

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH BERNARD D. GOLDFINE

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Location: CIE/CETL House at Kennesaw State University

TS: Bernie, why don't we just begin by asking you when and where you were born?

BG: In 1953; El Paso, Texas.

TS: Did you grow up in Texas?

BG: Well, my first six or seven years, I believe. My dad was a lot brighter than I was. He was truly a rocket scientist, so we traveled. The initial [firing] programs for the Sergeant missiles that were launched at White Sands, New Mexico—that's where all the testing was going on, the White Sands Proving Ground. So he was there for six or seven years.

TS: All the A-bombs, that area?

BG: Not very far away from Alamogordo, that's right. That's where the A-bombs were tested. Then after that, I spent the vast majority of my life in California—thirty-five years. We would go to the Cape in Florida for a lot of the launches. He was operations manager or project director for a lot of the unmanned spacecraft, the most recent being the Galileo, which went to Jupiter, Saturn and then Mars. The Mariners and the Venus and Ranger probes . . .

TS: And he's the project manager for that?

BG: For a couple of them. And then he was operations manager for quite a few others.

TS: Where was he stationed?

BG: We were in a Jet Propulsion Laboratory, which is part of NASA [National Aeronautics and Space Administration]. They do all the unmanned space programs. Then we would go to the Cape—Cape Canaveral and Cape Kennedy—for the launches and live there some of the time.

TS: But I mean, when you were in California, were you at that place [Edwards Air Force Base] where some of the shuttles come down?

BG: No, because that's manned. Most of the unmanned projects are out of Pasadena/Caltech [California Institute of Technology]. Caltech is part of the Jet Propulsion Laboratory. I was pretty lucky growing up in that kind of an atmosphere. One of the things that was neat was there are an awful lot of people in California that work together on these projects. They became like family—

they really did—for a lot of people who had come from the East and the South, so it was quite a neat experience to be down there. At that time, also, we got to see the Saturns take off. We can't immediately replicate that technology now; they were the biggest rockets this country ever produced. I'll never forget how the ground would shake and the earth would move versus the last thing, the Galileo. When the Galileo went off in the shuttle, it was dwarfed in size compared to the Saturns at that time.

TS: What's your father's name?

BG: Milton Goldfine.

TS: Is he still working for NASA?

BG: No, he's deceased. He passed away in '96. He did a lot of consulting into his seventies.

TS: Did your mother work outside the home?

BG: She was a teacher.

TS: What did she teach?

BG: She taught junior high and elementary school, English and physical education.

TS: What's her name?

BG: Vivian Goldfine.

TS: So you grew up in La Crescenta, which sounds like paradise to me.

BG: They called it the crescent or the balcony above Los Angeles, and it was really pretty cool. On those few days when there wasn't smog, you could see from the foothills of the basin all the way down to the ocean. It was a great place to grow up. I keep telling my wife, "We've got to go back sometime." I remember we could go up into the mountains and ski forty-five minutes north of us at Mt. Waterman. Or I'd say to my dad, "It's a good surf day; I read the report. Let's get to the beach." And then late afternoon we'd be down at the beach surfing.

DY: Bernie, you know who else grew up in Pasadena was Linda [G.] Niemann. Do you know Linda Niemann in the English department?

BG: Gosh, I don't believe I do.

DY: You don't? Her father was a professor at Caltech.

BG: I need to speak with her.

DY: Yes, you do! You two are kindred spirits. She worked on the railroad. I mean, she went to [the University of California,] Berkeley; that's where her doctoral degree was from. But she worked on the railroad for twenty years before she came here.

BG: How old is she?

DY: Linda is probably late fifties.

BG: Okay, so she's a few years ahead of me, but we would be contemporaries.

DY: Yes, you have the area in common.

BG: I've got to talk with her and find out where she went to high school and stuff. Well, I'll be darned.

DY: Niemann. Check it out. She's wonderful.

TS: I guess my impression of Pasadena was always January 1st and seeing the parade out there. Everybody looked so warm. [I remember] thinking, "What are we doing even in east Tennessee when I was growing up or Georgia now?"

BG: I've got a funny story for you about that, just to digress for a second. My best friend and I—in fact, he was best man at my wedding—we decided one year we were going to be entrepreneurs. We were probably twenty, and we thought, "Let's buy a parking lot." Or at least a parking lot for a night. We did that, and it turned out to be one of the coldest nights on record in Pasadena. It got down into the twenties. We had a couple of people working for us, and we kept on jamming all the cars down into one section. We thought we'd just maximize the number of cars we could get in there—and our profits. At about nine o'clock in the morning we realized no other cars were coming. So we started to count the cash, and by the time we paid off our friends, we each made a dollar. That's when I thought education may be the better route, and not teaching business either! [laughter] I hope to be there this New Year's Eve, too, in Pasadena.

TS: Great. Did you go to Berkeley for your undergraduate degree?

BG: Santa Barbara.

TS: Oh, Santa Barbara. I thought you said University of California.

DY: It says in the catalog UC, it doesn't say where.

BG: Well, for the record, University of California, Santa Barbara. Now that is truly paradise, I must say.

TS: Is it?

BG: Yes.

TS: I think they've got a huge religious studies program.

BG: Yes, they do. I believe that's right. They did at least when I was going there. It's just a gorgeous setting. I mean, the apartment we rented was right on the beach. For four years we would just go to bed with the waves crashing against the cliffs.

TS: So how do you study in an environment like that?

BG: Very difficultly. You go to a sterile classroom. I remember I used to do that; lock myself in.

DY: Make yourself a little think tank.

BG: Exactly.

TS: Right. So how did you decide physical education was the area you wanted to go into? Did you do that as an undergraduate?

BG: No. I should tell you, it's sports management more than physical education. It's one of our subdisciplines, and I can give you more information on that as we get into the interview. I was political science undergrad with an English minor and a physical activities and coaching minor. I was an athlete, so I had played sports all my life and really enjoyed it. I continue to be very active with it. For my first teaching job I taught history, and then for my second teaching job a year later I taught government and anthropology to seniors. I mean, these were very, very bright students. It was a private school in Santa Monica, and I stayed there for thirteen years. That job evolved into not only teaching but becoming an athletic director pretty much full time and growing a program.

DY: Is this where you had Bob Dylan's son in your class?

BG: Yes, that's correct. We had one of the Gettys, and who was the author . . . ? Robbins . . . *Cowboys* . . .

DY: Tom Robbins. *Even Cowgirls Get the Blues*.

BG: Yes, his daughter. And then Amelia Linden, Hal Linden's kid from [television show] *Barney Miller*. It was kind of an interesting mix but very, very bright students. I tell you, they really were challenging at times.

DY: You taught there after you got your bachelor's degree, is that right? Is that before graduate school when you were teaching there?

BG: I did one year in graduate school, which you needed for your teaching credentials. At UC Santa Barbara. They had a one-year [program] for teaching credentials, which I guess I still have my lifetime credentials for there. Then I taught one year

up in Santa Barbara in the mountains at a private school. Then thirteen years at Windward School, where I coached; that's when I really got heavily involved with coaching and athletic directing.

DY: What were you coaching? Tennis, obviously.

