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Interviewee: Teresa Branch
Interviewer: Donna McCrea
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Donna McCrea: This is Donna McCrea, archivist for the University of Montana. It's June 24 of 2016, and I am interviewing Teresa Branch. Dr. Branch, could you please introduce yourself?

Teresa Branch: I'm Teresa Branch. I have been the Vice President for Student Affairs for 13 years at the University of Montana.

DM: Great, thank you. Can you tell us a little bit about your background such as where you grew up, and how you entered into higher education?

TB: Okay, now some of these I'm going to read because I thought through, you know, how I wanted to express it.

DM: Perfect.

TB: So I grew up in Los Angeles, California. In second grade, my parents put me in Catholic school, and upon graduation from eighth grade, I took the academic award for excellence along with an Asian male. I continued in Catholic school through high school. I was at Saint Mary's Academy. I was on the honor roll throughout the time I was in high school. Upon a high school graduation, I immediately went on to college, and I'm an only child.

I attended UC [University of California] Berkeley for four years, and in those years—I think it was 1971—it was very common for students to complete within a four-year period. I graduated with a B.A. in Psychology. I then went to the State University of New York in Albany, New York. My parents wanted me to become an attorney. However, I did not enjoy the subject matter so I spent a year working on a master's degree in criminal justice. I then transferred to the University of Washington in Seattle with the goal of achieving a Ph.D. in clinical psychology, and my goal became a reality by the age of 25.

DM: How did you pick Albany and then Seattle?

TB: Well, I was trying to satisfy my parents who wanted me to be an attorney, but I hated reading the *U.S. Supreme Court Law Journal*. I just did not care for the subject matter. It wasn't something I wanted to read and dig into. I was more into the human psyche. I was more into understanding human beings, and I truly believed if I went into administration at a later point in my career that it would be far better for me to be used to, accustomed to, comfortable with how people roll. So I'm good at forming relationships. I'm good at forming teams.

As an example, most of the people within my team under Student Affairs, who are directors that report to me, are pretty happy being in Student Affairs. The interesting thing is, when I originally interviewed 13 years ago, I told the individuals who were directors who were interviewing me that, “Don't be misled by my height or the softness of my voice.” I said, “The way I handle leadership, I'm going to be open, honest, and direct with you. So, if there are people who are posing a problem or having difficulty, they can count on me to be honest with them about the issue and we'll try to solve it. If it doesn't work, then they're going to need to move on.” I was real clear. (laughs) And they hired me anyway!

DM: Well good! (laughs)

TB: But it made sense to me to let them know, I don't necessarily come across that way but I will do what needs to be done. I can even remember in one instance I had to let an individual go who was not an appropriate fit for the job, and I was very careful, but honest, in how I expressed to her the fact that this was not working. She said, “Can I shake your hand?” because she knew it wasn't working as well. She said, “You know what, you made it easy for me because now I can move on because I'm not happy in this job and it's not working for me.”

DM: Now you mentioned early on, and I had intended to ask this question about becoming an administrator, it sounds like you were pretty clear from a fairly early time period that you thought you would want to go into something that allowed you to lead or manage people or administer programs.

TB: Initially, my only goal was to become a clinical psychologist but when I was—and I'll go into this a little bit more—but when I was at Arizona State, my boss approached me and said, “You know, I'd like to upgrade your position.”

I said, “Okay.” It wasn't necessarily my aspiration, but he saw something that he felt warranted moving me up in position. So I went ahead and did that, and then it started assistant VP for Student Affairs, then associate VP for Student Affairs, then VP for Student Affairs. It just went up the ladder. No matter where I went because I left Arizona State after my husband died. I decided to grow my career, and I went to Iowa State. I only stayed at Iowa State for three years, and I said to my boss, “I am not particularly—I love you but—I'm not particularly happy with Iowa. I'm a West Coast person.” I explained to him, “I really want to go back to the West Coast.” He broke down in tears.

DM: Didn't want you to leave?

TB: He didn't want me to leave. We're still friends, but he said, “I'll do everything I can to help you,” but he didn't want me to leave. We were a good team, and we still visit and talk. But that

school was not the best fit for me, even though I love the people there but the weather was a no. (laughs) It was just too far from the people I really cared about.

DM: Were they in Arizona still? Yes.

TB: And the University of Washington, but they were all West Coast people. He understood, and he helped me make that move.

