergarten through eighth grade was my certification.

A: Extracurricular activities at that time?

T: Oh, at Dillard I was...well, they call them resident assistants now here, but we were considered dorm assistants. Very, very, very active with the drama and theatre departments—something I really, really, truly adored. I was very active with the Education Association, with the Residential Housing Association there. Those were the main things I was involved in. And of course we had the Christian groups of the Methodist Church, but it wasn't called that. We had Ecumenical Group, and I was involved in that, also.

A: So you must have graduated about 1960, then?

T: I graduated in 1961.

A: '61, ok. What did you do after that?

T: I came back to Gulfport, and I substituted for half a year. And then I was able to get a full-time job there, and I actually taught at the elementary school, which I loved, that I had attended. The principal at that time had been my second grade and third grade teacher. I was on the faculty, with my aunt, also, who also was a teacher. So it was a really great experience for me, to start there with so many outstanding mentors who guided and supported me. I taught third grade.

A: For how long?

T: Two years.

A: And what, did you go on to another school then, or?

T: No, after then I got married.

A: Ok, and so Leonard entered the picture.

T: Well, Leonard had been in the picture in college. We started dating in college. Leonard was from New Orleans—he was not a dormitory student. He was a commuter. But we dated in college, and dated throughout college—dated other people, but dated throughout college. After he graduated, he immediately went to graduate school at Howard University in Washington, D.C. I remained in Gulfport and taught. After he graduated...well, before he graduated, he had proposed, and we got married after he graduated.

A: So does that mean you didn't teach for a while, then?

T: I only taught two years, and then once we got married, the job opportunities started...we were looking at job opportunities. He had a master's in social work, clinical social work, so he had several job offers. We both were quite fascinated with the brochures and information about the Pennsylvania Dutch country. He had several job offers from Veterans Administration hospitals, but the one in Lebanon, Pennsylvania, is the one that we chose. I had been to New Jersey, New York, Maryland, Washington, D.C, but I had never been in the Pennsylvania Dutch country. When we saw the horses and buggies, we said, 'oh, boy, that's really exciting,' and so he took the job here.

A: What year was that?

T: 1963.

A: Ok, and then he stayed for the (unintelligible)

T: We stayed until...no, we stayed here until '69, 1969. I taught at Franklin Elementary, which in 2014 is no longer here—it's a parking lot. I taught at Lindley Murray when we came here.

Leonard worked at the Veterans Administration Hospital. We remained here until 1969. Our daughter, Tracy, was born here, and when we left, she was five and a half years old. But we had the opportunity to move to Illinois. We accepted that move. It was a journey, a strategic move.

To move up with the Veterans Administration Hospital, you move out. That had been the philosophy, but some of that has changed, I believe. So we moved to Illinois.

A: Was he a social worker at that time?

T: Yes, he was a social worker.

A: And when did you come back to Lebanon?

T: We came back to Lebanon in 1982. It should be noted, we had lived in Illinois, Maryland, Louisiana, New York, and Ohio. I taught in Illinois, Louisiana, New York, and Ohio.

A: Ok, and did he come back as the...

T: He came back as a director.

A: As a director.

T: Yes, the hospital CEO, the director of the facility.

A: And he retired, when?

T: Leonard retired in '98.

A: So in the meantime, you started teaching in Lebanon.

T: I did. That was my second job opportunity, because I had taught in Gulfport, Mississippi. And then my second job, I came to Lebanon, started in third grade at Franklin Elementary. And then I had my daughter, and when she was three and a half, I went back to work. I went to Lindley

Murray. So when we left, I had been teaching at Lindley Murray Elementary, which now, again, is no longer a school.

A: Yeah.

T: The buildings have been closed down.

A: Yeah. When did you retire, then?

T: I retired in 2000. June of 2000.

A: What year was it that you were named the Outstanding Teacher of Pennsylvania?

T: Oh, 1991.

A: '91.