BG: Well, the big one was volleyball.

DY: That's right, you still do volleyball.

BG: Yes. I coached thirteen years there, boys and girls, and still have some records for the state there in terms of the number of championships. I coached basketball for thirteen years and a couple of years of baseball. I just oversaw this entire sports program. I saw it evolve from a very, very small school of maybe seventy-five up to around 300 when I left. We had a huge budget, and I was responsible for hiring and managing about thirteen full-time and part-time people. I think that's the one thing I'll tell you right now: What I miss from that environment is the autonomy to be able to make decisions; that was a fabulous environment. I got into a stage—I'd call it the maintenance stage—where I knew we had our facilities set. We had our programs pretty well set; we were going to maybe add piecemeal; we had some great faculty. And that's when I got the opportunity at the University of Dayton to go and coach volleyball and to teach. So that's when I thought, "All right, I'm out of here." But in between I had a little bit of time—I had about four or five months just before that happened—down in Brazil assisting with the men's professional volleyball team. That was really a very enriching experience.

DY: Have you been back to Brazil since then?

BG: Plenty of times. We have an exchange program between our department and Brazil, University of Santa Catarina at Florianopolis, which is a federal university.

TS: So you decide you're kind of happy but not challenged, I guess, and so you go to Dayton. You got a master's at this time?

BG: No, this is why I'm such a strong supporter of the University of Southern California [USC]. They worked with me while I was full time as an athletic director and still teaching at this school in Santa Monica. I went to USC, got my master's, and then finished with my doctorate; and the entire time they gave me a graduate assistantship. I also taught early in the mornings. I added it up one time; I think they covered about \$180,000 in tuition over the master's and doctorate. That's why I have some strong loyalty to that institution because it was an expensive place.

TS: I guess so. So you were there until '89 according to your resume, and you had your doctorate in '88.

BG: Right.

TS: So you stayed there through your doctorate, and then you go to the University of Dayton.

BG: Correct.

TS: I'm sure they were disappointed when you left.

BG: That was one of the toughest decisions I've ever had to make because economically, I was way ahead of where I was going to be at Dayton.

TS: I bet you were.

BG: You know, I was living in southern California, and I loved it. I'll tell you how funny this is, the mentality of people in southern California. When I was coaching volleyball I took my Division 1 team down to see the U.S. men's volleyball team in Cincinnati play the Canadian volleyball team. One of the guys on the team was one of my former teammates in USA Ball; I still play USA volleyball. This guy's name was Eric Sato, and my buddies from Brazil in the graduate school said, "Why do we keep this guy? He's such a hot head." And he really was. But he was talented. They finally said, "Come on, Bernie, let's get rid of him." So we dis-invited him from the team, and then the next year he went on and made the Olympic team. So we always joke about it, "Yeah, we cut him from our team so he could go make the U.S. Olympic team. [laughter] Here was the funny thing: I showed up in Cincinnati with my players, and I said, "Come on down; I'll introduce you." He was down there on the floor so I walk up [to him]. He wasn't aware I had moved, and he said, "Bernie, hey dude! What are you doing here?" I said, "What do you mean?" He said, "You traveled out here to watch the game?" I said, "No, I'm living here now. I'm coaching volleyball and teaching up the road at the University of Dayton." He looks at me and he says, "Why?"—as in why would you leave that five-mile corridor between the [I-405] San Diego Freeway and the beach? Nobody leaves. Why would you leave? [laughter] That was kind of his response; it was pretty funny.

TS: So what was it about Dayton that attracted you there?

BG: I've got to say, just a different environment—really, a chance to teach at a well-respected university and coach Division 1 volleyball. You know, I thought, "This is something I might want to entertain." I have to say, I was pretty content. If it were not for friends and my girlfriend at the time giving me a little nudge, I might not have gone. That's the reality. I think they nudged and made me really think about it, but it was difficult. You get established. You've got a great job, and you've got all the autonomy in the world, the likes of which I've not seen since. That was tough.

DY: What do you think it was? Do you think you wanted to really grow? Obviously, you wanted to grow because you knew change would make that happen.

BG: Intellectually.

DY: Was it the challenge, intellectually? Was it teaching? You wanted a different teaching environment, a different group to teach?

BG: I think I wanted an intellectual challenge that I wasn't getting. I wanted to be away from the parental aspect. Believe me, I had great parents of the students I taught and coached, many of them, but that's labor-intensive stuff to deal with, you know. I think it's even more so nowadays. But I think that when I looked at the stressors—and I may evolve again more from where I am now—but you know, it's difficult managing people no matter how good you are in administration. There are always going to be people you can't make happy. And I think I needed a break from that environment where you do your best, but still you know what it's like. Nobody's going to tell you you've done a great job when you are an administrator. Not that I was looking for that, but the point is the buck stops with you. I needed a change from administration. I thought, "If I'm going to still teach, I'd rather have it be in an environment where the students are there, and it's not compulsory."

TS: Did you have any mentors at Southern California—faculty mentors or whatever—that were pushing you toward a university career?

BG: There were two people that I can mention, and I sort of did when I accepted this award. One that I should mention was at Windward School. She was the founder of the school, a lady named Shirley Windward. I'll never forget; it's stayed with me ever since: I was having a tough time my first year of teaching at that institution. I think part of it was I was really trying to be firm, and yet, that was truly the cocaine era, and some of those kids were coming in just coked out of their brains. I didn't quite know how to recognize that. As an athlete, I'd never got involved with any of that. And she said, "Dear, you're having a tough time, aren't you?" She pulled me aside one day; she always had this very soft-spoken voice. I said, "You think so?" [laughter] She said, "What do you think the problem is?" I said, "I don't know; they just don't respect me. It seems like they just don't respect me." She said, "It's a two-way street, dear. You need to respect them." I said, "I am, aren't I?" She said, "No. I've caught some dialogue. I think you're talking down to them." And it was a real reality check. Ever since then, I don't care whether I'm coaching or teaching at the university, I remember that. That's why I don't have my students call me Dr. Goldfine; they call me Bernie. I tell them we're on a mission together to learn as much as we can. I may have read a few more books and thought about the subjects a little bit more, but I want it to be a mutual journey. That was a real metamorphosis, for lack of a better term—a changing moment, one of those defining moments. Sometimes you've got to go through something like that to be humbled.

TS: Was she the headmaster or headmistress?

BG: No, she really was not in administration. She was an English teacher.

TS: She started it, and she taught English there?

BG: I have to say, I don't know if I've ever been around such incredibly bright colleagues. Quite a few had their doctorates and were just thinkers. Subsequent to this, her son [Rolfe Windward] is teaching up at Lindsey Wilson [College] in [Columbia,] Kentucky; it's a private school. He's [a professor of] Education. Some of the founding people have gone, but goodness, she was bright. I learned so much from her. Then another mentor was a fellow named Tillman Hall, who was my advisor. He was very down home, unassuming; and people that didn't know him would think, "Who is this country boy?" He was from Tennessee and probably one of the brightest people—and challenging. He gave me a lot of confidence to say, "You can go and do anything you want." I remember sitting around the seminars. He would come in every week with these books, and you'd be thinking, "Oh, please don't throw the biggest one at me." [laughter] Because you'd have to have it read by the following week and come back in and give the synopsis of what it was about. He'd throw them across the room. But [he was] very interesting, and he always took time for his students. That's always made a strong impression. I wish I were as good as he was.