DM: Nice, nice. So, do tell me a little bit about how you decided—beyond that push that you got from a mentor and a friend—how you sort of grew yourself in administration or how you decided to become an administrator.

TB: Well, I remained at UW [University of Washington] for 12 years, and upon getting my Ph.D., I got a job in the counseling center at UW as a practicing psychologist. My clientele were students who were matriculating at UW, and my husband wanted to follow his sister and her husband to Arizona. In order to entice us to follow, my brother-in-law brought me a job description for a clinical psychologist position at Arizona State University. So I went ahead and applied for the job and got the job, and I remained at Arizona State for 16 years. The shortest stint was Iowa State. That was only three years, but he was probably the best boss I ever had.

I remained at Arizona State, I think I said, for 16 years, and during those years, I was promoted to director of the counseling center and, consequently, to assistant vice president. After 15 years at Arizona State, my husband died of diabetes. About a year following his death, I was offered a job at Iowa State. Kind of, he was gone, so my thinking was, I might as well grow my career. So I moved to Iowa State as the Associate Vice President for Student Affairs. I was offered a job at Iowa State as Associate VP for Student Affairs, and I was there for three years and then decided I prefer to live on the West Coast. So I applied to the University of Montana.

DM: We're not really the West Coast, you know. (laughs)

DM: But you're back in the West!

TB: Exactly. After applying at the University of Montana, I was offered the position of Vice President for Student Affairs. There were only two positions open at the time, and one was at Utah State and one was open here. It was George Dennison who actually hired me. George and his wife took me out for dinner after I got here, and then George revealed to me that he and the president at Utah State had discussed the applicants they received.

DM: Really?

TB: Yes. George said he decided he wanted me, and the other president decided he wanted the other individual who was a Hispanic male.

DM: That's interesting.

TB: Isn't it? Because I never would have known that they debated who should get which person. Now personally, I feel Montana was a better fit for me than Utah, but I applied to both, but it was the better choice for me to be here.

DM: Why is that?

TB: Well, that president died. I don't know what he died of, but he died not too long after he made that hire. He wasn't way up in age, and so I felt fortunate that I had selected the president who was going to be around for a longer period of time.

DM: Now, obviously, you didn't know that at the time you were interviewing so was there something compelling during your interview that drew you to Montana?

TB: I thought Missoula, Montana, was a better fit than Utah for me. After actually looking at both situations, I felt this was the better fit. Having been born and raised in Los Angeles, there was something about Missoula that seemed more open to different personalities. I mean, it's even different from Montana State. As I was driving here, I stopped in at Montana State, and it was just obvious that I chose the institution that was the better fit because it was more liberal, more understanding, more interested in differences, more able to tolerate it than either Utah or Montana State. Because I knew Missoula had very little in terms of racial ethnicity—I knew that—but the fact that the population was actually more liberal than, let's say, other parts of Montana or Utah made me feel, “Mm, this might be the better fit.” Because I could be who I am and for the most part be accepted.

DM: Right, so we are obviously on an audio tape and not having a video interview. Will you just give a couple sentences to people who are not looking at you to explain ethnicity, or what you mean when you refer to acceptance or a fit or things like that?

TB: Right, I'm African-American. Both my parents were as well. So it was obvious with both institutions that the number of people within the institution who reflect ethnicity was low, but I felt that the various characteristics of Missoula probably made it a little better fit.

DM: Thank you.

TB: And what I perceived is, people were a little bit...would find it a little easier to accept differences.

DM: By which you mean ethnic differences, racial differences?

TB: Ethnic differences.

DM: Okay, have you found that to be true? Did that hold up, do you think?

TB: To an extent, yes. It was definitely true of the person who hired me, George Dennison, but you're always going to encounter some individuals who struggle with difference because it's not that prevalent here, especially the African-American piece. Native American, yes. There have been some ups and downs, but I do feel for the most part it's definitely been doable or I wouldn't have stayed for 13 years.

DM: Right, right. So we talked about what brought you to the University of Montana. Can you talk about the job—the role description or the job—that you came into that you had when you arrived and how that role or job description, either written or unwritten, has changed in the 13 years that you've been here?

TB: I was hired in the position of Vice President for Student Affairs and the...I don't know that I would say the position so much has changed. I'm very good at hiring team members, and what has happened is I have a very cohesive team, which is why they don't want to leave in spite of the fact of the budget cuts and the struggles that the University is having, not one person has left in five years. They're struggling to stay, and that's in part because they feel good about each other and working together and they're committed.

