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Kline, Elliot Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Elliot Kline (1977-1987)
Dean of School of Business and Public Administration

February 9, 2019

By Will Price

Transcription by Savannah Dughi, University of the Pacific,
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Subjects: Coming to Pacific, programs and curriculum, key people on campus, School of Business and Public Administration (SBPA) student body, evolution of the School and University, and relationships with the community.

UOP ARCHIVES FACULTY EMERITI INTERVIEWS

Price: So should we start with your years at Pacific and titles that you had, and so forth.

Kline: I was at Pacific from 1977 to 1987. You realize this was forty, almost forty-two, years ago. So we will really test the memory....

Price: Recall, yes.

Kline: And I left about thirty-two years ago.

Price: Just one role as dean?

Kline: Just the dean at Pacific.

Price: So maybe describe how you got to Pacific.

Kline: Well they offered me the job. I was at [Drake] University I headed up a program in the first director of the Institute of Public Affairs and Administration which we created after I got there. Very successful public administration a lot of firsts lot of growth but I wanted to leave the university been there from seventy to seventy-seven that was enough time and I look through the ads in the chronicle and I saw this one. And this one was fascinating because it was doing something that at the time I believe was a right thing to do it was combing business and public administration. And I thought there was a lot of similarities between the two fields they could share and they could learn from each other, the differences. I thought that'd be a perfect thing, so I applied. I was finally invited out to an interview and had an interview.

And I'll never forget when the Don [Brian], finance faculty, was driving me back to the airport and I said to him. I bet you've heard this but I said "how many candidates did you bring out" I said "three" and he shook his head no and no, I said "how many did you bring out?" and he said "three." I said "how many candidates did you bring if I was number three?" and he shook his head and said no. and then I said "four" and he said I was the fifth candidate they brought out.

Price: Yes.

Kline: The reason was the first four they brought out were all business deans.

Price: Yes, so did the University also want a candidate with a public administration background?

Kline: Our associate deans and Cliff Hand the vice president, who is one of the best human beings I ever met in academics, did seek a public administration alternative.

Price: I agree.

Kline: Cliff told me you've got to know there was some animosity about taking [pub] out of liberal arts and you've got to at least interview and talk to somebody from public administration. So they said okay and went through the list at [PA] and maybe there weren't that many but my name was there they brought me in I interviewed and they offered the job.

Price: So do you think at the time you came that there was some indication that they might separate business and public administration? Or did you have to campaign for that after you got there?

Kline: Oh, no no, it was already business and public administration. That was the only way they could become a school it had been a department of business.

Price: That's what I meant.

Kline: Was the requirement that they took public administration into the school. I'm not sure why that was a political argument between political science and public administration in the liberal arts school.

Price: So there was some support for public administration from the College of the Pacific, was there not?

Kline: From the College of the Pacific yeah. I'm not sure how excited the business school was but I don't know.

Price: Very good.

Kline: Or the business department but that was one of the conditions.

Price: So it became a school a separate school in 1978?

Kline: Seventy-seven.

Price: Seventy-seven, as soon as you got there.

Kline: I was dean of the school. I was the first dean and there was a school as of 1977. The fall of seventy-seven.

Price: How did you think the business program and public administration program fit in to the University at the time you experienced it?

Kline: You know at that time and throughout the time and its true of any business school at the time probably still true today but especially when there was at least some friction between liberal arts and business, there was always some discomfort. And you know it was a very very difficult to hire faculty in business it was more expensive you have to pay more, very difficult to find PhD's. If you want to get accredited and I will get to that.

Price: Good.

Kline: And so there was always a level of animosity but we worked it out and we worked it out with the Dean we were able to cooperate and so forth and later on when you ask me what we accomplished a lot of what was accomplished by cooperating with different deans and building programs and so forth. So it was nothing unusual we had the student enrollment and that helped us to be able to combat any problems that would come up in our university.

Price: Ah, yes. The enrollment was rising during most of your tenure at Pacific?

Kline: Yep.

Price: And so what specific people, you mentioned Cliff Hand, anybody else?

Kline: As far as you have a question what were what people at Pacific helped your decision to accept the position was Cliff Hand mostly, I dealt with Cliff Hand. I interviewed the faculty.....

Price: As academic vice president at the time.

Kline: Yes and he was I think he was an English professor but he understood numbers he understood the importance of the professional schools and I mean and he was a good human being. I mean I miss him to this day he was one of the two best vice presidents I ever had and he was a good supporter.

Price: Did the President of the university have any contribution to this discussion?

Kline: Well I met with the President (Stan McCaffrey) and he was impressive and I didn't learn till later on but I mean he had some talents in terms of working with people and an audience he could walk in the first week I was there not the first week the first month he took me over to the Bohemian Club in San Francisco and that is a very famous organization.

Price: Yes.

Kline: And I gave a talk and before the talk he walked around and put there was a forty people there forty men put a hand on each shoulder without any notes or anything he gave the name of the person their family history the business history and the more he told me who these people were you know the president of this railroad, the president of the bank and all that I got more nervous. But he was excellent with that and you know he was hard driven so there was value but I didn't know that at the time.

Price: He was supportive.

Kline: Oh yeah. He was supportive of the school but Cliff was something the faculty should value. But I'll tell you, when I go there it was nerve wracking at first. The faculty only wanted Sid Turoff and he was the other name I give you as being so important to the success of the school and my success. He's another one of the names but Sid Turoff and he had come there and had actually build the department of business. He I believe came out of the unions and he had a PhD.

Price: He did.

Kline: Sid was a finance person from Buffalo and came out of the steel union. So it was a different character a different personality for a business school and again one of the most honest human beings if not the most honest human being I ever met at a university.

Price: You are aware we had the Sid Turoff award to this day.

Kline: Yeah. [Linda] asks why my picture isn't at least up there as the first dean who built this.

Price: I think we should take a look at that.