T: Yes, in 1991.

A: That must have been a thrill.

T: It was a thrill.

A: Did you do some traveling around the area?

T: Oh my gosh, yes. As Teacher of the Year, you were expected to travel all over the state, which I did. You traveled over the state, and you spoke here and you spoke at many community organizations and you went to schools and talked about education. Now, here in 2014, the Teacher of the Year organization and group, the gifts that people receive are much more exciting and expensive, etcetera. At the time I was Teacher of the Year, we did not have a local chapter of the Teacher of the Year organization. There is a national, or we call it NSTOY—National State Teacher of the Year group. Pennsylvania did not have one. When I came in, and another person came the year after I did, we organized a Pennsylvania chapter of the National Teacher of the Year—NSTOY—National State Teacher of the Year Organization. We have a

forum every year. We are the organization that is responsible with the Department of Education to select each Teacher of the Year. As the finalists come in, there are certain people who are on committees to help with this, but we also have a forum every year where we have workshops and plenary sessions. The individuals who are invited are former PA Teachers of the Year and finalists—those are the only ones who are able to attend. It is quite informative.

A: We're going to move on to your relationship with Lebanon Valley College, but before we do, is there anything you want to add about your own personal background that I haven't touched on here? Anything that might be interesting to someone 200 years from now?

T: I think it would be interesting to someone 200 years from now to know when I came here in 1963 and taught at Franklin Elementary, that I was the first African-American teacher in the entire county. They had never had a teacher of a different race.

A: How did that go?

T: It was very interesting, and part of it was, I arrived here after Leonard. Leonard had come before I came. I came the weekend of Labor Day. A person who had been doing substitute teaching in the community's husband was the head of the psychology department at the Veteran's Administration Hospital.

A: In Lebanon?

T: In Lebanon. She knew there was a job opening. She called Leonard, and said, 'I heard, I understand that your wife is a teacher. I know that there's a job opening in Lebanon.' So Leonard called the superintendent of school, who was a Mr. Norman Hemperly, and said to him about my qualification. And he said, 'Yes we do, we do need a teacher. When will she be in town?' And he told him I would be coming Labor Day. So Mr. Hemperly said, 'Well, we're going

to set up a time to interview her,' and said exactly where they were located. Now you have to realize, we didn't have a car at that time. We had just gotten married. But Leonard had gotten here and met a couple of people, and they took me to Mr. Hemperly's office. Mr. Hemperly was totally unaware that I was African-American. So...but I went in for the interview, we talked, I was qualified, and as he said, 'I need a teacher tomorrow, and you're qualified, but we have never had anyone'—at that time, the term was Colored. We graduated from Colored to Black and Black to African-American, and that's used interchangeably. But he said, 'I don't know how the community will receive you, but I'm willing to give it a try if you are.' So I told him I had to go home and think about it. I didn't have much time to think about it, but I did go in, and it was...you have to recognize, it was a building where children went home, walked to school, and went home for lunch. The principal was a teaching principal, and she taught the other third grade. And when it became evident that I was there, parents came—primarily mothers, because you had many, many stay-at-home mothers—you didn't have many mothers working outside the home—they came and sat in the classroom for close to a month to observe me, watch me teaching. No one was rude or ugly. It's just that they came to watch because I was a novelty. Finally one of the parents came up to me and invited me to walk home with her son the next day for lunch, and I did. And so that broke the ice. It was an interesting experience. There were some negatives, but the positives outweighed the negatives. I would not change that experience, and some of those students that I taught, I am still in contact with them. They're much older now.

A: You're talking about the first time you were teaching...

T: The first time.

A: Was it very different the second time when you came back?