DY: What class was it, Bernie?

BG: I had him in a variety of classes: leadership, a lot of sport management classes and then a couple in recreation. But he truly challenged all of us. I remember him going on in the board—I've used this, too—and he'd say, "Watch out for these people. If this board represents all the knowledge in our field, watch out for these people who tell you they know it all. He then marked a dot on the board and said, "This represents about what most bright people know." And then he really fed into the whole research thing, and he'd say, "We've got to find better answers." He was really an inspirational guy.

TS: And his last name is Hall?

BG: Yes, Tillman Hall. I'd say those were two [mentors], and then I think my dad also. I've always had a lot of drive, and I think part of that was through sport and everything else. I always liked his approach. There was never disappointment if things didn't work out. It was always, "You tried and you look like you tried your hardest. Only you know that. As long as you know you left it all out on the court, and you've worked your tail off as far as the class, you can feel satisfied." So I think those were three main influences.

TS: Right. Was the University of Dayton all that you expected it to be when you went there?

BG: I had some absolutely terrific colleagues. One of my colleagues became the chair and absolutely one of the most remarkable people I've ever worked for. It just created an atmosphere—I don't know if you've ever worked in a department or an office where you'd walk in and all of a sudden, somebody would greet you with, "Hey bud, how's it going?" That high enthusiasm—every time a student came in, they felt welcome. He'd say, "Hey, Bernie—Dr. Goldfine here—he's really into

- volleyball. Do you know that? Do you know that about him? He's also wanting to do some research . . .” And there was just this constant making the students feel good, and that was a very impressive atmosphere.
- TS: What was his name?
- BG: His name was Lloyd [L.] Laubach. Boy, he was terrific. And there were other people (John Schleppe, being one) that I think mentored me as far as scholarship, my area. The weather, needless to say, was really tough. That was the major thing that had me looking after five years. I just couldn't handle the cold.
- TS: What part of Ohio is Dayton in?
- BG: Southern Ohio.
- TS: The southern part. That's what I was thinking. But compared to California
- DY: Compared to southern California!
- BG: .Absolutely! We were forty-five minutes north of Cincinnati. I really developed some great relationships with the athletes that I coached, too. We're still very good friends, in fact—very, very good friends with some of these people that are now having kids just like I am at my age! [chuckle] Yeah, great relationships.
- TS: Well, you must have picked up a wife at University of Dayton.
- BG: Bingo! I traded in my girlfriend, and got myself a wife! [laughter] You can scratch that! What happened was I went out [to Ohio] with my girlfriend from California that I'd been in the graduate program with. We were there for awhile, and then we broke up. Then a year later, I met Ruth, and the rest was history. That's absolutely right. She was working in the Research Institute at the University, and I think she got a sniff of—what?—boy, this professor's life, this is pretty good stuff. [laughter] And that's when she started pursuing her master's. When we got down here, she pursued her doctorate at Georgia State. It was interesting; I think she really has taken to it like crazy.
- TS: You said before the interview started that you've been a father for four and a half weeks now.
- BG: Yes, four and a half weeks. And our twins are four years old.
- TS: Oh, so this wasn't the first.
- BG: No, this is the third. Big surprise, unexpected, but a great surprise. We were just stunned. I can tell you it was funny. We were coming back from a volleyball tournament, some of my teammates and I up in Asheville, North Carolina. Ruth called and I had my cell phone on speaker. She said, “Honey, are you driving? Can you pull off the road?” And they guys are looking at me like, “Oh, maybe

- something happened to one of the kids.” She goes, “I’ve just taken this home pregnancy test, and it’s come out positive twice!” I thought I’d have a little fun, and I said, “Who *is* this?” [laughter]
- TS: I’m sure she appreciated that.
- BG: Yeah, it got me a lot of points! [laughter]
- DY: That’s a great moment to remember.
- TS: Well, what brought you to Kennesaw other than the weather?
- BG: Quite frankly, that was a major motivating factor. With a lot of candor I can say that. There was also an individual here named Mary [A.] Hums who preceded me.
- TS: Hums?
- BG: Yes, she was just here for a year or two. Sport management was a track under physical education. She said good things, but she said, “Beware, it is a physical education mentality, and it’s going to be very tough to get what you want.” So I thought, “Okay—that will be a challenge.” Of course, we’ve gotten a full-blown program. We are good partners with the business school, and they’ve been very helpful. Dean [Timothy S.] Mescon has always been open to things. One of the things that was really interesting—but I remember when I first got here, in one of the faculty meetings I said, “Well, this is what we need to do. If we really want a solid sport management program—not that motor learning and biomechanics aren’t great classes, but they really don’t have a lot of application to what our students need for preparation. So I think we need to work with the business school.” And I’ll never forget, out of some of the people’s mouth—and some are here still and some are not—they said, “Well, you’ll never get them to work with you.” [laughter] And I loved it because there was another challenge. Of course, it has worked out and worked out very well. We’ve got a great major now with, I think, pushing close to 250 students. The last count I had, it was pushing around there. So, I think the challenge drew me.
- TS: I wonder why they said that. Had anybody ever tried to work with the business college before?
- BG: I don’t know. I think there were people—and I’m sure there are people that are still in our department that were upset that physical education wasn’t going to be driving the department. I tell you, I give Charlie [Charles W.] Ash, as much as he is a deposed chair now, a lot of credit for being the catalyst for change and having exercise science and sport management break out into very successful programs. Also, physical education is an excellent program. But you know how people are afraid to change sometimes.
- DY: Yes, especially in academia.

BG: Oh, yes, yes. No question about it. That, I think, was one of the things I was looking forward to: I was able to help bring about positive changes in the curriculum at University of Dayton, and I thought, “Okay, I’ve got a chance to do something else and take this program even further.” That attracted me. But the weather was a big factor, too. What I had heard, though—one of the things that scared me was the Newt Gingrich thing, [his] having taught here. And then also having to own a gun [per Kennesaw’s Gun Law Ordinance], and I’m thinking, “Oh, no; where am I going?” But those were just kind of minor factors in the whole equation. It’s funny what gets out there in the press.

DY: The media, yes.

TS: Yes, the notorious things are what we’re known for!

BG: Of course! [laughter]

DY: That happened in 1982 when I was coming to Kennesaw. I can’t remember where I was. I was someplace else—out of the region, out of the South. I had my new job and was talking to somebody about it, and they said, “Now, I heard on the news—is that the place where you have to own a gun? Do you own a gun?” I’m like, “No! What does this mean?”

BG: It’s always those things that hit the press. And then with the big to-do about the creation and the [evolution-is-only-a-theory] stickers on science books, I get “ha-ha” calls from my friends in California. I’m like, “Hey, take it easy now.”

DY: You can ha-ha back at them with their governor [Arnold Schwarzenegger]!

