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UNF- Oral History Project
Interviewee: Kathleen Cohen
Interviewer: James Crooks
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JC: Today is February 8, 2008. I'm Jim Crooks with the UNF Oral History Program, interviewing Kathleen Cohen, Associate Director and former Interim Director of the library, and probably a professorial rank as well. Do you have one?

KC: No.

JC: No, okay. So Kathleen, tell us a little about your background before coming here and why you chose to come here.

KC: Well, my family moved to Jacksonville in 1957 and I attended Florida State University and decided to go to graduate school when I got my bachelors degree in history. At that time the federal government was offering to pay for graduate school in library sciences provided the candidate was able to get a sponsoring institution. So the Jacksonville Public Library system sponsored me to go to graduate school after which time I would come back and work at the public library. I worked at Jacksonville Public Library for three years, from 1970 to 1973. During that time, UNF was in the stages of being formed and I had applied for a job at UNF at the old chamber building but was not hired. Then in 1973, I applied for a job as the head of government documents here. Andrew Farkas hired me in that position and I began working at UNF in the fall of 1973 as the head of the documents department.

JC: What was your impression of the university when you arrived on the job: your colleagues in the library, the faculty, the students, and the physical campus?

KC: I would have to say, my first impressions were formed in the interview process because at that time a faculty candidate interviewed with the provost, with various faculty members in addition to the people in the library. So coming from the city, where everything was very hierarchical and stratified, and someone at such a low level of occupation would of course not speak to—I don't even think I interviewed with the director of the Jacksonville Public Library. I was very impressed with the egalitarianism at UNF, and how everyone knew everyone. It was the same with the students. It was very informal. You couldn't tell a faculty member from a student. People said what they wanted to say and sort of did what they wanted to do, so it was a much more relaxed environment, and at the same time it was very energizing.

JC: How was it energizing?

KC: It was energizing in the sense that people would talk about what they wanted to do; they would listen to input from their colleagues; there would be a lot of discussion, a lot of give and take. Most decisions were made by consensus, so you felt, even as a very young person, you felt that your knowledge was valuable. And even if your opinion is not the one that was adopted, you felt like you had an input into making the decision.

JC: How large was the library staff when you arrived, roughly?

KC: Roughly, I'm going to say it was about twenty people. It would have been less than twenty, but I'm going to say about that. The documents department was my self and a clerk. The reference department at that time was about three or four other people. Most of the staff was in the technical services area, which makes sense considering that the library was just forming. It had only been open a year and they were still in the process of getting materials out on the shelves.

JC: Was there priority on government documents in the beginning?

KC: I wouldn't say it was a priority, but on opening the administration had made a decision that all government documents would be catalogued and be accessible to the public that way which was very unique. Most libraries kept their government documents in a separate section, and a second catalogue and it would not be integrated into the general catalogue, and UNF went down a different track to do that.

JC: Was that breaking new ground sort of for universities?

KC: I wouldn't say it was breaking new ground; there were other places that did it, but in my experience at other libraries, it was unusual at that time.

JC: In your experience at other libraries, I don't know if you would use the terms progressive or mainstream or more conservative but how would you assess the character of the library?

KC: For that time period, I think that we were progressive in the sense that we did not make a distinction between undergraduates and graduate students. We really didn't make a distinction between students and faculty either. We tried to provide the same services to everyone. That was fairly different at the time, in the early 1970s, because many libraries still had an undergraduate library with different services and a graduate library. And we did not go down that route. Now in time, most universities have gotten rid of their separate undergraduate libraries, but at that time we were a little different.

JC: Were you adequately staffed and funded to your knowledge?

KC: I was pretty low down on the totem poll at that time. For what we were offering, I think we were adequately.

JC: So we were talking about funding after a brief interruption, and you felt that we were adequately funded, no, you were too low down on the totem pole to be too much aware.

KC: Yes, when I first came, for the first two or three years we had a very adequate budget, but then in the middle to late 70s, with the gas crisis, the book budget really started to feel a pinch, and from that time on it was always very erratic.

JC: Reflecting on thirty plus years of being in the library, what are the biggest changes that you have seen take place?

KC: The biggest changes I would say, would have been in the catalogue, how we access material. I think the staff has been able to adapt from a print culture to an electronic culture. The students have changed quite a bit over thirty years. They're just a different breed of students than they used to be.

JC: Can you describe the difference?

KC: Well, of course, in the beginning, our students were older, but they were on the whole I think very serious and dedicated to what they were going to do. Most of them were coming back to school. They were getting their degrees. It was sort of like, this is business and I have to do what I have to do. The students now, including freshmen and sophomores, they are younger now. A lot of them are here for just different reasons. Just give me anything and I'll be happy with it, whereas our earlier students were more probing and questioning about the materials that they needed.

JC: Do you see a shift in terms of the students going online for their scholarship or papers more than working in the library?

KC: I think they do. I don't think that's a bad thing. I do it myself. I don't go and pull off print material. I think we do the same things we always did as far as being a library. I just think we do it differently.

JC: By being electronic?

