

Interview with Dr. Margaret M. Lehner

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Interviewer: Philip Pogue

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Pogue: My name is Phil Pogue. It’s August 27, 2013, and we’re on the campus of Moraine Valley College. We’re going to be talking to Dr. Margaret Lehner about the college, as part of the history and the development of the Illinois Community College System. We’re happy to have Dr. Lehner with us and to learn more about Moraine Valley. Dr. Lehner, could you tell us about your family and educational backgrounds?

Lehner: Sure, I’d love to. I was born in Brooklyn, New York, in 1945, and then I moved out with my family out to Long Island, to Westbury, Long Island, when I was five years old. I went to school there. I went to St. Brigid School in Westbury for eight years, and then I went to Our Lady of Mercy Academy in Syosset, New York—that was also on Long Island—for two years. I transferred to our local public school, W. Tresper Clarke, for my junior and senior years. After that, I went to Hofstra University for my Bachelor of Arts in English, and also, I did my minor in secondary education. After I graduated from Hofstra, I came here to Illinois and went to Northwestern University, where I received my master’s degree, my M.A., in English. After that, I started to work at Moraine Valley Community College in 1969. During that time, I started work on my doctorate at Northern Illinois University



Dr. Margaret M. Lehner

in community college curriculum and instruction and received my Doctor of Education degree in 1979.

Pogue: So, you've spent forty-three years at Moraine Valley Community College?

Lehner: In fact, I'm actually starting my forty-fifth year at Moraine Valley. On August 20 of this year, I started my forty-fifth year at Moraine.

Pogue: What kind of assignments have you had, here at Moraine Valley?

Lehner: I started out as a rookie instructor. That, of course, was in 1969. And then, two years later, I was promoted to assistant professor of communications and literature. Then I was promoted up the ranks to associate professor and then full professor.

In the early eighties, in 1984, I became dean of liberal arts and, shortly after that, dean of liberal arts and sciences, and then executive dean of liberal arts and sciences. Three years after that, in 1987, I became vice president for academic affairs, and I continued to do that until 1994. At that time, I returned to the classroom.

My son had had a bad accident on a snowmobile, and he was in the hospital for several months. He's fine now and all recovered, but it made me kind of look at what I was doing. I was spending a lot of time working, travelling, etc., and I needed to step back at that time. I spent more time and focused in on my family. So I returned to teaching that fall semester of 1994 and remained teaching communications and literature until I retired in 2006.

I was retired for four months. Two months after I had retired, the president at that time, Dr. Vernon O. Crawley, asked me if I wouldn't come back for an interim stint for six months as vice president for institutional advancement. As vice president of institutional advancement, since the title [makes it] somewhat hard to determine exactly what I do, I head up marketing and creative services, our college and community relations. In other words, PR. Our institutional research and planning, our grants and institutional effectiveness are the other areas. I'm also the secretary of the foundation board, as an affiliation between the college and the foundation board. He asked me to come back on an interim basis for six months.

At the end of six months, I went and said, "You know, I'm supposed to be gone at the end of the week." He said, "Well, I don't want you to leave." We had agreed over that year that I would just stay until I wanted to leave, in a sense. That was, obviously, quite a few years ago. That was in 2007, actually, that I started back in this part-time position. Yet I really do work full-time today.

Pogue: Having gone to school out East, had you heard of community colleges before you came to Moraine Valley?

Lehner: Yes, I did hear of community colleges because Hofstra University property was just on one side of the town, and Nassau Community College was right across from Hofstra, on the other side. You couldn't see it; it was on the other side of Mitchell Air Force Base at that time, before they closed the Air Force base. Hofstra eventually took over Mitchell Air Force Base and expanded its campus onto that site. I was familiar with the concept of a community college, but I really didn't know very much about the community college.

The reason that I actually got involved in the community college is almost by happenstance because I had applied for five different positions at high schools in the area, both [on] the North Side. Because at that time I lived up on Lake Shore Drive, Marine Drive, right across from Montrose Harbor, I had looked at high schools that were on the North Side, as well as those that were on the West Side, in Cicero, Berwyn-Cicero area.

I was offered jobs at each of the institutions, and I came across this new college that was starting, Moraine Valley Community College. I had a very difficult time finding an address for the college to send in a resume. Well, I finally found the address, sent in the application and, lo and behold, I got an interview. I came out here to really no man's land. This was a sod farm; there was hardly anything built up around here, a lot of golf courses. It's called the golf capitol of the world; they like to call themselves. But I had trouble finding the college.

As I was driving down 111th Street and looking for this college, I turned down 88th Avenue. There were houses that were lining the street at that time that were on Moraine's property—Actually, what we eventually did was we sold those houses, and they were actually moved to other locations—But I came down the street, and there was this man standing on the corner, waving his arms up and down in the air. I stopped, and I said, Here's a person; maybe they can tell me where Moraine Valley is. So I stopped the car, rolled down my window, and it was Tom Zimanzl.

Tom Zimanzl was the associate dean and the person I was going to interview with. He said, "Are you Margaret?" I said, "Yes, I am." And he said, "Well, I'm Tom Zimanzl (laughs). We have trouble with people finding the college, so I was out here looking for you." There was no sign. There were temporary buildings that were just going up and a few that were completed.

I interviewed with Tom that day and got the offer for the job. I was excited about it because this was a place that was just starting. How wonderful it is to be at the groundbreaking of a new effort and a new movement because that was really when the community colleges movement started, just in those five years straddling when the college opened or was founded, in sixty-seven. I was looking forward to that challenge, to help build something from scratch.

Pogue: Following up with that interview with Tom, how did he describe teaching college students or junior college students, as compared to high school?

Lehner: Well, it was different because I'll tell you that when I went in to the interview I had a concept of college students that I had developed while I was going to Hofstra University. Community college students are a very mixed breed. They're not as homogenous as the student population at a regular university. What I found out was we were going to have the brightest [students], and we were going to have students that had exceptional challenges that we would be teaching. And they would all be in the same class because there were no admission criteria at that time. In fact, I don't even think we had placement tests at that time. We started to establish those placement tests later on, to better serve our students and to place them so that they could be more successful. So that was an awakening to me.

But I had student taught in high school, and I had had both. In fact, I taught on all levels at the high school, so I was familiar with students who were exceptionally bright and in the honors program and those that also had their challenges. I enjoyed working with them all; I really did. So, I thought, This is the place for me. I never even waived on that decision that Moraine Valley was the place that I wanted to be. And, obviously, it has been. I've been here for almost...starting my forty-fifty year.