Kline: I think we should. But Sid was beautiful. So anyway there were faculty who never could adjust to Sid not being at one in particular and graciously left after a year and just couldn't deal with the fact he wasn't going to be the dean. But Sid was so supportive. At the first graduation which was a beautiful affair after the first year the students who came through the new program.

Price: That was the summer of '78?

Kline: Yeah and they got a business degree from the school and they had come through the business department mostly but after the graduation then it was great. Sid came up to me put his arm around me and said you know he says “when you came here it was like somebody that took my baby away” and he said “now I know my baby’s in better hands” and I mean that got to me so much but that was Sid. You know Sid was honest to a fault.

Price: Yes.

Kline: But Sid was one of those I’ll come back to. He was phenomenal but mostly it was Cliff Hand and I that were talking I was impressed with him.

Price: He was your supervisor?

Kline: Right I wanted that challenge in business and public administration cause I thought it was the way to go. The faculty were fine basically at the interview. Beautiful campus warmer than Des Moines, Iowa.

Price: Touché.

Kline: So that was how I ended up there and that was how the school came “online”.

Price: So discuss the business curriculum and how you evolved it. What your purposes were at that time.

Kline: Well that was this sounds silly but it was really very easy because the first decision we made probably in the school and I think Sid had made it and the faculty had talked about it and it was like a pipe dream before it became a school was to become an accredited school of business. At that time business I think was equally difficult to gain accreditation as law schools and medical schools. It was very difficult I think only and you’d have to check history to find it, I think, only ninety-nine schools had made it at the year that I came there or the year we went for.

And so the decision was we were going to be accredited. And to be accredited a very complex set of rules about what your curriculum had to be what your faculty had to be, what kind of publications they had to accomplish, what your budgets had to be. What your resources everything so and in its own way it was very easy it was hard in the most difficult thing was the faculty.

Price: Yes.

Kline: Trying to find PhD faculty in business. We found some superb faculty in public administration. We brought in Greg Buntz to head that. And then you came in fairly short afterwards.

Price: Yes in 1980.

Kline: 1980 yes so we had two excellent faculty then I can’t remember who else came in specifically for the PA program but we shared things with business and pub ad and it felt good and immediately I and they were involved in the community and I tried to be involved in both business and government in the community.

Price: Can you remember Don Carper?

Kline: Sure we brought Carper in but we brought him in for business law.

Price: He seemed to contribute to the PA side of the house.

Kline: And we put together a board, I put together an advisory board for the School that had both business and public administration represented on the board so.

Price: Was there anything unique about our curriculum on day one?

Kline: No.

Price: Except that we had both business and public administration?

Kline: Right we had both business and public administration, but the accreditation was important. It says describe the development evolution of the business school.

Price: Want to talk about the accreditation expectations process at the time?

Kline: Well that it takes at a minimum four years to become accredited you have to be a school for at least four years. As I understood it and, think of it correct to this day, nobody in thirty-five years had been able to get their school accredited in that period of time. You would go four years, apply in the fourth year and put your report in at the end of that year. The committee would read it in the fifth year and if they thought you deserved it they would send out a visiting team to interview community, administrators, faculty, students look at all your curriculum study the and they would decide. And they In April of all that year, the fifth year, we went to a conference and they tell you whether or not you are accredited. But no school in thirty-five years as I understand it had achieved that. And bottom line quick to the end of the story, Sid Turoff and my assistant Judy Meyers were the other reason for the success of that school. We flew to the conference in Kansas City and found out we were accredited.

Price: I remember that being very valuable thing on campus.

Kline: Oh yes. I think most people gained a lot of respect for us because of that accreditation. We got accredited the same year Georgetown business school had and they had been around a lot longer than we had.

Price: Very good. Were there any innovations that happened following that success?

Kline: Again beyond the business and public administration over the years we created a couple new programs that were very innovative we joined with engineering at the undergraduate level and supported them in developing an engineering [management] program that was very successful for them brought very good students into our school. The other thing we did was the conservatory especially during the years when there was something I think Dean [Nosse] told me at the time. There were like eight students for every eight seats for every student that was applying to the conservatory and so we created music management program we hired a man I can't remember his name who had been the lawyer one of the lawyers...

Price: Dick Etlinger.

Kline: Dick Etlinger, that's right. He had been a lawyer for Motown and we hired him as an Assistant Dean to do coordination. It became a great program and again put great students in our class for some reason music students were wonderful and quantitative, so that was innovative.

Price: There was a lecture on campus year or so ago on music and mathematics.

Kline: There's a relationship.

Price: Any other programs? How about the law connection or pharmacy connection? Did that happen in your day?

Kline: No, we tried pharmacy connection and that didn't go anywhere. We did provide some management training courses for the dental school and talked about some programs there. That didn't get off the ground but those two programs I think were most innovative. Ill tell you the other most innovative thing about that school. As we decided early on we were going to be at least for the long haul we were going to be undergraduate. But we said and I said that what we have to do so that we can go out and sell our students and raise money for the school is we have to prepare undergraduate students to the level of graduate students.

Price: Yes, I remember that argument.

Kline: And one of the things I used to tell business is you can hire our undergraduates who will be equivalent to the graduate students you will look at and you'll get them for less money. You know I'd rather they got the same money but you can get them for less money and they will have skills that will be equal to the master students. And the students started relatively well.

Price: And I think the school was relatively well supported by employers.

Kline: Yeah. They believed it because I remember I went over to talk to one of the big eight accounting firms, it was a big eight then, accounting firms in San Francisco. And he says "we have all these schools here and that" and I was trying to tell him about how good our school was and he said something that caused me to say to him "well you won't know how good our school is unless you come visit it. Talk to our students see if they know anything." And he did and he hired a number of students that year they came every year after. Some of the other big eights heard about it and they started coming.

Price: They still service us well to this day?

Kline: Yeah and that where it started that meeting I was at the big eight anyway in San Francisco.

Price: So I have a question down here about challenges. What hurdles did you have to overcome during those early years or maybe during your whole tenure.

