

UHCL Oral History Project

Interviewee: Edward James "Jim" Hayes
Interviewer: Shelly Henley Kelly
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Transcriber: Shelly Henley Kelly

Kelly: This is Shelly Henley Kelly and I'm interviewing Edward J. "Jim" Hayes. Today is Tuesday, June 12, 2007 and we are in the Provost's Conference Room on the second floor of the Bayou Building. I'm interviewing Dr. Hayes about his recollections after thirteen years as Provost of the University of Houston-Clear Lake.

Kelly: What is your full name.

Hayes: Full name is Edward James Hayes.

Kelly: Have you always been called Jim?

Hayes: No, it's always been a combination. I'm either Jim or Jimmy. As a youngster growing up in North Carolina I was called Jimmy. In 1955, when I left North Carolina to go to Michigan, they transferred all of my records from school to the school that I went to. Actually they didn't transfer them. When I got to the school in Detroit they asked me where had I been to school, because I had a report card and they says well we need your entire record. So we sent back for my records. I told them my name was Jimmy Hayes, but they didn't have any records at the school for Jimmy Hayes. It was Edward James Hayes. And that's when I found out that my first name was Edward. Really, because nobody ever told me my first name was Edward. I was always Jim or Jimmy.

Kelly: When were you born?

Hayes: I was born in December of 1940. December 13th.

Kelly: Where were you born?

Hayes: Boone, North Carolina.

Kelly: Tell me a little bit about your parents.

Hayes: My parents. My father was from a little town called Moravian Falls, North Carolina, which is about at that time it was probably sixty miles from Boone, and my mother was born in Boone, North Carolina. Both parents came from large families. Mother had I think 12 brothers and sisters. My dad had about nine brothers and sisters. So they were both from big families.

Kelly: How many brothers and sisters did you have growing up?

Hayes: Actually I didn't have any brothers and sisters growing up. See what happened during those days, there were limited opportunities for African-American people in Boone, North Carolina. I guess in 1943 or 44, my dad left Boone and went to Detroit, Michigan to find employment. He got up there and he found a job. Mother and I stayed in Boone, of course. After Dad found a job up there, he brought Mother up there and they lived there for a while, but they left me in Boone with one of my mother's sisters.

So I lived with one of Mother's older sisters, and she had two sons, David and Sam. They are like brothers to me. They were like ten, twelve years older than me, and so I kind of grew up in the household with them until I was in the 8th grade. Then that would have been in 1955. The little consolidated school that we went to there—1955 was shortly after Brown vs. Board of Education desegregation case. Of course all the schools in North Carolina were segregated, and the black people only had a little three-room schoolhouse that we went to.

Certainly after the 8th grade there was not an opportunity for a good high school education, so I was fortunate that my parents were in Detroit, and so I just moved to Detroit and lived with my parents in Detroit, Michigan.

Kelly: Why did your father choose to go to Detroit?

Hayes: He had friends there, other people in the family had gone to Detroit prior to him. As you know, the migration of black people from the South, typically the Mississippi Delta people went to Chicago; a lot of the people from Alabama went to Chicago. Then you get further east and the corridors from North Carolina, South Carolina either went to Michigan, Detroit or up the East Coast to New York. I don't know why that was, but that was typically what happened. So I think that's why Dad went to Detroit. Another reason would have been there were lots of factories up there, during the war years that's where they made all the materials for the war and it was pretty easy to find employment up there.

Kelly: What did he do?

Hayes: Daddy became an arc welder at the time and he worked on... whatever arc welders do. He did that until, well, let's see, he did that for probably the [19]40s until early [19]50s, [19]53, [19]52, somewhere in there. Then he went into the insurance business and he worked for United Insurance Company for the rest of his life actually, the rest of his career until he retired. Then of course after I went up there, the time I lived with them, Dad was in the insurance business.

Kelly: What about your mother, did she work?

Hayes: Yes. Mom was basically a day worker. She did a lot of things at hotels, she was like a maid. Then in later years she began to do nursing work at nursing homes, taking care of patients. In later years she became a kind of private caretaker. She worked for ... oh my goodness, I don't remember the woman's name, but she was

extremely wealthy. She paid Mother an incredible amount of money to take care of her on a daily basis. Mom just kind of moved in with her, because my brother and I were up and out and gone, you know, we were on our own. It was just Mom and Dad, so Mother worked out there and made that money.

Kelly: Which brother and you?

Hayes: Excuse me?

Kelly: You said your brother and you.

Hayes: Yeah, my brother Steven. Steven is my brother. He works in Admissions. You didn't know that was my brother?

Kelly: No, but I just asked you if you had any brothers and sisters and you said you had the two older cousins that were like brothers to you.

Hayes: Oh, well I missed that, but they were. But I have one natural brother.

Kelly: Is he older or younger?

Hayes: Younger, he's younger than me. In fact, he was born the year I went to Detroit to live. I went there in [19]55, Mother was pregnant and Steve was born in January [19]56.

Kelly: Okay.

Hayes: So I'm fifteen years older than he is. When you asked me if I had any brothers and sisters, I do, but I don't, because it wasn't a sibling kind of thing. Because as a mid-teenager, 15, 16, by the time he got up any size, I was in college and pretty much out on my own. There was not an opportunity to grow up and develop the

kind of relationships that brothers and sisters do. That was done with my cousins. So maybe that's where we got kind of confused there.

Kelly: Why did they let you stay in Boone after they moved to Detroit?

Hayes: I wanted to. They didn't really have a house in Detroit, they kind of lived with another family. It was probably not the best for me to be up there. In those days, black people would be taken in by other black families and you would like rent a room, and that would be where you lived. Even though you shared the house, you only lived in one room. Two people in a room with a child would probably not have been the best at that time. After they were there for a while and were able to accumulate some money, then they bought a house. Then that was when it was time for me to go live with them.

Kelly: How often did you see them?

Hayes: I spent all summers in Detroit and they came home for Christmas or I would go there for Christmas. They would come home at other times during the year, maybe Thanksgiving or Easter. So it was not like I didn't know that they were my parents or anything like that, because we kept a lot of contact with them. My mother's sister made sure that I remembered their birthdays and all those kind of things.

Kelly: It sounds like you had a very supportive family.

Hayes: It was, It was extremely supportive. I'm really thankful for that.

Kelly: Tell me about Boone. What kind of a town was it growing up?

Hayes: Well, in retrospect and not knowing any better, it was a great place to live. But

you have to be mindful of the time in the [19]40s and [19]50s, which is part of the culture of this nation where African-Americans were treated not fairly. The separate but equal phenomenon for the schools were... I remember in elementary school—I was telling you about the little three-room schoolhouse. It was partitioned off where you had grades 1-4 on one side and then grades 5-8 on the other side, and then in the basement you had a room about this size [] you had 9-10-11 and 12th grade down there. A small community of black people lived there. They brought in kids from a place called Cove Creek and Beaver Dam.