KC: By being electronic.

JC: How do you guard against—or maybe you don't need to—the electronic part that's unreliable?

KC: Some of that is teaching. If there is an interaction between the library user and the librarian, you could help teach them to evaluate what they need. I think most people nowadays though don't have any interaction at all with the librarian so it is kind of hit or miss whether the material is reliable or not. This is just a personal opinion, but there seems to be just generally in the culture an attitude of what's the difference if it's reliable or not. You know, it's there and I'll take it.

JC: Did you ever work as a reference librarian?

KC: I was a reference librarian, actually the government documents librarian was a reference position. I was a reference librarian until 1989. At that time I was the head of the reference department, and in 1989 I became the assistant director of the library. So I moved out of providing direct reference service.

JC: Would you still have been doing mainly print referencing then?

KC: 1989 was the very beginning of the electronic resources. We had a year or so before bought our first CD ROM workstation and then shortly after that we started to see the beginnings of the internet, and then it just took off from there. More and more materials became available. Electronically publishers moved into digitizing their

journals very, very quickly. In the late 90s I became active in a group which is now called the International Coalition of Library Consortia. In about 1999-2000, I was part of a group that had meetings with journal publishers to try and deal with licensing issues, with pricing. Publishers at that time were in a great turmoil over how they are going to charge for their electronic materials and I was active in that for about four or five years. It was a real learning experience. It was very exciting because the libraries were in a very adversarial position with the publishers. One of the first meetings the director of the library at Wayne State got up and was yelling at the publisher's representative, and he said how dare you rape the libraries, and everyone was sitting there with their mouths open. But the publishers were grappling with how do we charge for this information?

JC: What was the outcome?

KC: I wouldn't say that it's become standardized, but publishers became much more sensitive to the library's position as far as pricing of information. They changed their model so that the information became more affordable. I wouldn't say that we're at a point where things are standardized. The book publishers now are starting to be at the same place. Where the journal publishers were at one time is that they really don't understand how to price their electronic resources and then there is the whole issue of licensing. Who can get access to that material? How should we charge it? Should we charge per FTE for a university? Should we just say our material is worth X amount of dollars and that's what the buyer will pay?

JC: And what about the student or faculty who can come in and make a copy of your electronic resources? Do you even know about how much that is happening?

KC: Well in the early days the publishers had a model where they wanted to charge for print, for student's printing. That didn't work, so now you can print. You can download, you can forward it; you can email the material to another email account, so the publishers allow you to do that now.

JC: So that's cut down on print circulation hasn't it?

KC: Our print circulation is definitely down. I think too as we see the Google book project advance, as they start to get more and more of their pre 1920 material digitized we'll see even less print circulation, because the older materials will be available online.

JC: Does that mean you are buying fewer books now and journals?

KC: We are buying fewer books because our book budget is terrible. The printing of books has not slowed down at all, and there are even more materials out there to select. What I would like to see is more of a choice between print and electronics because I think certain subject areas that avail themselves to electronics. Those where the information changes a lot and there are new editions coming out every one or two years: computer science, medicine, some of the disciplines where the information just changes so much. Electronic is a perfect way to disseminate that information.

JC: It would be history textbooks and sociology textbooks because of new events taking place, you know in the world or in the country. But that then becomes a problem for the publishers because that's a major source of profit.

KC: Well, there's a difference between textbooks and monographs. If we are talking about monographs,

JC: They are not profitable.

KC: They are not that profitable to keep them in print, but a textbook is a perfect example of having something electronic.

JC: But that would be to the disadvantage of the publisher, would it not?

KC: I don't think the publishers are going to starve. They are going to figure out a pricing model so they can make money for it. Electronic books are not cheaper. In the very beginning when electronic books started to be popular, I think libraries thought this a very economical way or a better way to get material and we'll save money. Electronic monographs are one and a half times more expensive than print, so they're not cheaper.

JC: Why are they more expensive?

KC: Well the publishers say that more people have access to that book at a single time so that they have to recover their usage costs. Now of course there are hidden costs that we're saving. We don't have to worry about shelving, preservation, and those sorts of things, but they are definitely not cheaper.

JC: So going back to the earlier question regarding major changes taking place, we've discussed students and technology, are there other major changes? You've moved twice.

KC: In this library we have moved three times. In the original building, in building two, we started out about at about 30,000 square feet, and when I started working in 1973, they were in the process of adding another 30,000 square feet so that building was 60,000 square feet. Then in 1980, we moved into a totally new building which was 120,000 square feet. And then in December of 2005 we occupied a remodeled building with an addition of 79,000 square feet. Unfortunately, the original project was for an

additional 120,000 square feet, but it became too expensive to build that. So they shrank it down to 79,000 square feet. We have pretty much occupied all of that new space. There is very little expansion space for print material. There are days in this building now when you cannot find a place to sit down and we have space for 2,000 seats. So the students are using the building. Now the way the students are using the library has changed. They seem to use it now for study, for group study, for project work, for socialization. I think it's great if they can use the library for whatever they need to use it for. It becomes part of their lives and the library can provide various services to them, whereas before, they just would come in maybe to do a paper.

