

Elbert Glover, Ph.D.
1st President of AAHB (1997-2002)

When did you attend your first Academy annual meeting? I have attended all meetings to date.

What attracted you to AAHB? I founded the Academy. After attending many professional meetings that lacked quality research, I dreamed about a new research organization; consequently, I actively recruited 32 researchers as the initial group of founders. Moreover, I initially owned all aspects of the Academy and systematically donated everything a few years back.

What do you value about the Academy and why did you choose to be involved as President? I served as its initial president for several years (1998-2002) until we became financially solvent. Thereafter, turned the reins over to others.

What was your vision for AAHB when you assumed the role of President? To keep AAHB financially afloat, increase the AAHB brand, and recruit new quality researchers. Moreover, I wanted to have small research annual meetings in unique and quality venues. Most my initial bylaws and ideas are still in place today.

What was your biggest accomplishment as President? I have accomplished a great deal in my professional career relative to research, grant dollars and teaching; however, the accomplishment that I value the most is the founding of AAHB. While my professional career will soon be forgotten, I hope that my name will forever be linked to AAHB for AAHB is my greatest accomplishment.

Where do you see AAHB in the next 10 years? After 18 years, we now have established ourselves as a viable organization; however, have confronted a stale period, and consequently, need to address minimal growth and increase our brand so that young professionals view AAHB as the primary organization to join among the many organizational options.

Do you have any advice for students and early career researchers? For persons planning on an academic career, developing excellent research skills is critical. Universities claim to value both teaching and research for they would never state that they value research over teaching, however, the truth is in the pudding. Universities may value teaching, however, rewards/accolades are typically given to strong researchers. Over my 40-year career I have seen the typical scenario whereby an excellent teacher with poor research is denied tenure whereas, an excellent researcher (with strong record of grants and publications) with weak/average teaching skills is given tenure. An excellent teacher is rarely known outside the university, however, a quality researcher has the potential to be known worldwide. Despite advocating for strong research skills, I do not advocate at the expense of teaching. It is a challenge, however. I believe a young professional should work on both skills (teaching and research). Moreover, I

suggest they visit with persons that they respect professionally as most senior researchers would welcome visiting with an early career researcher. The AAHB is an excellent venue for meeting quality