

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH GARY B. ROBERTS

CONDUCTED BY THOMAS A. SCOTT AND DEDE YOW

EDITED AND INDEXED BY JAN HEIDRICH-RICE

for the

KSU ORAL HISTORY SERIES, NO. 28

MONDAY, 31 JANUARY 2005

WEDNESDAY, 2 FEBRUARY 2005

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Location: CIE/CETL House at Kennesaw State University

**Interview # 1: Monday, 31 January 2005**

TS: Let me begin by asking you to tell us when you were born, where you were born and just a little bit about your background.

GR: Well, I was born on May 3, 1946, at Emory University Hospital. I tell everybody I was born in Atlanta, but if you know Atlanta, you know that technically I wasn't born in Atlanta.

DY: You were born in Decatur, Georgia.

GR: That's right. But I still put down Atlanta.

TS: Metro Atlanta.

GR: That's right. It's easier than explaining that detail. I guess my first waking moments as a child were on Windy Hill Road before they put in the cemetery between Windy Hill Road and Lockheed. My father owned some acreage out there, and that's where we had a house.

TS: Right where the cemetery is?

GR: Right across from the cemetery. South of the side of the road. That was before they had city water coming out from Smyrna. It's on the piece of Windy Hill Road between the Four Lane and downtown Smyrna—again you have to know Cobb County references. Between the Four Lane and what's now [Interstate] 75 was dirt; the pavement ended at the Four Lane coming out of Smyrna. So that's where I was raised until the age of six. My mother started the first kindergarten in Smyrna, and I can remember the kindergarten and the facilities real clearly. I remember going to Vacation Bible School real clearly. I can look at the First Baptist Church in Smyrna and recognize that's where I went to Vacation Bible School.

TS: Oh. Is that where you went to church?

GR: That's where my mother took me to church.

TS: I know some members there. Harold Smith, who was former mayor.

GR: Now, remember, I was only six at the time.

TS: I know, but that's an important church in that part of the county.

DY: What I remember about Vacation Bible School is the refreshments.

TS: Yes. [chuckle]

GR: I think I remember the crafts.

DY: Yes, the crafts. Yes, everybody made some kind of something out of clay.

GR: Yes, my parents both worked for the federal government. My mother was a nurse.

TS: What was her name?

GR: Her name was Ruth, and her maiden name was Gudger. She was from Gilmer County. Ellijay is where they're from. Actually, the family home site is in Mountaintown, which is in the northwest corner of Gilmer County, which is unincorporated. My father's name was Benjamin Eldridge Roberts. He was from Colquitt, Georgia, in Miller County, which is just about as far south as you can get from northern Georgia.

TS: That's below Albany, isn't it?

GR: It's right on the Alabama line, and it's west of Albany.

TS: So it has to be the west if it's on the Alabama line.

GR: And there's Roberts Cemetery down there.

TS: What was your father's middle name?

GR: Eldridge.

TS: Was that a family name?

GR: I think so. That's what I was told, at least. He worked for the Veterans Administration, and my mother was a nurse. She preferred working for the Army somehow or another as a civilian, and so she worked at Fort McPherson while I was a child.

TS: That's a long commute back then.

GR: Well, I think that they moved out, got the acreage, and I guess it was a long commute, now that I think about it.

TS: Oh, they weren't...Fort McPherson wasn't where it is now.

GR: It was indeed, but it was probably easier to get to then than it is now.

DY: Anything is!

TS: Well, actually, I guess it would only be about twenty miles from where you lived.

GR: I think you went right down the Four Lane to Northside and then . . .

TS: You probably wouldn't remember this, but the Veterans Administration was in the B-2 building that had been abandoned by Bell Aircraft.

GR: Yes, that's where he started out. Then they moved it downtown. In 1952 we moved downtown. We actually moved into Decatur, and I went to Tony Elementary School.

DY: So did I!

GR: Did you really?

DY: It's in DeKalb County.

GR: Yes, DeKalb County.

TS: Was it named for somebody? It had to be named for somebody.

DY: Well, I reckon, but I don't know who it was. I'm trying to think of when I would have been there that Gary and I . . .

GR: I was there in '52 and '53. First and second grade. I went to Ragsdale Elementary School prior to that because we moved downtown to Oakland Terrace. That's in West End, probably close to where my mother was working. We thought that we were going to be moved because the Veterans Administration was centralizing. My father had the primary job, so we were going to follow that. We lived in apartments down there in southwest Atlanta in West End, and Ragsdale Elementary School is where I went for part of kindergarten, first grade and second grade. Then we bought a house out in DeKalb . . .

DY: So that's when you went to Tony.

GR: Tony for a year, for the second grade.

DY: So I came about three years after you did. I was there the first through the fourth grade, and then I moved to Dougherty County.

GR: I remember a Mrs. Roland was my teacher; I loved her so much.

DY: What grade?

GR: Second grade. Of all the elementary school teachers, actually, I remember all of them. But I remember her very well. I can't remember my third grade teacher, but I remember my second grade teacher.

DY: You don't remember your first grade teacher?

GR: No.

DY: Where did you live in DeKalb County, Gary?

GR: I don't know. I can't remember. It was within walking distance of school. I would go down the hill, cross the railroad tracks and up the hill, and that's all I can tell you at that point in time.

TS: What was it about Mrs. Roland that was memorable?

GR: She just loved the children, and she was real nice.

DY: Did she read you stories?

GR: You know, I don't remember. I could read my own stories in second grade, I think. Yes. But I just remember her very clearly. She was an older woman, and she didn't have any children. She'd had a child; I think she lost a child, and the child was about our age. So she really liked teaching the second graders at that time.

TS: Did you stay in Atlanta through high school?

GR: No. In 1954—this is where the big major drum roll comes—we moved to Pennsylvania because the Veterans Administration left Atlanta. My father was in life insurance, SGLI [Servicemembers' Group Life Insurance], which is the World War I insurance program—and they centralized it. They were either going to go to Denver or to Philadelphia, and we moved to Philadelphia. This is the little Southern family making the trek North. We moved into—if you're ready for this one—Levittown, Pennsylvania.

TS: Wow! All right!

- GR: If you want to talk about a sociological phenomenon that you're not aware of because you're in the midst of it . . .
- TS: Yes, the Levitts were the pioneers of suburbia, building . . .
- GR: That's exactly right. Shopping centers . . .
- TS: Building houses with the assembly line techniques.
- GR: Oh, absolutely. It's like the fish in the water. Is the fish aware of the water? Of course, not. Were we aware of anything? All I know is that everybody came from the [same] socioeconomic group. This is probably not correct demographically, but it seemed that one-third of the population was Roman Catholic, one-third was Jewish, and one-third was Protestant.
- DY: Nice little balance there, isn't it? I'm assuming there were no African-Americans in the batch?
- GR: There weren't until seventh and eighth grade when the junior [high and] high school came together. Of course, it was all based on population. So I'm able to tell people that I've been to segregated, *de facto* segregated, and integrated public schooling. I can remember saying the Pledge of Allegiance without the phrase "under God," and I can remember saying the pledge of allegiance with "under God".
- TS: Yes, pre-Eisenhower. I think it was about '53 when the Pledge . . . ?
- GR: Yes, we can all say that now. And of course, we all remember having the Psalm being read at the beginning of the day along with the Pledge of Allegiance. The schools were new, the housing was new, and everybody made about the same amount of money, although some people had a little bit more. I went to more bar mitzvahs than I went to first communions. When I came back to Atlanta, I discovered I'd learned more Yiddish than the Jewish people in Atlanta knew because of the demographics and what not.
- DY: Gary's going to have to come to the Symposium on Jewish Life.
- TS: Well, the Levitts were Jewish. When they first started building houses on Long Island in New York, they couldn't live in them themselves because of restrictive covenants against Jews.
- GR: Yes, but I remember that Levittown, Pennsylvania, didn't have restrictive covenants. I remember when the first black family moved into Levittown, too. Lots of people would go over there. I wasn't allowed to go anywhere near the crowds that were standing out or what not.

TS: To protest?

GR: Well, I would just be curious. I'm not so sure I really cared one way or the other. My parents certainly didn't because they worked for the federal government, which had integrated a long time before then. It's just, my parents were, I think, pretty much middle-class white Southerners. My father was an all-state football player from Mississippi, where he'd gone to high school, where they paid him fifty dollars a week and gave him a Ford to play football.

TS: In high school?

GR: In high school.

DY: Where in Mississippi?

GR: He went to Bogalooza, which is actually in Louisiana. But because it's on the other side of the swamp, they played football in Mississippi. That's where my parents were married. My mother worked for the Veterans Administration prior to working for the Army. She just liked working for the government. She decided that the civilian hospitals worried about costs too much and that the government hospitals provided good service to veterans and also the soldiers. My mother's story is interesting, too, in that she was raised eight miles northwest of Ellijay on a farm, one of ten children, the fourth of ten children. When she was seventeen, she left to go to nursing school at Mass General [Massachusetts General Hospital] in Boston, which was a three-day bus ride.

TS: A long way from Ellijay.

GR: Well, her only other choice was Georgia Baptist, and she just didn't want to go to school at Georgia Baptist. One of the doctors told her that the best medical school in the country was Massachusetts General, and so she got accepted and took off for up there. I think it had something to do with not wanting to feed pigs any more. She was really the only one of her brothers and sisters that left the county.

TS: You were talking earlier about how both Democrats and Republicans were in your family tree in that area dating back to the Civil War years. Could you explain that a little bit for the tape?

GR: Well, my grandmother's side, the Osbornes, were Democrats. My great-great-great-grandfather founded seven Baptist churches in the county and fought in the Civil War as a sergeant. I have his letters from the campaign through Kentucky down to Tennessee, Nashville, Dalton and what not. He was a preacher after the Civil War, and he also was a farmer. Of course, everybody worked in those times; they didn't typically have full-time professional clergy. I have his letters in a book and also some letters that he wrote that were private to the family. My grandfather's side of the family were north Georgia Republicans, which are not

- the same Republicans that we have in Georgia now. He was a federal marshal for north Georgia in the '20s during the Republican administration right after Wilson.
- TS: There weren't a lot of white Republicans around, and so when the patronage jobs had to be passed out by Republican presidents, they were in good position to get them.
- GR: Well, remember those northern counties had a lot of Republicans, though. The state of Georgia only voted for secession by a two-to-one vote on the county basis.
- TS: In Gilmer County?
- GR: Yes, the county voted against it along with the . . .
- TS: Yes, it was probably closer than two to one. I think the latest, best study thinks it was about fifty-one to forty-nine percent.
- GR: Was it that close?
- TS: And he's not sure which side really had the fifty-one. You know, they're actually electing delegates to a secession convention. So it gets confusing because some of them voted for the last vote after everything had been decided. But the vote at the convention was actually quite close, and the popular vote was even closer.
- GR: But the Grand Old Party is a very different party than the current Republican Party, at least in my opinion.
- TS: Yes. Well, it's the party of Lincoln.
- GR: That's exactly right. And although my grandfather thought that FDR was a great man and all that had to do with coming out of the Depression and Social Security and some of the issues like that. My parents were pretty staunch Democrats, I think primarily because my father didn't have a job during the Depression. He was in the WPA [Work Program Administration] for quite a bit. He'd been in World War II as a sergeant thirty-three months in the South Pacific, and so he was very much of a New Deal Democrat. That's where I sort of pick up some of my yellow dog Democratic traits, from my parents. Early childhood conditioning is alive and well though, isn't it?
- TS: Yes. It is interesting, though, that your parents really had been a lot of places. Like your mother going up north to Massachusetts and so on, and you growing up in Pennsylvania. There is kind of a sense of more than Georgia in your family tree.



- GR: Well, I think you know that in 1954 when we moved to Pennsylvania, the Civil War was fought on the playgrounds of the elementary schools of Pennsylvania a number of times. I was very clearly a Southerner—and proud of it; and I was on the losing side. It was sort of...we replicated Lee at Gettysburg quite a bit, but I didn't know the history even at that time.
- DY: Gary, were there any other Southerners to speak of? I mean, Southerners are an ethnic group, and you could have been not up there by yourself in a way.
- GR: Not too many. I mean, what they would do is there would be a lot of government transferees and what not. And they would form their small Southern Baptist Convention/home missionary board church up there, which was an outpost of the "truth" in the midst of a strange land, if you will!
- TS: I was going to say about that ethnicity of Levittown that a great many of those folks had ancestors who weren't even here at the time the Civil War was fought.
- GR: That's right. I had good schooling. Pennsylvania schools north of Philadelphia in the suburbs were good schools, and they were new schools. My junior high school and high school were a great education and good influence and sort of diverse.
- DY: Did you have any teachers in middle school or high school that you remember like you remembered your second grade teacher?
- GR: Oh, yes, I remember quite a few. I can name all the teachers that I've had probably since Mr. Hill in fourth grade, Mr. McDade in fifth grade, and Mr. Waddell—I had male teachers.
- DY: That's what I'm hearing; that's very interesting.
- GR: These elementary school teachers were men and all veterans. So that was an interesting experience.
- DY: What about in high school. I noticed that your bachelor's degree is in history. Did you have any teacher there or influence there that sent you on that path?
- GR: No, I just liked everything. I probably liked the social sciences better than I liked the math or the science, I think. The sciences were interesting, but they were tedious. I debated in high school, so that gives you your peer group. And I also picked up playing soccer in high school—which was very unusual in the '60s—because I was too thin to play football. My parents never pressured me to do athletics, even though my mother had been captain of the basketball team in high school and my father had played all-state football. They focused on academics, which is what they wanted me to do. I was an only child, and there was not a

- moment that I had any doubt that I was wanted. But I wanted to please my parents, too, so it was an ideal situation, I think.
- DY: Had your parents been to college? Well, your mother went to nursing school.
- GR: My mother had been to nursing school; my father didn't go to college.
- DY: So they wanted their son to go to college and then, I assume, on to graduate school, too.
- GR: Well, that was never really talked about much. It was just, "Get your college education." They weren't quite so sure what I was doing with a history undergraduate, but then again, I don't think I knew any better than to have a history degree.
- TS: Well, you went to a small private school for college, and I would guess the number of majors wasn't that great there?
- GR: Well, I would say there were a lot of majors. In my class there were 800 men, and there were like fifteen history majors and twenty psychology majors. I mean, we had almost as many majors [there] as we had here in '85 when I came. I mean, those little liberal arts colleges...you don't have to have the numbers sometimes to have the majors.
- DY: To make the classes.
- GR: Three philosophy majors would be considered acceptable.
- TS: Did they have a business program at Bowdoin College?
- GR: No, no, this is liberal arts at Bowdoin College, which, by the way, is where Josh Chamberlain came from.
- TS: Yes, the Battle of Gettysburg and all of that, so a lot of emphasis on the Civil War there, I guess.
- GR: Well, you know, I wasn't aware of it. I didn't even know who Josh Chamberlain was at the time because I focused on European history. There was a big memorial hall to the 20<sup>th</sup> of Maine. One of my good friends, John Sheats, professor of chemistry, MIT graduate and Duke undergraduate, is from Atlanta. His father was the Fulton County attorney for years and years . . . we were good friends. Somehow he arrived up in Maine from MIT with a chemistry degree, and he always referred to Memorial Hall as a monument to Southern marksmanship.
- TS: That's why they were being memorialized. [chuckle]

GR: That's right.

DY: That's pretty good, Gary.

GR: Well, I was sort of naïve at the time. The children of middle-class bureaucrats, I don't want to stereotype, but, they're usually high achievers, good students and.... Let's put it this way: Being raised in Levittown, I did not really realize there were truly rich people until I went to college. Then I realized that there were people my age who had a summer car and a winter car.

TS: Convertible, you mean, for the summer?

GR: Well, no. They had an older car that was trashy to drive around in the snow, and they had their nice, shiny new car for the summertime—spring, summer and fall. You garaged your good car in the winter, and you didn't drive it in the salt because . . .

DY: It would corrode. So you came back to Georgia. When did you get your B.A.?

GR: I got my undergraduate degree in 1968.

DY: You've got nine years before you came and got your MBA.

GR: I was in the Army.

TS: First, let's ask how did you get up to Bowdoin College in the first place?

GR: In 1963 Bowdoin College won the College Bowl.

TS: And you were interested in debating and all that.

GR: I remember the GE College Bowl. I don't know if you remember watching that or not.

TS: I do vaguely remember that.

GR: That was big Sunday entertainment, perhaps, in middle-class America in Levittown, where we were high-achievement oriented. I mean, the family watched the College Bowl.

TS: And what else could you do on Sunday afternoon?

GR: Well, it came on either before or after Sunday evening services, and we watched it. It was interesting, and the three of us competed in it, so to speak. I was a National Merit Scholar, and my SAT scores were good. Where you wind up going to college is serendipitous, I've decided, in retrospect. I did a much better

job with my son in picking out a place for him to go to school than we did. You're going to go to school, but where are you going to go? And I thought, well, Princeton was right around the corner; you cross over New Jersey twenty-five miles away. Then I put Dickinson [College] down as a second one because it was a nice liberal arts college, and Bowdoin because they'd won the College Bowl. I had to put Vanderbilt [University] down because my mother insisted that I apply to a Southern school. I was not interested in coming to school in the South. That much I knew at that point in time, mainly because I couldn't stand my female cousins, who were Southern princesses. That's probably not politically correct, but they were from middle Georgia and had lived some in Virginia. I liked the northern girls who spoke normal English and who didn't affect themselves as much as my cousins did. I just didn't like it. That's hard to explain. No offense, Tom; but until you've seen the difference, to an eleventh or twelfth grade kid that's important.

TS: So you had almost a stereotypical view of the South, and all girls in the South were like your cousins.

GR: Of course. Yes, although Vanderbilt would have been an interesting school in retrospect; Dickinson would have been interesting. Princeton, I didn't get accepted to, which I expected to. But we had traveled to Maine for interviews, and they really treated me nice at Bowdoin because I guess I fit their outside-of-New England profile nicely.

DY: Even then they wanted diversity.

GR: Oh, sure.

DY: In a small liberal arts college.

GR: Yes, there was a great degree of attempt to bring people outside of New England.

TS: So they gave you a scholarship to go up there.

GR: No, both of my parents worked, so I wasn't eligible for any financial aid.

TS: Oh, my goodness. That probably cost them an arm and a leg, didn't it?

GR: Well, my father said I could go to school wherever I wanted. One child, two-income parents, and a commitment to education. So that's where I went, and he paid for it the first two years. Then I got an ROTC [Reserve Officers' Training Corps] scholarship for the second two years.

TS: So they had an ROTC program there.

GR: Yes, they did. Well, most schools did back then.

TS: Yes, I knew all the public schools did. I'm kind of surprised that an elite private school would.

GR: Well, don't forget, Josh Chamberlain had come from Bowdoin, and they had played a large role during World War II in terms of training Air Force cadets. So it was part and parcel. It was a mixed culture. They got rid of ROTC during Vietnam, which was the faculty's way of expressing disapproval, I think. But all that did was get rid of a source of liberally educated officers for the military, which was probably a real bad thing to have happened.

DY: What a good point to make, Gary.

GR: You can go back until just recently, there were always general officers around who were Bowdoin graduates. I still feel real strongly about turning the military over to the academies, which is not necessarily the best thing for the republic in the long run.

TS: Well, I was four years ahead of you, but at University of Tennessee, all the males had to take ROTC for the first two years. Then, of course, it was optional; if you wanted to be an officer, you'd take the second two years.

DY: Were women in the ROTC?

TS: No. Well, they were kind of the, what do you call them? I guess the girlfriends of the officers marched along with them.

DY: A drill team maybe?

GR: The girls' auxiliary, something like that. Because we didn't have women at Bowdoin so . . .

TS: No, there were absolutely none.

GR: And the Air Force called them the Angel Flight. They were playing at the Air Force at that time. It's all social; a lot of it's social. I started ROTC in 1964 before there was a war. I don't know why. I just thought everybody went into the Army for some period of time, mainly because all my uncles had been military, and my father had been in the military. When I came to the table at registration I just signed up for ROTC and discovered that far less than a quarter, less than fifty students, had signed up for ROTC. I thought that was strange.

