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Ovid C. Lewis

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Nova Southeastern University

1

History of Presidents

Dr. Ovid Lewis

JP= Dr. Julian Pleasants

OL= Dr. Ovid Lewis

JP: This is Julian Pleasants and I'm with Dr. Ovid C. Lewis in Fort Lauderdale, Florida. We are conducting an interview for the history of Nova University. Talk a little bit about your background, where you were born, and your early schooling.

OL: I was born in Shelby, North Carolina. I was raised in East Orange, New Jersey across the river from Manhattan. In fact, I took violin lessons with Reb Venorobinoff in the city. Then I graduated from high school, Clifford Scott, and I went on to college at Duke. Later I received a JD law degree from Rutgers.

JP: And this is 1960, right?

OL: Yeah, about there. And then I went across the river to an LLM -- well, I clerked for a year with a judge. Then I decided that the most interesting part of the law is the process by which it was developed and so I became

interested in academia. I went across the river to Columbia and got an LLM in Jurisprudence.

Then I decided -- I got very interested in something called general systems theory. So I went across the river to Columbia again and got my Ph. D. equivalent, JSD, at Columbia in general systems. Wonderful experience. Worked under courses with Ernest Nagel who wrote "The Structure of Science," one of the finest texts you'll ever read. It's a wonderful one. Chapters thirteen and fourteen deal with the contrast between physical and behavioral sciences. One of the best existentialists you'll ever see in that area.

And, also with Lawrence Kolb who was on my doctoral committee. He had rewritten Noyes' Modern Clinical Psychiatry. That's the book that they utilize in medical schools along with Cameron and Margaret's Behavior Pathology for first year medical students. Very well done. His edition, frankly, didn't change Noyes' original very much but it's a good text to look through.

In the interim, I spent a year in actuarial science at Drake University in Iowa. That was interesting. I had a girlfriend, though, who thought after I received some honors in oratory contests there that I ought to go to law

school. So I did start law school -- finish law school after that suggestion.

Andy Watson, the psychiatrist on the faculty at University of Michigan says that lawyers are fixated at the oral aggressive stage sublimating a desire to bite to talk. A rather pedantic way to say lawyers are talkative. It's probably so. It was my good fortune, when I graduated from Columbia, to come out to Case Western.

I must confess it was a very strange path that led me down to little Nova. I mention I was dean at the Chase Law School of Cincinnati, later joined Northern Kentucky, a nice law school, very pleasant. We had everything; we had an endowment, a fine faculty, and good students. A very pleasant environment. So why did I leave? I was on a visit down to Miami with my brother-in-law. It was twenty below up there in the north and it was eighty degrees in Miami so I became receptive to the possibility of moving to warmer climates.

I actually came because of two people. One was Alexander Schure and the other was Abe Fischler. Alex Schure was the chief executive officer of the university. The president reported to him and Alex was there for many

years, much of the time -- all the time I was at the law school.

JP: Schure was at NYIT.

OL: Yes, he was president of NYIT and Nova was going to be closed. They were ready to lock the place down for lack of payment of bills. Fischler was trying to get money locally and he was unable to. Somehow he made the connection with Alex Schure up at NYIT. He went up and saw him and Alex -- the quid pro quo was Alex paid all the debts. In exchange, he became the CEO, the chancellor of the university and had a majority of the board of trustees selected by NYIT. So for years, NYIT was really in control of the university.

I went to see him before I took the job as the dean. I went up to Long Island and met with him. This was a fascinating guy. He convinced me he was a visionary and it was Alex who really did all the stuff with distance learning and computers and the like.

An illustration -- we were sitting talking and here's a guy who comes out with Szilard's sorting demon problem. Now how many people can do that? The sorting demon is a problem where you have a couple containers, one filled --

both are filled with, say, hydrogen and nitrogen and you have a little frictionless gate between the two. This frictionless gate is operated by a little demon. So he lets hydrogen one way and nitrogen the other way. The second law of thermodynamics says in a closed system, the entropy will always increase, never decrease. And yet in this system, obviously the entropy had decreased. It was more ordered, more organized. How do you solve this little problem? It's very interesting as Alex and I discussed how the demon had to have information to know when to open and close the frictionless gate? It's not a closed system.

Schrödinger coined the term "negentropy" which is negative entropy, input of information into this. Driesch and the vitalists had argued the living matter was different than inorganic because it became more organized. It violated the second law but this negentropy explained it. You now had to have an input for living matter and there was a theoretic base of negentropy which Craig Watson came up with in the double helix. It provides the blueprint, the information, for the cells to produce and the like and become what we are.

So we discussed that at some length and we pointed out there that here you had physics uniting with biology,

working across the disciplines. We discussed the problem of specialized deafness which is so prevalent and pervasive in academia and other areas where you have -- we used to talk of the university as a community of scholars. Well, Nova was a community of some scholars but largely a community of professionals. They really did exhibit this specialized deafness, not talking across the disciplines. That was always sort of a difficulty for me to understand why you could not share more. As the president I constantly commented on that.

We had some excellent schools, the law school was located in adequate facilities as were most places. When I came to Nova, I met with Abe Fischler. He was very proud of the fact that we had a continuum from the cradle to the grave. We started with Mommy and Me, the courses for the pregnant ladies and we went all the way through an institute of retired professionals who David Mailman ran for years. We had the full array, a continuum there.

The situation, though was woeful because it's a little money. The campus, I thought, when I got there, I was in the desert or maybe a moonscape. We had three buildings; the Rosenthal Building, the Parker Building, and the Mailman Hollywood building. That was the campus, located

in the middle of these acres of just dirt. The Law School had been operating out of the Parker building -- library in one floor, using the other floor. Top floor was the Goodwin Institute where they developed disease-free, pure rats for experimentation as such.

When I came, though, I came with the Goodwin money -- seventeen million dollars.

JP: That's Leo Goodwin's --

OL: That's right, Leo Goodwin's. And from that I said, we shall have the law school a distinguished visiting faculty position. My first year at little Nova, which all my friends up north said why are you going to that place? It's not developed. I brought in Arthur Goldberg, U.S. Supreme Court Justice and I thought -- I made a real hit with the faculty. I had been doing a lot of pro bono work.

I had taken a case up to the Supreme Court and Steve Wasatski noticed that I was counsel in this particular case. It dealt with the Eighth Amendment; giving thirty-six years imprisonment for selling a small amount of marijuana. I argued that was inconsistent with the Eighth Amendment cruel and unusual punishment provision. Also, the courts had held the Eighth Amendment only applied to

the type of punishment, not the degree. So by my research, looking back, I found the word "cruel" could mean excessive, like you have a cruel cold -- it's excessive. So I utilized that in a brief and I won in the Sixth Circuit Court of Appeals and we took it up to the Supreme Court. That was interesting.

JP: Let me go back a little bit. You talked about this. Obviously, you had some sense that Nova had a bright future. I mean, there were problems - lack of money, physical facilities were not there, you didn't have a law library, you didn't have a law building. What was it in specific terms other than Schure and Fischler that made you decide to come?

OL: Well, ultimately you know, I believed that things occur because of individual talent, because of leaders and the like. I saw some of that in Abe, but also Alex had promised me support for the law school. He was true to his word. We had probably more computer power in the law school than any other law school in the country. We were located in a very nice facility. We moved. When I came -- into the headquarters of the Heavy Industry Union over on Ninth Avenue. Very nice facility. We took the auditorium

they had and converted that to a library. I took one room and I put this computer in it.

Then, with Alex's help, I developed what I called -- I had about eight computer confessionals. These were little cubicles where students could go and confess their ignorance to the computer. Early on we bought the Evidence programs -- self-learning about evidence law. It was interesting, too, that when the judges came to visit, none of them would try these programs. They didn't want to be embarrassed by making mistakes, you know. That was very good.

One of the programs I anticipated -- this one never worked out but -- that we could develop a program of access to the practitioners to the best experts in the country online. No matter how much data you have -- when I was at Western Reserve, I got excited about retrieval. One of the similar articles was by Melton on the Semantic Code. Western Reserve has a very good library science program and they wrote this wonderful article and then we got involved with an Ohio data corporation which was working on encoding medical materials. They made a mistake. They tried. They started with what they called uniterms, search terms but

that didn't work because it was stuff that just didn't fit.
It was all false drops and this sort of thing.

He finally came up with the idea of a full text encoding. We take the whole text and encode it and then you could search for documents that had the appearance of certain words or phrases. This was wonderful. So that was quickly developed. Right now, of course, we have as we speak even, many Kurzweil copy machines grinding out -- as the texts come out they put it in, they encode it and there it all is.

JP: This was, particularly for law schools, really a cutting edge.

OL: Oh we were very much at the cutting edge. I had written a program that is still used at a couple of law schools -- a program on holding indictum and multiple opinions by the Supreme Court. It was a self-learning thing, very interactive. We did not have any of the power that they have now on these little handheld computers. We had a whole room full of this giant thing. It enabled us to multiplex, to simultaneously access some of these programs with the permission of the companies that we bought them from. We were able to do that as opposed to

having to buy separate ones for each one of these situations.

JP: One thing I wanted to bring up -- Abe Fischler told me that Alex Schure and probably Tinsley Ellis -- they were the real movers behind the law school. Fischler didn't want the law school. Thought it was too expensive, he didn't think they were ready for it.

OL: When I brought Arthur Goldberg here, I took him out to dinner with Abe and his wife -- I think it was Oceanside, a place over here. It was sort of humorous. I called him and said, I'd like to make reservations. He said we don't take reservations. I said not even for a U.S. Supreme Court Justice? He said oh, okay.

We went and Abe was lectured by Goldberg, who has been a labor man and such and he stressed -- why don't you pay your faculty more money? You got to give them more money and that sort of thing. Alex had, I guess we were mutually impressed with each other and apparently I was very well -- I don't know how to phrase it -- maybe protected. But Alex wanted to make sure I got what I wanted for the law school. He was very supportive and we worked through all of that.

The law faculty was interesting. They were -- unlike many law faculties, they were a community of professionals.

JP: The law school was established in '74 so they already had faculty?

OL: They had faculty when I came.

JP: Now, were you hired by and responsible to the law faculty?

OL: Yes. The law faculty -- Abe said it was the only time he ever saw them unanimous. They unanimously voted for me to be the dean. So that was good. I started out with all that support, which is always good.

Dean Goostree at the Capital Law School in Columbus, Ohio had said that a dean is to his faculty as a fire hydrant is to a pack of dogs. I always remember his statement of that. My faculty -- they were very supportive. Because I'd done practice, they had all practiced -- they were not just intellectual people as such. It was a practicing discipline and that's where they wanted to teach their students, practicing law as such. That was very important and I thought much of the faculty.