T: Well, the second time I came back in '82, much really had not changed. I mean, the makeup of how the Veteran's Administration Hospital looked had changed, because you had different nationalities, you had a number of people from other countries that were on staff. But when I came back in '82, I worked as a reading specialist. While I was here, there was one other person—two other people—on staff who were African-American. While I was away, one other person had been hired, but once I got back in '82, there was a person who was hired at the high school and there was another one that was at Harding Elementary. I worked, at that time, at the junior high, and I remained there as a reading specialist. Then I transferred over to Henry Houck as a reading specialist, and remained as a reading specialist, and when our son graduated from high school, I returned to the classroom. When I returned to a fourth grade class is when I received the honor of PA Teacher of the Year.

A: Oh, ok. Anything else you want to add, before we go on to Lebanon Valley College? It's a nice transition.

T: Yes, one of the things, as classroom teacher, my personal relationship with Lebanon Valley College came because I had student teachers. You see, there were student teachers who came to my room, to my classroom.

A: You're talking about the first time you were here?

T: The second time.

A: The second time you were here.

T: Yes.

A: The first time you were here, did you know anything at all about Lebanon Valley College during that time?

T: I knew Lebanon Valley College was here. Maybe I went on campus once or twice, but I knew people who taught at the College. Dr. Jean Love—that's how I first met her. There was another couple. He was in the Art Department...I actually have one of his wife's paintings—Ladley, was his name. We met that couple. We met several people from the College, some whose names I can't remember. Jean Love and I became friends and have remained friends.

A: Did you have any impressions—do you remember any impressions—the first time or two that you actually were on campus? Just the physical campus itself?

T: My impression of Lebanon Valley College was that it reminded me, but not exactly, like Dillard University, because Dillard's a small campus, and we had a large commuting group that came on Dillard's campus. And something else that was important to me was that one of the former music teachers from Dillard had come to Lebanon Valley College, and—her name escapes me—but they always honor her. There's something that's named after her now. She played the organ, and I can't think of her name, but she came to Lebanon Valley College, and did quite well here. But she had taught music at Dillard.

A: I think you said earlier, was it 1992 that you became a member of the board?

T: I believe it is about that time.

A: Ok. So let's talk about your experiences on the board. Are you still on the board?

T: I'm now a trustee...or a retired trustee. I have *emerita* status, which is great.

A: You still go to the meetings?

T: I can still attend meetings and serve on one committee, etcetera.

A: What committees did you serve on during your time as a trustee?

T: Academic and student affairs, and Trusteeship Committee, those two. I served on the Diversity Action Committee.

A: Ok, and what did you think of those committees?

T: Oh, that's where my energies were, because I felt as though the Academic and Student Affairs Committee directly affect the students. I mean, that is where you really can see the working of the students. When we first, or when I first joined the board, they did not have the Student Affairs Committee—for whatever reason, they had eliminated the Academic and Student Affairs Committee. They used to have it—I'm not sure why they stopped having it—but they brought it back, and I think it's terrific, because it is the way you really see what is actually going on with the students. The Student Affairs Committee is where the curriculum, co-curriculum... what's going on with the students and who are the students.

A: Yeah. What exactly did you do? Did you have to make any decisions on that board affecting faculty/students, or is it just reviewing what's being done?

T: Well, we...in academic and student affairs, which now I understand, and I've learned that—not from Lebanon Valley College, but I knew that on many campuses, those two were not together, they were separate—academic affairs, student affairs. You are hearing about the actual curriculum. Since I've been on this committee, I've heard discussions about tenure, curriculum, and co-curriculum. That was a major piece with us for a while.

A: What exactly did you talk about, in terms of tenure, for instance? Did you make any decision?

T: Well, you have to realize that on the board you have faculty—we have faculty trustees, and we have student trustees, which is not common on most campuses. The faculty was sharing information with us about tenure and how faculty received tenure, and some of the changes they wanted. Unfortunately, I wish I could say I could remember all the particulars of it, but I don't. But other discussions too, with student affairs, you're learning about the physical health and mental health of students. Why I know why we need a health center. The Disability Act, and how it plays a role on the college campus, and students with disabilities, and the importance of this. We deal, or we dealt, with academic and student affairs, with issues of bias incidences that occurred on campus.

