

Please Note

This oral history transcript has been divided into two parts. The first part documents the presidency of David McLaughlin and is open to the public. The second part documents the presidency of James Freedman and will be open to the public in 2023, which marks twenty-five years following the end of his administration.

This is part one.

**Professor Charles E. Hutchinson
Dean and Professor of Engineering, Emeritus,
Thayer School of Engineering**

An Interview Conducted by

Mary S. Donin

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Hanover, NH

DOH-30

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Hanover, New Hampshire

INTERVIEW: Charles Hutchinson

INTERVIEW BY: Mary S. Donin

PLACE: Hanover, New Hampshire

DATE: July 7, 2003

MARY S. DONIN: Today is Monday, July 7, 2003. My name is Mary Donin. I am here with Professor Charles E. Hutchinson, Dean Emeritus of the Thayer School and we're going to start out this morning by hearing from Professor Hutchinson about the origin of his actual title at Thayer.

CHARLES HUTCHINSON: The professorship that I held which was the Krehbiel professor was a result of a gift by the Krehbiel family and their corporation which is called Molex – M-O-L-E-X -- a large company that makes connectors -- electrical connectors -- located in the Chicago area. It was one of the chairs that I raised during one of our capital campaigns. John Krehbiel, Jr. was the chair of the board of overseers for eight of the ten years of my first deanship tenure.

And John, or as he is affectionately referred to as "Jake", was...his two sons and daughter came to Dartmouth and his two nephews came to Dartmouth. Jake was not a Dartmouth grad, but a very close family now to Dartmouth, and the chair was named for his father who was John, Sr., who was really the early pioneer with the company. And it's a very effective company. I mean, it's publicly traded, but still controlled by the Krehbiel family. They've been very good friends of both the Thayer School and Dartmouth in general.

DONIN: Where is the company located?

HUTCHINSON: In Lyle, Illinois...just south of -- west of Chicago. It's a global company. It's all over, but the headquarters are there.

DONIN: Great. Okay. Well, let's back up a little and do a little history, first of all. Can you tell us how you came about

becoming the... I think it was the ninth dean of the Thayer School?

HUTCHINSON: I think that's right. It's something like that. Eight, nine, ten... I don't know.

DONIN: This was back in 1984.

HUTCHINSON: 1984. For 19 years before that, I was teaching at University of Massachusetts at Amherst, just down the road a couple hours. I was there during the growth spurt for U Mass. We used to joke that we were growing one Amherst College a year. We literally would take in 1,500 new students -- additional students -- and start four new buildings a year.

DONIN: Incredible.

HUTCHINSON: As it grew from about... When I went there in 1965, I think there were 8,000 students. When I left in '84, there were 23,000 students.

I had been a professor there. I had been one of the graduate deans for a while and then had been the head of electrical and computer engineering for a while and had given up administration. And I had gone back to teaching. Had a good research group...was very active.

And I got a call one day from one of the faculty members here at Thayer...a fellow by the name of John Strohbehn. John and I had been classmates at Stanford it turns out, although we had not been in close contact very much over the succeeding twenty-some years. But John was chairing a search committee for the deanship and he called me and he asked me if I had gotten the letter they had sent me announcing that they were looking for a new dean. And I said, "Yes. I got the letter." And he said, "What'd you do with it?" And I said, "I threw it away." And he said, "I assumed that's what you would do, but I'd like to come down and talk to you about it." And I said, "Well, you know you can talk," but I had really gotten out of administration and, candidly, it was...when I looked at the map, Hanover was two hours colder than Amherst." [Laughter]

But, long story short, after a lot of sort of long discussions and negotiations both, you know, with the school and with my wife and everything, we...they offered me the job. Search processes, at least then, were quite extensive. They started with a candidate list of like 60 and kept paring it down and paring it down. I went through like three, four rounds of interviews. But finally, you know, they offered me the job and I agreed to come and it was a good move.

I think it was the right move for me at the time. The rationale that was going through my mind was -- and it took me a long time to make up my mind, too, because as I explained to them at the time that, if I came here as the dean, they could not expect me to be the dean forever. So I had to first make up my mind if I was willing to come to Dartmouth as a professor because I am not one of these people that necessarily feels they have to keep moving up the administrative... As I say, I was in administration, I was out. I did that twice at U Mass. I've done it twice here. And I was quite impressed both with Dartmouth and with the Thayer School.

The thing that attracted me to the Thayer School was...and they knew that when they called me because John knew how I felt about engineering education and that is that I don't like these highly-specialized traditional programs. And Thayer is one of the few places that has sort of the built-in, non-disciplinary approach, plus the liberal arts piece; so it gives them a distinct market niche in my judgment and a very important one. And I still feel that very strongly.

I don't feel, for example though, that every -- there's 300 and some engineering schools in the country -- and I don't think everybody should do it they way they do it here. In fact, I don't see why... I'm not sure anybody can do it the way that it's done here except here. The only one that comes close probably is Harvey Mudd...a part of the Claremont Group. And they don't have graduate programs, so...but they're kind of a mini-Thayer. I used to have some friends on their faculty. I joke about it with them that they are really a Thayer wanna-be. But without the graduate programs, they couldn't pull it off. But it's a quality program. It's a good solid program.

But, you know, the engineering program here has a very, as I say, distinct niche. Some people have always referred to it over the years as the model for engineering education. Paul Gray, who was the president at MIT for a long time, said that. He was trying hard to get MIT to open up their program -- more liberal arts, less science, engineering focus. He couldn't pull it off. No way he could pull it off there; but he used to refer to Thayer as kind of the model for how one might want to do this. And I debated this in The Boston Globe with him for a while because it's not a model. Unique, it is. It's not a model. If there are 300 engineering schools and we're the only one who does it this way and we've been doin' it this way for 125 years, obviously it's not the model because nobody does it but us. But, unique it is.

In it -- the uniqueness -- is...which is important to me -- it's all about the leadership. If you're gonna have leaders in technology, you need the liberal arts piece because they need to know how to read, write and speak. Very few engineers can read, write and speak...and you have to have a very broad vision and context for technology -- it can't be narrow. Because the one thing you know that's constant about technology is it's gonna change. So this is the only way I think you can properly prepare people for leadership positions.

I am biased, of course; but I think it works. And it's not like it's...they say it's not like it's a recent trend. I mean, it's been this way since Thayer was founded by General [Sylvanus] Thayer to be, you know, a free-standing professional school that, as he has been quoted, that "First you get educated and then you become an engineer." And it was three-two from the beginning -- you know, three years at Dartmouth, two years at Thayer. It's now four-one, but it's still the same basic model and we've kept that tradition and I think it's a solid tradition.

I don't think it's appreciated as much, either in the broader community -- educational community -- and certainly it's not appreciated here at Dartmouth. But I think that's an issue in general that the professional schools have here, but that's a whole different story. But, you know...there was a little for awhile. And if you look at how engineering education has

evolved over a period of time, it's...and in general Thayer was a key player in all of this.

Engineering education up until -- in this country -- up until the mid-1800s...about 1860, was totally military. I mean...and even for the early part of the civilian -- if you will, it was referred to as -- the only major, if you will, was civil engineering, so...because it went from military engineering to civil engineering, which is a natural transition as you think about it... but it has always been focused on what engineers do, which is a problem-solving, you know, kind of activity for, you know, whatever social needs might be. For a long time, it was, you know, how...back in the old days, it was "How do you build fortifications" and this sort of thing, and then became, "How do you build roads, bridges" and then "How do you build computers?" I mean, it's just...this has been a kind of a natural sort of evolution.

But General Thayer had been a Dartmouth student; it's not clear he ever really graduated, but then went into the Corps of Engineers, which is what he always wanted to do. And was in the Corps of Engineers his entire life and ran West Point. And that's why he's referred to as the father of engineering education because that was really the first engineering school in the United States. And he did that like in the 1830s, and he turned West Point from a finishing school for rich boys into a real academic institution -- what he turned it into was an engineering school, using the European model for engineering schools. And then in the 1860s, came to Dartmouth and suggested that they start their own engineering school, endowed it, and he's still looked upon, you know, by most people as being sort of the driver for engineering education in the United States.

And it's interesting because we have one of the two busts that were done of him and we have the only oil of him done by Sully? The American artist? [Thomas Sully] The people here tell me it's one of the most expensive paintings Dartmouth owns.

DONIN: Where does it live?

HUTCHINSON: It lives in the dean's office, which I tried to change because I got sick and tired of having him look over my shoulder all the

time. [Laughter] But they told me there was nothing I could do because it was so expensive that it had to be in a very secure place. So either it was gonna go in their basement or...so, it's still there. There's two oils in the dean's office -- one of Thayer and one of Bobby Fletcher [Robert Fletcher h'18], who was the first dean.

That's the other thing General Thayer did. When he started - - or endowed the school, he convinced Bobby Fletcher at the time, who was at West Point, to leave to become the first dean. And he was the dean like, 26 years, or something like this...very long time. For a long time, he was the only professor/dean and everything.

But it's a very interesting tradition. And I can remember that during my time the postal service cut a -- in the "Great Americans" series -- a nine-cent stamp for General Thayer done in Dartmouth green. And they had all these big events for the first-day issues and so forth. And so, we participated in that, because he endowed Thayer plus there's a secondary-level academy in Braintree, Massachusetts, that he endowed.

That's where he grew up. He was born and raised in Braintree, Massachusetts. And he's also endowed one over in Vermont. I don't know what that was all about, but there's a Thayer Academy in Vermont. Again, these are both secondary level.

DONIN: So the school in Braintree is also called Thayer Academy?

HUTCHINSON: Mm hm. And that's where they had the events for the postal service first-day issue. The...West Point has asked -- they asked me a couple of times -- if we would give them the oil. I told them, "No. Why would we do that?" They said, "Well, but, you know, he's the father of West Point." I said, "Yeah, he's the father of the Thayer School, too." I mean, you know, come on. Interesting group.

DONIN: So what did you know about Dartmouth before you came here?

HUTCHINSON: I didn't know a lot. I only knew what I knew through, you know, my association with John [Strohbehn] and just general

things about Dartmouth and Ivy League...just the general run of things. I didn't really know very much about it at all. It wasn't until I really started looking at it closely that I began to really understand what it was all about.

DONIN: And what did the search committee tell you that the goal was, that your mission was going to be as dean?

HUTCHINSON: Well, it depends on who you talk to because it's a very complex search process. So, you've got all the faculty that are involved, and they have one agenda; there were some students that were involved and they've got an agenda; there was the administration here that had an agenda and there was the board of overseers who had an agenda. And all four of these agendas were different.

The controlling agenda, though, was clear. That they were looking... first of all, they had clearly decided they were gonna go outside. That it was...there was not an inside candidate. And that, fundamentally, what they wanted to do was to expand and raise the level of the school. That was articulated very clearly by the Dartmouth administration and by the overseers.

