

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH HOPE M. BAKER

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Edited, and indexed by Thomas A. Scott
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TS: Today we are interviewing Hope Baker who got the KSU Distinguished Service award for 2009. Why don't you begin by talking about your background, where you grew up and went to school and things like that?

HB: I grew up in eastern North Carolina. I was born in a little town called Clinton, North Carolina, which is close to Wilmington in the southeast area. It's really wonderful down there. I was only there six months. My father was in the clothing manufacturing business, so we moved around various places. My parents are from Raleigh, but we ended up in Fremont, North Carolina when I was about six. I spent my young school years in a little farming, tobacco town with about 1,500 people in it. It was a great place to grow up because we just roamed freely. We were not in the farming industry so we were little oddballs in the community, but that was neat. Then we moved to Greenville, North Carolina before high school. I went to high school there; Greenville is a college town with East Carolina University there.

TS: Okay, so that's why you went to East Carolina.

HB: Yes, I was not going to originally, but decided I would go there for two years and then transfer. I ended up staying there all four years. It was a very good place to be.

TS: You graduated from there in 1981. I was just wondering how East Carolina then would compare to Kennesaw today?

HB: Size-wise it was about 12,000, so it was more like Kennesaw's size when I started here, but it's an old school. It was East Carolina Teacher's College initially and then became East Carolina College and then the university. There are dorms that have been there since early 1900s and things like that. So it's very much a residential campus. It's really different from Kennesaw when I started here.

DY: When did you start teaching at Kennesaw?

HB: I started in '94. I'd say Kennesaw is more like East Carolina now than it was in '94, but the thing that I loved about going to school there was that the teaching focus was extreme, so everything was really focused on students and teaching. I had some wonderful mentors and faculty members with whom I worked.

TS: As an undergraduate?

HB: As an undergraduate it's a really good place to be. One of my favorite things I did was to work, as a self-study student, in several offices on campus including Academic Affairs, which was a lot of fun as a student to get an idea of what was going on within the school.

TS: Do you see any of those mentors today?

HB: I do. There's one, John [L.] Eatman who is at UNC Greensboro. He was a professor at East Carolina when I was an undergraduate. I started out as an Accounting major. Then I had him for the first Management Science class, and I decided, that's it, no more Accounting and switched over to the quantitative methods and Management Science. I had him for several classes. He and I have stayed close. He went to the University of South Carolina for his Ph.D. which influenced my decision to go there. Then I came out of school and was at Florida State for a year.

TS: Teaching?

HB: I was in a faculty position at Florida State. We had had trouble finding a location for both my husband and me, so we ended up at Florida State last minute. They had not found a good fit for what they were looking for at Florida State, and Mike and I had not found that perfect fit for us. Tallahassee/FSU was a wonderful place to be for a year or two but we moved back to North Carolina. My husband is in the investment and banking industry and he took a job with Wachovia. I took a faculty position at UNCG, where it just so happens, John Eatman is on the faculty. So we had six years of working together.

TS: What made him a good mentor?

HB: He is personally interested in the students and works to get to know them. He is very, very student oriented and cares about not just the learning process but what happens to students after his classes and after graduation. He's very active in the job placement process and keeps up with students after they've graduated.

DY: The kind of teacher you want for your children, you want to be.

HB: Yes.

TS: I guess I know East Carolina primarily for their football team.

HB: Well, it comes and goes.

TS: They really upset somebody last year.

HB: They had several upsets in the beginning of the year.

TS: Was it Virginia Tech?

HB: It was Virginia Tech. But then it was all downhill.

TS: Okay, so you got your undergraduate degree there in '81. So what happened after that?

HB: Then I went to IBM for a year. It was the early 1980s, so we were in a recession during that period. I interviewed with IBM and had also applied to South Carolina's MBA program. I had interviewed for fellowships at South Carolina, and then IBM put a freeze on hiring. So I thought, well, I'll go to graduate school then. The day I graduated I had a phone call from IBM offering the job I wanted. There was a job as a procurement specialist which was basically an assistant buyer of sheet metal products. There was also a job as a procurement analyst which involved doing some early IT work; this was the one I wanted and the job offered to me verbally. Later I got a letter in the mail offering me the buyer's job. So there was a mix up with HR, but I went ahead and took it and worked as an assistant sheet metal buyer for about three months.

DY: You're so enthusiastic about it!

HB: It was really interesting because I was dealing with sheet metal houses out of New York City. I had no buying experience whatsoever.

TS: So it was good for you whether you were interested in it or not to begin with.

HB: Yes, it was good, and it was good to see that side of the business because we were working with these printouts from what they called their MRP systems coming out of their information system. It's a great story for students because I now say I had no idea what we were doing, so we were constantly changing the dates when orders had to be delivered because our performance measure or criterion was making sure orders were delivered on time. So if you realized something wasn't coming on time, you just changed the date in the system. Then I realized later, in grad school when I was taking operations management courses, what those sheets of paper coming out of the system represented and that we were totally sabotaging the system!

TS: A little bit of an ethical issue there.

HB: Well, but we didn't know what they were; nobody told us what they were.

TS: Oh, you were just trying to get the real date on there instead of what it was supposed to be.

HB: Yes. Instead of what the system date was, we were changing it to when we knew the order was coming in—it was miscommunication and misalignment of job performance measures and division goals. Because of the mistake HR made in my job offer, my manager worked to have me moved into programming within six months. I was moved into the position of programmer for manufacturing systems and that was a good experience.

- TS: Did you have a strong math background or what are the skills you need to go into that?
- HB: Yes, that was during a time when IBM hired a large number of programmers in about four years. All companies were going programming crazy and code was just a mess. So you did not have to have too many skills. I had taken just a few basic programming courses. East Carolina happened to teach the code, the software language, that IBM was using at the time, so that was beneficial. Then IBM put me through training programs. I did take a lot of extra math in my undergraduate program.
- TS: I finished my doctorate in '78 at the University of Tennessee, and I did a quantitative study, and the only computer on campus was in the business college. I had to take all my IBM cards with me—I had 60,000 of them—and I ran them all through that machine. There was just one place, and then you had to wait for the printouts to come out. So I guess if University of Tennessee was at that place in '81 would it have been the same at East Carolina?
- HB: It was even worse because the university system had one computer center in Chapel Hill. All the regional schools would batch their jobs and send them in maybe a couple of times a day. So if we had a program, you'd get the punch cards all lined up. You'd submit your punch cards and go back several hours later. I think there were only two times a day you could get results back, so if you made a mistake you had to wait half a day to a day to find and correct it.
- TS: It may have been that way at Tennessee, I can't remember. I'd go up on the weekends because I was already teaching here at that time, but I remember going down to Georgia State to punch some of the punch cards. There weren't a lot of places you could do it.
- HB: Well, we had punch card machines in our computer labs. When I was in graduate school, my advisor received MPS, a special software program that had just come out. This was a software program for processing linear programming models, optimization models. I don't know if it was her advisor or someone she had worked with in grad school, but whoever had written this code sent it to her to load on our computer server at South Carolina. It came in two boxes of punch cards, so you couldn't get them out of order. It's pretty amazing if you think about it.
- TS: It was pretty primitive wasn't it?
- HB: It was.
- TS: It sounds like we grew up in the Dark Ages or something.
- HB: Well, I was working at IBM in the Research Triangle when the first PC rolled off the production line.
- DY: How exciting!

