

**TRANSCRIPTION RE:**

**CSUMB Founding Faculty  
Oral History Project 1995-98  
Rina Benmayor, Project Director**

**Interview with Sandy Hale, Professor Emeritus  
College of Business**

**Interviewer, Marsha Moroh, Professor Emerita  
Former Dean, College of Science**

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**Narrator: Sandy Hale**

**Interviewer: Marsha Moroh**

1           **Moroh:** So here I am on November ....

2           **Hale:** Fifth.

3           **Moroh:** Fifth? Okay. 2019. With Sandy Hale. I'm Marsha Moroh, the interviewer and Sandy Hale  
4 is the interviewee. And it's about 3:30 in the afternoon and we are starting our interview. So we have some  
5 themes here and I'll just go ahead and start with the first one, which was, as we said, "We all have a story  
6 about coming to CSUMB. When you first heard about it, when you first came to campus and how you felt  
7 when you got here." So do you want to say?

8           **Hale:** So, unlike almost everybody else, Education was not my career, right. I had a company, I  
9 was doing finance. We had a lot of Peace Corps volunteers and then something called MBA Enterprise  
10 Corps Volunteers as a side twist. I really liked the energy and I was getting bored running the company  
11 anyway. But, I'd never finished my Ph.D. because I went through the dissertation, and didn't ever even  
12 hand in the dissertation. So I went back and finished my Ph.D. We were in Vienna at the time. And then I  
13 said, "Oh, let's start looking around for places to teach where" ... really nice places. So I'd been down  
14 here a lot from Stanford because I had good friends down here. So I applied only to a few places. And then  
15 to Quaker schools. In the back of my mind I wanted to teach school at one of the Quaker Colleges,  
16 Haverford or Swarthmore or something like that. But they thought otherwise of the idea, though.  
17 [Chuckles] So then I applied for a few openings including here. And lo and behold, I got offered the job!  
18 Dorothy Lloyd called me and said, "I'll get back to you." And Hope was apoplectic. She just said, "No, I'm  
19 not going." And I turned the job down.

20           **Moroh:** Why didn't she want to come?

21           **Hale:** Well, I think there are two things. You know, the funny thing is, [chuckles] this is a little off  
22 subject but way back before we got married, she would work for six months, quit, go to San Francisco to  
23 find the man of her dreams, right? So here, hopefully she had the man of her dreams. Now we're going to  
24 move out near San Francisco and she doesn't want to go! And I'm, "What is wrong with this picture?"  
25 Well, both of our sets of parents were getting older and they're both on the East Coast and she just felt -

26           **Moroh:** And you were in Vienna at the time.

27           **Hale:** No, no. We'd then moved back to Washington, D.C.

28           **Moroh:** Oh, you were in D.C. Okay, a-hah.

29           **Hale:** Or outside of Washington, D.C. But I was so grouchy that she said, "Oh, I guess we should  
30 have done it." And then Dorothy Lloyd somehow came back and made the offer again for the next  
31 semester. And I said, "You betcha. I'll be out there." So that's what we did. We came back. And my very  
32 first, well I have two first memories of CSUMB. These are sort of skipping around. So the first thing was  
33 when I came out to interview after the first saying no, you know, because they were going to set up an  
34 interview, I came out it was Halloween time, just before Halloween.

35 **[3:08] Moroh:** And what year was that? Because the campus was starting -

36           **Hale:** I started in '97. So they had that ill-fated Institute of Management and International  
37 Entrepreneurship [IMIE], the first year with Tom Anderson where they ended up kind of firing the whole  
38 group because they were giving credit for life experience and you can go two courses and graduate.  
39 Anyway, I won't go into that because I don't know that much about it. But anyway, so that was about the  
40 time. So it was Halloween of '96. And you know, the very first students we had, lent themselves to a  
41 Halloween party. You know, we had one young lady who looked just like something out of the Addams  
42 Family. One guy comes up with tattoos on his Harley. And one guy is a skinhead that had been in a kibbutz  
43 in Israel. You know what I mean? I loved the students but Halloween was the best time to see them. They

44 were in their element. And then when I came out to actually work the first thing I saw, the first person I  
45 met was Babita Gupta who had climbed a tree. She was this new Assistant Professor who was up in a tree!

46 **Moroh:** Really?

47 **Hale:** Yeah.