JC: Or check out books.

KC: Right.

JC: What about your professional history in the library? You mentioned documents and research and assistant director—how has your professional life evolved here?

KC: My professional life has changed, well let me back up a little bit. When I was at the public library I was a cataloguer. That's what I started to do when I first got out of library school. I was a cataloguer for two years and then I moved into reference because frankly cataloguing was too boring. I went into the business and science department at the Jacksonville Public Library and at that time they had the government section which is where I learned how to work with government documents. When I came to UNF as the head of the documents department, the reference department was sort of unorganized. They really didn't know how to provide reference service to the students. It was students would come in. They would try to find somebody to help them. There was never any standardized staffing on the desk. So one of the things I did was to set

up reference desk times. We started to have longer hours in the evening. We had a rotation of librarians at the desk so someone wouldn't be stuck there for eight hours. In the mid 1970s, I became the head of reference and head of documents, and then when Bruce Latimer came back from library school, he took over being the documents librarian and I concentrated on reference. So I was head of reference from the mid 1970s until 1989. The reference department grew. We were able to add more librarians. We got a couple of new positions. Some of our library technical assistants went to library school and when they came back were moved to faculty status so they became librarians. So the reference department became really an academic research source. Also in the mid 1970s we started to do data base searching online. We got a Texas Instrument keyboard that we were able to search the electronic data bases. That enabled us to provide much more sophisticated reference searching not only to our students but we used to get companies that would call and we would charge them for these data base searches.

JC: So referencing has essentially developed almost as a professional part of the library. I mean back in the 1960s and 1970s, it was much more informal.

KC: Well, not at most libraries. Here it was very informal because we only had 2,000 students in the very beginning and there just wasn't that much demand at the reference desk. But I was coming from public library where reference service was constant, all the time. There would be people lined up at the desk, and I just came from a mindset that there needs to be somebody there to help provide service.

JC: You mentioned rotating reference librarians. Is it because it's pressurized or there are slow periods? You said you changed the pattern of reference librarians' work.

KC: Right. It is pressurized. It can be. You know, you are constantly with the public, so you need to have some time away. Also, the reference librarians had to do other things besides sit there at the desk and answer questions. They were faculty members. In the beginning we were A&P. Then we became faculty members, so there were other things they had to do as a faculty member. There were other things they had to do in the library. At that time it would be prepare bibliographies, teach bibliographic instruction courses, that kind of thing. So the reference service here at UNF over time became I would say very, very professional in the sense of helping students answer easy questions, doing research for faculty, teaching classes, bibliographic instruction classes.

JC: To whom?

KC: Students.

JC: You mentioned the egalitarian nature of the atmosphere in the early years, was that true in the library as well as university wide?

KC: It was definitely very true in the library. Andrew encouraged everyone to be able to have some kind of input. He had weekly meetings with the librarians. We would go around the table and discuss things. Most issues would be thrashed out as to what kinds of decisions to make. So, even someone who was a junior librarian would be able to have their say, as well as a department head.

JC: There is a sense that the entire professional staff of librarians a) worked well together and b) all played sort of substantial roles in their particular positions.

KC: I would say that. Andrew gave everyone enough rope to hang themselves. You were encouraged to come up with ideas. You were encouraged to develop different

interests. Many of the people that came here—say Bob Jones came in to catalogue then moved in to circulation—educated themselves in library automation because we saw that's where things were happening. This was a totally different career path than we he originally came. If he had been somewhere else I don't know if he would have had that opportunity to do that.

JC: One would guess that this resulted in a real esprit de corps of the library staff.

KC: I would say that, yes.

JC: As the generations have passed on, have you been able to continue that esprit de corps with the other staff members? That's a real issue with with faculty.

KC: Right. One thing that's happened with us and I think it's in some of the other departments, is that everyone has been here such a long time, I would say that there is an esprit de corps but I know that the people that we've hired more recently may not feel that. I heard a remark one time from somebody who has since left who said they were never part of the old group, meaning that original group that was very tight knit. My thought was, well they weren't as tight knit as you thought they were [laughs] or as they appeared to be [laughs]. We would all pull together when we needed to. I remember when we bought the bar codes for the books and everybody just dropped what they were doing and we all went up to the collection and we all stripped the books. There wasn't anybody who said no I can't do that or my back hurts or my head hurts, my feet hurt; you just took a stack of stuff and went up and did it. I think a good evidence of that is when we were in the construction project beginning in 2004 it was very upsetting for people. They were very disturbed by the noise, by the dust, by the dislocation, but everybody did what they had to do. Not that they didn't complain, but I

think it made it much easier that everybody realized we were going to have a better building when we finished.

JC: When you look at the library's role in the university, some librarians feel it's central to what a university is and others feel that it's central but has been neglected to some extent by higher administration. How has the role of the library performed here at UNF in your experience?