I can remember the floors were wooden floors, and they became extremely dry and dusty. We would have to go over to the county school board and they would give us used motor oil to pour on the floors to keep the dust down. We got a lot of hand me down books from the county. I don't believe I can ever remember having a new book during those years. We would be invited down to what we called the white school to give concerts, because we had a great glee club. When you would go down to the white school it was unbelievable what they had. I mean they had auditoriums, they had athletic fields, they had gymnasiums, they had science laboratories. They had what you needed to become educated. We didn't have any of that. When the nation is saying 'separate, but equal' phbt, it's crap. No such animal.

You talk about the supportive nature of my family, the whole community was supportive. It had to be in order to survive in a place like Boone. Although race relationships were not bad, they certainly were not ideal. Even when I go back home today, things are a lot different, but there's still that feeling of that "they're white and I'm black."

Here's part of what has happened or what is a result of growing up in a community like that and living in it forever, or not leaving to go anywhere; the elderly people in that neighborhood, my cousins that I told you about. On occasion they would travel to Detroit to visit us. Either they would drive up or we

would drive down and get them and take them back home. But as we traveled across the Mason-Dixie line where black people could actually go into restaurants and sit down and eat. They never would do that. "I'm not going in there with those white people," because of the way they'd been treated through the years in Boone. You couldn't go into restaurants; you couldn't go into motels. You couldn't do any of that. I can recall my Mother, like I told you had a large family, and she had a sister that lived in Tennessee. Mountain City, Tennessee was a little town that was probably 30-35 miles from Boone going west. We would go to the bus station and get on the bus and go to Mountain City, Tennessee, but we always had to get in the back of the bus. We couldn't ride. There was a certain portion of that bus that we weren't allowed to sit in because we were black.

You say, "What was it like growing up in a town like that?" As I said, if you don't know any better, what the hell? Same deal. But once you go to a place like Michigan and you're treated like a person—that is a person, and not like a shadow—then you go back and you look at that a little differently. It really makes you bitter. It does. It makes you angry. You have to learn how to deal with that in order to survive and not let the anger consume you.

So I had some wonderful playmates in Boone. My first girlfriend was in Boone. In fact, I probably still love her, but I haven't seen her for – golly I left in [19]55, I haven't seen her since [19]55, you know, to really see her. I've seen her at a distance. Some great memories, I did a lot of work with the church. I was involved with the Scouts. I did a lot of things with the Cub Scouts, used to take them up into the mountains and we camped out and just had all kind of wonderful things.

There were a lot of things that evolved around the church. We had Tuesday night what they called Goodwill Club. The ministers would always come and we would do programs and they would ask us to solve riddles. All kind of things like that. Then we would go to other small communities in North Carolina like Lenoir,

Beach Bottom, and Darby, and go to services and the community would do what they called the Feast for the Church. They would serve all of that great homemade food, pies and cakes and the veggies that they grew in the gardens. It was great. We had a good time.

Kelly: What was the name of the church?

Hayes: Mennonite Brethren Baptist Church. They were Mennonites. It was a really interesting little community. There were advantages and disadvantages growing up in a little town like that, because you can get a false sense of reality in terms of ones capabilities. I was always at the top of my class, but hell you're only dealing with ten people. But when you go to Michigan, you're dealing with thirty times five or 150 people in your class or a total school population of maybe 1500 to 2000 students in the school. When I went to high school, the number of students was like 3000 people in the high school. So a big difference going from a little sheltered segregated environment like that to a desegregated environment in the public schools of Detroit.

I'll never forget when I went up there, I was in the 9th grade, and there was this one little kid. I can't remember his name, Sherman or something. He always beat me on my algebra test and I couldn't stand it. I just could not stand that—whatever his name was—was beating me at algebra. If I got 85, he'd get 90. If I got 90, he'd get 95. He was always better than me. We had this one problem that had given everybody a hard time. In fact, none of us did well on it. The teacher called us back in and she said, "I'm going to give you one more problem. You come in after school. You either get it right and you get a 100, or you get it wrong and you get a 0." It was one of those problems where it's like if an airplane is flying at an angle such as this, and begins to descend at this rate of speed, how long will it take him to get to the ground or something like that. Man, I sat there and fiddled around with that problem and I looked and he's gone. He got it wrong and I got it right. [laughs] The one time that I beat the kid, so I say, "Well, you're

not the genius you think you are, you rascal you." But he was a nice kid. He was a nice kid. It wasn't that he was arrogant or anything like that. That was something that was different for me.

Kelly: When did you graduate high school.

Hayes: [19]59

Kelly: What were your plans immediately upon graduation?

Hayes: Go to college. No question about it. I had to go to college. It was kind of understood that I would go to college. There was no debating or anything like that. You're going to college and that's what I did.

Kelly: Was that usual or unusual in that day?

Hayes: Probably unusual. I don't know why it was expected of me, coming from the town of Boone, other than that my mother and father had moved to Detroit and the blinders were taken off. I feel badly when I go back home about the number of my peers and those who came after me, who have actually gone on and completed a college degree. One of mother's sisters had probably eight kids. I can't count them right now. I could count them all and tell you, but it's approximately eight kids. Their father had been in the military and he lost his arm. As a result of that, all of those kids had benefits that would have paid for a college degree. Not one of them went to college. Not one. In fact, I'm not sure that all of them finished high school. But that little community there in Boone is like somewhat insulated from the big world. People are born there, they're raised there, and they die there. They never, ever, venture out to live anywhere else.

The two cousins that I lived with, David—which is the younger of the two boys—worked in Greensboro, North Carolina for twenty years. As soon as he finished

working there, right back to Boone. Even when he was working there during the week, every weekend he came home. He never broadened his horizons away from Boone. Sam, the oldest brother, lived in Philadelphia for a while, and worked. I don't know what he did, but he went right back to Boone. Other guys that go in the service, they stay gone for two, three, four, five years, come back and stay right there in Boone. There's something that keeps them there. I don't know if it's the safety of the family, the extended family, because it's not uncommon that you have a mother and father that lives here, and the daughter will live next door and another daughter will live up here. It's kind of like that nuclear family which is extended out. On my daddy's side of the family it's the same way. All my cousins down there, you've got mom and dad lived here in the old home place, they call it. Then you've got a daughter that lives here, a daughter that lives here, a son that lives out here, a son that lives down here.

Kelly: All within a couple block radius.

Hayes: No, one block.

Kelly: Oh, one block?