TS: So it was optional from the beginning?

GR: Yes.

- TS: I imagine by the time you graduated in '68, I imagine the War was already unpopular there.
- GR: Yes. So we went from '64, to '68, which is—probably it's '66 when the anti-War movement really hit the campuses and what not.
- TS: But this didn't change you?
- GR: Well, my father approved of my participation in ROTC, being a federal employee, and I sort of liked the people and found the structure to be useful. I have never been super athletic, but I thought, well, this is . . . I just found it interesting. And being a history major, you know, the military is a part of history. I don't know; I just tend to do things that I'm interested in. I went through my sophomore year and just checked off all the courses that I thought would be interesting and took those. I managed to get those substituted into a program, which you could do when there are only 200 in your class, including some directed studies. So I claim a minor in economics, sociology, religion and I think one other at the time. Those were the courses that I picked to go with my history degree.
- TS: Right. Well, ROTC gave you your first management training, too, didn't it?
- GR: That's right. And the ROTC officers, certainly your tactical officers, well, they were a little younger than the professors. They were task-oriented, and it was something different.
- TS: Did you go straight to Vietnam in '68?
- GR: No, in 1968 I was commissioned. I chose to be commissioned in the infantry mainly because I got this.... Well, at a certain point in time, I had thought about going in seminary, but I didn't want to go right away after college. I felt that just wasn't where I wanted to go, having majored in history anyway. I thought everybody was trying to stay out of the combat arms, but if everybody stays out of the combat arms, that's not right. I got sort of disgusted. There were only two moral groups as far as I was concerned back in 1968, in terms of my thinking, and I still think that I was correct about this: Those who either went into the military—not necessarily out of strong support but because that was a decision—or those who chose to oppose the war. Both of those groups were by far the vast minority of people. The largest group of people wanted to not be bothered.
- DY: Where are you going to put your draftees then? The people that went into the military but . . .
- GR: Well, most of the draftees really didn't want to be bothered, but they didn't have any choice. When you're going to a little Ivy League school, very few people are going to be drafted from there. First of all, they're not in the right socio-economic group. And two, they're smart enough to do well in school unless they

- really screw up. So we didn't lose many people to the draft. But there are a lot of people that went to graduate school or medical school—my graduating class had over forty people go to medical school out of less than two hundred men—because that was a deferment.
- DY: Oh, you're saying that the groups were within your graduating class, not the United States.
- GR: Yes, my peer group.
- TS: So about a fifth of your class went to medical school. It's a deferment, but once they graduate from medical school they have to go in or get drafted.
- GR: Yes, that was there. Even within the ROTC, there was a lot of jockeying to stay out of the combat arms. Now my vision is 20/400, and so I needed a waiver to go into the combat arms. But I decided, "Well, the hell with this; I'm going to get the waiver." Back then, they granted a waiver like *that* [snaps fingers]. Looking back, this is probably not the smartest move of my life. But I thought, "Well, if I'm going in the Army, then I'm going to go in because all these people are being drafted. And I've sort of gotten a good education, and I want to see if I can lead them." Because, of course, the great man's school of history is that people make a difference. So, I thought, "I'm just going to see how this works out." I'm not so sure in retrospect it was extremely well thought out.
- TS: Did your poor eyesight create problems?
- GR: No, I fixed expert, and I carried an extra pair of glasses in my pants and in my shirt. Whenever I had to jump out of an airplane, masking tape was around my head holding my glasses on.
- TS: Were your eyes correctable to 20/20?
- GR: Yes. I'm just near-sighted. Put on glasses, and I can see as well as [anyone]. So I went on active duty in July of 1968, a month and a half after I graduated from college. I went to Fort Benning, Georgia, which was returning back to . . .
- TS: So...probably hot as all get out when you got there, graduating in the spring.
- GR: Yes. I went through basic officer training and then was assigned down to Fort Rucker for nine months—well, probably eight months—just as an administrative officer down there in southern Alabama, which was like another world. That's why I began having problems with the Southern Baptist Convention.
- TS: Oh, really? What kind of problems?
- GR: Well, the most segregated hour in the South is when?

DY: When everybody's in church.

GR: All right. I mean, with no apologies. The preachers would say, "Well, they have their churches, and we have our churches." It's hard to come from the Northeast and a liberal education in the middle of the Civil Rights Movement and put up with that, to be honest with you.

TS: So what happened?

GR: Well, other than tending to argue with deacons who don't like to be argued with and with pastors who have no tolerance for arguments and what not, I sort of decided there's a big difference between being in a small home mission board church in the North and a large megachurch in the South. I decided that's probably not what God intended us to do. I'm not trying to be offensive, but it's part of education. If you're not hot-bedded your whole life, you begin to see problems with the frays along the edges, if you will.

TS: So you're going into town for church services instead of services on the base.

GR: Oh, yes. Well, I mean, that's what people did really. Very few people went to the chapels. And it was all right as long as you ignored some of the problems.

DY: Gary, how integrated was the Army? I mean, your experience.

GR: How integrated? About as integrated as you can get. I mean, [President Harry S] Truman had integrated the Armed Forces twenty years before. By that time, you had your career officers and career NCOs [noncommissioned officers] who were of color, and it was a meritocracy. Carlotta and I were just talking about this the other night, you know, about how much of a meritocracy the military really is. In spite of not being perfect, it's as close as we get to one right now.

TS: You're giving the name of your wife, for the transcriber's purposes.

GR: Yes. Carlotta. Smartest thing I ever did was to marry Carlotta. Let's get that into the transcript so that I can show her it's there! [laughter]

DY: Where did you meet her?

GR: Well, I met her after I got back from Vietnam.

DY: Okay. We've still got to get you to Vietnam.

TS: Yes. So you were at Fort Benning.



GR: Fort Rucker. And being an infantry officer, I signed up for Ranger school. I went to Ranger school, which I realized on the second day had been a terrible mistake on my part because I wasn't super athletic. Our ROTC cadets today are in real good shape, but we weren't, we were okay. The Army fought World War II and Vietnam with people that are not—they didn't fight them with ectomorphs, okay? They fought them with any kind of body style that you have, which means chubby people fought. Actually, chubby people can fight. But today's Army is an army of ectomorphs—that's thin runners who have no staying power. And by the way, as an aside, the military found out in the Gulf War—the first one—that that causes problems. It's the mesomorphs, who are not in as good physical shape, that can stand the heat much better than those ectomorphs because they've got that reserved body fat. [chuckle] And armor officers used to be chubby, but the Army has changed. That's not necessarily for the better because little, chubby people out of shape sometimes can be real mean when people are shooting at them. But I went to Ranger school. I tried to quit the second day, and they wouldn't let me. I remember lying there in the mud with the Tac [Tactical] officer's foot on my head, pushing my face down into the mud, saying that I would be sorry for the next eight weeks. So they systematically starved us, didn't let us sleep, and put us through stressful situations. I remember one time in north Georgia at the Ranger camp in Lumpkin County.... Actually we had gotten over into Fannin County, and I'll be darned if I couldn't see my aunt's school house on the far west side of the map. I was thinking, "There's my aunt with all the food about twenty kilometers away across the mountains!" It was the hardest thing that I've ever done. It was far harder than anything we ever did in combat. So Ranger school is a very significant part of my life. Probably leadership and management is where I began to learn more about what really counts in terms of performance and teams and who pulls their weight and things like that.

DY: So are you saying that you got the adverse of that, you know. . .

GR: I learned what works for myself and what works in situations. If you have to perform when you're hungry, tired, no sleep, under adverse conditions, you understand a little bit about human nature as to why people do good jobs and why people fail. Encouragement, motivation, leadership, teamwork—there's a long litany of things that you're constantly being evaluated on. I also found out the importance of peer evaluations in that it took me awhile before my peer evaluations were [good] enough. You could fail that course after nine weeks of hell based on peer evaluations.

DY: So you either get along with people or you're out.

GR: That's exactly right. Well, no, you're there, but you just don't graduate.

TS: You stay till you get it right.

GR: Well, no. You go on through it, and then you don't get the Ranger tab. You've completed the course, but you're not a graduate.

TS: But when you're depending on each other, it's important that you get along.

GR: Yes, so I learned that. I use peer evaluations in all my group projects, and I say, "I don't care whether you like people or get along with people, but for this fifteen-week period, you will work well together...." And the grades in my classes are significantly adjusted by the peer evaluations.

DY: Do you have a mode or a means by which you can intervene when you see . . . ?

GR: Oh, we do two of them developmentally prior to the third one, which counts. And yes, there's a great degree of processing that goes on. I identify the problems early on, and they go through a process of discussing them as a team and recommitting to the contracted behavior. Then they do it a second time. By that time, I know who I've got a problem with, and we have our little what we call "come-to-Jesus" meeting. Still, in my virtual WebMBA class, the only C's are always from the peer evaluations. And when people say, "This isn't fair," I say, "It's not meant to be fair. The real question you should be asking is why, after two separate feedback occasions over a two-and-a-half month period, you chose not to change your behavior? That's the real question you should be asking." So that's straight out of the military background about what works with people.

DY: In what classes do you use this in?

GR: All my management classes. Anything that has a team or group project, which we do a lot of in the [Coles] College of Business classes. We're doing a lot more of that across all the colleges. But we don't do much teaching [on] how to get ready for that. As an aside, Harry [J.] Lasher and I are going to do a class: How do you use teams in your classes and make sure they succeed? CETL drop-in [class].

TS: Yes, that's great.

GR: And so I went to Vietnam.

TS: Straight from the Ranger school?

GR: No, I went to jump school, and then I went.

DY: Ranger, then jump and then . . .

TS: So you're going to be a paratrooper.

GR: I'm a paratrooper; I'm a Ranger. Here's this relatively skinny kid who had high SAT scores . . .

DY: I was going to say, you're Phi Beta Kappa key didn't do you much good here.

GR: No, it didn't. It's one of those strange phenomena.

DY: It did you good, and I'm sure it really affected your organization.

GR: Well, yes, I'm smart enough to figure out things. But it's sort of like, here I am, and now I wind up in Vietnam. I wind up having a rifle platoon for nine months in the jungle. I was going to say it's just like camping out for nine months except people are trying to kill you from time to time. [chuckle]

TS: Did you believe in multiple intelligences—that some people may be really intelligent in one area and totally an idiot when it's out in the wild?

GR: Well, yes, I suspect so. There were some people that were book smart, and some people that were field smart.

TS: So you had to be both.

GR: Well, yes. But see, I could read a map. I had been a Boy Scout first of all, so I could read a map. This gave me instant credibility because the old joke is the most dangerous thing in the Army is a second lieutenant and a map. So I could read a map. I knew where we were, and I had paid attention. Actually, when I went to Vietnam—and you'll laugh about this—the bottom quarter of my duffle bag was full of the textbooks I'd had at the infantry school. I mean, I figured this stuff is serious. Of course, what are you trained to do when you're history majors? You read the stuff, and you have your reference books. So I remember four of those months, I was with a mechanized infantry platoon, and the company commander was an armor officer. He said, "Well, go check out your platoon." I reached down into the duffle bag that I drug with me from place to place, and I pulled out the manual on how to inspect your platoon armor personnel carriers. I read through the inspection thing, and I went and inspected them by the book. He was so impressed after that. And the fact that I could read a map...he left me in charge of all his field operations while he sat back in the command post because he knew I wouldn't get lost. So it was just a matter of using the information and what not. Plus, it was kind of neat to be part of a team and do physical activity. Plus—and I have to tell you, this is a piece most people don't understand about the military in 1968. The standard model—and I see this with my son in ROTC right now—they tell you when you take over your platoon, rely on your platoon sergeant. I have to tell you, in 1968 when I took over my rifle platoon, I was the oldest person in that platoon. This is at twenty-three. I had been in the Army fourteen months, longer than anybody else in that platoon by about four or five months, actually. There weren't any senior NCOs. What they had done is taken kids out of basic training who had done well on their multiple choice tests and run them through NCO academy. Those that did well on their multiple choice tests—

hear my sarcasm—were made into buck sergeants (E-5s), and the ones who had really scored high made it to E-6s, staff sergeants. That was my platoon sergeant. They didn't have much of a clue either, so I was the smartest person in my platoon. I was technically competently prepared by my military training to take over and run that platoon the way it should be, and we did well. But there wasn't the depth of experience. The older NCOs had been to Vietnam once or twice, and they did everything they could to stay out of the field after 1968. What it says, though, is that the Army does a very good job of training you if you pay attention. Therefore, somebody who did well as a history major, paying attention to this stuff and watching the details, was prepared to take over that rifle platoon. It gets even worse, though, because this is when [former U.S. Secretary of Defense] Robert McNamara, may he—well, I won't say anything bad about the man . . .

DY: You'll have to see *The Fog of War*. Have you seen it?

GR: Oh, yes. Well, I don't want to even deal with watching anything about him. Project 100,000 kicked in right about then. People should have been put in jail for this one. Project 100,000 is where they took the substandard intelligence individuals who normally would not be smart enough to be allowed into the Army to fill the ranks. They took 100,000 basically not very smart kids, eighteen, put them through basic training, gave them a rifle and sent them to Vietnam. And they wound up in the maneuver battalions out in the jungle, and they were just stupid, okay? That's just criminal. I have no respect for the leadership that did that. They were just really not bright at all because of their low intelligence... IQ matters, okay?

TS: Why did they do that? Because my sense was that there was such a large pool of baby boomers at that time that there were far more than they needed to go into the military?

GR: I think they were scraping the barrel at that time. I don't think that there was a large pool.

TS: You don't think . . . because everybody figured a way out?

DY: I was going to say they went into the reserves.

GR: Yes, there was a lot of avoidance, and this is '68, '69.

DY: By this time of the War, yes, people were trying to stay out.

GR: So I had three of them. My platoon headquarters was me, my radio operator and three of the Project 100,000 people. I just kept them with me to watch them to make sure they didn't hurt themselves, hurt anybody else or have somebody else shoot them just to get rid of them.

TS: Did you have a morale problem with your platoon?

GR: Not in the field. In the field, people pretty much paid attention. I don't think anybody was really happy to be there, but you're sort of task-oriented when you're in the field. I spent most of my time in the field. I didn't see the base camps very much or the rear areas. Once we got to the rear areas, people started feeling sorry for themselves and started getting into problems or issues and what not. If you're going to teach management and leadership, as I reminded my students in the very first part of class.... I learned this when I was managing thirty-five eighteen-year olds who were angry and were not happy about being there. [They were] tired, sweaty and dirty, carrying 500 rounds of ball ammunition, which means you don't throw your weight around too much. But that's a lesson that's important to learn, whether you're managing faculty or workers elsewhere. It's sort of...they lied to me at Fort Benning. They said you would tell people what to do, and they'd do it.

TS: They should have just given you your Ph.D. when you got out of the military.

GR: Well, there was a great deal of.... You know, if you pay attention, you can learn a lot in the military environment and in combat, I think.

TS: What...did you spend a year in Vietnam?

GR: I spent a year in Vietnam.

TS: Then what did you do after that?

GR: Well, I came back. The last three months in Vietnam, I was a battalion adjutant for an aviation battalion. You see, the units were going home, but the people weren't going home. They'd transfer you.

TS: Is this '69 that you're there?

GR: This is '69 and '70.

TS: So we've begun to . .

GR: Oh, yes, we've withdrawn. So I spent time with a Ranger company my first four months. I spent time with the first division my second four months. And then my last three months or so I spent with the 101<sup>st</sup> Aviation Battalion. General [William C.] Westmoreland was running a special program for combat veterans to go around and do public affairs work by giving speeches about what soldiers were doing in Vietnam. I thought, "Well, gee, that sounds interesting." So I applied for it. I stayed an extra week in Vietnam and went down to Saigon to MACV ("MAC-VEE") Headquarters, and they interviewed us. They just wanted people to go give speeches, not to talk about politics. But Westmoreland, I think,

correctly assessed—and he was chief of staff of the Army at the time—that the soldiers were getting bad press. This was, of course, after My Lai had happened and Kent State had gone on and all these things. Kent State had occurred while I was in the jungle, and it was just a little blip on the radar; nobody noticed it too much. It wasn't as big deal when you're being shot at yourself. But he thought if people would just go tell the story and not talk about the geopolitical issues that it would be a good thing. So I remember that they had a sort of a "murder" board where people would ask questions, and somebody would say, "Well, how do I avoid the draft?" And my answer was, "Enlist." So I wound up going to New England to Fort Devens just outside of Boston, which is, of course, home territory; I mean, having gone to college in New England. I spent six months up there as the Army speaker for New England, and I traveled all over New England. I gave about forty or fifty speeches a month to high schools and civic clubs.

TS: How were you received?

GR: Well, it depends on where I was. If I was at the American Legion or the Lions Club, you know, in Littleton, New Hampshire, or what not, I was the hero. If I was at the University of Massachusetts for the student discussion groups, it was a little bit tenser. But I said, "I'm just here to tell you what the soldiers are doing, and the soldiers are doing a good job." I dialogued fairly well. Remember, I debated in high school and college, so public speaking was not an issue.

TS: Did you feel frustrated about all this stuff—about an arm tied behind your back while you were over there—or was that even remotely true?

GR: There was no arm tied behind my back. If somebody shot at me they were going to be sorry because I had access to all the firepower that I needed. Now, it's a little bit above the pay rate of a first lieutenant to worry about going into Cambodia or things like that. No one messed with me because my platoon, you know, had artillery and support. I had aerial rocket artillery; I had Cobras; I had .50 caliber machine guns mounted. If you go through the textbook, it tells you how to build an impregnable defensive position straight out of the Civil War. Actually, it goes back to Julius Caesar where they would dig, boys, dig! If you do it right—and that's what we did—every night we just did it by the book.

TS: Were you in for four years in the military?

GR: Well, because I had a scholarship, I was in for four years. Now when I was in New England, when I was teaching at the high schools, I would go to the teachers' lounge and get a date. I was twenty-four, unmarried and wearing jump boots and what not. That's how I met Carlotta. She was teaching in Tewksbury, Massachusetts, as an English teacher. She had gone to Rosary College in Chicago, and she had spent a year in Korea working for a service club, then a year in Vietnam down in the Delta working for a service club—she was an Army civilian. So we had something in common. She had been back—oh, she's a

couple of years older than me—she had been back about two years by the time I met her. So we eventually got married, but I met her while I was there in New England, which is fortuitous. A lot of little things have to fall into place to meet the right person. It's sort of serendipitous in terms of that. When that finished in New England, my next assignment was down in north Georgia—sixty miles away from where my parents had retired to in Ellijay—in Dahlonega at the Ranger camp as an instructor. I have twenty-one first cousins living in Gilmer County.

DY: Oh, gosh, you had to come back to all those girls!

GR: Well, half are guys, though, and my mother and father, my nine aunts and uncles and my family.

DY: Oh, your parents had relocated.

GR: They had retired in '69.

DY: And they had come back to Georgia.

GR: Right. And moved back to Georgia to where my mother was from. So I wound up back in Dahlonega where I stayed for three years as an instructor.

TS: So now you're pushing somebody's head in the mud if they don't shape up.

GR: Well, I didn't do that. That's sort of the . . .

TS: You leave that to the sergeant?

GR: That's down at the Benning base. The Mountain phase is, "Can you accomplish your mission under adverse consequences and what not?" When I was the Tac officer, I didn't push anybody's face in the mud either. Which, interestingly enough, may be one of the reasons I'm not in the Army [now]. In my efficiency rating for the period as Tac officer, they said I didn't have much force because I wouldn't yell at the people. I despised being yelled at.

DY: They meant physical—not mental, intellectual or spiritual force, right? You had the others, but you just didn't choose to exert the physical force.

TS: And you weren't going to change your behavior.

GR: No. Well, I didn't think it would work. By that time, you're figuring some things are right and some things are wrong, which is what you're supposed to do. But I stayed there three years. It was a wonderful assignment; all a bunch of twenty-four year old captains making good money, working hard and playing hard. Carlotta and I got married during that time period. Then I began to figure that there weren't many happy field grade officers (Majors and above). This was '75.