HB: Yes, that was really neat. I had my name in the lottery to be able to buy one of the first PC's. Thank heavens, I didn't get selected. It was about \$5,000 for a computer. I don't know if it even had any hard drive memory at the time.

TS: So IBM had a PC that early, early 1980s?

HB: Early 1980s.

TS: Wow. I was thinking late 1980s. I'm trying to think when did we have our first one on campus here? When did Steve Jobs and Apple catch on; was that late 1970s or late 1980s?

HB: That was in the mid-1980s.

DY: That was in the 1980s when we started teaching composition on computer, which revolutionized the teaching of writing.

HB: Yes. I was one of the first ones that was allowed to do a dissertation on computer. It didn't have to be typed on the typewriter.

TS: They didn't have that when I got through.

DY: Me either!

HB: It was really in the first few years that they were allowing that.

TS: Okay. So what did you do your dissertation on?

HB: It was a transportation model. I worked with three people at University of South Carolina who were great. They were all brand new young faculty members, and they were really interested in public sector applications, which is what I would really like to get back into. My advisor was really good at finding these applications just in conversations with people, so somehow she got into a conversation with someone with the Head Start program in South Carolina. They were talking about the rural areas in South Carolina and the problem with transporting students to these Head Start schools. We actually looked into and collected data from various Head Start programs in terms of students, facilities and bus routes. The model I developed for the dissertation was a coordinated transportation system. I don't know that it would ever be used, but the idea would be if counties decided to coordinate their transportation versus each one operating separately. In the coordinated system there are hubs where students would change buses. I built a model for that but because computers still had not come along very far, you could not solve very large models of that type at the time. So we could not get build a model of a size that was extremely realistic. It worked well for a rural setting like that, but it was still difficult to solve.

- DY: Well that's pretty good because that's often where that kind of thing is needed. If you're in an urban area, you've got transit.
- HB: Right, you can take mass transit.
- TS: Any mentors at South Carolina that stand out?
- HB: Yes, there were actually three people I worked with a lot. It's funny because there's one project that we worked on that turned into a publication; it was me, another graduate student a year behind me and two faculty members. By the time the paper was published we were all four at different schools. The two faculty members had left and we had graduated and had moved on. One was Lori Franz who is now at the University of Missouri. She was a great mentor. She also had two young girls at the time, so she was a good role model in many aspects.
- TS: Oh, so you had children by that time?
- HB: I did not at that time but just watching her, and her husband, go through the tenure process with young children was a good learning experience. My first child was born while I was at Florida State, so Lori was always really good just to be there for inspiration and advice.
- DY: It's good to see somebody go through that before you.
- HB: It is. Another graduate faculty member who was very helpful was Jim Sweigart who is still at South Carolina. The third faculty member with whom I worked is Terry Rakes who is at Virginia Tech now. In terms of service, Terry is very active in the Decision Sciences Institute which is where most of my external service has occurred. Terry has been a really good mentor from that perspective. Of the three I see him the most because we are involved in a lot of the same organizations.
- TS: What made Lori—well, I guess childcare among other things—but what made her a good mentor?
- HB: She and Jim were my official advisors in grad school, and then she became my dissertation advisor. She also is a really good grant writer, so it was a good learning experience to observe her process of finding funding. She could just seem to generate funds somehow to support much of her research. She just has a really good outlook, very practical. She's research oriented, but she's also a very good teacher and very active in service; she gives good advice. When I was interviewing she sat me down and said, "When you go out to these interviews, do not tell them how much you enjoy teaching; that is not what they want to hear."
- TS: If you're going to a Research I.

HB: Right, of course, at that time they pushed all graduate students to go the highest level school you could. She loves teaching, but she said that to me because she knew I'd go out and talk about teaching probably more than the research side of things. So, again, she's just really interested in her students.

TS: How did the business school at South Carolina rank in terms of the nation as a whole?

HB: That's a good question. I don't keep up with rankings a whole lot to tell you the truth.

TS: Well, it's obviously a Research I.

HB: Right. In the area of Operations Research, which was my area, the faculty are well-known.

TS: I guess that's the better question, the field that you were in.

HB: Right—Bob [Robert E.] Markland who was the department chair at the time and then an assistant dean before he retired, is very well known in the field. Operations research is such a new field because of the fairly recent introduction of computers. It grew out of industrial engineering and then became part of business programs, so it's relatively new. So a lot of those folks that really built the discipline are still around, and Bob Markland would be one of them. South Carolina, Virginia Tech, University of Maryland, Clemson and UNC are schools in the southeast that had strong programs then.

TS: So South Carolina was on the cutting edge.

HB: They had some faculty that I think were. Some other schools were at a higher level from a more technical perspective, but [South Carolina was a leader] in terms of operations research in business and getting organizations like the Decision Sciences Institute and INFORMS [Institute for Operations Research and the Management Sciences] started. INFORMS is a big group which now encompasses a lot of industrial engineering people too; that organization focuses more on the technical side.

TS: Does South Carolina have an engineering school?

HB: They do.

TS: I guess I thought of Clemson as engineering, but South Carolina also.

HB: They do, yes. You wouldn't think they would.

TS: Well, not on the Georgia model.

HB: Right. Or on the North Carolina model either.

TS: Did you get to do any teaching while you were in graduate school?

HB: I did, my last year there I taught several courses. We were considered research/teaching assistants. The last year of graduate school we were all in the classroom.

DY: Did you have your own course or did you . . . ?

HB: I had my own courses.

DY: Some of these big schools will have what they call discussion or reading breakout groups.