Pogue: Reviewing those positions that you held, what were some of your responsibilities? You mentioned vice president and dean and director.

Lehner: Oh, yes. In fact, I didn't mention that I was the director for the Center for Faculty and Program Excellence. That was our faculty development program. That actually was a faculty position, but it was my first real introduction, maybe, into an administrative role. This was in the early eighties, in 1983, and faculty development was really a new concept that was coming online. Moraine Valley was one of the first community colleges in the country to really start developing a faculty program for in-service learning.

Eventually what has happened is our center has expanded. We now call it the Center for Teaching and Learning. It is also allied with our staff development for our non-teaching staff, both administrative, professional and support staff. It has won many, many national awards for what we have done. In fact, we just started two new aspects of it, in fact, three new aspects of it, our Vernon O. Crawley Leadership Academy and a Leadership Assembly that offers coursework and then an intensive, semester-long leadership institute, the Supervisory Skills Workshop.

Now we've expanded that leadership institute to all of our administrative staff. They will all go through training in administration and leadership. So, it's nice to see something grow from a concept in the early

eighties to something that's a full-fledged staff and faculty development program, here in 2013.

Pogue: You've also been involved with many other experiences. Could you go through those and explain their roles, here at Moraine Valley?

Lehner: We did not have an honors program in 1984, when I became dean of liberal arts. So, I proposed that we start an honors program with faculty. I worked very closely with our faculty. Pat McKeague became the first director of the Honors Scholar program, here at Moraine Valley. The program had, I would say, middling success until the early nineties, at which time it was disbanded.

As we got into the new millennium, we started to take a look at the honors program again and resurrected it. This time, what we did was we put into place some interesting, collaborative programs between courses, so that students that were in a comm [communications] class might also be taking biology. There would be kind of a cross pollination between the two, where students would be writing about something scientific, so that there would be some contextualized learning going on at that time.

We offer both classes that are in that format and also a separate honors program. But we work very hard to stimulate the students so that we challenge them in ways that are interesting, just not more work. But it's not more work; it's the level of the work, and it's contextualizing it within the discipline that they're studying, so that they see context between their learning and the world.

Pogue: And then there's a critical literary program?

Lehner: Well, it's a literacy program, a critical literacy program. That was started... Mary Rita Sullivan, a faculty member, worked with me and Dr. Sharon Fritz. They were both, at that time, heading up the Center for Faculty and Program Excellence. We were looking for programs that would help our faculty grow and help in student success. We were finding that, when we looked at our transfer surveys, when students were coming back and talking to us about their experiences at the universities, we were finding that we really needed to challenge them to think critically.

How were we going to do that? What do you put into a classroom that's really going to make them think on higher cognitive levels? So this program went on for about four years, where selected faculty came together and started to build lessons within their classes that would challenge the students to think on a higher critical level. The faculty were very involved in it and found it just really fascinating because they were learning. They were also challenging the students and making them become better students.

We also, at that time, as part of it, found that our students needed better writing skills. So, we instituted, in all of our general education courses,

a writing component. It wasn't just limited to our Communication 101 and 102 classes and our speech class. If you were taking chemistry, you were going to write in chemistry. If you were in your math class, you were going to write in your math class. And that exists to this very day. We found out that our students were doing much better upon their transfer to senior institutions by having those skills.

Pogue: And then there's global education.

Lehner: Global education actually started in the mid-to-late eighties and, of course, has extended right through to today. We started a program, sister and brother programs, with foreign colleges and universities. And we started exchanges with our faculty and with our administrative staff. Our faculty would go to, let's say, Scotland or the Netherlands or to Salzburg for two, three weeks. Then an exchange faculty member or administrator would come here for the same amount of time. That person would have a wide experience throughout the college, meeting with people, going into classes, teaching some classes for us, etc.

One of the major efforts that we had was when we had a contingency of ten professors come from the Beijing Machinery and Electronics College in Beijing, China. That was in 1989. We had young faculty and old faculty come here, and they stayed with us for six months. That was very interesting. They brought their culture to us, and we learned from them. They taught classes here for us. We set them up in apartments. We had mentors. In fact, my husband, Ray Lehner, who is the retired professor of respiratory care technology and department chair of Allied Health Programs, was one of the mentors for one of the senior members of the contingency. We spent a very productive six months learning from them and they learning from us.

What happened at the end was something we did not expect. First of all, especially the younger faculty who came here, wanted to learn how to drive cars. That was the first thing they wanted to do. So they got together, and they bought a car, except they crashed it the first time they drove it, and just left it on the street. The police came to us to find out what happened. Well, of course, they didn't know what you do when you have an accident. They were in a foreign country, with a foreign language, etc. They did speak English, but they had learned it in a foreign country and had not had practical experience speaking the language. I have to tell you that our Chinese was next to nothing (laughs). It was an interesting experience.

But at the end of that six months, there were a number of them that did not want to go back to China. We were quite concerned that we were going to have an international problem on our hands. But it worked out all right. Those that wanted to remain were able to work through their government, and they got visas to remain here. A number of them went on to get further degrees

here in the United States. I don't know whether all of them ever went back; I have to say that.

Then what we did was, we sent six of our faculty members to Beijing for six months. They went there, and they taught, and they lived, and they brought back their experiences to us.

Moraine Valley has been very, very engaged in international studies. We have universities in Salzburg, in England, in Ireland. We have an agreement in Costa Rica. So, we have a number of schools where our students can spend a semester abroad and then transfer back to us.

We also have a unique relationship with the Center for Medieval and Renaissance Studies in England. We are the first community college to have been invited to this program at Oxford University. Two of our faculty members, Richard Wolfe and Andrew Zkeb, went there, and they taught at the center in 2007. Then, in 2008, two Moraine Valley students were the first community college students from the United States to participate in the prestigious Center for Medieval and Renaissance Studies in a summer program.

We also had one of our students who was the first apprentice from outside of England to apprentice in a training program, tending to the Alnwick Gardens on the property of the Duchess of Northumberland in England. Now, that might not immediately ring a bell to you, but that's where the Harry Potter series was filmed.

We have approximately, now on campus, over 300 international students who enrich our programs here at Moraine Valley. They've become very much a part of the fabric of the college. They get very involved in student activities in our clubs, in sharing their culture with our students, and they very much are accepted. Our students really like to be with them and to participate in their activities.

Pogue: Then another program is conflict resolution?