Kline: Well the internal ones were getting enough faculty, getting good faculty, getting publishing done that we needed to get published to maintain our accreditation. There was the competition discourse whatever between the schools especially with liberal arts. You know there was no real direct competition or arguments or anything with engineering or the professional schools.

Price: Right.

Kline: There was always a liberal arts and I told you. Cliff Hand never got mad at me, was always supportive and I don't know if he ever got mad at anyone but he was just a good guy not a hard guy but he had standards he wanted you to meet it.

Price: I sent every article I published to him first.

Kline: Yeah he had standards and behavior and everything else but one year we got no raise and there was one particular person in liberal arts that didn't like our school and didn't like that we got more

money you know the story. And we were over eating lunch in the center and she walked up to me and said “you guys probably got a good raise” and I looked at her and said “what’s a good raise?” I says “eight percent?” I says “ how am I going to be able to recruit the faculty and all we got it was an eight percent?” And hour later Cliff Hand called me and he says “Elliot you” I won’t tell you the word. I said “Cliff I was just trying to make her happy She wanted to believe something.” Anyway I had to apologize and go about fixing that error. But there wasn’t any lasting.

Price: Enrollment increased during your time?

Kline: Enrollment increased we found some excellent students we over doubled the faculty in a relative short period of time, more than doubled we started with eight and one of them was, I think, as much part time as full time.

Price: And so do you remember the days of employment? I mean was there any challenges to employ our students?

Kline: There’s always problems to have a new school that no one really knew about and dealt with or anything. But the community bought into a number of them and we worked hard at it we advertised we brought employers on campus but as all business schools do but I don’t remember it being a uniquely difficult problem because could brag and I did.

We had the editor of the local newspaper on some committee, he interviewed me once and said “Dean Kline who is never at of loss for words when bragging about his school.” But we got out and told the story and I told them that was the purpose. And the line always was if you don’t believe it was the same with the accreditation.

The head of the accreditation committee and I knew the other deans on the committee when he drove over he told me after it was all over. He says when we drove over we really felt bad because we didn’t think there was any way.

Price: There was no chance?

Kline: You have some numbers and all that but it was just too new and he said and a lot of the things that were said they weren’t sure could be backed up. And he said we were afraid we were going to have to say no. And he said everything you said and it was like you couldn’t get that many people townspeople faculty, students, administrators to tell the same story if it wasn’t true.

Price: Yes.

Kline: That was what he said. He said that’s what sold it we knew it was true so if we could get them on campus we could get our students out to them we started an internship almost immediately. That was very successful we started a course that was basically doing consulting projects and remember these are undergraduate. It was doing consulting projects for learning.

We started a course and they worked with local businesses, taking on different problems that helped companies now. One company they helped start became a public company and later sold out for millions and I think you taught the first project course, Will Price.

Price: I did and I loved it because I was an experiential learning guy.

Kline: Right, me too. And the internships always required that they actually do something and the bosses require that they do something and they had to prove their worth.

Price: The public sector helped us out a little but too. The City took six interns, I remember.

Kline: Oh yeah, they did a number of things . We also did a project I think it was our idea was taken over by the university which was fine. I don't remember what you call them but it was the Scottsdale-Stockton Project. Excuse me. And we looked at the entire city of Stockton we had business people on government people on every committee we set up committees to deal with questions like education, transportation.

Price: Sid Turoff called it the human side of city development.

Kline: Could be and each committee ended up with a major report on what the good the bad and the ugly was and what could be done to fix it. It had some immediate impact but after that I don't know.

Price: Yeah. Well they've tried time and time again.

Kline: It was called the Stockton Project I believe.

Price: Okay that sounds like a pretty good history. During the entire time you were there you essentially were Dean and reported to Cliff Hand.

Kline: Yep.

Price: Cliff Hand had not left by the time you departed.

Kline: He didn't leave till he died [].

Price: Yes.

Kline: And that was maybe a year or so before I decided to leave because a lot of... the university had some problems after that and a different person was appointed without a search, appointed as the Vice President.

Price: This position was not yet Provost, still Academic Vice President.

Kline: Right. And it wasn't Cliff Hand in any way shape or form, that caused problems. Certainty not so much for me.

Price: While Cliff Hand was supportive and helped grow the business school, do you have any comment on the classic issue on academic programs facing up to the university administration? Did you think that Cliff Hand solved that for you?

Kline: He was very good. For awhile until I guess he caught too much flack, because he understood numbers and you know what it cost to deliver a class hour and how much it would make. So he used to print a study for a couple years and in that he would give information on every school and would include number of faculty number of students they taught cost per student hour grade averages of students who graduated and one of the figures he put in there not just graduated but the grade average for the last year and he would put the grade average overall the he would put grade average in their major and then grade average outside of their major.

Well we always, per dollar, were the least expensive most productive program. When it came to the grade average that was another thing the students were proud of the rigor of our school. It was rigorous they knew it so we'd show a student who had maybe a grade average of 2.5 in business and 3.2 overall whereas in other schools it would show maybe their major was a 3.5 in the major and a 2.5 in other.. well that raised a lot invidious comparison and people complained that he created it.

But Cliff knew you had to know what was happening in those schools. He understood we were productive, we were financially productive, we were respected than were other schools, on campus.

Price: I have to introduce a comment about Ray Sylvester. Ray one time when I was in talking to him, he suggested that he was proudest of the fact "we dismissed more students than any other school on campus." Proud to dismiss students that would not be something we'd do today.

Kline: You know we thought the rigor was there. We were proud of our rigor. The students who made it to the school knew that they weren't given a gift, they were given something valuable and it took a lot of work to earn.

Price: Yes. I wish they would remember that today.

Kline: Yeah, it's a whole different world. One of the things when I finally quit I was ready to retire, was quitting teaching. They wanted me to stay on a couple more years because of what I was teaching and others didn't want to teach it or couldn't. I said I'll do it if I don't teach students who didn't read, didn't write, a situation I hear everywhere.