Hayes: They're all right there. They're all right there. And they just don't go anywhere. That's it. I have cousins in North Carolina and the last time I was home, I say, "Why don't you guys come down to Texas and spend some time with me. I'll take you fishing and show you something." [Different tone of voice] "Oh, my God, I never could. I couldn't get down. I'd get lost and I can't do that." [Regular tone] You know it's almost like jumping off the edge of the world. This one guy says, "You know I've never been outside of North Carolina except to go to the beach, and I go to the beach once a year with my family, but I can't go anywhere like that." And they're serious! Their fear of that is like my fear of going out into outer space.

Kelly: It's unusual.

Hayes: Oh, it's real. Very, very real.

Kelly: It seems so foreign though.

Hayes: Shelly, part of it is the education. Education is such a broadening thing for people.

Kelly: Tell me about going to college.

Hayes: Going to college. [chuckles] You don't want to hear about high school?

Kelly: Oh, finish high school. Sorry.

Hayes: Well, that was junior high, and you're just going to skip all my high school years?

Kelly: Go back to high school.

Hayes: I went to high school in [19]59. I went to Central High School in Detroit. I was a country boy, let me just be point-blank tell you I was country, from not really country-country, but I was not urban. I didn't know urban ways. I hadn't lived to understand the social milieu of the kids that had gone to large high schools. Their social skills were so much better than mine. Most of the guys could dance and could interact with the females really well. I was kind of stand-offish, because I had never been around that many people before in my life. So I didn't know what to do when you go to a party. I was a wallflower. I didn't know how to dance; I didn't know how to do anything but drink punch and eat potato chips. That sort of thing. I'll never forget it. They all dressed so nicely. They had these—I don't know if you call them flannel pants or what—but they had a little buckle in the back. That might have been before your time. They were kind of ivy league pants. These guys wore those pants. Man, I'm wearing blue jeans and stuff like that.

And I said "Oh, man, I can't compete with these guys". But you know I stayed right in there and I did my school work and did well in high school. I played baseball in high school. I played third base. I lettered the three years that I was in high school.

When I graduated I went to the University of Detroit, which was a Jesuit institution, and became educated in Catholicism. Because going to the University of Detroit, it was mandatory that you had to take six or nine hours of theology, which wasn't bad. But you also had to take 18 hours of Philosophy, Thomistic Philosophy. You had to take metaphysics and ethics and the philosophy of love and the philosophy of whatever. Moral philosophy and all that, but it was good. It was good. After I learned about it and studied it for a while, it was good. It really was a good disciplinary thing for you.

I was a literature major at the university and learned all about Shakespeare and Milton and all of those Victorian writers. I had some good relationships out there. I was an ROTC person. (chuckles) I don't know why I became an ROTC person either, but I do know when I went out there to register, it was just like a recruitment day there. ROTC people around and they give you brochures and stuff. So I took that stuff home and my dad read it. He said, "You need to do this." And I said, "Why?" He said, "Well, because they'll make a leader out of you." And I said, "Hmm, I don't want to go in the Army." He said, "Jim, you ought to think about it."

My dad and I had a fantastic relationship. It was more than a father-son relationship, it was more of a brother relationship. Big brother, small brother. Never, ever forgetting that he is your father, but he never treated me like I was his son. He treated me like I was more than his son, if you can understand that relationship. I mean there were no bars about anything that we wanted to talk about with one another. We were just flat out open and brutally honest about

everything. Any and everything that I wanted to talk about I could talk about it with my dad and he did the same thing with me.

So going back to the ROTC thing. I probably took it out of respect for him. Not really wanting to do it, but I did it anyway. It wasn't bad. After the first two years in ROTC, they started paying you. You got a little check. You got into the advance corps. Like I said, back during those days, money was kind of tight and you didn't have a lot of money. You make your little trip over to the ROTC office and get your little – I don't know it was thirty dollars or something. Thirty dollars back in those days was really nice money.

So I did that and when I graduated, I missed graduation by three hours in May. I needed an education class, so I had to go to summer school to graduate, so I graduated in August. The guys that were in my ROTC class had graduated in May, they went directly into service right out of college into service. They got commissioned and bingo they were gone. That was good for me because that meant that my orders to go into the Army gave me a year to teach school. So I didn't have to go right after summer school. My orders came in January of [19]64. That meant that once I graduated I could then go into the Detroit public schools and teach.

That's the best thing that ever happened to me, because I really ;learned to love teaching. I taught school at one of the inner-city schools in Detroit. I had a group of kids that were absolutely unbelievable. I still have a... I don't know what you'd call it. It's a scrapbook but it's made on posters. The posters are this big [holds out hand about 3 feet], and it's about South America, because I taught them Spanish. I kept that, in fact I've still got that at home in my garage. I haven't seen it in a long, long time, but it's still there and I remember those kids. Some of the brightest kids I've ever seen were right there in inner-city Detroit. I had one group of kids – they were not my home room, but I taught them. Detroit public schools at that time used the California Test of Mental Maturity to place kids,

homogenous grouping. This score you go in this class, this score you go in this class. I don't know what the philosophy was, but I guess from an educators point of view now that's not the best. I know the pros and cons of both. But anyway there were kids in there that scored at the top range of that test. One girl had a double star mentality, that meant she was A plus-plus. I'll never forget this kid. Her name was Judy Sledge. Tall, lanky girl, just bright as all get out. She was smarter than me, no question about it. It was hard to teach her, because anything you gave her, she could do it.

Kelly: What grade level were you teaching?

Hayes: Eighth and Ninth. I taught at Junior High School level. She and David and some of the other kids that were in that class were – I'll never forget this either – Ruby Urkhardt was their home room teacher and Ruby was a seasoned history teacher. She really helped me a lot, mentored me, and helped me understand the things that needed to happen in order to be successful at teaching inner-city youth. So I taught that year from like August until May. School was out in May or some time and my orders for the Army came in January. I was supposed to report to Fort Knox [on] June 15 or something like that of 1964 and I did.

Kelly: What was the name of the school where you taught.

Hayes: Spain Junior High School. Let's see, a little bit more history about that. When I was first placed there, they were actually constructing Spain Junior High School. The school was actually Lincoln Elementary, or Lincoln something. They opened it up in January. So I taught in the new school from January until June. Brand new group of teachers, all of them—not all of them—a lot of them fresh out of their programs. We had a fantastic group of young people there and had a great time, did a lot of parties together. Then when we got to June, we went to Fort Knox and I went in the Army. I was commissioned a Second Lieutenant Armor, and I went to Fort Knox and that's where I met Jackie.

Kelly: Tell me how you met her at Fort Knox.