Lehner: Conflict resolution. Well, in the late eighties and nineties, [with] the turmoil in the country and also within schools, it became evident that people really didn't know how to resolve conflicts in a peaceful way. Moraine Valley took a look at our high schools. Our high schools were saying, We need for people to get along, and we need people with different ethnicities and different races to learn to appreciate one another. Also, when conflicts occur, how do we resolve these? How do we understand that compromise is important and looking at other peoples' viewpoints are important? How do we teach our students this?

Dr. Hank Allan and I worked together to set up the Center for Conflict Resolution. He became a major force in this. He would go out and do training

sessions within the high schools. He also did a number of things with the churches around in the area, as well, all kinds of churches. We set up the center so people would come here and ask for our assistance. We would do training here, and we would also do training on-site for those, the schools, churches, municipalities, businesses that needed our help with this.

Pogue: And the League for Innovation.

Lehner: All right. The League for Innovation in the Community College is one of the...probably the most prestigious organization for community colleges in the United States and Canada. It was formed in the very late sixties by a group of presidents and chancellors of community colleges.

In 1971, May of 1971, Moraine Valley Community College was invited to become a member of the League for Innovation. The League for Innovation board consists of nineteen of the most innovative community colleges in the United States. There is affiliate membership with the league, and we have well over 1,000 colleges and universities who offer two-year degrees that are members of our affiliate membership. But the board has remained at that nineteen. We had one more member, probably about ten, twelve years ago, but it went back to nineteen, and it's been maintained at nineteen.

The League for Innovation is actually what it says. It's a consortium that pushes innovation, innovative ideas in the community college, and then tries to step those innovative ideas up to other institutions as well. It started as a small group, and now, of course, is actually internationally known for its movements in education. Dr. Gerardo De la Santos is now the CEO [chief executive officer] and the president of the league. But early on in the league, it was Dr. Terry O'Banion, who—anyone who knows anything about the community college movement knows that he was a major force in the community college movement—really shepherded the league into what it is today. And Gerardo has taken it to the next level. Terry O'Banion is still very connected to the league and still works with the colleges on a number of projects. We're very, very proud of our membership in the league.

Pogue: Distant learning.

Lehner: Distant learning. Back in 1987, a consortium was formed on the South Side, the South and Southwest Side, called the South Metropolitan Higher Education Consortium [SMHEC]. It consisted of both colleges, community colleges and universities, both public and private. The organization still exists today. It has grown in its membership, but the core values of the organization still remain the same. That is to further develop those programs and concepts and ideas that we have in common and, as a force, to be able to effect change within higher education. They have been successful in doing that, distance learning, in this whole area.

Really, a major force in developing distance learning in the state of Illinois, came about because of the relationship of this group and a State grant. There was the T-Lines, T-3 Lines, as they were called at that time, [that] allowed for distance learning to occur within classrooms where you have a television set up and a monitor and a camera, so that you could teach within one classroom and teach 200, 300, it didn't matter how many miles away, to another site. This was really good. You actually do... You could teach French in three different locations at one time through distance learning. That was the first really major grant that—we call it SMHEC—that SMHEC developed.

Of course, Moraine Valley took it to the next level, as the other colleges and universities did, to a virtual college, to our online learning. We have courses that we offer, both completely online and hybrid. By the way, the most successful courses are not the online courses, but the hybrid courses, where a student has to, at some time, sit face-to-face with an instructor. Those are the most successful, and they're finding that across the country, as well. In other words, there's an anchor there. There's someone who's saying, Assignment's due next week or Remember, open that syllabus. It seems to be more effective when it's done in person. (laughs)

Pogue: As far as monitoring college completion and graduation rates, is there a big push on that now?

Lehner: Yes, there is a very big push, and Moraine Valley has been a leader nationally in this. It is called our Agree to Degree program. We have been published in numerous publications, national publications, for our efforts in our Agree to Degree program. My assistant director of research and planning, Raquel Daszynski, is heading up our committee on this. We also work very, very collaboratively, and we couldn't do it without Delores Brooks and our Marketing and Creative Services Division.

We formed a committee to take a look at our degree and completion rates and to try to decide how we could increase student success. Of course, now we have involved our vice president of student development and our vice president of academic affairs. It is a real team effort. This is across the college; it isn't the responsibility of any one person, any one division. Getting our students through to degree completion is a college-wide effort. I don't care if you are one of the people that keep the flowers in our gardens looking nice—that is part of degree completion—because it makes our campus a welcoming place where students want to be. And students do come here.

There was a story I'll tell about this, about a mother whose daughter did not want to go community college. She had her sights set on a university, but her parents simply could not afford to send her for four years to a university. Her mother kept saying, "Just go over and take a look at Moraine Valley. Just come with me; take a look. See what it's about." "No, no, I don't want to do it." She [the mother] said, "But we can't afford four years. We can

afford two years. Go to Moraine Valley for two years, and then we'll pay for the rest." She finally got her daughter here. The daughter was no sooner on campus, when she looked at it. She said, "Oh, Mom, I had no idea it was like this. This is beautiful. This is a great place. I want to come here. I'll come here." You know how very often students will make a decision on where they're going to come by that first impression, just as we do when we meet people; we make first impressions within ten seconds.

This student was extremely happy here at Moraine Valley. That's why I say it's a college-wide effort. The place has to look good. We have to have good facilities. We have to have great teachers. So, our Agree to Degree program looks at all aspects of the college to see how we can improve learning, how we can become centered on learning.

We are a Vanguard College. We were named a Vanguard College in, I think it was 2000. We were only one of twelve Vanguard Colleges that were named nationally, once again, a very prestigious award. What a Vanguard College is is a learning-centered college. You could say, Well, isn't every college learning centered? What are teachers doing in the classroom but helping students to learn? But it's a philosophy, as I just expressed, that it's just not the teacher in the classroom. The teacher in the classroom, of course, is focused on learning and trying to keep those students retained and get them to be successful, but a Vanguard College frames its entire organization towards focus on student success and student learning. That's what Agree to Degree does.

We have a marvelous marketing effort, but it is the philosophy of the college. Phil, if you walk down the hall here, you will see Agree to Degree signs outside faculty offices, outside the executive offices here, that pledge that we, as staff members--and this is our support staff, our professional staff, our administrative staff, our faculty, full and part-time faculty, everyone—that we Agree to Degree, that we are here to support you, our students, in having you be successful.

