

TEMPE HISTORICAL MUSEUM
ORAL HISTORY PROJECT

INTERVIEW #: OH-276
NARRATOR: Elmer Gooding
INTERVIEWER: Aaron Monson
DATE: July 31, 2008

EG = Elmer Gooding
INT = Interviewer
_____ = Unintelligible
(Italics) = Transcriber's notes

Side A

INT: Today is July 31, 2008, and we are at the Tempe Historical Museum, doing the renovation interview with Elmer Gooding. Let's begin.

Let's start first by talking about your arrival at ASU. When did you first come to ASU, and what made you choose ASU as an employer?

EG: I first arrived here in August of 1967. And prior to that, I had interviewed at the National Economic Association meetings in San Francisco with people from ASU, and they invited me to come here in January for an interview. And while I was here in the sunshine, my wife was back in the Midwest scooping snow, and so it seemed like a pretty attractive place to come to. Then we moved here in August of 1967, and as I recall, when we were coming down from Payson in a U-Haul truck with no air conditioning, that my wife looked over at me and asked me, "Where in the world are you taking me?" But since that time, she came to dearly love Tempe and the Valley and Arizona in general.

What made me choose ASU as an employer? I thought that ASU that would be experiencing a lot of growth, a lot of opportunities here, it was a dynamic area, it was a well-known university at that time. And, honestly, at that time, I thought if I had chosen to move somewhere else after having been at ASU, I would be coming from an institution that was well-known and well-respected. So as things turned out, I ended up staying here for my whole career and enjoyed it very much.

INT: Then could I ask you, what are some of the changes you've seen happen at the university since you arrived?

EG: Well, the university was, as I recall, about 15,000 at that time, and it's now about 60,000, so there's been a huge amount of growth that has occurred. Of course, back at that time,

we were a single campus, and now we have both the West campus, the East campus, the Downtown campus, and the Tempe campus. So I've seen a huge amount of change that has occurred during that time, both in terms of numbers and in terms of quality of the institution.

INT: How would you then describe the effects of the growth at ASU?

EG: I think the growth at ASU was a real challenge. What would happen is that the growth would occur in one year, and then the funding that would follow would come in subsequent years, so it was always a challenge because we were always behind in terms of budgets. We had some years when this institution grew at the margin by a larger number than what some other universities were in total. So we were absorbing a huge amount of students, and there were a lot of challenges associated with that.

One of the challenges was just the physical space that we had to accommodate students. When I first came here, I came as an Assistant Professor of Economics in 1967, and then in 1969, I was invited to become the Assistant Dean of the College of Business, and was in Assistant Dean and Associate Dean roles for about ten years, till 1979. And during the 1970s, we were experiencing huge growth problems.

We would work during registration with some huge spreadsheets to move classes around in order to accommodate the growth that was taking place. There were some national standards for classroom utilization, and according to those standards, we were utilizing our facilities at about 200% of capacity. What we would do is that we would monitor the registration in each of the classes, and then if one classroom had some empty space and another class was growing, we would stay late the night before classes started and we would put signs on the doors, redirecting the students to a new classroom to try to accommodate the demand that we had. That was a joint project between myself and Bill Hyzing (*sp?*) and Lonnie Ostrom, all of whom served in the Dean's office at that time, with Glenn Overman, who was Dean at that time.

INT: I'd like to ask you a little bit about your education background, before we jump into some of the more in-depth aspects of your career. Can you describe your higher education and the degrees you got and where you got them, and the years, if possible?

EG: Okay. My undergraduate degree was from a college in central Kansas called McPherson College. It was conveniently located to where I grew up, in a little town called Tampa, Kansas. And I attended there from 1959 to 1963.

In 1963, I moved to the University of Kansas. My wife and I were married in 1962, so we moved to Lawrence, Kansas, to the University of Kansas. And I was there for four years, and I earned a Masters degree and Ph.D. from the University of Kansas.

And that brought me up to 1967, and I came directly to Arizona State University from the University of Kansas.

INT: You mentioned that you started out as a Professor of Economics. You also served as Assistant and Associate Dean of the College of Business, a Director of Graduate Programs, Assistant Provost—all of these come off of the ASU Retirees Association biography of you. So I'm gonna ask you a question now, what was the biggest challenge that you faced working at ASU? And it may be tough to hammer that down, because of the number of different positions that you held.

EG: Let me give you a little summary of the positions, so you'll know what some of the challenges were that I faced in the various roles that I was in.