KC: Well, I've been very involved with the Faculty Association. I got started in the mid 1970s. I was on the Academic Support Services Committee and once you get on a committee they call you every election cycle to get on something. So I've always felt that the librarians in the library were very involved with the life of the university. You know, there have been bad times as far as the budget goes, but I don't think the library has ever been forgotten. One characteristic is that we have built a collection around what is taught at the university. So if one area of the university was neglected, then that part of the library would have been neglected. For example, the sciences: I have always felt that we should have had more emphasis on the sciences as far as teaching goes. So our science collection is weak. We're not able to provide some of the services that another maybe even smaller academic library would have. Many of our small liberal arts colleges are responsible for very high productions of bachelor's degrees say in chemistry and physics. And that's always been an area that's been neglected for one reason or another on campus. But I've never felt that the library as an institution has been neglected and I can say that from participating in the Faculty Association at many levels. So having relationships or conversations with provosts,

with presidents, with deans, with department chairs, the library has always been of interest to them.

JC: Is the collection sufficient for graduate studies in the programs that we have?

KC: In some areas it is; in other areas I don't think it is. We have a very fine collection in nursing, but if we are trying to move into specialties of nursing, we've got some problems. I don't really think the collection is good in any of the sciences: biology, physics, and chemistry. It's basic, but certainly not for graduate study. We were doing really well in education until the last couple of years when the budget has gotten very bad. I think for the doctoral level, we're starting to fall behind in education. There are some areas that we used to buy everything in certainly for undergraduate and master's level, and we're just not able to do that any more.

JC: Is this characteristic of most university libraries in let's say Florida that you know of? And I don't mean [University of] Florida and Florida State so much, but the regional universities.

KC: I'm going to say no because really when you think about our book budget we've got a base book budget of 1.2 million dollars. We have 16,000 students. Our base budget is the same as at Florida Gulf which has 6,000 students. We're not able to support the degree programs that we have at the level that we should be supporting, even at the undergraduate level, with that kind of budget because anything we get over 1.2 million is nonrecurring money and we're not going to get it next year or the year after that. And the serials budget now takes up almost of all of that 1.2 million dollars. If we start a degree in say nurse anesthesiology, which we have, we haven't bought anything for them.

JC: Who sets the 1.2 million?

KC: When we had the Board of Regents at one time around 2000, I'm not sure of the exact date, the library directors were able to get the Regents to agree that no library would get a budget less than that. With devolution, the administration is able to give the libraries what the university administration wants to give them; whereas, in the past the money came from the legislature, to the regents, to us so that at least 1.2 million dollars had to come to us. Our administration has agreed that we will get at least 1.2 million of the university's total book budget, and then anything over that is gravy.

JC: Is there is anything over that?

KC: Well from year to year since they have done that, there as been 100,000 here, 300,000 there, but again, it's erratic.

JC: And what it suggests with the increasing cost of books and technology is that the library is falling behind.

KC: Absolutely. It's definitely falling behind.

JC: Compared to the other regional universities in Florida.

KC: I can't say if we are falling behind our sister institutions.

JC: Okay.

KC: Everyone has book budget problems, but what I'm saying is that these other institutions have been able to build these basic collections to support their program, but we haven't even been able to do that for most of our programs. They bring in a new degree program and there is no money to fund it. An example is the programs of excellence that they have, coastal biology. There is absolutely no money to support a program of excellence in coastal biology. Our dean went to the department and asked

can you give us X amount of dollars to be able to support your research, so from their million dollars (I don't know how much money they actually got), they took 40,000 dollars to give to the library to support the research programs in coastal biology. When they no longer get that funding their subscriptions are going to go away, because we don't have the additional funds to be able to support those subscriptions.

JC: One assumes that the president and provost are aware of these problems.

KC: Oh, yes, they know about it. To be fair there are competing demands for money all over campus. They just have to figure out who is the squeakiest wheel. Transportation and logistics, another program of excellence, we've spent nothing on them and they are somehow supporting research in that area. I don't know where they get their materials. Nursing we were in good shape anyway, but they've started two doctoral programs in nursing with no extra funding for the library. But Pam Chally, with our dean, went to the provost and was able to get at least 20,000 dollars into our book budget to be able to support research materials in those two doctorates.

JC: There are several levels of competence or satisfaction, where the ideal is you can get everything you need and want for let's say coastal biology; there is a secondary level of getting enough to handle the basic needs of coastal biology, and then there is the lower level of not being able to do that. Are we in that sort of position as the library at this stage?

KC: I would say we are on the first level of not being able to support basic needs unless we go out and do some horse trading with the department.

JC: Does the library have access to private funds?

KC: No. We have a very small foundation account. We are trying to build up an endowment but for right now we can't touch it; it's not high enough yet.

JC: I think there is an Andrew Farkas fund.

KC: Yes, it's the Andrew Farkas Acquisitions Fund, and that's an endowed fund.

JC: But it's just in the early stages?

KC: Yes.

JC: Getting back to your career, you became assistant director in 1989?

KC: Yes, 1989.

JC: And how did that change your job? What did you do as assistant director?

KC: Well, the big impact it had on my job was it removed me from daily contact with the public which I had been doing all my life, answering reference questions. I had been doing a lot of the work anyway because the previous assistant director had left already.