I'd stayed in a couple of extra years after my four-year commitment and gone through the advanced course, been an honor graduate at the infantry officer and advanced course. It's all about taking tests, Tom. It's really an unfair advantage that these poor public school graduates who don't have that liberal education on how to take tests. . . . So what I find amusing is that I'm also the honor graduate of the Army Motor Maintenance Officer Course, too. There were people who knew a lot about mechanics and what not who didn't score as high on the tests as I did, simply because I could take tests. You guys know what I mean about that, don't you? It's one of those things. But taking tests is sort of a prerequisite for doing well. You figure out what the professor wants to hear and give it to him. It gets you through your Ph.D. program, too, doesn't it? And then you can do what you want, I suppose. So I got out of the Army in 1975. We were living in Atlanta at the time because I was in Dahlonga and Columbus. I was on my way to Germany and decided we wouldn't go to Germany. So we stayed in Atlanta. I had worked on my MBA while I was at Fort Benning at the advanced course because I figured, well, an MBA. . . . I toyed with law school, an MBA; I decided not to go to seminary, mainly because of my experiences after moving south with the Southern Baptist Churches.

TS: There were still some fairly moderate to liberal Southern Baptist seminaries, though, at that time.

GR: Oh, yes; oh, yes. But the professors at the seminaries were under pressure at that time. I had known quite a few who had come up to study at Princeton. We had real liberal, moderate pastors up in the North because they were studying at Princeton Theological Seminary.

TS: They were affected by Presbyterianism.

GR: They were telling me, "Oh, you may not want to go to seminary. The trend in the convention is not good."

TS: Yes, if you're going to stay in the Southern Baptist Convention, it was a problem.

GR: And many of them, if they had not retired, would have lost their jobs, and these are tenured seminary faculty. Well, I have some opinions about what the Baptist Convention did to their seminaries, but that's not necessarily . . .

TS: I'm sure that I would agree entirely with your opinion.

GR: So I got a job with Merrill Lynch because the manager in Atlanta was the youngest lieutenant colonel in World War II and was a Citadel graduate, but he had decided that hiring these sharp military officers was the way to succeed. And Merrill Lynch was a great company, a wonderful company. I studied in New York—finance, stock management, what not—and finished my MBA at the same



time. It was a great introduction to the world of finance and what not. Eighteen months there, and I couldn't stand it.

TS: Couldn't stand it?

GR: Well, it was just selling stocks and bonds. Sometimes the stocks would go up, and sometimes they would go down. I had taken these finance courses that talked to you about the efficient market theory, which says that you really can't beat the market. It was a sales job, and I just wasn't happy. On the day that Jimmy Carter was elected President in 1976, I resigned. I didn't know what I was going to do, but I knew that I didn't want to do that. So I worked my way refereeing soccer. What you do, refereeing soccer youth games five days a week and adults on the weekends, you can make a little bit of money. At that time, we had discovered the Episcopal Church, which is God's gift to Southern Baptists who can't go along with the convention.

TS: So you joined the Episcopal Church?

GR: Absolutely. It was like a breath of fresh air.

TS: Are you still in the Episcopal Church?

GR: Absolutely.

TS: I didn't know that.

GR: Absolutely. It's just wonderful.

TS: So you became a "whiskey-palian."

GR: That's exactly right. And I didn't like that hypocrisy either [about no alcohol if you are a Baptist].

DY: Well, your income level had jumped, too.

GR: That's exactly right. My income level and my education level had jumped, too. I took religion courses on higher criticism and lower criticism in college, and it was just hard to put up with the fundamentalist, literalist approach, okay?

TS: I understand.

GR: So I have been happy ever since.

TS: It's almost like there's two Christianities in society, it seems to me. I'm Presbyterian. I think that you've got the moderate—and there are some moderate Southern Baptists, but not a lot.

- GR: They're being driven out.
- TS: They're being driven out, but they are not fundamentalist and are open to the higher criticism and so on. I've never understood people who put a literal interpretation on everything in the Bible.
- GR: Yes. Of course, I'm not happy when people badmouth the Southern Baptists too much because my mother was born, raised and died a Southern Baptist. Her church was very important to her. She's also the one who said, "Don't take this stuff too seriously." Which I thought was good advice. It was important and the center of their lives, but the family's position is: Don't take this stuff that seriously.
- TS: But you've grown a lot by this time and have different views.
- GR: Yes. And in '75 I spent six months figuring out what I was going to do. I narrowed it down to two choices: I did the *What Color is Your Parachute* book, and I did some other testing, and I thought, "I've gotten my MBA, and with an MBA in finance, there's a lot I can do. I could become a social worker." I was accepted in the MSW [master of social work] program at Atlanta University [AU], which is hard to get into. I had also done some research on the happiest professions and had discovered that urban university professors were the second happiest job around. The happiest job satisfaction index was with community college professors. The reason that was, if you read closely, is that the community college professor's peer reference group were high school teachers. They felt that they had it so much better than the high school teachers, which they probably did, they were just absolutely happy teaching in a community college. But the urban university professor was a different phenomena; it was a lifestyle issue type thing. So what I did was I used the Governor's Internship Program and went down and did an internship with the Department of Human Resources down at the State Capitol for a semester. A quarter, actually.
- TS: Another thing Jimmy Carter can be thanked for.
- GR: Yes, and I discovered that there were no happy social workers. There really was not a happy social worker to be found. So, in 1977, I finished the MBA and started the Ph.D. program at Georgia State.
- TS: Why did you go to Georgia State?
- GR: It was there. I lived in Atlanta; it was convenient. The MBA program was good. I liked the people; they accepted me. They didn't offer any money or anything, but I was accepted. I was there at the office, and the secretary said, "They need somebody to teach for Mercer in their prison program."

TS: Right down your alley.

GR: I said, "I can do that." [chuckle] I went and I taught in Mercer's prison program. And Oglethorpe [University] needed somebody to teach, and so I was teaching three or four class a semester in addition to taking my doctoral level classes. I was making enough money to get by on, with Carlotta's income. She was going to law school at the same time at the Atlanta Law School, and she was running an apartment complex. So I started teaching, and talking is easy enough. Gradually, you've got content to put in there. Of course, I did have my master's degree, so I think I had the content from that, really. I had some interesting experiences teaching at the Atlanta [Federal] Penitentiary, the Stone Mountain Correctional Facility, and the [Georgia] State Prison at Buford. I would always be invited back to the NAACP lunch or dinners. I hit it off with the students, mainly because I treated them like adults even though they were in correctional facilities. Then I worked with the Oglethorpe evening program and day program, which were night and day programs, and that's how I supported myself through the graduate program at Georgia State. It was a good education with good professors. There were about eight or nine of us that went together—Dorothy Brawley and I were in the same peer group, and we sort of cooperatively graduated. What we did was, Carlotta and I had bought a little house and we also had a baby during this time, neither of us working full time. We saved the money to pay for the baby. We hit upon the idea, the group of us, that if we invited these faculty who are going to be grading us on our comprehensive exams...if we invited the faculty over to the house and had a party with them—let them talk about their personal research, break bread and have drinks with them and what not—they would be less likely to fail us on our preliminary exams and our dissertation exams. Which is really true, when you think about it. It didn't create an adversarial situation. The eight or nine doctoral students would show up with food and what not. We would have the faculty members over. These were not necessarily the doctoral faculty members who we knew were impervious to any type of stroking or what not. These were the ones who filled in the committees, the second, third and fourth member of your committee, and they got to talk about what they were doing. We had great times, and it was really just wonderful. It was going back to my liberal arts education where we used to have sherry parties with the faculty.

DY: Just a seminar really.

GR: Yes, it was.

DY: You probably learned a lot.

GR: Yes. Plus you got to like these people, and they got to like you.

DY: It's a different setting, too. You learn in a different way. Pretty smart, Gary.

TS: Very entrepreneurial.

GR: Well, when I graduated, I really had three job offers that I considered seriously. Two were in Boston because Northeastern [University] and Boston College were interested. I really liked those two because, of course, Boston is a favorite city. But Carlotta says, "It's awfully cold up there." My parents were getting older. They lived in north Georgia, and we had a child then. And then I interviewed with University of Tennessee, and I really hit it off with the department chair. I thought, "This man would be good to work for."

DY: And this is management?

GR: Management. [H.] Dudley Dewhirst. He and I still teach four or five classes together, four or five weeks of classes in the executive development program. I've got one in two weeks with him, and this is twenty-five years later. We have taught together twenty years. We finish each other's sentences for each other; think about that. So I went to Tennessee, and that was only two and a half hours from Gilmer County and Ellijay, which was great for my parents' grandson. I'm an only child, so he was their only grandchild, and Carlotta liked Knoxville. Knoxville's a great place. Carlotta decided to work for the Job Corps for a little bit. Then in a strange series of serendipitous events, she wound up as the assistant director of the Urban League. That had to do with me getting the last cab at the airport at two o'clock in the morning at McGhee Tyson Airport and sharing it with this guy who turned out to be the director of the Urban League. So he and I hit it off and talked. And he knew Carlotta had a law degree, which I think was being under-utilized at the Job Corps. He basically needed an assistant, and so that's when Carlotta started doing counseling. She actually won the first equal employment housing case in east Tennessee. That's her claim.

DY: Good for her, Gary.

GR: Well, what it was was that she got the disgruntled leasing agent to point out what the secret coding on all these file folders meant (racial profiling). But she couldn't run it through the federal court because the federal judge at that time did not believe in equal opportunity housing; he felt that it was an inappropriate law. So she had to run it through the chancery courts using the state laws to win that. So for years she would be invited to talk at the UT law school about the strategies of how to position a case like that.

TS: And let's see, I think in Tennessee the chancery courts are the same as our superior courts in Georgia, aren't they?

GR: Yes, but it was different. It was really a federal case, but she had to use the . . .

TS: State court.

GR: And at that time, the federal government court had allowed testing, where you could send a black couple and a white couple and basically see whether or not the

leasing companies are obeying the law. Also housing was one of those things that took a lot longer than equal employment opportunity to catch on because a lot of people said [desegregation is] okay at work, but where we live is a right that we want to keep. So it depends on what the law was—about what Congress's intent on that was, and the Supreme Court backed it up. So we had a good time in Knoxville.

DY: How long did you live there?

GR: Four years. Long enough to realize that my tenure decision would be controversial because I'm not a real strong researcher. Most of the research published is sort of boring, particularly in management, although I understand why you have to do it and that was the problem. You could play that game. And it's not a game; I don't mean to minimize it. But you either spend twenty or thirty hours a week trying to get your journal publications, or you spend that twenty or thirty hours a week doing something else. It's really a choice you have to make. I was in a department that was half industrial organizational psychologists who were true believers in research. And my father died in 1984, so that sort of makes you rethink about where you're living and what not. I interviewed with Harry Lasher at the Academy of Management because he had just taken over as dean here at Kennesaw State, and I thought, "Gee, Harry would be good to work for." Notice my pattern here is that I sort of choose who would be good to work for as much as anything else. Craig Aronoff was the department chair at the time, and I had known Craig from Georgia State because Craig was the youngest everything in his life.

TS: Oh, he was on the faculty there.

GR: Yes, he was. He was younger than the doctoral students. Craig's major contribution to my life is that he showed me how, in a Chinese restaurant, to mix the spicy mustard with the duck sauce before you dip in the egg roll. That has been a very important part of my life since then. Not many people know to stir it up and dip the egg roll in there ahead of time, but he gave me a little lecture on that.

DY: Oh, Craig is a gourmand, by all means!

GR: The "mand" part is right because he likes to eat food. So I thought, well, this is an interesting and intriguing thing, and it was closer to my mother by about an hour. Actually, it also has to do with geographical orientation. Ellijay is oriented toward Atlanta, not Knoxville. While it's two and a half hours to Knoxville and an hour and a half to Atlanta, that hour difference is a big deal. Driving to Atlanta is nothing from Ellijay whereas driving from Ellijay to Knoxville is a big deal. Psychological more than anything else.

TS: Yes, and that's about the time [Interstate] 575 was beginning to open up, wasn't it?

GR: That's right, although it wasn't completely open at that time. So I interviewed, and I decided to come down to Kennesaw State. The reward structure was that they wanted to hire people to teach, build programs, bring students in, and structure those programs so the students were really learning something. It was really clear at the University of Tennessee that the students were secondary. When you're an R-I or R-II [Class I or Class II Research] institution, they almost have to be. Now, nobody would admit this honestly, but I was counseled every year for four years that I was spending too much time with the students. And that was by my friend Dudley, who was looking out for my interests. He also counseled me that I was acting too much like a full professor while I was just an assistant professor.

TS: Meaning what?

GR: Meaning that I wasn't focusing on pumping out that stream of research journal articles.

TS: Oh, once you get to be a full professor you don't have to do that.

GR: You can do what you want. Yes, that's right. And I thought, "Well, this is right, but you know. . ." He said, "You need to pay your dues." And I decided that I didn't necessarily want to pay my dues in that way. When I came down to Kennesaw State in 1985, the culture and the orientation of building this institution was based upon teaching as opposed to research. Now, incidentally, we're doing almost as much research as they were doing at Tennessee; it's just that people were doing it out of a different drive. I continued to write and what not, not because I had to, but because I felt I had some things to say. So coming here in '85 was really a good move. The promise was that I would have time to teach, spend time with the students and involve them in activities; it wasn't necessary to have research journal hits in these esoterically high-rated journals. I thought, well, that's probably more of who I am. I don't need to be at a major-tier institution; I'm more interested in a lifestyle. I want to take off summers and spend time with my son. Or I want to be a scout leader. Or I want to coach soccer. I wasn't necessarily sure that people could do that at a research institution. And I found that there is a difference between a research institution and a teaching institution.

TS: So Kennesaw was telling you teaching first and then you can choose scholarship or service as your secondary.

GR: Yes, from the very beginning. And at that time Harry had taken the position that accreditation wasn't that important. I saw that the AACSB drove the accreditation process, and it was all about the number of journal articles.

TS: Say those initials again.

GR: AACSB—American Assembly of Collegiate Schools of Business. That's our accrediting agency. And you'd be hearing stories about schools like Appalachian State that were placed on probation because their journals had fallen off. So it became excusable to miss classes because you're working on your journal articles. I mean, that's not uncommon. I didn't like that because you weren't taking care of your troops, so to speak, which is from that strong military value system I'd learned in Vietnam. So I arrived here in '85.

TS: You, by the way, knew some people that I knew. I think you lived next door to them up in Knoxville when you first came down here. I think you mentioned the Barnards.

GR: Yes, that's right.

TS: I think that's maybe the first conversation we had when you came down here.

GR: I'd forgotten about that. Yes, they were our next-door neighbors on Washington Pike. That's twenty years ago.

TS: Yes. They were members of the church that I grew up in in Knoxville.

GR: So that's how I got to Kennesaw State. That may be more than you wanted to hear.

TS: No, that's wonderful because it really fits in with what we've been asking people about the intellectual climate on campus.

GR: Well, it was sort of like—do you remember the Doonesbury cartoon when Richard Nixon resigned?

TS: You'll have to tell us.

GR: It had the mailbox out on 1600, and it had the sun rising with the rays. It was like the sun says it's a fresh morning. I remember that Doonesbury cartoon real well; do you remember that?

DY: No, and I'm surprised that I don't because I'm a rabid Doonesbury fan.

GR: Yes. The sun was rising; it was a beautiful day. The birds were in the air, and there's the White House in the corner. There's the postman and there's the sun rising. The darkness is gone.

TS: And that's the way you felt?

- GR: Yes, it was like a weight off my shoulders. I could sort of do my thing here; it was a win-win. I could do what I was interested in, and I felt reasonably sure I would be rewarded for it. Plus the colleagues. I didn't realize we would grow this large, but in retrospect if you never go to someplace that's growing, it's really a great place to go to. The University of Tennessee, on the other hand, in the same twenty-year period—the faculty has gone down from 120 faculty in the college of business to about 85.
- TS: Is that right?
- GR: Well, yes. They don't have a state income tax, Tom.
- TS: No.
- GR: And the way they've maintained salaries is they've not replaced faculty.
- TS: Oh, I see. Well, I know that they've really suffered economically in Tennessee, at the University of Tennessee in the last decade or so.
- GR: But you see, a measure of my involvement is that I still teach four or five weeks every year through the University of Tennessee's executive development program. So I still say "we" about the University of Tennessee. For example, in two weeks I go teach a class on project management in their executive development program that no one else on their faculty can teach. But they didn't keep me because they wanted me to pump out those . . .
- TS: Yes.
- DY: Gary, you've been here for awhile. What do you think has been the greatest change—well, let's narrow it to the intellectual climate—of the institution since you came in '85?
- GR: Well, I think the resources have changed tremendously in that there are resources now that we would not have dreamed were available for faculty members.
- TS: We're sitting in one of them now.
- DY: Yes, we are.
- GR: Yes. If you want resources, there's a way to find them, probably, I think. That's the message I take to the younger faculty: You need to wheel and deal and find the right person, but there are lots of resources available. If you want to be doing publications, then there are some good resources, plus you'll be rewarded for those publications. If you want to do some other things, there are some resources, but you just sort of need to ante up some of your own time and your own money perhaps.



DY: So you're saying that now; you found that when you came in '85, too?

GR: No, in '85, we were under funded; we bootstrapped a lot of things. But you see, I had a mentor at the University of Tennessee, Max Wortman, who was president of the Academy of Management, and he was the Stokely Professor of Management. He would tell me stories about when he was an assistant professor and he made \$8,000, \$3,000 of which he spent on travel the first year. He said that the big change is that, historically, faculty have funded their own travel. Somewhere or other, the shifting of perspectives—and this happened in the '80s and it happened here in the '90s, I think—is that faculty wouldn't spend their money on their own careers; they expected it to be subsidized 100 percent. That's an interesting change because what it does is it presents an entitlement mentality that if you're not getting it, then you're not being treated equitably. I don't know if that fares with your experiences, but I bet you spent some of your money on developing your position in the history domain, didn't you?

TS: Well, sure. Still do.

GR: Yes. And I do, too. And my standard answer I tell people is, "I'm overpaid. It doesn't matter if I spend some of my money on this." What it does is it frees you, because faculty are particularly vulnerable to two things. The first is the jealousy that's available there because they're afraid somebody's getting something that they're not. That comes from the fact that smart people are always sort of rewarded. When you put everybody who's smart together, then average doesn't mean anything. You take people who have never been average in their lives. Suddenly they're average, and they're sort of offended by that. They don't quite understand statistical distribution and find it an insult. But they're also expecting to get treated better, so there's a certain amount of worrying that some people are getting things. You can see this from department to department and college to college; that's just not healthy. When you didn't have many resources, there wasn't too much of that. When you get lots of resources, you'll see a lot of it. It's like in my ethics class: You worry about ethics when you have too much money or not enough money. I think we've gone from not enough money to too much money, and we've got some problems. That first thing is the jealousy issue; the second is the passive-aggressive behavior pattern that tends to come out in the faculty. We went through a period of that in the '90s, I think, where for some reason or another we were working hard, but people began to feel sorry for themselves. Instead of addressing these things explicitly and saying, "I'm not happy for the following reasons; what can we do about that," we got into a lot of "poor me" behavior patterns. Some of that was modeled by the administration; I don't mean at President Siegel's level, but at mid-tier. I remember the last time Betty ever asked me to talk to the administrative deans and vice presidents; it was about eight or nine years ago. It was about quality in management and total quality management in academia. At the end of my presentation, she said, "Well, Gary what would you change if you could change things?" And I remember thinking, "Don't ask that question unless you really want the answer." I

remember telling her, “Betty, the first thing I would do is I would put a stop to all the passive-aggressive behavior by the administrators. As a faculty member, I get so tired of administrators talking bad about each other behind their backs. I can’t stand it.”

DY: Good for you, Gary. Thank you.

GR: There were about ninety people in Room 151 in the Burruss Building, and you could have heard a pin drop. I’ve never been asked back after that. [chuckle] But you do get tired of that. That’s the passive-aggressive behavior that comes from jealousy when we have lots of resources. Coles College is afraid that Science will get ahead of them, and Science is afraid that Coles College will get ahead of them.