As I indicated, I was in the Dean's office from 1969 to 1979. And then in 1979, Provost Paige Mulhollan was here at that time, and he hired me to come over to the Provost's office. And I served there with him for a couple of years, and then he moved on to an Executive Vice President role at the university, and I became the Acting Academic Vice President at that time, for about a year.

Then in 1982, Jack Kinsinger was brought in, and was made Academic Vice President, and I was his Assistant Vice President for five years, 'til 1987. Then in 1987, I was a loaned executive to the Arizona Board of Regents, for almost nine months. Then I came back to the Provost's office as Vice Provost. And then in 1989, I was the Interim Provost once again, until Dick Peck was hired. Then when Dick Peck left in 1990 to become the President at the University of New Mexico, I was once again called upon to be the Interim Provost, and held that role for over a year.

Then in February of 1991, 'til April of 1991, President Lattie Coor at that time was hospitalized, had a heart attack, and the Board of Regents made me Acting President for a couple months during his recovery period.

Now, back to your question about the challenges. I think one of the biggest challenges that we had during that period was that in the twelve years that I was in the Provost's office, we had nine what they called "budget revertments." And what that meant was that in the initial appropriation that we were given, we were told that we had a certain amount of funds, and then at mid-year, the legislative budget office would come back and say that we had to give back several million dollars, each of those nine years. So it was always a difficult time, because we had already made commitments for the full academic year, and then to suddenly try to find resources to give back or to cut budgets was undoubtedly the biggest challenge that I faced in at least nine of those twelve years.

INT: And in what way did you work around that? How would you . . .

EG: We worked closely with all of the Deans of the colleges, and we tried to allocate the pain as carefully as we could, so that we tried not to damage the academic programs and the research activities that were taking place as best we could. And we first always tapped any central resources that we had before we went out to the colleges and departments and asked them to make any cuts in their budgets. It was a very challenging time period in our history.

INT: Is there one accomplishment from your various tenures at ASU of which you're most proud?

EG: Oh, I would say probably the thing that I'm probably most proud of is that I was able to deal with all of my colleagues with integrity and honesty. If someone came to my office and I made a commitment to them, whether it was in writing or not, we always carried through on those commitments, and I think that's probably the proudest accomplishment that I had.

INT: Is there any one particular innovation that came out of your tenure at ASU? Or maybe the biggest innovation at the university during your work?

EG: When I first came here, in '67, there were very few computers on campus. And in '69, when we moved into the new, at that time new, College of Business building, we had a large window with a big computer behind the window, so that we could show parents as they visited the campus that we were entering the computer age. And interestingly enough, that whole big room with all the vacuum tube computers had less capacity than what my laptop now has. So, yeah, I think one of the biggest changes has been in the technology area and the changes that occurred there, at least in terms of that type of thing.

Also, there were a lot of changes in terms of the academic programs, a lot of strengthening. We became a Research (*Tier*) One University during my time here. And then, of course, all the growth that occurred, which is just phenomenal.

INT: Since you did mention the Research One status, I'm not entirely sure how familiar you are with the whole research aspect of the university, but can you say a little bit about what a Research One status entails and what it takes to get there, from your perspective?

EG: From my perspective, it takes a very mature research program. It's evaluated externally, and that designation is based on the research productivity of the faculty, it's based on research grants, and just the overall research program at the institution. It's a prestigious title to have, as other institutions compare themselves to ASU and ASU compares itself to other institutions, it's prestigious to have that. And it's beneficial in terms of getting financing for research from various funding agencies.

INT: Thank you. Another similar question, to accomplishments that you would be proud of— Can you tell me about what you consider to be your greatest success in your career?

EG: Let me go back and say a little bit more about the innovation. During the time that I was in the Provost's office, we made sure that all faculty members had a computer. Now, today that doesn't sound like much, but back at that time, we were really in the process of trying to computerize the campus. And so our "computer infusion program," as we called it back at that time, I think, was a big success in getting the faculty up to speed in terms of computer utilization and doing things electronically. I think sometimes we found that the students came to the campus with a greater degree of comfort in using

computers than what some of the faculty members had, so we urged the faculty to move in that direction as well.

INT: Can you tell me about something that you wish you could have accomplished during your time at ASU but, for whatever reason, could not?