BG: Yeah! Yah! [laughter]

TS: I got a call from a reporter from *The Washington Post* the other day. He was supposed to write an article about Cobb County, because of the court case on prayer before county commission meetings. I was telling him, “Well, Cobb County is pretty much like suburban counties anywhere.” He said, “That may be so, but how come it’s always in the news for these notorious things?” [laughter]

DY: And your response to that, Cobb County historian?! [laughter]

TS: I’m not sure I had a good answer for that.

DY: We need some time to step back. We need some distance here to see why this happened.

TS: Right. But I was thinking, University of Dayton was probably more research-oriented than Kennesaw was in ’95, wasn’t it?

BG: Yes.

- TS: So you're really going from a research-oriented institution to a predominantly teaching institution.
- BG: Correct.
- TS: Did you see that as a positive or as a negative at the time in terms of [the decision to come] to Kennesaw? Obviously, it didn't keep you from coming to Kennesaw. But were you thinking of maybe going to a teaching institution as opposed to a research institution?
- BG: I honestly didn't even put it in that context. I knew I had been productive. I knew I would continue to be productive, and I knew I had lots of people to collaborate with throughout the country—which I've continued to do. So that really didn't bother me. I figured this seems to be a very good fit, and, obviously, we've evolved.
- TS: We have. So could you see that evolution in process when you got here? Did you see that Kennesaw was on the verge of change?
- BG: No. I don't think so. Again, it's kind of funny; people come from different viewpoints on this. The teaching has always been at the forefront for me. I've been told I'm a fairly good writer and researcher and my track record validates that, and so I don't worry about that. But that's not the thing that drives me; that's not the thing that I'm passionate about it. It's really the teaching.
- TS: Right.
- BG: So I figured I was going to be able to do that whether it be Dayton or here. But it does concern me that our classes are getting bigger. I told Betty Siegel this. I said, "I've got some concerns about when you leave here because I think that teaching is going to be given lip service." And I think that, when I mentor younger colleagues now, I don't know about you guys, but when they get into projects and so on, I say, "Drop it. You could be writing a manuscript." And I feel really bad about saying that because they're passionate and excited about it. But I say, "Remember the manuscript, how you write and how you publish. That's the name of the game here; and how you present. You may be excited about doing something here with service, but the way this culture's going, save your energy and put it into [research]." And I've got concerns about the fact that I think we are moving towards the mentality where teaching will not be valued nearly as much.
- DY: Well, I think we're going to have to really show some evidence there. I mean, Betty has had us committed to the Boyer [scholarship] model, which I think is a wonderful model: the scholarship of teaching/scholarship of service and so to parlay teaching into those arenas is one area that I hope is going to help us keep our focus on teaching. What have you seen in terms of the change in the intellectual climate since you've come, Bernie? I mean, the shift into research focus is a little frightening for all of us, I think. Let me connect the shift to

research and the intellectual climate of the institution. Is that changing do you think?

BG: I think I need to get a better understanding of what you mean by intellectual climate—about students, the faculty—faculty-to-faculty interaction, student-to-faculty interaction? Give me a little more idea.

DY: Well, to me the intellectual climate is what we as faculty live in. I mean, I think it's there. It's created when we walk into the classroom; it's created when we're talking to our colleagues and our peers. I guess, also, it really is sort of multi-layered; it's also the entire university and what the university values. So good for you for breaking it down like that. Respond to any and all that you want.

BG: One of the things I thought was fantastic when I first got here was the Leadership Kennesaw. It was a way to connect the various disciplines, and I still have relationships . . . friendships with people that I met through that experience.

DY: I do, too.

BG: Yes.

TS: For the records, [Leadership Kennesaw is] the program kind of modeled after Leadership Cobb and Leadership Atlanta and all these programs where you learn the big picture about the institution and network with people across campus and so on.

DY: And within the community, too.

TS: Yes. Go ahead; I'm sorry.

BG: No problem. But I think that those kinds of initiatives that were going on were excellent, and I'm not sure why that went away. I know that Lana Wachniak [former director of the Center for Excellence in Teaching & Learning (CETL) that was in charge of the Leadership Kennesaw program] has always said to me she didn't have the release time or the money to continue it. But I thought that was one of the better [programs] because we tend to be pretty insulated; you get into your own discipline. I just had a great experience with the Tour de KSU, the first-time event. The University Studies ran that. We had fifty-five riders. I think these learning communities are another great area that really is helping to [promote student learning]. And then the global initiatives—those things are positives as far as intellectual environment, but they seem to be more geared toward the students. The faculty-to-faculty interaction, unless you're on committees, the amount of interaction that you have with people from other disciplines is limited. I had one of the more stimulating moments here in this house [the CETL House] when I gave a presentation on applying coaching principals to teaching. Karen Robinson spoke about using theater in presentations, and she has great ideas.

DY: Oh, she is wonderful.

BG: Really terrific. Who was it from the business school? Goodness.

DY: It might have been Tom [Thomas A.] Kolenko?

BG: Yes, Tom; that's it. I really like Tom. I worked with him on some of the Leadership Kennesaw business that we had going on and the Reaching for Teaching Institute. I really enjoyed that. I really think very highly of him and of Mel [Melvin L.] Fein and other people that I met through that program—Lana [Wachniak], Chuck [Charles F.] Aust, and Katherine [N.] Kinnick—these are people that I still interact with. I think there needs to be more of that. It's a shame that that went away because I thought it was one of the better ways to get people out of their own little discipline.

DY: We try to do it down here at the CETL House, to offer the different programs, sort of a smorgasbord to draw people in. But we're very busy, and if something isn't offered at a time that you can do it—if you can't do a lunch reel-and-rap, or you can't do a book club discussion on Friday morning—then where are you going to make your connections? It should be here at the Center for Excellence in Teaching and Learning.

BG: Right. And I tell you, you say we're all very busy. You know, one thing that I think is a huge waste of time—and I don't know how you get around it—is the amount of documentation that we need to supply for annual reviews and for the P&T [promotion and tenure] process. I remember one colleague saying to me, "Oh, it was good. I feel like I learned something about myself, blah, blah, blah." And I said, "Whoo, did you find the needle in the haystack!" Because I found nothing redeeming at all about any of these processes. They eat up time that could be used toward further interaction with colleagues, research and bettering yourself as far as teaching. So that stuff tends to eat up the discretionary time.

DY: Bernie, do you think that the intellectual climate—to refine it even more—do you think it begins in the discipline or in the department and then expands? It sounds like what you value and what has been fun and wonderful to you is inter-disciplinary interaction.

BG: No question. I tend to be pretty eclectic in my thinking. I think my discipline is great, but I want a more holistic [connection]. I would just be bored dealing with people talking about that particular discipline. The things that have gotten me excited are—goodness, what was the speaking series that they had? I can't remember what the nomenclature was. It was a term that they put on the speakers series when we had these really provocative speakers come in.

TS: [The] Chautauqua [Lecture Series]?

BG: Chautauqua. To me, that's where the intellectual experience is, and that's where I think we could do a better job. We have a distinguished speaking series which I

initiated called the Grady Palmer Series, and it's an annual speaking event. We rotate between sport management, exercise science and physical education. For the last series, we had a fellow named Allen [L.] Sack, who was a colleague of mine [who teaches] up in the University of New Haven. He wrote a great book. He played for the University of Notre Dame football team, and he wrote on the myth of the student athlete at the college level. I tell you, he had some people pissed from the athletic department.

