

USF 50<sup>th</sup> (2006) Anniversary Oral History Project  
Oral History Program  
University of South Florida, Tampa Library

Digital Object Identifier: U23-00063  
Interviewee: Kathleen Heide (KH)  
Interview by: Yael Greenberg (YG)  
Interview date: March 11th, 2003  
Interview location: USF Tampa Library  
Transcribed by: Brandon B. Dezha  
Transcription date: November 22nd, 2017 to November December 4th, 2017  
Audit Edit by: Brandon B. Dezha  
Audit Edit date: May 29th, 2018 to June 4th, 2018  
Final Edit by: Matthew Barganier  
Final Edit date: May 4th, 2020 to October 23rd, 2020

**Yael Greenberg (YG):** Today is Tuesday, March 11th, 2003. My name is Yael Greenberg, oral history program assistant for the Florida Studies Center. Today, we continue a series of interviews in our studio here in the Tampa campus library with USF faculty, students, and alumni in order to commemorate 50 years of university history. Today, we will be talking with Dr. Kathleen Heide—

**Kathleen Heide (KH):** Correct.

YG: —who came to USF in 1981 and is currently the professor—a professor of criminology and associate dean for Faculty and Program Development for the College of Arts and Sciences. Good morning, Dr. Heide.

KH: Good morning.

YG: Let's begin by you taking us to the year you arrived in Tampa, and what circumstances brought you to the University of South Florida.

KH: I came in August 1981. I accepted an appointment as an assistant professor of criminology. Actually, at that time, the department was called "Criminal Justice," so I accepted an appointment as an assistant professor in the Department of Criminal Justice.<sup>1</sup> And at that time, the department was in the College of Social and Behavioral Sciences.<sup>2</sup> Now, when I came here, I was coming—finishing up my doctoral degree in criminal justice from what was called at that time the State University of New York at Albany. It's now called the University at Albany, State University of New York. Same place, just different—different name. And that was part of the state university system.

YG: What—you said that you received an appointment here.

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<sup>1</sup> The Department of Criminal Justice has since changed its name to the Department of Criminology.

<sup>2</sup> The department is now part of the College of Behavioral and Community Sciences.

KH: Mm-hm.

YG: What else did you hear about the university that made you want to come to Tampa?

KH: Well, at that time, I was finishing up my degree in criminal justice at Albany, so I was looking for a position. Quite candidly, I was thinking I would look for a position in research, and it was the time where there'd been some changes in government funding. President Reagan had just come into office, so it appeared that there were—a way to do research was in terms of an academic appointment.<sup>3</sup> So I looked at a number of places across the country, and I had some job opportunities in Florida and in a few other places: Texas, and then also in New York state. And in looking at the various institutions and places that I thought I could build a future, USF seemed very promising. It was a relatively young institution at that time, and it seemed to have a great deal of promise. And people that I consulted with had heard about it, so it seemed like it would be a place, at least in the beginning, to start an academic career.

YG: Describe the first time you saw the USF campus. What did it look like?

KH: What I remember was when one of the professors in criminology picked me up, and when we pulled in, it was expansive. I remember that. But it also looked very different, and particularly when you pulled in the front gate—or you wouldn't call it a gate, I guess the front entrance—there was no marquee, there was very little in terms of trees, and it was almost, like, barren and somewhat stark. It looked very different, and there were far less buildings. So it looked—you know, as I recall it, and I'm kind of visual, so I can recall it—like there was a lot more room for growth, and there was a lot of still undeveloped or uncharted land.

YG: You came here as an associate professor of criminology—

KH: Assistant.

YG: Assistant professor of criminology. How many people were in the Department of Criminology at the time you came?

KH: I would say—I don't know the exact number, maybe about 12. Sounds about right.

YG: Was it a diverse department?

KH: Well, at that time there was one other woman, Nola Allen, who's an African-American woman, a lawyer, and also a scholar.<sup>4</sup> Very impressive. She was the only woman there, other than myself, at that time. And then that would have been probably the only diversity in the department—well, wait, there was one other professor, Manny Vega, who was on Sarasota, who was of Hispanic origin.<sup>5</sup> And that would be it, in terms of some of the groups we think of—I

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<sup>3</sup> Ronald Reagan (1911–2004) served as the 40th US president from 1981 to 1989.