I don't think either had any idea what that meant. But, luckily -- for everybody -- I knew what it meant. I mean, I'd been in this business for 20 years; I'd been an administrator, I'd been a faculty member in a major institution with a very strong graduate program, strong research capability; but a tradition of being a land grant, which is the teaching and so forth. So, it was not unclear to me what those words meant or what it was gonna entail. And, you know, it was gonna mean, you know, money and it was gonna mean faculty, and...

DONIN: Had this already been approved? Had any kind of plan already been...

HUTCHINSON: There had been a plan already put together that...which was helpful, except it was about half of what it needed to be. But -- and again, this was clear to me at the beginning -- but there was a plan. In fact, they already had a plan to expand the building. They had a plan as to how much money they

were gonna raise. They had no idea how they were going to raise it, but they had a plan.

And, you know, it was okay. I mean, there wasn't anything wrong with it, I think; within the context of what they were working with and so forth, it made sense. To me it was helpful that they had already made the decision they were gonna do that, so they were gonna do it. It also was very, very clear to me that what they were looking for in the dean was someone that was gonna execute on that plan -- that none of them could do it. So, it had to be somebody who's gonna step in and say, "Okay, I hear what you say; now we're gonna do it, and here's the way we're gonna do it."

DONIN: So your predecessor, Carl Long, had played a part in making up the plan.

HUTCHINSON: Mm hm.

DONIN: And they were now looking for someone to implement it.

HUTCHINSON: That's right. And Carl understood from the very beginning that he was not gonna be that person. Now, I don't know how they had those discussions, but there was no question when I came on -- into the discussion -- as far as the search was concerned -- because I met with Carl. He very clearly had the message that it was not going to be him. He was not a candidate. He was comfortable with that. He was not going to go hide in a corner and pout. I mean, he was gonna go back and be a faculty person and that was okay.

And I will say that, in fact, one of the questions that I kept getting asked was, "How are you going to deal with the fact that, if you become the dean, the previous dean, who had been dean for 12 years or something like this and had somewhat structured this plan, is gonna be on the faculty? I mean, is this gonna be a problem?" My answer was, "Not for me." It may be for him, but not for me."

But Carl was wonderful. I mean, he was the most supportive faculty person through all of that. Was extremely helpful. And, you know, I would go to him frequently for the history, you know, of various things. And he was always very, very open. He never tried to push his agenda or anything. I

mean, he really, I think, demonstrated to me how you are supposed to step down and not be in the way.

I mean, he did a wonderful example and we're still very close friends. And he still lives here in town. But, when he got to be 65, he retired – flat-out retired. He didn't want to do anything after that. And he came and told me, "I'm gone." And he did. And all he's done is travel and this sort of thing. So that all worked fine.

The only thing that was clear to me would be a little bit of an issue was that I don't think the faculty were totally aware of what this meant. Because really what it was going to mean for them was a behavioral modification.

DONIN: In what sense?

HUTCHINSON: Well, at that point Thayer had gravitated to where it really had almost no Ph.D. program. It had an active Masters program. It had a very good undergraduate program, a very good professional degree -- its fifth-year degree -- and a good solid Masters-level program, but no real strong research agenda or a Ph.D. program agenda. And that clearly meant that the current faculty there had to be replaced or modified. What it has amounted to is, fundamentally, mostly replacement over time. Just sort of normal attrition. There were a couple of touchy ones we had to deal with, but it was pretty straightforward.

But it clearly meant the modification that I knew that they had no sense of. I mean, because if they had, they wouldn't be in that position, right? They wouldn't be asking someone to come in to do it. They would have already done it.

Thayer had gone through an interesting transition, the...as engineering education had. You know, we just...we spoke about the 1800s and the shift and so forth. The next huge shift in engineering education occurred post-World War II. Because, coming out of World War II, it was very, very clear that the only reason why we are not speaking German now was that there was enough technology in things like radar and so forth that made the winning of that possible. I mean, some very astute people in the federal government and in the defense organization and so forth realized that and they

said, "That was too risky. We can never be put in that position again."

So, post the Second World War, there was this influx of federal support for graduate programs in science and engineering, which totally changed the whole atmosphere. At the same time, the engineering education community looked at it and said, "We have screwed up as well," because when you look at what happened at that point in time, all of these innovations in technology were not done by engineers -- they were done by physicists. And so, the engineering education community said, "Ah hah! We have lost sight of the fact that engineering is applied science." And they had become too skill-oriented and not substantively based on intellectual substance.

So, particularly through the '60s, that's when there was this huge influx of graduate education when people like myself -- I was a graduate student at Stanford and many others were -- I mean, there was this just phenomenal growth which brought all these Ph.D.-level engineers into the community which totally then began to displace the faculty prior to that. So there was a significant shift...and it occurred here under Tribus [Myron Tribus '42], because Tribus was one of the people that saw this very clearly.

Myron was an excellent guy. He was the dean for like eight years in the '60s. He's the one who really got rid of the -- what was left of the undergraduate majors, really pushed the Ph.D. program, with help from some of the senior faculty at that point...Millet Morgan and a few of those people who are now gone. So there was a huge shift to the more science-based, research-based, supported through federal grants and this sort of thing.

Interestingly I think the community began to realize about five to ten years ago that they had shifted that too far. And so, there's been a shifting back...not all the way, but a shifting back to more focus on practical, corporate-related kinds of things as opposed to federal-funded activities. But there are always these waves of things and the pendulum shifts back and forth. These were all very natural evolutions.

One very interesting piece of that, which has always fascinated me...after I came here people kept talking to me about, "What are you going to do to work more closely with the Tuck School? You're right next door, you share a library and so forth." I said, "Well, I don't know, but, you know, it takes two to tango. I mean, there's not much I can do if they don't want to do anything."

But people kept referring to a program...this, you know, tears-in-their-eyes nostalgia -- about the so-called Tuck-Thayer Program, which existed, you know, for a long period of time -- through the '50s and the early part of the '60s -- where it was three-one-one or something like this. It was three years at Dartmouth, one at Tuck and one at Thayer. And some very successful people came out of that program. The current chair of the overseers, John Ballard ['55 TH '56 TU '56], is a graduate of that program. But it died a very natural death from the engineering side because of this shift to the more science, Ph.D. kind of thing.

And also business schools were making a shift at that period of time. They were going to where they no longer wanted people right out of school. They wanted people to go out, work two or three years and then come back. So, this was just an absolute natural divorce mechanism, which is what happened. I mean, it just died. It died under John Hennessey [John W. Hennessey, Jr.] at the Tuck School, who was the dean at the Tuck School at the time, and I guess under Carl [Long], probably. But, it was very natural. It's like, two people growing apart. You know, you start down different paths and there was nothing...there was no common ground to work on.

DONIN: You still shared a lot of common space, though.

HUTCHINSON: Oh, yes, yes, yes, yes...

DONIN: The same library, the Murdough Center was...

HUTCHINSON: And never talked to each other. And we never talked to each other. It's a little better now. I mean, we've worked hard from the Thayer side. We've been very little helped from the Tuck side.

In fact, I talked at length when I came here as the dean with Colin Blaydon [Colin C. Blaydon] who, at the time, was the dean at Tuck, who I had known. I had known Colin for a long time. Colin actually trained as an engineer -- Harvard Ph.D. And I kept asking him about, you know, couldn't we do more? And...

DONIN: Let me turn the tape over. Just stop you there...

End Tape 1, Side A
Begin Tape 1, Side B

HUTCHINSON: And his point...as I say, I had known him for a long time and so we became very close during his time -- our combined times. The...he pointed out to me a very clear kind of issue and that was that the Tuck School was totally focused on a two-year MBA program. They had no undergraduate program and they had no Ph.D. program. And so they had this two-year lockstep MBA program that was very, very successful. And, so, from their perspective, they saw no reason to do anything with anybody.

I mean -- and if you looked at how they operated then and somewhat still do, they are totally independent of everybody else in Hanover. I feel long term that's not in their best interest. And I think more and more some of their faculty are beginning to realize that you cannot do research without Ph.D. students. And, so, the long-term sustainability of what they are doing I would question, but it's not my problem. And, you know, I don't try to solve other people's problems when I've got enough of my own.

DONIN: Right. Didn't you develop, though, a management program...

HUTCHINSON: See, what we did...I kept trying to -- and my board of overseers kept saying, "What are you gonna do here? Come on. We got to get something. We're tryin' to push this Tuck-Thayer thing." So, I kept saying, "I'm not getting anywhere." So, finally they said to me, "Look, they're not gonna help you. All right? So, you got two choices. Either drop it, or go do it by yourself." So I said, "Well, I'm not gonna drop it; we're gonna go do it by ourselves."

So, what we did was we backed off and said, "Okay, we are gonna start a Masters-level program which will have a management component. And the way we will do it is we will identify a series of courses that are Tuck-type courses, but not Tuck courses. And they will be -- for example -- we said, "We need a marketing course, but we don't need a marketing course like they teach MBA students because our students are not going to be marketing soap. They're gonna be marketing electronics and, you know, this sort of thing. So, we need a...and we're only gonna give them one course.

I mean, if you go to the Tuck School, you're gonna take four marketing courses or whatever. Same true in finance and organizational behavior. There are some key kinds of threads of management skills that you have to impart here. So, we have a limited time; we want it ordinarily focused, and also there will be a student group that will be serviced here that will have dramatically different backgrounds from the typical MBA student. They will have had engineering background, so they will have had much stronger math and science and analytical skills. When only -- basically, only about ten percent of the Tuck students are of that background and they are going to be younger because they're not gonna have been out at work. So, it's a very defined kind of thing. They will be Thayer classes, but they will be taught by Tuck faculty under contract."

So then I went across the street and hired them under contract to teach these specific courses. And I think it has turned out to be a very successful program. And interestingly, I mean, the Tuck faculty that teach in the program tell me they much prefer to teach the Thayer class than the Tuck class...you know, because it's a very different student body -- they're much more motivated, they're much more focused...and, fundamentally, they're stronger. Intellectually, they're gonna be stronger. So, they enjoy teaching 'em. I'm anxious to see, long-term, how that's gonna play out, but...

DONIN: Did it improve the relations between Tuck and Thayer?

HUTCHINSON: To a certain extent, and to...and not. Mostly, the Tuck faculty ignore it, because they're still focused on what they're doing.

The thing that's changed the interaction between Tuck and Thayer more than anything, in my judgment, is the building of Byrne Hall because once Byrne Hall was built and there's a common cafeteria, so everybody's sort of there together and you just get to know more people and there's more than common interactions that grow out of that. So, I think the relationships are significantly better than when I came here in '84. Part of that was our doing, but I'm not altogether convinced it wasn't predominately the existence of the cafeteria.