Then we ask the students to Agree to Degree. That's been led by our Phi Theta Kappa organization, our honors student organization, who, by the way, has just come home with all kinds of awards. They must have won, I don't know, ten national awards, just this past spring, for the work that they are doing. Part of the work that they're doing is promoting the Agree to Degree program on campus.

We'll be having our fall student days, and Phi Theta Kappa will be out there getting our students to sign pledges. Every new freshman gets a pledge to sign, saying, I am going to see this through. I am going to get my certificate, if that's what I'm here for. I'm going to get my two-year degree. I'm going to do this before I transfer because to have a degree in hand is very important because life happens.

Some students intend to transfer, go on to the four-year university. We want them to do that, if that's their choice, and we want them to get that bachelor's degree. But sometimes something happens, and you don't finish, or they don't finish for years. But they have a college degree, if they get that associate degree, and it makes a difference in their lives.

There are so many differences that an associate degree can make in their income, in their longevity, in where they live, in what opportunities they have, in whether they'll remain employed. So, we share this with our students in our syllabus every semester with our students, why it's important to have that two-year degree. So, this has been a major effort.

Over five years, our graduation rate has increased 60 percent, but we jumped 18 percent in one year when we put Agree to Degree in.

Pogue: The Illinois Transfer Initiative Panel for Elementary, Secondary and Special Education.

Lehner: That's part of the Illinois Transfer Initiative. [The] Articulation Initiative, it's also called. It started back in the very late eighties. It was an effort on the part of the State of Illinois to codify general education classes throughout the state, so that a student who took Com 101 at Moraine Valley and took Com 101 at Illinois State University or at Western University or Northern would have the same course. In other words, they would meet the same objectives, so transfer would be seamless from community college to the university because, quite frankly, early on it was difficult for students.

Some universities wouldn't take community college credit. It was really prejudicial because the teaching that was going on in the classrooms was equal in every aspect to the universities and was excellent here, or in all community colleges. The textbooks we were using were the same; the knowledge was the same, and yet they weren't accepting it.

The state said this is not acceptable, and the community colleges were saying this is not acceptable. You're punishing students. This is ego that's getting involved here. We need to do something about it. So, the Illinois Articulation Effort is that.

I served on the panel for the elementary and secondary and special education when I went back to faculty, after I was vice president of academic affairs in... I think it was 2000. I became the director of education programs. I was very fortunate to be a part of leading the Associate in Teaching degrees on the state level, with my colleagues in the Associate in Teaching Special Education and the Associate of Arts in Mathematics and Science and the Associate of Arts in the Paraprofessional Educator program.

Of course, if you remember back with No Child Left Behind, paraprofessional educators had to have or quality or prove that they qualified

with the knowledge of a two-year college degree. So, we worked on the state level with that, and we articulated those courses with the universities to make sure that there would be seamless transfer for education students at the community college with the state universities.

What was happening was education programs were making students backtrack when they were coming to the universities. They were saying that the courses that they should have taken when they were freshmen and sophomores, if they didn't have those courses, would hold them back in the course sequencing or [if] the university didn't honor the courses as transferable from the community college, students would have to retake them, which put these students back.

Students expected a four-year degree. Now they were in five and six-year programs. That wasn't right. The Illinois Articulation Initiative was to do away with that. So, a student who comes to a community college, they can finish in four years. We still are working on that. It's not perfect in a lot of areas, but we're getting there, and it will happen. We have a very positive attitude.

In fact, St. Xavier and Dr. Christine Wiseman at St. Xavier, they have fifteen scholarships that they give, \$15,000 scholarships, renewable scholarships that they give to our students who come here, from Moraine Valley to St. Xavier. Twenty percent of their student body is Moraine Valley students. They know how to appreciate community college.

Pogue: You've done some other things outside of Moraine Valley, such as Lemont School Board, trustee with another college and a foundation board. Why did you take on those tasks?

Lehner: Oh, I've always felt that one should be involved in volunteer activities within one's community and one's profession. I just think that is the responsibility of a professional person, to be able to share your expertise with others. I don't think you get away with just doing a job. I just think you need to be a member of the community; you need to help out. That's why I did that.

Lemont High School Board of Education, my children went there. I actually got involved with that because I was on the Citizens' Committee to see if it was feasible to pass a referendum there. Both of my children were in band, not at the same time because they're four years apart in school. I got involved with the band parents' association and became president of it and then started to work on the referendum.

Then I thought, Why not run for election? So, I was on the board for two terms. [I] also served on the WILCO, Will County Career Center Board, for four years. That was the vocational center for Will County, and Lemont High School students went there. I saw that as an extension of my community

college experience, both transfer and occupational. I really, thoroughly enjoyed both experiences. And I've been president of the Moraine Valley Rotary Club. I was very active in Rotary and a number of other things.

St. Augustine College is a very unique college. They are an Hispanic college on the North Side of Chicago, not too far off the lake, up near the Lawrence area. They're located on Argyle. The college actually owns the movie studio where Charlie Chaplin filmed some of his first movies, S & A Studios. They cater to the Hispanic population, and they just won a national award for being such a unique and responsive organization to the Hispanic community.

Their president, Dr. Andrew Sund, has done marvelous work with the college. It was founded by an Episcopal priest, the Reverend Dr. Carlos A. Plazas, in 1980, and it intermittently struggled for a while until Andrew Sund came in. It's doing rather well now.

It teaches the beginning classes in both English and in Spanish. They expect their graduates to be bilingual. Even though they speak Spanish, they want them to speak proper Spanish, write proper grammar. So, they're also teaching Spanish, like we teach English to our students, and they're also teaching English. Students that come out of there come out with this skill; they're bilingual, and they're also, obviously, very employable, as having those particular skills.

It started out as a two-year college, and now it is a four-year college. Most of its degrees are associate degrees. When I was asked if I wanted to serve on the board, I saw that, too, as an extension of my experience at the community college and my work with diversity and global education, etc. It is an interest of mine. I'm starting my second three-year term on the board.

Pogue: You talked about being interviewed when Moraine Valley was a beginning college. Have the boundaries for the college stayed constant?

Lehner: Yes, the boundaries have stayed constant. We're on the west side. We're bordered by Will, Cook, and then it slants up on Archer, going up to the Stevenson on the northwest. And we go over to Western Avenue, but then we kind of jog out into Calumet City and down to 183rd Street on our south. We cut in at Cicero. It's kind of a zigzag district.