And of course, we recruited. We always went to the slave market. That was the recruitment conference in

Chicago. Once a year, applicants for positions in law schools would come and you would interview them. We may be interviewed twenty, thirty people there. The good ones, we brought them to the campus. We acquired some good ones. We brought in -- some didn't work out. We brought in, say, one fellow who had clerked with the U.S. Supreme Court.

Once I started that distinguished series -- that was important. People would say, oh little Nova. Here they got Justice Goldberg. The next year I brought in Arthur Miller, the constitutional law scholar. Not the author. He was great. I brought him in. The following year, I brought Alex Brooks, the distinguished psychology in law guy. I always believed that the substance of the law very much involves psychology. Lawyers' procedures --

JP: [Inaudible] in psychology at Rutgers?

OL: Yes, I did. Yes, I did.

JP: So you --

OL: But I also did my doctorate in systems and behaviorism, so --

JP: So you've always sort of combined the law and psychological elements.

OL: Yes. It's there. You may not recognize it, but it is there. At Columbia, I really had a chance to delve deeply into this stuff. Systems are looking for isomorphisms across different disciplines to see things that are parallel.

I remember one study, they studied the development of this particular complex relationship by one discipline. There's another discipline that's independently developed the same thing and neither one cited the other ones. There it is -- specialized deafness again. They didn't do that. They should. They need to do that. It was something I really wanted to stress, of course, throughout.

JP: What was the quality of the students when you got there? You were dean for five years and how did the quality of students change from the time you got there to the time you left?

OL: That's a hard thing to answer because what is a measure of quality? Often, they would use the average LSAT score. Nova did not do real good on that. By the way, because they have multiple choice tests for the Bar, one of the correlations with LSAT scores is passage rate on the Bar. If you have a high LSAT, you're going to have a higher passage on the Bar. So we didn't do great. We were

a backup school for a lot of people who couldn't get in somewhere else so they came to Nova. Grade point averages were okay, not great.

By the time I left, we were really turning people away. We had become known and that's another reason I came down here. I viewed this location as really appealing to a lot of students up north. They wanted to come down south and so we got many students from New York State, from Pennsylvania, Jersey, up that way. They were coming. So they came down and they did work hard. Our students worked hard; our faculty was demanding because they knew when you get out there, you've got to be able to handle the problems of your clients. They worked them hard and they did well and we started placing -- I remember first in the class, one lady, we placed her with one of the federal judges. That was great -- start beginning to get the placement with the federal courts.

My wife had worked with Hann on the Second Circuit, one of the greatest jurists we ever had. I really believed in the education you got as a law clerk to one of these judges. Then after that, you get U.S. Attorney or whatever. All kinds of positions open up. One thing about Arthur Goldberg, he helped us a lot. He would help

introduce the students to people in Washington, D.C.; after that, then they went there to the various boards and the like.

JP: The law school was different from the rest of Nova because in order to be accredited by the ABA, you had to have tenure and so this is a little bit different than what the regular Nova is. [Inaudible].

OL: It was at the time. For example, Abe did not want to have deans. He wanted to only have directors because a dean was too traditional as such. I of course later converted them all to deans because we wanted to bring people in and they wanted to be known as the dean of the business school or dean of this or that as such. But the requirement was, to make the ABA happy, we had to do all kinds of things. The major problem the ABA had with accreditation for the law school was the university. They were concerned about the fiscal state of the university and what did that mean for the law school if they went under. So it was very important that the university develop.

Abe and I made so many trips to the accrediting association. They moved around, the accrediting groups -- the ABA group. They had appointed people from different states and you had to go to their state and meet with them

and we'd get on the blackboard and started spelling out the finances all the time.

JP: I noticed before they got the Goodwin grant, they were not probably going to get accredited.

OL: No. They were in deep trouble.

JP: They were waiting and waiting and waiting until they got that money as you were there and it was in the courts for some time.

OL: And I was waiting when I came to make sure we had this. You say, why did I come? That was one of the factors, I have to admit. The chance to have an endowment and do some things with it and I was promised that chance to do it. So we did do it. We brought on a top librarian and we had Carol Rorenvictor for a while -- she's now up at, I think, at Boston College.

JP: When you were working with Fischler, he told me that what he tried to do was allow each dean or director to create their own entity and work within their purview and their own responsibilities and he tried to leave them alone as much as possible. Is that --?

OL: He tried. He tried. You know, a university somebody said, is like a holding company and its components

are the various academic centers. So the substantive work of a university is done by the components, each of them very different. Their language is different, their techniques, operations. And I really, throughout all this, believe in bringing in the best people. Now sometimes -- I got Joe Harpo at the law school. The business school dean.

It was a question, sometimes, of how you get them here. Salary wouldn't do it because often they like to go somewhere that's prestigious. I sweetened the remuneration, offering lifetime free tuition to their children at the university school. One of the things Abe had on his favor was he was a visionary, too. He had, here, a continuum -- cradle to grave. We had a family center.

Mailman's daughter, Mickey Segal who was wonderful -- in doing stuff for the young mothers and educating and all in wonderful facilities. These people often jammed up -- I remember when I first came to go to the personnel department, human resources, I went to a trailer and I almost fell through the floor. The floor was wobbly and there was wonderful Helen Graham with her little dog Mopsey who jumped out at me. Mopsey didn't like men. It was an

interesting experience. So we used trailers -- we had people stuck in those.

NYIT did have quite a hold. At the time, we had finance -- the vice president for finance whose name was Maurice Rosenblatt. Abe always viewed Maurice as a spy for NYIT. He did report back to NYIT. He was an interesting guy. We had some real go-arounds - I did - with him.

JP: So you technically have to answer to Alex Schure and Fischler and your faculty.

OL: Yes.

JP: So how did it all work out? How much autonomy did you have to run the law school?

OL: Complete. Complete autonomy. It was very good. Abe was true to his word. Whatever I wanted to do, I did. But we always were confronted with the finance thing. I felt bad. I could only pay the faculty so much. At the time, we had within the university center, an oceanographic center which is getting funding for a big new building over at Port Everglades. They were the true scientists of the university. They were on grants. They were not salaried. They made their money from grants that they obtained so

they were constantly getting grants. A great group of guys.

I believed in management by walking though I constantly -- even when I was dean of the law school, I met with the other deans, we had lunch and talked and then later as an academic VP, I walked in every one of the centers and met the people, talked with them and, later as president. I thought that was important not to stay curled up in my little office somewhere, but to get out and talk to the people. Again, people are what make things happen.

In our computer field, we had a guy named Scigliano. He was great. This guy could really handle computers and do the stuff. He was wonderful. Then we had little Simco, Ed Simco who was like a little primate. He'd be jumping up to the ceiling putting in wiring, connecting everything and all -- committed. You had people who were of all the universities they were at, they were so committed to Nova. This had become their home. They were very loyal to it and they worked hard for it. That was a real plus.

JP: How did you build the library? Because you really had to have that library before you got fully accredited.

OL: Yes, we did. We had an allocation and we did buy books and --

JP: And some local lawyers, I think, contributed books, did they not?

OL: Well, not a lot, but some. I remember they were trying to get me to go to Cal Western and they were having accrediting problems there too. Again it was with the library. I obtained for my library a complete set of the Century Digests. Back then we had digest systems for every ten years. The old one was pretty get hold of. It was a century digest. It was like fifty volumes and I sent it out to Cal Western. I wanted to help them so they would have something. Other people would contribute some things. Basically, the university was buying the books.

Even today, the ABA is crazy in emphasizing the hard-bound books whereas most everything is available online. Now, I have to admit, being a researcher, I couldn't do the research that I did where I would have fifteen or twenty books spread out in front of me and jumping from one to another -- I wouldn't be doing that with computer screens. It just wouldn't work as such. There's a real value to the books, but many of them were useless. We bought issues of periodicals that nobody ever read. They were on shelves so

when the ABA came -- we had some peculiar visitors on the teams that came. I remember one guy, he measured our desks in the library and it was one inch too short; not enough square footage. So we had to go out and buy more tables just to meet the accreditation standards. Boy.

They often talked about that law school sharpens your mind by narrowing it. Well, that might be true with those accrediting people. My gosh.

[Inaudible]

OL: That's right. Boy, oh, boy.

JP: Now, why was the development and the evolution of the law school so important for both Nova and for Broward County?

OL: Well, for one thing, we were a cash cow. They always waited on the other campus for Nova's Law School tuition to come in. They needed that tuition. We were, you say, more traditional. That's true. Therefore, it could actually recruit more easily than some of the other schools -- were different, as such. So we had a large recruitment, it brought people down here into Broward County. Many of them stayed. There were bright young people who stayed and worked in the various firms as such.

We brought in our distinguished scholars. It was helped. That was continued. Later, Harbaugh with the law school board. John Anderson, the presidential candidate, in as the distinguished visiting professor.

JP: John Anderson was here just a year or so ago.

OL: Yeah, he was sort of a permanent visiting professor. So that was good. Also, the university did one thing that was excellent. Abe started this distinguished breakfast series where they bring all kinds of political figures from throughout the country and they came in and that was really good. We often would get -- my faculty would sometimes want to get a seat at that to hear the people and so we did that. There was an excitement about bringing bright outside people in.

[Inaudible]

OL: Yes. Yes. We brought in all kinds of people. We did. They were wonderful. We had a fellow there who did the painting -- the painting of my wife and me is hanging in the administration building by the president's office and he would make paintings of each of these guys when they came. We hung them up on all the halls, so it

was interesting. Ray Ferrero took them down, but I put them up.

JP: One of the things, it seems to me was important and President Ferrero and President Fischler mentioned this as well -- it really got the community aware of Nova, got the community involved. They could send their kids to Nova law school. It helped give Nova a sense of place and of accomplishment. Would you agree with that?

OL: Yeah, I do agree with it. Contrary to Abe's view, it was very important for the university to establish the law school. It was very valuable.

[Inaudible]

OL: Yes. A professional school of some prestige and gave us recognition nationally, actually. We were publishing a law review and it was very fine. It made a lot of sense to do it.

JP: What were your major goals during your five years as the dean of the law school and did you achieve those goals and what might have been some disappointments?

OL: Well, I guess the major goal was to recruit outstanding people and I got the best I could possibly get. It was tough because outstanding graduates wanted to go to

the top schools and Nova was not that. But there were ways to attract them. Partly was the climate, I have to admit, but also the faculty that was there. When you get a distinguished person, they radiate out. They bring others because they see them there and they come. The primary thing, always with me, was individuals.

By the way, when I used to talk to the incoming medical students as president, I always stressed to them, you have patients who are individuals. Never forget they're individuals. Don't just lump them all together.

People were so important. That's the top thing. I was fairly successful in bringing in some good people and getting the other faculty to become more scholarly. One of the ABA's concerns was we had a lot of faculty -- they prohibit the faculty from practicing law, but I had some faculty who were practicing law. I had to work on those people and tell them we can't do this.