DY: Nobody’s ever afraid of Humanities because the Humanities don’t get any cut of it.

GR: Well, that’s right because you guys really “don’t have anything to offer.” And I put quotes around that. I don’t know; we may edit this out here. But you know, when you have your dean calling another dean an asshole—that tells you that it’s not worth working with that dean. I mean, why invest time?

TS: You’re saying one of our deans really said that?

GR: Well, yes. [chuckle]

TS: We don’t have to name who, but that actually happened?

GR: Yes. So instead of having joint programs between two colleges that could really benefit, we let the personalities of the leadership pull it apart.

DY: That’s a very astute analysis.

GR: But I’m just a little worker bee. I’m not going to cross my boss or my boss’s boss, because there’s plenty of other stuff to do. If we’re not going to have good joint programs—cooperative programs—then we’re just not going to do that. There’s just so much that a full professor can do, and there’s plenty of other things to do that will be rewarded.

DY: Well, Gary, have you held an administrative position?

GR: No, I’ve never been an administrator. I’m sure that I wouldn’t be a good administrator because I would probably kill someone the first day. I know I would hurdle myself over my desk and probably do physical violence on someone because the administrators have to put up with so much. I mean, you know, it’s just not easy to do. I teach management; I’m not necessarily a good manager.

- DY: Well, I wondered why you would not take a position in this administration, and I think you answered it before because you don't like the ethical playground.
- GR: Well, no, I think there are plenty of ethical administrators.
- DY: I think there are, too, but . . .
- GR: I think there are quite a few of them that I have a huge respect for; I probably just wouldn't be good at it. I don't think that it's worth it, first of all, and I don't think I would be good at it. When I work for someone, I work for them and I'm loyal to them. If they tell me not to do something, I don't. I'll tell them if I think they're wrong, and then as long as it doesn't involve anything unethical, immoral or illegal, I'm going to do what they tell me to do. I'm a real good subordinate.
- TS: We've all sensed, I think, that we once were a happy, unified faculty where we all met in the student center and got along. And now we feel like we're so departmentalized and divided across campus. We don't see the people from the business school like we used to, if we're in the liberal arts. You're really suggesting, I think, that maybe part of the problem is back-stabbing among the administrators, at the dean level even—that maybe we haven't been able to cooperate so much across campus sometimes because the administration hasn't gotten along, if I'm hearing correctly what you're saying.
- GR: Well, I think that's certainly true. Then again, one of the contradictions here is that practically every dean that I know personally is an interesting, capable, nice person. I've been real lucky that Dean [Timothy S.] Mescon's been here for twelve or thirteen years.
- TS: Probably so.
- DY: You've had two deans since you've been here, right? You've had Harry and then Tim.
- GR: We've had two deans, and both of them have been just outstanding. One of the reasons they're outstanding is what you see is what you get. I don't think that there's any guile on either Harry's part or Tim's part whatsoever. As I've said before, if it's not immoral, unethical or illegal, I'm going to support my boss, my chain of command. As long as they send clear signals about what they like and what they don't like, I'm pretty much going to be a team player. That's important to me personally to be that; I'd rather be valued as a team player than anything else. Part of the problem with that team-playing issue is that, if you'll recall, there's nothing in most Ph.D. programs that makes any faculty member into a team player. As a matter of fact, probably just the opposite. We discovered that in our executive programs where we started team teaching. That, without a doubt, was the hardest thing for some people to come to grips with: What does it mean to be a team? And the integration of the material was the most difficult thing to

do. What people would want to do is come do their three hours and leave, not accommodating or adjusting to what the other nine hours would be in that given weekend. That drove poor Rodney [G.] Alsup [Coles College Senior Associate Dean for Executive Education and Graduate Business Programs] nuts. It was so bad that what he eventually had to do is he had to get rid of using our regular faculty and hire new faculty for the leadership and professional programs. He had a vision for the executive program of an integrated, smooth-running machine that delivered the highest quality product to people who were paying a premium price.

TS: You're talking about the Executive MBA program?

GR: The Executive MBA program.

DY: The problem is you've got to fit human beings in that.

GR: Well, you have to fit human beings who happen to be Ph.D. faculty members who have other agendas into that. And you have department chairs who have different agendas, and so leadership and professional development was our answer. I'm not so sure it was the best answer, but I understand why he did that in order to maintain his vision of the program. The trouble is that the LAPD is almost a killer because it requires more than a human commitment to the program. So we're getting people from LAPD who are spun out, who haven't been hired through the normal hiring processes, who are then put into our departments.

TS: What is LAPD?

DY: Other than Los Angeles Police Department? [laughter]

GR: Leadership and Professional Development. It's the Department of Leadership and Professional Development.

DY: I didn't realize we had one.

GR: It is, Debbie [Deborah M.] Roebuck is the chair.

DY: How new is this?

GR: Two or three years. Maybe four.

DY: Okay.

GR: But the problem is they hire their own people, but they tend to burn out. And what do you do with them? They've been put into the finance, into the accounting and the management and the marketing departments . . .

DY: Have they been hired through a hiring process?

- GR: Run by LAPD.
- DY: But then they burn there and then they try to put them in . . .
- GR: Well, Dean Mescon is the son of a dean and has strong values about people in that he doesn't dispose of people. Therefore, we have a dilemma of people who are burned out with a particular program; what do you do with them, you see?
- DY: Well, I can appreciate that. But my concern is the violation of process in hiring people in and then dumping on a department that hasn't hired them.
- GR: Well, it's causing problems. But I think I honor his decisions on these things because in some sense, it works out okay. But it sure throws off our ability to really bring in the right person from a national search for positions. Remember, as long as resources are increasing and the department is growing, then it's no problem; it's just been an interesting phenomenon. Again, it's above my pay grade, and I'm quite sympathetic. If that's his decision, then I'm going to back him up a hundred percent.
- DY: But you're saying that it shows a need in the institution to basically teach faculty how to be team players.
- GR: Truett Cathy [founder and chairman of Chick-fil-a, Inc.] may have said it better than anyone else. He can teach anybody how to make coleslaw. He can't teach people how to be nice to customers, nor can he teach them how to be team players. So what you need to do is you almost need to hire people who are already oriented towards that team playing.
- TS: You don't think you can teach people to be nice to customers?
- GR: You can, but it's a lot more expensive over time.
- TS: So get people who are naturally nice to customers.
- GR: It'd be a whole lot easier to hire people who are nicer to customers because of their orientation and personality style—or faculty who are oriented toward being team teachers—than to take an apple and make it into an orange.
- DY: But it sounded like from what you were saying before that you were doing a wonderful job of preparing students—undergraduate students in your classes—to work with peers. Isn't this the same model that we're talking about? You just superimpose it . . . ?
- GR: I think it's a lot easier to teach undergraduates to be team players than it is to teach Ph.Ds.

- DY: I'm sorry. I get your point.
- GR: Particularly coming out of an AACSB Ph.D. program, which is teaching people how to do research, you know.
- DY: Which is a solitary phenomenon for the most part.
- GR: Well, most of the Ph.D. programs are teaching people how to do research, not how to teach. Now, there are a lot of exceptions to that out there, but they tend to be not the . . .
- TS: And the same thing's true in the liberal arts. There's nothing in a history program that teaches people how to teach unless they're a teaching assistant or something.
- GR: That's what we did for years and years, though. Let me just trace the development of the Coles College over time with you. Anyone reading this, it's not meant to be critical; it's just meant to be an assessment of what I think happened here. I'm sure that there are good reasons for some of these decisions. I'm not so sure that I personally like them, but as a citizen in the Coles College community, I support them by my behavior because I don't think that they fall in that rubric of being unethical or immoral, and they've certainly been above-board. Dean Mescon has communicated it every step of the way. I just think that we've lost something in the process, and I'll explain to you why. And this is nothing that people haven't heard before. When I was hired in 1985, we very clearly only hired people who were good in the classroom. By the way, people who are good in the classroom usually did some research anyway because they were trained as researchers. It's just that it wasn't their primary focus. Harry Lasher's position was that accreditation by the National Association was peer anointment; businesses didn't care. Well, that turned out to be probably not the case because the other competitors in our market, Georgia State primarily, began to use accreditation against us. All right.
- TS: We've got accreditation?
- GR: That's exactly right. We are both accredited MBA programs.
- TS: Now, Harry said that it was peer anointment.
- GR: Peer, by other academic institutions, which it really is. It's the other business schools anointing your business school as being one of them. That's what it is.
- TS: Which was not anything that he aspired towards?
- GR: No, that was his position. Now, Tim was hired to move us toward accreditation because there was some sense on the part of the president that this was now becoming important. And Tim had taken Salisbury [University] up in Maryland

through the accreditation process; or at least I had the sense that something like that occurred. Now, this was extremely controversial—back in 1992, '93 and '94—when we first went through the accreditation process—because Georgia State used every political trick in the book to try and get us not accredited. If you want to talk about a hateful behavior pattern you just need to look at Georgia State's College of Business. Because what it meant is that they would lose their so-called niche. Now here we have mostly graduates from accredited schools teaching, but we were not going to be accredited. Up until the very last end, they tried to stop our accreditation.

TS: So they saw us as a serious competitor even in '92 or '93.

GR: Oh, we are a serious competitor. It's not just that they saw us as that. We are toe-to-toe.

TS: Even at that time?

GR: Even at that time. And in retrospect, they probably should have done that. They could have a huge market here in Cobb County if we didn't have an accredited MBA program. And if you take a look at the millions of dollars that the Executive MBA program has raised for this institution, we're now talking twenty or thirty million dollars over the past ten years. At that level of money, it gets kind of vicious in business.

TS: How does the executive MBA raise money? You mean through the tuitions?

GR: Oh, yes. A single executive class probably contributes three million dollars to the Coles College, half of which goes to the university.

TS: In tuition?

GR: In tuition, over and above the minimum.

TS: So they have to pay a much higher tuition than other students.

GR: That's exactly right. They're paying \$30,000 for their degree.

TS: Oh, I didn't know that.

GR: So this is all found money. You see, this money funds the hiring of new faculty.

TS: And so all Tim Mescon's calling for is to have people work twelve hours on the weekend for these people that are paying \$30,000 for a course.

GR: But that twelve hours on the weekend involves forty or fifty hours of design each week, the way that it's set up now. That's where the problem is occurring. So,

we got accredited, but the reason we got accredited was [that] back in the early '90s, an alternative accrediting organization got started. It's all countervailing power. This was of the second-tier schools who weren't going to be accredited under the current circumstances by the AACSB because the AACSB wanted to keep it a "union shop." They had a meeting some place in the Midwest, and over two hundred schools came. They got organized, and the AACSB caved. They changed the accrediting standards.

TS: Away from pure research.

GR: That's exactly right. So what this meant was that the Kennesaw States of the world could be accredited now. We weren't an R-I university or R-II university, but what it was—and this is a good business decision—is that you are now accredited against your own organizational goals and objectives as to how well you're meeting them. So it was really a good rational choice and decision to make. And we were accredited in spite of the opposition of Georgia State and, to a little degree, the University of Georgia and Emory, but mostly Georgia State.

TS: So the other organization never came into being because . . .

GR: It folded. It served its purpose.

TS: Right.

GR: All right. Now, at the time we were accredited, it was not based upon publications. It was based upon meeting your goals and objectives. Now, over the past ten years, guess what has happened within the accrediting organization without the countervailing power of that other organization?

TS: They've gone back?

GR: They've gone back to a research requirement.

TS: But we've been moving in that direction, too.

GR: Yes, we've been moving in that direction, and we started hiring people in the '90s because we recognized that if you're going to run graduate programs, you really do need to have a research expectation. Now, some of the departments in the Coles College could compete against the R-I and R-II universities in terms of their output. The Economics and Finance Department—Roger [C.] Tutterow has staffed them up with first-quality researchers. And they're hired knowing that they're supposed to pump out first- and second-tier journal articles. That hasn't happened as much in the Management and the Marketing Department, nor in the Accounting Department. One of the difficulties is we say we hire people for teaching—that's always been our mantra. But we started in the hiring processes to look at people who are doing research. Gradually, it shifted over to the fact



- that during the first five years before you get tenure, there's the expectation that you will do more research than you had done in the past. That's been clear to our assistant professors; I mean, this is not hidden or what not.
- DY: Well, it's spelled out. Don't you have a three-track [teaching-focused, scholarship-focused, and balanced tracks]?
- GR: Yes, it's spelled out. I mean, none of this is secret. But let's again talk about non-anticipated consequences. Let's take a look at the advisors to our student organizations. It is hard to get advisors to the student organizations now because the people who were hired in the late '80s to teach are the naturals to advise student organizations, whether or not they're rewarded for it. It's nice; it's recognized. But it's still extra time.
- DY: Well, you're saying there's little incentive to do institutional service.
- GR: Well, there is some incentive. I don't want to take away from the dean, but we're sort of trapped by our strategy. In retrospect, we sort of arrived at where we are. But what it is is that we're running the student organizations with master degreed faculty. This is another phenomenon because we discovered what every institution in the country has discovered: You can get master degreed faculty to teach cheaper than you can get Ph.D. faculty. And, of course, in twenty years we're going to probably have three tiers of faculty.
- DY: I think we'll have it before twenty years.
- TS: So what are the three tiers?
- GR: The three tiers are those Ph.D. people who pump out the research, who develop the curriculum . . .
- TS: Who are acting like we're a Research I institution.
- GR: Well, no, Kennesaw State will never be a Research I institution. But they're going to be running the committees; they're going to be developing the curriculum. They're going to be determining what's taught in the classes, and they're going to be pumping out the research articles and maybe doing the service. Some will do some service, but they're going to be the elite tier.
- DY: What committees do they run?
- GR: Curriculum. Long-range planning.
- DY: Yes, I'm with you on that.
- TS: Well, what about promotion and tenure?

- GR: Promotion and tenure is going to be an interesting phenomenon because our second group of faculty are going to be master degreed faculty. Although the dean said just the other day we're not going to hire any more of them, that's probably not true. Economics says you can get two master degreed faculty because the price of Ph.D. faculty in business is getting close to \$100,000, whereas you can pick up a good MBA who's willing to teach for less than \$50,000.
- DY: We're not going to be hiring master's in our college anymore. We hired those instructors, and that's it for instructors.
- TS: But we're hiring Ph.D.'s for less than \$50,000.
- GR: Yes. But you've got to understand that this is discipline-related and supply and demand. But still, everybody is saying we're not going to do any more of this. How long does it take to change that position when the economics really hit and when the class sizes get larger and larger? What are you going to do?
- DY: Well, and when you've got that other tier wanting more time to do research.
- GR: Yes, and you're exactly right. Now these people are going to be people who may not be offered tenure track positions even. They're going to be five- or six-year employees.
- DY: Lectureships.
- GR: Right. I mean, I've heard too many discussions at national conferences about this, and it's all based on financing. Well, that's okay. But remember we've got some real good master degreed teachers who have committed their hearts and souls to this institution. What happens is, because they're teaching three and four classes, they don't really have time to do anything else, particularly since some of these classes are seventy- or eighty-student classes.
- DY: Well, if they were going to be doing anything else, they would be getting a Ph.D.
- GR: And they don't have time to do that. Then we have the next set, which is our supporting adjunct faculty members who are going to be the itinerant group on the job lot basis. But what it is is we're going to have course managers. We're doing this in our department already. I'm setting up the principles of management class for everyone to use the same general structure. The WebCT course is up there; the syllabus template is there with the SSLOs [specific student learning outcomes] for the assurance of learning. Your job is to customize this to yourself. You will give these quizzes to get people to read, and you will do the following things that we're standardizing; but then you can be very creative and have a good time. In other words, they're not being penalized too much because we're simply

providing them with more tools and taking care of them because we're using more of them.

DY: And they have a high turnover rate.

GR: Right. Now, where do our faculty advisors to the student organizations come from? The faculty advisors for academic work come out of that second tier, the master's degrees. They're the ones that sit down and help the students through the course work. I don't do any advising. I'm a great advisor, but I don't do any advising. The people across the hall who have an MBA do the advising in exchange for a course release. Instead of teaching four courses, they teach three courses and do the advising.

TS: And our people teach four courses and do the advising.

GR: Well, you just majored in the wrong field.

TS: We did. [chuckle]

GR: But remember, and I prefaced this awhile back, that wherever you have lots of good resources, that's where you start running into these problems. When you have scarce and lots. It's the middle that wouldn't have this problem. But the business college has lots of resources. Remember, we have those executive degreed programs pumping in an extra million or two million dollars a year, so we're able to fund that. Every so often they get Lynn [Lendley C.] Black to agree that this money has come in permanently over the past five years; we can now consider it to be—it's permanent short-term financing is the correct term. Well, that puts a lot of pressure to keep it up because if you ever falter, you run into problems. But what happens here is, for example, I've been advising SIFE—Students in Free Enterprise—for twenty years practically. It takes about a day and a half to two days a week to run that organization right. It really does; it really does. I can't find a replacement, and at fifty-eight and a half, I'm tired. Besides, my wife is on me that I'm working harder on these things. So you see, I've been trying to find someone to take that over, and no one's going to take that over. We've had three of the four organizations in our department essentially become nonfunctional in the last four years. The entrepreneur club, and SHRM—Society of Human Resource Management—Tom [Thomas A.] Kolenko [Associate Professor of Management] runs that, and it's faltering because he doesn't have time to do it. Our production operation club has fallen by the wayside. Now, it may be revitalized a little bit occasionally, but it's not a long-term consistent line-item organization over time that does something. That really is where you would like to have these student organizations. So we're left with the fraternities, which sort of run themselves, but we don't have those classical business-oriented organizations. And that bothers me a little bit, but it just may be that we can't get it that way. Those things exist and are alive and well at the third-tier universities and institutions. You know, you go to Berry College, go to

Western Carolina, smaller organizations—residential—where the faculty live near campus and run those organizations as a major part of their duties. When you come down here to Kennesaw State, which we were like in 1985, closer to Berry College in terms of community—and also Western Carolina, you had faculty who wanted to do those things. So we really don't have the replacement, and that's not being addressed.

DY: Well, we have an aging faculty who are tiring. We have a highly tenured aging faculty, and then we have a new faculty that are coming in who are, as you say, not geared to this. They're coming with their research agendas set, and they're hired for that.

GR: And they're smart enough to know not to get involved with the students like that.

DY: Right. Because it takes your time.

GR: Now, the idea that has surfaced is to actually hire people to run student organizations. Well, I mean, given the changes and with enough slack resources, that's not a bad thing to do.

DY: And we all three know this; it cuts out a very essential component of teaching, and that's mentoring. Mentoring in a way that doesn't always happen in a classroom.

GR: Yes. That's probably my major disappointment with the trend that we've had over the years, and that's probably speaking as a service orientation in terms of working with the students. It's harder and harder to work with them; there's more and more opportunity. The opportunity is wonderful because the business world will reward it and what not, but there's just hardly any time to do it. And I'm sitting at the last faculty meeting we had two days ago where the dean says, "You are going to have to publish in a journal. The rules have changed because the AACSB," and he said, "compulsively focused on one thing in our last accreditation in December, and that was the lack of publishing in journals by faculty." That's not quite as bad as it is because you see—and this is the hypocrisy of it all—in order to satisfy that, I need to find somebody who's written an article and say, "Put my name on it."

DY: What about the ethics of that?

GR: Well, I'm not going to do that, but that's happening all over the place.

DY: Oh, of course it does, I know it.

GR: But I'm not going to do that. I'm actually thinking, "What can I eliminate to write this damn article?" Or, "What do I really have to say to write this article?" Because at this point in time, there's a lot . . .

DY: What's going to happen to you if you don't write this article, Gary? You're a tenured full professor.

GR: Well, it just becomes unpleasant. Plus it's disloyal to my chain of command. I understand where the dean is coming from, and I'm going to salute him. I'm going to say, "Yes, sir," and I'm going to write the articles. I'd like to do it well. I'm just trying to figure out what do I give up, the Students in Free Enterprise? Do I make my wife happier?

DY: Or do you generate articles out of what you're already doing?

GR: Well, that's obviously the answer. But it's still . . .