But, we've worked at it...actually, we have that program...I started a couple -- a course for Tuck students in emerging technologies, which became popular until technology...is kind of out of favor now, again. So... But, the more you do those kinds of things, the more they work.

You know, fundamentally, they are two very, very different faculties; because the Thayer faculty is a much stronger research-oriented faculty than the Tuck faculty. There's just no way without a Ph.D. program you can have serious intellectual research. So they're just different.

DONIN: What's your relationship or what was Thayer's relationship with the medical school? I suppose...

HUTCHINSON: Oh, the relationship with the medical school has always been fabulous. And interestingly, that was predominantly due to my friend John Strohbehn because John had very early on...it was interesting because he was not in any of this biomedical work when we were students; but, when he came here, he came here right out of Stanford. And...it would have been '63 or so. I think he and I graduated about the same year. I'm a little older than John because I was in the service in between.

But...he very quickly got involved in some very, very exciting research with the medical school. And it was with Dr. Roberts [David W. Roberts] down there, who is still there and very active. It was...they began looking at the use of microwaves to heat up brain tumors. There was this theory that...and it's conjunctive with other therapies; it's not a stand-alone therapy...but, that, if you can heat up these

tumors, that they -- it will kill 'em or at least, that was the theory. And so John, working with them, built a very, very strong bio-medical program in this whole area of hypothermia.

DONIN: Didn't they... They had a grant from the National Cancer Institute.

HUTCHINSON: Oh, I'm sure. They had all kinds of support. They had a phenomenal amount of support and there's still a lot of it going on. All the work that Keith Paulsen [Keith D. Paulsen A&S '84 TH '84 TH '86 A&S '86] is doing now is really an outgrowth of that. Keith has got this huge grant on breast imaging, a piece of which is microwaves. Keith was one of John's students, who left and went to Arizona; I hired him back when John decided to become the provost.

And, in parallel with the work that Strohbehn was doing with the neurosurgeons down there, John Collier's [John P. Collier '72 TH '77] work was growing in the orthopedic arena. I mean, John Collier is a Dartmouth and a Thayer grad and stayed on and is one of the real leaders in the design of hip and knee implants. And his work with Michael Mayor [Michael B. Mayor] is considered to be some of the best biomedical engineering work, I think, in the country...maybe the world.

So, between the imaging stuff with the neuro guys and the orthopedic stuff, when I came here and still, to this day, about...I would guess close to half of the projects that go on at Thayer are somehow related to the medical center. Now...and you have to be careful when you say that. Because if you look at it very, very carefully, it's not the medical school. It's the hospital and the clinicians. In that sense, the medical school...although, we have been off and on over the years involved in the M.D.–Ph.D. programs...have had some M.D.–Ph.D.s...

DONIN: But most of the collaboration is with the hospital.

HUTCHINSON: With the hospital. And this presented an interesting dynamic for us when the decision was being made about moving it because the move to Lebanon was more detrimental to Thayer School than anybody...because the access to the

clinicians was dramatically changed. Now, the...we made it work. And, I didn't fight it. And, we had long talks, you know, among the faculty and so forth, and I said, "I'm not gonna oppose this, because it's the right thing for them...and we're gonna have to figure out how to make this work. If we have to run our own bus service or whatever, we'll figure out..." And we even offered to help them fund -- going to campaigns -- to fund some additional research facilities there and we do. We pay for some of the research facilities in Borwell, and that sort of thing.

It was so easy before because the easiest time to meet with clinicians is at seven in the morning. And it was really great because they could just walk across the street and they...and now they have to go down there. But, they've...it...they made it work. They've had to work at it, but they've made it work.

And that's been one of the real, I think, strong points of what Thayer does... has been its relationship with the hospital and the clinical faculty and the medical school. And I think it's going to be really important for the future because I think the largest growth areas for engineering in the future are going to be in the life sciences as opposed to the physical sciences. And, so I think that will continue to grow. There's a much better fit because the folks there are the same kind of folks. I mean...again, they're interested in cutting-edge research; they're interested in, you know, new technologies...I mean, Tuck faculty are not interested in new technologies and they're not interested in cutting-edge research, and... so the fit between Thayer and the medical center is a much more natural fit and will continue, I think, to grow.

DONIN: So what were some of the examples of what you had to do to keep this relationship alive between the hospital and the researchers at Thayer?

HUTCHINSON: It's all about money. I mean, you know, we had to decide...you know, we had...First of all, of course, they ended up not all moving.

DONIN: Right.

HUTCHINSON: Because it didn't...they didn't have enough money either. So, we continued to rent space, if you will, from the medical school in Vail. They no longer have that, but John Collier's group stayed at Vail for a long period of time. And we rent space in Borwell for Keith Paulsen and his group.

DONIN: I see.

HUTCHINSON: And...you know, we worked hard at building adjunct relationships, you know, among the faculty. A lot of 'em are...a lot of the medical school, medical center research-types are adjuncts at Thayer...reactive adjuncts. We set up some courses where we got those people involved, you know, and you build the relationships among, you know, both at the students' and the faculty level and then they just continue. But, you know, it just takes resources and focus. That's all.

DONIN: Now, speaking of courses, you are also credited with sort of improving the relationship between the...you know, the undergrads at the college and Thayer by offering or expanding courses like the women's science program and the sailing technology and things that sort of grab the undergrads. Can you talk about that a little bit?

HUTCHINSON: That was interesting. And it happened in a very natural way and it happened in spite of, not because of, the Dartmouth-only portion of the institution. Fascinating...some of the things you have to do. Women's science is a key one...example.

We were looking to dramatically increase our undergraduate enrollment, in general -- our engineering enrollment. And one of the things that we were watching very carefully was the number of people that come to Dartmouth as freshmen and think they're going to be in science or engineering and then don't end up in science and engineering. There is a huge attrition. Not uncommon -- this is true in every university in the country. But we thought, "Gee, there ought to be a way to work this." And we were trying everything we could. We tried to get the admissions people to help us...no avail.

But we started a bunch of new initiatives. We started some programs for high school students; that didn't work. One of 'em...we got to looking at...well, what about issues of diversity? And we said, "Let's look at this very, very carefully. And there's lots of ways that one can address this issue." But we said, "Let's focus all of our attention on something we think we can solve."

And a lot of this was being driven by a person that I had hired, who -- absolutely fabulous -- was Carol Muller [Carol B. Muller, '77]. Carol, a Dartmouth grad -- one of the first classes of women -- and ended up marrying another Dartmouth grad by the name of Al Henning [Albert K. "Al" Henning, '77]. And one of the early hires after I became the dean that I went after was Al because I was looking to...we had identified some key thrust areas. I said...set the faculty down after I came here; I said, "Look, folks. We're small. And you know something? If we get to be twice as big as we are right now, we're still the smallest major engineering school in the country. So, Stanford, Berkeley...we're not going to be.

Now, if you're small, you've got to focus. You can't be everything. So we're gonna pick some areas and we're gonna drive hard on those. And we want to pick the areas we think where the future is." So, we identified them. We said, for example, you know, "We're not going to do straight chemical engineering -- we'll only do biochemical engineering. Computers and electronics associated with computers are going to be very, very important." So, we picked about three or four of these.

And one of the people that I went after was Al Henning. Al had come through here and then had gotten a Ph.D. out of Stanford and had worked for Intel for a while and was kind of kicking around. So I went after him to hire him. He was -- they were in California. And, I had a two-body problem because Carol, in the meantime, had gotten a Ph.D. in...I want to say educational administration -- it was somethin' like that. But, obviously, not an engineer. I had a two-body problem. And, one of the most difficult things through the expansion for me was we got no help from the rest of the college on two-body problems even though I solved two major two-body problems for them. Mary Hudson [Mary K.

Hudson] would not be here if I had not been willing to hire Bill Lotko [William Lotko].

DONIN: What was his name?

HUTCHINSON: Bill Lotko? That's Mary's husband. Because the physics department -- although he was a physicist -- the physics department was not about to hire him. And I solved their two-body problem, but they never were willing to ever solve a two-body problem for me. I solved one for the Tuck School, you know...But, anyway, as it turned out, that was the best thing that ever happened to me.

DONIN: Hiring Carol?

HUTCHINSON: Hiring Carol. And I didn't know it at the time, but I simply made the call. Al said he wasn't gonna come if we couldn't find out what to do with Carol; and I said, "Look, I will guarantee Carol up to two years of employment at the Thayer School." I said, "I don't know what she's gonna do, but she's bright. We'll find something. Something's gonna work, alright?"

Well, about three weeks into the hiring, I realized that she was the one I should have been focused on all the time. She was absolutely fabulous. And she did all of this...all of these special projects and all of our strategic plan...drove all the strategic planning stuff, and this...She was absolutely fabulous.

And she came up -- or, collectively we came up -- I don't know, I give her most of the credit for it, but...we said, "Okay, if we're gonna focus on an issue -- let's focus on one we can solve." And the issue we thought we could have some impact on was going to be women in engineering because the attrition numbers are much higher there and so forth. And, you know, if we went after, for example, whether it's the African-American, Native American, Latino -- that's too big a problem. I said, "We're not going to solve those problems...not at Dartmouth. We have a shot at solving the women." And it was fascinating because I was fought by the provost's office fiercely over this. Because...why was it only women? You know...you know, kind of thing.

DONIN: And at that point when you started out, the enrollment of women was not up to 50/50 yet, was it?

HUTCHINSON: No. But, you know, awhile or -- long ago here...I mean, you know, pioneers...the definition of a pioneer...is the one with the arrows in the back, I mean, you know. I mean, everything we tried to do, we were fought. I mean, nothing Thayer did was there ever any help from Dartmouth.

The only reason it works – candidly -- and I knew that from the beginning -- I would not have come here as the dean except for the fact that Thayer is separately endowed and has its own board...because I didn't care, you know, as long as they didn't steal from me, you know, I mean, you know, then we would be okay. [Laughter] Because, you know, as long as we could fund ourselves, we could do anything we wanted to do. But – but there again, I saw we were gonna have a problem because we were being fought on this.

DONIN: Why were they fighting you on this?

HUTCHINSON: I don't know. You never know. I mean...

DONIN: The provost then was Ag Pytte [Agnar Pytte].

HUTCHINSON: No, no, no, Ag was gone by then. You're talkin' Strohbahn and his...yeah, Dartmouth, Strohbahn and his guys.

DONIN: Oh, this is later.

HUTCHINSON: But I realized we were going to...I said to Carol, "Carol, we can't do this by ourselves." I said, "We're not going to be able to do this by ourselves. Although, all I'm interested in is the engineering part of it." But I said, "We're not gonna pull it off."

So, I said, "You go talk to Karen Wetterhahn [Karen E. Wetterhahn]." She, at the time, was this associate dean for sciences." And I said...And, candidly -- we gave Karen all the credit for starting Women in Science Program [WISP]. She had nothing whatsoever to do with it. She was simply on the masthead. Carol did it all.