A: Now you say that you deal with these—what does that mean?

T: Bias incidences means we learn about the incidences and how they are solved. That would be reported to the committee by the dean of student affairs, that we've had an incident.

Whether it's a gender—where some young person, young woman, had been, or felt that she had been discriminated against, or if there was some harassment—and harassment can come in many forms, it doesn't necessarily have to be sexual harassment. If there had been a religious incident, some students would feel they had been mistreated or bullied because of their religious beliefs. Or racial incidences, if students felt they had experienced something in the classroom from a student or from faculty, those would be reported at that committee.

A: I guess what I'm getting at is, what happens then? Does the board or a committee have any decision-making function in something like harassment?

T: Well, I think...

A: Does this go back to the...

T: Yes. The board tries very hard not to micromanage, so you are listening to all the data, and the data is put out there. We can make recommendations for certain things, and those recommendations given to the committee would have to go back to the entire board. And from the decisions of the entire board you take a vote on the issue. What I always felt we do—we still do—is gather information. The Trusteeship Committee is the committee where people who want to be trustees come to us to be interviewed. The Development Office, part of their job is to find those individuals outside who we can bring aboard, who can help give something to the College—financially, and expertise that we need. So we are presented stacks of names, and information is shared from the Development Office, who these people are, how much they have given, if they've never given anything, if they've shown interest in the College, and we will go through these people's names and suggest that, let's pull out A, Y, and Z. And the president will talk with them or someone from the Development Office, and see if they are interested. That committee, also, is the committee where the nominees from the College...officers—because we do have faculty—from faculty, they come before this committee. We get all of their biographies and read them, then they come before the committee to be interviewed. This is the same with the students—the students' names come from the student body, and we are given the top three, and when they come to us, we look at their information and interview them to see who would be the best qualified. When we are interested in additional board members, the Development Office and president pursue these people. These are the people who go and court them and take them out to lunch and talk with them. As members of the board, of that committee, we don't necessarily do that; however, let me add—there might be someone I know who has expressed interest in the College, who I will suggest, or there might be someone

that the committee is interested in I might know, then I will talk to that person. And to see, you know, were you really interested, and then come back to the committee and say, 'I think we have someone who's really interested.' But from that point, it's really the Development Office and the president who really pursue them and get them on board.

A: That's interesting. That gives some insight into how the committees themselves work. If you step back now—you're a member of the board, of course, so you have issues that are important issues. How has the board been functioning, in terms of the College? Has it been...do you think it's been a useful tool, or any problems with it? Successes?

T: I think the board is a useful tool, because I am one of these people that really believes everybody needs a boss. That's just my mentality. Everybody needs to be accountable. I will not define who is the boss, but someone needs to oversee everything. I think our board has functioned very well. Our board has been going through some changes. This is 2014, and I have been through...when I first came on the board, President [John] Synodinos was the president. He's a person who came with Wendie DiMatteo Holsinger, who is a board member. They came to my house to ask me to serve on the board. All right, shortly afterward we had David Pollick, then Steve MacDonald, and now Lewis Thayne. So I've been through four presidents. But there are some people on the board who've been through more than I have been—they were, you know, with President Sample, who I knew through my husband, because Leonard knew him because of his job at the V.A. I think the board is very effective—as I say, we are going through some changes because we are having to now re—I shouldn't use the word redefine—but re-evaluate and revisit who we are as a board, because education is changing. Higher education is changing. The education systems all over the United States have changed. Plus, we are looking,

now, more at global education. Our students are having to leave and compete globally. I think we've always done that. I think we used to have a great international program, and that was discarded or scraped or whatever. Now we're trying to bring that back. But the ability for students to go and study in another country or in another environment, and for people from other environments, from other countries, that come and study, only can broaden and heighten your educational ability, I believe. I'm a very strong believer in international exchanges. So the board is changing. There are some things...some committees that we are looking at combining with other committees. Our strategic planning is beginning to change—we had a huge strategic planning committee—and now that has been, or is being disbanded, so to speak, because our strategic plan had been developed by our board members, and strategic plans of higher ed are usually developed by faculty, students, and presidents. And so, that is a route...there will be board members on that, but now we will change our complete strategic plan. We just amended some of our bylaws—that should be done. Term limitations on serving, you know, as committee chairs. That's a positive in that, you know. We just did that, so I don't have all those numbers in my head, but we need term limitations