Hayes: [Chuckles] It was one Saturday night, there was another guy in my AOB (Armor Officers Basic) class from Lincoln University. His name was Ted, Ted Edwards. Ted Edwards was from Lincoln University, Missouri. I was in Fort Knox. I'd been down there for two or three weeks. I didn't know anybody, because we went to school for five and a half days. Monday through Friday, half day on Saturday, you were in classes. Then you got off Saturday at noon or thereabout and you were off until Monday. So this particular Saturday I drove into Louisville. I didn't know where I was going, I was just going to explore. I went to a bowling alley and I saw Ted with Jackie. They were leaving the bowling alley.

So when we got back to camp, back to Fort Knox, I said, "Ted, who was that pretty little girl you had with you at the bowling alley?" He says, "Oh, man that's my buddy Jackie. She and I went to school together." I said, "Really?" I said, "I need to meet her. I want to meet her." So he said, "Okay, next weekend we'll go into Louisville and I'll take you by the house and introduce you to her." So he did. And that's how I met Jackie.

Jackie's family was in the mortuary business. Her father and mother, both, were morticians. They ran a funeral home there in Louisville. I met her and started dating her that summer. When I graduated from AOB 14 or 15—we were the last class of that year—I knew that I was going to marry Jackie. I knew it. Well, I knew I'd marry her if she'd have me, let's put it that way. She was still a junior in college. And she had to go back to Lincoln, so we wrote back and forth and stayed in touch by mail.

So in May of [19]66, when I got out of the Army—I served thirteen months in Vietnam too during that time. I mean it's kind of like a blink of an eye when you

look back over it, but it was interesting going through it. So anyway, after I got out of the service, I had written to her and she was graduating. She told me that her family was leaving Louisville, headed to live in Philadelphia. Her father had passed away and her mother found that the funeral home was more than she wanted to do on her own. Plus her brother had gone into the business and was her competitor, and she didn't want to compete against her brother. So Goldie moved to Philadelphia and began teaching school as a home economics teacher. Goldie was a home economics major at Kentucky State.

So when I get back home, of course I called Jackie and asked when can I come to see her, and that sort of thing. I could not believe no one had married her. I said, "Wow, I can't believe none of these guys – these guys let you get away. This ain't happenin' to me." You know, we got real serious there in that summer of [19]66. It's kind of like almost every weekend I'm trekking from Detroit over to Philadelphia to see Jackie, or she's trying to get over to Detroit to spend time with me. So we got engaged in May of... when did we get married? We got married in [19]67. April or May of [19]67, then we got married in December of [19]67. That's what it was. We've been doing it every since.

Kelly: What was her maiden name?

Hayes: Beckett.

Kelly: I'm going to back it back up a little bit. I read in one of the *UHCLidians* that you marched in a march with the Reverend Dr. Martin Luther King, Jr. Tell us about that.

Hayes: It was the year he did his "I have a Dream Speech" at the Washington Monument. [Editor's note: It was the Lincoln Monument.] That would have been in like [19]62, [19]63, somewhere in there. [Editor's note: June 23, 1963] Back in those days, again, focusing on the segregation that was in the nation at the time, the

Civil Rights movement, Martin Luther King used to come to Detroit and speak at various churches. I had heard Martin speak on, golly, numerous occasions. I had never seen him, but I had heard him, because you could not get into the church unless you were there an hour and a half before it began, and I was never an early person. But my dad always took me to church; Dad and Mom always went to church. What they did, like if he was speaking in the auditorium here, and you couldn't get in the auditorium, they would pipe it down into the basement where you could listen and hear him.

There was also a Congressman in Detroit by the name of Diggs, and he gave you all of the updates on the efforts to desegregate the South, Civil Rights and those sort of things. He had a Sunday night radio show and I remember he talked about the Emmett Till case. He kept us abreast of all of the things that were happening in Mississippi, in Alabama, and Georgia. Mainly in Mississippi and Alabama which I think are the worst places in the world. You know we began to hear about the marches in Alabama, the marches that King was leading in Montgomery. We heard about Parks. Parks, by the way was from Detroit, which I didn't know. Her role in setting up the boycott in Alabama which really broke the backs of segregation in that town and buses. When we learned that Martin was coming to Detroit to march on City Hall, Wow, we were all ready. I mean all of the college students. Let's see, what would be an example of that for you here.

Kelly: I don't know that there could be an example for that.

Hayes: Well, there could be, yes. I'm trying to think one of the largest streets of downtown would probably be, what Westheimer?

Kelly: What, you mean to come down Main?

Hayes: No, a big street, a big wide street.

Kelly: Memorial.

Hayes: Memorial, okay, picture Memorial Drive. See Detroit is set up like.... It's really a well laid out city. Woodward Avenue goes through the center of the city, running north and south. If you cross it going east, you're on the East Side; if you cross it going west, you're on the West Side of Detroit. He started the march on Clairmount, which is kind of mid-city, and he was marching from there all the way downtown to Cobo Hall. As you march down Woodward Avenue, people were filtering in from the cross streets and it was just this wall of people. I mean you've never seen anything or felt anything like that. As the march moved down Woodward Avenue, there was just this wall of black people. Everybody marching. Hell, I was probably way in the back somewhere, but I was there. He got to Cobo Hall and gave his message.

It was a time in this country when people were coming together. It was like when you had Kennedy was President at the time, the [19]62-[19]63 time frame. You had this tremendous, I mean tremendous feeling of hope, that I don't think is in this country now. It's pretty grim right now for the nation. You felt like you had a friend in the White House, and you had a person like Martin Luther King that was out there being the drum major for equality and justice. It was nice to be a part of that, to be able to tell your kids about it, and help them understand that they really are somebody. It's not that you have to take a back seat to anyone, ever again. So that's what it was like.

Kelly: It sounds amazing. I guess I don't really have to ask you how it affected you personally to be a part of that.

Hayes: I think it helped me realize there was something bigger than me. You know that being a part of what was happening and being supportive of it as best one could was certainly good. It let me know that there were much larger issues in the

country than what my little piece of the pie might be. Martin Luther King could see that. Like John F. Kennedy could see the bigger picture. These were very special people. I think to a large extent Robert Kennedy could see the big picture. The way it affected me was that I was able to be a contemporary of those people. Of a kind of living history of the time when the nation needed to be pulled together and cleansed of some of its ills, I was there. That's how it had an impact on me, I think.

Kelly: I forgot to ask you earlier what your parents names were.

Hayes: My father's name was James F. Hayes. James F. stands for Ferlon. My mother's name was Virginia Hayes. My youngest daughter is named after my mother. We used to call Mother, Ginny, and we named Jennifer—my youngest girl—Jennifer, not Virginia, but Jenny, Jennifer, not really Virginia, but Jenny, for her, because we called Mother Ginny.

Kelly: What was her maiden name?

Hayes: Grimes.

Kelly: I hate to take you back over to Fort Knox, but when you finished your training at Fort Knox, where did you go next?