DONIN: Her picture is everywhere.

HUTCHINSON: It was totally funded by Thayer School. All the grant writing was done at Thayer School by Carol. But that's okay. I mean, I learned a long time ago, you can accomplish an awful lot in this world if you don't need to get credit for it.

And, it made it work. I mean, it got the rest of the college off our back. And, you know, Thayer has always footed the bill for that program...provided the space for 'em; they finally have gotten 'em out of there. But, you know, it's all...that's the way you have to do these things, sometimes, to get 'em done.

But Carol Muller was really the one that made that happen. And then we lost her because her husband just could not make the tenure cut.

DONIN: Oh, dear.

HUTCHINSON: Oh, it was painful, but there was just no way...no way he was gonna make it. She'd have gotten tenure in a heartbeat. And she continued to do some of that stuff. She then...she started before she left here this mentoring program that she put together with NSF [National Science Foundation] and now it's a national program...all internet-based, you know, mentoring for women -- particularly in engineering and science. And...Carol is just fabulous.

DONIN: Where is she now?

HUTCHINSON: California. He went back. They went back to California and Al went to work for a small start-up out there. And Carol got...went out on her own and she's got this mentor-net -- it's called -- program and it's been very successful. Carol will be successful at anything.

But, the...So, it's worked out. But...that was a good program. I do think...you know it's like all of these things. It's the biggest problem that academic institutions have. It's very, very hard to get things started, but it's even harder to get 'em stopped.

And these things all have a life and you need to start other new things, I mean...and that means that you can't keep

doin' a lot of the old things. And I think that program may have, at this stage, run its natural course.

I mean, anything like that, in my judgment, if it doesn't, you've failed because you didn't solve the institutional problem, so...Once you've got the institutional problem solved and it's institutionalized, you shouldn't have to have these kinds of things.

DONIN: Well, has that problem been solved, now, in terms of pulling undergrads into...

HUTCHINSON: I don't know. Probably...I think, you know, that's a constant uphill battle and you always have to be doin' new things. It's like the other projects we've done at Thayer. I mean, you know, we had the solar car stuff and that one, it's...now they got the racing one and the next one probably is going to be...there's this project on these mini-satellites.

I mean, so you need to keep sort of refreshing...working with young people is a constant battle of getting their attention. I mean, when they've grown up on TV and, you know the internet...I mean, you know you've got to come up with new ideas. And...you know, the old ones don't work.

So it's a constant battle of change, it seems to me. But that's the positive part. I don't look at that as negative. I think that's a positive kind of thing.

DONIN: Did you...you said the admissions office was not much help. Have they ever been much help, I mean, sort of identifying...

HUTCHINSON: No, see it's counter [to] their mission...and I understand it. The admissions people feel strongly that there should not be targeted marketing. In other words, not only should engineering not be marketing, but the art department shouldn't be marketing. I mean, you shouldn't have the various pieces out there and lobbying. You know, this should be a mutual combined kind of effort and then sort it out, you know, in some sort of meaningful kind of way...which is correct. I don't argue with that idea.

But, you know, I don't think you should be hiding things either. I mean, when we started looking at it and looked at

some of the admissions documentation and the way admissions operated... For example, when I came here when they did the tours, they never mentioned the engineering school.

DONIN: Do they even go down there?

HUTCHINSON: No! Well, they do now. But what we had to do...what they do... they go to the end of Tuck Drive and say, "That's the engineering school". And we run every day at one o'clock our own tour and we're in the process, now...so these people -- parents -- know, that their...if they want to...If their son or daughter is interested in engineering, that there is a tour only for them as well as the general tour and they can come down there and they'll meet with a faculty person and they...talk about the program.

But we had to get into that and actually get them to change the script of the -- of the...So, we keep working on it, and we offered to even hire one of their admissions people, you know, to have our own presence. But, it's counter the -- the mentality of "this is an undergraduate liberal arts college" and that would be a problem to talk about a professional school program.

But, you know, it's...the -- engineering enrollments are very cyclic in general...not just here, everywhere and Thayer pretty much follows the national cycles which has been down...starting to come back up.

DONIN: What influences those cycles?

HUTCHINSON: Job market. And, in a very insidious way because the cycle is about four years. So, you get the enrollment up; the market goes in the tank. You know, we're always out of sync. So...takes four years to get somebody through...so...but, you know I've been at this business 40 years and it's been that way ever since I was in it, so...I've been through a lot of cycles. And you just live with it. And it's just the way it works. And it's true in general.

I mean, you look at, you know, biology, and enrollments go way up and they'll probably come way down. And computer science went way up; it goes back down. I mean...you

know, it's just...happens in the corporate world, and everything else...I mean, the economy goes up and goes down, I mean...

DONIN: Is your goal to only be training students for the corporate world or for research, academics? I mean, what sort of percentages are we talking here?

HUTCHINSON: The mission here has always, from my perspective, been the leadership mission. Really, you could care less are they going to end up in the corporate world or are they going to end up in academic positions or whatever, because you can't forecast that. So the preparation you would give them is pretty much the same no matter what.

So, what you want to do is very straightforward. You want to recruit the absolute best people you can find and then you want to give 'em the best education -- in general terms -- that will give them, you know, the strongest opportunity for the next 40 years and ...and then hope. I mean, it's just like raising kids. I mean, you know, it's not...

**End Tape 1, Side B
Begin Tape 2, Side A**

DONIN: Okay, you say, the trick here...

HUTCHINSON: The trick here is to...is all about quality. Quality in your admissions process; quality in your faculty hiring; quality in your educational program...and all of that. But, you know, it's hard because I think quality becomes difficult for some people to define. For example, Dartmouth says they are educating and Thayer says they are educating the leaders of tomorrow. Right? Now, of course, I don't know that any institution of higher education that says that they are in the business of educating the followers, but, I mean, sort of, everybody, sort of, talks about that.

But, you would think, that if you're an Ivy League -- highly selective -- that maybe you are in that business. But, then you ask yourself, "What are you doing in your admissions process about identifying leaders?" And what do you hear? "Well, everybody that comes in here has an SAT score above 1,400." Wrong answer. And so, you know, there is

no clear process. You then ask yourself, "Okay, what do you do in the education program to foster leadership?" You can't find a course anywhere here.

Now, what we tried to focus on at Thayer was...we're heavily focused on making sure our people come out with a clear understanding of how you build teams to solve problems. Because, if you stop and think about it, that's kind of what leadership is all about. So, all of these things that we do are focused on that kind of thing. So our program is very team-focused, very, you know, openly, you know -- if you will -- somewhat competitive.

I mean, for instance, all of our courses have hands-on laboratory kinds of things. When they do the course in structural design, they actually have to build a bridge and then, at the end, it's tested. And you keep track of whose bridge crashed last...you know, kind of thing. 'Cause that's kind of the way, you know, you start to build that sense.

But I didn't finish the issue...we talked only about the women in science, 'cause there were other pieces to that. We looked at a whole bunch of initiatives on this undergraduate enrollments and we also began to realize that we considered ourselves the keepers of technology literacy at Dartmouth College because it wasn't gonna come from anywhere else. And technology is such a huge piece of the world.

So we said, "Now, wait a minute. Why should we only be focused on the engineering students?" First of all, the business about undergraduate enrollments was partially a financial issue. Now, see 'cause the way Thayer's funded, if we teach an undergraduate course, we get the tuition. Doesn't make any difference who's in that course. I mean...and, of course, see I had to keep Thayer afloat. Alright? I said, "Well, there's multiple ways to solve this problem, alright? I can either increase the engineering enrollments at the undergraduate level -- and I want to do that -- but I also want to increase the number of students in our classes, whether or not they're engineers or not! Because financially, they're all the same!"

So we started looking around, and asking some questions and talking to the faculty about, you know, who would be

interested in doing these kinds of things. And out of that grew these courses -- the technology of sailing course, the...Ursula's [Ursula J. Gibson] course on -- what's the title of it? 'Everyday technology,' I think it's called -- and a bunch of other courses. And we have always been active in the freshmen seminar program, too. Because, again, this just increases our enrollments. And exposure.

But, lo and behold, we got hardly into that process and there was a change in the AB requirements, which we had nothing to do with. But, out of it came one of the requirements in the new AB requirement was...is that everybody had to have a lab science and a technology-oriented...I mean, we didn't do that. But I said, "Fine. You just helped us immensely, right? Because we're ready to go with all these courses."

And so they've been very popular. And also the faculty that teach them are really great. Ursula's really great at it. Horst [Horst J. Richter], who teaches the sailing course, is one of the best teachers I've ever met in my life.

DONIN: Who's that?

HUTCHINSON: Horst Richter.

DONIN: Oh, yes. Right.

HUTCHINSON: Horst is probably gonna retire next year. It'll be a huge loss to the school. But, these courses are just wonderful courses. And students just love 'em...and the faculty enjoy teaching 'em. So, it's all been just part and parcel in, you know, how do you keep the organization going, and, in a meaningful kind of way.

DONIN: Let's go back to the whole expansion story because we haven't really talked about that. So when hired, you knew this was your agenda.

HUTCHINSON: Mm hm.

DONIN: You didn't know how you were gonna implement it.

HUTCHINSON: Didn't know how am I gonna do it because... What I didn't understand, but I'd learned very quickly, was what it meant

when they said, “Okay, this was all approved, right, by the overseers, by the trustees, by the president and so forth that Thayer is to expand and, in order to expand, we will enter a capital campaign to raise \$17 million.” Right? What I found when I got here, was what that meant was that we were approved to go out and raise \$17 million. They weren’t gonna help us. They weren’t gonna do a thing. Right? So, if we raised \$17 million, we could expand. Big deal! Right? Okay. [Laughter]

So, in the first place, I looked at it and I said, “Number one, it’s gonna take more than 17 million. And number two, you know, how are we gonna do this, because in the process of my being hired...because of the way the structure – you know you supposedly have development offices in each one of the units, they had one at Thayer...but they had fired the director of development at Thayer! And not only had they fired her, but she was fighting it, and I was not allowed to talk to her!

DONIN: Oh! So you had no development people.

HUTCHINSON: Had no development person! Alright? But, two things happened. One was, I hired a person -- Susan Kastan [Susan E.V. Kastan] was her name. She was, at the time, married to a faculty member here in English. His last name was Kastan [David Kastan]; I don’t remember what his first name was. They’re no longer here. But, Susan had had some good experience and so forth, so...and I got to her because we were sort of adopted by Lu Martin [Lucretia “Lu” L. Martin].