TS: What was the myth? That they were students?

BG: Oh, there are so many myths. Yes. For one, that they're students; that the term "student-athlete . . ." Gosh, I can't remember the fellow who was the commissioner at the time of the NCAA; he came up with that term saying we've got to sell this to the public. Let's come up with something that will put the student back into this whole equation. It is the most exploitative situation ever in Division 1 basketball and football. Essentially, we're making money on the backs of these young men. Those revenues are not shared. Even if you didn't buy into the idea that there should be an economic model where they get rewarded, they should at least be allowed to go out there and seek endorsements, while they have value, and cash in on that value!

TS: The institutions have the Nike logos and all that so they're making money off of it.

BG: Of course. This was what [Sack discussed] among other things, such as, when they have catastrophic injuries, they can't get workers comp. It was very provocative. Of course, some athletic department personnel and other people were very unhappy about it. But it was great. To me, that was the university community. We had athletes; we had former athletes; we had people. I mean, we had some very fired intellectual discussion bullet points going back and forth. Of course, [Sack had] done the research, and the history here is very clear. They had what was known as the Southern revolt. You look at the NCAA, its primary tenets, its founding tenets back in 1906—it was born out of Theodore Roosevelt's [criticisms]—you know, all the deaths that were occurring in football. The primary tenets were absolutely, under no circumstances, any inducements of any sort for athletes to come to play for a university.

TS: To come?

BG: Right. No grants in aid; no scholarships.

TS: My goodness. I didn't know that.

BG: Yes. It was in the 1950s, what they called the Southern revolt. There was so much under-the-table stuff going on, and the Southern schools were saying, "Well, let's allow scholarships. Let's have scholarships." They let it happen, and the rest is history. That's when scholarships came to be.

TS: In the '50s?

BG: Yes.

TS: It wasn't before that?

BG: No, it was not. And then in the 1970s, that's when they took the scholarship and instead of making the contract four years, they made it year by year. The coaches could leave without any penalty, but the players had to commit to an institution for four years. It's very unbalanced.

TS: I think that's very unfair when the coach leaves that the athletes can't go where they please without having to wait out a year.

BG: Right. A lot of people buy this NCAA poppycock. What they're doing is protecting the economic interests of the larger schools. So if we had this kind of speaker series [programming] occurring on a consistent basis, I would be happy. That's one of the things that I see missing as far as a soul in this institution. It's a different era, but I can remember the topics of the day in the 1970s were very upfront on the campuses, and there was a lot of political activism. I mean, students were very involved in this dialogue. I don't see that here. I don't see it—very, very little. And I hand it to the kids in terms of community service, but I don't see the issues of the day being discussed nearly enough.

TS: Publicly.

BG: No. And I don't know if that's indicative so much of this institution or the era or a combination of both factors, but I would have to guess that there are institutions where it is more prominent. What's your guess on that?

DY: Your home institutions. You know, USC, I would think.

TS: I don't know, nowadays.

DY: Ann Arbor is still very energized by the political climate, I think. When I went to a conference very recently, you can always spot those people.

BG: There has been some attention with the [Kennesaw State University] Anne Frank exhibit. I think there are attempts. Anyway, I think I answered that intellectual atmosphere question. We have some attempts there.

TS: So it's not enough just to bring in great speakers all the time. It's what follows the great speakers, maybe, that gets people motivated and leads to discussion and so on, and that's what you're seeing absent?

BG: Yes. And I'll tell you another thing: You tell me as a historian on this one. One of the greatest challenges I have with the students is to make them see that they have power. I don't know if this emanates from being more of a patriarchal

- society here. I mean, it makes it easy to teach and get up there and say things and not get challenged. But I'm always telling them, "You've got more power on this campus than you think. For example, if you don't like paying the athletic fee, challenge it."
- TS: Paternalism was a theme in our class that came up time and time again. Dede and I teach Georgia History and Georgia Literature together. We didn't intend it that way, but students noted that a lot of what we were talking about was paternalism all the way through the course. So that may be part of southern culture.
- BG: Interesting. But you know what I'm saying? I really want them to challenge and think out of the box and try to realize that if they don't like something, challenge it.
- DY: Yes, there are means by which you can do that.
- BG: No question.
- DY: Any number of means.
- BG: No question.
- DY: The last of which is getting in the street. But you know, you write to your newspaper and you become politically active. While it's not the exclusive agenda in our class, that's exactly the same thing we're doing with our students is getting them to think for themselves.
- BG: Yes; yes.
- DY: That's the underlying principle.
- BG: No question.
- DY: "Think for yourself."
- BG: You're absolutely right.
- DY: I really like your definition of intellectual community—that it begins in the classroom.
- BG: I think it does.
- DY: And [it] expands to Stillwell Theater or wherever we are.
- BG: I think that people might get their feathers ruffled that are in positions of power here, but that's good; that's good. That's part of the intellectual atmosphere, too, if, in fact, the students do organize and challenge certain agendas. But I said, "No, you don't have to accept that!" And I gave them the story of what happened at UC Santa Barbara, where money was redirected from athletics into intramural

- sports—the best in the country at that time. They talk about, “Hey, wouldn’t it be great if we had football.” I love to throw this card out: “But what are you doing for your own health? You’d rather watch people?” They always ask me, “You know, Dr. Goldfine, you don’t show up at the games. And they do a lot of marketing there.” And I say, “You’re absolutely right. I prefer to play rather than watch people play.” [laughter] They’re kind of stunned by that, but I think that part of that is getting them to think differently.
- TS: You’ve only been here ten years, but is it getting worse in terms of, I guess, lack of involvement now that we’ve got the residence halls and the student body is getting younger than it was ten years ago? Has it changed any in ten years, or is it still a constant thing?
- BG: At least in my classes, there are fewer of the returning [nontraditional] students who, I think, enrich the classroom environment. You look at where the legal decisions have come down in admissions to law schools and why they say, “Well, should there be a quota,” and so on. Well, I personally buy into the fact that your classroom is going to be as much of a learning environment as how diverse the people are in that class. I really enjoy those [nontraditional] students because they bring a wealth of experience. I know I’m getting, probably on average, some brighter students than what I’ve had that were the typical undergrad, the eighteen to twenty-two age. So I wouldn’t say necessarily that that’s diminished; that’s gotten better. But I do enjoy having the returning students. I wish there were more of them because I think they do enrich the classroom environment. They bring a lot of reality with them. The eighteen to twenty-two-year-olds look around with their eyes open and say, “Wow.”
- TS: Let’s talk about teaching a little bit if that’s all right. You won the Distinguished Teaching Award in 2002. Why don’t we just begin by talking about how you would define a master teacher?
- BG: I don’t know if I’ve ever been asked that question. Let me ask you this: How would you define it? Let me turn it on you so I know where you’re going! [chuckle] I’ve heard it used in the master teacher as a status that, in some states, a public school teacher would achieve and get the bump up in salary. But I’m not sure that’s the context we’re referring to.
- TS: We’ve heard a lot of definitions from people, and we’ve asked everybody that’s won the Distinguished Teaching Award about master teaching. One definition is the Bill [G. William IV] Hill definition, which is that a master teacher is the teacher who teaches the teachers or who becomes a role model, if you will. But we’ve had other definitions, too. Maybe I should ask you if you consider yourself a master teacher?
- BG: Under the Bill Hill model?
- TS: Yes.