<sup>4</sup> Nola Allen practiced law for 19 years after receiving her law degree in 1954. She earned a PhD in government from the University of Notre Dame, and in her retirement, she taught at USF.

<sup>5</sup> Dr. Manuel Vega is emeritus professor of criminology at USF. He retired from USF in 1996 after 30 years of service.

mean, there was certainly—depends how you measure diversity. There were some other people there of Latino background. There was someone who was Italian, a few departmental members who were Jewish, you know, so it depends on how you look at diversity. But if you're looking at—generally, in terms of women, and then some of the more represented minority groups, very little diversity at that time. And then subsequently, Nola left within a few years, so for a number of years I—it seemed like I was the only woman in the department. Then there were some other hires several years later.

YG: In terms of other faculty in the Department of Criminology, were people making a career at USF? Or were they just staying a couple of years and then going on to some other institution?

KH: Well, actually the Department of Criminology or—and again, criminal justice, criminology, has been pretty stable. If I look at—since I have been associated with USF, 22 years, we've hired some people and haven't lost a great deal, and some of the—if I look at the people that were in the department when I was hired, I think, with the exception of one person was hired when I came in—pretty much everyone has stayed.

Now, then there were some subsequent hires within the last few years who had other opportunities and left quite quickly. But the department, as the university, in my impression—there's been quite a bit of stability. And I think there's a reason for that. As I talk to people, what I've learned is, a number of people came like I did, thinking it would be a starter school, that it would be a good place to spend a couple of years, kind of cut one's academic teeth, in a sense, and then realized it was really a great place and a growing place.

So when I look at my career, I would have to say that I have stayed because USF has grown so much and grown in an impressive way, and I had tremendous opportunities here. And as I talk to other people—and I remember, not too long ago, having lunch at the Lifsey House.<sup>6</sup> And I was sitting with Provost Stamps<sup>7</sup> and with Art—can't think of his last name—communications sciences and disorders. Art Guilford.<sup>8</sup> We were just talking, having a lovely lunch, a group of us, and found out that Art had come and he expected that he would be here for a few years, and now he's here more than 25. Been—had a very distinguished career.

David Stamps came 21 years ago, and had a, you know, a career that—came in as a full professor—came in very well-respected and high-ranking, and is now the provost. So, so many opportunities opened up. And when you talk to people, that has been a recurring theme that I have heard—is that, people thought, Well, a few years. And then all of a sudden, it's 15, 20, 25, 30 years later, and they have grown in stature in their field and in the community, and come to really grow up, in a sense, academically in the Tampa area.

YG: I want to take you back to when you first arrived as an assistant professor of criminology. Who was the president of the university when you first came here?

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<sup>6</sup> The presidential living quarters of USF. The house was named after the late Julian Lifsey, a Tampa attorney and developer, and his wife, Mary Ann.

<sup>7</sup> Dr. David Stamps was the former provost and vice president of academic affairs at USF. He also served as a special assistant to the president and as dean of the College of Arts and Sciences.

<sup>8</sup> Dr. Arthur M. Guilford, a speech language pathologist, served as the regional chancellor at USF.

KH: John Lott Brown.<sup>9</sup>

YG: What was his philosophy of teaching in academia?

KH: Well, I'm not sure. What I can tell you is he's a very approachable man. And I remember as a young assistant professor, within a couple of years, being invited to the presidential conference room for an initiative that he was involved in, and very interested [in] working with children. And so I remember at that table Archie Silver was there, who was a very distinguished professor in psychiatry.<sup>10</sup> And I remember the excitement that I experienced because this was a project at the presidential level involving children.