One of the unique things is that we have Forest View, which is an island—it's not an island, but it's an island for Moraine Valley—that's just north of Midway. City colleges surrounds this Forrest View, (laughs) but the Forest View people come to Moraine Valley. Our boundaries haven't changed. In fact, Moraine Valley was formed by the Oak Lawn Rotary Club, a group of interested citizens who heard about the community college movement, who said, We should have one here.

This committee got together, and I'm telling you, when I did some research on this, they moved so fast to get this done, I don't know how they did it. They had this up and running within two years. From 1965, they formed the Citizens' Committee. It consisted of the high school districts, Evergreen Park 231, Oak Lawn 229 and Reavis High School 220. So, we had two high schools that were on our eastern end and the mid-section and then one on the north.

Then, in 1966, three other high school districts joined. That was 230, which is Stagg, Andrew and Sandburg; District 218, which is Eisenhower and Richards; and Argo High School joined also, and that's District 217. They came in the next year. [The] referendum was passed on February 18 of 1967, and they opened up the administrative offices at Colonial Savings and Loan at 4740 95th Street in Oak Lawn. That's the address I was looking for (laughs) that I couldn't find when I wanted to apply for Moraine Valley.

They received a \$100,000 from the State. Now it's called the Illinois Community College Board; then it was called the State Junior College Board. They got a \$100,000 grant to start their work. They levied special taxes of about \$1,575,000 early on, for educational purposes, and \$225,000 for building. Just consider what that would get you today. They needed to get somewhere, some location.

In December of 1967, all right—now remember, that's just eight months before they opened the doors of the college to students—Dr. Robert E. Turner was appointed president. He came from Macomb Community College in Michigan. He was a very innovative leader. He was known for innovation, and you can see why we would have been picked up by the League for Innovation in the Community Colleges while he was president. He came to us with all kinds of wonderful ideas.

The college was named in March of 1968. The name was chosen because we are in the valley of the Valparaiso and Tinley Park moraines. In fact, Lake Michigan ended right on the north part of our campus, and you can still find seashells there. When our anthropology students dig, they find all kinds of artifacts there. Many millennia ago, this is where Lake Michigan ended. You can see the moraine. As you look around, you can see the hills around us in the forest preserves.

When we opened, our tuition was \$6.50, no fees. In April of 1968, we passed a bond referendum for \$12,500,000 and also 2.5 cents per \$100,000 for building fund to purchase our campus.

Of the Oak Lawn Rotary members and those that were on the committee, one of the members on the committee who did a lot of the, kind of the scut work on this, getting things rented and everything, was Dr. James Koeller, who was our second president. He was department chair at one of the

local high schools and came to us as the executive assistant to the president in those early years, to Bob Turner.

They thought they would put the college in Oak Lawn but finding the land there was difficult. Here, there was really nothing. There was a sod farm; we exist on a sod farm. They found the land here, 300 acres. The college here has not expanded, except... Well, I shouldn't say that. We actually purchased a corner of property a couple of years ago that used to be the Moraine Valley Community Church, so we expanded here.

We opened up a site in Blue Island for our eastern residents and two years ago, opened the site in Tinley Park because our southern residents have a hard time sometimes getting to campus because of the traffic congestion. It should take something like ten minutes, but it can take, thirty-five to forty minutes during rush hour to get from one point to another here. So, we opened up those sites as well. The one in Tinley Park happens to be a Platinum LEED [Leadership in Energy and Environmental Design] certified building. It's very, very energy efficient.

Let's see, going back to the history, the first classes were opened on 115th Street in Alsip, two rented warehouses. That was in September 16, 1968 was the first day of school. Moraine Valley, that first year, had 1,210 students.

I remember when I came in August of 1969, we'd talk about how Moraine Valley was going to grow. We thought our maximum number would be 6,000 students. Last year we served over 35,000 students. We're the second largest community college in the state of Illinois, only surpassed by College of DuPage.

Pogue: Have you had any other referendums since 1968?

Lehner: Yes, we have. I should mention that when we opened the warehouses, we were also starting to build the temporary buildings, which were Quonset huts, here on our campus, the main campus. Those weren't taken down until the very late nineties. I think maybe 2000, the last one came down and was destroyed.

We passed a referendum in 1986. This was really my baby. This was the project that I just loved. It was the Fine and Performing Arts Center. I was dean of liberal arts and sciences at the time. I went to the president at that time, Dr. Fred Gaskin, and I said, "I would really like to make Moraine Valley the cultural center of the southwest suburbs." There was nothing here. The World Center was here. I don't remember what it's called now, but it was really for rock performances and things of that sort of, the majority of it, nothing for dance and culture and things of that sort. He told me, "Okay, go do it."

Working closely with him, we formed a citizens committee to take a look at what we needed to do in order to accomplish that particular goal. It was the feeling of the citizens committee and everything that we needed to build a fine and performing arts center on Moraine Valley's campus in order to do this.

We explored other options. We looked at partnerships. We tried everything. We even went to the municipal water district, Metropolitan Water District, to find out if maybe we could share land with them, etc. We looked at various opportunities, but it became evident that the best thing to do would be to build a fine and performing arts center here.

The citizens committee spearheaded the effort to pass a \$15 million referendum in 1986 that would build the Fine and Performing Arts Center. The building opened in 1994, January of 1994. We're celebrating our twentieth anniversary this year for that building. It was really a labor of love of the community.

We are, in fact, the cultural center of the southwest suburbs. We bring fine programming here, and most of our programs are sold out. Right now, the programs are in high demand. We just put the brochure on the market, and our programs are selling out this fast. The first show hasn't even gone on. So, we're very, very proud with what we've accomplished with that center. And it's beautiful teaching space for our students, state-of-the-art computers for our design students. Our music students do well. In fact, the Moraine Chorale sang in Carnegie Hall.

Pogue: We've talked about a number of specialized programs. What were some of the major events during your tenure here at Moraine Valley that might be of interest?

Lehner: When the college first started out, I would say the first twelve years of the college were spent, of course, in finding out who we were and what we wanted to be. We knew we wanted to be innovative, and we did; we tried all kinds of new programs.

Back in the late sixties and early seventies, anyone who remembers back then will remember the open classroom concept. It also existed in high schools and in grammar schools. That was, you didn't have walls between your classrooms. Well, some things work; some things don't work. This didn't work. (laughs) It was very difficult because at the same time we were trying to be innovative with open classrooms, we were also trying to be **very** innovative with media.

Back then, of course, the use of transparencies and film loops and showing film in classroom, those were all new things, new media within the classroom. It seems primitive now, but it wasn't primitive then. People

sometimes tend to forget that the first PC [personal computer] came on the market in the early eighties. One of the games you could play on that was Lemonade Stand.¹ We've come a long way from Lemonade Stand.

