



2003

# Morgali, Jim Oral History Interview

I. Dale Dunmire

Follow this and additional works at: <https://scholarlycommons.pacific.edu/esohc>

---

## Recommended Citation

Dunmire, I. Dale, "Morgali, Jim Oral History Interview" (2003). *Emeriti Society Oral History Collection*. 29.  
<https://scholarlycommons.pacific.edu/esohc/29>

This Book is brought to you for free and open access by the University Archives at Scholarly Commons. It has been accepted for inclusion in Emeriti Society Oral History Collection by an authorized administrator of Scholarly Commons. For more information, please contact [mgibney@pacific.edu](mailto:mgibney@pacific.edu).

FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Morgali, Jim (1961-1999)**  
**Professor of Civil Engineering, Chair of Management Engineering,**  
**assistant dean of School of Engineering.**

June 13, 2003  
By I. Dale Dunmire

Subjects: Served with Henderson McGee, and Robert Heyborne, aided with growth of School of Engineering, and Engineering Co-op Program, assisted with accreditation with engineering program. [Interviewed simultaneously with Robert Hamernik]

[Session 2, June 13, 2003]

[Begin Side A]

DD: Interviewing Bob Hamernik and Jim Morgali, on June the 13<sup>th</sup> 2003.

DD: Bob, [uh] what circumstances brought you to UOP, and what in particular attracted you to UOP and the position here.

BH: Well, I graduated from University of Oklahoma. I began working in the britch design section at the Oklahoma State Highway Department. At the same time I taught some courses in math at Oklahoma City University, I was kind of exploring what I would like to do with the rest of my life and I found teaching very interesting and exciting. So, I began to apply at various universities, was offered an opportunity to come out to UOP, and came out, in May of 1962 and have been here since, basically.

DD: Jim, what circumstances brought you to UOP, and what in particular attracted you to UOP and the position here?

JM: I was getting ready to graduate from Stanford, and I had been teaching at Santa Clara on a part-time basis, been offered a position there, and I learned that there was an opening at UOP. So, I came over, the day that they were setting the rock and concrete in the front, Ben [ineligible] and others were there. And, [uh] I interviewed and I struck a chord because of my experience at Wilhem and the likes that I saw, and [uh] was impressed with Vern Harrison and decided that we'd come to UOP.

DD: Bob, if you had to relocate to come to UOP, what were your first impressions of the city and the people of Stockton?

BH: Well, [uh] I did have to relocate of course coming from Oklahoma City. My first impressions of the city were probably fifty/fifty, because this was before the time of any redevelopment downtown, and when you came up El Dorado and came over the bridge, you would have a very different view, if you came over the bridge today. The university itself, the campus was beautiful, the people all seemed friendly, of course I didn't know anybody in the community, but Jim interviewed me and Vern interviewed me, and Dr. Sam Myer at that time was the Academic Vice President and was [ineligible] at all.

DD: Jim, if you had to relocate to come to UOP, what were your first impressions of the city and the people of Stockton?

JM: I had an experience similar to what Bob did. I went down El Dorado and there were literally hundreds of people, homeless people, up on the streets. And that part of Stockton really pressed you as being [um] depressed. The campus

was very nice as usual, and the part of Stockton that we lived in I think Stockton was a little bit in a slow spot, there was housing available, and we fit in right away. At least with the option to buy to begin with, and then we lived in the Pershing Townhouse Apartments, which the University now owns. And the second year that we were here... overall our experience around the Stockton, the university campus was very positive.

DD: Bob, during what years did you serve at UOP? And all in one department and one program?

BH: Basically, in one department and one program, yes. I came and started in September of 1962, as an assistant professor of Civil Engineering and thirty years I retired in [laughter] to think August of 1998, and through those years I basically in the department of Civil Engineering, served as department head for a number of years, about fifteen years, and served as assistant and then associate dean, and interim dean for one year. So, basically it was all in the School of Engineering, basically all in the department of Civil Engineering.

DD: Jim, during what year did you serve at UOP, and was it all in one department and one program?

JM: I started at UOP, in September of 1961, in the Civil Engineering department as an assistant professor. I was in the Civil Engineering department throughout my tenure here. I retired in December of 1999 and I became the director of the Engineering Management program in the mid 80's, and when Bob retired I was assistant dean for a year and a half.