JC: Who was that?

KC: Ruth Jackson. And in a way we had sort of a dispersed administration so that there were a lot of administrative chores that were farmed out to different people. One of the things that I did was I had always been in charge of statistics gathering so that's a main part of the assistant director's job. I took over handling all of the personnel for the library. Of course I backed up Andrew when he wasn't there. I did other duties as assigned [laughs].

JC: And then you were interim director?

KC: I was interim director when Andrew retired in 2003. I was interim director for three years and then Shirley Hallblade was hired as the new director. Shortly after she came, her title was changed to dean and then I became the associate dean.

JC: Which is your title now.

KC: Which is my title now, right.

JC: Let's talk about your involvement with the faculty and the faculty association. What stands out in your memory of participation there?

KC: You know when you talk about that, what really sticks in my mind was in devolution. Ann Hopkins was president when the system was broken up and we formed the Board of Trustees, and there was no place on the Board of Trustees for a faculty member. There was a student seat, but there was no faculty member. And Ann Hopkins invited me as president of the Faculty Association to sit on the Board of Trustees as a nonvoting member. That to me was such a symbolic recognition of the importance of faculty in the university and in the relationship to the Board of Trustees. It made such an impression, I mean I remember being at the board meeting when she asked me to come and sit at the table.

JC: And what was your perception of how the board functioned?

KC: At that time it was the very early stages of the Board of Trustees so they were still feeling their way. I think they functioned very well. I think there was a lot of fear in the beginning, certainly on the part of the faculty, that they would be very meddling and very interfering in the university and telling the faculty what to do. They weren't that at all. Some of the trustees were more perceptive than others. Some were more interested than others, but I think that Carol Thompson, and I can't remember the other gentleman's name, were very good at running a board and asking the kinds of questions they needed to ask.

JC: When the board meets, what's the role of the university president in terms of a staff member answering, a resource person for the board?

KC: At that time Ann was more like a resource person. Of course they were still feeling their way. Karen Stone, the attorney, would have a lot of input. Tom Serwatka was Ann's liaison at that time, so they would do a lot of preparation work and it seems to me in a lot of the meetings, every meeting was like rehashing of the same information over and over again [laughs]. But again, I'm looking at it as someone who knew what they were talking about. I'm sure it was an education process from the board.

JC: Have you been on other boards in the community?

KC: Yes, I have been. There is an organization in town called the Northeast Florida Library Information Network. It's called the multi-type library consortium. In the State of Florida there were several in the state that had already formed. They were grassroots efforts. Over the years there had been a group of librarians from all the libraries in the area and we would meet for lunch every couple of months. From that group we formed this Northeast Florida Library Information Network and in 1993 we formalized it and I was elected the first president of that organization. It covered nineteen counties. At the time I was the president we had 60 charter members and I was on that board until 1997. We were responsible for developing the whole organization. We wrote bylaws. I got us incorporated as a 501(c)3. We set up offices. We hired an executive director and a secretary and we provided services to the libraries in this nineteen county area. At that time, and this was in 1993, and this how fast things move. The most important thing our libraries needed was fax machines.

KC: Now NEFLIN doesn't buy equipment anymore because libraries have the internet connection. They have computers. They mostly do training, in-service training and continuing education.

JC: The reason I asked this question is because different boards function in different ways particularly in higher education in the private sector there have been boards that really did whatever the president wanted and there have been boards that have challenged the president a lot. I just wondered how in your perception this board functioned with the president in terms of the welfare of the institution as you understand it.

KC: I can only answer that as someone looking at it on the surface. Publicly I think they look like they function very well. But I don't know what their real relationships were with Ann Hopkins. I have no idea.

JC: Coming back, you served as President of the Faculty Association twice?

KC: No. I was Vice President twice and I was President once.

JC: In those terms were there any major academic issues or transitions taking place or controversies?

KC: The biggest controversy when I was president was when the system was broken up, and we didn't know what to do. I don't remember others that there might have been at the time. I remember things happening when we had the vote of no confidence for Ken Martin, but I don't remember exactly what I was doing at that time. I just remember it happening. I know during most of the 1980s I was on the various strategic planning boards that the university had. I started when Bill Merwin was provost. I went through almost all of the 1980s and continued on when we had Roy McTarnaghan as interim.

Betty Solewedel chaired the last group that we did. I remember working on that for a long time. It was sort of a frustrating exercise where you don't really see much fruition.

JC: Because?

KC: Because the strategic . . . first of all it would go on and on and on and on and there was never an end to it and you never really saw anything implemented. To tell you the truth, I can't even remember now what the recommendations were on the various strategic planning committees and if any of them ever went anywhere.

JC: Were there other areas in the university that you were involved with the faculty? For example, one might be involved with athletics or one might be involved with student government, one might be involved with developing graduate programs or whatever.