That's kind of the way I...I move things in that direction. I want the people who work for me and within this area to, for the most part, feel they can trust one another, that they can work together as a team for the common good and for the betterment of the institution. When I leave I think the...what will continue is the fact that people feel extremely committed to this institution and want to stick together. I think they have worked together long enough to see that not all sectors at the University necessarily have as strong a connection with their colleagues as is the case with Student Affairs.

DM: Again, thinking about people listening to this interview 20 years from now who may be not looking at an org [organization] chart when they're listening to it, can you just talk a little bit about who your team members—either by role or by individual name—who reports to you what they do, what they're in charge of? Just generally.

TB: Generally. Well, the Dean of Students is part of the Student Affairs team. There are five auxiliaries within Student Affairs. One individual is over Residence Life, another is over UM Dining, a third person is over Curry Health Center, a fourth person is over the University Center, and a fifth person...Who am I missing? Is over Campus Recreation. They have in common how the auxiliaries work, and I have been responsible as VP for a six-million dollar payment on behalf of the University every year for a bond payment that the institution entered into in 1999 because the University almost defaulted. Not one year in 13 years have we defaulted, and so,

we've gone from 90-some million that was owed on that bond payment and it's below 66 million now.

In addition to that, we have a commitment to pay 2.3 million every year to the Administrative Assessment, and that goes toward areas such as Human Resources who don't have the wherewithal to cover all their expenses. We make money through the auxiliaries, but areas such as Human Resources wouldn't have that ability so that's a lot of money to generate every year—2.3 and then the six mil. Then there are other things where the University has asked the auxiliaries to put money over here, put money over there. So 20,000 goes to Athletics every year because—al forget which year it was—but since I've been here, there was almost a million-dollar deficit that Athletics incurred under a different athletic director.

It's situations like that where they then said, "Well, we need for somebody to give us 20,000 a year as a way of helping us stay afloat." There are multiple things like that where Student Affairs is covering money to help certain areas cover costs that they have. Another area that got involved in that way was the Police Department. Because they didn't have enough money for, you know, their issues.

DM: Is this typical for Student Affairs at all campuses?

TB: Not really. But, first of all, this is the smallest institution I've been at. When you consider I was at Arizona State, they were 50,000 students when I was there, and there's 76,000 now. Oh, my god, they've grown. I don't think I'd even want to be at an institution that huge. University of Washington at the time was 38,000. Iowa State was 27,000. Berkeley was between 36 and 38,000. This institution when I came was probably 12, and then because enrollment was under me, we grew it to 15,700.

DM: Now you say because enrollment was under you, can you talk about how you and your team contributed to that enrollment increase?

TB: Well, first of all, I had a team of individuals who understood enrollment. I would never put somebody in that role who had no experience with enrollment. Somehow people may think it's easy to just come in and do your thing. No. There's an understanding you need to have about the way to manage enrollment. So it grew, but part of the dilemma is, since I've been at this institution, we've had ups and downs in terms of budget issues. Anybody who's been here for any length of time knows it's never been quite this bad, at least for a significant number of years, but it still, it has been kind of rocky.

Part of that is because this institution has never instituted, what I would consider, a fund that is going to protect you from things that might occur like downturns. I have been espousing that to the administration since I've been here, and when they get a hold of money, they put it into infrastructure. I would rather not spend money every other year on infrastructure and put

money aside into a rainy-day fund because look at the situation we're in now, see. It's ridiculous in my view not to have a way of sustaining yourself and the jobs that your employee base have, if you go under for some reason. It could be for any number of reasons. It could be for enrollment, which we're dealing with now. But there was a point at which, I think it was, Alabama—one of the Alabama institutions—had a horrible storm that took down various parts of the institution. It was it was very difficult for them to come back from that. Tulane University, if you remember, had a very upsetting, shocking tragedy that put that university in a position where they were unable to function effectively for a period of time.

The ideal thing for institutions would be to anticipate that things can happen, and what you want to be able to do is cover those crises so that it doesn't begin to unravel the institution. Some people don't think that way, but I've pretty much been espousing that since I've been here. Again, you never know what may occur, but if you're...The institutions that will survive are the institutions that have thought through the fact that they need to be able to protect their employee base, and should there be some destructive things that happen to the institution, they can recover.

DM: Right, is that realistic when the budget is...If you've been giving back millions of dollars to pay bonds and to cover other department's deficits, is it realistic to think that there would have been funding to put aside for a rainy-day fund?