Then we did not have enough scholarship, so we had to stress scholarship; writing some articles and in different areas as such. And that did happen.

JP: One of the things I guess you were looking at this time was eventually the Goodwin Center for a permanent

home on the main campus of the law school, so you were working toward a permanent building?

OL: Well, yes. There were several arguments about that, though. McGeorge, for example, has their own about ten acre campus, totally separate. We could have been right on top of it and a hundred miles away, it wouldn't have made any difference because of the specialized stuff and we do our own thing, you know. We wanted that to happen. There were other things that were occurring as such.

One was the notion of doing some type of -- partly, it was a merger. I didn't accomplish it when I was a dean, but I wanted to bring about a law medical center. I thought that would be great to do that. I got very close to it. I was out to dinner with Matt Terry, who was dean of the medical school and we were getting close to start to advertise to bring in a top -- the top person to operate this. That's what you needed. Sadly enough after that dinner, he took his wife home and drove his car out and police officer stopped him for a tail light or something and he blew his brains out. Killed himself. That was the end of my law medicine center idea.

I also wanted to see the law school get more involved with other centers as such if we could. I constantly would be talking to deans of the other schools. The one program that did start to begin to develop was the MBA JD. That's the most common one throughout the country, but at least we did that. I was very happy about that.

What else had I wanted to do?

JP: Once the law school is on the main campus, I think it really is part of the integration of campus. One of the things you worked on later, obviously, is increasing the number of undergraduate students so you would like to have some integrating of students at Nova who would go on to go to MBA or law school.

OL: There were some students who were complete -- we called them Novites. They started with kids, went through there at University School, college and the law school. One of them, her father operated a car dealership. I forget her name. She did the whole thing. All the way from the beginning to the end, as such.

There was arguments about that, of course. What we did was, while I was dean of the law school, I coveted the Oral School property. The Oral School was on five acres

and behind it was another five acres in which the Fort Lauderdale Oral School operated. I thought wouldn't that be nice for the law school to acquire that. We'd have an extra administrative building, cafeteria, dormitories, a student union there. You do what you can do and I kept stressing this with Abe that we ought to acquire the Oral School.

Finally, it did occur because the Oral School had fallen on hard times. They didn't have very many students there and so we did do it. We brought them into the university as part of the family center as such. I then opened up the administration building there and cafeteria. We had a thirty year lease from the City of Fort Lauderdale. We had the dormitories -- just added a dimension, too, for students who come and could stay at the dorms at very low cost. There really was quite a community there in that sense that we were operating.

JP: The Oral School was for students who were hearing impaired?

OL: Hearing impaired. That's correct.

JP: And this is before the grant before Goodwin?

OL: No, no, this was subsequent. This is after I had been there for several years. I was there for several years before we pulled this off at the law school. I kept hammering Abe on this. It finally did occur. I thought -- I was sort of miffed a little about the merger because they had this great grand ceremony of the law school joining the university and I wasn't -- I don't think I was even invited to it and here I was the moving force. But those things happen.

JP: Now, in 1984, you decide to become vice president for academic affairs. Explain how that took place and why you took that job.

OL: Well, that was Abe and SACS. There was constant complaint that we had a very thin administrative structure. There was Abe and everybody else. He was at the top. Abe admitted that he couldn't keep up with things. It was getting very hectic and he needed help. Helen Graham, who was our human resources director, very like me very much, she was very good. Abe was thinking who could get along with the other deans and all and felt compelled, I guess, to ask me to do it. Of course, my faculty viewed me as a traitor when I left and went to the other side. My

goodness, how could I do that to them? He posed this on me and I said okay I'll do it.

It was something very new but my own background -- one thing, my background in systems really prepared me because I had been looking across disciplines all these years so that was helpful.

JP: This is something that you'd really prepared for.

OL: I had, without knowing it. I was prepared to do this sort of thing.

JP: This is exactly what the virtue of your training and experience exuded to do.

OL: That's right. So that worked out well because I frequently would go and give talks to each of the centers and I was able to talk their language and relate to them and that worked out good.

JP: I understand there was a formal search, is that right?

OL: I don't think so.

JP: I have here an ad for vice president of academic and student affairs, July first.

OL: I don't know anything about that.

JP: But apparently that was sort of between you and Abe?

OL: That's right.

JP: I'm sure they had to formally post it.

OL: Oh, yes. They did. I mean, that's a requirement.

JP: But technically he had just offered you that job, right?

OL: That's correct. That's right.

JP: Okay. Now, I found the job description rather extraordinary. I'm not sure that I would be willing to take this job because you had so many responsibilities. Could we sort of run down the list of responsibilities? First thing, you were chair of the administrative council.

OL: Yes, that meant I met with the various deans. They all came into this council. Abe had done it himself before and I guess that was the bane of my existence -- meetings. Gosh, there were so many damn meetings all the time. At these meetings I had tried to get different people to report.

One of the things, the board of trustees did not want any of us at the meetings of the board of trustees. They didn't initially, then later they started to let some of us come to the meetings. They were all -- no academicians. All business people - bankers and businessmen and all. I remember Horvitz. He was a multi-millionaire on the board, that's why he was there. One day he said to me, why do you use such big words? I just looked at him. I thought my goodness. I think I said something simple like, well I try to use the appropriate terms. I'll never forget that.

JP: But in the long run, it's pretty remarkable that these businessmen started this innovative university, isn't it? They were all businessmen.

OL: That's right. But there's something about saying that you were on the board of a university's board of trustees. They just -- that really got to them. They didn't say much. They sat there, they came to the meetings. They very clearly advertised it any time they were doing something - like David Rush. He'd say Member of the Board of Trustees of Nova and later became Nova Southeastern.

JP: Very prestigious, wasn't it?

OL: Yes. For them. Just to be on the board of a university.

JP: Now, the administrative council -- that was sort of a forum for planning new ideas, future of the university, that sort of thing?

OL: It was a forum for people to make reports of what they were doing and maybe --

[Inaudible]

OL: They always were doing that. We had a search committee -- myself and Helen Graham. I mentioned before Maurice Rosenblatt was the vice president for financial affairs. He was really there to protect the interest of NYIT, which was taxing us. We had to pay a certain amount. I mean, it was hard enough to make it, let alone paying over part of your top over to them at NYIT. He wasn't real great. He was a tough guy to work with. He and I sometimes had arguments about things in the law school, but we searched. Whenever -- we bought out NYIT.

JP: We'll talk about that in a bit.

OL: But at any rate, we did a search for a vice president of finance. We got a call -- named Jim Gurdon. Wonderful. The guy understood finance, every aspect of it.

He knew all the federal rules, everything. He was wonderful.

Meanwhile, we had an officer just to deal with the grants going to oceanography. Bob was his name, I remember, and he did an excellent job on that.

JP: You were also chair of the master planning council. What was that for?

OL: Well, that's a requirement of SACS, that you have planning and such. We had to do that.

JP: That was an area where Nova had been weak.

OL: Very weak, very weak. So we started doing that and we had -- some people were very good at it that worked on it. We had a fellow, Steve Goldstein, he was very bright and he helped to write a lot of that stuff.

JP: So what you were doing is you deal with finances, development, program reviews, that sort of thing.

OL: That's right.

JP: And then one of the issues was how to get grants. How to regulate them and then how to make sure they were properly spent.

OL: Yes, we had to constantly -- the issue was they were searching for grants relevant to their area, particularly oceanography, and then we had to conform to all the requirements so we had a full-time person just doing that.

JP: Well compliance with SACS is pretty much a full time job.

OL: That's another thing, too. Combines with SACS and the meetings -- endless meetings. Every ten years -- well, you had a five year review and every ten years a full review. They'd send teams down to every one of the schools and we had to have self-study and report that we met the criteria.

Universities are heavily regulated, particularly by accrediting associations. We had a professional accrediting and then we had the general regional SACS accreditation.

JP: But in this sense, Nova was at an advantage because it was not a state university. As a private school, it was no longer having to deal with the issues of state regulations.

OL: I had one experience with that. When I had gone to Chase Law School, they had just merged with Northern Kentucky University, which was state. I never had experienced the state and I wanted -- make sure when I left -- that was one reason I left. All the reports and this got overwhelming. I was not happy about being part of a state university.

JP: It's just a whole other layer of regulations.

OL: Absolutely. Another layer on top of other layers.

JP: Looking at your responsibilities, it's remarkable because one of the areas you were responsible for establishing and maintaining academic programs, recommending academic appointments to the president and the board of trustees, helping with personnel policies, resolution of employee complaints, liaison with the university council, obviously when the president left you had to fill in with some of his duties. This was really a huge job.

OL: Yeah, but I had help. I mean, Tom Panza was the university counsel and he worked very well with me. He would provide lectures to the employees about things -- sex

discrimination and all this stuff. He was excellent. Tom was a good guy so he helped me a lot.

I don't know. It didn't seem like that much. It was interesting to me. Interesting to look at the academic programs and to recruit -- to talk to various people. They had different ideas about recruitment, though -- different centers. There was the difference between getting somebody who has scholarly background or pragmatic aspects and they look to the pragmatism often.

JP: It seems to me that you come to your job with a little broader perspective than had been present before. You were looking at more interaction between because the way Fischler described it to me -- all of these different units were operating on their own and your job, in my view, was to try to coordinate interaction.

OL: To coordinate interaction. This was not easy and this is true throughout the country. The disciplines have their own ways of doing things and it's hard to get them to work together as such.

JP: Were you also in charge of students? Or, was there a separate vice president or dean for that?

OL: No. There wasn't. So I would get -- the complaints would come on up. They would run them through. I would always try to send them back to the particular academic center, saying you handle this. Look, this student has this problem. You have to handle it. If they couldn't handle it, they'd come back. It could come through me and then if they weren't satisfied, they could take it to the president and ultimately to the trustees. There was a chain of command that could be followed, but we didn't have a lot of student complaints. We generally had pretty mature students that knew that they wanted, what they should do.

[Inaudible]

OL: That's right so they didn't have this type of nitty gritty things that you might get with young --

JP: If you were responsible for students and you were responsible for financial aid, registration, recruitment, all of that --

OL: They all reported to me, but we had some wonderful people in financial aid and we had our registrar was great. These were people dedicated to the university and they worked really hard at it. One thing did institute

was trying to bring registration to the centers. Take people to the centers so the students could register without having to come to the main campus or the administration building. That was important to the morale, I think, of the students. There are all kinds of little things like that that you did. It did require judgment to make it work. But it did work.

JP: Was one of your goals to increase undergraduate enrollment?