We built our major, first structures with the open concept in mind, found out they didn't work. So we spent a lot of time renovating those spaces to make them usable because you can't teach comm next to a chemistry class, with a tapestry hanging between the classrooms. We used to joke, my friend who's a chemistry teacher, Dr. Joanna Kirvaitis and I. I'd say, "Students, can you hear the chemistry lecture going on? When you come out of my class, you'll get credit for both a chemistry class and the communication class." (laughs)

We did a number of things during those times. We, of course, had to construct the A, B, L and G building[s]. The G building was the first one, gym because physical education was a requirement back in that time for graduation, so we had to have that building. We planted our first tree. We're now a Tree Campus USA for the third year in a row.² You can see, right over there, Tree Campus USA. We have a beautiful campus with lots of trees on it now. We were the first in the state to have a two-year special education program, a degree program.

We restored the prairie on our campus, which has become just a phenomenal nature study area. We do a burn all the time to get rid of the non-indigenous plants there. It's used as an outdoor classroom. We have an observatory out there. We have a pond out there. Our students in all kinds of classes can go out there and learn about nature, experiment, take samples. We have lots of wildlife out there. It's a beautiful, beautiful thing.

Independent study came on board during that time. We started the Returning Women's Program and opened our Learning Resource Center-- now, of course, the library. We developed our Adult Center and our Career Planning and Placement Center. Students for the first time could register by phone. Senator Joe Biden, by the way, (laughs) came to campus during the seventies, as well as Adlai Stevenson and Walter Mondale. We were finding our way during those years, but we were very gung ho.

We had a very young faculty and staff. The older people that were here were those who were thirty-five. The oldest were in their forties. They were

¹ Lemonade Stand is a business simulation game created in 1973. In it, the player moves through several rounds of running a lemonade stand, beginning each round by making choices dependent on their current resources and assets. Results are based on the player's inputs and affected by random events. Reviewers of the game viewed it as a good primer for children on business and decision making processes. (https://en.wikipedia.org/wiki/Lemonade_Stand)

² Tree Campus USA is a national program created in 2008 to honor colleges and universities that have a commitment to effective urban forest management and engaging staff and students in conservation goals. (<http://www.rochester.edu/newscenter/university-honored-with-tree-campus-usa-recognition/>)

really ancient to us twenty-four year olds. The majority of the faculty were in their early to mid-twenties during that time. Of course, you know what happened thirty, thirty-five years later; everyone retired, started to retire at the same time. But we were, we were ready to attack the world. We were ready to do whatever was needed to be done.

The first independent study program that we did was in industrial technology. It was not only just stand-alone courses, but the courses were meshed together. While you were learning something about industrial technology, you were also writing about it. So, we were doing contextualized learning—which is a big thing now—back in the early seventies. So, I guess things come around again, don't they?

In the eighties, we formed our Moraine Valley Community College Foundation. We opened our new College Center. We started our first health fitness center. I remember when we formed that because it was under my department, Liberal Arts, that we started that. We didn't have any exercise machines or anything; we had nothing. We decided this was what we needed to do for our students and for our staff, so we opened our first center. It's still in the same location, which is over the gymnasium.

This February, February 14, hopefully, that will be the day we're opening our Health, Fitness and Recreation Center. It will be the largest center on our campus. It will have lap pools, whirlpools, steam rooms, huge fitness floor. It will house our PEH [Physical Education and Health] education programs, some of our physical therapy programs, things of that sort. We're very, very happy about that. That's going to be, what, thirty years since we opened our first health fitness center.

Our enrollment in 1984 was 17,000 students. As you can see, we have doubled that since then. We started our Weekend College. We already talked about the Center for Faculty and Program Excellence. Of course, that has become the Center for Teaching and Learning. [It was started then.] President [Ronald] Reagan visited our campus during that time.

In the nineties, we, of course, opened our Fine and Performing Arts Center, started our Center for Peace and Conflict Resolution, and started one of our most renowned programs, which was our AutoCAD® [Computer-Aided Design] program. We won five awards for this. We were national trainers for AutoCAD. We were actually international trainers for AutoCAD, and we remained so for many, many, many years. We're moving on to new technology, of course, at this time. But we were internationally known for our AutoCAD system.

Touchtone registration came onboard at that time. All of our temporary buildings finally disappeared. And we started our Center for Cultural Diversity. The diversity effort at Moraine Valley has been really

excellent. Diversity is one of our core values, and we have made a concerted effort to help our students and our staff appreciate the diversity, not only in our community, but in our country and in our world. We put a lot of effort into it. Every year now, we call our whole community together for a diversity conference. All of our staff, when they come onboard, go through diversity training. It's important to us. We won the Higher Education [Excellence in] Diversity award from *Insight Into Diversity* magazine. We won that award this year, as well, for our efforts in that.

Believe it or not, in the nineties was when email came onboard. That was interesting, to get everyone onboard with email. Our virtual college really started to take off in the nineties. And we formed a partnership with the Department of Corrections Training Academy, the Cook County corrections officers. They do all of their training here on campus. People will see the officers, not only the cadets that are learning their craft, but also we do all of the in-service training for the Cook County Sheriff's Police, so they're on campus.

In 2000, we became a Vanguard Learning College; I talked a little bit about that. We were, as I said, only one of twelve nationally and the only one in Illinois. DaimlerChrysler [Mopar Apprenticeship Program] came to Moraine Valley; that's one of our stellar programs. Our students get the newest equipment and go out fully trained in our auto tech program. It is extremely popular, and we actually had to expand our classrooms and our labs in auto tech to accommodate the demand. We opened this building that we're sitting in today, Phil, the D Building, in the nineties.

We started the Cisco Academy and Local Area Network {LAN} program. We were one of only four faculty training centers in the world. And today, we are CSSIA [Center for Systems Security and Information Assurance] training center for cyber security. We are one of the major cyber security centers in the United States.

We have won many awards for the fine work that we have done in teaching that kind of homeland security. Our students have come in first in cyber security competitions against colleges and universities in the Midwest, in California and Washington State. These students are really, really sharp. Our faculty members, Dr. John Sands and Eric Spengler, have won national awards for the work that they have done in training faculty.

We have trained, nationally, 2,000 faculty in cyber security. Our cyber security program is set up so that students can go in to virtual college situations, from their homes, from anywhere, to do their work, to test themselves out, to challenge one another, to speak with one another, to figure things out.