TB: Well, there have been periods where we probably could have done that in the same way that people kept asking, "Well, could you give 20,000 for this, could you give 90,000 for that." If you're going to do that, it would probably have been better to be more strategic about it and to actually start setting aside money, even small amounts, that over years would add up. Why should we be the only area that's doing that? See, I tend...I'm a saver. I tend to be very good with money. I don't know why. I always have been. I mean, as a teenager, I could go over to the shopping mall with 25 dollars and come back with an unbelievable amount of stuff. It was a reaction to one of my parents who was the opposite.

DM: Really? Who was a spender?

TB: That's correct. It was my mother. I saw that, and I strongly disagreed with it as a teenager. So for whatever reason, I could go buy what I wanted, but I had the ability to stockpile. (laughs) It just came naturally, and I've been that way all my life. Even when my dad would...My dad was into Goodwill, so he would want to get me coats that came from Goodwill. One of my aunts on my dad's side was actually a maid for Frank Sinatra, and she would bring me clothing—beautiful clothing from Frank Sinatra's home—because my parents didn't have a lot of resources. She would bring me nighties and things like that from Frank Sinatra. It created a situation where, even though you would want nice things, I knew that I had to be very conservative. So what I did was figure out a way in life to get nice things through saving. So it's not that I need to go to

a place that...Salvation Army. I don't look like I dress like...Right? I know, I know, but I figured all that out at a very young age.

DM: It sounds like you apply that both personally and professionally.

TB: And professionally.

DM: I was impressed reading through your vita. I guess I did not realize just how much money you did manage both for the University of Montana and at previous institutions. That's a significant budget compared to the University's budget overall.

TB: Yes. Exactly. It isn't something people would ordinarily looking at me think I'd have that skill set but—

DM: I didn't think it was in the job. I guess I was just ignorant about how much money there was in Student Affairs.

TB: Right, right, I hear you. Well see, and the dilemma is, I can't control decisions that others are making, but when you're in a circumstance like we are right now, people are going to be inclined to want to take money so they can get through the day. But you can't afford to harm that source, and then you have nothing to rely on.

DM: You mentioned this a little bit earlier, maybe what you're speaking to now in terms of sort of declining the number of people who work for Enrollment Services who are actively involved in recruiting and bringing in sort of the bread and butter for the University. Would you care to speak to that at all a little bit more?

TB: Well, what has happened since it was moved out from under Student Affairs and over to Academic Affairs, unfortunately, enrollment has taken cuts like everyone else even though that is our source of survival. We're now in the process...As I retire, we're bringing in a person to take over Student Affairs, and the president has chosen now to move it back—move enrollment back to Student Affairs. It's going to take money to revitalize enrollment, and what we're finding out is that Academic Affairs only has four recruiters as a result of cuts.

DM: How many did they used to have?

TB: At least seven.

DM: Wat's a realistic number compared to our peer institutions who are doing well? Any idea?

TB: It depends on the institution. It could be ten. It could be seven. There are institutions that have been flowing in money at least until we got to 2010 when the college-going population in

the whole U.S. is going down. So schools are not having the money that they're used to having. Institutions are going under. Right now, it's primarily the smaller institutions, but large schools are also having to cut. Another school in the country just cut 500 employees.

DM: Really?

TB: Yes. I don't remember. I want to say it may have been University of Massachusetts, but it's one by one by one. Sixty percent of the schools are struggling. The ones with a rainy-day fund will probably be able to sustain themselves for a longer period of time, but you have to anticipate that at some point something may happen. It could be a recession, it could be a storm, but you have to anticipate that something may happen which is going to challenge your ability to stay flush.

DM: One of the questions that I wanted to ask you is if there are other, or any, core areas you think that the University needs to focus on, in addition to...you've mentioned the rainy-day fund so I think that very much addresses my question. Would there be anything else that you think that the University should be doing in order to try to turn its situation around?

TB: Well, the other thing that's critical is to be extremely careful on the hires you make. For several reasons. Number one, if you want a group of people who are going to work together effectively, you have to hire that skill set. You have to hire people who are capable of being collaborative; otherwise, you end up with an individual that hardly anybody on the cabinet can really relate to or work with effectively because they kind of march to their own thinking. That, long-term, generally doesn't benefit an institution very well. It's going to require being able to see someone who has the characteristics you're searching for and you want and you feel are most effective. You have to have the ability to see into that personality. I tend to do that because I'm a clinical psychologist, plus, I tend to feel, if what you want is a team, then they have to be capable of working with each other. Yes, I am a thinker. I know.