Hayes: I went to Okinawa. I was in Okinawa for actually six months. I went, let's see- September, October, November, December, January- no I was there five months. See when I was commissioned, I did not receive a regular Army commission, I received a reserved Army commission, because I had made the decision that I did not want to be a career military person. This is kind of interesting. When I was in summer camp at ROTC, I earned the Distinguished Military Cadet's Award. As a result of that, when I got back to Campus, I got an appointment from Congressman Diggs to go to West Point. I'm a junior and he wants me to go to

West Point and start all over, and I said, "I don't think so." Had I really wanted to be a regular Army and a career out of the Army, that probably would have been in my best interest, but I didn't do it. So I took the reserved Army commission, went to Fort Knox, finished the AOB class, and then – not taking the regular Army commission, they gave me what they called a branch in material assignment. Had I gone to West Point, I would have been assigned to a Armor unit, because I was Armored Officer. Rather than send me to a tank command, they sent me to Okinawa to do psychological warfare with a unit that did psychological warfare. So I was in Okinawa for five months reading documents, writing propaganda, learning all that I could learn about Vietnam. I eventually got sent to Vietnam from Okinawa. I was down there for thirteen months.

Kelly: What was your mission when you were in Vietnam, your assignment.

Hayes: I was a Psychological War Officer. Our goal, our mission, was primarily to win the hearts and minds of the Vietnamese and Viet Cong people. We did that through broadcasting our propaganda messages, leaflet drops, and going into the villages and dealing with the people.

Kelly: How successful do you feel that was?

Hayes: Not at all. I think it was a waste of time, waste of energy, waste of lives, waste of everything. I don't think it was effective at all. I'll give you an example. They had a program over there which they called Chieu Hoi, and I don't know what that means. You can probably ask Dr. Van Tran what that means. But this was a kind of rehabilitative program that they used when they captured Viet Cong or North Vietnamese soldiers in battle. They asked them—I'll never forget this—they said, "What is the impact of the leaflet droplets on you guys." And this one guy said, "They make really great toilet paper." Given that's one man's opinion, but when I look at what really happened, the results over there were just terrible I thought. I don't think it was very effective at all. Don't think it was effective at all.

Kelly: So you returned to the United States after Vietnam and what happened?

Hayes: Well, I ran to Philadelphia and got my wife.

Kelly: [chuckles] That's right, I forgot.

Hayes: Well, I came back home in 1966. It was good to come back home, but nothing was the same. You're away from home for two years and every thought is to return home and get back to the things that you knew and did well and were happy at doing. But I wasn't the same person. The guys that were my good friends were still friends, but they were not friends, if you know what I mean. Because they were doing the same ol' thing that they had done when I left. They were going to bars and having drinks and chasing women. Hell, I'd done that for two years. I mean I was up to my ears in doing that stuff. I didn't even want to go to a bar. I really didn't. I just, I wanted a different lifestyle than that.

I spent some time with my mother and father, and then I wanted to go back and visit my mother's oldest sister that I had lived with, because she was very dear to me, very much like a mother. I wanted to see that other part of my family, my two cousins that I loved. They're still living by the way. I get home to see them maybe once a year. When I got to Philadelphia and began to spend time with Jackie, I knew that's what I wanted. I didn't want the nightlife anymore, It had run its gamut with me. I'd just had had it with wine, women and booze. It was enough. That's when Jackie and I decided we were going to get married and try to make a go at it.

Kelly: Did you work or did you go back to school at that time.

Hayes: Both. See, when I went in service I took a leave of absence from Detroit public

schools, so I had a job waiting for me when I came back. From May until September, I was unemployed. When school started I went right back to teaching school. I also enrolled at the University of Detroit in their masters degree program and started working on a master's degree there. From that point on, from [19]66 until [19]72, it was a pretty strong rat race: working to get a masters degree, working teaching full-time, then getting out of the master's program and going into a doctoral program at Wayne State. Getting that under my belt.

Kelly: What motivated you to go on and get a PhD.

Hayes: [chuckles] Nothing really motivated me I'll tell you. It was kind of like being in the right place at the right time. I was completing my last course in the master's program. Dr. Lacy was one of my professors at the University of Detroit. He said to me, "Jim, they're starting a new program at Wayne State University and they're looking for counselors. They're looking for people that have had inner-city experience working with inner-city kids." Because they were bringing in what they called Project 100 – a hundred African-American kids from inner-city schools to go into college. The Department of Education had funded some kind of grant.

He says, "You ought to look at it." He says, "Oh yeah, and if you do go down there, part of their requirements is you have to go into their doctoral program and get a doctorate degree." I said, "Man, I can't do that. I haven't had a math course since I was in high school. I don't know how to do that stuff." He said, "You won't have any problems. You have to take statistics. They'll teach you all the math you'll need to do the statistics so you can do your dissertation." I said, "Really?" He said, "Really." So he said, "You interested?" I said, "Mmm. Okay." He said, "Okay, I'll make an appointment for you to go down and talk with George Leonard." who was a department head.

I knew George, because George had come out to the University of Detroit and worked with me on a summer program that I was working in, doing counseling with project – with was it Project 100? I got them mixed up. The one at University of Detroit was Project 100, the one at Wayne State was Project 350. They had 350 kids in that program.

So I went down and did the interview, and they selected me. I started doing counseling down there with those kids and going to school full time. That was in [19]69. It took me three years to get my degree.

Kelly: Did you have a family at the same time?

Hayes: Yeah, I was married at the time.

Kelly: Had you had your children yet?

Hayes: No. Oh no. Oh no. [chuckle] Absolutely not. Jackie and I were married eight years before we had kids. I really believe that if I would have had kids I wouldn't have a doctorate degree today. Because it's just too demanding. I marvel at people who can do that. Because of what is expected of you in your schooling program and what the demands are of a family and your children and what they need at that level. Young kids, they require a lot of your time and effort and energies. You require away time in order to be able to master the subject matter. It probably wouldn't have worked. We got finished and then we started having babies, getting babies.

Kelly: Just briefly tell me about the positions you took after you finished your PhD.

Hayes: When I finished my degree, and this is really interesting because I think had I gone the other way I probably would not be sitting here talking to you today. But when I finished my degree, it was clear to me that I wanted to teach. Remember

before I told you how I really was fortunate to teach that first year in Junior High? I developed a real love for teaching. I had applied at –well you apply for every job that comes available when you're trying to get out of school and trying to get started.

I'd applied for a job at Chico State in California. I'd applied for a job in a lot of other places. One place in particular was a community college, but it was a Vice-Presidency for Student Affairs, which would have put me immediately into Administration. My advisor had told me that I had two routes that I could go. He said, "Jim, you could go the academic route or you can go to the student affairs side of the house." He said, "My suggestion to you is that you go to the academic side, because it will present you with a different form or even better opportunities in the future."