Price: Yes, I think so again I squeeze into this question some discussion of your access across the university community. Go ahead. Whenever you're ready.

Kline: Yeah. Which individuals and their roles at Pacific were the most memorable and why? And you know first of all there was Cliff Hand we've talked about him. There was Sid Turoff. Sid Turoff was always I mean it would come time if you can imagine that to give raises and then I would talk to each faculty member after it was decided and we went through the process and the evaluations and you know almost invariably Sid would come in and I'd she say "okay Sid I'm going to give x percent raise" it was usually a good raise I don't want that divided up among the faculty or divide more of it and cut me back down to the average.

I never had that ever happen and you know how many schools I've been at with a faculty before. And Sid worked hard, people liked him, but he had a lot of problems with the top administration as you know.

Price: Yes.

Kline: But often he was right and they were wrong, but he was just great. Maybe a month after I got there, I hired a young woman by the name of Judy Meyers. Judy Meyers had a degree in secretarial science from Oregon State and she was so good, she was so bright.

Price: Some of us used to say she ran the school.

Kline: She did. I always introduced her as the real dean. But she just made it possible for me and we will get to your question about the community, dealing with the faculty to serve on all the communities I had to serve on. To be involved in AACSB meetings and what we had to do, Judy Meyers was essential.

Price: She was almost associate dean although she didn't have that title.

Kline: In the end she sort of was because of the associate deans we had. Well anyway then there was Les Medford. And Les Medford was I believe an ex-marine maybe at the colonel level.

Price: Yes.

Kline: Very sharp he headed which was unusual he headed which was unusual the admissions department. He had the highest standards of any admissions office I ever dealt with he wanted good students and only good students. At the end he left because, after Cliff Hand wasn't there anymore or Stan, they brought in a new president and the new vice president and they drove him out because they wanted to change Les' standards.

Price: It's a decision the university must make every year.

Kline: Yeah. And so I don't.....but that was true of that time they drove him out. I talked to him about.... And he was missed. Bill Barr, over in student life, became a good friend of mine and helped with student functions and student government and committees for students and he was excellent, he was a good fella.

Price: Do you remember the name Gary Putnam?

Kline: No.

Price: He was the University's Chaplin.

Kline: Now I recall, was the assistant to the Dean of Students I think.

Price: Well, he had that role but he also was a preacher a Methodist minister and knew Pacific's Methodist history.

Kline: Oh I didn't know. Linda worked in religious studies.

Price: Yes, he's the next one for an oral history interview.

Kline: Oh great. And they've asked me to do it but I don't think I should do it. It should be someone who knew him better.

Price: How about Carl Nosse in the Music Conservatory?

Kline: The Conservatory who was both a friend and a colleague and we started that school and most of the faculty. Obviously, you don't build a school without a faculty and most of the faculty were supportive and fun. You know the first goal was to get accredited, the second goal was to have fun and get along. That was harder than getting accredited. But we did it. We enjoyed hallway conversations and joked with "Friend of the Dean" nominations.

Price: I think it worked well.

Kline: We also got a new building another success you were asking about. We moved from our building North Hall which had been an old part of an old dormitory into the remolded chemistry building. We raised money and every time you gave a gift somebody, we would have a plaque made in one of our

board members donated it and they were gorgeous. And we were overplanned we couldn't find enough places to put plaques. Cause we had so many donors. That was a beautiful building, still is.

Price: Yes its serving us well to this day. And there is some movement afoot to move to another building and we did raise some money and we were going to go into one of the old dormitories.

Kline: That's where we started.

Price: Right.

Kline: Why would that want to do that?

Price: My judgement is the University wanted our building for other purposes and, therefore, they needed to take a dorm because they were building new dorms across the campus.

Kline: A business school needs a business looking building. A professional looking building.

Price: We raised some money for it but I do not believe its proceeding very rapidly.

Kline: I hope not.

Price: There was a possibility of using part of Knoles Hall, an administration building, and putting a walkway from our building, Weber Hall, into that one. None of that's on the table now.

Okay so let's get to the university community and I mean in two ways: the other programs on campus and off campus debate.

Kline: Well the off campus was easy. It was one of the things as a dean I always enjoyed was dealing with the community, business community, government community, you know I grew up with a father who was in business he was a cattle feeder. And I was the only one in my family that had a college degree so these it's what I grew up with. It was natural.

It was what I was comfortable with. So we did well with them, we did well fundraising. We did well in internships. I went out and looked for a lot of the initial internships that we had the projects I went out asking businesses for the projects. So yeah that was not a hard thing to do and they wanted to be a part of our programs and what we were doing on campus. So another name speaking of raising fund[s]. Do you remember George Wilson?

Price: No, I didn't know him.

Kline: George Wilson gave us a million dollars for international programs which, in the long run, I don't think we spent most of that money on international programs.

Price: In fact he has a building named after him on campus.

Kline: Right. George Wilson was a farmer lived in Sacramento and had been very active in WWII helping overseas countries in terms of agriculture and so forth and Iran I believe was one of the countries. When George gave us that gift I'm going to guess he was about ninety years old and ninety or ninety-three probably. I think when I left he was ninety-five or ninety-six. But George would drive down to Stockton from Sacramento almost every day he was as sharp as a tack and just a good fellow with down to earth views on life and all that and he was a pleasure to have.

Price: We could have connected our international business interests with that program because International Studies was important to Pacific.

Kline: Yeah. Foster Fletch, a banker who was on our board at one time, was the head of it and another superb community person Bob Floyd so yeah community relations were one....some of the most enjoyable things I think most success things.

Price: So do you recall any specific relationships with unique faculty on campus or individual faculty on campus or staff or students or regents that you say are helpful or supportive?

Kline: All of those names that I gave you from the other school you know and from the other programs Bill Barr was very... Judy Chambers who was the vice president the vice president of.... And I worked with all of them. The vice president of finance vice president of fundraising and mostly you know we had good relationships.