DD: Bob, what was the first impressions of UOP? Particularly its physical appearance, its faculty, students, administrators, staff on the campus?

BH: Well, everything I would say would be positive along those lines. The campus was beautiful, the people were friendly and I really enjoyed my time here.

DD: Jim? What were your first impressions of UOP? In physical appearance, faculty, students, administrators, staff, and campus.

JM: I was very positively impressed by UOP. When I first got here I was relatively active, the people at the gym, welcomed me and made sure I had a locker in the staff locker room, and even had the opportunity to coach tennis for a couple years, my first years here. I was very impressed also by how close the faculty was and you got to know everybody, some very special occasions. And hmm, overall it has been a very positive experience for me.

DD: Bob was there any particular person or persons at UOP, who was or were especially helpful in your initial orientation to UOP?

BH: Well, the September I came to UOP, the new Dean Henderson McGee also came aboard that same time. So, I do have fond memories of Henderson McGee, he and I both went through some orientation and training at the same time, although there was no formal orientation program for new faculty, like there are now, pretty much very in-house decision. Jim Margoli, of course, and Vern Harrison were the other two people that I have very high regards for. They interviewed me, we seemed to have a mutual bond in many ways, I seemed to fit the area of need, personalities matched. I do have a deeper appreciation for Jim, and Vern and also for Henderson.

DD: Jim, was there any particular person or persons at UOP? Who was or were especially helpful in your initial orientation to UOP?

JM: I had a similar experience to Bob; Vern Harrison was very helpful to me. When I first started Vern and I shared an office, our desks were face to face, fortunately Vern had it pretty well under control, so he wasn't there most of the time, and I was. Then, after my initial start Henderson McGee and Bob Hamernik both were very important to me in my UOP experience as far as starting.

DD: We're going to change here a little bit and get your impressions on program and curriculum? Bob, what was your impression of the changes in the program and curriculum at UOP, from your initial induction to the day you retired or left the institution?

BH: Well, that question requires a long time [ineligible] there was such very, very significant changes. To try to be concise, I guess the three areas, that I would recall to be the most changed, biggest changed. One, of course the enrollment, the size of the school, the physical plant, the physical facilities. As Jim, said him and Vern faced each other, desk to desk, well, we did the same thing in the very room where we are sitting right now. Jim was there, and I was over here, and we faced each other. So, enrollment, growth of the school, certainly was significant, two other major changes that I guess I would have to mention. One would be the cooperative education program which began in 1970. At that time Dean Robert Hayborn came aboard the school, and was a major, major factor in the success of that program. And then also under Dean Hayborn and another significant change would be the school prior to that time, was not accredited. At the time what's called the Engineering Council of Professional Development, ECPE, which is now ABET, Accreditation Board for Engineering and Technology. And, Bob was led to school for accreditations and civil engineering and electrical engineering. And, after those accreditations and since we have had a perfect record in the accreditation, we're not supposed to say this but we have [laughter]. And there have been many new major programs started mechanical engineering, computer engineering, and engineering physics and course this past year, this is after Jim and I both retired, but the computer science moved from the COP, college of Pacific, into School of Engineering. So, there indeed have been many significant changes since 1962.

DD: Jim, what were your impressions of the changes in the program and the persons of UOP, from your initial induction till the day you retired or left the institution.

JM: When, I started at UOP, Vern and I covered all Civil Engineering courses and I had five courses, my initial year. And at the end of that year I had so much work to do on the grading, I didn't have any graders. So, I went to the Academic Vice President and told him that I thought there was too much work for two people to do, and he asked me who wasn't working? [laughter] And I told him we all were working very hard, [laughter continues] so [uh] that would definitely be a change, civil engineering got up to five people under Bob's direction and the outcome of my visit with Sam Myer was that Bob Hamernik was hired, and that was to me one of the best things that could have happen for the program. I would have to agree with Bob, the addition of co-op, Bob Hayborn's leadership accreditation of the school, and the added units in mechanical, computer, and we're getting ready now, as I understand it for an accreditation visit for Engineering Management, which was special to me. My participation in Engineering Management was a very fulfilling part to what I had to contribute I feel, and I'll be looking forward to the outcome of the accreditation visit for management.