A: Do you see the College as changing significantly now, in the next decade, let's say?

T: Oh, I think in the next decade it will change.

A: In what direction, do you think? This is forecasting, so...

T: I know, I know, but I think it's going to change more where we will bring students...because Lebanon Valley College, for years, has been more of a regional school. I think we'll begin bringing students from outside of this comfort zone. We're going to bring students in from other places, and I don't think...the type of student is not the issue, but I think we—well, I think,

I know—that for us to remain competitive with our peer institutions, whether it's Etown, whether it's Gettysburg, we have got to bring in students with diversity. And when I speak of diversity, immediately you're thinking of racial diversity. I'm talking about religious diversity, I'm talking about racial diversity, and more importantly, diversity of thought. You can't have everybody, if you're going to grow, you can't have everyone thinking the same. Now, that's how you get discourse, and it doesn't mean that I've got to radically change what I think, or you have to radically change what you think. But we need to have different opinions, and hear different opinions, and to recognize that we are not going to just live here. If the jobs are not here, our students are going to be going other places, you know? One of the suggestions—because we do have a neutral group in now, who are looking, and helping us look at ourselves. One of the comments that have been made, and I don't see it as a criticism, it's a comment—that we have a large population of employees who are graduates of Lebanon Valley College, and for this neutral group they are questioning this. Who are we? What is our brand? Will there be resistance to that? Eh, I think so, but I think we're going to move on that. It doesn't mean that we're going to fire people who are there, but it does mean that we are going to look outside the box and begin looking at other populations to help us grow on campus. That's one area that I think that we definitely will be changing. I think we are going to have more international students, and we're going to do more exchanges, and I don't think you necessarily have to go all the way to Germany to get what they are now calling high-impact experiences. But some students who have never been to New York, that kind of experience for them, I think it's really important.

A: Let me go back to something you said earlier, about the fact that you have been on the board through four presidencies—three and a half, perhaps. Thayne is still president at this point. Does the president make much difference, in terms of how a board operates? I'm not sure exactly what I mean by that, but the dynamic between the board and the president—does that change from president to president, or is that pretty standard?

T: Oh, I think so, I think so.

A: It changes.

T: I don't think it changed the board, but the dynamics of how processes move. Synodinos was a very, I think, hands-on, very dynamic personality, so in a board meeting, you knew his voice, and he didn't always necessarily say what he thought, but he always had strong opinions about things. And he did, and he voiced them. He voiced them. And because he did, and because of his energy level, I think it caused everyone to have that energy level. You can't just sit up and 'well, I'm unsure about so and so'—but he had passion, and that passion permeated throughout. He was not easily intimidated by board members. We have board members who are heads of corporations, of businesses, who are used to being in charge. It doesn't mean that they come on board and want to be in charge, but when you are in a certain position, there's a certain, I think, feeling you have about your opinions and your ability to state something or get things done. That isn't...Synodinos wasn't ever intimidated by any of this, which I think is good. He had a unique way of treating everybody, I felt, on the board, the same. Whether you were giving \$100,000, or whether you were giving \$10,000. He had a unique way of treating everyone the same. But also he knew his clientele, and I think that's because he was here for a while. David Pollick came aboard—he was more low-key, but I liked him. I liked where he was