DY: Yes, all the work you do here at CETL, for example; the model that you've set up for doing WebCT.

GR: Yes, so I don't think it's a problem. But you see, it still does pull us away from . . .

TS: Yes, you've still got to write the article.

DY: And it's the ground rules shifting, too.

GR: And then there's another ground rule that I'm running into, and it's that I got to thinking that I wasn't doing a real good job on my WebMBA class. This is a virtual class where I never see the students, and I've sort of been sloughing off on grading lately. I haven't been grading like I should have been, and so I said, "I'm going to do different this semester." It's back to killing me again, but I'm spending about half an hour on each student's paper, starting with the grammar and passive voice. I'm using Turnitin.com [a program that detects plagiarism and helps improve student writing and research skills], which is wonderful. They're using it first, and then I'm sending detailed things back to the students. I'm happy I'm doing this because I feel real good about it. But what distresses me, these are finishing students in an MBA program, and I could show you a dozen letters and e-mails back to me, thanking me for the feedback. They've never received feedback like this from any of their professors in the program.

DY: Uh-oh.

GR: Okay. I'm thinking . . .

DY: What are my colleagues doing that these students can't write?

GR: Well, I'm a management professor. My colleagues are doing the best they can. If you start with that premise, it doesn't make it judgmental. People are doing the

- best that they can. Why aren't they doing differently, though, if they're doing the best they can? It's something in the system; it's a systems issue.
- TS: I think Dede was saying her colleagues, weren't you? The English faculty, in other words.
- DY: No, I meant across the board.
- GR: Yes. But phrasing it that way makes you unhappy, and it doesn't really result in a possible [solution]. You're 100 percent correct, but the phrasing of the question is probably more important. It's what can we do to change this?
- DY: Yes. "What can we do to change it?" is different from saying, "My colleagues are doing the best that they can," but that's not necessarily the case.
- GR: Well, no, I think change comes from saying you're doing the best that you can, now what do we need to change so that you can do better?
- TS: Best you can on the ground rules you're operating under.
- GR: That's right. It's a systems perspective, and it very much goes back to [W.] Edwards Deming, who was really brilliant about understanding why and how change occurs. He was the TQM [Total Quality Management] guru. I have to get buy-in for change, particularly from Ph.D.s. And what is it that you need in order to be able to devote more time to grading? It's not because you're a bad person or you're lazy. Once I start down that route, we're not going to get change; we're going to get defensive reactions. So it's very important. But I am distressed that [throughout] the entire program, the students are evidently not getting the feedback that they should be getting. And it doesn't mean that I'm better than anyone else; it's just at this experimental time, I devoted more time. Why didn't I do this last semester or last year? I'm just as guilty as the rest of my peers are. At least I'm honest; I can see that, too. But it's hard to grade well. And a lot of your English 1101 faculty burn out on it. That's why Jim [James R.] Cope and I are having such a good time looking at how technology helps the grading process.
- TS: Jim Cope in the English Department?
- DY: He's English Education.
- GR: Brilliant. Some of the stuff that he comes up with uses the technology to just cut the grading time in half sometimes while increasing the feedback and stuff like that. So I'm intrigued with that, you see. For example, I can no longer remember ten-digit phone numbers. I've noticed that, at fifty-eight and a half, I can't remember a ten-digit phone number half the time. I used to be able to remember those things. If somebody said, "Here's the answering machine. Here's the number. Give me a call back," I could dial it.

TS: I don't remember ever remembering a ten-digit phone number.

GR: Well, but I do numbers, you know. And now I can't, so I think that's clearly a sign of aging. I suspect that it is. Everything I read is that the short-term memory loses a little edge there. So what I'm looking for is, in order to continue to be more effective over time, how can the technology help me? And the technology is whenever on the answering machine somebody gives you a ten-digit phone number, you write it down. That's technology, isn't it? There's nothing the matter with that.

DY: This is interesting. I'll be interested in seeing what you all are going to come up with in terms of responding to student papers. Statistics also show that you do all that writing on their papers, and they don't look at it. They look at the grade.

GR: Well, we can show you how to cut your time in half right now.

DY: Why don't you and Jim give a workshop? That would be great.

GR: We did. We did at the beginning of the school year. Ralph had us do that.

DY: Did you?

TS: Ralph [J.] Rascati.

DY: Oh, I remember that.

GR: I mean, it really does cut your time in half.

DY: Yes, well, our instructors doing our English 1101 and 1102 should know about this, too.

TS: Everybody could benefit.

DY: Everybody *should* benefit.

GR: I carry a microphone around. You can record comments onto a paper.

DY: Yes, a lot of people do that. Right. And have the students bring a cassette tape.

TS: You record comments onto a paper?

DY: You read the paper in and speak your comments.

GR: Oh, but this is a paper that's been submitted through WebCT; you put the comments into the Word document and then send it back electronically. You could do that. Actually, you just click on something, and it comes up with a

recorder that looks just like your recorder right here. You have your microphone plugged into your computer, and you record. You talk, and it leaves a little speaker thing for the student to click on.

TS: Oh, and they can listen to the conversation.

GR: They can listen.

TS: That's wonderful.

GR: But that's still too time-consuming. The best stuff is the stuff that Jim does with the auto-correct feature in Word. You can put in as much text as you want with any key stroke. You know how the auto correct pops up and corrects something? Well, for example, you can have a paragraph that every time you type in "XX1:" that paragraph appears; and you know, that's a glossary of paragraphs. We all tend to grade using the same rubrics anyway. I have one for passive voice that I drop into a paper with an example. I can do that by going "XX1:" and it pops in.

DY: There are some problems with Word, though. Their grammar check is not always right.

GR: No, but this is using that . . .

DY: The other feature may well work.

GR: Auto, yes. It's a little slick thing. It doesn't change your job; it just makes it easier. We're getting off the topic here.

DY: No, this is interesting, Gary.

TS: I think we're getting into service.

DY: I think we are, too.

TS: I mean, you've done tremendous service for faculty—and I've been a beneficiary—with the WebCT courses.

GR: You know, it came about with Bill Hill's [CETL director G. William Hill, IV's] vision, I think, of creating the CETL house and the CETL fellows. I think I needed to do something different three years ago. I was doing well, but I thought it might be good to get away from the Coles College just a little bit because we are rather insular. All the colleges have become insular. So I wrote a proposal; the main piece of the proposal—and this seems rather naïve in retrospect—was to go around and work with the departments on developing a strategic plan for technology. None of the departments have a strategic plan for technology.



DY: It sounds very far-seeing to me, to my ears.

GR: Well, I teach strategic planning; that's my discipline. So it's a practical application, and I wanted to facilitate one department a month with developing a strategic plan. Nobody was interested.

TS: Why?

GR: The department chairs were not interested. The deans said, "This is a great idea," and told the department chairs. It was like, throw the stone out there and wait for the splash. It's just that we don't do strategic planning the way that strategic planning is in the textbooks in our academic departments.

DY: Some of them don't even know how to do strategic planning.

GR: Yes, that's where you need a facilitator, a friendly facilitator.

DY: Right. You need somebody to tell you that you don't know this.

GR: Well, I mean, what is the impact of the Cobb County laptops policy going to do on our English 1101 students, if they go that way? That's part of the scenario building. Whether they do it or not is another question. But if they do it, then it's going to have an impact on your 1101 teachers in English. There's going to be expectations from students coming from Cobb County. How do you gear up for that? The time to start planning for that is right now. As soon as Cobb County spends that money on laptops, we need to change our technology policy. [Chief Information Officer] Randy [Randall C.] Hines is doing a damn fine job with this, but it has to be driven by the academic departments as opposed to the top down stuff. He's stretched as it is with the enterprise material. But the strategy idea didn't work, and then I had to do something in the summer. So Bill wanted something in the summer because one of the nice things about this was a course release in the summer! It was great! The fellowship is a great deal.

TS: It pays the equivalent of one summer course?

GR: That's exactly right. And so, I thought, what could I do that would be worth teaching in a class. And I thought, "Well, I'll just make myself available to help people with WebCT," and that's how the drop-in sessions got started. We had the lab, and they went over extremely well.

TS: And now you're doing drop-in sessions year-round.

GR: Well, I moved it to year-round, and it's to the point now where I'm talking to Gary [C.] Lewis [director of Online Learning Services] and John [L.] Isenhour in ITC [director of Information Technology Services] about institutionalizing this

- process. In other words, rather than having a fellow, a volunteer—because I don't know who the new fellow will be after me, but this is my last semester . . .
- DY: Now what is yours called? You're the CETL fellow for . . . ?
- GR: E-Learning.
- DY: E-Learning. E meaning electronic, of course. E-Learning.
- GR: Well, we haven't really defined it, but it is electronic. It's sort of a blank check. The day before classes started this semester, there were thirty faculty that passed through the drop-in. That strained our capacity.
- DY: You know one of the reasons for that, don't you? Because the English department interim chair said, "You are posting your syllabi on WebCT."
- GR: I thought that came from your dean?
- TS: Yes, it's in our department, too. They're telling us within a year we're going to have to do that, all go to WebCT.
- DY: It's been a long time coming when you consider that the Xerox budget in my department alone is \$30,000 a year. What an absurdity.
- TS: Yes.
- GR: Of course, the hidden thing is, we're really pushing that down to the students who print it out. That's the piece we don't talk about.
- TS: But they don't have to print it out.
- GR: No, and some of them don't. They learn not to. Actually, you know, I did not like reading off the computer. But I did the same thing. There was a time in my life when I would not read in a car because it made me nauseated, but I taught myself to read in the car.
- DY: I did the same thing.
- GR: And I've learned to read off the computer. I should write a little article on that. There are certain things—like a real comfortable position with no muscle strain and get the mouse down where you don't have to raise your arm. The first time I graded reading papers, I had the stiffest neck from leaning forward like this. Now, you'll see me with a pillow under my back, my mouse is down here and I raise the font size on that paper so I can see it.
- TS: Sounds like real applied research.

GR: Well, really it's a simple human factors issue.

DY: Yes, but we don't think about things like that. I think you're making very good points. With all the new building we're having, the new furniture has the kind of board that comes out for you to put your keyboard on. It's adjustable so you really don't need to tense those muscles.

GR: Well, we don't. So I moved my own desk into my office. If you can't get it your way. . . and besides, I tell people I'm over-paid. So I have a nice desk at home, and it's smaller, too, so I have plenty of room.

DY: I wish I could say that one day.

TS: That you're over-paid?

DY: Yes.

GR: Well, we are, you know, in the business college. Compared to the other colleges, we are paid more. I'm sorry about that, but that's the way it is. In some ways it's an equity issue. I guess it would be de-motivating for you guys.

DY: Well, I thought it was supply and demand. I thought it was market because business professors cost more than English literature.

GR: Well, there are just not as many Ph.D.s out there.

DY: And you have that wonderful baccalaureate degree from a small, liberal arts college; so you value liberal arts.

TS: But I think the fact is that anybody with a Ph.D. in the business world can go into the business world and make more money than they're making here.

GR: Yes, of course, that still doesn't explain, like in education, where our full professors in education are making less than our twenty-year teachers in Cobb County.

TS: Right, that's true.

GR: The whole thing is skewed. And then we can get into the sports figures making big salaries, which means we should really take care of the little things with faculty to make them happy. But I thought, in any event, we had too many people coming through the CETL House. We're going to have to institutionalize it and have two full days of drop-in rather than a half day and spread it out a little bit.

DY: To go back to your service, the fact that you were interested in this, that you are a CETL fellow, says something about your own commitment to service. That

where you are and where you were, you want to be a good citizen, you want to be a good steward . . .

GR: Well, actually, I want to have fun. But I think at a certain point that adding value is fun. One of the things that I've been able to do down here at CETL, for example: I've had a lot of events that bring people from across the campus together, like the drop-in sessions. You both missed the poetry dinner and share-your-poetry evenings we've had where we've had twenty-five people in here reading poetry to each other.

DY: I'm sure that's wonderful.

GR: Bob [Robert W.] Hill [Professor of English and CETL Faculty Fellow for Scholarly Discourse across Disciplines] finally got over the fact that the business professor was organizing the poetry things.

DY: Was that you, Gary? You were doing it?

GR: Yes. And when the group went to watch *Fahrenheit 911* and then went to Taco Mac to drink beer and talk about the film—I mean, you get all this cross-pollination. You meet the people on campus, which is where we were twenty years ago.

TS: Exactly.

DY: So this brings us to intellectual climate.

TS: Right. And nowadays people aren't going to those things because they've got to get a book out, and they don't have time to get together with their colleagues.

GR: You know, I decided a long time ago that the most fun that I had was when I was an undergraduate when we just sat around and talked about things. Why not replicate that? Like we have the Super Bowl party coming up, which is basically a CETL function for faculty and staff to come watch the Super Bowl.

DY: Well, I would watch it if the Falcons were in, it but I'm not going to watch it.

GR: Well, but it's . . .

DY: I'm teasing, Gary. I think it's a wonderful idea.

GR: But it's more of a—you really should come.

DY: It's camaraderie. It's building a community.

GR: That's exactly right.

TS: I was looking at the screen. I guess that's what they're going to watch it on.

GR: That one and—well, interesting story: Bill Hill said we can only get the cable hooked up to this one because PTD [Presentation Technology Department] is overwhelmed. I said, "I really want it in the lab where we have the big screen."

DY: Yes, you have the big screens.

GR: Bill said, "I don't think we can do that." [B.] Earle Holley came down, and he wanted it hooked up in the big projection system in the lab. And guess what happened twenty minutes after Earle Holley left? PTD came down and hooked it up. From a management perspective, that's an interesting story. Of course, you've got to keep your vice presidents happy. What's happening sometimes, though, is that little things like that really get in the way of what's scheduled.

**End of first interview.**

## Interview # 2: Wednesday, 2 February 2005

- TS: Gary, I know you wanted to say some things about the administration at Kennesaw from a management perspective, which is your discipline. I wonder if we could just have you tell us what you think.
- GR: Sure. And I'm really talking about above the deans; I think the vice presidential level and the directors of the various non-academic programs and things like that. When I arrived here in 1985, we were really a small school, Kennesaw College. I was really impressed with the accessibility that faculty had to the administration.
- DY: I guess we all remember that.
- GR: Yes, and I remember that it was fairly easy if you set out to do so to know most anyone anywhere. You could develop a good, strong working network relationship with them. I teach strategy, and it seemed to me that we were following a fairly consistent strategy, one that was based on growth. To some extent, I felt it was a low-cost strategy where we were positioned as a good buy. That was, of course, after the change to the four-year program.
- TS: A good buy in that we were under-funded? You got a good quality for what you paid for?
- GR: Well, it was a good buy from the Board of Regents' perspective in that they were getting a program here, and they were under-funding. But from the students' perspective, they got a good education for what it cost them; you know, it was a good price. And that's a classic cost leader strategy; that's what we call it in business. I felt the president and the administration had done a real good job recognizing that.
- TS: What was that term you used again?
- GR: Cost leadership. What it says is—and this is what we teach—you either position yourself as a cost leader, or you differentiate yourself so that people will pay a premium price. The differentiation doesn't have to be real. A lot of times it's done simply through marketing.
- DY: So cost leader is euphemistic for bargain.
- GR: Well, yes. But there has to be the quality there, you see; otherwise you're dealing with substitute goods. It's sort of like a Toyota Camry is a very nice car that's positioned at a reasonable cost; Mercedes offers a same-size car, but they charge \$5,000 or \$8,000 more. Now, which is the better car? Well, I think that the people who buy the Camry would describe it as they got an excellent deal with a lot of quality, and they didn't have to spend an arm and a leg to get the Camry.

- TS: You remember when there was that controversy over Cadillacs having Chevrolet engines?
- GR: Yes, and that's exactly what that was: That was a company that mixed up who they are, and that's called being stuck in the middle. There are no profits to be made if people don't know who you are. That's a problem that so many of the smaller schools had to deal with. Oglethorpe's a classic example. What niche have they been able to structure in town? Mercer Atlanta had to deal with that also. That's why Georgia State is such a vicious competitor with Kennesaw State; we both are following the same generic strategy. What happens there is that you're not supposed to do that because nobody makes a profit then, or no one does very well. That's why the turf issues that the Board of Regents has to deal with every two or three years between Kennesaw State and Georgia State become so really—vicious is the best way I can describe it. It really means a lot of future revenue, future growth, future student pool and things like that.
- TS: And why we can't get certain programs because other people already have them? Even though we could do them better for more people for a cheaper cost?
- GR: Yes, because there's only a limited demand for certain programs. Once you have too many competing programs, the whole system degenerates. I believe the Board of Regents is right to manage it that way. Somebody has to make enterprise-level decisions for the State. For example, when the Board of Regents took control of the libraries on all the campuses—and that's not a change that many people noticed—but the libraries are really a Board of Regents' resource.
- TS: I didn't know that.
- DY: I didn't either.
- GR: Sure. That's why we have Galileo. That's why we have one of the best library systems in the country. The money is not shuffled out to each university's library. A lot of it was retained by the Board of Regents to do things . . .
- TS: So I shouldn't blame our top administration here so much as the Board of Regents when we've really got more history books from junior college days than we've been purchasing recently.
- GR: Yes, although I've found the library tends to be fairly responsive to specific needs. Every so often our library coordinator for the college circulates a list of cards and says, "What do you want to buy?" And we check them off, and they tend to buy them.
- TS: Yes, I agree. If you ask them for a particular book, they're going to get it for you. Or if you give them a list, they'll get it for you.

GR: Coming back to the administration: I thought Dr. Siegel was just the cat's meow back in the '80s. Then I think I went through a cynical period. Let me be very clear to say that I really am not a strategic leader, I've decided. If I'd been president, we would not be where we are now; it's as simple as that. Or if I'd been one of the vice presidents or even the deans, I'm not so sure that I'm enough of a risk taker or have enough of a vision to carry us to where we are which is, I think, a pretty neat place to be. I never expected to be here, did you?

TS: No.

GR: No. And I could not have led it that way. But in the '90s I used to say, "Well, anyone who dropped a university down on a growth corridor like Interstate-75 would do well."

TS: That was your cynical phase.

GR: It wasn't a cynical phase because I always wanted to give credit to Dr. Siegel, but at the same time I hadn't felt that we'd had a super grand strategy other than numbers, you know. Just keep adding more numbers and try to keep the funding up with that.

TS: And then in the '80s, that's kind of what we did, wasn't it? We kind of grew at any price.

GR: And I believe we carried that over in a big part of the '90s. But in retrospect, I think that some of the decisions made back in the mid-'90s and what not are paying off now. I sit in awe of somebody on the leadership team, full of idiosyncrasies, of course, who can bring about some of the changes to the campus and the university that I think have been generally positive. This is what I think a lot of the faculty don't understand, and I think where a lot of the new faculty can't see this either: You can develop relationships with any of the administrators; any of the faculty can do this with any administrator if they make the effort. *Know-who* is always more important on a campus in terms of getting things done than *know-how*. I think if you maintain good, positive relationships with the senior administrators, you have the ability to get more done as a faculty member. I'm not talking as a dean or department chair. There are just some really good people up there at the vice presidential level who, I think, their hearts are in the right place. On any specific issue or decision, one can always find fault. But the sum total of them seems to be, it's a pretty impressive track record that we have. So I'm a great supporter of the administration at this point in time.

TS: So you're saying that anybody on the faculty can get to know the Vice President for Academic Affairs; they just have to seek them out?

GR: That's exactly right. I think that Lynn Black and Ed Rugg [the former Vice President for Academic Affairs] are approachable. I've always felt and



maintained good working relationships with my department chair. Part of that is, I teach how to manage your boss, and so I have to practice that or else I can't teach that. But I've had four department chairs since I've been here, and I have worked well with all four of them. I've seemed to have maintained a good relationship, whether they deserve it or not and whether they have problems or not. My job is, if I work for them, I can be supportive of them. And the one thing, of course, that comes into play is I never get involved in talking negatively about them behind their backs.

TS: That's good.