KC: No. I was mainly involved in the Faculty Association. I remember when I first came to UNF and there was the General Assembly, and I thought that was such a wonderful idea to have everybody at the university together in one place. And then when the group broke up into its various constituencies, the Faculty Association still to me was a very vibrant, almost unique way to run the institution, or to participate in running the institution. Anybody, whether it was a junior professor or a professor who had been teaching for years, could get up in front of the association and say something or they could have their business come before the association.

JC: Is it still a vibrant institution, the Faculty Association?

KC: Sometimes. There is an amazing amount of business that the Faculty Association conducts, and I don't think most faculty members understand such as programs. When you think about how academic programs get brought into the university how much work goes on behind the scenes by faculty.

JC: And when a program like Coastal Biology is named a program of distinction, does the faculty have input in that determination?

KC: I don't know. I think it comes out at a departmental level, and I know that there is paperwork, but it doesn't come to the association.

JC: Obviously, the president and provost would become involved.

KC: There is an application process, and I am assuming that the faculty at the department level must be involved in developing the application for that, but I don't know how that works.

JC: What were the relations between the association and the union?

KC: They've always seemed to me to be a little edgy. Although it's always been very defined as to what the association's role is and what the union's role is.

JC: How is it defined?

KC: Well, the union was to take on terms of conditions of employment, and the Faculty Association did everything else. This was up until the new contract with the devolution, and really the break up of the union so that we didn't have one state chapter; we have multiple chapters now. More and more of the issues that Faculty Association used to take care of, like sabbaticals, like promotion and tenure, have now been moved to the oversight of the union. That's a big change I think. Whereas the Faculty Association before was very involved in policies and procedures with promotion and tenure and now that's all being handled by the union, including the election of the promotion and tenure committee, same with the sabbatical committee. That's now all handled by the union. So I think this sort of gentleman's agreement that used to exist before between the Faculty Association and the Union is now much more confrontational than it used to be.

JC: Does that work to the welfare of the faculty in the university? Some people I've interviewed have been very critical of the union and I wondered what your perspective was.

KC: I wouldn't say it has worked to the advantage or disadvantage. The real issue is that I see with it is that the faculty aren't paying attention. For the union to work well and for the Faculty Association to work well you have to have a lot of input from the constituents, and I don't think either group has that anymore. It's just a very small group of people who have to make the decisions and I think they are forced to make the decisions because they can't get any feedback or input from most of the people that they are trying to work for.

JC: So the leadership in both organizations now are somewhat removed from the faculty at large, as the faculty has gotten larger.

KC: And younger.

JC: And younger. Is there a sense—I don't want to stereotype-- a certain type of people become involved either of those two areas for their own interest more than that of the institution?

KC: I think for the union the stereotype is the people who are involved are trying to take revenge for grievances they've had in the past [laughs]. I don't know what the stereotype is for the Faculty Association people, although looking at it I think some faculty may think they are older, more entrenched faculty members. It's like the old boy network kind of thing. I don't know how much of that is true. I don't know how much of it is a function of the new faculty members because many of them seem to not stay. They are really not interested in—I want to say—in the life of the institution, but then that's

always been a criticism of UNF that the faculty come and teach and they leave. They go home at night and don't participate. But to get the younger faculty, I would say even in the library, to get them to be able to participate in the institution is a very difficult task.

JC: At one time you had the Judy Solanos, and the Steve Shapiros, and the Kathy Cohens who were good citizens of the university, but now it's harder to find people willing to do that. Partly its size, I would guess, because we used to know everybody and now we don't. And partly it's the increased specialization professionalism. I think that people in their work and in their lives and outside their work have increased the stress and demands on time. I'm guessing at that.

KC: Right. I think too in the upper administration of the university the style has changed. I think it's become more autocratic. And I'm not speaking particularly of the current one. I just think culture wise the upper administration has not been as encouraging of participation as they were 35-40 years ago.

JC: One might say that Carpenter and Lassiter while paternalistic, encouraged the faculty and listened to them, and it might not have been so in later years.

KC: We have gotten different types of administrators that came from different cultures so I think it's a lot of factors involved in that.

JC: Shifting to the university administration, you have worked for a number of different provosts; I've got all their names here somewhere: Lassiter, Minehan, Merwin, Bardo, Martin, Kline, now, I can't think of his name

KC: Workman.

JC: Mark Workman.

KC: And we had Hank Camp in between Kline and Workman.

JC: And also the fellow from education was in there a couple of times.

KC: And Giordano, we forgot Giordano.

JC: I intentionally overlooked him. It was such a brief reign. Did you work closely with any of those provosts or vice presidents and did you draw conclusions about their effectiveness?

KC: The closest one would have been David Kline, because he was provost when I was Faculty Association president and then he was interim president for a while when I was the dean here. And then Giordano I worked closely with also when I was the interim. David was president when I was interim and Giordano was provost. I think we worked well. David and I, when I was Faculty Association president, would meet once a month to talk about faculty issues. He was always very receptive to ideas. Dr. Giordano, given all of his faults that people would talk about, was very much a friend of the library and in fact, he gave us an extra \$250,000 in book money one year. He was very interested in the development of the library and how it would support programs and faculty research.