DD: Might just say... Bob mentioned the office we're interviewing, we're sitting in the second floor of Baun Hall, looking out [pauses] the large, hmm, window, to the south, its changed from when you, its been since you originally were in this room. Bob, what courses or programs did you help to develop at UOP? And what activities did you especially enjoy participating in?

BH: I enjoyed, first my major emphases in, for both my undergraduate and graduate work, was in Structural Analysis and Design. So, Jim being Hydraulics and Vern being in Water, I kind of was a fit into their needs at UOP. So, I basically taught all of these Civil Engineering and Structural Analysis and Design courses, covering bridges and buildings and typical design structures. [uh] Since that time, we've hired more faculty, so of course the loads were distributed more equally.

DD: Jim, what courses or programs did you help to develop at UOP, and what activities did you especially enjoy participating in?

JM: From the start after we covered all courses, after Bob got here, I concentrated a little more on the mechanics and fluid side of things. The water quality area was an area that I worked a bit in and the Engineering management was another area that I worked with. And [uh] we're getting ready now for, as I say, for accreditation revention in management. We added some capable people in the water quality area, which was needed, in starting I worked to get my skills up to popular semester courses.

DD: Bob, did you find any particular program or curricula at UOP, that gave the institution a certain uniqueness in American higher education?

BH: Well, I think what made unique, well Pacific unique, and a major reason why I enjoyed and stayed here all these years. During our tenure here, teaching was indeed primary emphasis. And teaching meant that you got to know the students in class, and Jim said that I taught Primary Structures, the enrollment was smaller. So, we didn't have large classes, we had maybe five, ten people in our classes. And you got to know them as a person, they would come over to our house, my wife and I would enjoy having them over. We would have them over for a barbeque, hamburger, soda, play some games, and I really think that was very important, the teaching aspect. The curriculum prior to the co-op, was a typical curriculum that was offered at all Engineering schools up and down the state. But that introduced a new uniqueness to our program.

DD: Jim, did you find any program or curricula at UOP, that gave the institution a certain uniqueness in American higher education?

JM: I have to agree with Bob, on the close student-faculty relationships, that meant a lot to me. The fact that the university emphasized the teaching aspect, and the fact that we got to know each student particularly well. I think what we did, we did well, and from my point of view, to teach in that kind of a program, was what I found to be fulfilling. With co-op part of things, I think added dimension, and made us a little unique also, and [uh] I think the students that we graduated were pretty well prepared for their professional lives.

DD: Okay, lets talk about people a little bit. Bob, who were the, or who are the individuals at UOP, that you had most admired and why?

BH: Well, I mentioned before when you asked about the initial appointment at UOP, and I mentioned Jim Margoli and Vern Harrison. Since, throughout, my tenure at UOP, I think Bob Hayborn also was a very influential person. He came aboard as dean of the school of 1959, the fall of 1959, was dean through 1989 [pauses] [laughter] yes, and he also was a very impressive leader. He did great things for the university, for the school of engineering; he brought us out of our shell of Stockton, and brought us certainly statewide competition, through elements like scholarship like programs. And, so I have a high appreciation for Jim, Bob, and Vern.

DD: Jim, who were [pauses] or are the individuals at UOP that you had most admired and why?

JM: I would agree with Bob that Vern Harrison, Bob Hayborn, Henderson McGee, Bob Hamernik of course, and yourself Dale. I appreciated my relationship with you, among the other outstanding people that I have known.

DD: Bob

JM: Well, one other person, would be...

DD: Oh okay go ahead.

JM: Cliff Hand, I think that cliff brought a lot to the university. Cliff had a major health problem, and I called the hospital and asked if I could visit him, he was the Academic Vice President. And the hospital said, sure come ahead he's receiving visitors, when I got there I realized how serious things were. Cliff heard my voice out in the hall, and he was trying to get me a chair to sit on. [laughter] He wasn't worried about his making it all, which was most impressive to me.

DD: Bob, from your initial introduction to UOP, to the time that you retired what changes did you see between the students, the faculty, the administration, the staff. Can you comment on the sense of community that prevailed, or was it absent on the campus during the years that you were here?