HB: Yes. At that time we weren't doing that. We did give common exams, which is kind of an interesting thing. One night a week all students would show up in a classroom somewhere, and the fact that we could even do that was amazing. Now you couldn't even begin to get the students all together at one time.

DY: Well, you couldn't find the space!

HB: No space, true.

TS: The Convocation Center, maybe.

HB: Right.

TS: In '87 you get your doctorate, and then that's when you go to Florida State?

HB: I actually went to Florida State ABD and was there a year. My first daughter was born while we were there. Then I officially finished up when we were at UNC—Greensboro.

TS: Okay, so you're moving around because your husband's job was moving around?

HB: Yes, that was it.

TS: Okay. But that's pretty good to get Florida State while you're still ABD, I would think.

HB: That was a great place. They were wonderful people at Florida State. I was in the Management department, and it was a wonderful, very supportive place. I had not intended to have a baby that first year I was out in the workforce but my department chair and the other faculty were incredibly supportive.

DY: The same thing happened to me. The first year I was at Kennesaw.

HB: I called the department chair in May at Florida State to say, in February I'm going to have a little interruption, and he was just, "Oh, that's just great." He was so excited. It was just wonderful. There were a few young women, but mainly men in the department, and they were great. I would take her in, and they would all take turns holding her. So I was able to take her into work with me a lot the first few months after she was born.

DY: Did you have maternity leave built in?

HB: I did not have maternity leave, and the hard thing with that too was that the state had just changed the rules of how you could apply your accumulated sick days. I had one sick day (that is what they call personal leave days then) per month that I had worked there, but they had just changed the rules that a sick day applied to any day you could not come into the office regardless of whether or not it was a teaching day. In the past people would be able to say, "I've accrued seven sick days; I teach two days a week; so I can take off three and a half weeks. The state decided to follow the letter of the law, basically, which gave me about a week of sick leave. But my fellow faculty members were great. I had an eight o'clock a.m. class, and my other class assignment was to develop a new course that they were putting in place. Then we had a graduate assistant who taught my class for two or three weeks for me, so they helped me out with that a little bit. It was good. From a research perspective too the folks at Florida State were very supportive; there are some well-known folks there too, and they were just really, really good people.

TS: But then to North Carolina to Greensboro.

HB: Back to Greensboro.

TS: How many years did you teach there?

HB: I was there six years. I was there as an adjunct the first year and then was there for five more years and was about to go up for tenure when Wachovia asked my husband to move to Atlanta.

TS: We need to get his name.

HB: His name is Mike. Mike Baker. My initial response was no way, Hosea. By then we had two kids and we were well ensconced in Greensboro. I had no desire to leave North Carolina, especially to move to Atlanta. I had never really heard good things about it, just that it is big, traffic is bad, etc. I guess it went away for awhile, and then it got closer, and we had to make a decision. And I had been nominated for a university teaching award, and we had to let the bank know by a certain date. We were coming up on a deadline to let the bank know, which was actually the day of the award announcement. Mike was working in Winston-Salem, and we met halfway for lunch, and I just said, "Let's just do it [move to Atlanta]." I told myself "if I find out I've won this award then I'll know I'd be okay with tenure, and if I get tenure I might not ever leave, and there are some opportunities out there [in Atlanta] for both of us." It turned out to be great, because for him it's been a much better place.

TS: Now, is this the award that's for junior faculty—teaching award for junior faculty?

HB: Yes.

DY: Well, congratulations. You did win it!

HB: Thank you. I did; I did win it. And he knew I was going to win it. That was the funny thing—when we had lunch that day he knew.

TS: He knew and you didn't?

HB: He knew; the department chair had called him and told him to be there that night.

TS: We need to do that with our awards because the spouses get left out, and they need to be there.

HB: That's true. That's not a bad idea. This was an evening event, so it made it easier too.

TS: So they handed you the award, and you said, "By the way, I'm leaving."

HB: I know, I know, and then it was really hard after that.

DY: Good way to go out though.

HB: Yes, it was.

TS: UNC Greensboro is what, I think, in some ways Kennesaw is aspiring to be now.

HB: Yes, UNCG is one of our aspirant schools.

TS: Yes, a little ahead of us in terms of going towards Research I.

HB: Right, and doctoral programs. Actually they've had doctoral programs for several years. There were some there when I was there.

TS: You know Patti Reggio went from here to Greensboro.

HB: That's what Dede was telling me.

TS: Because I think in part because she had won the scholarship award at Kennesaw was probably the thing that clinched it for her. She had had the teaching award earlier too, but it was a research position that they were recruiting for there.

DY: And she had been getting research funding for a long, long time.

TS: She brought in a lot of money.

DY: Very, very big hunks—very, very premier in her field.

TS: Good school there.

HB: It is good; it was a good place to be.

DY: So you had six years there.

HB: Six years.

TS: So Mike goes to Wachovia in Atlanta.

HB: Yes, and down we come. I took a year off because I had not had much time off with my children. My second one was born in January of 1989, and I didn't take that semester off either.

TS: So you came in '93 then?

HB: I came in '92 actually. I took a year off. I had done some research though. I had looked at all the various schools in the area. Actually my dean, when I went in to tell him I was leaving UNCG, said, "Do you have any idea how many applications I'm getting every day?" Because again, it was another recession. He said, "I can't believe you're leaving here without a job." I said, "Well, we'll see what happens." But I got the catalog from Kennesaw; I had called and ordered it, and it just felt good. It's funny, just reading through the catalog, you could tell how diverse the faculty was, and you could just pick up on the energy. I loved the newness of the school; the bureaucracy hadn't set in yet; it just had a really good feel.

TS: And Tim Mescon wasn't here too long at that time, maybe a couple of years.

HB: Right, he'd just been here a couple of years. Joe [Joseph L.] Sessum was department chair [Department of Decision Sciences and Business Law]. So I came down here knowing I'd take the year off to get everybody settled and decide what I wanted to do. I applied here and at Georgia State. They actually hired someone from Clemson here that year. I didn't get the job the first year. So I was a temporary visiting assistant professor at Georgia State. They made sure I knew it was temporary and visiting.

TS: They got them both in there.

HB: So I did that a year in '93-'94 and reapplied [to Kennesaw]. It was Nancy Green Hall actually who called me and said, "Reapply, reapply" for the next year. So I reapplied the next year and started in '94.

DY: And you decided on Decatur?