trying to go with the school, with the College. And I also liked him because he wanted John Synodinos to remain on the board as an honorary member, which I thought said something about David—that David wasn't intimidated, that David had some thoughts. Some of the issues that we are dealing with now, David Pollick talked about that, and there's a whole point of, what is a liberal arts education? What do we mean when we say liberal arts? And that he's the person, first, who really pushed that out there a lot. I think John had the ability and did get people on the board who could support the board financially. He was clear about the appearance at the board, how the aesthetics should be improved, and he really worked on that. David came, cause David really was from academia—he was—he was a...the presidency and what we should be doing academically, I thought, was very much a part of his philosophy. But he wasn't here long enough, and there were some other things that, you know, undertones that I felt interfered with some of his ability to do some things. And then, of course, Steve came along, and Steve had been, you know, on faculty; who was very, very different. Steve, for me, was a person that I would not mind taking a class from. As a president, I thought that he looked the part and presented himself in a certain way all the time, but also was aware that he didn't like conflict, and that's neither good nor bad, but when you are working with this many personalities, you're going to have conflict. Now, it doesn't mean that you can always resolve the conflict, but you can't go out of your way to avoid it. Now how did that affect the board? Initially, I don't think it affected the board at all—I think people were very pleased with everything. But as time went on, there were things that were happening, undertones, and some of that had to do...recognize we have a board president, still. And our board presidents have to have the knowithall and the personality to deal with the president and the administrative staff,

and with the board. So Ross Fasick was the board chair when I came on. Or was it Tom Reinhart, I think he was. And then Ross Fasick. And then Bill Lehr. I am fond of all of them. Bill Lehr, though, having been—and Ross too—was president of a company. Bill Lehr had the unique ability to listen. You were in a meeting with him—he attended every committee meeting. He...everybody was given the opportunity to say something, and after that was over, he could sit—he was the best listener I've ever in my life been around—he could sit and summarize everything that was said, without pushing his ideas. That's a unique gift. And kind of say, 'Ok, where are we on this? This is what I heard. Correct me if I'm wrong. Did I hear you say that... So where should we go with this?' And so he had the unique ability to do that. Plus, he would meet with you—I think he met with every board member. He would try to meet with you once every two months, just with a cup of coffee. Because he recognized, on the board you have many memes. I call those little groups. But he...and you're in a larger group...so you're wanting to...he used to say, he wanted to be clear that everybody was being heard, and the way he could do that is to try to meet with you. Now that's a lot of work.

A: That is.

T: A lot of work. And he handles his business like that, because he had been...right after he was appointed the CEO at Blue Cross, and I met several people there who worked for him, and they liked him, and they talked about, you know, he made a point of meeting with people, you know. 'Come on, let's have a cup of coffee,' you know. 'What do you think about so-and-so, so-and-so?' But Steve MacDonald, I enjoyed him, I think he's a very, very nice person, but we had some difficulties under his administration. Was it all his fault? No. It wasn't all his fault. Some of it was our fault, because we as a board obviously weren't clear as to what our role was, or we

didn't ask the tough questions, or when we asked the tough questions, the answers that were given, we accepted them. And so that is one reason I think we ran into problems with Middle States, when Middle States came and our accreditation was shaky and was not approved. And it's because some of that had been going on, and you have bits and pieces, but sometimes you didn't know the whole story, and we should have been more insistent. Our board president after Bill Lehr was Lynn Phillips, and she, having worked at Wharton, she had a clear picture of what boards, I think, and schools should be. And so she began asking difficult questions. But she ran into a lot of problems, and she ran into blank walls, because it appeared that she was meddling, and it appeared that she was harassing people, and I don't think she really was. She was just trying to get information, but that caused a lot of conflict on the board. But that conflict was good, because when you have conflict like that... Then Lynn is no longer board chair. Wes Dellinger is board chair. But in that whole—I always say—chaos, some cleansing came out. We have some cleansing, then, and then we brought Lewis Thayne in, who walked into, really, a spider web, because I'm sure he didn't know he was going to come into all that debacle with Middle States, which was a major problem. But he was able to work through that, and set some parameters and some benchmarks as to who are we. Who are we, as Lebanon Valley College, what is really our brand? What majors we have that maybe we don't need, what majors do we need to bring on? We need more money—how are we going to get the money? Our endowment is very small, and that's one area that we really need to work on. And some of the ways that he has done that, and where we are now isn't so much coming from his voice, but having consultants from the outside coming in to do workshops with us as a board. And that's hard. It's hard to be on a board, doing something a certain way, and someone saying to you,