JC: What about the presidents you worked with? you worked with? You mentioned Kline as interim. Carpenter, McCray, Herbert, Hopkins. I'm not so concerned about Delaney because he is still in office, and then McTarnaghan as interim after Herbert briefly. Did you work closely with any of them?

KC: No, not really.

JC: What about with the various academic deans when you were interim?

KC: Not really. When I was interim, most of my life was taken up with the building, the construction project.

JC: Was that a good experience or a bad one?

KC: It was a great experience. I really loved it. I wouldn't mind doing it again. Very frustrating, but I just learned so much.

JC: Well, it seems from what you've been saying every step of the way you have learned a tremendous amount of new things here, which has I guess made your career rewarding.

KC: Yes, very rewarding.

JC: Almost everyone here would say that UNF is a really fine educational institution, but how do we know we're good. By what standards, whether we're comparing ourselves to the other regional universities in the Southeast—I mean, we can't compare to Florida or Florida State—but how do we know we're doing a good job?

KC: I don't know how we know we're doing a good job. I think that any of our state universities can give anybody a good basic college education so they can go out and get a job. How is one better than another? I don't know that. Neither of my children went here; they went to other institutions. They got good basic educations also. Some of their experiences were better than the collegiate experience here, but then maybe there have been other things that UNF could have done that I don't know about.

JC: Where did they go?

KC: My daughter went to Central Florida and my son went to University of Miami.

JC: Central Florida would have been the closest comparison in terms of a regional state university.

KC: Right.

JC: And you felt she got a good education.

KC: I thought she got a good education and I think that she got a good overall collegiate experience. UCF just gave you a much different feeling than here at UNF and it might be that I'm so familiar with UNF that I'm not looking at it fairly.

JC: Can you describe that feeling?

KC: Well, first of all, it's a huge place. At that time they had 44,000 undergraduate students but you didn't feel that it was huge. They took their freshmen and they tried to group them into like communities, so they had the honors group, they had what they called the L.E.A.D. group, students who were good in school but they were also very involved in clubs and civic organizations. They lived together. They had meetings together. A lot of school spirit. They would have all sorts of things to get students involved in supporting UCF. There just seemed to be a lot of development as far as being a college student there than here.

JC: That's been the criticism I've heard from others about here that the extra curriculum which I feel is as important as the curriculum has been neglected until recent years, but not neglected at UCF.

KC: No. No. They have one tradition down there in front of the library. There is a giant reflection pool. I forget what they call it, but every spring they have some sort of pep rally and all of the kids jump into the pool. And my daughter said that every year they all looked forward to that. They couldn't wait until this spring event where everybody on campus came in and jumped in the pool. It was some sort of pep rally.

JC: Fully clothed? Bathing suits?

KC: Well, it was central Florida so they were partially clothed [laughs].

JC: [laughs]

KC: They had like spirit teams and if a student was walking on campus with a University of Florida tee shirt, they would give them a UCF tee shirt. They just did things to encourage bonding with the university. Of course now, they had that football program that we didn't have, but they had other sports that the students went to, basketball and softball and whatever.

JC: Is UNF different or is it generic as a regional university? How do we sell ourselves to the world as UNF in your opinion?

KC: I think we are picking the right aspect to sell ourselves as far as that we are smaller. Except for maybe West Florida and FAMU—don't count Florida Gulf Coast; they are so remote—the other schools are so giant. They are so huge, you know, 40,000 to 50,000 students. The really distinctive thing about us is that we are still a manageable size with 16,000 students.

JC: Well, apparently UCF has handled that well.

KC: UCF has been able to handle it, but they have more dormitories. One thing that I thought was very unique about UCF when we went to visit it, was that at the orientation session, the upper level administration were all speakers and participants at the meetings. The provost was there. The deans of all the different colleges were there to speak. They just made it—I don't know if you could use the word intimate, since they were talking to so many students at one time—but, they just made it feel that upper administration was so concerned about your student.

JC: So UNF has the advantage of being smaller and perhaps more manageable whether they manage it well or not. Are there any other distinctions about UNF that gives us a personality?

KC: A lot of my friends' students come to school here. It seems that a lot of students don't go away anymore. They stay locally. Everyone always remarks on what a beautiful campus it is. It seems to attract people. Our student assistant who works in the office, she's from South Carolina and she said she just thought it was such a beautiful campus with the lakes and the wildlife and the nature trails. That seems to be one thing that people always talk about, is how beautiful the campus is. Another thing the students and their parents talk about is the faculty members and the professors do take an interest in their students.

JC: But your daughter had that experience at UCF, didn't she, of faculty taking an interest?

KC: Yes, yes.

JC: I've never been to their campus. Is it attractive?

KC: Oh, it's a nice campus. It's very nice. My daughter graduated two years ago, but when she first started to go there, it's on the east side of Orlando and there wasn't anything there. And in these six years, it's like Orlando is just starting to grow around them and there having expansion problems now because the neighborhoods are saying we don't want any more college housing; we don't want anymore parking problems. But it's a very nice campus, beautiful buildings.