Our center is known not only for the students that we train, but for the faculty that we train. We have a national training center for that. It's the National Center of Academic Excellence and Information Assurance. We received grants from the National Security Administration for that. We're actually the only one of six two-year colleges that are doing this, to receive the honor of a national center. And that, of course, is today.

As we take a look at 2010, I mentioned we opened our Southwest Educational Center, LEED Platinum building.³ Our library received the Excellence in Academic Library [ACRL] national award for creativity and innovation. I mentioned that our students placed first [nationally] in cyber security defense.

We are taking a very careful look now, as I mentioned with our Agree to Degree, in what we can do in innovative programs to assist in student success. We just piloted a program this summer with our developmental ed education students and our college-ready Comm 101 students. If you start out in developmental education, it can take you four, six years to get through a two-year degree, depending upon where you come in in math, where you come in in comm, whether you're at a low reading level and then have to go into developmental comm. Well, we wanted to take a look at some of our students who were on the border, who were scoring for developmental ed, but maybe, if we put them in a regular college class, gave them some tutoring help, put them in with students who were college-level students, that we could boost their success. Every single student passed with a C or better in our program this summer. We are very, very excited about these results.

This fall we're starting the math elite class. It's a unique teaching situation. I know a lot of colleges have tried what we used to call program math, where students work on a computer at their own pace and there are tutors in the classroom to help and assist them to become successful and get through their basic developmental math. We're doing that, and we're working through that. We've had some success with it, but we need to do some tweaking with that. But that's how you develop programs, and that's what innovation is all about.

The math elite program actually has the students in the classroom. It's a physical structure in the class that creates the learning situation. There are white boards on all the walls that you can possibly put them on—barring, of course, the windows—and kidney bean [shaped] tables, where five students can sit. And there's a pod where the teacher or tutor can sit down and work with the students. Students can walk up and do mathematics on the board. Other students can come and interact with them, see what they're doing, say,

³ LEED certification provides independent verification of a building's green features, allowing for the design, construction, operations and maintenance of resource-efficient, high-performing, healthy, cost-effective buildings. (<http://leed.usgbc.org/leed.html>)

“Unh uh, no. This is what you’re supposed to do.” Teachers can walk around and deal with the students on individual basis. The students work as cohorts. We’re going to experiment with that. Initially, we think we’re going to have...From what we’ve seen so far, we think we’re going to have good success with that. We’re always looking for better ways of doing things.

Our bottom line, everything, everything we do here at Moraine Valley, is centered on, is it good for our students? Is it going to work for our students? If we spend this money, is that good for our students? It’s not what’s good for us but what’s good for our students. Is it going to take us to the next level? Is it going to make our students successful? That’s really what we’re all about. We’re about student success and trying to help them be successful in whatever they want to be.

Pogue: As we get toward the end of our interview, please tell us some of the biggest challenges Moraine Valley has faced, and how you see that working in the future.

Lehner: Yes, we do have our challenges. The State of Illinois, as we all know, is in dire straits. When community colleges were first formed, it was a partnership between the community, between the student paying tuition, and the state. The deal was, the state paid a third; the community paid a third, and the students paid a third. That’s not the case anymore. The State pays us about 8 percent, a long way from 33 percent. Our tuition actually is 53 percent of our income and a third from our community; that has remained steady.

The problem, of course is, how do you keep college affordable when the State can’t match its commitment to the school? It’s a challenge to remain affordable. Our books sometimes cost more than the tuition does for a class. So, we’re trying all kinds of ways to help our students with their books, online books; we’re renting books; we buy back books; we make sure that we don’t change books very often. We try all kinds of things to help things be more affordable.

It used to be that 19 percent of our students were on financial aid. Now, it’s over 40 percent are on financial aid. Some things have remained the same. Women make up most of our population, about 53 percent. The average age of our students has dropped somewhat, but that’s a funny number. It used to be twenty-seven; now it’s twenty-five, but that’s because of our dual credit students from the high schools that get put into that mix. When you average in their age, it brings down our average a little bit. It used to be a highly occupational school, when we first started out, when I first came here.

Most of the students were going for Associate in Applied Science Degrees. That has completely changed. We’ve got upwards of 80 percent of our students will be going for transfer degrees. So, some things remain the

same, and some things are different. But it's the finances that are a major problem.

In addition, we're located in Cook County. While the state can say, Go to your taxpayers for money; it is a community college. We can't; we're tax capped. We can only go to the cost of living or 5 percent, whichever is less. We're stuck. We levy what we can, but that's it. If we're in DuPage County or Will County, you can raise your taxes. But we can't. That puts constraints on us.

Now, of course, we have the challenges with healthcare. We're trying to figure out how many hours our part-timers can work before we have to provide full-time insurance. We can't afford the full-time insurance for everyone. So it creates a problem for our part-timers; their hours get cut. We don't want to cut their hours, but then on the other hand, how do you afford those benefits?

Retirement. The State Retirement System of Illinois is in flux and in a mess. We don't know whether the State will eventually tell us that we have to pay the State's part of the retirement benefits because that's one of the things that they're definitely looking at. Yes, it will be phased in in a period of time, but still that's a lot of money that we have to take from our pocket. Do we have to raise tuition? We can't go to the taxpayers because we can't raise the taxes. What do we do?

The bottom line is how do you keep an institution a quality, forward-moving, cutting-edge institution with these challenges? I think we do a pretty good job of it right now. We watch our money, and we watch how we spend it. We're not frivolous. We have plans in place for replacement. We try to stick with those because we want our facilities to look good. But you ask yourself, in your crystal ball, how long can you continue to do that under the circumstances?

As you know, [there's] the whole issue with the PELL grants, with MAP grants [Monetary Award Program] being cut for summer school. Our students couldn't get the MAP grants for summer school.⁴ They used to be able to do that. These things are all in flux. One day you can; the next day you can't. It's very, very difficult to get your hands around what it is that's happening.

But we've been in challenging situations before, and we've always worked our way through it. We've always been able to provide, sometimes better than others, but we managed to work our way through it.

⁴ A Pell Grant is a subsidy the U.S. federal government that provides for students who need it to pay for college. The Pell Grant is named after Democratic U.S. Senator Claiborne Pell of Rhode Island, and was originally known as the Basic Educational Opportunity Grant. (https://en.wikipedia.org/wiki/Pell_Grant)

Pogue: Lastly, you talked about driving out here from Chicago to interview for an English position. If you were driving out here now for an English position, what kinds of traits would you need to have to be successful at Moraine Valley?