As Jackie is from Louisville, how did this happen. One of the guys that was in the public schools there; he was actually the director of counseling of Louisville public schools, and they had a program with the University of Louisville. Just by some quirk, Joe Robinson was told that Jackie's husband was finishing a doctorate in Counseling. He said, "Tell him, he needs to send his resume to me, and I'll get it to Bill Kelly, who is the chairman of the counseling department at the University of Louisville. We've got a project that we could probably use him in." I sent in my resume.

So I interviewed at the University of Louisville, and at Jefferson Community College. They both offered me positions. I took the one at the University of Louisville. It's kind of like the Road Not Taken. So who knows where I would be had I gone the other route, but I didn't. I went to the University of Louisville, and I stayed there for ten years. I made full professor in eight years. I was up for full professor in seven years, but they had a rule that you had to be at the university for eight years before you could be promoted to full professorship. So the Dean called me up and said, "Jim, I can't recommend you for promotion because of this

rule." He said, "What you need to do is to put your credentials in next year and you probably won't have any difficulties," and I didn't. So, I could have stayed a faculty member and probably been one hell of a scholar had I devoted all of my energies to that. But a buddy of mine had the bite for becoming an administrator and he talked me into looking at some administrative opportunities. So that's what it was like at the University of Louisville.

[End of CD 1]

Hayes: ... to help you understand it. Do you ever watch "Grey's Anatomy?"

Kelly: No,

Hayes: Never watched that series?

Kelly: No, I know it's a medical show.

Hayes: Right. Well, the African-American doctor [Isaiah Washington] on there made some racial slurs about gay people. He's no longer on the show, as of this Fall he won't be on the show. Now clearly his comments were inappropriate. He would not have gotten fired had not Imus been fired on the radio for making the comments about the young women at Rutgers. Okay, follow the line of thinking, now. Grey's Anatomy, Imus, and your generation.

Now your premise is that what came before you, you really didn't experience it and you didn't know a lot about it. I think therefore it's not really impacting you. But what I want you to see is that the Imus' of the world and the Gray's Anatomy's of the world, that those attitudes are still very prevalent in America. And I mean very prevalent in America.

Kelly: So what do we do to get rid of it?

Hayes: I don't know that you can or that you ever will.

Kelly: Do you think that as generations grow and move out that it will eventually evolve?

Hayes: I would have hoped that that would happen, but where I sit and when I read the *Chronicle of Higher Education* and I look at the data and the opportunities that are for women and people of color, when you look at universities across the country, they're still headed mainly by white men. Although we've made progress in getting a diversified group of people on most of our university campuses, they're still headed by white men. There are some white women, and one or two people of color that head institutions. But that tells you something about the national agenda of this country, and what we think about people of color in America. I will say, after Lyndon Johnson left the White House, phbt, there's been nothing on the radar screen national agenda that deals with such issues whatsoever. If you're female, if you're black, if you're Latino/Latina. I hear Mr. Bush try to speak some broken Spanish when it's election time to try and get the Latino vote, and that sort of thing. But I can't see anything tangible that's going on, on the national level to address any of these pressing issues that I think are so important to the nation. You have industries, you have companies, that will go aboard to get their senior executives rather than look at people in this country who might be of color that can handle those positions. That happens a lot in the textile industry in North Carolina. I know a lot about that. I say, "What the heck are we doing here? What's going on?" Just look around you and observe what's happening. It's not a pretty picture. It just isn't.

Kelly: That kind of leads into what I was reading about after you came here and started

to diversify the faculty and the students. That's been a really major goal for you over the last thirteen years. How do you feel about that? Do you feel you've accomplished what you set out to do?

Hayes: No, you don't ever accomplish what you set out to do in matters like that, because of what is so ingrained in an organization such as this one. I just read a piece yesterday in the *Chronicle* about Barry Bonds. Do you know who Barry Bonds is?

Kelly: He's a baseball player.

Hayes: Do you know what the controversy is?

Kelly: I haven't read the paper yesterday or today.

Hayes: No, not the [Houston] Chronicle, the *Chronicle of Higher Education*. When I say the Chronicle, I mean the *Chronicle of Higher Education*. The [Houston] Chronicle doesn't have anything in it that I want to read except the fishing report. No, I mean the deal is Bonds has been accused of taking steroids, okay? And what the media has done, they have convicted him, found him guilty, and he denies that he's ever done it. The question is, or at least once they have convicted him without a jury trial or anything, then they go along and proceed as if it's true that he used steroids. And then they say, well if he breaks Hank Aaron's records should there be an asterisk by his name because of the 'steroid controversy?' Bullcrap! It's not a controversy for the media, it's a fact. That's why I don't listen to Geraldo ever on TV in my house, because of his lack of objectivity in the O.J. Simpson case. Journalists are supposed to present facts, and present objectivity. He said on tape that O.J. committed the murder. How could he know that? He's not there. All he could do is look at the evidence like everybody else, and the jury said, No. He still says, Yes. So why would I listen to a guy like that and why would you make that kind of comment unless you are a racist? And that's how I feel about him.

Now, if you talk about what we do in this organization prior to Jim Hayes' arrival, it was a culture. Part of what happens in organizations like this—not just Clear Lake, but at UH [University of Houston], at UT [University of Texas], at A&M [Texas A&M University]—there's a phenomenon that's called Unaware Biasness or Subconscious Bigotry. What happens is you're impacted by your past unconsciously while you consciously make decisions that are contrary to what you articulate. Let me give you an example. The first five years that I was on this campus, in my Dean's Council we talked about our faculty and our appointments and why we weren't appointing any people of color, any Latinos, any African-Americans. You know what their response was? "My God, we just can't find them. There ain't none of them people out there." And I said, "Well, I think there are." And I said, "What we have to do, is do a better job at advertising what we do and what we have available." I said, "Do whatever it takes to get people in the pool, short of raiding HBCU's." Do you know what HBCU is?

Kelly: Historically Black Colleges & Universities.

Hayes: That's it. Now what I meant by that [is] don't go into an historically black college and identify a faculty member and say I want you at Clear Lake, because they need that person there as well as we would need them here. Don't do that, anything short of that.

So the first three, four, five years, I'd look at the faculty orientation. We'd bring in fifteen new faculty, twenty new faculty. One year we brought in 28 new faculty and not one person of color. So I said to myself, this has got to stop. If I can't do something about this, I don't need to be in this job, because this is not really a true reflection of what American culture is or what it ought to be or what I want the faculty to be here that interacts with the students.