48 **Moroh:** And truly a tree?

49 **Hale:** Yeah, in a tree. She just thought, well, the trees were low, you could climb them and why  
50 not? So I said this is my kind of place.

51 **Moroh:** [Laughs]

52 **Hale:** Anyway, that was sort of my introduction to. . . . The funny thing was, I thought, “Well, I’ll  
53 be a shoe-in.” I had gone to Harvard Business School, had a very successful company, ta-da, ta-da. I  
54 thought everybody would be just falling all over themselves wanting to give me a job. What I didn’t count  
55 on was everybody had way too many old white males already, that had had lots of teaching experience.  
56 And they were trying to get rid of some of the ones they had. They didn’t need to take on some new guy,  
57 very untested. So luckily here, do you remember Peter Hackbert?

58 **Moroh:** I do.

59 **[5:01] Hale:** So Peter Hackbert was teaching Entrepreneurship at the time and decided I would be a  
60 kindred spirit and he was the one that really pushed it through. He and a guy named Jeff Froshman who still  
61 teaches. Jeff is still teaching. So anyway, so that was my early experience. And they had this funny title,  
62 Institute of Management and International Entrepreneurship. You know, nobody could really explain what  
63 it was about. Well, it turns out that none of the original faculty really wanted a business school. So they  
64 decided they’d better call it something else. Of course they called everything something else. That was  
65 okay. Anyway, that sounded good.

66 **Moroh:** So, were you really surprised by any of this when you got here? Or did sort of meet your  
67 expectations?

68           **Hale:** You know, the fact that was going to be non-traditional really appealed to me because I was  
69 hoping to be able to teach Business, which I kind of liked and I knew it was the right thing to do, but my  
70 real love was International Development. I really wanted to teach International Development. Now once I  
71 got out here, Robina Bhatti sort of had that sewn up and I didn't quite fit her plans. So it never did work  
72 out. But in the initial days, when I talked to Dorothy, I really wanted to teach in two different places.  
73 Because that was the whole original Vision of the place. That was part of it.

74           **Moroh:** Interdisciplinary.

75           **Hale:** Yeah, it was going to be interdisciplinary. So I said, well that's good. So I had to do it in  
76 slightly different ways. But that was okay. It all worked out. I *loved* the early students. You know, it's a  
77 real case of square pegs in round holes, at least in our department. I don't know if all the rest were like that.  
78 I liked the fact that classes were really small. You could really spend time. You'd get maybe to know the  
79 students too well sometimes. But. You know. It seemed like the job was at least as much coaching and  
80 mentoring as it was being a professor or anything like that. So that was ... I liked it.

81           **Moroh:** Did you sense that part – I'm kind of jumping ahead, too – did you sense that that changed  
82 over the years?

83           **Hale:** Certainly changed.

84           **Moroh:** The students and the relationship with the students?

85           **Hale:** You know, it's interesting. I had been on the team that put together the Environmental  
86 Protection Agency way back when. And we started in an office about the size of your living room. It got  
87 less and less fun the bigger it got. Pretty soon we were in this gigantic building. You know, it was  
88 important work but it just wasn't as much fun. I think CSUMB was a little that way. Each year we had to  
89 look a little more like a regular CSU. The classes got a little bigger. The time you had to really interact with  
90 the students got a little less. The students themselves began to look a little more traditional. So, you know,

91 there was a grieving process for me over time. I kind of hated to see that part go. But it was probably  
92 inevitable but it was still kind of sad.

93 **Moroh:** Yeah.

94 **[8:03] Hale:** I mean in a way it was great at the beginning because it was like a little private school that  
95 happened to be a CSU. You know?

96 **Moroh:** Yeah.

97 **Hale:** Most of the students, at least in our ... they really value that kind of interaction, too. I think  
98 they came partly for that reason.

99 **Moroh:** Yeah.

100 **Hale:** A number of them had tried other places. Our son, Chip back when he was looking for a  
101 college-- he ended up going to UC Santa Cruz --, but we went to Hampshire College and up to Evergreen. It  
102 was all the non traditional schools. We were in Miami, Ohio so we said we'll go to Miami [University].  
103 Well, we get there and they were having a football game and we didn't even make it in the entrance. We  
104 turned around and left. So, the non traditional aspect really appealed to me.

105 **Moroh:** Yeah?