HB: We moved to Decatur right away when we came here because we realized the traffic between Cobb County and downtown was not good. We came up here to have dinner with some bank folks in Cobb County in the afternoons and saw that Mike would have to do this five days a week, normal commuting times, so he'd have to leave really early and

would get home really late. With a three year old and a six year old we did not want to have to do that. We've always lived in old houses, and so Decatur called us in.

TS: There's a lot of the Emory crowd there too, isn't there?

HB: Yes.

DY: And Agnes Scott.

HB: And a lot of Georgia State. And more and more Kennesaw people are coming there. Actually Gabriel Ramirez lives right down the street from us.

TS: Do you remember any of the bankers from Cobb County?

HB: They were all actually working in downtown; they just lived up there. He works downtown.

DY: Oh, Mike goes downtown and you come out here, so I can see that.

HB: Yes, I should clarify that.

TS: You're going against the traffic.

HB: I go against the traffic. He actually is now working right off of Northside, so we carpool and I drop him off and come on up. Now that the kids are out of the house we can do that.

TS: So you applied the next year and I guess a national search by that time.

HB: I assume so, I don't really know. I was on the other side of it.

TS: What was the process at that time? Was it a two day process?

HB: It was the traditional interview day, come up, meet the dean and everybody, have dinner.

TS: Was there anybody beyond the dean? Did you see Ed Rugg and Betty Siegel as part of the interview?

HB: I'm pretty sure I met Ed Rugg during one of my interviews. I think I may have met him the first year and not the second because I'd already met him and he was tied up or busy the second year when I came up here.

TS: Who chaired the committee, do you remember that?

HB: It may have been Nancy Green Hall; I'm thinking it was Nancy.

TS: So in '94 you come here as an assistant professor.

HB: Yes and our department was dissolved a couple of years later.

TS: Oh, so you have a separate department of decision sciences.

HB: We did.

TS: With Joe Sessum as the chair.

HB: Right.

TS: Why did they dissolve the department?

HB: Well, it was funny because initially what I heard was that it was because no one wanted to be department chair because Joe wanted to step down. I mean, Tim even asked me if I wanted to be it, and I had only been there a year and a half, so that was how bad it was in terms of how no one wanted to do it. But I really think it was because Tim Mescon was in the process of putting together the Leadership and Professional Development department which is for our executive MBA programs. So, probably, from an administrative standpoint it made sense to take our department and spread us out among the other departments and replace it with a new one.

TS: Okay, so you all went different directions.

HB: Yes, we did. We were different types. We had the IT people, again which is unusual to be at a school where the IT program is not in the business school, but what few IT people we had in the school of business went to Accounting and the operations management folks went to Management and the quantitative analysis people went to Econ Finance. I had taught in all three of those areas. I actually asked the dean where do I go, and he said, "You can choose." It was great.

DY: Would you mind giving me just a quick definition of decision sciences?

HB: Decision sciences—the title encompasses management science and operations research, quantitative methods—usually operations management is under that—statistics. It's basically anything dealing with quantitative modeling from a business perspective.

DY: Thank you.

TS: So would you call it applied research in this field?

HB: It's very applied research.

DY: That's what I was thinking.

HB: There is theoretical research, but almost everybody does applied research.

TS: What was your impression, you read the catalog and liked the catalog, but once you got here in '94 how would you describe Kennesaw at that time?

HB: Well, one thing, I don't know if I said this in my service application or not, but that was back when Betty Siegel had the Steeples of Distinction that she would talk about. Every year we would have some big focus. That year, the first day I pulled on campus to come up for orientation, there was the big banner for that year which was "Welcome to Kennesaw State College Where Learning and Teaching Matter Most." It just gave me chills. I thought this is where I need to be. It just felt so good because UNCG had been making that shift from teaching focused to research focused. It's a necessary thing for schools of certain sizes, but it's just hard to make that change, so it was just great. I thought this is perfect.

TS: So those slogans actually did some good.

HB: It did. It caught my eye anyway.

TS: Faculty have a way of getting cynical about those things sometimes, but first impressions....

HB: That's the only one I remember the slogan saying.

DY: Well, that's still the key component of our mission statement of this institution.

TS: Okay, so that's your first impression. When you got here did we have the three tracks in business at that time?

HB: Yes.

TS: Which track did you pick?

HB: I came on the balanced track.

TS: Which one are you on now?

HB: I've been on the balance the whole time.

TS: Does that mean you have a three-three load? [Three classes per semester]

HB: Yes.

TS: Did it mean a three-three load then?

HB: It did. I've always been three-three.

TS: I was trying to think, were we on quarters?

HB: We were still on quarters, but it was still three-three then.

TS: So three-three-three probably.

HB: Yes.

DY: Well, that's what we had too.

HB: We did, yes.

TS: Was it three?

DY: We taught three classes a quarter, didn't we?

HB: And there may have been a three-three-two. We were just on the quarter system for two or three years, it was a short time, so I don't remember.

TS: Right, because three was fifteen hours in a quarter since they were five-hour classes.

DY: Did we teach four?

TS: No, I don't think anybody ever taught four under the quarter system, but when we went to semester those who had been doing three five-hour courses, I think, did four three-hour courses in the liberal arts.

HB: We must have had some sort of a staggered, three-three-two or three-two-three, you know.

TS: Because it's really been recent in our area where three-three has become the norm, and then some people do a little less. The people equivalent to your teaching track are doing four now or five even in some cases.

DY: Very few are doing five any more.

TS: Lecturers. We're doing away with instructors now but the lecturers.

HB: I'd have to go back and look. It may have just been two but I know there were some semesters I did teach three.

TS: I think by that time I was normally doing two, but three for most of the faculty was probably the case.

DY: Were you able to focus on your service at that time then?

HB: I did. I was doing things on campus, and that's when I really got ramped up with Southeast DSI. I had been involved with National DSI for a while, but really got more involved....

DY: What is DSI?

HB: I'm sorry. Decision Sciences Institute. That's when I really got much more involved with them. Nancy Green Hall was very active with the Southeast regional, and she was trying to get Kennesaw more involved with the region. I had been very involved with it in the past. So that was one reason she was really excited about having me on the faculty. She had already made a bid, and we hosted the regional meeting in '96 I think, up here in Cobb County, which was kind of neat.

DY: Did the region include North and South Carolina?

HB: Yes and Virginia and Maryland; we actually have a lot of members from Maryland; so from Maryland down to Florida.

DY: I guess it depends on the discipline and the area as to what states are included. I know the South Atlantic Modern Language Association has an interesting configuration, but it's basically the same thing.