OL: Absolutely. I just mentioned before -- the joint program with the medical school and the like. That was a real allurement to bring students in. The problem was we didn't have much. When I came there, the undergraduates saw -- what did they see? No gym, no real library; just this desert out there. But one of reasons -- some people on our board had what I called the edifice complex. They liked buildings. Money, buildings, and all. I had a student complex. I wanted to get the students. But we needed the facilities because that helped to attract the students, to bring them in as such. We had the university school operating so independently. They wanted a gymnasium. They got money, grant, and they built their own gymnasium. Here's a university, no gymnasium, and our

little university school has a gymnasium. For me that didn't quite make sense. They would permit us to use their gymnasium sometimes.

One thing I never succeeded in, which I wanted to try, here we had an opportunity to develop a joint university school and baccalaureate faculty. Joint faculty. After all, you're preparing, in high school, for students to go on to college. Why not make the continuum work? Have joint appointments. Boy, resistance you can't believe. Some of the trustees were university school people. They were not about to interfere with their turf. No way do we let those faculty in undergraduate take over. But it would have been a good idea. It was a good idea.

[Inaudible].

OL: Yes, control. It would have been good for everybody to do that. It would have been an example, I thought, nationally to have the combination of faculty for university school and there, but...

JP: One of the things I know you were concerned about as vice president is the expansion of distance learning and obviously what you're going to ultimately get to is almost,

eventually, a Wi-Fi campus and what we now call the ultimate kind of technological classroom, the virtual room.

OL: You see that little terminal over there? I had acquired a contract with PictureTel, back then. That was the company which -- I had a little camera there, I could talk to students in China, they could see me, I could see them. This, back then -- now it's nothing, I guess, but back then this was really cutting edge stuff. Charged me fifty-five dollars a month for the wire. They had to run a special line here to the house so they would have a broad enough spectrum to carry those pictures. That was an interesting thing, but I was just about the end of my tenure when I started doing that. I did set it up here at the house, but I decided I'm retired, I'm retired. I'm not going to -- I've done my thing. I'm not going to do it anymore.

The whole idea, again, of distance learning. We go back to Alex Schure. He was the guy who was instrumental stressing this and how this was going to be the future. He was a real visionary. He saw this coming and he was absolutely right.

First, our technology was the airplane. We would fly lecturers to various sites and they would meet Carolina or wherever on the weekends --

JP: Now this is Fischler's educational leader program for working professionals?

OL: Right, who didn't have to quit their job to go to school, they could get the degree. There was always the requirement of residents, of course, an accrediting requirement.

[Inaudible]

OL: And that's how we did it. We would have the summer institute and bring them in as such.

One of the things I did for education -- teachers don't have a lot of money, so they don't have a lot of money for endowments. When we merged, which by the way, I must confess I was instrumental in this merger because I became great friends with Mort Terry and the Health Sciences people at Southeastern University. One of the things they did was they wanted to build -- they had a lot of money -- they wanted to build a fine new facility for the health sciences. But they had like a hundred million dollars' worth of buildings in North Miami. They were

thinking of selling that. I implored them, don't. Let's keep it. Use it for our education graduate program. We had the largest education program in the country -- graduate program. They don't have any facilities. They were operating out of rented, leased facilities over here over by that mausoleum where that pyramid is. I said, please. Mort and I -- he agreed with me. So we kept it. In fact, I have a picture out here in my garage of the health science -- dedication of that.

[Inaudible]

OL: That's where it is now. It's the finest facility for education program in the country. Passed TC in Columbia. It's a beautiful, wonderful facility. Has its own gym, cafeteria, amphitheater. Wonderful.

JP: Now this concept which Fischler kept referring to as the cluster concept where you have little clusters --

OL: That's right.

JP: This was a huge and important source of income at this time.

OL: Yes. It was, as I told you -- that's a danger, too, though. You can do things on the cheap, but there's a danger of diluting the quality - bringing in the numbers as

opposed to maintaining the quality. I -- it's great to be the cutting edge, but I have concerns about the distance education program when it went electronic. As we talk, we communicate on many different levels. A great faculty member communicates not just the cognitive aspects, but the style of being a professional and you want to communicate that to the students and you lose some of that when you have -- and the institutes were hard because they were so gigantic. You're bringing in hundreds of students when somebody's lecturing. How can you deal?

We know the most important variable in education and learning is the faculty-student ratio. When you've got a good faculty-student ratio, you can teach a lot. But with these larger numbers, how do you deal with it? The danger is you do it easy way -- get people online. That's what's happening. It's happening there. You can't even get a catalog at the university now. You've got to go online to pick up what the hell's being offered, you know?

JP: But that has been the criticism of this distance learning is that there is technological interaction, but you don't see, as you said, the style, the passion.

OL: Absolutely.

JP: One-on-one where you can really interact on a one-on-one basis and answer questions and discuss and evolve new ideas. That just really doesn't take place --

OL: No. And that's the finer universities -- Yale, Columbia. There's a minimal amount of that, but to sit down with Ernest Nagel, a great scientist. It's a wonderful experience. Boy, it was fantastic. Sometimes you didn't even hear what he was saying, just so impressed with his prestige and his wonderful brain. That's the one thing.

Woody Allen once said the function of the body is to carry the brain. Our brains are amazing apparatus, but we sometimes underutilize them. That was part of education.

JP: Very quickly, we're about to run out of this tape. But in 1986, there was a setup -- a Ph. D. in computer science.

OL: Right.

JP: And then the center in 1989 was Center for Computer and Information Services. So what you're doing here is not only offering advanced degrees, but consolidating all of these computer information services.

OL: Right. Which they pervaded throughout the university. It was a service to all the various centers that we would do this.

JP: In other words, you had everything focused in one center instead of having it in various units.

OL: Yes, but we still -- we still had people from each of the centers who, for example, were their communication officers as such and would develop the specifics of what was needed in those centers.

The law center has an incredible -- the Mead -- it's called LEXIS, the data retrieval system.

[Inaudible]

OL: Yeah, well that's one of the things were developing way back when I was in Ohio at Western Reserve. As I said, they wrote the similar article on that, the semantic code.

JP: I wanted to talk to you about the events that occurred after Abe Fischler resigned in 1992. At that point, ultimately there is going to be a search and Dr. Feldman is going to be hired. What transpired between the time Fischler resigned and the search began?

OL: Well, not a great deal. The committee was formed. I was on the search committee. We advertised. We had unusual responses. Somebody wrote in, I always wanted to be a president. Consider me. That sort of thing was amusing.

At that point, it got to the point where people might want to serve as president. Earlier, the university wasn't in that posture, but by then it was. We examined a lot of people. I was asked to consider becoming the president. I viewed that as would be a living example of the Peter Principle. Peter Lawrence had talked about people rising to their level of incompetence. I was a fine teacher. I loved teaching. People weren't aware, every Saturday I came in and worked with students who were having trouble on their grades. All my people I worked with ended up doing much better. To me that was very important. I love the students, I liked working with them.

Often, good teachers are rewarded by being moved into administrative positions which they really don't have a lot of competence in. I viewed myself that way and so I said no, I don't think I'm the right person to be a president. So in the search, I set in and listened and I began to

think, well maybe I am because some of these people had no clue as to what was involved.

One of the strengths has to be ability to work with leaders in the community to a fundraiser, which I certainly wasn't but that's very important because regardless of everything else, you've got to have the money to operate and to bring on good people. Today they don't do it for the love of the college; they do it for the money that's involved. Some. Some still have that desire and motivation to be teachers and the like but that's what I --

So anyway, during that period of time, not much happened. I was still operating and everything was going along smoothly and we did finally settle on Feldman and he came in and we had a couple of large meetings with him, cocktail parties and the like. He seemed very affable at the time.

He came in and we started the Feldman era, which didn't last too long, only a couple of years.

JP: Let me go back. Now, when they were asking you about being president, were they actually offering you the job or asking you to be a candidate.

OL: No. It was pretty clear I would be -- you have to do a search, but in a case where you have the movement within the university, that's appropriate. It can happen. Having been academic vice president, I was appropriate to move into the slot, but I declined that because I was not -- it wasn't that I thought badly of being the president, it's just that I didn't feel I had the competence.

JP: Were you in favor of hiring Feldman?

OL: I must have voted for him. I guess we were unanimous. Of course, that was decided. After you make the decision, you decide -- this is by unanimous decision, yes indeed-y. So I must have gone along with that at the time but I wasn't struck by the gentleman. Out of the array of candidates, we just were not in the posture to be able to attract the best people to come. We were still Nova, relatively unknown and a lot of difficulties in the operation.

JP: When Feldman took over, he asked you to stay on as vice president?

OL: Yes, he did.

JP: And you were willing to do that?

OL: I was willing and it ended up -- whenever he had meetings with people coming in, I always was requested to appear and to add that academic component and explain things that were going on in the university and all that so at many of the meetings I spoke more than Feldman when these people came in. It was interesting.

JP: Did you work well with him?

OL: To that extent, he called me in, but no close relationship at all with him, but everything went smoothly. No problem.

JP: How would you assess his presidency? One of the things when I talked to him, he was very proud of developing landscaping for the university and it certainly changed the ambience and gave people a little more pride in the campus and attracted students.

OL: It could be. If that was the reason they came, I would suggest that's a rather weak reason to come to a university because of its landscaping, but in any case, yes. Things looked nice and -- I don't remember a lot else that he did.

JP: I think he was -- when they bought the land for Southeastern he was president. The Dolphins training

facility and I guess the end of the Southeastern merger.
He was president when all of that was --

OL: But it was all developed before his arrival.
Absolutely. So he was lucky in that sense. He was there when the university had a quantum leap by addition of the health professions. We had a pretty full array of health professions except for nursing, which later we've added. This is a fine spectrum of the health professions at the university.

JP: Well, Feldman said -- and I asked him about endowment. He said we had to put that off because we needed some other things. He really was conscious of increasing undergraduate reputation of the university -- attracting more undergraduates and also wanted to build more buildings. He thought that the campus had not been fully developed for a large successful university.

OL: It's ironic that we built a beautiful administration building and he never got to operate in that building. We finally had a room that was appropriate for meetings of the board of trustees overlooking Fischler Lake, which was very nice, with a balcony and everything. Before that, we would meet in the Mailman Hollywood building in a relatively small seminar room, cramped up in

there. It just didn't seem quite appropriate for these magnets of business who were there. That was nice.

JP: It was interesting when I was talking to both Fischler and Feldman about the two million dollars that Horvitz gave. In general, both of them seemed to think that they were the ones responsible for getting that money. Do you have any idea the process that the university went through to get that funding?

OL: It's like an octopus opening a clam. Constant pressure from Abe. Abe was after Horvitz all the time. Why aren't you giving us money? He knew Horvitz had the money. Abe was instrumental in that, really. He set the guy up. I'm talking about over years that he was doing this. Yes, he kept it up, the pressure on him. For Horvitz it was never no mind. He had plenty of money. The guy's a multimillionaire.