‘This isn’t quite the right way. It’s not the wrong way, but there’s a way that you can do this better.’ And that’s really where we are going right now, in 2014, so in 10 years, I expect to see some changes. I expect to see an international program aboard. I expect to see...I expect an endowment to become larger. I expect the physical therapy program to grow. But more than that, I expect Lebanon Valley College to really have a brand. Who are we? There was a time when our Education Department was supposed to be, ‘Oh, education, that would be a great place to go.’ People looking for, I think, careers, so they want jobs after they leave school. They want...some people just want a job. Other people are looking for a career track. Where’s the best place I can go? And we have to define ourselves differently. How are we going to define ourselves? Are we going to be a school like Elon—Elon’s a school that has a high-impact. Or a school like Bennington, you know, in Vermont. A school like Bennington—cause if you go to Bennington, and you’re accepted at Bennington, first of all, you know you’re one of the best and brightest. But when you go to Bennington, first of all, you know that you’re on a campus that, you are going to be doing hands-on community project outreach the whole while you’re there. So if you are a literature major, you would rest assured, your first break—whether it’s Thanksgiving or Christmas—you’re going to be going someplace where you have the opportunity to do some writings or to shadow someone who’s doing some writing. And that’s why it’s such an expensive school, but that’s what it’s noted for, and certain schools that you know have really good business programs. So how are we going to brand Lebanon Valley College? And that’s what we’re working on now. What will be our brand?

A: You have a unique perspective here, because not only are you a board member, but you’re a member of the community, and have been for some time here. I’m interested in what you think

is the understanding, attitude toward Lebanon Valley College in the community, and if that's changed over the time that you've been here?

T: I think when we first came here, my feelings, that there were a number of people that graduated from Lebanon Valley College that I worked with. I can remember people coming on staff at the VA hospital whose children went to Lebanon Valley College. Some of the doctors whose children went to undergrad school there, and some of the other professional staff children. In the time that I've been here, children seem to want, more and more, or families want more and more, their children to go away, or the children want to go away. I'm not sure what that is about. I just did a project in Lebanon city schools with another group I belong to, and Lebanon Valley College has this great educational partnership with the city schools. So many of those students have a positive attitude about Lebanon Valley College. Not all of those students will attend Lebanon Valley College—quite a few of them will. But I was so surprised to hear some of the students, young people, talking about Lebanon Valley College as a snobby school. And I said, 'Lebanon Valley College isn't a snobby school'—I mean, *Swarthmore is a snobby school*, I'm thinking in my head, I mean. But my children wouldn't care, I mean, (unintelligible) wouldn't care one way or the other, whether it's a snobby school or not. I said, 'What do you mean about snobby?' 'Well, there are a lot of kids there who are really rich.' I said, 'Well, that isn't true. That isn't true,' I said, 'There are a number of students'—cause I have had former students who have attended Lebanon Valley College—'who are first-generation educated.' But I think it has to do with what Leonard did at the VA hospital. People had in their minds here that the VA hospital—this place that was sitting out here, and people came there, and some were mentally ill, some were sick, but they were there forever. I think it's important,