DM: No, I like that! (laughs) I had a couple other questions that I sent you in advance, and I want to be sure that we have an opportunity to address them because I really am interested in what you feel is your greatest single or several personal challenges at UM, but also your proudest accomplishments. So if you'd be willing to speak to those, that would be interesting, I think.

TB: Probably the greatest personal challenge at UM was minimal diversity among the students as well as the institutional staff and faculty. It isn't that there aren't some, but the numbers are relatively small. One of the things I'm very aware of, they're not visible. Now, I've talked with the president about the fact that, yes, there is some minority on the campus, but you don't see it very often. It doesn't show up. It doesn't seem to be visible. I've said to him, "One of the reasons I wanted to develop a multicultural program is because that is the only way you're going to" ...and I wanted it specifically in the UC. Why? Because people go to the UC on a regular

basis. In fact, this institution has used the UC for meetings 80 percent of the time. People may do some meetings in their own area where their program or their department is located, but if you look at the number of rooms that are being used at the UC for meetings, it's astounding. The UC is being paid a significant amount of money—over three figures—for that space to be used for meetings by the entire campus community. So that's where I would like for the multicultural program to be housed because it will gain visibility. It will become more obvious to people that ethnicity or differences are growing at this institution. Why? Because it's growing in our population.

The college-going population that is minority is growing in the U.S. Why? Because those are the folks having babies that are unchecked. Most of us have decided on one or two, but when you look at the Native American population, when you look at the Hispanic population, they tend to have more than one or two children. If we want to have a robust student body, you're going to have to start looking not just at what is local but you're going to have to start looking at ethnicity. It needs to be visible. Visibility is what allows people to adjust and become used to it and even appreciate differences. How do you think that's ever going to come about unless we get to know people, and through that, we recognize this is a worthwhile friendship or connection?

DM: I know you started the Day of Dialogue on campus.

TB: Yes, I did.

DM: Anything that you would say to that or that inspired that?

TB: Well, the same thing inspired that. I felt little or nothing was going on at this institution that would help people begin to truly appreciate differences. I did believe that Missoula is probably the most liberal city in the state of Montana, and as a result, it would probably be worth putting energy into trying to improve it further. Because what was happening is, I was over enrollment so we were bringing in a significant number of people every summer—50 to 60 people who were working with families across the U.S. These were individuals who were helping their clients, prepare those students, to go to college. The vast majority of the parents who could afford this were people with money. Some of these people who were coming each summer began to ask questions why there were hardly any minorities here. They would say to me, "There is a child I'm working with, but I don't know if they can handle this environment," and they would end up backing away from the idea of encouraging them to come.

DM: Oh, interesting.

TB: We were nurturing these advisors because we wanted more students. We wanted more enrollment. But time and time again, they felt it might not...they might not be able to entice someone to come to a place like Montana that had so little ethnicity. So as the college-going

population is going down, Montana needs to start recognizing the growing populations are the ethnic populations. You don't want to ignore that possibility. What you want to do is begin to expose that possibility to Montana so that Montana in time is receptive and you can grow your enrollment. While you're doing that, you can become a part of the country that is capable of appreciating differences, which is what life is all about.

DM: Do you feel that your initiatives have been successful to some degree?

TB: Yes, because not one president has stopped me. (laughs) In fact, the students came to me and said they wanted to give me a going-away gift. They wanted to name this program "The Branch Center." I was, like, shocked because the students agreed with the idea of growing an ethnic center, a multicultural center, that wouldn't be just minority, it would be multicultural. So I informed Royce, [Engstrom] that this was happening, and Royce seemed as happy as a clam. He said, "That sounds wonderful." (laughs) Okay!

It would probably have taken someone like me to initiate it. That's the thing. Because for me, I've always been African American. It's not going to change, and I could move in those directions comfortably.

DM: It's also something, it looks like from your research and writing, that you've been thinking about—minority, women, leadership—for a while.

TB: Yes, that's another thing—the women thing—yes, exactly. That's interesting that you bring that up because when I first came here, the majority of directors in Student Affairs were white males. Almost everyone. That's not the case anymore.

DM: Right, would you say something about that? Is that coincidental?