He always came to the meetings. I told you my only problem with him was he said I used big words. But, he was an interesting guy. He was a pessimist. You know, you meet some people who are always pessimistic. He had this cynical aspect to him and so whatever happened at the board meetings, he always had some kind of negative comment that he'd make. He finally came to realize that the university

was going to make it. It was going to be good and when he felt that, then he wanted to participate in it and so he provided the funding.

JP: I understand that initially the planning was for three stories and you never did get enough money except for two. But nonetheless, that is a real capstone on the university and it's an important building.

OL: Yeah, it's a lovely facility and it's impressive when you walk into it with a nice staircase up. You run up the staircase every morning to get your exercise and I enjoyed it. It's quite a bit different than where we used to have our meetings in the old Mailman building.

JP: A great improvement. You were going to resign as vice president on December 31, 1994. Why did you resign as vice president at that time?

OL: My recollection is that there was a situation which Abe was retiring and I just thought it was protocol that you would offer your resignation, so I did. It wasn't because I was unhappy or anything, but I just felt that was the sort of thing you should do.

JP: Well, I have the letter that Feldman wrote to you and he said that if he could, he would force you to stay on

as vice president, in other words he really wanted you to stay on.

OL: There is a thirteenth amendment, you know, involuntary servitude is prohibited. In any case --

JP: But the issue is, to some degree, that you wanted to get out of administration anyway.

OL: This is correct. I never felt I was -- as I said, the Peter Principle. I never felt I was an administrator. I loved teaching, I liked working with the students, and I still have that contact when I was dean of the law school. I always taught a class so I was strictly not just an administrator, I was hybrid as I maintained my teaching status.

JP: I think that's important in a way to maintain some connection with an academic community.

OL: Absolutely. I truly believe that. I'm not sure Feldman had that belief. I think Feldman thought of himself more of a business type, you know.

JP: Well, you know he'd been a business professor so he sort of looked at the university in that context as well. Now, he is going to resign. Do you know the circumstances of his resignation?

OL: Yes.

JP: Would you give us some insight?

OL: Well, I will try to be as kind as I can. I certainly don't want to be subject to a defamation suit. Frankly, the guy had this weakness, fatal flaw as the Greek would say, which was he had this womanizing tendency and he would -- his two secretaries -- lovely young ladies. He would call them in and talk with them about all kinds of personal matters and inquire about this and that. I won't go into that, but it was really terrible that he would do that sort of thing and I don't think he thought anything of it. He just did it. And they were ready to file a sexual harassment suit and the like.

When they became aware of that, some of the trustees, they didn't want to go through some kind of scandal or something and so we had a big meeting up -- on the coast, one of the nice plush hotels. We went up there and the board, in a closed meeting, discussed this with him and he said alright, I'm going to resign. So he resigned and that was it.

JP: Well, now this was still rather sudden, was it not?

OL: Yes. Well, the events had been occurring for a while but it fulminated when there became this awareness on the part of some of the trustees. They didn't know what was going on. We, inside there, knew because we would hear. The young ladies would tell us, oh what he asked me today and this and that. Yes, in a sense, nobody is aware and people were sort of startled when all of the sudden, the guy was going -- this good-bye, as such.

JP: How would you, other than this fortunate series of incidents, how would you assess his presidency which obviously was very limited in time?

OL: I think he was somewhat cold and calculating individual who did not give the impression of great warmth at all and when he got here, he would not have been my type of choice for the presidency, but as is often the case you never know. You can't tell things from just interviews and such.

One day I was in a meeting over in Parker, sitting there and he was talking to the faculty at the undergraduate school. That's when he made his statement. I think I mentioned it before. "See that picture in the wall? If I say I don't like that, by tomorrow they'll have it down." As though, you know, he's going to give the

edict and that's it. I thought that was a peculiar way of thinking about things instead of a consensus and develop people and by suasion accomplishing things. He viewed he could accomplish things by directives.

JP: Did he use you as the go-between spokesman for the president's office to the dean's and other?

OL: I often was. I met with them, of course regularly with the deans and such. That was one of my duties. He never interfered with that. I don't recall him having many meetings with them as such.

JP: I think part of what he also wanted to do was to -- he felt that he needed to make contact with people in the community and --

OL: That's right.

JP: -- try to raise money and try to raise the significance of Nova in terms of Broward County and Fort Lauderdale.

OL: Yes. That's different than some types of presidents who would view themselves as part of the community of scholars. I would not have described him as a scholar or part of that community. You say he was in business, well I guess being in a business school is about

as far away as you are going to get in terms of that community of scholar idea -- more thinking along the lines of business and that sort of thing.

JP: One could understand to some degree, given Nova's history, in the business aspect and fundraising of tuition was important for the continuation of the success of the university, but a lot of people are a little upset with the concept in an academic community of a CEO as though they were head of a large corporation. Do you have any thoughts on that?

OL: The only thought I have is if you're talking about CEO of a -- you'd have to add the word academic corporation. There is an academic component that should run through the whole thing, as such. You should realize that it's unique in that sense; that you're trying to advance knowledge and understanding. That's the main business you're in is understanding and knowledge -- communicating that understanding.

Well beyond -- I used to say, "Beyond this interverstayin" -- and understand the contextual learning as such in the chief. It trickles down, really, and so the CEO should have that appreciation of that and be talking to his leaders, his deans about doing that. But I don't think

he ever really communicated that sense to me, that that was his primary interest.

JP: [Inaudible]

OL: That's right.

JP: The issue is, at Nova, and this is my impression: That it was designed as a business model. I mean, when I was talking to Fischler, he said this is not your traditional university. They were trying to create a different style of organization that would be more efficient and more effective and one the things, for example, he told me -- and I'd like to get your views on this. He said, the one thing we didn't want was an academic senate because they would cause all kinds of problems, they would raise issues so that's the last thing I wanted was to have an academic senate. Well, one would assume in an academic world, there should be some voice for the faculty.

OL: But there's a little irony there because A) he had his Ed.D in education. He obviously studied Dooley and others and he and I frequently had conversation that belied that view, where we talked about learning and education, how important it was and the like. So he had that

dimension to himself. He may have had this notion about saving the university business-wise. He apparently wasn't very good at that because under him we were going under a couple of times because of the financial situation. The cluster model was really efficient in terms of making money, but it was very difficult. These were brief encounters with the students on weekends and the like.

I'm sorry, the traditional notion of an ongoing dialogue is very important, I think, between teacher and student as such. But that was the modality. We started that program down in Panama with the cluster model. It was interesting, though, Panama evolved. I'll come to that in a bit because was one of my big problems as a president, was Panama and accreditation. But that evolved into a more traditional program as such.

JP: Isn't that sort of focus now -- most universities -- everybody's going to distance education, virtual classroom?

OL: That doesn't make it right.

JP: But I mean there is --

OL: There is.

JP: -- the trend in --

OL: Well, part of the trend, again, is the notion that they're going to make money and this is efficient and they can do much more with less. I found it's -- when we have the distance education that went round the clock, it took a special type of teacher could do that. It's a different kind of teaching, but to be available at all times; to be online and dialoguing back and forth as such. That was a unique thing.

Of course, part of learning is recognizing fallacies and mistakes in the classroom. Sometimes you learn a lot from your fellow students who make stupid statements and they have to be corrected as such. You can learn from them as a group.

Now, one of the things was when I was working with Bunny Lalor, University of the West Indies, we had developed a system to communicate to the islands and to teach. That was really a party line back then with the phones. We didn't have the online electronic. It was through party lines. Again, they were groups. They would be talking back and forth and hear each other as such and I thought that was better than the linear, just report.

JP: When Feldman was on -- the board of trustees comes to you and asked you if you would take over as president. Would you discuss these events?

OL: Before he resigned, they had come to me and said, would you be willing to take on the presidency. I guess they knew I had rejected it once before and I said yes. In my own mind, what else were they going to do? This guy's going to be leaving, we're going to have a vacuum here. So I did agree to accept the position. A little debate there. I always viewed myself as interim because I didn't plan to stay on for very long. They wanted me to accept an acting president position, which I rejected. I told them, if you want that I'm not your guy. I will refuse to do that. I sort of gave them an ultimatum: It's all or nothing. They appointed me as the president.

JP: In the beginning -- I have here the board of trustees meeting -- it was moved, seconded, and carried that Dr. Lewis be appointed interim president.

OL: That's right.

JP: And so that was initially. Was that interim removed at a later date?

OL: Yes. Well, I wouldn't accept it. I refused to accept that.

JP: Well, it's hard for you to have your authority --

OL: That's right and everybody's saying --

JP: -- and goals if people perceive you as interim and how long you're there.

OL: That's right. Even though I perceived it as a transition for me, I refused. I just said no, if you want me that is not going to be it. And they accepted it.

JP: And when you took this job, did you have some overview about how long you wanted to stay, what you wanted to accomplish?

OL: Well, I knew I wasn't going to be too long because I felt I had a lot of deficiencies as far as the requirements of the president, particularly that of fundraising. I was not a fundraiser, never had been. I still love academia. I had written considerably before. I wanted to get back to doing some writing and the like.

My intention, really was to clear up some of the problems that existed in the university. Our Columbia program, never approved by SACS, and SACS never would have

approved it. Abe was sort of a loose cannon that way. He would start different things. He was very creative. So we got this program going down in Bogota, Colombia which involved giving Ed.D.s to these people who wrote everything in Spanish. Abe didn't read Spanish. He didn't understand Spanish. Nobody did and we had this program giving people -- because the University of Columbia did not provide the doctorate and so these teachers wanted to have a doctorate so there was a ready market there.

It made a lot of money in that program. Never examined by SACS. Had none of the requirements that SACS would have made us have. They didn't meet them. So one of my first acts was to get rid of that program. Told the instructors, sorry we're closing the program down. That was something I had to do. I had the same problem with Panama. Panama was a big problem. So I viewed myself as coming in and having a continuum, strengthening the programs.

My major goal, though, was I had this thing about recruiting and bringing in the best possible directors for the various programs. Bring them in. Unlike Abe, I called them deans. Not directors. We searched and we got some of

the very best applicants. As I told you, I had to work hard to get them to come on board. We got --

JP: Would one be Don Riggs?

OL: Donald Riggs was a good candidate that I brought because he had some fundraising ability with other libraries. I spent some time going throughout the country and getting the plans for various new libraries and such. So I brought those back and I later gave them to Ray. I don't know what they did with them. But most of those new library buildings involved meeting places, snack bars, all this kind of thing: a spectrum of services beyond just being a library and they did build that in. I don't know if my getting the plans helped or not, but I know that was built in to the new library building.