And Lu was a fabulous friend and she worked with us to her own detriment because she was... Her central administration bosses were not in favor of this at all. But she...she used to refer to us as "the little engine that could." But, the...she really took us – took me under her wing. And we eventually built, I think, one of the best development groups here; they’re no longer here. Paul Sheff [Paul E. Sheff] ran it, eventually, who’s now a VP at Holy Cross. Oh, boy, they screwed up here. He should have had Pelzel’s [Carolyn A. Pelzel] job...Carrie Pelzel’s job. He’s *twice* the development person she is.

But, the...it just...you know, we had to build it from scratch and...and we did. And then we also got the federal money. That was an interesting one, because that...

DONIN: This -- is this the Warren Rudman [Warren B. Rudman h'87] story?

HUTCHINSON: Warren Rudman story.

DONIN: You need to tell us that.

HUTCHINSON: Because they had already given some indication -- at the time when I came -- they said, "And one of the things we're thinking about is this -- one of these line-item kinds of things." And the question they raised, "Well, how do you feel about that?" I said, "You know, their money is green just like everybody else's money is green. I mean, you're tellin' me I got to raise money and build this, you know...as long as it's legal, I'm gonna be interested in it." So, it was really funny because it was a *lot* of hesitation, like there is right now. I guess Jim Wright's [James E. "Jim" Wright] kind of negative about... which I don't understand.

But this was the first instance ever for Dartmouth to do this and there were huge debates with the trustees and so forth...oh, about, "Should they go forward? Should they not go forward? And should they hire consultants? Not hire consultants?" And, so, I said to 'em, "Folks, I mean, this is pretty simple. Why do you think you can get the money anyway?" And they said, "Well, Warren Rudman's a senator and he's indicated." I said, "Well, has anybody talked to Warren?" I mean, you know [Laughter]...I said, "Let's go talk to Warren Rudman." So, we went down and talked to Warren Rudman.

DONIN: Who went down?

HUTCHINSON: Gosh, I forget who it was. It was somebody...probably the provost, and...maybe it would have been David. David McLaughlin [David T. "Dave" McLaughlin '54 TU '55]. Probably was David, now, come to think of it. 'Cause David was always very supportive of doing this and supportive of us. It might...it might have been, Paganucci [Paul

Paganucci '53 TU '54] was on that trip, too. He was the VP for finance at the time.

DONIN: Or Ag Pytte?

HUTCHINSON: Or Ag. Ag was very, very involved with it because he was the provost at that time. And he was one of the real pushers and drivers. Ag was extremely supportive of us. He was a great provost. I really enjoyed working with him.

But Warren said two things. He said...because we went down, we wanted 7 and a half million or somethin' like that...Warren said, "Well, I just raised \$15 million for UNH last year; there's no way I'm gonna raise less money for you." I said, "Okay." And he said...we asked him, about, you know, "What about these consultants and lobbyists?" And he said, "That's *my* job."

And then it dawned on us. He didn't want anybody else to get credit for it, right? I mean, that's what politicians do! Right? So, we came back and we put together our stuff and he...this stuff and it went right through. But it...the hesitations were still here...phenomenal debates.

DONIN: From whom?

HUTCHINSON: Trustees and faculty. And, you know, "It's tainted money," and... A trustee at the time who was also the chancellor at Berkeley...I'm blocking on his name [Ira Michael "Mike" Heyman '51]. He went off and then ran the Smithsonian. Oh, shoot. It's crazy...

DONIN: Well, we can look him up.

HUTCHINSON: Anyway, he was the chancellor at Berkeley. And, he was opposed to it. And, I went and talked to him; I said, "This is crazy." I said, "You guys at Berkeley have done this more times than anybody." Right? I mean, but...the... So, they were so concerned about it that when the line-item legislation went in, Dartmouth was not mentioned. It said, "\$15 million for the Thayer School of Engineering in Hanover, New Hampshire." Okay? So, went through. It was gonna come through Department of Commerce. We

went through the...god, paperwork and stuff was phenomenal.

But then, all of a sudden, I get a call from Parkhurst. And they said, "We need to talk about this money." And I said, "What do you mean we need to talk about this money?" They said, "Well, your intent was to raise \$7 and a half million, so we figure that 7 and a half goes to you and 7 and a half goes to us." I said, "You've got a problem." I said, "Have you read the legislation?" I said, "How do you want – how do you feel about a lawsuit that you just took \$7 and a half million out of this and diverted it to something else?" They said, "Oops."

So...so we got our \$15 million. [Laughter] But...and, you know, that gave us some leverage, too, 'cause we ended up raising almost \$30 million before we were done in that first campaign.

DONIN: Can you talk about that? I mean, who...what was involved?

HUTCHINSON: A lot of talkin', a lot of travelin'... Mainly mine with the chairs of the board. The chairs of the overseers... When I came, it was Barry McLane [Barry L.W. MacLean '60 TH '61], then it was Peter Brown [Peter Ross Brown '49 TH '49] for a year and then it became Jake. And it was mainly Jake and I and Lu Martin and the development folks, particularly after we got Paul Sheff on board. And we just went after everybody...predominately alums, you know, and friends, and this sort of thing.

DONIN: Corporate money?

HUTCHINSON: Some, but not a lot. Raising corporate money is very hard. A lot of talk about it, but it's very hard to do. It only really works if there's somebody in the corporation...like the money for the Krehbiel chair came from Molex, but didn't...I mean, if it hadn't been for the Krehbiels, it...the... So, it usually works out that way. It always is a personal kind of thing somewhere. Someone's gotta make that call that's gonna pull it out of...

We raised some foundation money out of it at the same time. We had good luck with foundations. But it was mainly

individuals and chairs, and I think we did about four or five chairs in that round...which has always been my focus, because if you can do that, it's totally budget-relieving and it helps with the whole process for the faculty and so forth...but...

DONIN: Now, did Lu help you with identifying who the chairs – who the chairs were gonna be?

HUTCHINSON: Oh, she was fabulous.

DONIN: I mean, where the money for the chairs was gonna go?

HUTCHINSON: Oh, yeah. Well, what Lu was greatest at doing was schooling us on, you know, giving us the right kind of research and help. You know, we would go in to talk to these people; we knew more about them than they did. I mean...[Laughter]

I only got blind-sided once. But, the...the...you know, it clearly...she was...she was a tremendous help to us because Jake and I really didn't know how to do this. She pretty much trained us to do it because it's gotta be... If the dean doesn't do it, it's not gonna get done. And that became clear. So, for that period of time, you know, I was gone pretty much at least half the time.

DONIN: Were you also trying to teach at the same time?

HUTCHINSON: Yeah, I continued to teach some. It was hard 'cause, you know, I would...taught freshmen seminars. Always taught at least one course during the year, but I'd have to be careful because otherwise it might... But I kept a research program going, so I had graduate students. I had more funded research dollars that time than any faculty member at Thayer, personally.

But, you know you stay active. And, you know the issue is being present. You know, the faculty always used to joke. They would know when they came to work in the morning if I was in town or not. Because, if my car was in that first slot by the door, I was in town. If it wasn't, I was not in town. Because I'm a morning person, so...

DONIN: You always had the first slot.

HUTCHINSON: I was always the first one in. But, you know, and that sort of presence...the only, that's what you have to do, I mean, you know...when the...when they said, they always know when I was in town, too, because I would stop into their office probably once a day just to harass them or something.

DONIN: So you raised all this money. You were able to keep it all for Thayer. And it was gonna go towards physical expansion.

HUTCHINSON: Physical expansion. We doubled the size of the facility.

DONIN: And faculty.

HUTCHINSON: And faculty.

DONIN: Programs.

HUTCHINSON: Yeah. Mainly faculty and facilities. The rest of it all flows out of that.

DONIN: Who... In terms of expanding the building, had that already been decided before you came on?

HUTCHINSON: There had been a plan that we threw away because it wasn't near enough. So we just scrapped that and built a whole new plan. Once you have the money, then you just...you hire an architect, and you...

DONIN: And you do it.

HUTCHINSON: And you do it.

DONIN: Right. Right. Can you talk about the faculty hiring a little bit?

HUTCHINSON: Yeah. It was a constant kind of thing. Like I said, we identified some areas, alright, and then...

DONIN: What were those areas?

HUTCHINSON: Those areas...like I say, we were gonna do biochemical. We were gonna do electronics and computers and biomedical. You know, and those were the three primary

focuses. And we said, "Okay. Now you just...we'll put together search committees and then...say to them, you find us the best people you can find. And you find 'em and I'll hire 'em."

DONIN: What was the state of the pool out there in the mid-'80s? Was it...

HUTCHINSON: It was tough.

DONIN: Was it?

HUTCHINSON: And, you know it's hard. I mean, like, for example, one of the areas I was bound and determined we'd get a senior person in was the computer area. Took me seven years.

DONIN: Wow.

HUTCHINSON: That's when we hired George Spenko. We could have hired people. I mean, there were always people that wanted to do it, but I wanted a senior person that could drive the group. And so, you know, you just have to keep looking.

DONIN: In addition to the "trailing-spouse" -- or whatever you call it -- the double-body problem...

HUTCHINSON: Two-body problem...

DONIN: Two-body problem. What were the other challenges in hiring?

HUTCHINS: The challenges...or the basic challenge is at Dartmouth. I was once asked to go to the summer retreat for the trustees and give a whole two-hour briefing on Thayer School and where I saw it going and where we were in strengths and weaknesses and so forth. And I remember putting this together. And sat down, I said, "Let me go through the strengths and the weaknesses for you," I said, "for Thayer School."

And I said, "One of our primary strengths is that we're part of Dartmouth College...right? Ivy League institution. One of our strengths is we're small. One of our strengths is we're in Hanover, right? Nice, safe area."

"Now, let's start down the weakness list," I said. "Number one weakness is we're part of Dartmouth College. Number two weakness is we're small. Number three weakness is we're in Hanover, New Hampshire. [Laughter] Okay?"

So I said, "Now, you tell me. What are we gonna do about this? Okay? I can't get away from Dartmouth College. It's not gonna get much bigger. Right? I don't think you're gonna move from Hanover."

So, I said, you know, "What this means is, that..." And, I said, "We're fortunate on one side, because what it means is...is there's a large group of the potential pool of faculty that can come here who will not come here because of that whole weakness kind of thing." "But," I said, "You're sort of like the Marine Corps. We don't need a lot of people. I need just a few good -- I can't say 'men' -- but just a few good people, right? And, so we have to capitalize on those people that will fit and simply realize that there's some people -- it's a waste of time to even talk to 'em. Right?"

"And so we gotta find those people that want to be in a liberal arts environment, that want to be in a small institution, that want to be in Hanover, that want to be in a school that does not have departments, right? And very selectively identify these people and then go after 'em with everything we've got." And I said, "None of them are going to be looking for a job."

DONIN: And you said the school gave you no help, though, with the trailing spouse problem.