BG: I'd like to consider myself that, but I don't think I'm as actively engaged with mentoring to the degree that somebody would be who is a master teacher. I'm not so sure that there's the time, nor the reward system, for that here.

DY: Interesting. For mentoring and the kind of time that real mentoring of students takes?

BG: Right. Again, I keep going back to publications and presentations. That's the message I'm getting; I don't know about you guys.

TS: Yes.

DY: Let's look at it this way, if we can, Tom, unless you want to elaborate on the master teacher idea.

TS: No, go ahead.

DY: What is your philosophy of teaching? Let's go with that one.

BG: Oh, that I can certainly address.

TS: Yes, what makes a good teacher?

BG: Number one, I think diligent preparation—off the charts. If you want to see who you can learn from, look at the professional coaches and what they do in football and basketball. Granted, they're set up to win on Saturday or Sunday or whenever they play, but the preparation that goes into that, the diligence . . . Those people I would consider to be the cream of the crop teachers because their livelihood depends on it. And we all know, those of us who have coached know, that teaching is a huge part of it.

TS: They're held immediately accountable for what they've taught.

BG: Right. And the John Wooden philosophy, I certainly believe in that. His pyramid of success.

TS: John Wooden, the UCLA basketball coach.

BG: Yes, correct. I always tell my students and the people that I coach: "Never mistake activity for achievement." That was one of his favorite quotes.

DY: That's great.

BG: That's a fantastic quote because it really brings to life the idea of focus. So I'd say that off the charts, preparation is key to teaching. I've learned an awful lot that I've borrowed from my coaching years that I use in the classroom. Second, I would say it would be to challenge and push. And I would use the analogy here with coaching; you push them way beyond what they think they can achieve. If

you look at my evaluations, I think you'll see they say things like, "I had more work in your class than I had in the other four." I always joke and say, "Well, that makes me worry about the other four." I really think pushing them to extremes. And I *will* editorialize here. This is one thing that really bothered me about our new process here is this idea that somehow or other the students' opinions are less valid. They're trying to invalidate those and say that it's not a measurement of learning. Give me a break. Measurements of learning are important, but what you do, I think, to change the disposition toward learning is if you can get those students to realize that, "My goodness, I can be pushed a lot harder than I thought I could!" That means, with a lot of assignments and a lot of thinking, and my students, when they come into the classroom, they better have prepared. If they don't, they're not going to be able to contribute, and the class is not going to be fun. So I would say, beyond organization is pushing them harder than they've ever been pushed. I do that whether it's a one-hour activity class—they have rubrics; they have criteria they have to achieve. I'll get students that say to me, "Dr. Goldfine, I'm just not as coordinated as other people." I say, "Well, you may be right. But I bet you read better than some of the other people here. Do you read well?" "Yeah." "Well, what do those slow readers do with that disadvantage?" We all have our strengths, and [our weaknesses] and we have to work. So I give them a ball and I tell them, "Go home and practice. This is your homework." So even in a one credit hour class, I tell them, if they just want to come out and recreate, go do that in intramurals. You're here to get better and to learn. So I think pushing them—and again, borrowing from my coaching background, I always try to make the practices harder than the real games. I always try to make the experience in class very, very tough because I know they'll come away with a sense of, I guess, fulfillment if they do that. And I don't buy this mentality that's pervasive that if you make it easy and you're friendly, you'll get better evaluations. I don't buy that because I always get good evaluations.

The third thing, I think you have to really develop relationships as much as you can and know [the students] as much as you can one on one. That has become much more difficult in the time that I've been here because of class size. I don't buy it at all that you can accomplish the same thing in a large class that you can in a small one. I know that there are people who say, "Oh, I think we can do it." No way. No way in the world. So I think developing the relationship is important.

TS: That's all coaching-related though. I mean, a good coach has wonderful relationships with the athletes.

BG: No question about it. You have to; I told you earlier. I still have very good personal friendships with these students, these kids who are now adults. That, to me, is what it's all about. You have these relationships. I think fourth, you've got to use your humor, if you are blessed with a good sense of humor. I love to just throw funny things out there, you know, just to see if they'll catch them. Then I'll say, "Come on, now; somebody tell me something. Let's get this class going off to a good start." So humor, I always like to interject that. I think that's important.

I guess a fifth component would be—they're colleagues—to challenge me. I have my fair share of lectures as far as methodology. They are really lectures with discussion. But as far as projects, with the events that I run in my event management class, it's great to see the skill set. There's oftentimes conflict between people: "We didn't want to do that. That was your responsibility." "No." You get that, and the toughest thing, I tell my students, is trying to find where I can step back and when I have to really interject. And a lot of times they get frustrated. "Dr. Goldfine, would you please step in and do something here?" "No. That's not my role here. You guys have to come to some resolution on this, yourselves." That's a tough scenario. . . Sometimes I think I'm good at it and I do well, and other times I don't. That's where a parallel with coaching breaks down because in coaching you can't do that. You've got to have everybody on the same page. You can't have everybody philosophizing about what play they're going to run. So that's a completely different skill set than what you see in coaching.

I'm sure you've seen if you have a role play or a simulation or an event or a project . . . man, it's an unbelievable thing, and you can draw it back to the material. Let me give you an example: In the event management class I had a few years ago—it was a 501c3 not-for-profit event—the students came in with more money than they thought. They came in with about \$9,000 or \$10,000, and they said, "Dr. Goldfine, we've been thinking. We're seniors; we're graduating. We should give a few bucks here to the charity, but we think we need to divide these proceeds among the class!" It was great; it was great! I said, "You do? I think we need to talk about that in the next class." Of course, we related it back to material they had about schools of ethical thought. I also read them the Internal Revenue Service code and then I asked them, "Do you really think the sponsors would have been there if you had said, 'I need this for my—we're all going to Cancun together?'" So that was one of those teachable moments, if you will. You get those every now and then. So I hope I answered. Those are pretty much five components that I think are essential. There may be others.

TS: I think that's great. You said class sizes have changed. How big are the classes, and how many do you teach in a normal semester?

BG: I've taught in the 1000 classes—the HPS 1000. I don't teach them much any more, but I used to teach them in the summers. You know, they got up to seventy-five, a hundred. Obviously, I didn't get to know those people as well as the ones that I had in a class of twenty-five. But my majors classes—the upper division majors classes—they've gone from fifteen or twenty to forty. I think it makes it a lot more difficult if we are getting to that size. I know of schools that do get up to the forty, to the hundred, to the two hundred level. They've got graduate assistants to help with the grading and so on. But that's one of the problems, too. There is a temptation to, when you get a class of that size, to . . .

DY: Not give as much written work.