BH: Well, regarding students and faculty, I guess one word that would sum it up, would be growth. For a new administration, I think, I was always, I was amazed a little bit, by the different attitudes of the different administrations, as we went through my time on campus, [uh] four different presidents. I think as time went on and the School of Engineering began to grow. There was a greater appreciation for the School of Engineering on campus. That first year, [pauses] my first few years, I thought I was [pauses] was at the impression, I was beginning to get the impression that we're here for various reasons, maybe not academics. But as our program grew and we became accredited we became a cooperative education school. Which got us into the community, the community, began to get to know us, the employers were hiring the students that we were graduating, and the co-op program the students that were still in school, as part of their education. This of course, extended to the bay area, down south, and out of state, and as we continued to grow, it grew out of the, it was [uh] worldwide for awhile. There were co-op students in Germany and Middle East, various locations. So, I think as the school grew, I think we got a greater appreciation across campus, and we were recognized in a more favorable light.

DD: Jim, from your initial introduction to UOP, till the time that you retired what changes did you see, between the students, faculty, administrators, and staff. And can you comment on the sense of community that was provided or was absence during your years here?

JM: I'd have to agree with Bob, the growth made big changes, when I first arrived here, the faculty was very close; we got to know everybody personally. And as growth occurred, the academic standards began to arise, and the expectation, I felt some people got caught in the middle, because the expectation rose, some of the people that came here with one agreement found themselves a



little bit compromised relative to their expectation, as they went through it. The growth also meant that we weren't quite as close a community, and today I would say that if I knew half of the people, that probably would be a representative, and when we started you would have known everybody. The recognition that the school got over the years, because of the co-op program, and other things, I think changed. Bob Hayborn made engineering a little more important to the administration, and he got back and they told the story about John Betham going to the Regents, and telling them that they would have to back engineering or not have engineering at all. They made a choice, that I liked to see, but we never knew that he said that [laughter], so that was I think that was a timely thing, the growth of engineering, was very fulfilling. The fact that we knew everybody real well when we started, and didn't quite as well later, I think has to do with the size of the institution, and I enjoyed all of those years.

DD: Yah, Bob do you have something?

BH: [pauses] Yah, Dale I would like to add one more comment, one more comment, you mentioned asking about the people that were influential. Jim brought a person to my mind, when he talked about the major question in the late sixties. Will we continue the school of Education or will we terminate it? And that person happens to be Ted Gohen, who was the President of the Board of Regents at that time. And Ted....

JM: One second....

BH: ...was certainly a very influential and [uh] really a funny kind of individual, because when he was still very active on campus, and all. He used to be [ineligible] Ted's on campus, you know? Cause he always marched in; there was no question, that he would come in to see the dean. But after Ted retired from that role, and became on campus less and less, and my part on campus changed somewhat to. We began to know him more of a social basis, than strictly as the university, you know from the university? He was a lot of fun; we would play bridge together, in faculty bridge groups. Ted was certainly an interesting man. He just, it took me awhile to realize that Ted liked to give me the [ineligible] and he liked to challenge you, not in the negative way, but just to have fun, and get your answers. So, I think that I would have to add Ted Gohen to that list, of people that I appreciated.

JM: And I would second that, I had a similar experience with Ted. And he was a good friend, whenever engineering needed a boost, he would come up with a funding, or come up with a support that we need.

DD: Okay, lets talk about the administration and the faculty relations. Bob, what is your personal opinion of the administration, past and present?

BH: Well, of course that's going to be limited to what I can say, because you know my relationships, were the relationships between administration and the school of engineering, was primarily through the dean. And I was only dean for one year. But of course Dean Hayborn always had faculty meetings and kept us well addressed of the administration's feelings, attitudes, supports. And I think it was interesting that we had the support of the administration, once we proved ourselves, we didn't get money to prove we could do something, we proved we could do it, and then the administration backed us. Another item about the administration, throughout the years, is a kind of cycle, you know, when [pauses] President McCaffrey was leaving the university we seen buildings being sprouting up, Wendell Phillips Center, and various programs and schools across campus. When President Ashby came aboard, it didn't seem enough to have enough buildings; we got to use them more. And now with President De Rosa on campus, when you walk around campus it's a new campus, both personnel wise and building wise, changes are indeed necessary. But I don't really know, I can't comment much more to that, beyond the administration.