Price: I agree. Judy Chambers is on the Emeriti board with me to this day.

Kline: Who was...Oh Bing Wallace she was a good friend. Bing was on the board of regents. She was a good supporter, nice lady. A lot of these names we are talking about are gone though.

Price: So I think we've answered question fifteen pretty well, the shift from COP to a separate school.

Kline: I think that went very, that was pretty smooth. We didn't get any other than you know the fact they saw us being....they thought every....liberal arts generally at every school I've ever been and some of the other schools that don't draw as many students don't have the same pay levels, etcetera are always somewhat resentful and always felt every faculty member should receive the same pay if they do the same work. They teach three courses, whether it is cultural arts or math.

Price: It seems to me that liberal arts always had a problem with professional schools in general.

Kline: Yeah it wasn't just us. They weren't just picking on us.

Price: How should a university like ours, which had a history of being a liberal arts smaller college, cope with rising professional schools.

Kline: Sure that was hard for them.

Price: Should they accept the fact that professional schools are what drives a University to success?

Kline: What's going to help it survive but you know I have great respect for the College of Pacific, for the dean of the College of the Pacific.

Price: It's a women now.

Kline: Yeah but then it wasn't. He was fine, the school had a great reputation better reputation than most of us, he'd been around a lot longer.

Price: Roy Whitaker was that the Dean?

Kline: Roy Whitaker we got along fine and the school had a better reputation, than most of the others because it was what it was all built on. But faculty didn't find it as easy to understand .

Price: Okay. Question sixteen suggests that we might have had programmatic initiatives that were did real well as you've talked about . How about ones that weren't.... didn't do as well?

Kline: You know the biggest one that didn't do as well.

Price: Yes.

Kline: And it changed my whole philosophy on the matter public administration didn't do as well. And so I don't think they should be in the same school. I think they should share certain things courses maybe. I think one of the problems was our public administrations faculty were certainly as rigorous as our business faculty and they it was a demanding program. It wasn't a soft based program. There was a quantities core to it and an applied core.

So I think a lot students say to themselves if I get a business degree I'm going to have maybe more opportunity I'm going to make more money potentially and why do I want to put that amount of work.

I think their parents who were paying the tuition that I came upon often when a student would come in with their parents the student was interested in the public administration side and the parent was not happy about that. They wanted them in the business. And they wanted me to make the decision and my answer was you could be a success [no matter] which way you go. But I think that was one of the things that hurt it. Generally we in business schools have to pay more for business faculty than pub ad when they are together so that causes some problem. That was our failure and that disappointed me and we tried hard you know did we get NASPAA accreditation after I left.

Price: No.

Kline: We didn't get it. Okay.

Price: Never thought we would have been able to do it.

Kline: So we just couldn't draw the students to support it. That's the only failure I can think of.

Price: You can put a lot of little failures underneath that one.

Kline: Like what?

Price: Well I'm just thinking the idea of integrating programs with engineering school which I think could provide just as much interest.

Kline: We did. It could be beyond the joint degree is what you are saying.

Price: Right. And that has faded. At the time I was a part time faculty in Engineering Management in the School of Engineering. There was little doubt that the students over there relied upon coming to the business school to get several management courses to complete the Engineering Management requirements.

Kline: Right.

Price: But the previous goal was that after they completed their engineering management program they would come to the business school and only have to take a year worth of work to get an MBA. But then

when we went to a two year program that meant that they would have to take in some cases five years in the engineering school and two more years to get an MBA.

Kline: Ok you weren't giving them anything special beyond what they would get in engineering.

Price: Then what the engineering school did was to start a master's degree...

Kline: In?

Price: Engineering Science.

Kline: And they stayed for that?

Price: Which really was engineering management but they called it engineering science. So the question is connections with the business school and the engineering school. The question is; What is engineering management really mean? And can business do it or should they do it?

Kline: Well...

Price: I think we should jointly do it.

Kline: Yeah originally MBA's were created if the major motivation as I understand the history of it was for engineering graduates because they would get to work they would be successful they would go up to a point in the company but couldn't go any farther because they didn't have the engineering skills.

Price: The business skills.

Kline: The business skills so business would provide those skills through the MBA degree.

Price: Now they call them hard and soft skills. That they still have to have soft skills including empathy.

Kline: Oh yeah. When I would start a class, a graduate class there was always about twenty-five percent engineering students engineering degrees. I'd ask them what their undergraduate degree in and it would be management courses obviously. What's your undergraduate degree in and what's your job and all that. And then I would stop, I want to apologize up front to the twenty-five percent of you because you're going to be very nervous in this course. Because in your world two plus two always equals four. And in this course two and two could equal anything you never know what it.... Its management it was people so.

Price: Do you feel that there was anything going on at the University that made it more difficult or challenging for you during your time?

Kline: You'd have to give me things to think about. You know I can't name anything different there than any other university's problems, budgets, turf fighting and all that.

Price: Can you argue that these problems it slowed the business school, in your time?

Kline: No they didn't hurt us.

Price: Yes I agree.

Kline: And it helped us with the joint programs and we had good relations and so forth.

Price: I think that starting of the movement toward professional schools and more joint activities it critical to this day.

Kline: I tell anyone any skill you can pick up along the way that's different, even though you don't think it's important, anything you know that someone else doesn't know is going to give you a leg up. But it's got to be something...

Price: Unique.

Kline: That can be applied and unique. And I took a lot of philosophy courses and they were fun but I don't know that I've applied them.

Price: This question may be difficult and we may have even answered it but is there anything in the academic programs or the facilities the university had or the technologies they used that struck you during your tenure?

Kline: No, they came most of them came later or after I left but I don't remember feeling nervous, the accreditation looked at all that.

Price: If you have buildings facilities....

Kline: They building was fine the budget was fine for technologies.

Price: Were you able to develop programs?

Kline: Now maybe it's been a long time ago and I forgot the bad.

Price: Well Hand Hall was a tough place to be at first.