And I think there were some setbacks in it, but what I clearly remember, that for the leader of the university to be involved in building something of interest in the field of children, and then reaching out across the university. The link—my link at the table was because my research was in juvenile homicide, and I was very taken that here a president of a university knew what some of his assistants were doing—assistant professors. I also remember on the few occasions that I saw Jack [John Lott Brown]—because as a young professor you don't typically, you know, interact with the president. Anytime I saw him, he always remembered my area was juvenile homicide. He would take a moment and say, "How are your publications? It's great they're getting into, you know, the pipeline." He knew that I was working on a book. So my interaction with John Lott—we called him "Jack"—Jack Brown was very positive.

I remember, too, when I was awarded—given an award—the Alumni Professor Award in 1985, at a dinner I sat alongside of him, and just a charming, very involved man. I certainly had a very positive experience with him. Always took the time to acknowledge what I was doing, and remembered for years, because I'm thinking this—you know, I was here for years. He always remembered who I was. Now, I say that not because I'm pumped up about who I am; I think that says something about Jack, that Jack took an interest in the young faculty and then followed what they did. And as busy as a president is, because their schedules are just enormously busy, he would have a moment here or there to connect with a young scholar. And I remember him very well and very positively. His vision, I think, of this university, was that it would become the university it is today.

YG: How did USF differ from other institutions that you had previously studied at or worked at?

KH: Well, USF was so much larger, and I went to a small liberal arts college, Vassar College.<sup>11</sup> We had a couple of thousand in the whole college. I never had a class at Vassar over probably 25 or 30 students—30, tops. My seminars were, I think, restricted to 12 students. Then, when I went to Albany—now that was graduate education, of course—again, I remember fairly small classes,

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<sup>9</sup> John Lott Brown served as USF's third president from 1978 to 1988. During his tenure, USF established the Moffitt Cancer Center, the USF Psychiatry Center, and the USF College of Public Health.

<sup>10</sup> Dr. Archie A. Silver, who founded the Silver Child Development Center at USF Health, is a child psychiatrist at USF.

<sup>11</sup> Founded in 1861, Vassar College is a residential, coeducational liberal arts college in Poughkeepsie, New York. Vassar is one of the historic Seven Sisters, the first elite women's colleges in the US.

40 students, which was quite large, that was some of the intro classes. And then, as you got more advanced the classes might be eight, 10, 12 students—not very large, maybe 20.

So when I got to USF, I was amazed at some of the size of the classes. I remember as a young assistant—when I came here, I was, you know, in my 20s. My first class assigned, I had two: a seminar, and then I had a—well, I would have called it a “lecture” class, and there were—enrollment was about 120. I had never been in a class that large in my life, and here I was the instructor, and it was a raked auditorium, so that I was—it was what at that time was called CBA, now I think it’s BEH [Behavioral Sciences]. So I was just amazed at the size of the class and the number of the students. So that was a major difference.

A second difference was probably the casualness of the student dress, but again, I would say that—I grew up in it, or grew up—but was educated in a different climate, so I don’t recall students coming to class in shorts. But there again, I was in a much colder climate, so it wouldn’t have made a whole lot of sense. So some of what I remember, really, that caught my attention, was truly the size and the nature of the student body—very different. And then, of course, another thing, which I don’t know if it hit me right then, but it certainly would have in the years since then—much more diverse, certainly, than the education I had had, in the sense of a diversity in terms of the student population. More diverse and much more positive in the sense—because it’d be different viewpoints, different life circumstances that students would bring to the table.

YG: Let’s talk a little bit about your students. You said that you tended to have larger classes, they were more diverse, they dressed casually. What—were they serious students?

KH: There was really a range of students. What I found is I had some very good students who were very motivated and well prepared on one end of the spectrum, and then on the other end of the spectrum I had students who really were ill prepared for college and really had some deficits in writing and analytical ability, which I think was much more reflective of their previous education than their native ability or their natural ability. So, again, the schools that I had been at were probably more selective in terms of admission, and students tended to be, I think, more serious students.

Now, I had those students, but that wasn’t, you know, the—let me say, that wasn’t the—the typical profile. The typical profile of students probably would be to say that there was a range, and I put, you know, on the one hand—if you look at the spectrum, I alluded to two ends of it. I’d put students who really weren’t academically prepared, then students who were sort of mid-range, and then on the other end of the continuum, some very bright, capable, motivated students. And what I found was, through a lot of what I was doing—because the topic areas tend to be those that do capture students’ minds and the public minds—that I could kind of lead students to really become engaged and to become interested.