- BG: Yes, not give as many term papers, not do as many heavy projects that hit at the upper levels of Bloom's Taxonomy, and that's a shame because you know it's going to come back on you to have to do it. So I think that that's something we're going to need to think about in our evolution as this institution gets larger—is are we going to have assistants to help us out where research productivity is expected to be higher? If you want to keep class sizes [down], good luck. They're going where they are going without help [for the faculty].
- DY: Do you think the problem is the fact that we need more faculty? Do we need more faculty lines? Is that a problem in your area, do you think. I mean, as you accrue majors and go, "Hurray; hurray," then . . .
- BG: Yes. I tell you, to keep the classes smaller—absolutely, that would be a solution. Another solution would be graduate assistants that help with the grading and so on that you have.
- DY: To do that you have to have graduate programs.
- BG: Yes, and that's a problem, because at this point we do not. We've got the concept paper down there [at the Board of Regents], and I think we'll be moving in that direction, but you're right: If you don't have graduate programs—and I know you guys have done a good job in English in maintaining, what is it, twenty-five for your [composition classes]?
- DY: But it's a fight almost every day, Bernie. It's a fight almost every day to keep those writing classes—those composition classes—down to twenty-five. We pay for it in our upper-level classes, too, even though those composition classes serve the entire institution. Our upper-level classes can go as high as thirty-five, and with the film classes, even fifty. So it's taken out of somebody's hide along the way to balance out.
- BG: I understand in a more macro sense, but I think that's fabulous what you do with the writing. I challenged our people—I did some research on attitudinal changes and behavioral changes—we had some very, very solid research where we collaborated with some people in Brazil. I'll tell you right now. We saw a huge difference between the classes of twenty-five for health-related fitness and those that have seventy-five to one hundred. It didn't seem to impact the administration's decisions to continue to hold a larger class size. And I always used the comparison. I said, "Look, is teaching providing behavioral strategies for one's health? Is that any less important than writing skills?" Well, apparently, I wasn't very persuasive.
- DY: It's kind of a firm grip on the obvious, isn't it? How are you going to feel like thinking and writing if your physical body isn't feeling good?
- BG: Thank you. Absolutely right. And yet, like I say, I wasn't very persuasive with that argument, apparently.

TS: But it sounds like what you're saying is that your programs have grown by leaps and bounds, but the faculty hasn't grown to keep up with the growth and enrollment.

BG: Yes. I guess that's right. If you're maintaining course loads to where we are right now, at the model we have now, yes, you need more faculty certainly to teach. No question.

DY: What is the normal course load in your area?

BG: Well, this is an interesting question. I heard somebody say now that we're looking at three hours of advisement out of a teaching load of twelve. It was going to be twelve-twelve, right, for undergrad? But my understanding now is that three of those hours are advising hours, so I think that we're moving more towards a nine-nine.

TS: Nine hours.

DY: A three-three course load every semester?

BG: Three-three. I deal with so many interns that it's a little bit different. For "X" amount of interns I get so much course credit, and even that formula is getting blown out because I'm getting overwhelmed. How about with your disciplines?

TS: I've been doing two-two for the last several years. I was three-three before that, but I've got some released time for different projects, including what we're working on now and the oral history project in general.

BG: Very good.

DY: History has generally been better off than English. About five years ago English got hit hard when enrollment went up. We were doing a four-four, most people, and now it's supposed to be a four-three.

TS: Right, that's typical in the history department.

DY: Four-three is typical in history. You know, I guess we're talking about teaching load as opposed to overall workload.

BG: Exactly. And I guess they're redefining that now. Like I said, it's pretty recent, but now they're saying advisement [counts as part of the workload]. I can't keep up with all of it.

TS: Well, how has this impacted your scholarship, would you say, the heavier teaching loads? Are you doing less?

BG: I wouldn't say so, no.

- TS: No. You've been able to keep up the productivity?
- BG: Yes, I have.
- TS: Could you talk a little bit about your scholarship, what you've been writing about and presenting about?
- BG: Sure. I would say the one word that defines it is *eclectic*. I've written in a lot of different areas. Health-related fitness I find fascinating, and how do we move people along continuing toward health-related fitness? I've also written in the area of facilities. I've written in the areas of pedagogy [of] coaching [for] some of the distinguished coaching journals—*American Volleyball Coaches Association Journal*. I do some consulting in facilities, and we have a book that we sell to architects and to athletic directors. I think it's the best book out there as far as facility design and development and facility planning, and so I'm on that. I've also written in the area of event management. I've written introductory textbook material for sport management, and I've also written in the area of sport management administration. For example, how supported [do] female and male coaches feel in Division 1 environments by their athletic directors? I've written in the area of transportation and risk management in sport management and done some research with that. The other thing, if I can get an internal grant—and I'm zero for four here, so I'm hoping we can get one now—if I can get several thousand dollars, I can do a nationwide study—and to me it's one of the more fascinating things I'm involved with right now—we did a study of the South and *Santa Fe v. Doe*. You know, the Supreme Court came out in [2000] and said we can't have coaches or athletic directors or anybody in public institutions leading prayer before games. What we found, the upshot of this research—we went to five states—Texas, Mississippi, Alabama, Florida and Georgia—that about 90 percent of the people are thumbing their noses at the Supreme Court.
- TS: Ninety percent?
- BG: Yes. They're thumbing their noses at the Supreme Court here in the South. And we want to take this nationally.
- DY: Yes, as to have a comparison. Sure, we're in the Bible Belt.
- BG: Yes. So we need the funding to do that, but that's something that I've published a couple of articles on and it's quite fascinating. Boy, you get people's emotions up. "They're taking God out of athletics." And you say, "Look, I'm a very religious person but there's a time and a place." And this is what the Supreme Court has said. . .
- TS: The Supreme Court said the coaches couldn't lead the prayer but said the athletes can themselves?

- BG: Athletes can do this by themselves spontaneously. But, no, you can't have a school representative leading it. So to me this is fascinating. I love combining my political science and my sports background in law.
- TS: I'm thinking how much we've changed—or haven't changed. I was on the track team at the University of Tennessee, and when we were on a road trip, our coach would take us to church together. [laughter]
- BG: And you, unfortunately, didn't have anybody who was Buddhist or . . .
- TS: No, I guess we didn't.
- BG: There's a lot of diversity now.
- TS: We went to a lot of Baptist churches, I guess. [laughter]
- BG: It is that battle between the establishment clause and the free exercise of religion.
- TS: Oh, yes. It's amazing we didn't ever think twice about it then.
- BG: Right. But this is the culture here. And the thing that was interesting is that a lot of people knew *Santa Fe v. Doe*, yet they were not following the tenets of what the Supreme Court had laid out there. I think this could actually be something that could not only get into the educational journals but also into the popular media, like *USA Today*. So I'm excited about that project. I'm just hoping we get some money somewhere! It's so hard to get money in our field. I'm sure probably it's the same with you guys. It's not like going to the sciences.
- TS: This may be a question about the culture on our campus. With your knowledge about facilities, did anybody consult you when they built the Convocation Center?
- BG: Yes. And the upper two gyms—they were built right. Those were my areas. Now, I can tell you that I sat in meetings with decision-makers and told them, "This is not a good idea to build a portable floor here on the arena." And it's looking more and more as if that's an \$80,000 or \$100,000 mistake. Eventually, they may go with a permanent floor. The amount of time and labor that goes into set up and take down! I remember telling Charlie Ash at the time—he was saying, "Why are you doing this?" I said, "Charles, that's not our instructional area. That's athletics. Let them figure it out." And the other thing I tried to advise—but they didn't have the money. You know how this was? They saw Columbus State, and they said, "Let's have that," without really analyzing what was wrong with Columbus State. Do you remember Ernie [Ernest A.] White [associate professor of Health, Physical Education, and Sport Science]? He was a colleague of mine. He and I went down to Columbus State and realized if they had just gone about ten or fifteen feet wider on those upper deck courts, they could have been full-court basketball courts. You could have hosted tournaments; a lot of things could have been done. You could have had basketball teams practice, but they're not up to regulation size. So, I don't know if I was consulted,

but I elbowed my way in. At least in our areas, I got the best flooring I could; I made sure of that. We didn't copy Columbus State. They got polyvinyl chloride—this pour in place product that wasn't very good, and we got the best wood flooring that money could buy. So I had some influence there by being obnoxious and elbowing my way in.