HB: Well, a lot if depends on what affiliations people decide to join. We're all members of the national organization, and then there are still folks who went to graduate school here or worked here or whatever in the Southeast and maybe out in the Midwest, but they always come back to the Southeast meetings too. I guess those in Maryland could do Northeast or Southeast, but we have a lot in the Southeast.

TS: So when you come in '94 you get to choose the balanced track, and what do they tell you? We want you to do a lot of teaching; we want you to be good in the classroom; we want you to do a lot of service? What did they say about scholarship?

HB: At that point you needed to do some scholarship—mainly conference papers and presentations. It's interesting looking back on it. There wasn't a whole lot of discussion about research or that "you've got to get papers out"; it was there that you need to do it; I knew I needed to do it; but it was more focused on teaching. And the other piece of it for me when I first came in was, unbeknownst to me, I think I had been touted as an IT person when I was hired. We really needed people to teach information systems technology courses and because I had worked in that area, I think the department chair may have "sold" my portfolio to the dean as that of an IT person. I had taught some basic programming courses and things, so my first five years here I was really involved with our information systems courses, which I really was not equipped to do, so I spent huge amounts of time prepping for those.

DY: Prep time.

HB: And the IT fields changes constantly, so every semester is different. But through that I got involved with the Information Management Forum, which was another service activity. They're based here in Atlanta, and it's basically an organization whose members come mainly from Fortune 500 companies. It's the IT managers, directors and whatnot from these large companies and they hold their one annual meeting a year, and then they have a lot of focus sessions. At the time we were the only university that was affiliated with them. They kept trying to work with Emory. While I was doing it, Emory was sort of affiliated but not completely. I went to those annual meetings, which were great from a teaching perspective to get lots of information. So really my research those first five years was focused a lot on that and gathering that information and getting that sort of network set up with the department. Unfortunately, I did not turn those things into publications, but I spent a lot of time on that. Then when we split, when the department dissolved, and I thought, "Well, I've been working with the IT stuff now for several years, so I can stay with it and go to the Accounting department, but it wasn't my true love, and it wasn't what I was trained to do. So I made that decision to stay with the quant side and go with the Economics department. At that point then Roger [C.] Tutterow was the chair. I think I taught IT courses for about two more years, and then he said, "That's it; you guys need to hire somebody else and let her do her own thing here." So then I was able to shift back.

TS: That sounds like something he might have said.

HB: It does, doesn't it?

DY: It also sounds very typical of Kennesaw in that when I started I taught everything in the English curriculum.

HB: Right, it was small, and so you had to teach it.

DY: It was small, and even though you had your master's and your dissertation focus, it is a wonderful education and a wonderful opportunity that most people don't have. They just go right into their specialty. So we knew what was going on. Well, you do the same thing too.

TS: Yes, and I was thinking of how higher ed has evolved because my department chair at the University of Tennessee taught about everything in the curriculum it seemed like. He taught Westward Movement, Social and Cultural History, and Colonial History. Then they grew, and he was the department chair and started hiring all these people, and every time he hired somebody he put himself out of another job, and by the end he didn't have any field left.

DY: Certainly humanities were more generalist than it is now.

TS: Well, it was a good experience to teach everything.

HB: I think it's great. I love the IS/IT area. I love reading about it and the changes in it and operations management because I've done that.

DY: I'm sure it affects greatly what you do; the fact that you have that background is so valuable.

HB: My field is applied, and so we have to have somewhere to apply these models.

TS: Yes, and I gather that even though we all get research degrees, that you're real passion wasn't so much turning out the next paper as much as teaching and service, except for applied scholarship where you could integrate scholarship with your teaching and service; is that correct?

HB: Yes. That's been my focus even though I know I need to get more of it on paper and in print.

TS: Well, those pressures build up, don't they?

HB: Yes.

TS: So that's really what I was starting with that question, where we were in '94, so we can compare it to where we are today. How large were your classes in '94?

HB: The statistics classes had thirty-five students in them in '94.

TS: So that seems like heaven nowadays.

HB: It sure does. Now we're at sixty or more or depending on the room we are assigned; sometimes I get one with only forty-five.

TS: It's nice to get those rooms that don't have many seats, isn't it?

HB: It is. There was one semester I was in one of the big lecture rooms. This was spring semester not too long ago and we were booked to capacity. I think it had come down from the Board of Regents to the president to increase our class size and to get as many students in as we could. The department chair was at a conference at the beginning of the semester and was talking with the secretary, and he said, "Just bump everybody up to their max class size." Well, my max class size was ninety. I happened to go into Banner and I went, "Holy cow, where did these ninety students come from?"

DY: Did you get a double credit for that?

HB: Yes.

TS: Do you think—this may be a loaded question—but do you think that the growth in class size over the last fifteen years is reflective of our desperation with the student body

growing so much that we absolutely have to have the classes that big to service everybody or does it reflect a changing attitude that maybe is less focused on where learning and teaching matter most?

HB: That is a loaded question. I think that from a logistical standpoint we really do have to have big class sizes. In the business building we're out of space

TS: You can't offer that many sections.

HB: We can't offer that many sections. With these courses that I teach there are two required undergraduate quantitative courses, and everybody in the business school has to take both of them, so we're offering ten or more sections a term. It's not easy to get adjuncts in, and certainly not to teach the second, more advanced quant course. For statistics we have a little easier time finding adjuncts. So we really are constrained by resources in terms of building space and faculty to teach the number of sections that we need because of the increase in enrollment.

DY: What's the percentage of adjuncts who teach that course?

HB: It's pretty low. The second required course just came on board in the fall of 2004, so it has taken several years to ramp up. We have hired I guess three new tenure track and then I think there's one on a teaching tenure track now, so we have four faculty who are now helping us teach those courses, so we really don't have to bring in too many people, which is good. But the second part of your question, I'm not sure that if we were suddenly to have this space and the faculty that we would go back to thirty-five.

DY: I think you're right. Once you lose that ground you don't get it back from a faculty perspective.

HB: I don't think we will. And I also think the tracks are wonderful, but the downside of having these various workload tracks is that in our department most new faculty come in on the scholarship track so we get more limited coverage of courses. The Management department does things very differently in that new faculty come in on the balanced track, so even in the same college you have a different perspective. I see both sides of it. The reason to bring them in on a research track is that we need for them to be marketable for themselves. We don't want them to come in and feel like we're taking advantage of them and then they can't move on.

DY: So it's a hiring, a recruitment tool in a way because you're not going to get people to come here if they think they're going to be strapped down to that teaching load.