GR: That's a value. If you just make some simple changes in life . . . because the department chairs sort of know who is talking bad about them. Once they feel that you're not loyal, all sorts of bad things can happen, I think, because they're just human, too. I've been real fortunate that the two deans that I've had, both Harry Lasher and Tim Mescon, have been very good. You know, forgiveness is far better to ask for than permission. If it's not forbidden, it's allowed. All you have to do is say, "I screwed up," and we'll move on beyond that. They have been extremely good managers. My great desire is to be left alone, and the secret to being left alone as a faculty member is simply to meet or exceed expectations. Then they leave you alone.

TS: As long as you don't create problems.

GR: Yes. Like today, I have a letter that my Students in Free Enterprise team is going to be taking to the middle school principals. I wrote the letter to come from Dr. Mescon. Now, he's busy. I may not even mention this letter to him.

TS: But it's got his name on it?

GR: Well, Terri [A.] Lavelle, who is his administrative assistant—we go back since 1986 or 1987—she'll sign his name to it. It's generally the type of thing that Dr. Mescon would say, "Well, sure, go ahead." I may tell him the next time I have a chance to see him that last month I sent out a letter over your signature to these middle school principals inviting them to come with a team to campus at the end of February for an ethics bowl competition. And he'll say, "Well, that's fine." He's not a micromanager. I think part of that comes from acting carefully when using his name and making sure that the Coles College gets the credit, that type of thing. And then it doesn't become a zero-sum game. Dr. Hinds, Randy Hinds, the CIO, has been real supportive of all the programs that I've been involved in, so I can't think of a vice president that is not one-on-one a decent human being that really is kind of supportive of the faculty. I think that sometimes they have to make the tough decisions that we don't even know about. I guess the only thing that I fault them on is that when they make personnel decisions, they probably tend to be too secretive. It's the old thing in management: If you do discipline someone or if you do terminate someone or if you do manage to move someone

out because of a behavior problem that they have, it might be good to tell why you did this, so other people will know not to make that same mistake.

TS: It seems to me that they don't actually fire anybody around here very often; they just move them to a position where they can do no harm and keep their salary.

GR: I don't think so. I think that there's been a lot of lawsuits for wrongful termination that hardly any faculty members knows the details of.

TS: Yes, okay. So I'm wrong then.

GR: Well, there's been a lot of that. Of course, we can go back through and trace some of these. But part of the interesting issue is that right across the hall is a good friend of mine, who will remain nameless, who was at the heart of a major lawsuit. He's a friend of mine, and I'm a friend with everybody he's suing, too. My perspective is that everybody involved is a decent human being and that this is one of the strangest things I've ever seen in my life.

TS: I think we're going to have to interview him later on, too, if I'm not mistaken.

DY: Yes, we are.

GR: Really? That's right, yes, because of his Distinguished Service Award.

TS: Right.

GR: Well, that will be an interesting interview.

DY: I have a question. I want to go back to something you said that was very interesting when we consider that the audience for these interviews will be people reading them, and you've made what I also find to be a true statement about the fact that one can personally cultivate relationships with administrators. Now, my experience has been—and I wondered about yours, too, Gary—that the institution has been very good at putting in place programs, like Leadership Kennesaw, or areas or ways that the administrators put themselves there so that they can meet faculty. Did you have any experiences like that? Did you go through any Leadership Kennesaw?

GR: Sure. Actually, I taught in Leadership Kennesaw before I went through Leadership Kennesaw. When did you go through Leadership Kennesaw?

DY: I was in the second class.

GR: Do you remember the cinder blocks and wood exercise?

DY: No, Gary, I'm sorry, I don't.

GR: Okay, so much for that. But every class that we had, I ran them through the leadership adventure stuff with the rope swings and the No. 10 cans full of water and the four-by-fours.

TS: What were you teaching them with that?

GR: Oh, in order to see change, you've got to unfreeze people, you know, willingly in some type of fun exercise that's mentally and physically challenging. Once they're unfrozen, they can examine changing their behavior. And then you refreeze them back with the behavioral change that they've chosen to make. No tricks, nothing hidden under the table but . . .

DY: No drugs! [chuckle]

GR: No, but it's like, "Examine your behavior. Was this satisfactory? What would you do differently?" That type of thing. Somewhere there should be videotapes of those old ones, which should be brought out for retirement parties.

TS: When we started this conversation, I thought you were almost ready to say administration was very accessible back then, and then it got inaccessible. But you really haven't said that. You've said that it's still accessible if you know how to reach them.

GR: I think so. I believe that my relationship with the administration is such that, as a full professor who's been here twenty years, I could probably pick up the phone, and depending upon the schedule, find some time with any of the vice presidents that wanted to if I said I needed to talk to them. Getting in to see the president might be a little harder because she's simply overbooked and overwhelmed at this point in time. But I would be willing to bet, for example, if I needed to talk to her about the ROTC program that she'd make room on her schedule. It would have to be something that we're mutually interested in. I might have to meet her at the Waffle House at 5:30 in the morning, but I think that would be possible.

TS: I think you're right. This last weekend I had dealings with Lynn Black and Earle Holley over my symposium that was being iced out—they were closing the institution—but they at least allowed me to keep my symposium going if I needed to. Lynn did suggest that in the future I schedule my symposiums in July because I've been snowed out two years in a row.

GR: [laughter] Did he really suggest that?

TS: Facetiously.

GR: That's his style.

- TS: Yes. And I got an e-mail from Betty, or Betty's secretary at least, that she's going to at least appear at the Jewish Life Symposium although she's got a million other things she's doing, like flying back from New Mexico that morning and such. But yes—you know, we've been here forever, we're senior professors—I wonder if it's like that for somebody that's just coming in, new faculty. Are we divided between those that kind of grew up with our administration and those that maybe are just now coming in and maybe don't know the ropes?
- GR: Well, it may depend upon the professors. Of course, we're hiring some people that have expectations that they're coming to a multiversity as opposed to a college. For example, when I was at the University of Tennessee, I didn't know any of the vice presidents as an assistant professor. I only had lunch with the chancellor one time when my MBA team went and won an award—over at the faculty club which we had.
- TS: Yes. The chancellor at Tennessee is what we call president in Georgia.
- GR: Yes. So I believe that there may be some self-censoring that goes on amongst the new assistant professors. Now, I believe that people who come here with experience under their belts quickly establish those relationships fairly easily. Let's take Leonard Witt, for example, who holds a chaired position in communication. Now, again, we're not talking about a young assistant professor who's just fresh out of the doctoral program but somebody who's holding a chaired position. I believe he interacts with the vice presidents and the president quite a bit. Bill Hill runs the new faculty orientation every year, and he asked me to be on the panel each year about how. . .
- DY: I think Linda Noble's doing that now.
- GR: Yes, that's right. She's probably taking that over. Well, maybe she asked me this year. But the one thing that I always tell them is that if people like them, they'll have no trouble getting tenure. If people don't like them, it doesn't matter how good their track record is, they may have trouble getting tenure. Now, that's the sum total of about fifty years of research from performance appraisals and who gets promoted and things like that.
- TS: Well, I think that's true. Same thing with student evaluations. If they like you, they think you're great in all areas. If they don't like you, they're going to zap you everywhere.
- GR: Yes. And this raises some interesting issues that still need to be researched. Bill Hill's doing research on the first-day experience; he's found that there's been no research done. Everybody takes it as a piece of common wisdom that that first class period is real important, but there's been no research to show that. Also, the minority faculty say that sometimes the perceptions of the student body get in the

- way of the evaluations. The trouble is, is that there's not been too much research done on that either.
- DY: Other than anecdotal.
- GR: But if those things are true, then they need to be addressed and dealt with, that's all. It's interesting, I think, how much, even at the university we still do what's anecdotal. Well, there's a lot of academic mythology out there. But I think that people are open to that.
- TS: I think it is more than anecdotal. I mean, the evidence is there, it just needs to be researched.
- GR: Yes, it's sort of like, "Lord, I hope they don't listen to this tape or read it for years and years, but the poor institutional research down here had a serious problem with the first-year experience." Has that come up in any of your tapes?
- TS: No.
- GR: Well, you know, our First-Year Experience is very near and dear to the president, and it's been written up and submitted for national awards.
- DY: And won them, I think.
- TS: In fact, that's what they're talking about this year, about *U.S. News and World Report*; our First-Year Experience was considered one to watch or something like that.
- GR: Yes, but when you take a look at the retention rates—which is one of the major things that the First-Year Experience is supposed to do, statistically—there is no difference between the students who have been in the First-Year Experience, in terms of retention, and the students who have not taken the First-Year Experience, once you factor out age.
- TS: Oh. And maybe if you factored out who was on an athletic team as well.
- GR: And poor Ed Rugg was the one who had the data.
- TS: Did Ed understand that there was no difference?
- GR: Yes. He said that the real problem here is that for the award, they've asked us to send in information and supporting data that, when you take a look at it, doesn't support the conclusion we've been drawing. But that's not necessarily politically acceptable.
- TS: So what do you do?

GR: I don't know. I walked away from that discussion, glad that I wasn't in his position. I know what Ed would do is he'd probably simply say that the truth is the data doesn't support it, and you can't send it in saying that. Or he might send it in not mentioning the differences in the ages because silence is not quite as bad as . . .

TS: [chuckle]

GR: It's a tough one, though, isn't it? But you see, we continue to put a lot of money into something like the First-Year Experience . . .

TS: Well, yes, I see what you're saying. If I were publishing a scholarly paper, and I did not report the whole truth, I think that I would justly be condemned by my colleagues if they found out.

GR: Right. But when you're reporting in a political environment of competitors who are all trying to . . .

DY: All play the game.

TS: So it's politics, in other words.

GR: I certainly don't fault anyone for that. I actually think that the First-Year Experience should demonstrate some changes, and if it's not, we need to see why it's not. It may be that there's not a homogeneous treatment effect there. For example, back in 1997—when my son did his, what's that high school experience?

DY: Joint enrollment.

GR: Joint enrollment. Well, it was called KSU 101 at the time. That quarter, that was the worst class he'd ever had.

DY: It depends on who you have for that.

GR: Well, there's my point. It still depends on who you have.

TS: I wonder, too, you know, they had . . .

GR: He had a coach, and the coach only met him half the time.

TS: Oh, my. But you know, too, at the University of Tennessee, when I started there in 1961, they had courses like the Freshman Experience. I knew what I wanted to do when I got there; I thought I knew what I wanted to do, at any rate. I sure didn't want to take any course like KSU 1101, and I didn't. This may be another factor to put into the equation: I wonder how many people who get into KSU

1101 are there because they don't know what they're doing in college? That might be the group that would be least likely to stick, so maybe just having as high a percentage is a success story.

GR: There are so many questions on that. At a certain point in time, you decide that's really not my problem. It's not that I'm not interested. I wish them well and wonder how can I help them with their WebCT problems and what not. But I don't have to worry about the design of that. I have more than a plateful. This week, I picked up an extra class because one of the faculty members is sick—I think I may have mentioned that. So this is the week I suddenly realized I'm now a week behind in grading everything. But that always happens.

DY: I wonder if this is the point in time to ask the question that we like to ask about what you consider your most significant professional accomplishments.

GR: My most significant professional accomplishment?

DY: Or plural, accomplishments. A twenty-year career is a long career, and maybe you want to look at it in terms of stages, just in reflecting on your time here as a member of the Kennesaw faculty.

GR: Wow, that's hard to say. The most important thing you did in your life might be a little bit easier to respond to. You know, staying married, having a child and raising a child—those are easy benchmark ones. Certainly the professional accomplishments pale in comparison to those, *I think*. I think that I'm teaching better, for example, now than I've ever taught. Then you begin thinking about retirement; when should one leave? One should leave when one is doing really well. That's one of the reasons I'm stepping down from the CETL position after three years. Bill raised the issue about extending it another year, but I'm thinking, "I've done well for three years. Why?"

TS: But you're helping so many people.

GR: But it's somebody else's turn. It's really a developmental thing for somebody to come in and help.

DY: And that illustrates leadership on your part, too—to realize that you can let someone else come in and do that.

GR: Plus, you see, these are the first course reductions I've ever taken. It's never made sense to take a course release because I like teaching, so a course release is not a reward. So even if I developed new courses for the WebMBA program or the Executive MBA program, I always turned down the course releases. I've been teaching the last three years a half load, and I've been missing being in the classroom a little bit, too.

TS: And your business college, where you've got those different models now—you didn't take the scholarship model?

GR: No, I took the balanced model.

TS: There's a model where you can do almost exclusively teaching, and then there's one where it's heavy on scholarship with a lot of released time. Then the balanced is kind of still a heavy teaching load.

GR: The first one is called the teaching/scholarship model; the second one is called the teaching/service/scholarship model, and the third one is called the teaching model. Notice that "teaching" is in all of those.

TS: So you're teaching/service/scholarship.

GR: That's right.

TS: That's a balance between the three.

GR: That's right.

TS: Do you like the way that they've done it in the business school?

GR: Yes. The teaching model is not available to somebody with a Ph.D. For practical purposes, what that means is two courses a semester, three courses a semester or four courses a semester.

TS: The people with the terminal—the master's degree—are teaching four courses?

GR: That's right.

TS: That's what full professors are teaching in liberal arts.

GR: There are some inequities out there. I don't know how to address those.

DY: Oh, there are inequities within the colleges, not just within the university.

GR: Yes. And it may be that's really beyond the scope of our discussion.

TS: Your model is three courses a semester, but you've got a release from the three?

GR: That's right. I did one and two each year.

TS: One course one semester and then two the next.



GR: Right. That was the value of the CETL fellowship, which gave me a chance to do something different.

TS: So you're going to go back to three-three.

GR: That's right.

TS: And that's what's considered a released teaching load in history. I mean, I think most people in history are teaching four-three.

GR: The reason why, though, is because we have service expectations and scholarship expectations.

DY: And they're clearly defined; that's the difference.

TS: Yes, well, I don't want to get into the difference between the colleges.

GR: Yes, it is a release. For example, when I apply for a grant, part of the institutional kick-in is I already have that release course that the university is making up.

TS: Oh, the three-three means you've already got a release.

GR: The three-three is that the university is offering a . . .

TS: Okay, that's the same that we've got [in Humanities and Social Sciences]. I've done three-three. I've done it ever since we've gone to the semester system. In fact, I've been given a release for the oral history project.

GR: Yes. Now, one of the things that's shaking down currently is there are too many people on the teaching research track not doing especially good research. So we're going to see some painful moves out of that. Then there's going to be some pressure on the balance trackers to start performing at the balance track level. In the Coles College, we've got an aging faculty. For ten years, we've had these things, but they've not been consistently enforced. I believe they're currently forty-forty-twenty, and I think it would probably be better to go twenty-forty-forty because . . .

TS: What's that mean? Twenty-forty-forty?

GR: Forty percent of the faculty were on the teaching research, and based upon what they're . . .

TS: Too high.

GR: I don't mind subsidizing.

TS: If they're actually doing it.

GR: If they'll write the research so that I don't have to write the research, so that my college continues to have the publications. But if they're not really writing the research in the top-tiered journals, then that means under accreditation we're not as a college at the level that we should be. We just went through the accreditation process, and they're re-looking at this now. I think that department chairs and the deans are talking about major changes in expectations. It was a good ten years, but I think that maybe the rules are changing.

DY: They are. Well, Gary, what I heard you go to immediately was your teaching.

GR: Yes, and I was going to tell you that my significant achievements, if I had to choose, would be the business plan competitions and other competitions that I've taken both the undergraduate and the graduate students to. I used to teach entrepreneurship, and that would be where they would write business plan competitions and take them in front of venture capitalists in national and international [settings] where other schools come together, and that's been fun. It's been competitive, and I've made a good number of friends of the student doing that. The long-term mentoring relationships, so to speak. That's been extremely satisfying. That's probably loaded eighty-twenty towards the graduate students. On the other side, I've been the advisor to the Students in Free Enterprise for twenty years now practically, and the SIFE team has had its ups and downs. It takes a day or day and a half a week of my time to manage that one group to be competitive nationally. We usually go to the national championships where my students get visibility in front of lots of people who are hiring. That takes a lot of time. For example, right now, I'm working with the RTM . . .

TS: Institute for Leadership, Ethics and Character.

GR: Right. I've got John [C.] Knapp over there—we're trying to put on a contest using the Southern Institute for Business and Professional Ethics, that's John Knapp's home organization. They've got a beautiful little game called CarTown.

TS: Who is John Knapp?

GR: John Knapp is an associate over there who's down at Columbia Theological Seminary where they have the Southern Institute for Leadership.

TS: Oh, I see. That's at Columbia.

GR: But he also now has an office up here. They have a little ethics game that's aimed at high school students based upon used cars. We've just worked out a deal where we're going to push it out to about forty-five universities in the state to take and use in high schools. We're going to have a competition for the best use of that game, all of this before April. He's working to get prize money for this, and

we're going to have the competition in April down at either Georgia Power's board of directors' conference room at the top of the Georgia Power Tower or at the Commerce Club. But that's a Students in Free Enterprise activity. Also, the same group of students is working with NorthStar Church, which is that big, new megachurch between Kennesaw and Acworth where they have got good leadership.

TS: Where is that located?

GR: Right between Acworth and Kennesaw. They're the ones who built the senior citizens' home before they built their sanctuary.

TS: I can't place it.

GR: It's right across from North Cobb High School.

TS: Oh, it is?

GR: Yes, I mean, it's a huge church.

TS: I don't remember seeing a church over there.

GR: Well, it's the fastest growing church in the area. It's a Southern Baptist church, but they've left off Baptist from their name.

TS: Really?

GR: Well, it's one of those new styles. They have ten pastors. A community pastor has been president of the Acworth and Kennesaw business associations. They go to the elementary schools and ask the principal, "What do you need." I've been with the pastor when he's done that, and they say, "Well, we need this \$2,000 reading program; and he says, 'It's yours; order it.'" It's just the most fascinating thing. What they've done is they've got probably three hundred elementary teachers who go to that church now. So their impact in bringing values into the community is by doing things that are important and relevant to the community, so to speak, and co-sponsoring something like this middle school ethics contest that SIFE is having. We're going to bring a team from each middle school to campus, give them some small cases, have business judges and have a prize for the winner.

TS: Now, SIFE stands for . . . ?

GR: Students in Free Enterprise. And SIFE happens to be probably the largest student organization in the world right now.

TS: Is that right?

- GR: Yes. That's where my title, Sam Walton Free Enterprise Fellow, comes from. The advisors are called Sam Walton Free Enterprise Fellows.
- TS: Because Sam Walton put money into this?
- GR: Yes. Wal-Mart is a big supporter of this, and so I actually got to meet Sam Walton about fourteen years ago.
- TS: So you're a Sam Walton Free Enterprise Fellow because you're the advisor to SIFE?
- GR: Yes, that's right. I guess, between the teaching with the competitions which I'm real proud of and the Students in Free Enterprise . . . I guess another significant accomplishment which is on a smaller scale is, I believe that I have been instrumental in the ROTC program on campus doing two things: One, probably keeping it here because every so often they've tried to move it . . .
- TS: Like to Georgia Tech?
- GR: Well, they've downsized. They used to have programs at Berry and Shorter [College], and those are gone. But Kennesaw State has stayed because it's been a low-maintenance, low-cost, fairly supportive environment. Part of that is because in 1985, when I came—I voluntarily taught ROTC classes for fifteen years before I decided I got too old for that—we worked to make sure that we were not seen on campus as the young fascist youth organization, which I think is extremely important because it's not.
- DY: I think it is, too. Good for you.
- TS: But I'm sure you encountered a good deal of anti-military . . .
- GR: Actually there's not been much hostility because I point out that this is an American institution that works at the will of a freely elected government. We don't recruit. In Cobb County, the danger is, of course, getting the archconservatives in there as the only group around. Actually, I've found that we have such a wide demographic base in the program that it hasn't been a bastion of real conservative students. They go belong to the Young Republicans.
- TS: I was going to say, I'm not sure that archconservatives are rushing to the military.
- GR: No. Even in 1965 and '66, that was my experience, too. What's that phrase? "Chicken hawk is alive and well." So it's come full circle. There was a period of time in 1993, '94 and '95 that they didn't have an Army officer or sergeant to assign here. I had to assume the role as Tac officer. What that meant was that on Monday, Wednesday and Friday, I had to come in at six o'clock in the morning and conduct PT. I find that it really will transform your life when you do that.