EG: One of the things that really bothered me when I was in administration, and that was for 23 years out of the 38-1/2 that I served, was faculty salaries. There was such a demand for new faculty during our growth years that we had to try to meet the market in terms of hiring new faculty in order to bring the finest faculty members that we could here. The challenge that we had was that we had a lot of fine faculty members that were already here, and we found in some instances that there was almost a reversal in salary scales, in that the new faculty members would come at a higher level of compensation than what some of the existing ones that had been here and served well for several years were at. So one of the greatest challenges that we had during that period was to try to bring faculty salaries up to a reasonable level and to be competitive in the marketplace, but also to treat the faculty that were already here fairly. The incremental amounts that we were able to give to existing faculty were dictated by our legislative appropriations, and often times that did not keep up with the market. So that was undoubtedly the biggest challenge that we faced during that time period.

INT: What does ASU excel at most today?

EG: I think we really excel at three different areas, and that's the traditional ones of teaching, research, and service, both to the local community, the state, and even nationally and internationally. I think ASU's a very balanced institution. I don't think we've lost sight of the goal to serve students, as well as the goal to continue to be an outstanding research institution. And with those two things said, we still haven't lost sight of the fact that we're part of this state, part of this community. And I believe ASU has continued to excel in all three of those areas.

INT: And particularly in relation to students and, of course, the exponential growth that has occurred, how does the university today serve the students, how well does it serve the students, as the student body continues to grow, continues to be more diverse?

EG: I think we continue to serve the students well. I think we could do better if we had more resources.

During my last several years, after I returned back to the Economics department, I was teaching some very large introductory classes, some of which had as many as 450 students in them. And I always felt that if we had more resources and we could break that down into smaller classes, it would have been a great benefit to our students, particularly in some of the introductory classes. I think in spite of that, we attempted to serve them as well as we could, with the resources available.

INT: What are some of ASU's weaknesses today, or major challenges that the university faces?

EG: That's a hard question to answer, because you don't like to believe that we have any weaknesses. But I guess one of the things that I think we have a struggle with . . . I just saw the other day, in some national ranking, we came out as number 17 as a party school. And I think overcoming that image is a challenge, because I believe that it's partly a function of the climate that we have here, and when outsiders come and visit the school and they see students strolling around and sitting around campus outdoors during the wonderful weather that we have, it creates kind of an image they identify as being a party school. But I honestly don't think that's a correct perception.

INT: How would you say that the university needs to combat that kind of image that people create for the university as a party school?

EG: I think if we just continue to pursue excellence in the teaching, in the research, in the service that we're doing, and I think as we become more nationally-known for all of the academic things that we're doing, I think that will gradually take care of that.

INT: Can you tell me how ASU has changed as an organization since you've arrived here?

EG: I have been through so many different organizational structures that it's amazing. When I first came, G. Homer Durham was President, and then John Schwada, and then Russell Nelson, and then Lattie Coor. I have not served under the current President, Michael Crow, because I retired at about the time that he came.

But each one of them has had their own idea of what type of organizational structure they thought would best serve the needs of the institution, and each of them tended to change that. Some had a very flat organizational chart, where a lot of the Vice Presidents would report to them. Others had ones where a lot of the people would report to maybe the Provost and the Vice President for Business Affairs. So there were some that were more flat organizations, some that were a lot more structured through several layers of reporting. So I think it's a function, in part, of the leadership that we have and the President's office.

And then, of course, there has been a lot of reorganization more recently in terms of the colleges and schools and that sort of thing. So I guess we continue to adjust based on the times that we're in and the leadership that we've attracted here.

INT: Now, you served at the university from the '60s until just up until Michael Crow became President, like you said. What's your experience with the expansion of the university to branch campuses around the Valley? Did you have any involvement in that process?

EG: I was at the groundbreaking for the West campus, when all there was was a flagpole and a tent. And prior to that, we had offered classes over at Metrocenter, and that was kind of our beginning breakthrough to serving the west side of the Valley. So I've seen each of

these campuses grow. I recall when we first moved Downtown, and we offered classes down there. Of course, now our exposure to the downtown is much, much greater than what it was with just the few classes that we used to offer. So, yeah, it's been a phenomenal change that has occurred, and now we'll see some schools and colleges almost exclusively Downtown.

But I think all of that has been good, because it shows that ASU has tried to respond to the changing demands that we've had. Because other than a couple private institutions, we're kind of the only game in town, and I think it's incumbent upon us to try to serve it. I think we can do that better by having the branch campuses that we've established.

INT: Let's look into the future a little bit. I always like to ask people where they see the university in the year 2071, because that's the bicentennial of the City of Tempe. For most, that's a little too far into the future to look. But if you were to say, "I predict the university will be here 10, 15, 20 years from now," how would you respond to that?