DD: Jim, what is your personal opinion of the administration, past and present?

JM: The administration is one of my positives, as far as the University of the Pacific, I've always felt fortunate in knowing most of the people, as far as certainly having an acquaintance, where they knew me and I knew them. Two of the things that I participated in, where I got to know people, was academic council and the [ineligible] committee, and over the years that gave me access to quite a number of them. And I think their acceptance of me as a person, and being part of it, has meant a lot, and I appreciate, and I don't think that things have changed as much now that we're bigger. So, it's not quite the same [ineligible] things are very similar.

DD: Bob, what change did you observe in the relations between faculty and the administration? Did the faculty being more united or fragmented?

BH: Well, I [pauses] think, my opinion [ineligible] the faculty became more fragmented. And this was simply because we grew larger, and also the fact that for many years, we were housed in one building, Baun Hall. And as the enrollment grew, the need grew, we took Anderson Hall, and the [ineligible] Hall was built there, there was a separation, a physical separation between the faculty. And I think this, you know, the departments, became larger, they became more organized, perhaps not the right word is organized, but sure the right word is, they became more formalized, perhaps, maybe, and I think that their interests and their needs, you know each department had specific certain needs that differed, they were all part of the university's school of engineering, but still they were different. So, I think that probably in my opinion, a little more fragmentation because of the size and the locations. Change in students, well I you know, I think there was a change in my personal case, I think there was a change, and I think that's an age factor. As I look back, you know, when I came on campus, I

mentioned earlier, we used to have the students over the house. We'd play sports with them on Saint Pat's day we had a Saint Pats picnic and we were nothing more than another student playing baseball with them. In fact, [ineligible] I wound up one day at the hospital with six stitches over my eye, and I got hit in the eye with a baseball. [chuckles] But hey you know again as time goes on and the demands on the faculty change somewhat, there was a temp emphasis on teaching was reduced and we got more and more involved with committees. When [pauses] Jim and I first came here, I don't think there was such a thing as a faculty handbook even, and if you look at how many years it has taken to get a faculty handbook through the appropriate committees today, and I'm not sure if it still is in limbo. So, I think there have been changes again, some of these are natural, they're going to be expected, some of them are I don't know, perhaps they could be avoided. [light laughter] But fragmentation I think has taken place, in my opinion.

DD: Jim, what changes did you observe in the relations between the faculty and the administration? Did the faculty become more united or fragmented?

JM: My observation of the faculty of the years, the School of Engineering faculty has always been close, particularly by departments. And I really felt very positive about the relationship that we had with one another. Some of the departments, on campus, seem to have some dissension among them, and I think that is part of the personality of the people in the liberal arts, I think they like to have issues...

[Begin Side B]

DD: I think Jim you were talking about what changes you observed in the relations between the faculty and the administration and did the faculty become more united or fragmented? Do you have more comments there Jim?

JM: Well, the relationship between the faculty and the administration, I think in part [pauses] the way that the [pauses] the growth of the university, and I think when we first got here, the administration tended to be a little closer with the faculty, just because they knew everybody a little better, and as we got larger that may not have been the case. Some of the issues on campus with Stan McCaffrey and his [ineligible] and some other types of things of that kind, I think were a bit

[ineligible] I personally tried [pauses] to not take sides in some of that, and I think in some ways that didn't help me with my relationship with others on campus who felt strongly about issues like the [ineligible]. But I think in general the changes then; perhaps, the personality of the individuals involved, and the size of the faculty, the faculty had gotten large enough.

DD: Bob, what changes did you observe in the relations between the faculty and the Board of Regents while you were at UOP?

BH: Well, I think when we first came to UOP there was very little relationship between the Board of Regents and the faculty, other than what I mentioned with you know Ted Baun being on the board. I guess at the current time, past few years, there's been a greater relationship through I think there is now a Board of Regents on the academic council, or the academic council person sits on the Board of Regents. So, there is better definite line of communication involved between the faculty and the Board of Regents, as to when we first came on campus that was not in existence.