HB: Right. It is a great recruitment tool.

TS: But the trade off is that fewer classes are being taught, so they get bigger.

HB: Right.

TS: So it's not like you're hiring an adjunct to fill those sections that they're not teaching.

HB: Right. So that is the hard part of it. Fortunately, I am glad that over the last couple of years from the department through the university we've gotten our promotion and tenure guidelines redone and looked at these different tracks. It is difficult, having been on our promotion & tenure committee for many, many years, when you're comparing someone on the balanced track versus someone on the teaching track. It's nice to have certain

DY: Is it hierarchical in your college?

TS: Is teaching low on the totem pole?

DY: And research is high? Or does that vary within departments?

HB: Well, no, I think the safe thing to say....

DY: Having been on the T&P?

HB: Yes, I think that what is verbalized is that teaching is our most important mission, but in action research is the only thing that counts. I'm sure I'll strike this out, but, anyway, to answer your question....

DY: Well, I hope you'll leave it in there because I know last year before I retired—in 2008—Bill Hill at CETL had all the top administrators, department chairs, etc., come in. CETL was very interested in identifying key issues for faculty, and key concerns for faculty in tenure and promotion was exactly what you said.

TS: Well, I think we've done enough of these interviews to know that the people that are in the scholarship track think everything's wonderful and everybody's happy because everybody is in the track they want to be in, but there are others from the business college that have won the service award that feel very frustrated within their departments.

HB: It is, and I'm very satisfied with where I am. The balanced track gives me exactly what I want, which is great.

DY: Yes, that's clear.

HB: It's very hard for new faculty coming in, and it is very frustrating when you are making decisions on people.

DY: That's the thing right there. You know it if you've been on those tenure and promotion committees you see it right up close. You see how it affects individual's lives, and it makes a difference.

TS: Why don't we talk a little bit about your growing involvement in service and what you did to get the T.P. Hall award first in Coles College and then this year the KSU Distinguished Service Award?

HB: You know, service is just an integral part of working at a place. I think that I like it because I get to know people in the college and when I was doing university things, people in the university. I always have found, regardless of what organization I'm in, I end up wanting to get more involved in it. I just feel like if you're not engaged in it then it's boring, and what's the point of being there. I like to organize things; I guess that's also a problem because then I get called in to do other things.

DY: Oh, that's a gift.

HB: It just naturally came about. I wasn't a brand new faculty member when I started here; I got started with some things right away—one of the things I did was work with Beta Gamma Sigma, the business honor society. Having just been accredited, we were starting a brand new chapter, and I actually worked with Jane Campbell on that. She and I were two of a committee of faculty who actually got that started and I worked with that for about ten years. That was a big service activity that got me started.

DY: Oh, and wonderful for students.

TS: What all were you doing in there?

HB: We have an induction ceremony in the fall and in the spring, twice a year, and it's purely based on grades, so you don't have to go through too much in terms of selecting them, but it's a matter of encouraging the students to join, letting them know what the benefits are, and encouraging faculty to come to the ceremony. I love that ceremony, the Beta Gamma Sigma ceremony; it's short but if you sit and listen, which I've had to do as part of giving it, it's a neat little nice ceremony for the students. Then I don't know if they're still doing this or not, but we did at one point give scholarships. We selected one scholarship recipient each year. It was a small award, I think \$500 or \$1,000.

DY: Was there anything special academically for the students if they were in this organization?

HB: Other than their blue and gold cord they could wear at graduation, no. That's one thing that we probably could have done more with; as the organization we could have had more meetings through the year with the students, but it's just hard as they've got so much they're involved in. There is a special award—the Medallion for Entrepreneurship—that Beta Gamma Sigma sponsors for chapters. It is a big award that Michael J. Coles received from the national organization. Someone from the national office came to our induction ceremony to present it to him. This happened to be when he was running for Senate. That was a nightmare; there was extra security and publicity.

TS: A little politics came in.

HB: A little politics.

TS: And he did a commencement speech that year too while he was running for the Senate, and that was in my mind pretty controversial, even though he had done a lot for Kennesaw State.

HB: Right.

TS: I understand he had been signed up as commencement speaker before he announced he was running.

HB: Right. And I think things were in the works for this award before he announced also. It was the Medallion of Entrepreneurship, that's what they called that award.

TS: It does become controversial when someone's running for office. Somehow or other they're in a different category when they're a candidate. They're scum of the earth when they're running for something, I guess. You want to keep your distance from them.

DY: Or they can politicize.

TS: Well, they can do it too.

DY: And who doesn't?

HB: Taking advantage if you're running for office, yes.

TS: Right. But all of a sudden when you're running for office everything about you suddenly becomes suspect including your humanitarian efforts.

HB: Did he run for Senate or House?

TS: He ran for Senate.

HB: But, anyway, that was one of my big things that got me involved in service right away, and I think it's just mainly that I enjoy working with people. Otherwise, with our commuter world up here and all of us living all over the metro Atlanta area, we tend to be in our offices on our teaching days, and you can sit in your office and not have any dialog with other faculty if you do not get involved in something.

TS: Sure.

DY: That's exactly right.

TS: So that was your big on-campus service.

HB: That was the start.

TS: Where does it go from there?

HB: From there it just became curriculum committee stuff. I then took on the job that was supposed to be for one year and it ended up being for many more years as the co-director of the Tutoring Center at the Coles College. I actually just relinquished that this past year. Then I've been really active with the Assurance of Learning, which I got into because we revised the BBA curriculum in 2002-2003 or somewhere around there, and I really wanted to be a part of that committee to rework the curriculum. We rewrote the whole mission statement, and everything got done for the undergraduate program in business. That's where we developed our overall goals and objectives. It took forever, wordsmithing all those things. So we get it all done....

DY: Try to do it with a bunch of English people!

HB: It was terrible.

TS: So was it called the Assurance of Learning Committee?

HB: It was actually the BBA curriculum revision committee or something like that. The idea was just to take a look at our BBA curriculum. At the time we had a shift going on, so we had an opening for a new course. The ECON 2100 is actually a General Education requirement.

DY: That's right. Well, that's when that shift was going on with Gen Ed too. Isn't that right, and it just spilled over? We were all revising at that point.