EG: Oh, I think the university will be here. My best guess is that with all of the technological change that is occurring and probably will continue to occur at a very rapid rate, probably the institution will be much, much different than what it is today. I think with the internet and with online classes and all of the kinds of things that we're seeing today, that will probably be even greater in the future.

I don't even know that I can speculate about will happen by 2071, that's so far in the future. And the pace of change has just been occurring at exponential rates, and I don't see any reason to believe that it won't continue to be that way. We'll probably serve not only a national, but an international audience by that time. And with the technology that will be available then, it'll probably be that you could attend a class sitting in your living room and have full communication, two-way, and probably even more than that.

INT: Do you feel like the quality of education at ASU may dwindle or suffer a little bit when you expand into more technology-based classes, like the internet? Do you feel like that threatens the traditional methodology of a university education?

EG: I don't know if it threatens the traditional, but it certainly changes the traditional. Because it takes a certain type of person, with a certain internal motivation, to be able to take an online course, as compared with one that sits in a lecture and has an assignment for the next day and is expected to come back with that assignment. So I think part of it will depend on how flexible the students are. My best guess is that the students will continue to be very flexible, and they'll be more and more adapted to online-type learning.

So there may not be a significant demand or increase in demand for some of the dormitory space and things like that. Although, the thing that you lose when you have students that are taking classes online is that they don't get that socialization and some of the other things that occur on a campus, which I think is part of the maturation process for students to go through, so I think they would miss that part of it.

INT: Can you relate a funny story from your time in office? Anything from a public address blooper, or a Board of Regents meeting blooper, interesting encounters, anything of that nature.

EG: Well, that's a difficult question. I thought of one thing as you were asking that question that actually occurred before I got here, and that was back in the 1950s, when Arizona State College was wanting to become a university, and there was a referendum on the ballot to make Arizona State College into Arizona State University. There was a meeting in Sierra Vista, and Kay Gammage, the wife of then-President Gammage, and Roberta Overman, the wife of then-Dean Overman of the Business College, went to Sierra Vista to make a presentation to an audience down in southern Arizona. And the person that spoke before them was opposed to ASU becoming a university, because that person had close ties to the University of Arizona, and they wanted to remain the university in the state, and when that person finished speaking, there was a rousing round of applause. And then Roberta Overman and Kay Gammage made their presentation, and when they finished, there was dead silence, and I can just imagine the feeling that they must have gone through.

Interestingly enough, back at that time, since it was a referendum, nobody on the payroll from ASU could go out and campaign for ASU to become a university, so a lot of the wives and spouses of faculty members took it upon themselves to kind of spearhead that campaign.

So, I don't know, I think that might have been an interesting meeting to have watched from afar.

INT: Do you have any other experience or stories, when it comes to the competition or the rivalry between UofA and ASU? Or maybe in this particular case, any other stories about the effort to change the status of the university?

EG: Actually, by the time I got here, Arizona State University was already designated a university.

When I was in the Provost's office and the Academic V.P. office, we had regular meetings with the academic officers from NAU and the UofA, and we met with Otis Elliot, who back at that time was on the staff of the Arizona Board of Regents. And we had joint meetings with the three of us, and there was a lot more cooperation. I think the greatest competition was on the athletic field. And, of course, there was some subtle competition academically and things like that, but for the most part, I think the greatest competition has been in the athletic arena.

INT: I've heard ASU described as a regional leader in integration. Is there anything on that subject that you can say or comment about?

EG: Well, during the time that I was in the Provost's office, I think we made a conscious effort to move the university to better reflect the same diversity that existed in the community and in the state. We put in place some retention programs, some recruitment programs, and things like that to try to make sure that we were serving the state in a manner that was proportionate to the population. So that was kind of a long-term goal, and I think ASU's been quite successful in moving in that direction.

INT: When I spoke to both Lattie Coor and Christine Wilkinson, they had mentioned a mandate to increase the minority student population by I think it was ten percent every year for a minimum of five years. Are you familiar with that mandate? Did you have much participation in it?

EG: I do recall that. A lot of the pressure for doing that was in the Student Affairs area, rather than in the Provost's office. But we all were aware of that, and we measured that very carefully.

We attempted also, in some of our recruitment of faculty, to make sure that we had a reasonable distribution of ethnicity throughout the campus as well.

So, yes, I was aware of that, but mainly I can recall sitting in meetings, and we were continually measuring, to see how we were meeting that demand that was set before us.