Kline: North Hall yes. But then in some ways better the first fight we ever had among the faculty was when we moved into the new building and had to assign offices. It was nasty.

Price: I like my choice thank you. Alright let's talk a little bit I think people are always interested in the student body in relationship to deans and faculty. How did you deal with student body and SBPA?

Kline: You know a lot of dean's life is you know the worst students and the best students and it was hard to balance. I tried to....You know the silly things I don't know if you were at the party it was either the first or second year it think it was the first year though before graduation we had a dinner party at the new Hilton Hotel up on that second level.

Price: I think I've heard about it. I don't think I was there.

Kline: So we had these students there and the faculty and that and as we were sitting down at dinner, it was very quiet and the students were all trying to be very polite and you know they were behaving themselves, is kinda quiet here in and I said alright we'll lighten it up. I used to have a talent where I could hang a lot of spoons....

Price: Spoons on your nose!

Kline: So I hung a spoon.....there's the dean in the middle table. I was the youngest business dean in the country at that time, I could be silly. So I hung a spoon on my nose a couple on my cheek and then people started you know our table started laughing and then the students started to look. Well long

story short after awhile they were bringing whole platters of spoons from the kitchen again so the students could practice. So you know we'd do silly things as you know our graduations were the best.

Price: Oh yes.

Kline: Every other dean other people would come watch our graduation.

Price: They were personal enough.

Kline: Right we had fun and so that's the way we were in the school. I'll tell you one more story. A student was in town a week ago, ex-student, and I've stayed in contact with him and we're close so he invited us out to dinner when his parents were in town. The father tells the story of the first time he came to visit his son, he was from the same city where I grew up, so he knew my name and who I was. He came to my office and said "I'd like to see Dean Kline," he was coming out to see his son. Judy Meyers said "well the Dean isn't here right now, he is over at the student center." And he said okay, "I'm going to go over and see my son and then I'll come back." She said "who's your son?" He told her who the son was, Don Segal, and she said okay. "I walked over to the center and I walked into it and the first thing I saw was you and my son playing pinball machines. And I said to myself what have I gotten the kid into."

Price: Is that good?

Kline: So I'm very good friends with the father now too. Have been for years.

Price: Did you not teach while you were here?

Kline: I taught the first semester.

Price: Deans seminar?

Kline: I taught that a couple of times. But I taught a course, I think Intro to PA and I thought I could do that and be dean and raise funds, but I couldn't do it.

Price: Right. And you didn't advise students?

Kline: No.

Price: How did our advising system go? Do you think it worked well, with Ray Sylvester contributing to that?

Kline: Yeah I think if there was some ways to....that was another great relationship between students and faculty where they had to come see a faculty member and do all that. I understand you are still doing it that way.

Price: Yes.

Kline: I would have liked to have found a way to streamline it a little that it didn't take as much faculty time as it did but it was one of the ways students knew they were getting hands on treatment guidance.

Price: But you had to get beyond just advising students on courses you had to get them on mentoring careers.

Kline: On life.

Price: And on life, yes. That's the point I like. Do you think the students attitudes regarding higher ed or the business school contributed much to our evolution?

Kline: I think yeah I think they had great attitudes. At that time, I didn't think other business schools matched what our students get they were proud they knew they were working hard, they knew it was an accomplishment, they knew they were getting experiences, and they were doing research with faculty members, things masters students usually do. So I think yes they were great, they kept us challenged.

Price: A decline of that reality has changed, with a different student culture.

Kline: That wasn't my fault. I promise.

Price: I agree and I would not use your words for today's students.

Kline: No you would not. I wouldn't use them for the students I taught after that and places I was dean after that.

Price: How would you describe the evolution of the university when you were there?

Kline: It was the same schools basically and the same programs. It didn't grow.

Price: It didn't grow enough as much as it probably wanted to.

Kline: No you look at this behemoth that we have in Arizona. They have over a hundred thousand students I think now.

Price: Counting the part timers?

Kline: In the three campuses yes. Biggest in the country but that's too far the other way I believe, but their doing some great things. I mean they are doing a lot of what you want done.

Price: Yes they have some strong programs.

Kline: In engineering and business and other disciplines.

Price: Do you remember the name Jeff Chapman at Arizona State?

Kline: Yes.

Price: Yes he was from....

Kline: Southern Cal.

Price: Yes, he was with me at Southern Cal. He was at ASU the last time I talked to him. But in the last two or three years I believe he is retired.

Kline: Was he in PA?

Price: No, he was in economics.

Kline: Oh, okay.

Price: But economics and PA had a joint relationship.

Kline: A friend of mine who taught with me here, younger a lot younger, went on to be Dean at Albany but he's back heading up the public affairs program at Arizona State. He was a PhD in economics one of the best publishers in the country in economics.

Price: I think the business program there is doing well.

Kline: Yes it is.

Price: Jeff Chapman, you may remember, helped us start the journal, Public Works Management and Policy, in 1996.

Kline: Yeah still going.

Price: And Jeff Chapman is on our Editorial Board to this day.

Kline: Yes, Jeff and you are examples of good faculty, who were out there in the community, out there publishing, you did more than a lot of them, you were publishing.

Price: I don't think the faculty do enough these days.

Kline: No, but a lot don't have the street smart a lot of them have a problem dealing with the community. I think you've seen them as I have.

Price: My argument is that some deans have found it difficult to deal with the community.

Kline: Remember everywhere I went after Pacific, I was a business dean or a business faculty or a business consultant to business schools. The major thing I could do that other business deans couldn't do is I could deal with business. When I was visiting deanships and doing consulting, I was dean at the Perdue School of Business, at Salisbury University. Frank Perdue do you know who that is? The Chicken King, Perdue Chicken.

And you know I can deal with guys like that and he was old school and he said to me during an interview, you know "these masters students from Harvard and Yale they are not all they are cracked up to be" and I said "how do you know?" he said "cause I hire them." I said "that's your problem, your sitting here with this school in your backyard." He says, "Their probably putting out as good a product as you're bringing in academically and you're going there. You got the job, but we want you here."