I got Joe Harbaugh. Joe was much in demand to be a dean throughout the states. He was on the American Law Institute. He was well known nationally on both the ABA and the American Association of Law Schools. To get him here -- not only the salary, but as I said I made arrangements so that his kids could go tuition free to University School, which is a very fine school for young people to go to. So I locked him in and gave him his head

-- said go where you're going -- and he did. He did a great job.

The same when I brought in Pohlman at the business school. There was a guy who really communicated with the business community. I mean, he would go down and give talks and everything. They really respected him. He was well known. These were coups in a sense of bringing us to another quantum level of excellence and communication within the universities.

JP: [Inaudible] of academic proficiency?

OL: It was on both. It was not only academic but somebody could be a real leader there as such. Harbaugh was not an academician when he came in, but he knew legal education. He knew the various accreditation committees personally so it was important to bring him on board.

JP: So what you're doing, in effect, is bringing your kind of people into your known structure?

OL: That's right. Because they really were the people who administered the university.

JP: In doing that, did you dismiss other people before you brought them in or were there vacancies? How did that work?

OL: In some cases, it was that people moved to other positions. Like at the business school, the guy was in there then -- I even forget his last name. But at any rate, he was moved into another administrative position and most people accepted that these people were coming were far superior in certain abilities than they were.

I think it's important that we try to bring people who are more effective than we are, who are brighter. Sometimes administrators don't want to do that; they don't want to have competition as such, but I think it's good. Bring in people who are better than yourself and you enhance the whole institution.

That was my philosophy, my guiding principal as president because that's one thing I was going to do. Bring the best possible people on board. I think I succeeded. That was something I was very proud of. I succeeded in bringing in these people. They are the ones who do the work of the university.

They, in turn, were able to bring faculty who were good faculty as such because they appealed to them.

JP: One controversial issue was that you dismissed Steve Goldstein who had been fundraiser of public relations. What were the circumstances?

OL: I never viewed that as controversial because it just seemed the natural thing to do. Steven was a very bright guy but he was very acerbic. He caused a lot of turbulence by his statements and his attitudes from time to time. We got along pretty well together, but there came a point which the cost was just too much in terms of being a destructive influence as such.

I talked to Mary McCahill. She was the chairman of the board of trustees and she was a big supporter of Steven. In fact, Steven had once said to her -- this is what got her -- he once told her that people couldn't get to him because she would protect him. That was the wrong thing to say to Mary. She didn't forget that. She wasn't in the business of being somebody's protector. I went to her and I said I think I'm going to have to let him go and she said go ahead. It's up to you. Whatever you do. So I let him go. I talked with Abe before I did that and he agreed. So they were close friends again. Steve had the ability to make you uncomfortable when he was around. Few

guys could say hello and you felt oh, my gosh is that the worst.

JP: [Inaudible] he started was the evening JD program. I don't know -- the evening program for law school. I don't know whether that had been there --

OL: No. The law school having an evening program. In fact, one of the things that he did, though, because it was discontinued for a while. They had tried everything there. Bring students in and everything. When I was at Chase, our largest program when I was dean there was an evening program, smaller day program.

It was interesting. A lot of students in the evening programs, nationally, go on to be judges and that sort of thing. They've really got to be talented and motivated to work all day and then go to law school at night. That's a tough thing. And to get the faculty -- its hard recruiting faculty be willing to teach both during the day time and the evening. It's not easy. So I give credit to Harbaugh for doing that.

JP: Talk a little bit about the ultimate process you go through to get the new library. You talked a little bit

about plans of other libraries. Did you continue to pursue a new library for the campus during your time?

OL: No, that was right towards the end of my presidency. I had wanted -- I knew that we had to do it. Only thing SACS was pressing us on was absence of a library. Unfortunately, what they really meant was a library facility. Our library was tucked away in the first floor of the Parker building. It was tough. We had a superb librarian then. Bob Bogorff was really committed to Nova and worked really hard at it. The facility just would never have been adequate. [Inaudible].

As you know, buildings have to be built to carry library load, too. It couldn't have gone up and put lots and lots of books on the third floor of the Parker building. The process, knowing that we needed to do that -- that was another one of my views, was to meet the accreditation standards for each of the components and one of those for the university was library. We needed somebody to come in to do fundraising. Unfortunately, Donald passed away not too long ago. He was a very affable man. I liked Donald a lot.

JP: So, much of your emphasis while you were president was this reaccreditation.

OL: Yeah, absolutely. Absolutely. We were always in danger because of some things and that's why I had to tidy up Panama. Panama was a separate center which had none of the attributes. Most of the attributes were not there for the requirements of SACS. Full-time faculty, library -- these things did not exist. We had a dean there who was a very strange fellow. Martin Taylor. He was a guy who -- when I got off the plane there, he handed me a gun and said here's your gun. I said oh thank you. My goodness.

But he was fluent in Spanish and he was willing to take on the job. A lot of people wouldn't be willing to leave their homes and move to Panama, which is a dreadful place to be. Much of the year it was hot and humid and very undesirable.

Martin really took to the work. He developed a board of advisors of some of the outstanding people in the community there. One of them was the head of American Airlines for South America. There were very bright people. He worked well with them, but they never gave any money to support the center. Nothing. But it was going well because the southern command was located there -- the headquarters there in Panama. Half the students were

military students. They had funds, so they paid and it worked well that way.

When the southern command pulled out, we lost all those students and we relied on strictly Panamanian and it was only the wealthy ones who could afford the tuition to send their kids there so the amount declined considerably, but we still made significant money from Panama.

JP: When the newer library was developed, were you in favor of this joint use of library with [inaudible] --

OL: Absolutely not. Ray hated me for telling him no. I should not do that. They tried it once in California. It didn't work out there. I forgot which school did it with the city. You have two different missions. It's like the CEO business. You have the academic mission of the library. The public library has a direction for the public and the type of books they're going to want. The missions were different. The motivation for bringing in the county was money. They would pay to build a new building. That's sort of a Faustian acceptance.

[Inaudible]

OL: Meanwhile, the city's trying to get out of now, the county. Obviously, they're putting money into it.

Frankly, I did a study on it but I have reports that it didn't draw heavily to the public. Why would they drive way out here to Nova campus when they can go into their regional libraries or whatever and get the books they want? But I did not approve of that. That's something I would never have agreed to.

JP: Something I was just thinking just struck me that four presidents; Fischler, Lewis, Ferrero, and now Hanbury were all chosen internally without a search. Feldman was the only one chosen from other than --

OL: And that was a disaster.

JP: Do you think that's one of the reasons why --

OL: No, I think that on the other side, affirmatively, that if somebody lived with somebody you know their strengths and the like. If they look like they're going to work, they've got a lot better basis than a couple of hour interviews with people who come to be interviewed for the position.

JP: It does restrict new blood, new ideas coming in.

OL: Yeah.

JP: You have a continuum of people who work together in the same system.

OL: But you also have to realize that you have to bring the level up to the point where you can recruit those best people. As long as it's still where it is, you may not bring people at the level of the ones you choose internally because they're just not going to be attracted to the institution. Then it came to the level where they would be. By the time you're selecting Ferrero, by then we could get all kinds of people applying for this university because they've gotten to that upper level.

JP: So do you -- is this something that the board of trustees is more comfortable with or is this a process of succession that Ray wanted Hanbury to succeed him and he persuaded the board?

OL: I don't know about the latest thing, but the board is -- as are many boards -- very passive. What the president suggests, they don't really understand what's going on there. They come once every two months for a couple of hours. The president has a pretty easy time of that.

JP: Talk a little bit about the physical developments on the campus while you were president. A couple of dorms.

OL: Yes.

JP: Parking garage. The -- I guess the Rec Plex. Is that what it's called?

OL: Mm-hm.

JP: Talk a little bit about how that developed and the impact that had on campus.

OL: Well, I told you when I first came it was like a desert there with three buildings and a very large parking lot. It had been built for the law school, which they envisioned which had not come to pass. There was the parking lot, there were little amenities for the students. We got a lot of pressure from the students who wanted to have somewhere they could play sports and swim and all of that. The University School really had more than the university. We had to get permission for the students to use their swimming pool at certain times. They would get to go over there -- the graduates -- and swim in the pool.

It was a natural thing to see that you needed to provide these amenities. These were your students that weren't living at home. They needed a place to stay. We

built the dormitories -- the emphasis was on building dorms which had rooms for lectures and the like so you could not just live there but you could learn within, so it's part of the learning community as such. Of course, many universities you were required to live in the dorms until, say your senior year or something. We never did that but it was -- they were nice. The dorms are pleasant little apartments as it were and such.

We had some -- interesting, we had some trailers and like that were used for dorms and such and Alex Schure had one of those so when he came down they had a place to stay. I thought that was really interesting.

We also had the old Farquhar house and that was very nice. We used that for administration but it was a pleasant place.

I had always -- I never objected to putting in facilities. I thought we needed to put in facilities. My emphasis would have been more in bringing people and when the people came -- I mean, they wanted the facilities. The new deans and all expected to have the traditional layout and so they pushed for that. There was a lot of pressure to do it. It came to pass. There was funding available;

federal funding for some of the dorms and things. We worked on that.

JP: Part of what ultimately comes with that is a sports center.

OL: That's true.

JP: -- to develop what you would call a more traditional university in that sense.

OL: Yeah, in fact we had the Olympic tryouts on the campus there at one point on the field. That was rather impressive that we were able to do that. One young lady at the undergraduate school was on the Olympic -- I think it was the luge that she competed in. That was very interesting too that we could do these things.

JP: To build a soccer complex is a pretty significant commitment.

OL: Yes.

JP: Took quarter of a million, was state-of-the-art. One of the best ones in the country. That was a pretty strong commitment toward an athletic facility.

OL: Another component in that was the University School, which the parents there stress these things. We

had one major benefactor who gave a lot of money towards a gym for the University School. In fact, at the time -- she wanted to do it immediately and I said we can't do it immediately because we're having the Olympic group out there in soccer. I said you'll have to delay. We had a big -- but she agreed finally. So they build their own gymnasium. University School had more amenities than the undergraduate school. We would have to beg and implore them to use the gym for our basketball team so we did.

Abe was very opposed to a football team because he recognized the cost was exorbitant. Basketball no, that was fine. Soccer --

JP: You were willing, at this point, to develop what we would call today minor sports.

OL: That's right.

JP: But limit the commitment to large scale --

OL: Well, we got no choice. Didn't have the funds to do this other thing. A lot of universities who do it, they do it as a losing proposition just to have their team or whatever.

JP: Part of this development of sports facilities is to attract more undergraduate students?

OL: Well, if you bring them in you should provide these things for them. Obviously, it will attract them. Now when the parents were coming to look at the university you could show them things that were there. Earlier it was so hard. Poor Kendall Say. He was helping in admissions and he said it was such a problem. The parents would come and they would ride around the campus and there wasn't a lot to show them. But now, increasingly, there was plenty to see.