INT: Are there any other factors that fueled the growth of diversity at ASU during your tenure that we haven't mentioned already?

EG: No, I think those are some of the main things. The recruitment/retention programs, and some of the specialized dorms to create communities, I think, assisted as well, so I think all of those efforts. And I think it was a conscious effort on the part of our faculty and staff to really make ASU a diverse institution, and I believe that's happened.

INT: Okay. I want to go back, quickly, to one point that you mentioned—you said "specialized dorms." How does that differ from what we would . . .

EG: Well, if there students that had a common interest in maybe community service, or in another area like that, then they would kind of cluster these students together. And they would maybe take these students and schedule their classes so that a lot of these students would be together throughout the day as they were going to class. And so that it made it feel like a smaller institution, and I think that helped on the retention side.

INT: So basically, kind of pairing students with similar interests or community services together?

EG: Right, and then grouping them together in their class schedules as well, that was helpful.

INT: Looking at kind of a broad spectrum, what do you see as some of the biggest impacts that ASU has had on the city of Tempe? Culturally, economically, academically, bringing diversity to the city, perhaps?

EG: I think it has done all of the things that you just mentioned. I think ASU has kind of become the cultural center, not just for Tempe, but for the Phoenix metro area. There was a time when Gammage Auditorium was about the only major auditorium in the area, and we now have other theaters in downtown Phoenix.

And there was a time when the athletic programs were the main thing, before professional sports came here.

But I think ASU and the city of Tempe have enjoyed a very good relationship with each other. In some institutions that are located in a city, there is sometimes what is referred to as a “town vs. gown” controversy or tug-of-war, but I really didn’t notice any of that here. I think ASU and Tempe are kind of jointly identified as a good team effort between the two.

INT: And what’s your personal experience in dealing with the relationship between ASU and the City of Tempe? In particular, maybe search committees or outreach or, more specifically, in the political aspect?

EG: We really didn’t get involved much in the political side. We dealt with the Harry Mitchell was Mayor during a good portion of the time that I was in administration, and we worked very closely with his office. We worked closely with the Council. We worked closely with the Tempe Police Department and the ASU police department. Whenever there were any major building projects and things like that, we made certain that the City of Tempe was informed, and any impact that that might have on the Fire Department, and things like that. So I think the level of cooperation between ASU and the City of Tempe has been absolutely outstanding.

INT: You did just mention that the cooperation between the City and the university was outstanding. How well did the City of Tempe and ASU cooperate regarding ASU expansion; specifically, moving off onto branch campuses? What was the dynamic between the City and the university at that time?

EG: I don’t recall that there was any resistance at all to ASU starting first the West campus and then subsequently the East campus. So I don’t think that there was any dissension or heartburn on the part of the City, because ASU was doing that because Still, the Tempe campus was the—I guess today you’re not supposed to call it the main campus—but it was the central campus for the institution.

INT: Does ASU today fulfill the designs of the 1970s? Has it become what it was expected to become, since you first started serving here?

EG: Well, the 1980s, the campus, under Russell Nelson's leadership, developed a master plan, and I think a lot of the development of the campus has followed that master plan, although I think it's been updated and altered somewhat since that time. And during the 1980s, there was a huge amount of building that took place on the campus, and all that was consistent with that master plan. And more recently, there's been another big explosion of building to try to accommodate the student demand and space for research and all of the other things that are occurring.

INT: Going back to the question of interesting stories, do you have any interesting stories in general regarding the expansion of the university onto other branch campuses?

EG: One time, we appeared before the legislature, and one of the legislators was wanting to make all the community colleges into four-year institutions, or at least some of them. And we testified at that point that we thought that we were having excellent cooperation with the community colleges. We had a transfer plan, whereby if the student attended one of the community colleges in the Maricopa County Community College District and transferred to the university, as long as they followed the outlines that we had all agreed upon, they could transfer without any loss of credit. So we felt that we were serving the upper division needs very well for all the students that were transferring.

At the time when the West campus first began, it was only upper division classes, and it had no lower division classes. The intent then was that students would go to the community college and get their lower division work, and then take the upper division classes at the West campus. And since that time, they've moved on to a full curriculum, from freshman on through, and some Masters programs as well.

INT: Let's talk just a little bit about your teaching at ASU, since we're on the record, just a general sense of your area of teaching, your area of interest, what kind of classes you taught, your expertise.