And I took that as a challenge, and something that I enjoyed is having students really rise to the challenge of the topics and of making a difference. And so what I learned very early in my teaching career [was] that what I brought to the table was critically important. If I came in enthused and interested about what I was doing, many of the students could easily be brought

along. I mean, they were clearly reachable and very interested. And so I could see the impact I was having, and I enjoyed that. I was fortunate: I've had, I think, five or six teaching awards in my career, so I know—and like some instructors, professors who really do make an impact, I had the benefit of knowing the impact I made, through a number of these awards where students really communicated quite clearly what they had gotten out of my classes.

YG: How have your students changed from the early '80s, as we move into 2003, 2004? Has there been a significant change in the profile of a typical USF student?

KH: Well, I think you—I could answer that on several dimensions. One is I think there's more diversity today, even more so, which again, I would say is very positive. And that's in terms of racial, ethnic, cultural, SES [socioeconomic status]. I mean, I think there's—there's more diversity, at least sure seems it from what I have noticed.

Students today are more technologically knowledgeable. They outpace many of the professors. It's not unusual as—I noticed this change as I was teaching, for students to be more advanced technologically than I am, in terms of Internet savvy, and they could go look up things on the Internet that—I would be more challenged than they are. They have a much greater comfort level with technology than—certainly, than I did way back then, but even today. When I was in graduate school, computers were just coming in—word processors—I mean that was the big deal. And today, that's a given. I mean, we just expect that students are going to, you know, know Word or WordPerfect, and the level of expectation, technologically, is much higher, and they are clearly more skilled. So those are two differences.

A third, not necessarily positive: I see, in some ways, a greater level of entitlement. I think that's in society. Where students here at this campus—now, I don't know that this is true at all places, because I've seen some differences on the branch campuses, but sometimes have just a level of expectation that things should be done for them. I also see a sense of—level of entitlement, sometimes, with grades. There has been grade inflation. That, I think, is a national trend.

So there are times that one can have some difficult moments, when students think that their opinions mean as much as my 20 years of being an expert in the field. And at times that's difficult because there is a vast amount of difference. And that's really where we talk about scholarship versus just, you know, sitting around and talking about what one believes on the basis of no data. So those can be challenging moments, in terms of talking about research and the basis of opinions and how one really answers things in terms of looking for facts and quality of research and the nature of scholarship. I mean, all those things become teaching moments if one is available to them. So that's clearly a difference that I saw.

Now, when I was in school—again, we're going back now 20, 25 years, and I was a student in college—the level of expectation of entitlement didn't exist, and I'll give one example. A student might want to get into a course, and there'd be 60 students in the class already, and the student would say, “Well, you know, Dr. Heide, I want to get into your class.” And I'd say, “I'm sorry, I don't have any room.” And the student would say, “Well, just get a larger classroom.” And so I kind of smile and I think, Well, maybe this is youth, but I can't imagine saying to one of my

professors at Vassar College, “Get another room.” You know, I just—so that’s what I mean. It’s a level of entitlement that I think really is reflective to some extent of the society.

And the other thing that I see here, and I think—not again—it’s not across the board. I just see a change—it’s a leveling, and I see that in society, where sometimes everybody thinks—and again, this goes to the nature of really what scholarship is, and mastery of a discipline. But where students think that everybody is the same—and I don’t see everybody as the same—you know, the sense is we are certainly the same when it comes to treating one another with respect. I think that’s across the board. However, the reason people come to college and the university and go to graduate school is so that they can learn how to do research and how to write and how to organize, so that they really do become masters.

And if we were all the same, there’d be no point. We could just sit at the coffee shop and there would be no need for really, you know, that sense of working together, and the instructor being essentially the one who is the guide, is the mentor, is the facilitator. So, again, that’s a change that I see over the last 20 years. I think it’s—my colleagues talk about it, so it’s not just my personal experience. I think it is somewhat reflective of what’s happening in the culture, in society, and I suspect strongly—from what I hear—that it’s more national than reflective of USF.