DD: Jim, what changes did you observe in the relations between the faculty and the Board of Regents while you were at UOP?

JM: When we first got here I don't think there were many relations with the Board of Regents, except as individuals, as Bob says Ted Baun, and over the years John Dara, Nancy Spickermen, some people that we knew might have been on the board. But I was not aware that the faculty and the board of regents had much relationship at all. [pause] I got the feeling that over the years that the understanding of the university through what the Board of Regents had was interpreted through the president, and the administration for the most part, gave the board of regents, a picture of [pauses] what reality was. I think some faculty members felt that [pauses] wasn't the way that it should be, I think in engineering in particular there was very little relationship with the Board of Regents over the years.

DD: Bob, how did the difference between the faculty, dean, and administrations, affect your department or program and its growth?

BH: Well, I can think of perhaps a couple of isolated differences were there were differences between the dean and the faculty, primarily because with the institution, the beginning of the cooperative education program, it forced the school of engineering to go on to eleven month contracts. The fact that we had appointments through September, instead of having the summers free. And through the years there were several occasions where one person did not want to work eleven months and that created a problem and that person resigned and a similar one, where another person, again it revolved around the eleven month contract. But outside of that I think the faculty under the leadership of Dean Hayborn was kept well involved. The dean had certain expectations of the

faculty, come graduation, the dean expected you to be at the graduation exercise, you know and if not he wanted to know why. As I go to it now, it doesn't seem to be the same case. I think that even though Bob at times, might have been thought as a tough leader, I think people who at that time might have had some comments, now look at him differently and appreciate the work that he did.

DD: Jim, how did the difference between the faculty, deans, and administration, affect your department or program and its growth?

JM: In, Civil Engineering, I wasn't aware that there were any problems, certainly Bob Hayborn fully supported the faculty, and in the area of merit, did on more than one occasion say that the faculty that he had were all meritorious. Which meant that we didn't have vices, with one person getting a little more than the other, and with anybody making contribution as they were able. My program I would talk to was the Engineering Management program, I always felt we had close support certainly from Bob Hayborn, I don't think that Bob felt the program should be accredited by ABET necessarily, but he did feel that the program was meaningful, and it had a place in engineering. And I'm not so sure that everyone in engineering felt that way, I appreciated the fact that he gave us the support that he did. I think today the program, [ineligible] gave support to the management program, and the normal progression has been towards accreditation, and I hopefully will be getting the program accredited, and we've had good support over the years from everybody, from my point of view.

DD: Bob, how would you describe the campus and activities during the years that you were on campus, what do you remember of the students, and their activities during these years?

BH: Well, I think that the relationships undoubtedly has changed through time as I mentioned before, I think it's a function of age sometimes, but also I think that it's a function of the growth. When I first came on we had the I triple E for the electrical engineers and we had the ASCE for the civil engineers and we had a real close relationship between the students and the clubs and we got together on Saint Pats day and a couple of other times throughout the years we had ad lib baseball games or we lost. One of our faculty members got a separated shoulder during a flag football game. So, we had a lot of extra curricular activity, which united the faculty and the students, I think. My wife and I developed some close relationships with the graduates, and proved through the years, we have continued exchanging Christmas cards, if they come through town they mite stop and visit us. We seldom visit them but we may give them a call or so, if we go to a town or we know someone who lives there.

DD: Jim, how would you describe the campus and activities, during the years that you were on campus, what do you remember of the students and their activities during these years?

JM: Well, Saint Patrick's Day Bob mentioned was always the highlight we had a skip day that day, and when we first arrived we'd actually go out to Lewis Point or someplace and have a softball game, as Bob says, the softball game, and the activities that we had we got to know everybody very well. This was a time that you could let your hair down, and mix with the various departments, and it was always the highlight. The close faculty and student relationships over the years have meant a lot, and Bob mentions occasionally someone will drop in and give you a call and that still means a lot to me. I think it's been a very good experience.

DD: Bob, did you...