HB: Right. So that opened up a spot in the curriculum. Roger Tutterow was on the committee too. He was on it for actually different reasons because he wanted that spot. Years ago in business schools we used to have two quant courses—statistics and management science. When the information technology courses or information systems courses came along it took the place of that second level quant course. Our employers were saying our students didn't have enough quantitative skills, and their analytical abilities aren't great, so we got the new quant course added which started in the fall of 2004. So I thought that that was a great committee and our work was done. Well, little did I know that the SACS accreditation was coming up. That all kicked into gear right after that, so the logical group of people to work on SACS was the committee that was on that.

DY: Oh, you didn't!

HB: So that's what got me into Assurance of Learning, and I've learned a lot from that.

TS: Assurance of Learning was designed to make sure that they were actually learning something?

HB: That's the plan.

DY: To measure what they learned.

HB: Well, actually to assess student learning. It actually worked out well for us because for our two accrediting bodies, AACSB and SACS there's a lot of overlap. We had to make a lot of changes for AACSB, which has worked out well with SACS requirements. So you can no longer just use exit interviews or average scores in classes. Now you have to assess individual students and whether or not individual students are learning, but not in terms of student "X." You collect individual information, but without the names.

TS: For statistical purposes.

HB: Right.

TS: AACSB is what?

HB: The Association to Advance Collegiate Schools of Business.

TS: I guess that was part of what I was wondering was how much the fact that you had national accreditation. That was a big deal when the business college got that, I think, and from what I understand that pushed us more into a research orientation didn't it?

HB: I don't know. That's a good question. I wasn't really overly involved with it at that point to know if that's what it was or not. It could be though. I do know with AACSB, to be accredited you do have to have a certain number of publications, and it's what got us into the whole AQ/PQ discussion. I don't know if that's across campus or just with us.

TS: AQPQ?

HB: AQ/PQ—Academically Qualified or Professionally Qualified, that's a big thing in the business school now. So you have to be either AQ if you have a terminal degree or PQ if you have a professional degree or master's or are professionally qualified.

DY: That's interesting to make that distinction. And that's the professional degree?

HB: And that's in AACSB.

DY: Okay, that's a terminal?

HB: Right, so we have to have a certain percentage. I'm not really sure, because I'm not involved in the administrative part of all this, but I think some of it is whatever you state and how it fits within your mission, so there is some leeway within schools within the AACSB guidelines, but I know that there's probably some minimum number of your

faculty that have to be either AQ or PQ, and then some of it depends on what your mission is and what you state, so you don't have to have 100 percent. Then that ties into the research requirements because to be academically qualified now we've had to identify what that means for everybody on the different tracks, how many publications within a five-year period you have to have.

DY: So it's gotten very quantitative.

HB: Yes.

DY: Nothing wrong with that. It's good that people know what to expect.

HB: It is good and for the new people coming in it's really good.

TS: So you're doing lots of service in terms of committees on campus and university-wide and what-have-you, but you're also doing service off campus aren't you, in terms of the professional organizations.

HB: Right. Aside from Assurance of Learning and the Tutoring Center, the bulk of it has been with the Decision Sciences Institute. In '98 I chaired the Southeast regional meeting, which was in Roanoke, Virginia, and then became president elect and president of that organization and have been on their council since then. It's a good group of people to work with. We have our annual meeting every year, and we face the same challenges that all these organizations do where there's membership and how to provide value—why should someone come to our meeting?

TS: Right. So you were president of the Southeast Decision Sciences Institute?

HB: Yes.

DY: Is that one of those organizations that you come up through, you're secretary and then you're vice president and then you're president or you get elected?

HB: Well, you get elected to all the positions, and in that organization once you're elected program chair, once you've chaired a program, then you automatically become president-elect and then president. That's your reward!

TS: Are you still actively involved with that?

HB: I am. Then at the national level I had been track chair and then I was chair of their Innovative Education Committee. I was on that committee for a long time and then chaired it one year. At the national level we have an instructional innovation award competition every year, which is a big deal. We get the applications. It's a three step process where we go through an initial evaluation, narrow down the applications to a smaller set, and then go through it again. Then the three or four finalists that we end up with present at the national meeting, and a winner is selected.

DY: That's interesting.

HB: It's really interesting. It's a big, big deal for this organization. I chaired that one year which was fun.

TS: I bet you learned a lot doing that.

HB: I did. I love being on the committee because you get a lot of great ideas.

DY: Oh you do just from reviewing applications.

HB: Just reviewing everything.

TS: You've won a bunch of awards over in the business college. Let's see, I know now why you got the outstanding faculty advisor award. I guess that was for the mentoring.

HB: Well, in the business school we have a team of faculty advisors.

TS: I think when I interviewed Tom Roper he was involved with that.

HB: Right. So one of those awards was that.

TS: And also a teaching award.

HB: That was a treat that year.

TS: What year was that?

HB: I don't remember now. I'd have to go back and look.

TS: So you won your share of awards, and it sounds like you're doing a ton of service work.

DY: What are you looking forward to doing? Have you got anything in the plans?

HB: The other thing I've taken on is the online teaching, so I've been teaching the online statistics course.

DY: How are you liking that?

HB: I'm getting there with it. It's hard. It's hard in that I'm not satisfied with what they're getting from it yet.

DY: I'm sure that's tough to do.

HB: Once you get your lectures in place that's a good piece of it. It takes a lot of extra time because you have to respond individually to everybody, but the main part of it is just the concern that they're not getting the same quality of education. I give the same final exam to them as I do the regular class, and they're graded with the same level of rigor, and they overall do not do as well. There are some that are really good.

DY: Is it hybrid at all? Do you meet with them ever?

HB: In our department we require that they take an in-house exam and mid-term.

DY: So they come together for that.

HB: They come together for that if they're in the area. If not then they find a proctor at a school close to where they are. I had a student in Italy one semester, and so she had to find someone. I'm working with a group of other faculty who teach online classes, and we're doing some research in terms of online education, which has been really interesting.

DY: I bet. I was thinking back to what you said at the very beginning when you were talking about trying to get those Head Start students together. Now if we can just get people wired and get them online, there are so many possibilities for education.

HB: There really are. We just have to figure out how to do it well.

TS: And I guess CETL now is doing the training session that everybody's got to go through if they want to teach an online course?

HB: Right. When I first started teaching online, the Management Department had online classes out there, but the business school did not really have many other online courses. Tim Mescon said he wanted the online BBA going. It was the fall, and he wanted courses taught in the spring. I thought, "Well, what the heck. Let's give it a shot." So I actually went out and found a course; Georgia Southern had a continuing education course on facilitating learning online. So it was pretty good to take an online course on online teaching because it gave you an idea of what the students were going to go through.