TS: Well, it's beautiful in there. But I've gone to a couple of basketball games, and there's absolutely no leg room in those seats. Those rows are much too close together. I mean, if you're five feet five, it's a perfect fit. For me, if I'm not on an aisle seat, there's no place for my legs to go.

BG: And I wasn't involved with any of that, frankly, but that's an interesting point. But, I was down at Georgia State visiting an intern—and I don't know if you've been in their arena . . .

TS: No. I saw [a Georgia State basketball game] on television last night.

BG: At least we're a little bit better off than they are down there. It's old, old, old.

TS: Oh, that's right. I have seen that.

BG: It's pretty much antiquated. But there are a lot of things that could have been done better with this Convocation Center, no question about it.

TS: Okay.

BG: But it's certainly better than where we came from.

TS: Oh, absolutely. It's a great place for graduation.

BG: I enjoy not having to drive downtown. How about you?

TS: Absolutely.

BG: So, yes, I was sort of involved in the front end with some preliminary needs assessment, but not to the degree that I would have liked to have been.

TS: Dede, did you have other questions?

DY: I don't think I do. This has been very, very interesting.

BG: I hope I've made it interesting.

DY: You have made yourself very clear, and I've been very interested in everything you've had to say.

TS: I very much like your philosophy of teaching and your relationship to coaching. I've always had a great admiration for coaches. They really are tested on a

regular basis, and certainly my track coach back in my college days had a big influence on me.

BG: There's no question. If I can give you a pet peeve here, just to round it out, I really am a firm believer—and I probably would get fired if I were in charge of hiring and firing—I'd get a lawsuit thrown at me—but I think when it comes to the area of physical education and activities, get people that walk the walk, you know. It's like my wife says, she never trusts an aerobics instructor who is carrying more weight than she is! We have a chance to do great role modeling there. In the activity classes and the physical education classes that I have taught, especially volleyball, I think it is absolutely essential that we as role models keep ourselves fit and know the skills and know how to teach them. I think you lose credibility pretty quickly if you don't. So, for whatever that's worth, in my ideal world, if I were in charge of hiring, like I was at one time, I would get people that walk the walk.

TS: It looks like you've kept fit.

BG: Well, my wife, when she married me, she knew she married a volleyball addict. I'm at it about four to five days a week, and then I work out about six days a week. It's the only way I can play with twenty- and thirty-year-olds. Call it my mid-life crisis but . . . I enjoy it! [laughter]

TS: Is Kennesaw going to add volleyball?

BG: Yes they are.

TS: For both men and women?

BG: No, no, just women. We're dealing with Title IX here. This is driving an awful lot. That's why [women's] soccer was chosen first—it provides for more scholarships. There's no doubt in my mind, because of the number of scholarships they could get to equal out the men's sports. I don't think you are going to see a one-for-one in most places. Men's volleyball, it's only played in certain pockets of the country—the Midwest and in California.

TS: But women's volleyball is big everywhere in the South, isn't it?

BG: Yes, this used to be a recruiting wasteland. We never came down here. But now I've been involved in some of the juniors programs, and I would come down now if I were [still at the University of Dayton and] recruiting, but not before. But women's [volleyball], you see it in so many of the high schools and colleges throughout the country now.

TS: Well, they're putting some women's volleyball matches on television now. I've seen some of the SEC [Southeastern conference] matches for instance.

- BG: Yes, they've got quite a bit of volleyball on compared to what it used to be. It'll be interesting to see how we do here. Somebody asked me if I wanted to apply, and I don't have the time now. I enjoy playing, but coaching . . . When I was single, it was different. But now with these little kids—I never want to be the Gary Williams—do you know who he is? The basketball coach at Maryland. I read an article that he had in *Sports Illustrated*. He was saying that he was really enjoying his grandkids, and the reporter had asked, "Why is that?" And he said, "Because I was never around when I raised my own kids and never got to know them. So it's great; I have a second chance here." So I'm thinking, "Oh, my goodness, there's nothing more important than your family and your kids and the time that you spend with them."
- TS: Earlier, you said that you did research on the difference in support of male and female coaches from athletic departments. What did you find out?
- BG: Essentially, women don't feel as supported.
- TS: That's what we suspect isn't it?
- DY: That's a big surprise!
- BG: Yes, duh. We had a scale that we developed in terms of how support was well defined and women did not feel nearly as supported as men did in various aspects of the administration. So, yes, it's not surprising. And, you know, there is one of only a few female athletics directors in the country that has a name like yours. I'm trying to remember. It is [something like] Dede Yow, isn't it?
- DY: There is a [Kay] Yow at North Carolina [State University].
- TS: She's the basketball coach, isn't she?
- DY: She is the basketball coach. Is that right?
- BG: I think that [Deborah A.] Yow is the athletics director [at the University of Maryland]. And there are only three [women athletics directors in the country]. My point is that it's been a male-dominated profession.
- DY: It's been a white male-dominated profession.
- TS: I had a student who did a paper recently, and she went out and asked [KSU] students whether they supported the women's basketball program as opposed to the men's basketball program, and she got all these people that were saying, "No, we'd never go to a women's basketball game. They're all lesbians, and we don't want to see them play." She was getting this from women on campus, the female students.
- DY: Where was she going—to the sorority house?

- TS: I don't know. But the athletes don't necessarily feel supported either.
- BG: No, that's very true. Let me ask you guy something; I'm just curious. This English Across the Curriculum . . . I know I'm not spending as much time in terms of writing structure when I give feedback on papers, but I still marvel at, gosh, how poorly a lot of the kids write. Does that stun you, too? It's interesting. I don't know. I get some good writers, but I also get some writers who I just am—
- TS: We've really had the opposite experience this semester. We've started using WebCT with discussion groups, and we've found the writing in those discussion postings very good.
- DY: Yes. Now, they also had to do short papers, and sometimes there was a discrepancy. Those who would post eloquent, even well-written and well-supported postings on the discussion board on WebCT would turn in papers that would be formulaic, lacking a thesis and all that kind of things. So what it's made me rethink is that we are going to have to take into account the mode that students think in and write in.
- TS: Thank you, Bernie.
- BG: This has been very interesting. I've enjoyed this conversation.

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