106 **Hale:** Most of the students, they didn't learn the way I did. I was good in kind of the traditional  
107 way of learning. After that who knows? [chuckles]. So it was good to have an experience with people who  
108 learn totally differently.

109 **Moroh:** So you found that you were teaching in a different way -

110 **Hale:** I had to. You know, I didn't realize I was going to have to at the time but yeah, absolutely.  
111 And that part was good because the whole idea of giving up the sort of Sage on the Stage and you learn  
112 from them, they learn from you, we're all working on it together. So Peter Hackbert and I really almost had  
113 like an internship program. It was almost like a co-op program. We'd really tried to get some of the

114 students really doing regular jobs. Almost everybody was working anyway, so we'd try to find them  
115 internships that would really support what they were doing in school. So it was good. Yeah, that was good.

116 **Moroh:** So, the second question, this is the early days were defined in part by innovative  
117 assignments. [Laughs] So your first assignment ... so who gave you your schedule and everything? There  
118 was a Chair at the time?

119 **Hale:** We were starting up again and so the Chair was John Kim. And he had quite a bit of  
120 experience. He'd done it before. But basically there were five of us. There were more students than five  
121 could handle. We had a whole lot of Adjuncts, always have had. And so, you know, initially you had to just  
122 jump in wherever you could. So that's what I did. But the things that I gravitated to quickly were ... I had  
123 to teach Finance because I was hired as the Professor of Accounting and Finance even though I didn't want  
124 to do anything. [Chuckles] So I did that. That was fine. But the entrepreneurship part I really liked. And  
125 then Service Learning, I mean, who knew? I mean Service Learning.

126 **Moroh:** Did you teach Service Learning?

127 **Hale:** I taught Service Learning all the time. In fact, I really kept everybody out of service – I mean  
128 not quite that. You know, I really tried to take that over. And it made a big difference -

129 **Moroh:** You started the Business -

130 **Hale:** The Business Service Learning part, I did. I did it for five years? Six years? Seven years?  
131 That was my favorite course always.

132 **[11:14] Moroh:** Did you see the impact of Service Learning on both the students and the community?

133 **Hale:** The community I think maybe not as much as on the students. But my favorite story about  
134 students is we had one year when SEIU was gearing up to try to get home health workers to be, to get the  
135 State to have an entity within which individual home health care workers could work.

136 **Moroh:** What is SEIU?

137           **Hale:** I'm sorry. Service Employees International Union. It's one of the biggest ones of people who  
138 work for the government. There's another bigger one but that's .... So this one guy, worked out that he  
139 was good on computers and he went and got their database and everything. Well, he's from an old  
140 Republican family. And of course the main thing they were going to use the database for was to bring in  
141 Democratic candidates and to go after social justice candidates, right? And he really got into it. But I think  
142 he never wanted to tell his family very much about what he was doing. So, yeah. Because we had a lot of  
143 students that never heard of Selma before. They didn't know what the Freedom Riders were. They kind of  
144 knew what the Holocaust was, but not really very much about it. I mean partly because they were living  
145 their lives and they were scraping to get by. But the non Latino students, certainly knew César Chavez, but  
146 whether they thought he was good or bad, that was a little up in the air.

147           **Moroh:** So you managed to sneak in all that stuff in your business classes.

148           **Hale:** Yeah. We did that. And then one year we ... I taught another course where we ... we really  
149 got into immigration in a big way and we looked at who all the immigrants were from Monterey, for  
150 example. And it turned out that there's one village, Isola de la Femina, Island of Women, in Sicily that  
151 there are now more of them living here in Monterey than live there. And if you go on the website for Isola  
152 in an Italian website, there is more about Monterey than there is about Sicily.

153           **Moroh:** Really!

154           **Hale:** So when we started looking at all the ... it was just interesting. It was interesting for me. I  
155 found a lot, a lot. And of course everybody brought their own stories.

156           **Moroh:** So that was part of the class?

157           **Hale:** That was one of the Service Learning courses. That's not the main one we did. But yeah. We  
158 always had immigrants – we were always talking about the immigration experience.

159           **Moroh:** So what in your Service Learning classes, what kind of placements did you do in the  
160 beginning?