Price: But I don't think you had any doubt about SBPA's academic credibility at this that time?

Kline: Never not when I was there. Never the students, not the teaching, we could always be stronger. The students were great, the teachers were great. And we had great relationships with publishers. You know the only thing is we might want to talk about is undergrad vs. graduate?

Price: Yes. Mention that now.

Kline: One of the reasons I left and it wasn't a major [reason] I left, primarily because I needed more activity, more challenge. You know I'd been there long enough it was running smoothly. I like to build and fix that's all I did after I left was build and fix I did not want a masters there because I didn't think we could do with a masters. I didn't think we had the resources to hire the kind of faculty that would be

required to do a masters at the level we did the undergrad. If your doing an undergraduate program and you truly believe it is the quality of a master's program than to do a master's program you had to be something which would have taken money, big name faculty, you know resources chairs.

So I said I wanted to keep doing what you reminded me, I wanted to be at seven hundred and fifty students, be able to add things to the undergrad program so that other undergrad programs couldn't compete with us. So I thought, I wanted a graduate program wanted a doctorate program it's one of the reasons I took my next job but I didn't think it was right for Pacific.

Price: Well it developed and it's been going for ten or fifteen years. But the question is now what's going to happen?

Kline: Did it ever get that kind of reputation? Did it ever have that kind of student enrollment?

Price: Probably not.

Kline: I'm not knocking it, I'm sure it was a great program.

Price: I think it meant a lot to the students.

Kline: Intellectually the problem is the content doesn't get the praise it should, you have to have all the content in the world, but you've got to have bells whistles experiences that don't normally come.

Price: I think the MBA had become a bit too generic. And that's why we now have a Masters of Accounting.

Kline: When I was out with a father of another ex-student from Pacific who has done probably better than any other student. Just unbelievably successful in New York City and finance, just hugely successful you know. And the father was telling me the son was telling them, when they hire undergraduates in business and accounting because they'll do that finishing. Now remember this is New York City and Connecticut. They are bringing them in for as much as 300,000 a year.

Price: In finance I take it?

Kline: Finance and banking.

Price: That's fading a little bit.

Kline: Yes, but we'd been able to sell those. Somebody from your schools got to get out to New York and talk to those people about your undergraduates. Would you say the same thing about undergraduates now, as I said when I was there?

Price: No, I think I still am frustrated with the undergraduate students a bit, when I stopped teaching a year ago. I don't think they worked hard enough, but I think that is applied both to faculty and students. I think everyone has gotten a bit lazier and I don't quite understand why.

Kline: Because they can. And their salaries are probably very good.

Price: Yes, they can't complain about that. Okay, let's talk a bit about economics of the region or the community. So I wanted to know if you consciously were concerned about what we could do for the economic development of the community?

Kline: Sure.

Price: How did we try to respond to that?

Kline: There was that Scottsdale Project was one of the ways.

Price: The Stockton Project?

Kline: You know the last five cities I lived in started with S and I've had a lot of trouble. But I always get Scottsdale and Stockton confused.

That was an effort that did some good I believe. Certainly by the internships we provided, by the projects we did for businesses. All of this provided a quality business student, many of whom who stayed in the area. So I think all of that was of benefit to the community and we knew for us to succeed the community has to succeed. Although most of our students I don't think were from Stockton.

Price: No and many don't stay.....

Kline: They don't stay.

Price: Because they came from somewhere else. Job opportunities are clearly better elsewhere but I think if we look at the data, Margaret Roberts our current replacement director, would say that we place as many in Stockton as could be expected.

Kline: It's a nice line, I'll have to use that sometime.

Price: Lets end the community discussion by talking about a little bit about the way in which universities interact with communities which we popularly call the "town-gown" relationship. You think those work? Is there anything that makes them work better?

Kline: Sure.

Price: And remembering our three campus model.

Kline: You know I mean each of the schools in their own areas have to deal with that but yes everything we've been talking about adds to the town gown. If we serve on committees, if we serve on boards in the city, we do the consulting and we do the teaching. That's just natural and I would never think otherwise.

Price: To this day I'm the Water Commissioner for San Joaquin County.

Kline: Exactly. So all that gets points when the years over and your evaluated. It should be because, in a professional school, that's very important. In a professional school, faculty should demonstrate their ability to do so.

Price: I would argue that you did a better job of balancing than "town and gown" others.

Kline: Thank you.

Price: Even though we should realize now there's a reputation in the City of Stockton that we do not contribute enough to the community.

Kline: I don't think most....the first time I got to Denver University the business journal came and interview me and my first line was "I want this community to realize that they have at their disposal a natural resource and that we're here to serve you. We want you to take advantage of the quality students we have and the quality faculty and I'll be out to talk to you about it." You know it just feels natural but many university teams do not do that. A lot of faculty can't do that.

Price: That can hurt.

Kline: You have to be able to talk to the Community.

Price: Right. Okay, continuing on that theme, did you think there was a competition between on and off campus activities for your time or was there plenty of time to do both?

Kline: You know I used to work seven days a week. When I said we wanted to have fun, you go up there on the weekend to work and there'd be some faculty. We would sit around shooting the breeze and laughing but yes, that's an interesting question. I had time and energy and desire to do both.

Price: Yes. That's the key to me. If I look back at all of our deans, including you, it seems to me many of them have let that balance go one way or the other.

Kline: Spend too much time outside or too much inside. Well you can't be good at either one unless you do both. I mean I can't sell the business school unless I know it. Believe in it. Know which faculty can do.

You remember one of the things that I do whenever I start any place, whenever I go in for a longer consulting project, I'll meet with each faculty member and I would ask them what do you want to do, what can you do. What could you be involved in in the community? What programs are you interested on building. That was the first thing when I would take a new deanship.

Price: Yes. To get them more involved then they might naturally be.

Kline: Sure. And get them paid you know if they do things in the community they are often paid for it and they deserved to be paid. I wanted to start a thing where you could put University of the Pacific Business School on retainer.