YG: How did you become—going from an assistant professor to an associate dean?

KH: Yeah. Well, it’s an interesting story. I think, maybe just to take you here for just a moment, I went through the ranks, and I worked very hard. I was fortunate because the level of—or the research I had—interests—were supported here at the university—were certainly the type of areas where that there really was a national concern. So I spent, really, my first 20 years here developing expertise and mastering the area of juvenile violence, particularly juvenile homicide, and built a national and international reputation in that area. Now, I mention that because that’s very important for someone in administration who’s going to become essentially an associate dean for faculty—is credibility in walking the walk. And I have walked that path in terms of scholarship with a couple of books, another one coming out, over 70 other publications, and probably about that number of presentations. So I’ve done the scholarly piece.

The scholarly piece took me on occasion into court. So I also got licensed as a mental health professional back in 1990, based on my education and clinical experience. So it was another credential that served me well. Then I was also very involved in service here at the university and in the community—on a national level as well. So the hallmark of a professor, and I think, you know, this is commonly acknowledged, is research, teaching, and service. And those were areas that I always took very seriously and always spent quite a bit of my time, you know, across all three areas. Even at times when service was not considered important, I always considered it important because of my own sense of personal values.

So I sat on community boards, was very active in a number of areas dealing with children, mental health issues, abuse issues, treatment issues. So I spent quite a bit of time, as I said, for years, involved in all those areas. Then I had an opportunity that really came to me through the dean of—or not the dean, I’m sorry, the chair of my department, the new chair, who is now in his

third year, and that's Dwayne Smith<sup>12</sup>, who suggested to me when Dean Khator—Renu Khator—was advertising, in a sense, for new deans.

My chair, Dwayne Smith, encouraged me to apply, and I was quite reluctant because I was happy being a professor. Some would say that I really embrace that role, and I think it's true. It was a wonderful role for me. And I was happy being a professor, and I was happy being at USF, and I enjoyed all the freedom to do my research, and enjoyed the interaction with students. And I didn't mention, with students, I do quite a bit of graduate mentoring, which has been very rewarding. And I enjoyed the service, and I enjoyed doing national spots on TV and evaluations in different parts of the country, all of which is afforded by being a professor, meaning you have the time to do that.

So when Dwayne encouraged me, I considered it, and then I talked to Dean Khator, who also was encouraging and said to me, "Why don't you, if you're not sure, put your name in, go through the process. If you decide it's not for you, you can always, you know, drop out at some point." And then as I got closer to taking the—going through the process—the position unfolded, in a sense. The parts of the job that I—that were more attractive to me remained in the job. And some of the aspects of the job that were less attractive and less of my interest level and experience were shifted.

And so the job evolved in a way that really did capture some aspects that I thought would be fun to do. And I was quite clear when I interviewed that I saw myself as a faculty member first, and that I was willing to be in that role of associate dean for faculty and programs if I could continue to be who I am. And Dean Khator was really very open to that. In fact, she was very clear. She said, "I want you to be everything you are. I don't want you to give up who you are, because that's what makes you attractive and valuable to this office." So I wound up taking the position, and it was a wonderful opportunity. I had no idea it would be such a great opportunity, because it enabled me to use my skills across various areas.

And what Renu did—and this was important—when we were talking, she—to show her commitment to the scholarship of the associate deans, she said, "I will give each one of you a day off a week to work on your research. Or if you want to take it two mornings or two afternoons, or however you want to do it." But she said, "I want you to do that, and so that's part of your assignment, and I'm going to evaluate you on your research." And Renu said, "And I think it's very important that you continue mentoring graduate students. I wouldn't want you to give that up." And on the service aspect, she said, "That's fine, everything you do in terms of service enhances the profile of the university. So by all means, continue that."