That spring we did annual reviews of the Deans. There's a question on there that says, what have you done to diversify your faculty or are you committed to affirmative action or whatever. So we got to that point and I asked each Dean what had they done in that area. And they said the same standard reply that you always get, you know, we've done this, we've advertised, and we just haven't been able to find anybody that we can hire. I say, "Well, I'll tell you what. That's really unfortunate, because you get zero on this question." The way I do merit increases is that you get a total score and any zeros that you get, that takes money out of your pocket. Guess what? The next year black people and Latinos started showing up in the pools. Not only did they start showing up in the pools, but they started getting hired. That was important, but what was more important was the mindset of the faculty, and the Deans began to realize that people of color bring something else to the table that was not here prior to us making this change, in philosophy.

First of all you have to think it. Once you think it, you have to believe it. Once you believe it, you have to develop an action plan. Once you do that, then you have to implement it. So we've gone through all of those stages now and we're at the implementation stage. Part of what worries me about this institution is the lack of stated commitment on the part of your President. I don't hear anything about this from Bill Staples. You talk to him behind closed doors, oh yeah he's very committed to this. But have you ever heard him make a statement regarding the diversification of this faculty and what needs to happen here? You've heard him say we have become more diversified and we thank Jim Hayes for that. But he hasn't said a damn thing about what his commitment is. Not at all. That worries me in my absence. If there's nobody there to stir the pot, the pot will become all white again. I'm sorry, I don't mean to embarrass you as a white female, but that's my perception, that's my belief.

You know I think with people leaving like Dennis Spuck, and Bruce Palmer will eventually leave. Palmer's probably going to be here for two, maybe three more

years. With Spuck, maybe two or three. I predict that Ted Cummings will leave within two years. I don't think Ted will stay here. I don't know what's going to happen in SCE [School of Science and Computer Engineering] they're going to have to do a search over there. When these people leave and you're not getting any leadership from the top to focus on that. It's much like what's happening at the national level with Bush. See, you don't have anything that's going on there. He's got Condoleezza Rice, and Condoleezza Rice probably thinks black as much as this piece of paper does. Colin Powell? No, they don't think about minority people. They are what I call leading blacks, they are not black leaders. You had Rod Paige, who was from Houston, who went up as the head of Department of Education. He did absolutely nothing. What did he do? Golly, this is bad. It's the token person again that you have in a high powered position that does nothing.

Kelly: Did you feel like that when you came here?

Hayes: That I was a token? Yeah, I was token. Definitely was a token. I don't think I was hired as a token, but as it turned out being the only black leader? Hell yes I was a token. And look around you, there aren't any more! We finally brought in Anthony, remember?

Kelly: The Dean of Students? [Dr. Anthony Jenkins]

Hayes: Yes, and we had a young man over there who was Latino, that ran into some real personal problems. But with Dr. Biggers here, Darlene tries very, very hard. I really like her a lot. She's been with me for thirteen years. She probably knows me as well as anybody on this campus. She and I have had to go through a lot to get things diversified. But the person that's the real mover and shaker, that can keep this going is Dr. Bendeck [Dr. Yvette Bendeck], and I don't know why the Admissions office always seems to be able to have a very high level of diversity on their staff. You know what I told you the faculty said can't find them? Don't want to find them. And without a push from the Provost, President, and Dean, the

faculty will eventually succumb to the unconscious biases that they have in hiring people like themselves. It's important for people to understand. I've got an article I'll let you have to read and you'll have a better grounding theoretically on where I'm coming from, but that's basically what's going on here.

Kelly: How did you hear about the Provost position at this university?

Hayes: Very accidentally. I was in North Carolina at the time and one of my associate vice presidents brought the *Chronicle* to me and he said, "Jim, you need to apply for this job." I looked at him and said, "Man, what are you talking about?" The University of Houston-Clear Lake. I said, "Man, they're not going to hire a black person down there at that school." That was my response. I said, "They're not going to hire anybody black for that position." He said, "Jim, you should apply for that position." I said, "Okay, I'll send my stuff down there." So I sent my stuff down there and I got a call from somebody and they interviewed me on the telephone or something. I'd forgotten all about it. I really had. I was looking to move from A&T [North Carolina A&T University]. I was also interviewing at the University of Central Florida, at Cal-State Northridge [California State University, Northridge], and Alabama. Alabama State or Alabama A&M, one of those schools in Montgomery, Alabama. I don't know which one it was. I was a finalist for each of those slots.

Clear Lake called and said "why don't you come down for an interview". I said, "Okay, I'll come down for an interview." So I came down here and I met Lou White. Lou was chair of the search committee. Then I met Gretchen Mieskowski. Then I met Andrea Bermudez. Those were the three people that convinced me that I should come here. They wanted me to come.

Then when I interviewed with the open forum stuff that they have, people asked me why did I want to come here. I was real honest with them. I said, "Well, the one attractive factor that you have is that you're close to the Gulf. I love to fish." I

said, "I've lived in Savannah, Georgia and I've learned to love the sea. That's an attractive factor. Aside from that, I think my experiences match well with what your needs are for this position." But here's the kicker. I said, "One of the reasons why I would be willing to come here if the opportunity presented itself is that none of you have told me that some of your best friends are black." That's usually what happens in one way or another at a white institution. They'll interview you and say, "Oh, you know, Joe is black and he's one of my favorite people." I could care less if Joe is black and he's one of your favorite people or not. That doesn't endear you with me. Ha. That's just an inappropriate statement to make to Jim Hayes. Because personally I could give a good hoot of who your best friends are. Because I'm not coming down here or going anywhere else to make friends. I'm going to do a job.

After that happened, Goerke called me and said he wanted me to come down and spend a couple more days with him. So I met with him. I'll never forget it. It was 7:30 in the morning at the Hilton over here. You remember Dr. Goerke, don't you?

Kelly: [affirmative] Mmm.

Hayes: Goerke was stern and all presidential and stuff. So we sat down and met with him and started talking. I said, "I've been in this business a good while and I need to ask you a question before we go much further, because we don't really need to waste each other's time." I said, "Is this an open search?" He said, "What do you mean?" I said, "Is it open? Are you just bringing me here to talk to me, or have you got somebody in mind that you want for the job. And if you do, that's fine." I said, "I've had a couple days down here and it's pretty good and I've enjoyed it, but you need to tell me right now where we are with this."

He says, "No Jim. This is an open search. I'm looking to fill this position with the person that I think can have an impact on the university and do this that and the

other." I said, "Okay, that's fine. That's fine with me. That's all I want to know. Let's go on from here." I went back home and stayed home.

[California State University, Northridge] Northridge called. Why don't you come out for an interview. I've got to go all the way to California. Then they called me down at Boca Raton. I don't think it's Central Florida. Florida Atlantic! That's where I wanted to go. Man I wanted to go down there. Florida is so pretty. Aw, man. They took me out to dinner or lunch or something and we came across this bridge and you look out over the Atlantic Ocean and it was emerald green. I thought I'd died and gone to heaven.