Remember I asked all the faculty what they could do. What kind of consulting and then I wanted to go sell that; say you'll give us X number of dollars at the beginning of the year and we're going to charge you take a rate three hundred dollars or two hundred dollars an hour and once you've used that money, any project you have will get the professors that can deal with finance and you know you pay them that amount of money and we will pay them out of your ten thousand. Or we will pay them one hundred ninety.

Price: Of course.

Kline: But we weren't allowed to do it because we'd be competing with local consultants, state schools or something.

Price: I still think that model is useful and I believe, as a graduate of UC Berkley, they use that to this day.

Kline: But they don't do it on a retainer necessarily.

Price: Probably not.

Kline: And this way it would guarantee they would have contracts. One of things wasn't just to get money it would guarantee faculty would have the experience to go out and do it. The community would get their money's worth.

Price: Over time have you kept a closer relationship with Business programs or Public Administration programs?

Kline: Business, particularly once I left UOP. I took over one school of business and public administration that had a big public administration program, but I'm still was more involved on the building the business side where I did have a lot of problems.

Price: How is business education changing in your view?

Kline: You know I think it suffers from some of the same things I saw in the past. It has been quite a few years since I was in a business dean role.

Price: Yes.

Kline: But at the time I was already seeing standards were going down, the grade averages were going up, when they shouldn't have been. The productivity of faculty varied, but they wanted to put in less time, have less courses, and less pubs.

Price: I feel that is still correct.

Kline: I was very disappointed. Not with all faculty, I worked with faculty members who I was astounded with their publication skills and what they've done. So it wasn't everyone but some surely contributed too little.

Price: Just not enough remarkable faculty. Is there not enough good students because there's not enough good faculty?

Kline: And not enough good administrators.

Price: Yes.

Kline: Lot of bad administrators in universities.

Price: Maybe they think it's a soft life just as much as some faculty do.

Kline: Sure they do. And they are not prepared for their jobs. They are not prepared they run these institutions given the complexity of budgets, marketing, and structure.

Price: Especially these times, when universities are less able to serve new demands and keep acceptable tuition levels.

Kline: That's why Cliff Hand was so unusual. You know an English professor he hadn't been trained in management or anything but he knew people, he knew structure, he knew budget. He was alright.

Price: Well I think he is a model a lot of people would like to see us replicate.

Kline: And Sid, as a faculty member, was involved with decency, honesty, creativity, you know he wasn't a publisher.

Price: He had been earlier but I don't think he was in the later years.

Kline: Yeah.

Price: We've covered the whole question of Pacific pretty well. What do you think about higher education in private universities in general? What's their future? You had a good chance to look at that history and trend.

Kline: It's you know I think the schools the size of University of the Pacific have a problem on their hands. When you take the size there's many benefits to that size but when you take the size, the amount of tuition they have to charge competing with the big names and what they have to compete with now. It used to be that private schools competed with private schools but now so many of the state schools have become such good universities, and have such strong programs in all of the professional areas, they have a tough battle on their plate.

Price: Maybe that leads to an issue that I think the Nation is going to face in the next year or two, the question of how do you pay for higher education. Should we do something to ease the tuition burden that most people face?

Kline: In private schools?

Price: Yes and/or public schools, but I'm particularly interested in private schools.

Kline: You know I look at the end before I look at the beginning and the end is how many trillions of dollars it would cost and where is it going to come from. I think now we criticize government so soundly and rightly for years, we've criticized business for various things rightly and soundly for years, yet we don't criticize universities enough in this country. And I think productivity is so low, the number of faculty hours taught, the size of the classes. Many universities where they teach one course one every other semester, where they teach one course in the summer and get paid almost a semester, unionize schools that match your retirement by seventeen percent and I have a friend who's getting that large benefit.

Price: I think the future of higher education haunts me and private universities haunt me in particular. If we got very productive that may mean that we have to think about not having students in the classroom. What do you think of that whole idea of online teaching?

Kline: I wasn't very good at it because of Judy Meyers. She could do anything with a computer so I never could. So as you can hear, by the way you and I are talking, you know my personality. Online does not appeal to me as education.

Price: Me neither.

Kline: I have students from 1970 that still were friends and call me. One of them ran for governor and I went out and worked for his campaign, then retired. But in the classroom is the only way I could teach but I know that online is important. I know it makes it possible for people to get courses when they couldn't to get education.

Price: For universities to get more revenue.

Kline: For university to get money when they couldn't, then charge big bucks for these services.

Price: The margin of online is huge.

Kline: Yes and that one program where they do it over. [of course] faculty do that too []. But I don't think for developing the whole student, you can do it as well as being in the classroom.

Price: Class size was an issue at Pacific for a long time, where we would tout fourteen average classroom size or some other number.

Kline: We didn't have that in business.

Price: No we had to go up on business. Business is going to have to go up even higher in the future maybe up back to fifty to a hundred per class.

Kline: A hundred is too much fifty or forty you can deal with, but I don't know how many students and faculty you have so. You can force it by getting rid of faculty.

Price: Force the productivity by doing this.

Kline: A better solution than having one faculty member teaching ninety. I'd rather have that faculty member teaching a three course load every semester.

Price: And make them smaller.

Kline: And make them smaller.

Price: Does that mean you would interfere with their chance to do research?

Kline: Elsewhere we did all of that. I published, I taught full loads, I managed a program.

Price: Do it all.

Kline: It's a different world. I didn't do it to the extent you have to now for accreditation. Yes, I was very disappointed in education. I was disappointed even when I was faculty and didn't have much influence over educational design.

Price: Well I'm going to conclude this by asking if there is anything else that we haven't covered. Anything other topic that we ought to talk about.

Kline: I'm sure there are but.....

Price: It's not coming to mind [at the moment]? I suggest we have finished it. Thanks for the time Elliot, this has been wonderful. Makes me think young again.

Kline: Me too.