And then on some of my practice issues where I do very limited—a very limited private practice—but again, Renu was very clear that that's part of my professional identity. And as long as that didn't interfere, and it has not, that is a credential that enhances who I am as a leading scholar in the area of juvenile violence. So it was Renu's personal and professional commitment to her staff that was the critical piece for me in taking the job. And the team that Renu assembled—this new team that she brought on—Associate Dean for Research Sandy Schneider;

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<sup>12</sup> Dr. M. Dwayne Smith has served as professor, senior vice provost, and dean of the Office of Graduate Studies at USF. In 2000, he was appointed as chair of the Department of Criminology.

Associate Dean for Undergraduate and Graduate Affairs Bruce Cochran; the director of facilities, Kofi Glover; and then our budget director who stayed on—she had been in the job for many years and is excellent—Nancy Serrano.

So a wonderful, absolutely wonderful team. So there's been an excitement that we have had together because the blending of the personalities, the opportunity to learn, has been very rich. I had no idea when I took the job that I would really grow as much as I have, and that I would learn things that two years ago I wouldn't have had the slightest idea what they were. And that's been good for me, so at this point in my career, I certainly have many options, and more options than I did have a couple of years back. I'm very grateful to the people that encouraged me and who saw my potential because it's really broadened my horizons tremendously.

YG: Okay, just want to ask maybe two more questions.

KH: Mm-hm.

YG: I want to go back to the '80s a little bit.

KH: Okay.

YG: Much different than the '70s, much different than what we're in today. Clothing—you said your students had—were very casually dressed. Were there times where the influence of the '80s was—you could see that in your classroom with clothing or attitude?

KH: Well, I don't know. The clothing I'm referring to would just be shorts and things like that, tank-tops, casualness. That's what I really remember most about it. In terms of attitudes, that's probably—the attitudes of the '80s were more conservative, and my students were more conservative, than I was as a college student and than as I guess I am today still. So I took that as a challenge, but clearly, I was taken back by it initially. I can remember a very nice young man wanting to see me personally one day, and I taught a mass lecture class beginning in the late '80s, I think, and then through the '90s.

I taught a class with over 400 students and I used to—it became one of the most popular classes on campus. I took it over; it was floundering at a couple of hundred, and I built it up to over 400, and the class would close with over 400 students every semester. And it's because I did very exciting things, and I really—it was a different venue, so I would—I'd call it, sort of like Broadway in the sunshine kind of thing, where you had to play to the masses, it had to be exciting, it had to move, it had to jump, it had to have glitz.

And so I would do some very exciting things and I'd bring in, in my field, some of the leading experts, including, I brought one down—one time brought the governor down five weeks before election. And that was a very momentous occasion. But I could bring in stars like that, because I had the numbers and I had a sense that the class was just exciting. People wanted to be there, and they—a lot of these classes were televised. I would bring in cameras through Tampa educational cable, and they still show the classes. So it was a very exciting opportunity for me and for many of the speakers. I could get judges.

And where I'm going with this is one time I brought in a very fine attorney who was sort of a guy who had grown up—probably—he was in college in the '60s, and so, you know, a very empathic, compassionate, hardworking individual who would have been considered clearly on the liberal end of the continuum. And he came in talking about individuals—he was chairman of the Mental Health Commission for the Public Defenders Association in Florida and a leading capital defense attorney.

So he dealt with these really horrible cases involving murder. And he was talking about—in the class—how did people get to the point where they engage in what most, if not all people, would say are heinous acts, sometimes totally senseless. And he would dissect these individuals, in the sense of saying, “Okay, this is the woman who, you know, drowned her children. This is what her life was like.” And it was gripping. “And this is what happened with this, you know, serial murderer, this mass murderer.” And so he wanted people to—kind of to shake up the students to realize that these weren't just everyday people that one day woke up and sort of went bad or committed these atrocities.