and Lewis is trying to do that some—Steve did some of it—David didn't have enough time to do it, because he wasn't here long enough—But Synodinos did it—you have to get into the community. You have to go to...I'm not sure whether you have to join Jay...not Jaycees, but Rotary, but you've got to get on the chamber. Because that is a way you get your voice out there, and then people will begin seeing you as a different entity. For some people, it's just here, you know, it's just here. Right here in my neighborhood, I have young people that I talk to so much...well, my neighbor next door teaches at Lebanon Valley College. He is head of the Physical Therapy Department, Dr. [Stan] Dacko. And around the corner is [Jim] Monos, who is a coach. But I jokingly said to him, 'Are your girls going to go to Lebanon Valley College?' He said, 'I don't know,' he said, 'Emily might.' Because that's his oldest daughter who will be a senior next year, because she wants to be a teacher—always makes straight As, she's on the outstanding everything at Cedar Crest. Young man across the street, I think would have done well at Lebanon Valley College—I think he needs a small environment, because he went to Pitt, did not like it, and left. So for last year, he wasn't in school—he was going to HACC. This year, he's at Kutztown, and he says he really likes Kutztown. But I think he would have done well at a smaller campus that has a liberal arts feeling to it. But I just think the question is, 'Do I think it has changed?' I don't know, I don't know. I just don't feel as if some people in the community value the education that their students could get at Lebanon Valley College.

A: Ok, let me just begin to wrap this up. I need a more general question. We think of what the community, what faculty members, what board members, and so on can do for Lebanon Valley College. But you've been here long enough, you must have some feelings about what you think Lebanon Valley College has done for you.

T: Yes.

A: Your association with it...

T: Well, Lebanon Valley College has really opened my eyes to what is involved in running a university, a college. There are so many pieces to it we can't even begin to imagine—you really have to serve on the board. And I think you have to serve on several committees, too. I'm going on another committee. But more than that, and I've said that in board meetings, I am selfish in that I am very clear that my serving on the board has been selfish because my interest has been about...everything...but my interest has really been about the students. That's why I come on campus a lot...well, not a lot, but I come on campus. I don't come to all the sporting events, but I come on campus, and I've gotten to know and meet quite a few of the student by names. Because that's a process. There is an evolution from the time a student comes their freshman year, and leave their senior year. For me, it has just been such a feeling of success, when I see some of the students, how they have grown as compared to when they first came, and to see where they are now. And how they have taught me so many things, where...because I have two children, but my children have been out of college for a while...but I've always remained connected someplace, to some organization where there were young people, where I could hear them. But to see some of the students from Lebanon Valley College...one of my former—one student who did student teaching with me—is now principal in Lebanon. She's from New Jersey, originally, but to see her, and the pride that I take in her, and knowing that she did her master's, everything, at Lebanon Valley College, and whatever input that I've had in that, whether it was physically in being there, or financial in contributing, has aided that. Because now she has a whole group of kids, and she is a principal at Henry Houck, where I taught, and

where she did student teaching. And so when I see that...or two of my students who went to Lebanon Valley College, who are now in education, and are passing that buck around, that has been very rewarding for me, because I feel that, ok, I wasn't on every committee, and I didn't do everything—sometimes I didn't have time to do all the things I wanted to do—but I think Lebanon Valley College has given me a better sense of why I'm really here, and I've always said that I was here because I believe I was supposed to be a child advocate. They've given me some great awards—they gave me an honorary doctorate, they've given me...I received the education outstanding award...I've gotten a few great awards there. I think they were being a little generous, but it has made me very humble, and I feel very wedded to them, and will continue to work for the College in ways I can, and try to encourage. I would love to see the school become more diverse, and that's one area that I'm working on. I would love to see some of the ALANA students who have left to contribute more financially. For me to have...because we took exchange students...through (unintelligible) and Jaycees, students for international, we have taken a number of exchange students. Plus our daughter was an exchange student in Argentina. I'm very happy to see us now going that route, and I believe that that will only strengthen the campus environment, if it's handled correctly, and I think it will be.

A: Ok, I think we'll end it at that point, Tina. Thank you very much, appreciate it.

T: Sounds good. You're welcome.