JP: Eventually, you've got an integrated campus. You have a bus system and that certainly makes it easier for students.

OL: That's right. That's right.

JP: This again was part of the overall view of an integrated university.

OL: I had always hoped that we could acquire Rolling Hills, the wonderful facility there, and we ultimately did. But that was after my time. I looked at it. I coveted that great facility. We often used it for meetings and lunches over there. It was a good setting, even before we built these things ourselves. Around us were some wonderful places to congregate.

JP: But part of this is that the university is looking to expand. There's always this positive outlook on the future that we're going to be able to get more facilities, more students, expand in terms of land and there's always been sort of an optimistic view of the future of this university. Would that be right? After the really bad times.

OL: Yes. And I would hope the mystique of quantification -- we'd also be able to expand in terms of quality; trying to attract the quality students. Also, admissions. Not just have completely open admissions where anybody applies, pay your money, and you get your degree. No. We start being more selective in terms of recruiting, which is very important.

JP: What would you say when you were president were the standards for the mission of the undergraduate school?

OL: Not strong. Not strong. They were happy to get students and after that expansion.

JP: Has it changed now?

OL: Yeah, I think it has.

JP: The standards are a little higher?

OL: I think so. But I'm not recently -- I have been out of there almost ten years so I kept up with it.

JP: There seems to be, from my looking at the history, there's still some problem from a traditional academic institution in terms of the ratio between graduate students and undergraduate students.

OL: Oh, very much so. I mean, this is a school -- a university of professional schools. Our major enrollment is in the professional schools. Look at the School of Psychology. There is a place where we've got some significant contributions to build their own facility. I don't know of any other graduate school of Psychology that has all the facilities. They have their own gym and the like. A wonderful facility. They have probably the largest graduate education program in psychology in the country there. One of the APA's constant concern was that we had so many students; we should try to be more selective and smaller.

JP: One of the things that you did, and again part of your determination of how you wanted to run the university -- I understand you took the Office of Development and [inaudible] tried to merge those or get them into a more efficient organization.

OL: Yes, they did. They needed to do that. Obviously, there is a natural connection between the fundraising and the finance department. We had a great guy there, Jim Gurdon. He was really good. And then I brought in a new person because Jim wanted to retire. So I brought a new Vice President for Finance in. Development is not an easy thing to recruit people for. Get somebody who is outstanding at development -- we had Leslie Brown. She was very good. She got ill.

JP: I noticed that, at one point in your presidency - - I'm going to quote. This is a question and answer in The Sentinel. "What is your view of your task at hand in the role of the presidency?" And you say, "The name of the game is cooperation and synergy within the programs, each program being the best it can be and therefore is the university. The business school, the more professional schools, computer science program" on and on and on. But you also talk about -- "I wanted to establish an institute on learning and pedagogy".

OL: Yeah, I think I mentioned yesterday that a model for some of this would be the Center for the Advanced Study of Behavioral Sciences at Palo Alto. I was interested in doing that because I view our location, frankly, as one

which in the winter semester you could bring all kinds of scholars to work together to produce reports and analyses and the like.

JP: Well, what happened to that idea?

OL: It was an idea.

JP: As far as it got.

OL: I think so. Some of these things I would have had to commit to stay on more time. It would take another five years or so to really push some of these and I really -- I viewed myself as an interim. I did what I could in my short stint there.

JP: Another development, and you've mentioned this briefly in passing, is that you really started expanding healthcare. I guess the major development here is nursing.

OL: Yes. But, also dentistry.

JP: We talked about that.

OL: We pressed the dentistry as such. The thing that we did -- again, talking about synergy and fertilization and all that was to have a dean of sciences in the health profession. They recruited faculty that would teach across the different health sciences -- chemistry or whatever they

were having. That was very important. Many schools have their own separate departments. Not so there.

I don't remember if we ever did what I wanted to do: have a philosophy program for the students. Certainly, I stressed understanding the traditions of the discipline with background and the like and even bringing -- the herbs and so they could study that and understand that.

JP: Also, I've noticed that there has developed an MA program for Elder Care Administration, a Master of Science in Human Services Administration and courses in health and nutrition. All that and I guess the thrust of this is going to be commitment to serving the community and I think there was even a law school center, counseling center for poverty stricken individuals who couldn't afford their own.

OL: Those things happen at many schools, that sort of thing. Here we're ideally set to deal with issues of aging -- gerontology. Look at our community. After all, we have the largest retired community in the country here. That seemed a natural thing to develop so I did push and mention to the workers, to the deans in all developing programs that would go along with that sort of community.

JP: That is the essence of what most universities try to do -- not just the academic community, but the community or the state at large.

OL: You get people who specialize in helping this and they develop their own scholarship backgrounds and writings too. That's just synergy that can occur.

JP: How important was Mickey Segal?

OL: Very important. Mickey's a fine lady -- her father was Mailman of the Hollywood Mailman building tradition. I often met with Mickey. I just enjoyed talking with her about what was happening with her programs for the young mothers and the like. She's a fascinating lady. They were -- again, facilities become important in the sense they were jammed into part of the Rosenthal Building on top of each other, stacks of books on the floor and material. Finally they got funding to build their own facility which was designed for operating with training for families and the like.

JP:...she was given an alumni Silver Medallion Award and this is your statement about her contributions: "She will be missed, never forgotten. She has been the heart and soul of the family and school center. The childhood

education would have been dramatically different in this nation had we not been blessed by Mickey Segal.

OL: That's absolutely true.

JP: This University School has -- in fact, it won a national blue ribbon award.

OL: That's correct. Oh, they were so proud of that, the headmaster. We had a problem keeping headmasters. We had some excellent headmasters. Initially there was Joe Randazzo and he stayed for a long time but then we started getting other headmasters and they were recruited by other schools. One left for a wonderful school of Princeton. That was nice. That was the best compliment that they wanted --

[Inaudible]

OL: Yes, to hire them as such. That school had wonderful support of the community. The community really supported University School. They had a fine facility, excellent teachers, they were up to the latest in computers and put the students online. All kind of things in the classrooms. That was something Abe was very proud of. I always went to all their graduations. They had wonderful graduations. They had a graduation dinner as such with the

parents and all. It was a lovely affair. That's why I utilized the recruitment of Harbaugh getting free tuition, getting them into the University School. It's well known. I think it's well known nationally. It's a good school. It competes with Pinecrest here.

JP: And to some sense, this is the culmination of what the Old Mill club talked about in the beginnings [inaudible].

OL: Glad you mentioned it. It was certainly the idea of Charlie Foreman -- Charlie and Hamilton. They were instrumental. Charlie was a character. He was also very supportive of oceanography and gave money over there. He's an interesting guy. When he opened his attaché case, he had a gun in there -- a revolver. He said those commies are not going to get me. He was a character. What a very nice, very much a supporter. I think they originally owned the land -- some of the land the university built on.

JP: I want to get your take on two issues. One of the issues that is interesting for those of us more familiar with traditional universities is that each institute center had their own schedule, had their own tuition. It was just a mish-mash of all kinds of different rules and regulations about when the term started, when it

ended, vacation days, different tuition. Was that difficult to try to keep track of?

OL: No, no. They did a good job of that. But it again demonstrates the flexibility of the university and the ability to tailor courses to meet the demands. The education -- they've got full-time teachers and the like. How are they going to go back to school without giving up their job, which they can't afford to do? So you need a flexibility in it. You need a flexibility of tuition; some can pay more, some less. If you're going to law school or medical school, you better be prepared to pay.

JP: Unlike a state university where are all graduate tuition is the same.

OL: That's right. The taxpayer is paying for it.

JP: Your tuition while you were president for an undergraduate would have been sort of halfway between Florida Atlantic and Miami University. In other words, you were sort of competing with both another private university and a public university.

OL: Right. And as you mentioned before, we had some supplemental income from the state for the students. That helped.

JP: But that was something you were intentionally trying to do is to be less expensive than Miami and not too much more expensive than the public.

OL: No, but we were intentionally trying to make it such that students could afford the education; they could come and could afford it. Some places -- when I was at Colombia -- going out of site when I was there. The tuition for a semester -- you could end up paying forty thousand dollars or something. It was incredible what was happening. And further the bifurcation of our community to the have and have nots. Education is very important. When I went to Colombia, I must have had twenty offers when I graduated from there throughout the country. It's the context that you get from the top universities.

JP: I think at Duke this next year is fifty thousand.

OL: Isn't that something? It's incredible.

JP: It's a lot of money.

OL: It sure is.

JP: Four years is a quarter of a million dollars.

OL: A lot of our kids -- some of the public institutions benefit and suffer. They benefit, but they

get a lot of students. And they suffer because they have to deal with such an avalanche of the numbers and such.

JP: Did you have very many problems on this campus with unions?

OL: Once. When we were taking over the operating engineers building over at 9th Avenue in Fort Lauderdale. They sent some pickets -- a couple of pickets because we were renovating a place and we were using non-union people. It was a bothersome, a couple of them there. We did it anyway. It came out fine.

JP: The workers and faculty have not formed unions here although I know at one point they were actively recruited by the state teachers unions, but that never came to pass.

OL: No, no.

JP: What do you see as the major focus of your presidency other than, say, fundraising. I know you didn't like fundraising --

OL: I told you my focus, which tied into fundraising was getting the best possible people in to operate the various academic centers. That was my focus. I really believed in the power of the leaders and that's what I

wanted to get for each center. Of course, if they were there -- if Pullman's there at the business school, he can talk with the business leaders throughout the community. That indeed relates to some fundraising. Ultimately, Huizenga contributing to the business school. He knows their language, he can talk with them and they respect him. That was good. Same with Harbaugh with the law school.

JP: Could you give me sort of a general typical daily schedule? What time would you come to work and sort of how would you divide your time during the day? Meetings, fundraisers?

OL: It's hard to say because -- well, I always got there early. I always got there early, that's no question, because I had to go out and feed the koi in the lake.

JP: You had the koi pond, right?

OL: Yes, that's right. During the day, there were certain set meetings. I had meetings with deans bi-weekly. We all met and talked about what they were doing. That was part of my theory of synergy. If you get them to talk about what they're doing, another would say maybe I can be involved in that. I liked to have them report their activities as a group to each other. Those meetings were

standard. Of course, there was a meeting of our so-called cabinet. That was the academic vice-president and of development and the like. We met weekly. There were many, many other meetings. I was invited -- they always liked to have the president appear at their meetings in the various centers and so I got invited for those.

JP: I understand as president you were what one might call a walking president. You liked to get around campus, you liked to see students. Even as president, not just as a professor, available to students.