So, anyway, going back to the story that this young man wanted to see me. And he came to my class—I mean, my office—very small office in social sciences, and he came in and he said, “May I see you?” and I said, “Of course.” And at that point he said, “May I close the door?” and I said, “Okay.” So he closed the door and he said, “That speaker that was just in, do you know very much about him?” And I had known this speaker for years, very fine man, very, very fine attorney. And I said, “Yeah.” And he said, “Well, you know, I just want you to know—I don't know if you know this, but I want you to—I want to tell you this. And, you know, I think you should know this.” And I'm thinking, What is he going to tell me? You know, I'm thinking, My God, has this guy been involved in some scandal? And so I kind of took a deep breath and I said, “What is it?” And he said, “He's a liberal!” And I said, “Oh, you think so?” And so, you know, that would never have happened in the '60s and, you know, part of the '70s.

So this kind of thinking of my students—realizing my students were much more conservative. And the trick for me, if you want to say, or the challenge, was to make my students empathic. To provide the opportunities—I mean, you can't make somebody be empathic, like beat them over the head, but to take them to the point where they could start to realize that their lives and their pathways were very different than many of the individuals with—or to whom they were sitting in judgment. So that was what I recognized when I came here, [that] the conservatism of my students clearly was a very different experience.

And as I said, I took it as a challenge, because my area does lend itself to understanding. Now, it could also lend itself—I mean, in this country right now, their stance with juveniles is to take kids, many of whom have been chronically disadvantaged, and to put them away for life. I mean, that's the solution. Take a 12-year-old who's been involved in a homicide and say, “Well, what we need to do is just put that little boy away for the rest of his natural life.” Many people rally. My point has been, well, let's look at that little 12-year-old and let's see what that act meant to him and how he or she—but it tends to be he—got to the point. And then let's wonder if you were put in that situation at 12 how you would have fared.

And it's that juxtaposition—I'm not trying to make them into, you know, little Kathleen Heides, but I want to at least have them pause before they get to the point of just summarily dismissing human lives, particularly human lives of children, and just saying, "Well, let's throw them away. Let's"—you know in some cases, as in this country, "Let's move to execute them." I want them to think before they make that decision, to at least look and say, "How does that boy [or] girl get to that point where they've acted that way?" And we probably need to stop, but I—

YG: When you came to USF in the '80s, how was the College of Arts and Sciences arranged?

KH: Well, it didn't exist then. What we had instead of the College of Arts and Sciences—we had three colleges. I was in Social and Behavioral Sciences. I was in at that time what was criminal justice, and then criminology. That was one college—Social and Behavioral Sciences. A second was Arts and Letters, and that consisted of pretty much the humanities. And then a third college was Natural Sciences. And then in 1990, there was a decision to merge those three units—those three colleges—into one college, which became the College of Arts and Sciences. And that—part of the reason for doing that—I don't know if it was the entire reason—was so we'd have, basically, a college that would be associated with the liberal arts, and that would be more in line with what we thought Phi Beta Kappa was looking for.<sup>13</sup>

YG: So prior to that, there were three separate deans for each of those colleges?

KH: Yes.

YG: And then they all merged?

KH: Correct.

YG: And became under—headed under one dean?

KH: Correct. Which at that time, we were referring to as the "super dean." And there was a national search done. And the dean that was hired as the new dean of those colleges, which became arts and sciences, was Rollin Richmond.

YG: You've seen a lot in the last 20 years.

KH: Yes.

YG: Are there certain changes or major trends that you've seen since you started in the '80s that have really affected the way that USF has grown in the last 20 years?

KH: Oh, absolutely. The biggest change, and it came under President Castor, was our being designated as a Research I university.<sup>14</sup> And that's a designation that was applied in Florida and

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<sup>13</sup> Phi Beta Kappa is the oldest academic honor society in the United States.

<sup>14</sup> Betty Castor was the first woman to serve as president of the University of South Florida, from 1994 to 1999. Research I is a category that the Carnegie Classification of Institutions of Higher Education uses to recognize universities in the US that engage in extensive research activity.

is also a national designation. So we were doing what the two other research universities were doing—the University of Florida and Florida State—it’s just that we were not getting, essentially, the same credit for it. And it was through President Castor’s efforts, and, I’m sure, those of others, but President Castor had the political acumen and ability to get us into the circles that we really needed to be in. And so when she got us that Research I status, it really was an indicator that we were moving more into the big times.