DY: What would work and what wouldn't.

HB: Right. So I had developed the course. It was fortunate because I had it developed, and then the next fall was when Quality Matters, the whole certification process that our courses have to go through with CETL, came aboard. I already had the course in place which was good versus developing from scratch. I really want to get back into more applied research in the social sector. I've got certain things I'm real interested in that I'd like to try to get back into research-wise, so I feel like I'm in a position now where maybe I can take some time to do some more of that. I'm in a new stage of life; my youngest daughter is a junior in college, so it opens up vistas for you.

TS: We ask everybody about where they see Kennesaw right now, and particularly the intellectual life at Kennesaw. What do you see as far as the intellectual life on the campus?

HB: I think it's really good. For years I felt very isolated here in that there weren't a lot of people doing the type of research in which I was interested. There were a couple of other people sort of in my field, but they had different interests, and so there really was not anybody else here with whom to collaborate. One of the things I've really enjoyed the last few years is that we've hired people who are now interested in what I'm doing. So for me suddenly I have people to work with that I haven't had in the past. My situation was not unique to just Kennesaw because management science is kind of an odd little area where you only have a handful of people maybe in each institution teaching it. I think that's great, and I think we have good collaboration going on among faculty. The support we're getting from the Foundation and from CETL is really great. It's exciting to have so many new faculty members here.

TS: When you say the Foundation supports, what kind of support?

HB: Well, I guess just the financial support with the awards that various faculty members are getting.

TS: The awards are very lucrative now, thanks to Tommy Holder and some others.

HB: Right, which is really nice. But just with CETL, the support we get through CETL.

DY: CETL's a wonderful organization on this campus. I spent my last three years here at the institution working down here at CETL part-time, and I love it.

HB: What did you do?

DY: I was the faculty fellow for diversity in the curriculum.

HB: I knew that.

TS: So what's kept you at Kennesaw all these years?

HB: I like the environment here and I like where it's going. I drive by a lot of schools on my way here to and from work every day.

DY: You sure do, don't you!

HB: I do! But I like the vibrancy. I like, like I said earlier, that sense that it's very entrepreneurial. You can come and be at Kennesaw, and you can do what you enjoy and be rewarded for it. There are a lot of opportunities here, I feel like.

TS: I think a lot of people maybe don't use the word entrepreneurial, but I think what you're talking about is that a lot of people have liked Kennesaw because they've had a chance to build programs from the bottom up since we're new.

HB: Right. And I like that.

DY: I noticed what you were saying and that your involvement with curriculum is so crucial to how you see your role in the institution. It is very important, I mean, what's more important?

HB: Exactly.

DY: Well that and tenure and promotion.

HB: And hiring. I was recently saying that tenure and promotion are our most important decisions, and someone said, "Or hiring." I said, "Right."

DY: Right, there you go!

TS: Have you seen any changes in students in fifteen years?

HB: Oh a huge change in students. Yes, the average age has dropped significantly. I love the non-traditional students. I hated the late night classes, but I loved the non-traditional students.

DY: We all shared that.

HB: But it's fun to have the younger students on campus too. It's great to look out of my window because I can see the Campus Green and see them out there with their Frisbees or footballs or whatever. One night when I had parked outside the bookstore, I was coming across that way to my car. It looked like an intramural rugby match going on with officials and everything; that was the first time I had seen that. When I come in early in the morning I see students out jogging or coming back from some athletic practice or something; so it's really neat. I think to some degree they've gotten better academically. They've also in general I think gotten less motivated maybe, but I think that comes with age. But we've had some marvelous students. I find one or two students each term that are just great and they could have gone anywhere.

TS: They could go on to graduate school.

HB: Yes.

DY: And do. So many do.

TS: I think you are high on the priority list for getting a new building or expansion of the old building or something.

HB: I think so.

TS: I guess they're actually talking about expanding the old building?

HB: That's the latest I've heard is expanding the building. We were talking about that yesterday; I can't remember if it's 2011 or 2012. I think it's 2012.

DY: What do you see as the advantages and disadvantages of students being so completely, what is the word, wired as they are? You know, living in this world of technology, they all have I-phones, they all Facebook, all of that. From your very particular perspective?

HB: My main problem, and I see this in my students and I've seen it in my own two children is that they're not reading as much. I know my students aren't reading the textbook. Even this morning I was going over things, and I thought it's all in the book, and the questions they were asking were [evidence that] you didn't read this. I think too that they get so many messages from so many places. I don't know how they keep up with everything.

DY: Information overload?

HB: It really is.

DY: Do you think that, because I agree with you about their reading, but I wonder if it's the medium. You look at these schools that are going to try out Kindle, that kind of thing, because I think that they're reading, but what they're reading is online, and where are they going? Are they going to blogs, are they going to—so to present them with information they need to master in this format, are they're going like, "Huh?"

HB: I don't know.

DY: I don't know either!

HB: My gut feeling is they will not read it even if it's online.

DY: I know; I'm afraid of that.

HB: I just don't think they will. In my online class now the book is an electronic version of the book.

DY: Oh, so you've got kind of a control group there.

HB: That's true. I just started that this past summer, so I'll have to go back and see. That's a good point. We'll have to see what we can figure out with that. I think a lot of them print it—but they want to be able to print it out; it's interesting. They don't want to buy the book, they don't want to read the book, but they want to be able to print it out.

TS: Spend more money on paper and Xeroxing.

HB: Right. I think it is information overload, and I think it's just information source overload. There are too many e-mail addresses and Facebook, I'm not on Facebook, I've been threatened by my younger daughter, I cannot be on Facebook as long as she's in college, but anyway.

DY: It's such a time waster.

HB: I don't have time to be on Facebook and neither do they, the students. They just waste too much time. I know my own daughter cut hers off a week before finals because she said it's just too distracting.

DY: Mine did the same thing.

HB: It's just way too distracting.

DY: And I wonder also what kind of critical thinking, analytical skills are they getting now in Gen Ed, for example, to be discerning about what they read since they have such an information overload? That's crucial.

HB: Right. It is. I have an ethics in statistics component in my class, or we do in all our stat classes. One of the things that I really take advantage of that component to do is to talk about that. You need to be very aware of the source of your data.

TS: Well, have we left out anything that you would like to talk about that you've done on campus that I didn't ask you the right question?

HB: I don't think so. You do a very thorough job. I think that's about it.

TS: I've enjoyed the interview.

HB: I have too. Thank you.

DY: Thank you so much for your time.

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