Then Goerke called and he said, "Look, I'm going to be traveling for a few days and I haven't had a chance to get together." He said, "I want to ask you. Don't take any other position until you can hear from me. Will you do that?" I said, "Yeah, I guess, but you need to know that I'm looking at some other opportunities here and if they come through I'm not sure what's going to happen." [chuckles]

So when he came back he called me and said, "I want you to come down." He brought me back down here for another day and took me up to the System [University of Houston System] and the rest is history.

Kelly: What make you say yes?

Hayes: Well, for the reasons I told you before. I liked Gretchen. I liked Bermudez. I liked Lou. These were senior people in the faculty. The one thing that people don't understand about positions like this, you can talk about one's experiences and all of the skill and know-how. If you don't have good friends on the faculty, you cannot succeed, because you'll fall into mine traps. There are just so many holes out there for you to fall in, and if you don't know how to steer yourself around those. And the way you do that is by getting advice from people that you trust. I could trust Gretchen. I could trust Lou. I could trust Bermudez. I could trust

Nollie Mayo. I could trust those people. If there were any controversies or any calls that I was going to make that would be—let's say—not popular, I'd check with those people. I need to know, here's what I'm thinking about. What do you think? What is the faculty going to react to this? How do you think they're going to respond to this? When I made the appointment of Carol Snyder as Associate Vice President, I talked with Gretchen Mieskowski about that before I made the appointment. My concern was her lifestyle, and I didn't know what impact that would have on the image in the Provost's office. Myself, being under the microscope all the time, you don't want any other detractors. Do you know what I'm saying?

The Space Shuttle has to be letter perfect every time. I have to be as close to letter perfect as I can be at this institution. It's because of who I am and the people that work for me. That's really important for you to know.

Kelly: Who do you trust now?

Hayes: I still trust those same people. I trust Gretchen Mieskowski unequivocally. I trust Lou [White]. I trust Yvette [Bendeck]. I would say I trust my Deans, my council of Deans, all of those people. That would include all of the AVPs [Associate Vice President]. That would be the extent of it. You can't really confide in a lot of people when you're in positions like this, because it will come back and bite you. That's why they say it's kind of lonely at the top, but you grow accustomed to that. That's why comments like Imus made and the guy on Grey's Anatomy, you know you're under the public eye, so why would you say something so innocuous as that? You see what I mean?

Kelly: I found something interesting doing some research. One of the early interviews you gave you said that one of the reasons you came to this campus was because you liked Dr. Goerke and you wanted to learn from him. I found it incredibly ironic that Dr. Goerke was here just for about eleven months.

Hayes: Three months. I worked with Goerke for three months. I worked with him from August to December, and then Goerke was out three days a week at the Legislature in 1995. Then he was gone.

Kelly: So I wanted to ask you what did you feel you did learn from him in that short time?

Hayes: The one thing that I learned from Goerke was to stand up and be counted. Don't let people push you around. Goerke was a strong president, very, very strong. In fact, in some instances he was too strong, but it worked for him. I did learn that you have to be a strong individual, and you have to let people know what you think, what you believe, and you have to lead. You can't just kind of fumble around and offer a statement here and there. You have to lead. That's what I've tried to do since I've been here on lots of issues.

Kelly: When you came here in [19]94, the University had just gone through a lot. They'd just created shared governance, they'd just celebrated twenty years, a still very young university. There were a lot of new hires and a few months later, a lot of departures. But at that time that you arrived, what were your impressions of the faculty and the administration here.

Hayes: I'm trying to think who were my Deans then. Shirley Paolini, Dennis Spuck, Bob Hopkins was my Dean. I'm trying to think who was in HSH at the time when I came. Oh, Shirley Paolini. Charles McKay. No, no. Who was my Business Dean when I first came here.

Kelly: He was on your search committee.

Hayes: Who?

Kelly: Bill Staples.

Hayes: Oh, that's right. Bill Staples. Yeah, okay. Give me the question again.

Kelly: I was asking what were your impressions of the faculty and administration when you first arrived, and were getting to know them.

Hayes: When I first arrived, I was cautious to make a lot of judgments at that time. I was pretty impressed with the faculty. I was not as impressed with the administration, at the Deans' level. I thought they were all solid people, but I didn't see and I didn't have enough information to know who they were, what they were. As I grew to work with those people, you begin to see their real colors and you begin to see what they were made out of. Another thing is, you've got to be real careful how you treat people too, because you might wind up working for those people. Bill Staples' role and mine just reversed. I had the feeling that this was an outstanding faculty, I really did, after I got to know the people.

There were a couple of programs that impressed me. One of the programs is not even here any longer – it's our futures program. I said what kind of university would have a future studies program. That's got to be exciting. What do these people do. I can learn some stuff from that. That helped me decide to come here. Plus, this university had just been the winner of a TQM grant [Total Quality Management]. I said, you know they gotta have some good people to do that. That was what attracted me, and those were my perceptions upon first arrival. Of course you learn a lot more as you begin to go through tenure and promotion portfolios. You learn a lot about the quality of your faculty, but you also learn a lot about the quality of the administrators who are sending forth recommendations on those faculties.

You know there was one situation that came out of the School of Business. Two faculty members were very, very similar in their research, their teaching was not

that different, and service was about the same, but the Dean recommended one for promotion and tenure but did not recommend the other one. I couldn't see the difference in them. Staples and I talked about it and I said, "You haven't convinced me that this person should be promoted while this one shouldn't, because they look the same to me." So we talked back and forth, back and forth. I said, "You probably need to go back and think about this." So he came back and gave an argument that this person was a good citizen and this, that and the other. I said, "We're not talking about citizenship here, we're talking about teaching, research, and service." I said, "You probably need to think about it some more, because we're either going to promote both of them or neither of them. And I don't really care which one you do, but that's what I'm going to send to Goerke." He went back and came back and said, "Well, you know, there's probably room on the team for both of them." So we promoted both of them. That helped me understand a little bit about him.

Like I say, the faculty here is pretty solid. You've got people here that can go anywhere in the country that they want to go and teach, but they choose to be here. I like to be around good people.

Kelly: Do you have an appointment at 12 p.m.?

Hayes: I do.

Kelly: Then I have to wrap it up with you for today. I kind of hate to do that, because we're on a really good roll, and I have really good questions about your experience here at this campus. So we'll make sure to schedule...

Hayes: I'm going to go and talk to Yolanda [Gonzales] right now and give her a time. See, I could probably get with you ... tomorrow's Wednesday, right?

Kelly: Yes.

Hayes: Jackie's going to want me to go home tomorrow after that. Let me look and see.

Kelly: It can be next week.

Hayes: I will do it. What are you, about halfway through your questions?

Kelly: Yes.

Hayes: So you're going to need at least another two-hour session.

Kelly: Right.

[End of recording]

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