BH: Yah, one other item I thought about was the famous or infamous rock in front of Baun Hall, that you know gets a painting at least once a night. Well, it used to at least, I haven't checked it the last few years. But that was also a part of uniting the students in the school of engineering because there was a time, when we had all the freshmen had to get down and kiss the most under part of the rock that we could get their lips close to, but each student had to make that. I think the person who kind of broke that there, the only one I know who did not do that, for a good number of years, was Ron Shelly. Who is a very successful graduate, a major in the advent program, a basketball player, vice president of Ti, and is doing very well professionally. But that was always the uniting factor for the school of engineering, I don't think that, well its been a few years, but I don't think that, its been a few years since I know of, I think Saint Pats picnic is no longer going on. Saint Patrick's by the way is supposedly a patriot saint of engineers and on campus there is a cross donation. That's when engineering students, well at least on the university, we always threw beers for that activity, and had various functions, social functions. But the engineering rock on the University of Pacific campus also was a very unifying factor for its students.

DD: Any additional, Jim?

JM: No, I'd have to agree with Bob that the rock was a unifying factor and when we did away with Saint Patrick's Day cause we'd gotten too big. I think that that changed the relationship in the way that we did not have something that united us in the same way. I'd have to agree.

DD: Bob, what issues were you involved in which stand out in your mind as important to growth and the development of UOP as a whole?

BH: Well, I think as a school and certainly as a department, I am going to repeat what I said before the first and most important, was the accreditation of the civil engineering program, [pauses] I later in my career served [pauses] as an accrediter on ABET programs, and visited a number of schools across the nation, from the east coast to Wyoming, down south. And [pauses] I think as I went to those various schools, I saw the real value to a school like Pacific. We did not have to

hang our heads anybody, we provided a really good education, and I was proud to be part of a group that brought on education, accreditation. And of course part of that very closely associated I would be to the Cooperative education program, and then third being part of the school of seeing such growth with the new majors. So, repeated three, accreditation, co-op program, and new majors, would be.

DD: Jim, what issues were you involved in, that stand out in your mind as important to the growth and development of UOP as a whole?

JM: I think my involvement in the engineering management program. It probably wasn't necessary as far having the program, but as far as unifying it and giving it a common, you know, basis my involvement was positive. But we found that at one time the people were being advised by the various departments and we had optionary [ineligible] but the people would have common problems. So, the people in mechanical would be solving their problems, and the people in civil would be having the same problem, and that gave it a little bit more coordination. Another thing that I enjoyed over the years was my relation with the faculty compensation committee, and we had a Faith Retirement program among other things that I was involved in. And I noticed that recently I think that it's going to be something that's going to have to be redone [laughter] retried. Joe Trader just went on Faith Retirement and he had to pretty much do it on his own, although the university program exists. I don't think its quite in shape as it might be, but I did appreciate my enrollment there.

DD: Okay, lets talk about UOP today. Bob, [stumbles] what are you involved currently at UOP that holds your greatest interest?

BH: Well, I served for two years since as the secretary for the Ameritide society, that term ended a year ago, so currently I do not have any formal relationship with the university. However, I have taken part at some of the requests that the new Dean John has asked that I be involved in. And when people come on campus it's more of a social activity that I'm involved with, and it just so happen that he has to take warning. Don't put this on the tape. [ineligible] [light laughter] So, so my activities currently are minimal, but I still enjoy the campus, I come up and coffee with the Weber point coffee club, two or three times a week, and I enjoy my daily walk around campus.

DD: Jim, what are you involved in currently at UOP that holds your greatest interest?

JM: Well, I continue my interest in the MESA scholarship, and I've been working on the scholarship to update it annually. I keep track of the applicants and the people that are coming among the applicants to the university. I have also been involved to some extent in the ABET accreditation, because I have some of the background, and the accreditation should be next fall. So I imagine that activity will cease after that, but those are my involvements.

DD: Bob, what's your impression of changes that have occurred since you've left?

BH: [laughter] Well, I guess the greatest change would be in personnel. I... Very few people it seems, as I walk across campus, although I do run into some old timers, like myself. But I guess the change in personnel, both not only campus wise, but also in the School of Engineering. I find as I look over the telephone directory I know perhaps fifty percent of the people in the School of engineering nowadays. And the second major change I guess would be the physical plant; everywhere you look there are construction projects. And I got [ineligible] there going to continue, the university got the four million dollar grant, which yesterday the grant, the four million dollar gift. And the president keeps talking about the student union, so I'm sure that's on a near... So, I guess the physical plant changes would be another one.