TB: No, it's not coincidental because I've hired practically everybody who's in Student Affairs now with the exception of Mark Loparco. He was here before. But that's allowed me to help women also take on responsibility and thrive. You know, Liz Roosa Millar is over an Auxiliary. Sandy Schoonover is over in Auxiliary. So that's changed. We have Royale (?) over American Indian Student Services, and I could go on. So, there's still plenty of males but it isn't exclusively that situation anymore. I'm very women-oriented and very ethnic-oriented, especially when it comes to positions of power, and that's what I hire. I hire the directors, you see.

DM: You mentioned earlier somebody who was the best boss that you had, and I wonder what would you consider makes a good boss?

TB: A good boss is someone, I think, who has a personality—I would start with that—that is caring about the individuals who work for them. Able to nurture those individuals, able to tell them what they're not doing or what skill sets they don't have that they need to have, and

giving them the ability to grow those skills and to understand what their strengths are. Some people are a little bit blind about what they have to offer. Either they're unable to acknowledge certain strengths that they have, or they need for someone to help guide them along the lines of what kinds of skill sets they should learn. When you can see that, you have to give people time to come along and learn those skill sets.

I don't know if a lot of people on this campus realize how strong the Student Affairs team is. It's very strong, and they were thrilled to death when the president decided enrollment was coming back. So they're all willing to tell him, they will recruit, if that's what it takes. That wouldn't ordinarily happen with most teams. It just wouldn't.

DM: With your retirement, this is a team you feel will survive without you?

TB: That's right, yes. Because the person who's being hired is pretty good that's coming in.

DM: Good.

TB: And I knew him from Iowa.

DM: Oh! I did not know that.

TB: Most people don't.

DM: Interesting! I want to be cognizant of your time here so let me ask...Oh, because I want to ask this, we've touched on this already, but you are in a unique position in the cabinet and the senior leadership team of being both a woman and a woman of color and you've talked a bit about what you have done on this campus with that perspective. Is there anything at the senior leadership level that you would want to comment on that you think that your perspective has been important, or maybe even that without your perspective might be lacking? Just something that that you feel that you've brought to the table that you would want to share.

TB: Well, part of it is, I've been at very strong institutions and large institutions before coming here. That's clearly given me insight around leadership as well as the lack of it. It's difficult to say, but leadership, in order to thrive...You have a cabinet. Unless you're willing for everybody to do his or her own thing, you've got to figure out how to create a collaborative. That's another word I use on a regular basis because I truly feel, if my team wasn't like this, we wouldn't be where we are. It just wouldn't work if everybody was just doing their own thing.

It's ideal when you have a team or a cabinet that people are effective in their ability to work together and everybody to do their part, whatever the goals are, to make it happen, to make it work. I started using the word, "collaboration," in a variety of ways, when George Dennison was here because I felt strongly that the only way we were going to be able to achieve goals is if we

were all on board with the goals that were going to be most important for the institution. That's been relatively hard to achieve. I kind of had to start out, initially, just building my own team and internally working to make things happen as far as Student Affairs was concerned. It wasn't easy to get buy-in from the cabinet as a whole.

It's a little bit more the case now, but for the most part since I've been here, if there are 13 people on the cabinet, there may be two or three that I can work with super well but there's some people who are into their own thing I mean, I can I can see them right now, and I don't want to call names, but some individuals just are for self more than they are for others. The way they have defined leadership is that they're heads and tails above everybody else. I know you've seen it. That's the way some people roll, but you don't get the outcomes of a team when people are doing their own thing and, basically, on a high related to their own sense of power. It just it doesn't get you where you want and need to be.

DM: Right. As a whole.

TB: As a whole. Then when it's all, 85 percent, male versus female, that may have some impediments too. Hopefully things are moving more in that direction, but now with four people going away from the cabinet, Royce is going to have to rebuild.

DM: It'll be interesting.

TB: It will be.

DM: Is there anything else that you would like to share as part of this interview, about you personally, about your time at UM, about what you're going to do in retirement, about—

TB: There's a good possibility I'll go back to being a clinical psychologist in retirement and just seeing a few clients at a time. It's that ability to understand people, to get along with people, that carries so many rewards and so many strengths. So many people just haven't understood that these jobs pretty much require teamwork to get to where you really want to be as an institution. There has to be some buy-in to a leader, and then we have to work together for the common good. Unless that vision exists, good luck.

DM: Well, I really appreciate your time today.

TB: You're welcome.

DM: Thank you very much.

[End of Interview]