HUTCHINSON: No. Never. So we just always solved 'em ourselves. Like I said, solved the one with Carol [Muller] and so on. But, you know, I think, you know, that's just part of the game and that's true of any that...any institution has got that problem now. And, you know, you just do what you can. I mean, again, you got to find the right sorts that fit.

One thing I did -- in retrospect, I learned, that I would do different -- is I would never hire a single woman because this environment, socially, is a killer and you're just not gonna be able to hang on to 'em for very good, valid reasons that

there's nothin' you can do about. And it's probably true of single young men, but not quite as bad. I would rather deal with the two-body problem and get a stable kind of... and that doesn't work.

I... One of the young faculty people that I hired came here and left. He was married, had kids, and...because his wife was a New York type-person and she just could not stand to be in the back woods of New Hampshire. And he finally came to me and he said, "You know, I got two choices, right? Either my wife or..." you know. I said, "Well, you've only got one choice, probably," I mean. So...so he left.

DONIN: I assume that's true in all the departments here...

HUTCHINSON: Oh, yeah. It's no different. We don't have any different issues there than the rest of 'em have in any of these. So. And it's...and I don't think that...it's not solvable. I mean, 'cause you have to change the environments in ways that we don't want to change the environments. I mean...so this is just one of these things you live with. And then you find ones that work.

DONIN: Right. And were you looking for primarily teachers or primarily researchers, or...

HUTCHINSON: Oh, see this...In fact, we have at Thayer, I think, the toughest role of any part of Dartmouth. Because the faculty - - tenure-track faculty at Thayer hold dual appointments. They're faculty in arts and sciences for engineering science, and they're faculty at Thayer. So they have to meet every requirement that an English faculty person does or a biology person does as far as undergraduate teaching and all that goes with that. And then at Thayer, they had to meet our requirements, which says that you're gonna put Ph.D.s on the street, and you're gonna raise a minimum of a quarter of a million dollars in research funding every year, and you better be able to do both of these and, if you can't, you're not gonna make it.

And all the years that I was the dean, I mean, the CAP [Committee Advisory to the President] that does all the tenure stuff, they used to tell me that they didn't even look at our tenure cases because they knew that we had put them

through such a mill that... And we had so many higher standards for what we were doing and expecting of them that they were just a walk-through.

DONIN: That's interesting.

HUTCHINSON: Whole time I was dean, we never had any feedback -- negative feedback -- from that group.

DONIN: Ooh. So it's really double-duty they're doing there.

HUTCHINSON: Oh, absolutely. But you know, my point was, you know, if you want to...if you don't want to run with the big dogs, don't get off the porch, right? I mean...

DONIN: Interesting.

HUTCHINSON: And it works. See, my point is, is that I think that Dartmouth is screwing up here. I mean, they're letting these science departments get by with murder. Those people would never make the cut at Thayer School. Yet they claim they're researchers.

DONIN: Mm hm. And they wouldn't make the cut 'cause they wouldn't raise the money?

HUTCHINSON: Wouldn't raise the money...and, you know, they say that they have to be subsidized and they have to have less teaching. Our people teach as much as they do. You know what the difference is? Our people work harder. Our students work harder, too. That's why we have less discipline problems down there.

DONIN: Interesting. Is this always the case...between, you know, between engineering students and whatever?

HUTCHINSON: That's true in every school. I mean, engineering's a tough program. It's very demanding. And...but, it always has been and always will be, I mean...

DONIN: Attracts different personalities, is what it...

HUTCHINSON: Yeah. It's a whole different ball game. And I don't think we'd have it any other way.

DONIN: And that's true of the faculty as well.

HUTCHINSON: That's what I'm saying. Yeah, I don't think the faculty would have it any other way.

DONIN: Yeah. Right. Interesting. Is that the reason, though, for the differences between the -- the differences of relationship between the -- say Tuck and Thayer, and...

HUTCHINSON: It's part of it. It's part...it's about expectations, so. But, you know, it's all...I mean, it's just...it's just...they're different. Try to make chocolate and vanilla ice cream. I mean, you know, everybody's got a different view of what they want to do with themselves and where they want to be and how they want to do it. And...that's life.

DONIN: So you raised the money, you built the building, you hired the faculty. You increased your enrollment. Where were all these graduate students gonna live?

HUTCHINSON: That was always a problem. It's always a problem. And it continues to be a problem, I think, for Dartmouth in general. We solved it for a while in a very interesting way. We got ourselves in a little trouble, which we used to do all the time. [Laughter]

DONIN: Hold on, I'm gonna stop you and turn the tape over.

**End Tape 2, Side A
Begin Tape 2, Side B**

DONIN: Okay, so you got yourself in trouble with the housing...

HUTCHINSON: Well, what we...what we do -- the people that worked at Thayer and dealt with the in-coming students and so forth came to me one day. They said, "You know, this is getting to be really hard because we're dramatically increasing the number of graduate students coming. Reasonable portion of 'em are foreign. And, they show up in Hanover and we got nothin' for 'em, right? What are we gonna do?" So, we said, "Okay. We're gonna...we're gonna --"

DONIN: When you say "nothing," you mean no housing.

HUTCHINSON: Yeah.

DONIN: Yeah.

HUTCHINSON: I said, "Okay. We're gonna go in the real estate business." So I said, "What we're gonna do is, in the spring, you go out and you sign leases for every apartment you can find..."

DONIN: [Laughter] Oh, god.

HUTCHINSON: "And we'll carry the lease and sublease it to the students when they come in." And we did. And...this went on for about a year. And all of a sudden, I got a call from the graduate dean's office, or the provost's office, who said, "You can't do this." And I said, "Why can't I do this?" And they said, "Well, first of all, we're not sure it's legal." I said, "What do you mean it's not legal?" Right?

And he said, "But also, you've got all of the apartments locked up." [Laughter] And I said, "That's fine." I said, "We probably won't use all of 'em. Do you want some of 'em?" [Laughter] And, they said, "Well, we don't think this is quite the right way to do it." And I said, "I don't think it's the right way to do it either." I said, "This is what *you* folks should have been doin'. This should not have been my job to do this. I'm not the graduate dean. I'm not the housing dean." Right? I said, "I'm happy to turn this all over to you. *You* want to sign the leases?" And eventually they did. But, oh, they were livid with us.

But, I said, you know... 'cause we... things were... and it was going against us all the way because, first of all, when I came here, we had a bunch of rooms in some of the Tuck dorms because many of the Tuck students no longer wanted to live on campus. 'Cause many of 'em were older, they were married. You know, they didn't want to live on campus. So they always had extra dorm rooms, and so we would take them.

It was great, 'cause next door... I mean, you know, so... And... But then they started converting their dorms to offices. I mean, Chase, and all that sort of – now, offices that used to be dorms. So, we were running out. And so

that's when we started signing these leases and so forth. But it worked great, for us. And then...I don't know if they still do it or not, but it's still...it's an ongoing issue and Dartmouth has never really tried to cope with it. But, again, this is not unique. I mean, graduate students at MIT -- trying to find housing in Cambridge is not necessarily the easiest thing to do.

DONIN: No, it's not.

HUTCHINSON: And, around Stanford, it's horrendous. But...you know, I think it could be done better than it is. I'd much rather see Dartmouth putting money into that than into buildings for Gap.

DONIN: Buildings for what?

HUTCHINSON: Gap.

DONIN: What's Gap? Oh, you mean the *store*?

HUTCHINSON: The clothing store. [Chuckling]

DONIN: Oh, oh, yes. Right. Exactly. Right, right. Yeah that's -- you're right, it hasn't gone away -- that's for sure.

HUTCHINSON: No. And it's not going to go away, I think it's...

DONIN: No. Not...not for awhile. You keep -- you keep making reference to the fact that the college really doesn't appreciate Thayer. I wonder if we can talk about that a little more...the big picture.

HUTCHINSON: It's not just Thayer. It pains me to this day. I think Dartmouth is a wonderful institution. The biggest thing that bothers me -- and it's been painful for a long period of time -- is, Dartmouth has a very unique niche in higher education that they don't understand.

Dartmouth is a very strong institution that exists in that open niche between Harvard and Amherst College. The only reason that Dartmouth is different from Harvard and Amherst College is because it has three professional schools. There is nothing about the undergraduate liberal arts program that

differentiates itself in any meaningful way from Amherst College or Harvard College. Nothing. In fact, they're probably not as good as either one of 'em as an undergraduate liberal arts college.

What's different about Dartmouth is the three professional schools, which provides an environment that's dramatically different than Amherst College or Harvard College. However, the trustees, the president and Parkhurst take the position that the professional schools do not exist. And, where they do exist, they are simply a thorn in their side. And it's sad because it is *the* differentiating factor.

I mean, if you listen to Karl Furstenberg's presentation about the incoming freshmen and why they're -- one of the things that's different about them than, say freshmen at Amherst, or freshmen at Harvard, is that, to a person, they will say when they ask them, "What do you see [in] your future?" They see their future in some profession. That they're going to be in business, engineering, medicine or law. None of them -- hardly -- will tell you that they see themselves as the next either Nobel Laureate or Poet Laureate or President of the United States. They see themselves as professionals and there's nothing here in the structure that recognizes that and builds on it. And it saddens me because it's...

But the only reason it continues to work is the prospective students and their parents understand what Dartmouth is, even though the president and the trustees don't understand what it is. Okay? It always used to fascinate me when I listened to Jim [James O. Freedman] talk about changing the culture of Dartmouth College. First of all, he didn't change anything; but there was no reason to change anything and it wasn't -- it was *never* going to happen. So, it was just all this fluff.

DONIN: Why is that? I mean, why has this relationship...

HUTCHINSON: Tradition. [Chuckling]

DONIN: I know. But why has this relationship always been this way?

HUTCHINSON: Well, you have to understand that -- the whole history of it, too.

For a long period time -- actually until after I came -- the professional schools were referred to as the associated schools, i.e. the stepsisters. [Laughter] Okay? You know, they're out here. We don't want to have anything to do with 'em, right? Because they're evil. Right? Okay? There's somethin' about them that's evil. Okay? And, you know, and it's silly. It's just absolutely silly.

DONIN: And the financial relationship was very different.

HUTCHINSON: Oh, yeah, because we're tubs on our own bottom.

DONIN: Right. They didn't used to be tubs.

HUTCHINSON: Oh, yes. Oh, yes. We always have. Thayer always has.

DONIN: Ah ha. I thought there was some sort of...subvention or whatever the word is, where...

HUTCHINSON: There was a period of time, actually, when they -- they cheated Thayer. When Thayer was set up, originally, even in its charter and in the agreements when it gave the endowment, it says that it will be separately endowed, separately run, self-perpetuating board of overseers. Alright? At one point in time, they illegally brought it in and then spun it back out again under Karl [Hill]. If you trace the numbers, Thayer lost a huge amount in their endowment in that process. Now we've recovered it, pretty much, but...medical school and Tuck have always been totally separate.