What it is is you fall asleep in the middle of the afternoon, no matter what you're doing, particularly since in the Coles College I was teaching until 10:30 at night. But we made it through that, and now they've assigned people. They are signaling they're not going to assign anyone next year, but Helen [S.] Ridley, acting dean of the College of Humanities and Social Sciences, she and Dr. Randy Hines and I are talking about that this now becomes a political issue. I had them invite Dr. Tom Price, our new Congressman, to be the keynote speaker at the Veterans Day ceremony, which he really liked doing. So it becomes a political process in that what we need to do, I think, is to get him to write a letter saying, "Why is it that the third largest institution in the state of Georgia is not going to have a military sergeant or officer assigned to it?" And I think we're going to get that back.

TS: Well, why not, if they want to have a military?

GR: Well, because we're not the highest priority. The Georgia Tech engineers have a higher value to the Army . . .

TS: Yes, for being engineers.

GR: And in the Atlanta University complex, students have a higher value to the Army.

TS: For diversity?

GR: Well, no. Quite frankly, we need African-American officers with the military being such an equal opportunity employer and offering such great advantages to people of color. You've got to have officers as role models. Therefore, in terms of value, the AU officers and the Georgia Tech engineers are worth more in one sense from a human resources perspective. But that's just the way it is because larger organizations have to think this way. That doesn't mean that we still don't put out and commission good officers like Mr. [Daniel Allen] Hill we were talking about, your history major.

TS: Yes, there are some good people that are going through that program.

GR: Well, and the last thing we want to do, of course—I feel so strongly about this—is to have a military that is dominated by the academies. So I guess I'm proud of the ROTC program.

TS: Right. And so you're really talking about service that's very much teaching-related for you.

GR: Yes. And the one final thing, I guess, if I could, is the Cobb Microenterprise Center. That's really just a wonderful welfare-to-work program that Coles College is sort of the host for. It's over at the KSU Center.

- TS: You mean you're taking people on welfare and making them entrepreneurs?
- GR: Well, yes, actually. But it's a microenterprise; it's a small loan fund. This is a training program that's been around since 1998 that started under the auspices of the Small Business Development Center when Carlotta was the director. Carlotta Roberts is my wife, who retired two years ago from the Small Business Development Center. Now they're warehoused down on the south side of campus where we have an incubator. We also have a women's center to train women entrepreneurs, and we have the standard microenterprise programs, but their soft budget this year is \$1.2 million as a center. Hardly anyone on campus knows about them.
- TS: Soft budget meaning external funding?
- GR: That's right. Grants and what not. But that women's center is the Atlanta Women's Center that was downtown. They won the contract from the United Way so we have the Atlanta Women's Center here on campus.
- TS: When you say the warehouse . . . where plant operations are going in?
- GR: Yes.
- TS: An incubator, if I understand it, is where these small businesses can get cheap office space while they're just getting going. Is that the idea?
- GR: Yes, that's right. The standard program at the heart of the microenterprise's thirteen-week program meets two days a week. One day is over at Cobb Family Resources, where they're taught life skill training ranging from how to dress, the importance of cleanliness, the importance of maintaining a schedule and some literacy training. The second day is here on campus over at the KSU Center. That's where they're taught how to write—drum roll—a business plan, which is my area that I'm in. Carlotta and I taught the first two classes back in 1998 as volunteers, and then I taught the third class by myself. They're up to eighteen classes, and I've taught in each of the classes the section on how to do a *pro forma* cash budget, which is the spreadsheet piece. But what I've done with each of these classes is we involve Coles College students to tutor individuals in that program about how to do the computer work with Excel in the *pro forma* cash budgets. The profile of the target student is a student who is a little bit afraid of Excel and the concept of a *pro forma* cash budget—that's a forecasted cash budget. They've run through this in their BISM 2100 class, and they're a little scared of it because they've just sort of learned it. Now the profile is that they will go back and teach it to somebody else on a one-to-one consulting relationship with a real live client, who, by the way, happens to be afraid of the student, too. If they can do that in a nurturing, supportive environment . . . I have other faculty—Elke [M.] Leeds, Michael Perry—helping me with this. If they can do this in a nurturing, supportive environment, all they need to do is stay a little bit

- ahead of the microenterprise client. They've got a real live person with a real live business that they need to work on. And guess how the best way to learn this stuff is? Teach it to someone else. So this has been an extremely successful part of the program, and I guess I'm real proud of that design. You just have to hand-massage the students along to do that. If they don't know the answer, they can call me on my cell phone because most of the time it's like a WebCT question.
- TS: Yes, I've made a few calls to Gary on his cell phone.
- GR: But it's easy enough just to answer a question. So I guess I'm proud of that one, too.
- TS: Let me just make sure, in case we've lost something on the tape: You said we got the Atlanta Women's Center to come out here. This is the Cobb Microenterprise Center got the Atlanta Women's Center to come out here, out of downtown Atlanta . . .
- GR: Right. They won the contract.
- TS: Okay. So the contract means they're paying us to come out here?
- GR: Yes, that's right. They're paying for space and to hire a director and consultants.
- TS: And I bet that was a little controversial, at least to get out of downtown Atlanta, where we stereotypically think the problem is, and come out here to the 'burbs.
- GR: Oh, yes. Patricia Harris, the executive director of the Cobb Microenterprise Program, is really an astute woman who was able to raise money and keep a program going and build it from scratch. If you talk about an entrepreneur, you should really think of her building a program. And Dean Mescon is extremely proud of this program because I really think it does a great deal of good.
- TS: It sounds to me like your faculty in your department is doing a lot of entrepreneurship. It's very entrepreneurial. It's just that you all aren't getting rich doing it; you're doing it for the good of the institution. You're helping make the institution wealthier, maybe.
- GR: Well, I think so. The classic definition of an entrepreneur is someone who adds value. Typically one thinks of adding value as making money. But you have your social entrepreneurs.
- TS: Which is what we are in the academic world when we're doing our jobs, isn't it?
- GR: Well, I think simply doing your job is not necessarily entrepreneurial. Doing your job is steady state; it's where you do . . .

- TS: Yes, but I mean when people come up with new ideas and new programs.
- GR: Yes, risk-taking with a possibility of personal failure. If you're doing something that's steady state, where there's very little chance of failure, then that's not entrepreneurial.
- TS: Right.
- GR: There's nothing bad with that because everyone can't be entrepreneurial. But the one who tries to start a program or tries to build it and puts in personal capital of some kind—not just money, but time, energy and reputation—and then when it succeeds, or even if it doesn't succeed, it was still an entrepreneurial act.
- TS: Yes. You know, we need you to come over and be a consultant for our Center for Regional History and Culture and tell us how to do all these things. I think we could benefit greatly.
- GR: That would be fun to do because, you know, I do have a history degree.
- DY: That's right.
- TS: Yes. We were into this in some of the interviews of faculty members who are frustrated because they're being a secretary 60 percent of the time with the grant that they've got. Maybe it's just because we don't know how to work the system to get that secretarial assistance so we can do the other thing that we want to do.
- GR: Well, I always have a student teaching with me. There are lots of students who want to teach. So one of the mentoring aspects—I don't know if you know Stella Xu or not? She was in the *Atlanta Journal-Constitution* [recently] on that page of the interviews?<sup>1</sup>
- TS: Oh. No, I guess I don't. She's in your department?
- GR: No, she's an undergraduate.
- TS: Oh, okay.
- GR: She wants to go get a Ph.D. eventually, and so she is doing a directed study with me. One of the major components of the directed study is that she is the assistant instructor in my class, my Principles of Management class. She will, under my supervision, teach some of that class. So you always want to be on the lookout for students who want to learn because remember, this grant phenomena is relatively recent. I'm not trained formally in history research; my undergraduate

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<sup>1</sup>Dan Chapman, "Q & A/ Stella Xu, Student Member of Kennesaw State University Advisory Board: 'Nothing Is Impossible As Long As You Have Goals,'" *Atlanta Journal-Constitution*, 29 December 2004, Wednesday Home Edition, 6B.



degree is history simply because I like history. But somewhere along the line, historically, prior to this last fifty or sixty years, someone read history and then went and found a mentor to work for without much remuneration, if any, in an apprenticeship type of system. Both parties benefited from that. That's the thing that's so important, I think, in academia that we need to take advantage of. I don't know if you know Marko Horn or not? Marko Horn was the Distinguished Graduate Student last year. He now teaches for us. I had him as an undergraduate, and he did the same thing that Stella Xu did in that he came and taught a class with me. He wants to get a Ph.D. And he is now the director of technology at the [Cobb] Microenterprise Center. But he's working on his applications for various Ph.D. programs now. So you always want to find the bright kids who you can gain in a mutually beneficial relationship. Plus, my department chair and dean have always been generous with substituting directed studies for electives. It's fairly easy. All I have to do is find something that involves planning, organizing, controlling and leading, and they'll accept substitutions. You just have to have the credibility and show that this student is actually working and learning in the process. It's quite a way. I think if I were to teach 1101, I wouldn't do it without a senior student there helping me because that would probably give me more credibility.

TS: Which 1101 are you talking about?

GR: The KSU 1101. I'm sorry, are there more 1101s out there?

DY: I know there's English.

GR: I'm sorry, I think of 1101 in bright, red letters because it's such a dominant topic of conversation.

DY: Yes, I agree.

TS: So even when you're teaching a standard course, you're doing mentoring with those students that are doing the assistant teaching with you.

GR: Yes. And from the very beginning, too, I was hired to teach business strategy. So I've taught business strategy to the very first graduates of, well, it wasn't even the Coles College then. But we had the first graduate program, I think, didn't we? Yes, the MBA was the first graduate program.

TS: That's right. You were a year ahead of education, I believe.

GR: And I was hired to teach the graduating students from that program the business strategy class because that's what I had done at Tennessee. It's always the capstone class, so I guess I'm really proud of our MBA program being so successful and growing where it is. But I'm sort of the gatekeeper.

- TS: It almost tires me out to hear you talk about all the things you're doing because it sounds like you're working twenty-five hours a day to get everything done.
- GR: No, I'm slowing down, I'm afraid.
- TS: You've also done a considerable amount of consulting off-campus to business organizations. Not just business organizations, but like the Oak Ridge National Laboratory in times past and so on. How does that fit into the equation of your service?
- GR: Well, the Coles College has always been very generous in that they had an expectation that we're supposed to be out into the business world making sure that what we're doing matches reality, I think. The side benefit is they don't mind if we get paid to do this. As long as you're not interfering with your classes, it's sort of like my laboratories are out there with the businesses. So over the past twenty years, I don't do a tremendous amount of this, but maybe once a semester or twice a semester, I'll go away for two or three days and work with an organization. My specialty niche, interestingly enough, has evolved—by the way, I do most of this for the University of Tennessee's College of Business . . .
- TS: Yes, you were mentioning the other day how you kept your relationship with them, even though it's twenty years removed from there now.
- GR: That's right. The head of the management department [Dudley Dewhirst], who's now retired, and I have been teaching together. Ten years ago my partner and I at the University of Tennessee won a competition to train senior project managers in the [U.S. Army] Corps of Engineers for the United States Army. They're civilian managers, and we've been doing two or three classes a year for the past ten years. I think we've had a major impact on the Corps of Engineers in terms of telling them that it's the people, stupid, not the software, that helps you be a good project manager. But consulting with Oak Ridge National Laboratories, obviously through the University of Tennessee connections, where they need somebody to talk about leadership, supervision . . . One of my favorite classes is always first-line supervision because I have some strong feelings about that. As we talked about, you assume people are doing the best they can and then begin to think about how you might introduce the concept that maybe this is not good enough and how they might think about changing their behavior. That's sort of the leadership aspect of that.
- TS: I ran out of steam writing down all the organizations that you have consulted for, but I had IBM, AT&T, of course, the Army . . .
- GR: And some of those go back a number of years, too. They're sort of recurring. I'm probably not so much of a consultant as I am a trainer. With consulting, a lot of people hire you to tell them what they want you to tell them. Sometimes they do not necessarily want to hear . . . The Corporate Governance Center, for example.

That's a Kennesaw State activity where they've invited me and several other faculty to come and work with their board of directors. I've felt that in most instances there were hidden agendas where the person that brought us in had sort of telegraphed exactly what he wanted us to conclude; we were simply anointing what was going to be. So I don't do that any more.

TS: I wrote down that you had been director of information for the Corporate Governance Center?

GR: Yes. That's such a fascinating center.

TS: Is that PR?

GR: Well, I ran the Web site.

TS: Oh, is that what that means?

GR: Yes, that's right. It's a fancy title.

TS: So not PR.

GR: That's what Paul Lippes and Dana [R.] Hermanson—the interesting thing is that of all the people in the Coles College who got quoted in the *Wall Street Journal* and the *New York Times*, the most is those two.

TS: Hermanson and Lippes?

GR: Both brilliant; Corporate Governance a wonderful center; never funded after the problems with the legal issues. I would suspect that some thought if only this would go away, things would be better. But it's hung in there; it's still there. People call Lippes, for example, from all over the world and get quotes from him and value his opinion. And Hermanson has been instrumental in the Sarbanes-Oxley case.

TS: Which is an act of Congress.

GR: It's an act of Congress about corporate governance and board of directors' responsibility. Also, more importantly, about the senior executives' responsibility for what goes on within the company. And Dana was the expert witness on that. But it's not the administration's favorite center, I would hypothesize. I don't know; no one's ever talked to me about that. It's one of those things that goes on.

TS: Yes, well, the lawsuits don't have anything to do with the center, by the way, right?

GR: No, but the people in the center.

- TS: But the people in the center, that's something we'll probably cover when we interview them.
- GR: In defense, you know, for the administrators, if you've been sued and accused of things that you maybe did or didn't do—and let's assume you didn't do them—then there's always going to be that sense of hard feelings or distance. It may be hard to work with somebody who's sued you and caused you problems. That's true on both sides.
- TS: Anybody reading this transcript a hundred years from now, go to the court records.
- GR: That's exactly right. For all the sound and fury, it has probably not resulted in much changes of anybody's behavior.
- TS: Right, right. But you've been involved at least with their Web site.
- GR: Yes. And also working with them on some of the articles and teaching some of the things.
- TS: Right. Well, there's another type of service that you've done that's not so much professional service as growing out of your, I guess your religious background. And that's working with the Marietta-Cobb Winter Shelter. I think you were nine years on their board of directors, is that correct?
- GR: Yes. One should probably not separate one's faith from one's action at work. I think I've been lucky; I consider my job as a professor a true vocation. And I mean that in the religious sense of the word in that I think this is exactly what I was supposed to have been doing. I feel called to this, and I derive the satisfaction. And my wife agrees with me, by the way. So fortunately there's congruence in terms of that.
- TS: Well, Betty Siegel's talked about it being a calling.
- GR: I do think that I've sort of been trying to give back. I was raised by my mother and father that you're supposed to be involved in the community. The winter shelter is an interesting situation in that it didn't have a home. I got involved with the board when I had taken some people there, and they didn't have a home. It goes back that Christ Church, which is right around the corner from the University on Wooten Lake Road . . .
- TS: Yes, Episcopal. Is that your church?
- GR: Well, that was back then.
- TS: Frank [F.] Wilson?

GR: Frank Wilson was there.

TS: Yes. Frank Wilson was originally a counselor on our campus here.

GR: And then he was with student affairs [Director of Student Activities] and what not.

TS: Right.

GR: The winter shelter in 1990 didn't have a place because the Elizabeth School had closed.

TS: Right. And then was torn down.

GR: And then torn down, and so there was no place for the emergency winter shelter. Now, MUST Ministries operates a standard year-round shelter, and so the missions were distinctly different. We had a priest at the time, Scott Holcomb, who I went to, and I said, "There is no place for the winter shelter." And we had just built our brand new building with a basement. I remember his face turned about as bright red as your [Dede Yow's] blouse there—but your blouse is more orange. They moved to offer the basement to the winter shelter, and we had to bus people out there. The first year was okay. It was smelly and dirty and cumbersome. It was very strange for a middle-class suburban parish to do something like this, but we did.

TS: But it sounds like something that Frank would have been doing.

GR: Well, Frank didn't get involved until the second year.

TS: Oh, okay. So was Scott Holcomb the priest at Christ Church at that time?

GR: Yes.

TS: And then Frank replaced him?

GR: No. Frank was still working at the university. He was unemployed for a time, and Scott asked him during the second year if he would be the director of the shelter.

TS: Oh, okay, I've gotten my facts confused. That makes sense.

GR: All right. I think at a certain point in time they weren't happy with what he was doing in student affairs or what not. That was rough water between the junior college, senior college, university and what not. So he was the director the second year because we hadn't found a place for it the second year. This is when we won the zoning thing with Cobb County. The Cobb County Commission

- voted that indeed a church could have a shelter in spite of the neighborhood association not wanting it. Of course, it really wasn't an optimum location for it, but there was no other place. None of the other churches would step up, although they were in support.
- TS: Just as long as it's someplace else.
- GR: Yes. By the third year—and now I'd been on the board for quite a while—we finally found a place down on the Church Street Extension. When we moved down there . . .
- TS: At the Elizabeth United Methodist Church?
- GR: No. We bought the warehouse down on the Church Street Extension. The Elizabeth Methodist Church had ties to MUST.
- TS: Oh, okay. So when you say on Church Street Extension, going out toward Bells Ferry Road from Elizabeth Methodist Church?
- GR: Down about a half a mile on the west side of the road, backing up to the chemical plant.
- TS: Where North Chemical is.
- GR: That's where The Extension is now. The homeless shelter is now called The Extension.
- TS: Okay, so The Extension backs up to North Chemical.
- GR: And that building was bought, and that's where we ran the emergency shelter. It grew over the years into a permanent residency, and the strategy shifted to taking care of adult males who were in recovery while still keeping the emergency winter mission. During the cold winter nights, they still open up and take people off the streets. Frank became the director of that and stayed for a couple of years and then decided to go to seminary. Just as an aside, he's now out—do you remember the Episcopal Church that was in the *Atlanta Journal-Constitution* that about 70 percent of the membership left because of the ordaining of the bishop of New Hampshire? The bishop assigned Frank to take over that parish slightly out to the east of Atlanta.
- TS: So he's trying to salvage a parish.
- GR: Well, with a nice building and a hard core of fairly liberal Episcopalians . . .
- TS: I guess so. The rest left.

GR: They did, you know, but that's sort of early . . .

TS: Yes, I didn't know where he was.

DY: That's good to know. I'm glad to know where he is.

GR: But he was up in Jasper for a long time as the assistant, you see, so he's doing very well. I see him every so often.

TS: First time I saw him with that reverse collar, it was a little shocker, remembering Frank in the old days.

GR: Yes.

TS: But it's perfect for him.

GR: God works in strange ways.

TS: No, I think it was a perfect fit for him. [brief pause] Gary, why don't we talk just a little bit about what you've been doing with CETL in the last three years?

GR: Well, CETL is really Bill Hill's brainchild, I think—or at least this current iteration of CETL. I think you remember when Joe [Joseph R.] Kelly ran CETL and what a delightful person he was. When I came to Kennesaw State, I found far better equipment support and resources than anything I had had at the University of Tennessee. I still think that in terms of equipment support, resources and technology, I find very few schools that provide the faculty with support, if they want it and need it. I think Kennesaw State does, and I think we're second to none on that. Then Don [Donald W.] Forrester ran CETL differently. And then Lana [J.] Wachniak had CETL, and then there was some question about what to do with CETL. Bill Hill created the new CETL, or I guess son of CETL or bride of CETL, I'm not so sure which it is.

TS: Well, I think we moved to maybe Betty Siegel's original vision, which we really hadn't been doing to that time.

GR: Yes, I think so. And he got funding for the fellows and the house down here.

TS: Where does the funding come from to pay the rent for this house?

GR: I imagine out of university budgets. Well, the [KSU] Foundation owns the house, but the salary and the support. . . You see, the department gets the money to replace the fellows, so there's some money put into the funding.