EG: Okay. I taught a lot of the introductory courses. I taught the Macroeconomics Theory class for our majors. I taught in the International Economics area. And as I mentioned a few moments ago, in the later years of my career, after I returned back to the Economics department from the administrative role, they thought that I was articulate enough to handle large sections, and so I taught some large lecture sections, with up to 450 students in them, for the Introductory Macro course. And then, at the same time, I taught the Intermediate Theory class to our majors, and International classes, usually during the summer.

INT: And was there one particular kind of defining moment, or one thing that pushed you away from teaching and into administration at the university? What was it that caused that shift?

EG: I was very young when the Dean approached me. Dean Overman was the Dean of the Business College at that time, and Economics was in the College of Business, and he approached me to become the Assistant Dean. I was very flattered by that, and I always

had sort of a leaning toward administrative things, and I thought that might be an opportunity to try my hand at it. It turns out that I enjoyed it very much, and stayed in various administrative roles for about 23 years, out of the 38-1/2 years that I was at ASU.

And then after I left, then I became active in the ASU Retirees Association and in the Emeritus College. I'm on the board for both of those entities at this time, and enjoy being with previous colleagues a great deal.

INT: Since your career kind of started teaching in the Economics department of the College of Business, and came full circle when you returned to that right before retiring, having had that experience at vastly different times, in the '60s and in the 2000s, how has the College of Business grown and changed over time?

EG: The change has been phenomenal. I recall that when I first came here, we had some very limited classrooms, in terms of technology and all of that sort of thing. I recall I had a class during my first year here that had 170-some students in it, and it was long, narrow classroom. We called it The Pit; we didn't say that to the students, but we called it The Pit. And we would go in there, and you had a corded microphone, so you had to be careful that you didn't turn the wrong way, or you'd wrap it around you. And the acoustics in the room were terrible, so it was kind of like yelling into a barrel.

Comparing that to the classroom that I taught in after I returned to teaching, we had all kinds of audiovisual equipment. I put all of my class notes ahead of time up on the internet so that the students could see all the PowerPoint slides before they came to class, they could copy them down before they got there. The P.A. system was wonderful, because you could regulate it, and the sound was great. So I think the technology has really helped us to communicate a lot better with the students. The classrooms that we had in the Business building were very nice, they were furnished by private industry. And most the classrooms in that time period were kind of in a U-shaped format, so that you didn't have students that were 20 or 30 rows back, but they were all kind of around you as you lectured.

So I think all of those things made a difference in the way that we were able to teach and communicate with students.

INT: During your time working at ASU, were you ever involved in any civic organizations in the city of Tempe, or any sort of organization that kind of bridged the gap between the university and the city?

EG: From 1988 to the present, I have served on a group called the Tempe Governors. At that time, we were affiliated with Tempe St. Luke's Hospital, and we raised funds for equipment and other things. And we put on each year a thing called the Governors Ball, to raise funds. This same organization has evolved over the years, where we, for a number of years after Tempe St. Luke's became a for-profit institution, we moved away from our affiliation with them. And then we raised money for other organizations, like Tempe Community Council and Tempe Community Action Agency and others that serve

Tempe and the East Valley. Now we're affiliated with Banner Desert Children's Hospital, and we still put on the Governors Ball each year, to raise money for healthcare.

So, yeah, I've been involved in the community things. I've been involved in my church, and other activities.

INT: Can you go into just a little bit more detail about your activity in the ASU Retirees Association and the Emeritus College? You said you've served on the boards; is it limited to that?

EG: I was President for one year; we just have one-year terms for the ASU Retirees Association. And so I was President, then I was Past President, and I'm now chair of the membership committee, and I serve on the board for that. And just this last year, I was asked to join the board of the Emeritus College, and that's kind of the governing board for the college of retired faculty.

INT: I think I've run through my list of questions here for this interview. I would like to ask you, while we're on the record, if you have any final remarks or final statements that you would like to make or add?

EG: Well, I don't know. I guess, to go back to the beginning, I came here thinking this would be a good place to start my career, and as it turned out, it was a good place to continue my career. And I continually got new opportunities to do new and different things here at the institution, and so I didn't have to leave here. And then my wife and I thought, well, this would be a good place to retire, so we saw there was no reason to ever leave. So we love the community, we love the university, and have really enjoyed our years here.

INT: Very good. I would like to thank you for your time, for coming out to the Museum to take part in this interview.

EG: You're most welcome.

INT: We'll conclude the Tempe Historical Museum's ASU renovation interview with Elmer Gooding today, on July 31, 2008.

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Transcribed by Susan Jensen
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