OL: Management by walking. Very important. Important they get to see you and know you and I remember sometimes I would be at some student's meeting and be talking and they weren't even aware I was the president. We just had nice discussions.

JP: But it is important for a president do know what's going on in the campus, but also talk to students because students seem to be frequently left out of the equation.

OL: Very important that you be visible and they know that you're concerned about them and their education and I was. I remember one of the deans I hired told me that he

saw that I had this trick that I would bring the students in for lunch or things. I said it's not a trick. I said I just enjoy meeting and being with the students.

JP: I also understand that you would always send at the end of the year a nice note and sometimes a little gift to the people who work for you.

OL: I provided, on their birthday, a note from myself and some little token they could utilize. I have some here that I would send out so every person -- one time somebody didn't get it. They said what happened? Why didn't I get mine? No. I signed them. I wrote them all myself. I'm talking about a thousand or whatever -- I don't know how many. But it was every day. I had a stack first thing in the morning of birthday cards to fill out and send out to these people. I thought that was important that they know that they counted.

JP: People like to be recognized.

OL: Absolutely. That was another thing that I was fortunate that I had this kind of memory where I could very quickly learn the names of all the students in my class and identify them by name. That was important to them. If I

saw somebody talking to somebody, I could say, Mr. Smith what do you think about that?

JP: One of the things you mentioned I seem to recall that in the library you laid that parquet floor.

OL: I helped. I put all the parquet floors in here. I suggested that we do the parquet floor. It adds, again, a richness as such.

JP: What was your commitment to the community while president? What kind of clubs did you join? Where did you go in terms of public meetings?

OL: Not much. I was in the Tower Club, which is downtown so I met with people downtown because we always met in the Tower Club, which was a very nice facility. I also belong to the Lago Mar Beach Club. It's a wonderful club. You went there with me. I used to take people over there from time to time. I was invited to the Rotary or different groups for little talks. That went along with the job, being available.

[Inaudible]

OL: Yes, did those kinds of things. I didn't particularly enjoy it. I must give credit to my lovely wife, though. All the dreadful dinners we had to go to

with the rubber chickens and all. She was always there with me. My wife Claire.

JP: Talk about the circumstances when you resigned as president and why did you do so when you did?

OL: I could have resigned earlier, even. I was not in love with the job. The fact was, I was aware -- Ray made it clear. Ray Ferrero wanted to be the president of the university. He talked with me about it. He wanted that. He wanted me to stay on through the end of the year -- easier for him, I guess. I said no. You want the presidency, you've got the presidency. And I resigned. That was short and sweet. He wanted to do it, I wasn't particularly in love with the job. So that was it.

JP: Now he is chairman of the board of trustees at that time. Was he technically your boss? Were the trustees --?

OL: Trustees -- you had to dance with trustees but they were virtually invisible.

[Inaudible]

OL: If you talk about the chart, they'd be up at the top in the box and I'd be under the box.

JP: Was it true that Ray had an office next to you while you were president?

OL: Well, I provided an office for him. It wasn't next to me. It was across the building on the other side. He had a secretary.

JP: Well did he try to make decisions on his own? Always defer to you?

OL: No. That he was very good about. He never tried to make them on his own. The board might make some decisions, I don't know. But I never felt any interference.

JP: In essence, regardless of your position, you were ready to retire?

OL: Yes. That's correct.

JP: In other words, your academic career, whether you resigned as vice president or president, was coming to an end?

OL: I had plans to start writing some material. I had written it before -- fairly technical stuff. I had plans to write and to travel with my wife. I spent long

years in this laboring in the vineyards of academia and I thought it was time to go out and do my own thing.

JP: When you look back on your presidency, what would be your biggest challenges? What would be your -- we've already talked about what I think you consider your major accomplishments being, hiring people for centers. What would be your biggest disappointment as president?

OL: I guess it would have to be getting to a level where we could attract top individuals -- both as president -- we did as administrators. We got Gurdon. He was a great vice president over finance. But you've got to attain a level of attractiveness so you can bring in these kinds of people. That was my disappointment. And also to raise the academic levels of achievement and demands upon them.

JP: You're not going to attract either the top-level students or the top faculty unless you have a high quality academia.

OL: Absolutely and that was a disappointment. Quantum leap from when I first came to what we had. I mean, it was improving steadily and I'm sure it still is. I hope so. That's very important.

JP: One of the things you said that as you mentioned that I recall you writing or saying somewhere that the real issue was how people advance from, I guess, information to knowledge and understanding. [Inaudible] can you use it, can you understand it?

OL: The question.

JP: That, from my perspective was an integral part of your presidency. You were constantly thinking about how to improve that.

OL: Yeah. And I was telling the various deans that constantly -- try to have it trickle down so they would think along those lines.

JP: Now, once you left, what have you done in the time since you retired as president?

OL: I retired. In every sense.

JP: When you retired the presidency, you retired from the faculty as well?

OL: Yes, yes.

JP: You didn't have any kind of emeritus status?

OL: Oh, I do. I am an emeritus professor of law. But I don't -- and they've asked me to come back and I

don't. When you're through, you're through. But I was always very pleased that they would -- the school of pharmacy wanted me to teach there for them and the med school and all, the law school. But all I've done since then has been ruminating. I think a lot and I hope I can start writing, but the last year or so has been very devastating for me because of my wife's illness.

JP: Let me ask you just sort of some generic questions for all presidents. What has been the major difference in your experience of Nova being a private university as opposed to a public university? You mentioned a couple examples about flexibility, but in general.

OL: Well, that is the key. There is a rigidity in the public universities where they have certain things that have to be done, a lot of regulations, filing, and a lot of paperwork. I only had a brief experience in a public institution of Northern Kentucky when I was dean of Chase Law School. They pretty well left the law school alone, but there still was a lot of stuff that you had to file because it was a state university and I would not particularly want to be in that habitat very much.

JP: Why don't people in the State of Florida and nationally know more about Nova Southeastern University?

OL: Well, in the old days they knew negative things, when I first came. I mean the people --

JP: They thought it was a high-tech diploma mill?

OL: That's what they said. They told me, why are you going down there? Why do you want to do that? I said I think there's a real promise here for the institution.

First of all, when I was at Columbia, we had more Nobel Prize winners on the faculty than anywhere else. Those people made the place known. They made the news often for developments and things that were happening. We have had that happen occasionally with oceanography over here, that they've made discoveries and sort of stuff -- the work with the green turtles and other stuff. But that's how you get known, by having stuff appear in the media so we've not had a lot of that.

JP: As Nova approaches its fiftieth anniversary, what do you see as the future of this institution? One of the things that seems to me -- I was at the University of Florida and people at the University of Florida don't know

anything about this school. They know something about the law school perhaps and oceanography, but --

OL: And they were upset about dentistry because they didn't want that competition.

JP: But the State of Florida still doesn't have a real clear picture, in my understanding, of Nova. What's the future of this university?

OL: One of the things I did do, I attended all of the meetings of the group of colleges and universities and we would talk about Nova and I think that's important that the president do that. I'm concerned about the future. I'm concerned because the types of presidents that we have -- attracting people are just in the business modality. I still think there's an important component of academia that's missing. If you don't get somebody who is truly committed to the learning process and to scholarship and the like, who brings himself with his background of writings and that sort of thing. I don't know how you attract them to some place like Nova because it doesn't have a reputation for involved scholarship and research. Oceanography does, probably, but --

JP: Certainly the future, it seems to me, in the economic financial sense looks pretty good considering the difficulties of state universities.

OL: That's -- it's true. But I must confess I have my prejudice. My emphasis would be more on developing the academic side and the money will come along with that. If you really have a fine program, you're going to attract fine students and faculty. It's a chicken and egg problem. How do you get that?

JP: What new areas of educational development should this university pursue, let's say, away from the professional schools?

OL: Well, even the professional schools. I mean, psychology -- they're starting to write more there but they could produce all kinds of wonderful advances and scholarship and the like. It's a slow process. I'm concerned. I don't know if it will happen. I don't think Hanbury is going to emphasize that sort of thing. It comes with the business mentality and that sort of thing so I am concerned about that occurring. But that's not my doing. I'm not involved now. This university -- the board of trustees don't have academicians on it. They have only business people. That gives me a dismal view.

JP: I've never understood the concept. I know at the University of Florida on the board of trustees' one faculty member and one student. Everybody else are business people.

OL: Yeah.

JP: And almost none of them other than the faculty went to an institution of higher education.

OL: I used to bring in the deans of the various centers to give a little talk on what they were doing to the board of trustees. Their eyes glazed over. They were sitting there -- I don't know if they followed that much. But I insisted on doing that. At least get them aware of what was happening in academia.

JP: You indicated earlier talking about Columbia -- where Nova would really be in the national picture if there were academic achievement of the faculty [inaudible].

OL: One thing that did get us known was my bringing in the scholars. I brought Arthur Goldberg and all of sudden people say, Nova. Goldberg. That was interesting. That sort of thing is what captures the imagination of the public.

JP: Should there be more emphasis -- you talked about the problems of Panama and Colombia. Should there be more emphasis now as most universities are international programs?

OL: Well, we already are. We have a director of international programs and the like. We have a large program in Medellin in Colombia. This is an accredited program. We have in Jamaica, Kingston. We're all over the place. I told you I'm tempted to start a program in Tel Aviv, but that didn't work out

JP: Do you have international exchange programs for faculty?

OL: We have students. We don't have much in terms of faculty exchange. I think those things will come with the increased enhancement of the programs that you can bring in these people. There are too many places to go. I mean, if you're going to go to Colombia or [inaudible].

JP: Again you have to realize that this school is not fifty years old. It's come a long way in the time that it's developed.

OL: And that's why taking advantage of the location with Center for the Advanced Study of Education. We could

bring in educators throughout the country to spend some time here and work on research.

By the way, that's the way we are known, though. It's hard to go to any academic -- any school in the country and not find a Nova graduate working there as a principal or teacher or something. That's what I'm saying. In education we are known nationally.

JP: In fact, I think several state educational commissioners are either superintendents --

OL: Nova graduates. That's right.

JP: School systems or graduates --

OL: That's correct. That's an area where we are nationally known. Within the educational community, we're known.

JP: I have concluded most of the questions I had for you. Is there anything you would like to talk about that we have not discussed?

OL: No, I think you pretty well covered the field. I have worn out my knowledge as such. I must say, though, that the most interesting part of my career was being at the law school. I really enjoyed working with the

students. The administrator, that was interesting, but it wasn't the joy of my heart. I love learning and teaching. That was great.

JP: So you would have been just as happy if you had spent your whole career at the law school?

OL: Absolutely. I did not view this as particularly progress for me to move on. As I say, it was a new level of incompetence: The Peter Principle at work.

JP: On that note, I want to thank you very much for your time.

OL: I thank you for your understanding and astute questions.

[End]