And now we are considered a Research I, in terms of Carnegie Foundation designation, and a Carnegie Doctoral Extensive university. Which to an outsider, as well as to an insider, really means that we are now one of a small group—if you look at public universities, we’re probably one of about 151, as I recall, Research I universities. So we’ve really arrived. And when you think about it, we’re less than 50 years old. If we could accomplish this much in less than 50 years, and really in the last 20 years, our future indeed looks bright.

And it’s very exciting to be part of that. I’ve seen in my college, in two years, our funding go from 8 million to this year to 18 million to next year projected at 30 million. I’ve seen the university grow in terms of extramural funding, from being in the, you know, 50 million to 150 million, to 150 [million] to—now, to over 200 million dollars—major indicators. So that’s been the biggest thing I’ve seen, in the sense of the stature in which this university has grown. And I think each of the leaders—we’ve really had good leadership. And you can see where each leader has come in and taken us a little bit further.

And I think under President Genshaft, too.<sup>15</sup> She was a good choice after President Castor, who was the permanent president before President Genshaft. Because at that point, we were ready for another academic, somebody who had really been in academic circles. President Castor moved us where we needed to be and where we deserved to be, and then we needed an academic to come in, somebody who really knew the academic world and the academic structures, to make sure that we could really solidify our place, and that’s what I see us doing now in the years to come. We’ve grown tremendously. We don’t need to grow any more. We need to grow in terms of quality, not in terms of numbers.

YG: Do you think this movement towards being a Research I institution has put pressure on you as a faculty member and other colleagues to publish more?

KH: Well, I think the pressure was always there, and some of that is internally driven. However, if we’re looking at tenure and promotion—promotion to full professor—clearly, that bar has been raised. And any faculty member today who wants to reap whatever rewards there are, in terms of salary dollars and awards, has got to invest heavily in research and in quality research. So in terms of—I was doing that before, and I had those values, and people in my unit did. Now those values, I think, are underscored.

And that—I always look at it, particularly when I’m in my role of dean of faculty, I say to faculty members, “Your success is the success of the department, the success of the college, and the success of the university.” And that’s what I think. So, you know, as much as I’ve seen my career develop, and I’m proud of it, I also see that it has brought visibility to my department, to

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<sup>15</sup> Dr. Judy Lynn Genshaft became president of USF in 2000 and served until 2019.

my college, and to my university. So we're walking forward together, and there's an excitement, because I see my university growing in terms of national and international visibility, in terms of quality, in terms of rigor, and that's really done or accomplished through the efforts of the faculty.

YG: I think the last question that I've posed to my previous interviewees has been that, not only will this video be used as a resource for the USF 50th anniversary book, but this video will also be put into our archives, and if there is something that you could leave an incoming student a message—or the faculty—about your experiences at USF. Is there some thought that you would like to leave in conclusion to this interview?

KH: I think so. I think I've had a very good career here, and I think there have been many opportunities afforded to me, and I hope to others. So I have a sense of gratitude for the opportunities given to me, for the people that have mentored me and helped me as a young faculty member, and to the students who've also contributed to my growth as a faculty member, and to the administrators who've helped me in terms of my administrative roles and learning the ropes, basically. So I think what I would like to tell students and others who might watch this—faculty, staff, members of the community—is USF is really rich with opportunities. Oftentimes, what I find myself saying, and what I hear others saying as well, is the one thing that's really something to be proud of about USF is the wonderful people here. And we really do, and here I'm talking about faculty, staff, students.

There's an excitement—there are things here that don't happen typically in a university that's more established in tradition. So I would say to take advantage of those opportunities, to follow whatever their passion is, whatever their dreams are, and to believe that it can be done, because USF really is in so many respects a shining example of what can be. And I think the best is yet to come. I think I will see through my remaining years here, some landmarks and some benchmarks achieved, and I think there'll be many more after I'm gone. I mean, this university is clearly on an upward trajectory. We can look at every indicator and see it, so anybody coming in now, you know, you can just see it's onward and upward.

YG: Thank you, Dr. Heide.

KH: You're welcome. My pleasure.

*End of interview.*