See, Thayer's a little harder for 'em to deal with, because we have this undergraduate program. It's a real complicated forum to deal with. But I don't understand what the issue is. But it's...somehow it's in the tradition and it's wrapped up a little bit in this...the "U" word issue -- you know, they don't want to be called a university...which is...doesn't bother me, doesn't bother most of us. I have no trouble with being called Dartmouth College, I mean, that's fine.

Again, we want to set ourselves off. I would just do it in a totally different way. I mean, I would celebrate this niche rather than sort of feel embarrassed by it somehow. But you

need – this, again, it's leadership. I mean, you know...I've been here with three presidents.

DONIN: That's my next question, actually.

HUTCHINSON: You know, I...I'm not impressed. Okay?

DONIN: What did you know about David McLaughlin? I mean, since my mandate here is David McLaughlin...

HUTCHINSON: I knew nothing about David when I came. He was very involved in the search process and it was very clear he was in charge, okay? This didn't bother me. I sort of looked at it and said, "You know, he's non-standard. He's coming out of the corporate world; but, you know, it's a professional school deanship. You know, maybe that's not a bad idea."

I'd worked with other presidents up to that point at UMass that... We had some of the same problems there, even, with central administration. The...but... I looked at it as basically a plus. David was an interesting guy and I still see him regularly. In fact, I just spent an hour with him at Manchester Airport last week. We were both headed to Baltimore. And, you know, he and I got along fine. He was a micromanager. God, he was a terrible micromanager, but I just sort of let it roll off, and...

DONIN: So that impacted you as well.

HUTCHINSON: Yeah, but not really. I didn't pay a lot of attention to it.

I mean it wasn't meaningful kinds of things. I mean he called me up one day and he said, "I was just driving -- walking in the campus..." -- and he kind of has to walk by, you know, close to Thayer -- and he said, "They're taking down an antenna off of the top of the building. Why are you doing that?" And I said, "David, I have no idea! And, you know something? I don't care. Right? I mean, if it was something that was important, I would know about it. Right? I mean, so it's obviously an out-of-date antenna" -- 'cause we also have housed the Ham Radio Club for the college, you know, and this sort of thing. I said, "My guess is, they're probably takin' it down because they're afraid it's gonna fall down and kill somebody if we don't take it down." I said, "If it's a burning

issue, I'll go and find out what it is," you know. [Laughter] But, you know, he was one of these kind of – you know, if you just sorta...you gave it back to him, kind of the way he did, I mean, he said, "Okay." You know, I mean, that was the end of it. Never heard again about the antenna.

But...you know, bottom line, I always knew that David...that he loved Dartmouth College more than anything else in the world. And...so, he was not gonna do anything, you know, that was gonna make it really difficult for me.

I mean, as long as I did my job, you know, and sure, I had to deal with this micromanaging and this sort of thing. But any boss you have, you've got something you're gonna deal with. And on balance, I'd take him back in a minute.

DONIN: Did you understand why his relationship with the faculty was so rocky?

HUTCHINSON: Oh, yeah. It was his own fault. And we used to talk to him, some of us, about it. I used to say to him, "David, why don't you go teach a freshman seminar?" And he said, "Why, I don't know how to teach – I've never done anything..." I said, "Anybody can teach a freshman seminar," I mean... I said, "You know, it would just change the whole dynamic, you know, with you and the faculty if you, you know, would show some kind of sense of it, then..." He could just never – he could never do that. He was very uncomfortable around the faculty. I think he felt very inferior.

He had come in post-John Kemeny [John G. Kemeny a'22], which is a hard road. It was a bad time because students were still feelin' their oats and that's what eventually got him. And, you know, just -- the faculty didn't know how to -- no matter what he did, the faculty were gonna be against him. It was kind of the sign of the times.

And you know you simply had -- and he made the mistake that they've all continued to make. You cannot keep giving in to the faculty. Just like you can't give in to your kids. I mean, at some point in time you say, "Sorry." I mean...and that's the problem right now.

I mean, that's how they've gotten themselves in the mess they've gotten into now. Why do you think they've spent all that money? Trying to keep the faculty happy. You want to know something? You can't *keep* the faculty happy. I was told very, very early on by one of the best administrators I've ever worked with that, "Just try to keep 51% of the faculty happy."

DONIN: [Laughter] Good advice.

HUTCHINSON: He said, "You're never gonna do any better than that." Okay? [Laughter] And I don't mean to be critical of the faculty, because, you know, and I work with the faculty...

DONIN: You're one of them.

HUTCHINSON: I'm one of them, you know, and I know the drill. But, you know, it's... You know, you've got to keep the right sort of balance and you can't keep giving in. You can't give in always to the students, and you can't give in always to the faculty. And that's what they all try to do and it always comes back to bite them because you start down that slippery slope and eventually you get beyond the 51%.

DONIN: But the faculty's take on David McLaughlin was he *didn't* give in to them.

HUTCHINSON: I don't think you can find one substantive thing in there. [Pause] There were a whole bunch of issues about governance, but that was going on on every campus and so forth. And, you know, at some point that line had to be drawn. I mean, see this is -- and we're still suffering -- this is the Vietnam stuff. I mean, the administrations of higher education and even the faculty... The faculty gave in to the students and the administration gave in to the faculty to where, all of a sudden, there was nothing. I mean, there were no curriculum standards. There was no faculty standards. There were no standards! And we're still pullin' back from that. And still fighting that. But it takes some real strength and David was not a strong person. Actually, he's *likable*, but he's not -- he's not a real strong leader.

DONIN: Leader. Right. How about your board of overseers?

HUTCHINSON: Oh, they were fabulous. They were what made it work for us.

DONIN: What was... What exactly was your relationship with them?

HUTCHINSON: Well, they were... I always viewed them pretty much the way, if I were president of Dartmouth, I would view the trustees or if I were CEO of a company, I would view a board of directors. I mean, they basically are the people that you report to.

And...you know, you -- there you have to keep more than 51% happy; but you also want to make sure that you build a board which is the right kind of board. So, the Thayer board has always been built with one thing, predominantly, in mind. The board has a very significant fiscal responsibility. So, if they're going to be fiscally responsible, they're going to have to be fiscally committed. Every member of the overseers at Thayer makes a commitment to a significant annual gift and a significant commitment every time we go into a capital campaign. They will make a leadership gift. And it's only then that they can sit there and say, "I think your budget is right or wrong."

But you never see that with the Dartmouth trustees. And in fact, many of them don't even have the fiscal literacy to deal with it. The one thing that you don't do is you don't look for faculty. So you don't want the board meddling in the academic piece. But that's a matter of picking the right board.

DONIN: Who does the picking?

HUTCHINSON: It's a combination of things, but we always had -- I think they still do -- we had a very strong nominating process. We had three lists: an A list, a B list and a C list. So, someone would come on the C list and if -- over a period of time, they may get to the B list, they may get to the A list. Anytime we had an opening, there were at least three people on the A list that we knew were qualified and ready to go on.

We do not have terms. We're a small school. I used to get beat up about this all the time. And I said, "Look, we're small. We've got a small constituency. If I've got a great

board member, I'm not gonna let him go 'cause I need them. I'll let 'em go when they want to go, but I'm not gonna take 'em off there. 'Cause we don't have that many good ones."

And consequently, you know, all the years I was dean, you know, my budget hearings with the trustees were 30 seconds long. I'd stand up and I'd say, "You've got the numbers in front of you. The budget's balanced. You have any questions?" And they'd say, "No, because we know your board of overseers raked you over the coals for a month on this thing."

DONIN: Great.

HUTCHINSON: That was the end of the process and we never got in trouble because of them. And they still aren't. They're still, I think, probably, the best -- fiscally -- the best-run segment of the college.

DONIN: Interesting.

HUTCHINSON: And it's been true in every campaign. Because, like I say, we did the campaign by ourselves. The next campaign...[Laughter] what was...what was that? Was that the Will to Excel? No, is that this one?

DONIN: That was the last one.

HUTCHINSON: Whatever the last one was. Because we went into that one... We'd just finished our one that had built the building and so forth, and they got ready to start another campaign. And the board asked me, "What are you gonna do?" And I said, "We're gonna be part of it, I mean...that's fine." They said, "But you just finished one." And I said, "That's okay. We can always use more."

So we went into that one. And I was thinking about stepping down because I'd told them when I came I probably would only do it for eight years -- two four-year terms. But they were getting ready to start their campaign, so I agreed to extend for two more years. That would make it ten. But I told 'em -- I told the board -- "But I will complete our portion of that campaign before I step down." I said that "there will still be two more years to run after my ten years, but you'll

have your money by the time 'cause I said we've got enough momentum and so forth."

And so we went into that campaign and one of the first interactions I had -- interesting one -- was with Jim Wright. He was the dean of arts and sciences at the time. He postulated in the first senior officer meetings that Thayer should not be allowed to participate in the campaign. And I said, "Jim, I don't think you understand how this works." I said, "You know, if we participate in the campaign, we get what we raise." And I said, "If we're not in the campaign, do you think I'm gonna go raise money for *you*?" I said, "You know, you obviously don't understand how this stuff works."

He said, "Well, I don't think you should have a big chunk in it." And I said, "It doesn't make any difference what my chunk is. You pick whatever one you think is appropriate. We'll go out and raise money, and you want to know something? If we go over that number, I'm not gonna give it back to you."

So they picked a number, and of course we blew right by it. I mean, by the time I stepped down, we'd -- we were 50% beyond the goal. And...but, you know, it's just -- it's an easier sell, really. Selling Thayer's very easy.

DONIN: Why?

HUTCHINSON: Well, because it's got a very clear understanding of what it's doing. It's got a very clear mission. The alumni are very supportive...you know, and it's...

It just fits, you know, so...You don't have a lot of baggage you're not carrying around, you know. So, it's just -- it's a very straightforward sell.

DONIN: And the alumni are loyal.

HUTCHINSON: Yeah, and they're very supportive. So.

And, you know, it's got a good board, and which is... 'cause you're usually comin' at it already with a leg up on what you need to do, and so it...and you know, they're always out there selling, too, so, I mean, for us, so.

It's just – it's a very straightforward kind of thing to work with.

DONIN: One thing I didn't ask you about that I want to is about Thayer's relationship with CRREL [Cold Regions Research Engineering Laboratory].

HUTCHINSON: It's a funny relationship. The...and it's not very strong. There's a lot of debate about how CRREL came to be here and why it's here. It's one of these things [Laughter]... What's the old saying? "Success has many parents, and failures are always orphans" or whatever. There are at least a half a dozen people that claim that CRREL is here because they were here.