161 **[13:55] Hale:** You know, we had a lot of different ones. So unlike some, we occasionally let somebody  
162 work –one worked for the symphony one year. It didn't have anything to do with what we were trying to do  
163 except the Symphony was trying to get younger Latino and Latina people involved with music. So we  
164 thought, "It's a stretch but let's do that." But most of them would work for like CCA [Center for  
165 Community Advocacy] or one of the -

166 **Moroh:** So, a social service organization.

167 **Hale:** Yeah, a social service organization. A lot with farmworkers.

168 **Moroh:** And they did their accounting? Or their business plans?

169 **Hale:** There's always marketing to do. There was always something they could do. So they could  
170 figure out some business skill to use or computers.

171 **Moroh:** So the businesses would come to you and I say, "I need somebody?"

172 **Hale:** I would say more we would go out to them and see. We'd talk to the students. Back in the  
173 first days, you could really tailor every one to an individual student. It got too big to do that. You just  
174 couldn't do that.

175 **Moroh:** Yeah.

176 **Hale:** And back in those days when Marian Penn was still leading it [the Service Learning  
177 Institute], you know, they had a little staff that would help you and everything.

178 **Moroh:** Yeah.

179 **Hale:** We were good because they never trusted Business so they would usually provide one of  
180 their people, you know, their students to sit in. . .

181 **Moroh:** Oh, the Service Learner. Yeah.

182 **Hale:** . . . sit in to help. So like Iris Peppard, you know, who started the [Marina] Farmers Market,  
183 she was one. Well, and she just rolled her eyes. She went, "God, these guys are just totally Neanderthal.  
184 Why am I doing this?" [Laughs] But she was a good sport in that. But it's important to open their eyes up

185 to social justice things and that's not where most of our students were. I mean the Latino/Latina students,  
186 yes. But the Caucasian.

187 **Moroh:** Southern California not so much.

188 **Hale:** Yeah, not so much.

189 **Moroh:** So the third question talks about people inspired to come here by the Vision. So did the  
190 Vision Statement have anything to do with the fact that you applied or were you just more interested in the  
191 location? Or?

192 **Hale:** Well, the location was big. So that wiped out almost every place, you know, because I only  
193 wanted to live in nice places. But, having made that cut– then there were two things. There were Quaker  
194 schools and there were schools that were interesting. And so this was one of the ones that was interesting  
195 for non traditional reasons.

196 **Moroh:** And you found it interesting – I mean when you applied for it they sent you the Vision  
197 Statement? Or it was out there?

198 **Hale:** Yeah, yeah. I looked – you know, to the extent there was much of a web on there, which  
199 was not true in those days, really, I got what I could. You know, for me, most of our work in our company  
200 was all working in developing countries. So this was ideal. I could go to work in Salinas and Greenfield  
201 and feel like that I could be home for dinner. You know? Whereas otherwise I was gone for three weeks!  
202 So it was like yes! This is great!

203 **Moroh:** So was the international and multicultural piece of the Vision . . . ?

204 **Hale:** Absolutely. That was really appealing. Yeah. The reason I wanted to move to Vienna was  
205 Eastern Europe had just opened up and I always thought, maybe they'll find some new model that's not  
206 capitalism, not communism but something that's going to be better. But that didn't work out at all. But at  
207 the time there were people out there that were trying to do that. So the University was trying to do  
208 something like that in a different way. So that appealed. The Vision Statement really didn't talk as much

209 about different ways of learning. If it did I didn't get it. But it was only after a year that I went, "Oh, okay."

210 So I really tried to -

211 **Moroh:** Yeah, well it talked a little bit about I think non traditional -

212 **Hale:** Yeah, it did that. Clearly was non traditional learning.

213 **Moroh:** That was the big umbrella.

214 **Hale:** Yeah, yeah.

215 **Moroh:** Yeah.

216 **Hale:** But you know, when we went to Evergreen State a friend of mine that taught – he taught  
217 their Environmental Sciences courses up there. But each year they decided what they wanted to do with the  
218 students. And so one year they took the book, *My Secret Garden* and that was their text. [Laughs] I mean  
219 this is not your usual. So I was thinking it was going to be like Evergreen State. Which I loved.

220 **[18:23] Moroh:** Well, there were some aspects that were like Evergreen State.

221 **Hale:** Yeah, there were.

222 **Moroh:** But as you said, it got further and further away.

223 **Hale:** Yeah. Yeah.

224 **Moroh:** But the thing about the Vision Statement is that there are so many things in it that different  
225 pieces resonate for different people.