TS: So it's taxpayer money?

- GR: I think so. I mean, this is a center that's funded, to some extent. And to me, Bill's vision, and I concur 100 percent, is we're trying to create learning communities, if you will. I know that word has been overused. But all the WebCT sessions that I run, I cook lunch for people. I know you always have a class . . .
- TS: Yes, I made one of them.
- GR: I discovered that bacon, lettuce and tomato sandwiches are infinitely scalable up or down. There's very little waste. You just make the bacon that you need; you wash the tomatoes and slice them thinner if there's a lot of people. The bread can be frozen. And if you have a vegetarian who won't eat meat, they can have a lettuce and tomato sandwich, and they're happy with that. So it's scalable. I try and create a little community because what happens is we have people from different colleges, even supporting faculty versus full-time faculty. The interaction is sometimes as much fun as anything else. We go in, and it's not a course. It's where I try to give one-on-one instruction and get other people to help each other because that's the model I think that's going to work. The faculty really don't want to be taught this stuff by non-faculty people. They don't want to sit in a classroom with a techno-geek, no matter how good they are, teaching them this. I think most faculty are afraid of being embarrassed.
- TS: Well, some of those courses with the techno-geeks go on for four hours and you learn five minutes worth of stuff, too.
- GR: Well, that's right. The problem, too, is that I don't respond well to those classes because I say, "Can't you give me something to read? Or can't you just show me the bottom line or the one thing I need to click on?" Somebody else asked the question about where is the Control-C key, and it takes thirty minutes to show them where that is while everybody else just sits there. So the drop-in sessions are supposed to be as efficient as possible although sometimes they're not super-efficient. I still think that most people find them better than a course for the program.
- TS: I think so.
- GR: Also I get people to help each other in there. Whether Tom recognizes it or not, he's my resident expert on how to do hyperlinks in Word.
- TS: Yes, I've got it all written down somewhere. [chuckle]
- GR: Well, that's all you need. It's just like the tutoring in the microenterprise program; you just need to be a page or two ahead of the rest of the class on some of these technical things. The other stuff, the poetry sessions that I have at the beginning and end of each semester, were really built around having a glass of sherry or a glass of port with other faculty members. That's what we did when I



was an undergraduate, and I thought that was a fine thing to do. Now we have a meal, we share poetry, people read their own poems—sometimes it's thematic and sometimes it's not. We try to get Lynn Black or Betty to be the official host; we've been running about 50 percent with their schedules. But the question is, why do you do it? Because it's fun. I've decided that in this last decade of my teaching, I want to do as many things that are fun as anything else. The bottom line is this weekend we have the Super Bowl party here. Why? Because it's fun. I don't even watch football; I could care less. The deep, dark secret is I don't care who wins the Super Bowl. But I think it might be fun to get together with some faculty and staff, eat a little, talk a little, do a little bonding—and maybe use the Super Bowl as the medium to do that. So my other drop-ins that I have, I have a blog session coming up; Leonard Witt is teaching that. And I have WebMonkey, which is a survey instrument taught by Michael [C.] Ross. I think that we'll have lunch with all those because people just sort of like to break bread. That seems trivial, but whenever you have a stressful meeting, bring cookies or something and people will be much less stressed. If we had faculty meetings with a little bit of food sometimes, they might have a lot more positive output. Bill Hill's been real supportive of this. Last summer we had the session where the faculty went to watch *Fahrenheit 911* and went over to Taco Mac afterwards and talked about it.

TS: One of those left-wing movies?

GR: Well, we had a wide variety of faculty who wanted to talk about what impact this movie would have on our students in the classrooms. I had people from across the disciplines, all with opinions, about what impact it might have and how to handle it in their classes. I dealt with a sociologist who taught abnormal sociology, and I got some ideas from her that are different from how I would have handled it in a management class. And Mel [Melvyn L.] Fein [Professor of Sociology] was there, so I want to assure that the conservative side was represented.

TS: I'm sure it was.

GR: Well, actually, Mel started before we even watched the movie. [chuckle]

TS: That might be a good thing to do with other movies.

GR: Oh, we're going to. I think the next one is *What the Bleep Do We Know?*

TS: That's a movie?

GR: That's been out in the movie theaters, and I think I'm waiting for the DVD just to show it here. But it's about quantum physics, the mind and spirituality.

TS: Well, you know, I would have liked to have a group—to have been part of a group on *The Passion of the Christ* because that got so much publicity.

GR: Well, why don't we do that? Why don't you—let's do that this semester.

TS: Well . . .

GR: It's out on DVD now.

TS: That might be worth doing. Just to deal with—well, how would you teach it when references to it come up?

GR: Yes, I mean, we get some psychologist, sociologists, history, business people in there. Let's get a date and just schedule it.

TS: Well . . . okay. After my symposiums are out of the way.

GR: And when it won't snow. But I know how it is. Carlotta and I usually fix a little dinner and sit around. We've got the plasma screen here, and we also have the big screen TV in the lab. So we could watch it and talk about it.

TS: Yes, it might be a good idea.

GR: It might be fun to ask Father Linus [DeSantis, OFM] to come.

TS: Who's Father Linus?

GR: Father Linus is a chaplain at the KSU Catholic Center.

TS: Oh, sure. And Al [Albert] Slomovitz.

GR: I was going to say, Professor. . .Captain. . .Rabbi Slomovitz.

GR: I was thinking that Linus and Slomovitz would be a good pair to come.

TS: Slomovitz teaches part time in the history department now. He's taught full time in the past. He has a Ph.D. in history, is a retired Navy chaplain and a rabbi of a congregation in Alpharetta, I think.

GR: Yes. He might be interesting to have him come. We really have a blank check to do what we want down here, I think. Between academic freedom and the integrity of the process, we're pretty well fixed to talk about these things, particularly how they might impact in the classroom. Great idea.

TS: Well, it sounds like you've started something. Yes, I guess really, I know everybody on our campus is working as hard as they can work, as you were saying a little bit earlier. But some people seem to produce more. I think in your case, you can see this coming out where obviously you learned your lessons well

in time management—to be able to do all of these things and still maintain your sanity.

GR: Well, I sort of focused on things I'm interested in. Then I've always tried to integrate students into them, and I think that that's the key: To try to create that win-win situation where the students can learn by coming along, whether it's in a big piece or a small piece. Then I think I'm really fortunate in that teaching management is a lot about process rather than content, so that lends itself to the service learning, too. Our learning taxonomy is a little bit further down—what is it, [Benjamin] Bloom's Taxonomy?<sup>2</sup>—than simply having to memorize things and repeat them back. Plus, they're junior level classes and senior level classes, too, so that lends itself, too.

TS: Well, I've about run out of questions. Any last words you want to add to the tape?

GR: No. It'd be interesting to get a prediction of where the university is going to go in the future.

TS: Well, give us a prediction.

GR: Well, I think that we are going to continue to grow. I didn't think that in 1990. I didn't think the demographics would support it. I hope that we grow controlled. But what I'm afraid is going to happen is that everything that they're telling us about faculty demographics is going to take place—that there'll be three distinct faculties on campus twenty years from now.

TS: That would parallel your divisions in the Coles College now, do you think?

GR: It would parallel the divisions in the Coles College, but this is something that I've heard people talk about at national meetings outside the business community. The WebCT conference had a speaker who told us this is going to happen. The real question is how to maintain community and interaction and value from all the people, including the top tier—the Ph.D.'s who are going to do the research, design the curriculum, serve on the committees and do the governance of the university; the lecturers who are going to be the middle tier who are going to teach for five or six years . . .

TS: And may or may not have a Ph.D.

GR: Probably won't have a Ph.D. and probably won't be on a tenure track. Then the final group, which I think that we're working and thinking about already, is the adjunct or supporting faculty. That's a fascinating area, too: How do you tap into

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<sup>2</sup>Benjamin S. Bloom, *Taxonomy of Educational Objectives* (Boston: Allyn & Bacon, 1984). He ranked the competence levels of learning skills starting with knowledge and going up to comprehension, application, analysis, synthesis, and finally evaluation.

them and get them to be more a part of the community rather than coming in and teaching a class and leaving? If that's the case, it's going to be a different model. Then again, we've got a different model than it was back in 1985.

TS: Absolutely. Well, I know in our department, we've had some retirees who have been adjunct faculty for us. They're already tapped into the institution so it's very helpful to have them.

GR: Yes, we need to make sure that the Ph.D.'d portion of that doesn't see themselves as the elite group and everybody else as temporary help. If we can make this a win-win, then our students are going to benefit from it also.

TS: Right.

GR: But that may take place after you and I are gone.

TS: Yes. I was on a committee last year where they were saying forty thousand by 2020.

GR: And you know, if you'd told me back in 1985 we'd be at eighteen thousand, I would have thought, "What have you been smoking?"

TS: Right. Well, we reached ten thousand in 1990, so I guess in '85 we were probably five, six, seven thousand.

GR: When I came we were forty-five hundred, maybe forty-seven hundred.

TS: So we're getting close to four times bigger than when you came.

GR: I know. It's been a hell of a ride, hasn't it?

TS: In fact, we are four times bigger at eighteen thousand; forty-five hundred would be a fourth of eighteen thousand. Wow.

GR: I mean, I just feel fortunate to have come here.

TS: We had thirteen hundred when I started here.

GR: [chuckle] And you've been here longer than anyone else.

TS: Yes, of those that are still teaching and who are not retired.

GR: You and Fred . . .

TS: We both came in '68, and Fred [S. Frederick] Roach [Jr.] retired last summer. We still have retirees who came in '66 and '67.

GR: Now Fred's been at St. Teresa's in my Sunday school classes.

TS: Is that right? You're at St. Teresa's now?

GR: Which is out in West Cobb. That's the new parish. We started that parish in 1996. You should have Fred in a Sunday school class. [chuckle]

TS: No, I can imagine! He gives a different perspective! So we're going to continue to grow, and we're going to solve our problems with good management techniques.

GR: Well, the most interesting thing will be the new leadership when Betty retires. That may be the most critical piece of it all.

TS: That's assuming that Betty will retire.

GR: That's right. If Betty retires. That may be the case.

TS: She may be here for a long, long time to come.

GR: Well, you know, she's done a good job, so . . .

TS: She hasn't slowed down any that I can tell.

GR: No. It makes me tired looking at her. When you talk about how busy I am, I just look at Betty and think, "Well, I don't think so!"

TS: Yes, right. So that will be a change. Of course, it's inevitable that we all leave here some day, so it will be a change at that point. And when she came, we were really defining what we wanted to be as an institution. What we wanted to be wasn't necessarily what we really wanted to be, I think, but we had to do it. I'm sure we'll have to go through that process again of deciding what we are as an institution, where we want to go and where we fit in in the big scheme of things. It seems to me we're very much like other metropolitan universities that came out of the '50s and '60s. In fact, many of them are way ahead of us in enrollment now: [University of] Central Florida and Cal State, Fullerton [California State University at Fullerton] and places like that. UNC [University of North Carolina at] Greensboro. Those may be where we're heading toward.

GR: That'd be an interesting ride, too.

TS: Yes. And I think that maybe part of our process is to see that in some ways we are unique, but in other ways very much like other institutions around the country where the majority of students are going nowadays. All right. Well, thank you very much, Gary. This has been a great interview and certainly the longest one

that we've done. I don't think there's been a wasted moment in the whole interview.

GR: It's been fun. I've looked forward to it.

TS: We really appreciate it. We'll get it transcribed, and your next task will be to do a little bit of reading to make sure that it's really what you wanted to say.

GR: I can do that.

TS: All right. Well, thank you very much. This is the end of the interview with Gary Roberts.

GR: [chuckle] Only the end of the interview, though.

TS: Only the end of the interview.

## INDEX

- Alsup, Rodney G., 35  
American Assembly of Collegiate Schools of Business  
    (AACSB), 29, 30, 37, 39, 43  
Aronoff, Craig, 28  
Atlanta Federal Penitentiary, 26  
*Atlanta Journal-Constitution*, 71, 77  
Atlanta Law School, 26  
Atlanta University, 25, 68  
AT&T, 73
- Barnard family, 30  
Berry College, 42, 43, 67  
Black, Lendley C., 42, 55, 58, 80  
Bloom, Benjamin S., 82  
Bloom's Taxonomy, 82  
Boston College, 27  
Bowdoin College, 9-12  
Brawley, Dorothy, 26
- Carter, Jimmy, 24, 25  
CarTown, 65  
Cathy, Truett, 36  
Chamberlain, Josh, 9, 12  
Chapman, Dan, 71  
Christ Church, 75, 76  
Cobb County Commission, 76  
Cobb County Schools' Laptop Proposal, 48  
Cobb Family Resources, 69  
Columbia Theological Seminary, 65  
Commerce Club, 65  
Cope, James R., 45, 46
- Deming, W. Edwards, 45  
DeSantis, Father Linus, 81  
Dewhirst, H. Dudley, 27, 29, 73
- Elizabeth Methodist Church, 77  
Elizabeth School, 76  
Emory University, 39  
Extension (The), 77
- Fahrenheit 911*, 51, 80  
Fein, Melvyn L., 80  
*Fog of War*, 19

Forrester, Donald W., 78

Fort Benning, 14, 15, 20, 22, 23

Fort Devens, 21

Fort McPherson, 2, 3

Galileo, 54

Georgia Board of Regents, 53, 54

Georgia Institute of Technology, 67, 68

Georgia Power, 66

Georgia State Prison at Buford, 26

Georgia State University, 25, 26, 28, 37-39, 54

Governor's Internship Program, 25

Harris, Patricia, 70

Hermanson, Dana R., 74

Hill, Daniel Allen, 68

Hill, G. William IV, 47, 48, 52, 59, 78-80

Hill, Mr., 8

Hill, Robert W., 50

Hines, Randall C., 48, 56, 68

Horn, Marko, 71

Holcomb, Scott, 76

Holley, B. Earle, 52, 58

IBM, 73

Isenhour, John L., 48

Jewish Life Symposium, 58, 59

Kelly, Joseph R., 78

Kennesaw State University

Early years, 9, 53, 78, 83

WebMBA class, 17, 44, 62

Coles College of Business, 17, 33, 37-39, 47, 56, 64, 68, 69, 72-74, 82

CETL, 17, 44, 47, 48, 50, 62, 64, 78

Teaching focus, 29, 30

Intellectual climate over the years, 30-33, 51

Ethical climate, 33, 34

Growth issues, 34, 55

Executive MBA program, 35, 62

Leadership and Professional Development (LAPD), 35

Faculty burnout issues, 35, 36

Accreditation of business school, 37-39

Research focus, 39, 40

Trend toward three-tiered faculty, 40-42, 82, 83

Shortage of student organization advisors, 42, 43



Publishing demands, 43, 44  
 WebCT, 41, 44, 46, 48, 49, 62, 70, 79  
 Students in Free Enterprise (SIFE), 42, 44, 56, 65-67  
 Time restraints on grading, 44, 45  
 Technology for improved grading, 46, 47  
 As a cost leader, 53  
 Accessibility of administration, 55, 56, 58, 78  
 Wrongful termination suits, 57  
 Leadership Kennesaw, 57  
 ROTC at Kennesaw, 58, 67, 68  
 First-Year Experience, 60-62  
 Joint enrollment, 61  
 Business school faculty models, 63, 64  
 RTM Institute for Leadership, Ethics and Character, 65  
 Cobb Microenterprise Center, 68, 70, 72  
 KSU Center, 68, 69  
 Small Business Development Center, 69  
 Atlanta Women's Center, 69, 70  
 Center for Regional History and Culture, 70  
 Corporate Governance Center, 73, 74  
 KSU Foundation, 78  
 WebMonkey, 80  
 KSU Catholic Center, 81  
 Future direction, 82-84  
 Kent State, 21  
 Knapp, John C., 65  
 Kolenko, Thomas A., 42  
  
 Lapides, Paul, 74  
 Lasher, Harry J., 17, 56  
 Lavelle, Terri A., 56  
 Leeds, Elke M., 69  
 Lewis, Gary C., 48  
  
 Marietta-Cobb Winter Shelter, 75-77  
 McDade, Mr., 8  
 McNamara, Robert, 19  
 Mercer University, 26, 54  
 Merrill Lynch, 23, 24  
 Mescon, Timothy S., 34, 36-38, 56, 70  
 MUST Ministries, 76, 77  
 My Lai, 21  
  
*New York Times*, 74  
 Noble, Linda, 59  
 North Chemical, 77

North Cobb High School, 66  
NorthStar Church, 66  
Oak Ridge National Laboratory, 73  
Oglethorpe University, 26, 54  
Osbornes (see Roberts, Gary B., Civil War ancestors)

*Passion of the Christ*, 80  
Perry, Michael, 69  
Price, Tom, 68  
Project 100,000, 19

Rascati, Ralph J., 46  
Ridley, Helen S., 68  
Roach, S. Frederick, Jr., 83, 84  
Roberts, Benjamin Eldridge (see Roberts, Gary B., father)  
Roberts, Carlotta (see Roberts, Gary B., wife)  
Roberts, Gary B.

- Birth and childhood, 1-8
- Father, 1-11, 22, 27, 28, 75
- Mother, 1-11, 22, 25, 27, 28, 75
- On early integration, 5, 6
- Civil War ancestors, 6
- Grandmother, 6
- Grandfather, 8, 9
- High school, 8, 9
- Cultural observations, 8-10, 14, 15
- Undergraduate school, 9-14
- Bachelor's degree, 10
- MBA, 10, 23-25
- Military service, 10-23
- National Merit Scholar, 10
- Son, 11, 18, 26, 27, 29, 61
- On integration of Armed Forces, 15
- Wife, 15, 21, 22, 26, 27, 42, 44, 69, 75, 81
- Importance of peer evaluation, 16, 17
- Extended family, 11, 22
- Decision not to attend seminary, 23
- Financial management position, 23, 24
- Ph.D. studies, 25, 26
- Early teaching, 25, 26
- Knoxville years, 27, 28
- Coming to Kennesaw, 28, 29
- Teaching management versus managing, 34
- Importance of team-playing, 35, 36
- Service to Kennesaw student organizations, 42, 44, 56, 58, 65-68
- Mentoring students, 43, 65, 71

Service to Kennesaw faculty, 47-50  
CETL Fellowship for e-Learning, 49  
On Kennesaw from management perspective, 53-56  
Accomplishments at Kennesaw, 62, 65-70, 72  
Love of teaching, 65  
Sam Walton Free Enterprise Fellow, 67  
Service to off-campus groups, 73-75  
Teaching as a calling, 75  
Roberts, Ruth Gudger (see Roberts, Gary B., mother)  
Robuck, Deborah, M., 35  
Roland, Mrs., 4  
Ross, Michael C., 80  
Rugg, Edwin A., 55, 60, 61  
  
Sarbanes-Oxley case, 74  
Sheats, John, 9  
Shorter College, 67  
Siegel, Betty L., 32, 33, 37, 54, 58, 59, 75, 78, 80, 84  
Slomovitz, Albert I., 81  
Smith, Harold, 1  
Southern Institute for Business and Professional Ethics, 65  
Southern Institute for Leadership, 65  
St. Teresa's Episcopal Church, 84  
Stone Mountain Correctional Facility, 26  
  
Truman, Harry S, 15  
Tutterow, Roger C., 39  
  
United Way, 69  
University of Georgia, 39  
University of Tennessee, 27, 29, 31, 32, 59, 61, 73, 78  
U.S. Army Corps of Engineers, 73  
*U.S. News and World Report*, 60  
Veterans Administration, 2-4  
Vietnam, 12, 13, 15-21, 30  
  
Wachniak, Lana J., 78  
Waddell, Mr., 8  
Waffle House, 58  
*Wall Street Journal*, 74  
Wal-Mart, 67  
Walton, Sam, 67  
Western Carolina University, 43  
Westmoreland, William C., 20, 21  
*What Color is Your Parachute?* 25  
*What the Bleep Do We Know?* 80

Wilson, Frank F., 75-78  
Witt, Leonard, 59, 80  
Wortman, Max, 32

Xu, Stella, 71, 72