JC: West Florida is too, isn't it?

KC: West Florida is more like us.

JC: Is it?

KC: Yeah, though West Florida is more remote. Pensacola hasn't grown that much. It's still very woodsy, very rural.

JC: What achievements of the university are you most proud?

KC: I think that we've survived after many threats. I mean, we, and I'm including you, have built a real university that students from all over look at and come to get an education. We have fine facilities. I think we are always examining ourselves. We are always asking questions: Are we doing this right? Can we do it a different way? Can we do it a better way? I think that all of the faculty and the administration are aware of the problems and challenges that are facing us. And they just have to make a triage as to what's the most important thing to address at any one time.

JC: What do see as the biggest problems facing us?

KC: I think growth is our biggest issue, how to manage it. I also think about what kinds of new programs to develop. One thing we've always had a problem with is what's sexy and what's important. I think there is a temptation to start programs just because it's a trend but is it really the kind of program that we want to offer? Are there ten other institutions in Florida offering that program and what do we need to do it for? Or are we starting a program that we really cannot support? There is only one faculty member who may teach in that area. There is nothing that they can merge or connect with at the institution so that program becomes very isolated. I think that it is sometimes the tendency to say let's start a program in bean counting.

JC: Has that happened here?

KC: Yes.

JC: Not bean counting, but

KC: No, I mean we've seen programs come and go.

JC: Such as?

KC: We had that theater program for a while.

JC: Yeah we had the theater program.

KC: And there have been a couple of others.

JC: The technology program perhaps. Are there any significant mistakes that you feel the university has made over your years here, either mistakes of omission or commission where we either didn't take advantage of something or we went the wrong direction on something?

KC: I can't think of anything offhand. I think we stayed stagnant for a while as far as building goes, and as far as the growth of staff, both faculty and support staff, and I think we let that go too long. We should have been building more classroom buildings, and adding more faculty. I think that the support staff side has been neglected. The library is open until three o'clock in the morning. The infrastructure that supports those kinds of operations, and it would include the dormitories, are not there. Some parts of the university still run on an eight to five schedule, where the rest of us are out there at two and three o'clock in the morning. So I think we need to have a mindset to change, you know we're an operation like a hospital where we run twenty-four hours and we have to be able to, if there is a plumbing leak, if a student gets sick, if the ceiling falls in, there has got to be somebody besides the campus police to call and take care of that. And I think that those kinds of issues were neglected in the 1990s so that we are suffering for them now.

JC: You mentioned changes in the library that are most important. What about changes in the university? Any changes that have taken place in your time here that really stand out?

KC: I think the biggest changes is when we started taking undergraduate students in the 1980s, and what when along with that was the dormitories.

JC: You mean freshman and sophomore students.

KC: Right. That's what I mean, freshman and sophomore students. That to me was the biggest change at UNF.

JC: Most people I have talked with have said that.

KC: I mean you saw real change in the nature of the students, in the demands of the students, and I think in the faculty.

JC: The question that the committee has asked me to ask everyone is who are the two or three most colorful characters that you have known at UNF?

KC: Well, Andrew Farkas would have to be first [laughs].

JC: How would you describe Andrew to someone that has not met him?

KC: Very energetic. Very opinionated, but very practical. He's a polymath. He can talk about anything at a fairly deep level, you know whether it's music, whether it's libraries, whether it's literature, world travel, languages, you know he speaks several languages. He's not your run of the mill just everyday kind of person.

JC: [laughs] or everyday kind of librarian.

KC: Right. Bob Lofton was another very colorful person.

JC: In what ways?

KC: He was another polymath. I mean you could talk to Bob about anything. He had such wide-ranging interest, whether it was philosophy, whether it was birding, just about anything. He was just a very interesting person to talk to.

JC: And did that make him colorful?

KC: I thought it made him colorful. He kind of didn't care what people thought. He was himself.

JC: A unique breed.

KC: Yes, right.

JC: Anybody else you can think of?

KC: I am trying to think of who else. Faculty members generally are very colorful.

JC: That's a relative term.

KC: You know another guy was Ken Jennings. He was very dedicated to his discipline and the study of labor, but he had wide-ranging interests in other areas that you wouldn't expect and he pursued those. He was also very considerate of his students, trying to give them research opportunities. He was one of the very first people I think on the faculty that really would get his students involved in doing research and publishing, developing them as scholars. He was a good friend of the library too, Ken Jennings. Very interested in the library.

JC: Any gender discrimination in your experience here?

KC: I didn't notice it, although I was the recipient of one of the early EEO, I forget what they call it now, salary equity studies, I guess about 1975, I filed a gender equity petition or whatever and I was able to do it. But in the library I didn't find any gender issues. And I really haven't found it at the university, although I know it must be there.

JC: Any issues that I haven't asked you about that you thought about before coming in here?

KC: No, I tried not to think about this before I came, actually [laughs].

JC: Okay, then if you don't have anything more to say at this point, then we will conclude.

KC: Okay.

JC: Thank you very much.

KC: Thank you. Good luck.

[END OF TRANSCRIPT]