DD: Jim, what is your impression of changes that have occurred since you left?

JM: I'd have to agree with Bob, the new faces that you see that you don't quite recognize, on the faculty, including engineering and the addition of computer science to engineering. And the campus building activities are certainly large changes.

DD: Bob, what contribution do you feel UOP has made to the Stockton community?

BH: Well, I guess since the time I first came on board, there has always been an issue that the university stands aloof and is not part of the Stockton community. And I think that this is broken down over the years, I think in several ways. The CIP program, the community involvement program, which involves a lot of students in the general area to come to the University of the Pacific. In the 80's I served as the faculty representative on one community, for the Stockton project, the project that President McCaffrey had conducted, quite extensive one, it had a large number of people. And the person I served with was Dean DeCarly, who DeCarly centered around town, some other little friend, a very nice person. And I think that, that broke down, and I also served on a couple of committees. One with the transportation study and one with the fire hazard study, so I think that through various ways as a faculty member I've kind of exposed or integrated the university of Civil Engineering department to the Stockton community.

DD: Jim, what contribution do you feel UOP has made to the Stockton community?

JM: I'd have to agree with Bob, the fact that the faculty is involved in a number of the committees that are going on. I was on a committee that had to do with water and wastewater use, a couple of years ago. The CIP program, I think



infuses people who have good training that would redeem locally. And I like the MESA scholarship, that I think [ineligible] that is also something that tends to educate minorities. The fact that the MESA program has done so well here in Stockton, one time we were talking about what might be done for the local area, and having a MESA here. We may have over a thousand students, who are headed for math, engineering, sciences, that are being prepared in the local schools right now. I think that's a big contribution.

DD: Remind me again what MESA stands for?

JM: Well, it's a state sponsored program, usually the universities get grants and then they have Maria Garcia, she is our director here. And they have a pre college program, and sometimes they also have a college program. Our pre college program is the one that I was referring to.

DD: This is sort of redundant maybe, what community activities have you been involved in Bob?

BH: Well, as I mentioned just previously I was involved with the Stockton project, transportation study, acquired hazard study, and I'm sure probably even others through out the years that I don't recall right off the bat. So, basically those the involvement with the, and I guess the other one that I probably should mention is the consulting basis. I've done you know true, since I guess my first consulting job was in 1964, which has pretty much been limited to structural analysis, and structural design. But with two or three various consulting firms around town.

DD: Jim, what community activities have you been involved in, in addition to what you've already mentioned.

JM: [um] I worked for Dentonian Associates in the past, [ineligible] and I was on a committee there that looked for wastewater needs locally, and I'd say my involvement with my local church would be the other one.

DD: Bob, what do you see as being special about UOP in the past, and what hopes do you have for the institutions development in the future?

BH: Well, I mentioned this before, without question I think the greatest asset that the University of Pacific had was the emphasis on teaching. And my hope I guess is that we don't lose this, you know unquestionably there seems to be a greater emphasis on research these days, promotions. You hear of promotions that are tied to research projects [laughter] I simply hope that the university retains as its number one goal, teaching. Certainly without graduate programs in Engineering, I think this is a must.

DD: Jim, what do you see as being special about UOP in the past and what hopes do you have for the institutions development in the future?

JM: I'd have to agree with Bob that the emphasis of the university on the education of the individual was certain [ineligible] from the past. I hope that they can keep up on the co-op program supporting industries locally and regionally, has been another positive. And I hope they can continue up those strengths, that the individual student will continue to have importance. The CIP and the MESA program I think also have been very good strengths for the university.

DD: Okay, any additional thing you'd like to [pauses] add for your ...

BH: No, I have nothing more to comment...

JM: No, I think I've said what I like...

[laughter]

DD: Thank you!

University of the Pacific Emeriti Oral History Project

Oral History Interview

With

Robert Hamernik and Jim Morgali

June 13, 2003

By Dale Dunmire

Transcribed by Simren Hundal, September 12, 2003