DONIN: [Laughter]

HUTCHINSON: And, it was sort of like, with raisin' the federal money? There were about four people that wanted to take credit for it. And people kept saying to me, "Doesn't that bother you?" And I say, "No. I got the money."

DONIN: [Laughter]

HUTCHINSON: "They can get all the credit they want. I get the money."

So... But, you know, far as I can tell, it was just kind of a fluke. The... Somehow the Corps of Engineers was looking for a place to put one of these research facilities and it kind of fit and it was here. It's fundamentally -- since it's a Corps of Engineers kind of facility, it's fundamentally civil engineering-based.

Engineering schools don't do much civil engineering anymore. No engineering school does. We don't do a lot, so...

DONIN: Why is that?

HUTCHINSON: It's -- because, that's not where the action is. I mean, you don't need much in the way of, you know, new ideas and so forth for building roads and bridges and that sort of thing. And that's being a little cruel, but that's basic – and, you know, every major engineering school in the country has

been struggling with what to do with civil engineering departments. Even though there are these issues about infrastructure and so forth you hear all the time. But it's not gonna take a lot of talent. It's gonna take a lot of money and a lot of just blocking and tackling engineering, but there are many companies out there that know how to do that. I mean, it's not like it's rocket science.

So, you know, we've tried over the years to have some things going. When I first came, there was more interaction than there is now because there was a group at Thayer... Erland Schulson [Erland M. Schulson] was the senior faculty person and Erland had a large NSF grant which, at the time, were referred to as these consortium grants where you would get a bunch of corporations together to put some money up to do research and NSF would match it. And, so, I think it...and so he had...

It was before I came. He'd put this together. It was very well done. It was the oil companies, predominantly -- were involved with this. Because it was gonna be all directed toward Cold Regions -- this kind of research. And the intent was, is that -- and CRREL was part of this discussion -- but, Thayer would be the one that would do kind of the science and the material side of it, and CRREL would do the civil engineering kinds of things. 'Cause the issues were, you know, "How do you build," at that time, "structures on permafrost for oil drilling and this sort of thing." That's why the oil companies were involved.

So, there was a good strong research group and still is in understanding ice and what it is as a material and this sort of thing. That was done at Thayer. There was a very extensive laboratory facility at Thayer to do this. And CRREL would sort of follow along with some of these structural kinds of things. But it's not -- [Coughing] -- it's not an overwhelming opportunity. And it's kind of moved beyond its real value. So, I don't see any major long-term play here.

The only thing that had come up a couple times, came up a couple times when I was the dean? I was contacted by the Corps of Engineers. They've talked about privatizing CRREL. And, you know, I told them at the time that we would consider buying it. I mean, if the price is right and,

you know, the facilities are there. There are some interesting lab facilities and this sort of thing. But nothing's ever come of it.

And, you know we've had some students work over there. It's not as easy to work with because it's a federal defense facility, so our non-US citizens are not allowed in and all kinds of things like that. So, it's never been a major kind of thing and I don't think it ever will be. My guess is, it's not long for the world. You know, in the defense department's –

DONIN: In the whole scheme of things...

HUTCHINSON: In the whole scheme of things. Would be my guess. I would -- it would not surprise me to pick up The Valley News any day and see that the federal government had decided to close the facility. 'Cause there's always restructuring going on within the Corps of Engineers.

DONIN: Right. Right.

HUTCHINSON: It's like this whole business about closing the bases.

DONIN: Yes. Right.

HUTCHINSON: It's all part of the same dynamic of economics within the Department of Defense. Excuse me.

DONIN: Did you offer continuing ed courses?

HUTCHINSON: No. We talked about it. And we talked about... 'cause I had been at... When I was at UMass, I'd been one of the drivers behind starting their off-campus video-based programs. And so, we talked about it, but it never really seemed to fit. I talked off and on to Tuck about, was there opportunities? -- 'cause they were doing the summer kinds of things -- was there an opportunity for a technology-based...

**End Tape 2, Side B
Begin Tape 3, Side A**

DONIN: Okay.

HUTCHINSON: And we were always faced with, you know, we had more options than we had resources to do...So, you know, it'd mean I'd have to take resources away from women in science or, you know, something like this. And, it's very hard...with the year-round operation here, it makes it very difficult to think about that. So we could never...we tried a little bit of things, but nothing ever gelled. Colin Blaydon and I proposed at one point to Dartmouth that we be allowed -- Tuck and Thayer -- to build a major conference center down on the river.

DONIN: Oh, I heard about this.

HUTCHINSON: And we had a -- this was a great plan. We were gonna take all those trees between Tuck and Thayer and the river and we had this -- pictures of this rolling meadow going down to this conference center sitting on the river. And we thought it was a real sell. And they told us to get lost. [Laughter] It always happened...

You know, another one... I went to 'em when we were doing our expansion and I offered at the time to build a parking garage on that -- where the parking lot is? That you enter on Wheelock and come up. And they told me it's a dumb idea. Get lost. Now, what are they thinkin' about doing? They're gonna build it. Just takes a while for them to figure out...

DONIN: Figure these things out. Right.

HUTCHINSON: Figure these things out. But, you know, 'cause our argument was -- Colin and mine -- that because of the year-round activity, you don't have the space, particularly living space to do any sort of continuing education summer kinds of things. But, this is a phenomenal area and you could...you could make that self-supporting. There's no question in our mind that you could have made that financially work.

DONIN: And they used to do something like that back in the day. I think, the Dartmouth Institute, I think it was called?

HUTCHINSON: Oh, yeah. That's another one of the nostalgic things that you come up against. Gil Tanis [Gilbert R. "Gil" Tanis '38] ran that. I got to know Gil quite well. He was on the Markham Corporation board.

But...That, again, died a very natural death. Companies won't do – foot that anymore. That was, like, a four-week program and they're not gonna turn loose their people for four weeks and pay for 'em to come. They don't do that anymore.

DONIN: Well...

HUTCHINSON: Those things, they run their life and a very natural kind of birth and death. And that's the way it works.

DONIN: Did you think they turned down your building ideas because of town/gown issues? Or...don't know.

HUTCHINSON: Wasn't pure.

DONIN: What's that?

HUTCHINSON: Wasn't pure. It wasn't undergraduate, liberal arts activities. I mean, there's a huge culture here. I remember one year – it was, undergraduate student -- came to see me. He wanted to start an undergraduate club for entrepreneurship. I said, "Sounds interesting." I said, "But why are you coming to me?" And he said, "Well..." -- I forget which department he was in -- and he said, "I went to my advisor and I went to some other advisors in the college and they told me that entrepreneurship and a liberal arts education are inconsistent."

So, I said, "Okay." So, I happen to think it's very consistent. But...So, we helped him. I helped him, and one of the Tuck faculty and they actually started the club -- an undergraduate club for entrepreneurship. And it...

But that's like all those clubs. One year it'll be good; one year it won't. Depends on the students that are running it, and this sort of thing.

DONIN: The population...

HUTCHINSON: So, and I don't know where it is now. But, that's just the mindset. And again, that comes right from the top.

- DONIN: And it's always been that way.
- HUTCHINSON: It's certainly been that way for most of my time. I mean, clearly Jim Freedman and Jim Wright are negative about all of these kinds of things. But...
- DONIN: Well, isn't it...? It was John Kemeny that's really credited for sort of raising the profile of the professional schools.
- HUTCHINSON: Well, it's because he was... He was a computer person. I mean, you know, that was his thing. You know, he wrote the language BASIC, and all of this sort of stuff. And, I think he understood. He was a mathematician; but still, he understood the role and he was very much...
- And I never knew him well. I mean, he was still here when I came, but I never really had any dealings with him. But, in listening and talking and seeing the remnants of his term, he really understood the bigger world. And, he understood what was happening and that's why he was involved with, you know, the Three Mile Island stuff and this kind of thing.
- So, Kemeny clearly was not, sort of, this secluded -- you know, whatever the term would be -- person. He was very much a person -- although very pure as far as his own scholarship and so forth, as far as I know -- I think he really understood the bigger issues of the world. Which gets lost in Hanover very easily.
- DONIN: Yes, it does.
- HUTCHINSON: If you're not careful. I used to preach this to the faculty all the time, that they had to get out of here.
- DONIN: Yes. It's easy to forget the rest of the world here.
- HUTCHINSON: Oh, yes. There's this -- the Upper Valley syndrome.
- DONIN: Well, it's the combination of the academic and the location that is deadly.
- HUTCHINSON: It's just...it's very easy. It's very easy. And I can remember even when I went to UMass-Amherst, my advisor from Stanford sent me notes. 'Cause he'd been trying to get me -

- there was a position open at MIT in my area at the time -- he wanted me to go there. And I said, "I don't want to go to MIT, I really... 'cause I like to teach, and I don't want to... I want a better balance." And he said, "But you're gonna have to always be vigilant against what can happen to you when you live in a bucolic environment." And, of course, Amherst is very much like here. It was then; it's not so much now. And he was absolutely correct. I mean, it's a constant battle.

DONIN: Did you have to get involved in town/gown relations at all?

HUTCHINSON: Only from the standpoint of when we were doing the expansion. I had to go and appear before the planning board and all this sort of thing. But, I never had to do too much. During my time, there weren't a lot of issues, I mean, 'cause it was handled very, very differently. And...course, Cary Clark [Cary P. Clark '62] spent all of his time doing it. And...so we didn't have to. I mean...

I mean, you know, I would be occasionally asked to go speak at the Lions Club or, you know, those kinds of things. And you do that as part of the whole process of being a dean at one of the schools. But we never really had to do much of it. It was pretty much handled by those folks. And...you know, we had to go fight about parking, and, you know -- when we were doing the expansion. But those were normal kinds of expectations.

And, you go; you make your presentations; and they complain; and you redo them and you make your presentation; they pass 'em. You know...you just have to be cognizant, again, of, you know, the different mindsets here.

I mean, you know, if there are three cars ahead of you at the light at the Hanover corner there, that's a traffic jam. Right? [Laughter] They've never lived in Silicon Valley or any different...you know, or Boston or New York City or whatever. And, you know, I wouldn't have it any other way! 'Cause that's why I'm here. I mean, if I didn't like it that way, I'd be living in Boston or somewhere, so I'm not opposed to that -- that's fine.

You know, I think we need to be cognizant of not just our environment, but the environment around us. And I don't

think they've done a very good job of it. I think they've really shot themselves in the foot on this. And, again, to me that goes right to the top. I mean, it just has not been handled well and doesn't seem to be improving. I mean...so...

DONIN: Even though this project covers Kemeny and McLaughlin's presidencies, I would like to hear about the whole...your whole...your -- briefly, the circumstances of your returning to Thayer as the dean, again...

HUTCHINSON: The second time?

DONIN: The second time around.

HUTCHINSON: Oh, god. What a disaster that was. And it was one that was obvious in its making. When I stepped down in '94...

End of Part One