Lehner: There have been changes to our English work, communications. We've always called it comm, but we English teachers always thought of it as English, back in the early days, because that's what we called it at the university; it was English. But it was really teaching composition. We were trained in literature—that's my background—not in rhetoric. That came along with writing all those papers about novels and analyzing literature, doing that kind of thing. Now it's rhetoric skills, communication skills. There are degrees now in composition; rhetoric that did not exist when I went to school. Rhetoric at that time, if anything, would be speech.

Communication is becoming more contextualized. Literature is disappearing from... In fact, at Moraine Valley, to a certain extent, it has disappeared from our requirement in our second communication class. Our first communication class used to be the basic rhetoric class. You learned the paragraph; you learned example and comparison and contrast and classification and the research paper and how to do your MLA [Modern Language Association] style sheet and APA [American Psychological Association formatting and style for research and citation] and all of that.

Then, the second semester, you spent your time in writing about literature; that's what you did. You did a research paper, but it was writing about literature. You studied literature; you studied the short story; you studied a play; you studied poetry; you studied an essay. That's what you did. Now, it's all based upon rhetoric, but it's also taking... and then the students read, of course, and they respond to things. But it's not solely based upon reading and analyzing literature, like it used to be.

Our faculty members now are doing some very, very unique things in communication classes. They're getting the basics, of course, taught, but they're doing it in different ways. For example, Mike McGuire is one of our comm instructors. He has his students pick a volunteer activity in the community, and they research that organization. They research the problems; they write about those things; they argue their points, and they volunteer and do activities for those organizations. And then his students... I believe they collected shoes this year.

We're seeing more and more faculty start to do that. Tom Dow and several others in their comm classes asked students to relate their writing in using other media. They could write a song, or they could paint a picture; they could do a collage; they could do a sculpture, but they have to relate it to what they have written. Then they actually do a presentation to the college and

invite the whole college community to come and see this. The students are there and talk about it.

In our English as a second language classes, the faculty members are having the students relate and make presentations on how their countries, their former countries, work sustainability into the culture. We've had some marvelous presentations from our students who are learning English and learning to write English, making these presentations. They're speaking; they're writing; they write their papers; they have their posters, and they relate this to the community.

We have a class in contextual auto, auto mechanics, with writing, so you mix those two. We also have a marvelous program where we teach communication to our fire science students. You know that firemen work twenty-four hours on and then the two days off. Well, they rotate, which means it's very difficult for them to go to school. So now we offer the same classes by the same teachers, on Saturday and Sunday. When they teach those classes, they try to relate them to the field.

What's new about being an English teacher? I think, basically, the same traits are needed. You need to be articulate; you need to be able to be a good teacher; you need classroom management skills, and you need to constantly change your approach. New students come in; times change; computers are here. You need to be able to embody them into your classroom. It's no longer chalk and talk. You need to engage them; you need to have your screen up; you need to be going out there on the Internet; you need to be pulling in information to engage them into the class, to show that what you're doing in the classroom today is relevant to what's out there, and your class has got to change constantly. (fingers snapping) It's got to be quick. You've got to move things along because that's the way they're used to seeing their environment.

You've got to keep up with the times. I think that's probably the one thing that all good teachers do. No matter where they started or where they came from, whatever, is they keep up with the times, because, if you're going to teach the way you did in 1969, when I started, okay, and expect that you're going to do the same thing in 2013, you're in the wrong business. You're obsolete. You've got to keep up with the technology. You've got to know what the latest and the greatest is up.

Our college, I'm glad to say, has the resources to help the faculty stay current in our Center for Teaching and Learning. I go to classes there all the time. I got an iPad.⁵ What am I going to do with this thing? I am going to

⁵ In basic terms, the iPad is a tablet or "slate" computer. Upon the release of the original iPad, Apple formally declared that it is a "magical and revolutionary" device for "browsing the web, reading and sending email, enjoying photos, watching videos, listening to music, playing games, reading e-books and more." (<https://everymac.com/systems/apple/ipad/ipad-faq/what-is-ipad-differences-between-configurations.html>)

class, and that's what I did. I went to five classes to learn how to use this thing, so I could be current. That's what you need to do. We need to change our classrooms.

All of our classrooms are smart classrooms. Our faculty can go online and bring down the Internet and go anywhere they want. Our library is completely automated. We have travelling librarians. We don't expect these students to come up to a desk anymore and ask their questions or to sit at a computer. We've got them with the iPads, walking around, saying, "Do you need help?" "Oh, yeah, I'm looking for this." "Let's look." They do it right there on their iPad. They can help the student when they're walking around or, "Come with me," and they'll have their iPad, and they'll be training it. That's what teachers need to do.

Whether you're a comm teacher or whether you're an English teacher or whether you're a sociology teacher or a fire science teacher or whatever it is, you need to keep current. You need to be innovative.

Pogue: Dr. Lehner, I want to thank you very much for spending time explaining your involvement with Moraine Valley over a forty-five-year period and how Moraine Valley has changed over that time. Thank you, too, for talking about the whole role of the community colleges and their importance in the southwest suburbs, as well as in the state of Illinois.

Lehner: Well, thank you very much. I've been very pleased to share this with you. I have to say that I have a deep and abiding love for the community college. They really are the peoples' college. I've seen so many, so many students who have come here, some who have struggled mightily, who have gone on to be absolutely wonderful successes and, of course, the honor students that have come in here and gone on to do wonderful things, as well.

One of our graduates, by the way, won the Albert Schweitzer Award for Medicine, one of our alumni. We have many, many famous alumni who have done wonderful things, and it's so wonderful. That's what it's all about. It's about seeing student success.

Pogue: Well, thank you again.

Lehner: Thank you.

Pogue: As a final comment on the community college, here at Moraine Valley, you have something you'd like to add.

Lehner: Yes, I would like to add, as I had indicated, that everything we do here at Moraine Valley is aimed toward student success. Our new president, who took office a year ago in July, Dr. Sylvia Jenkins, is very, very much committed to that philosophy. In fact, she herself is a long-term employee of the college, having started here as an adjunct faculty member in 1986 and then being hired

as a full-time faculty member in the library, as a librarian, in 1987. She, too, believes strongly in that philosophy. I see us going into the future with that aim in mind, that everything we do is for the Moraine Valley student. Thank you.

Pogue: Again, thank you for sharing with us about Moraine Valley.

Lehner: Thank you.

(end of transcript)