226 **Hale:** Yeah. And it seemed to me one of the things I really felt, not when I first got here but after I  
227 had been here for a while, was the [campus] community had two competing visions for the place. One is  
228 that the opportunity is for children of farmworkers. Another one is it's going to be a center of excellence  
229 for Marine Sciences and doo-doo-doo-doo-doo. And I thought Peter Smith [President at the time] could  
230 never marry those two and make them work together. Which is hard, I mean, in fairness to Peter.

231 **Moroh:** Well, and then the other piece, I think, was his whole thing about non traditional students  
232 coming and assessing out of, you know, like remember he wrote that book, *Your Hidden Credentials?*

233 **Hale:** Yeah.

234 **Moroh:** So that non traditional students would be able to – and yet our students were farmworker  
235 kids that never really had much of a chance at a good education because they moved around so much.

236 **Hale:** Yeah, yeah.

237 **Moroh:** And they're the ones that needed traditional classroom, you know, more hands on, more  
238 one on one. And so those visions really compete.

239 **Hale:** Yeah, you're right. You know, Tom Anderson I think got in trouble partly because he took  
240 the Vision, Peter Smith's Vision at its word and was giving people – you know, like I remember one young  
241 woman that worked for I think Price Waterhouse or one of the big accounting. And she was very talented  
242 and worked for eight or nine years, had lots of business credentials. But you know like how is your  
243 American History? How is your Humanities? What about English Literature? Or God forgive the Indian  
244 literature or something like that.

245 **Moroh:** It was time to give her a degree.

246 **Hale:** And she got through I think with – she graduated with two courses.

247 **Moroh:** Yeah. [Laughs] There is that.

248 **Hale:** Yeah. We did run into frustration where we wanted to give sometimes Business credit for  
249 backgrounds that then the system by then was beginning to get solid and we couldn't do it. Or they had  
250 moved from somewhere else and they had lots of prerequisites that would count most places but they didn't  
251 count here because they didn't fit our learning objectives.

252 **Moroh:** Yeah.

253 **Hale:** You know, that part was a bit of a mess. I mean there were a lot of frustrations about the  
254 early days in CSUMB.

255 **Moroh:** Yeah.

256 **Hale:** But that was one. Anyway.

257           **Moroh:** So we have the – we've actually talked about this some but the campus culture in the years  
258 and then that question of what did you think you were brought here to do and what did you actually do.  
259 [Chuckles]

260           **Hale:** Yeah, yeah. That's ...

261           **Moroh:** We talked about that a little bit but I don't know, how did you feel about the campus  
262 culture when you got here overall, not just in Business?

263 **[21:20] Hale:** Well, I mean for one thing there wasn't much campus culture. So we had this crummy little  
264 building that they used to store ammunition in. The one good thing, it was right next to the Black Box  
265 Cabaret. Because a lot of them in the early days the students ...

266           **Moroh:** Had no place to hang.

267           **Hale:** Yeah. That was the place they hung out. So it was really good for us because we could go up  
268 there, too and really hang out with students. And play music and, you know, whatever.

269           **Moroh:** And in fact, the Business program ran that.

270           **Hale:** And then we took over Black Box.

271           **Moroh:** As an entrepreneurial thing, yeah.

272           **Hale:** But initially we didn't. Initially, I can't remember what they did. I think a guy who had a  
273 checkered career in Monterey and was involved somehow. Anyway. But that part worked. So we were far  
274 enough away because we weren't in the Main Quad there, so we were down by ourselves and we didn't  
275 have as much dealings with them as we should have, probably. But the Black Box was the one that brought  
276 it together. Then the students would come to us with all their, you know, they can't get the other courses  
277 they want, Student Affairs blocked them on this and that, You know, it was always somebody else's  
278 problem, right?

279           **Moroh:** Right, right, right. We know about that.

280           **Hale:** Yeah.

281 **Moroh:** This was an interesting -

282 **Hale:** So in the beginning students we had were very imaginative. They were very undisciplined on  
283 the whole, in terms of discipline about how you go through the school process. But they were very creative.  
284 And you had to like them. They were very ... I don't know.

285 **Moroh:** So were most of them transfer students? They had been in other schools before?

286 **Hale:** Most of them had gone somewhere to school. A lot of them had dropped out and just gone  
287 off and done their own thing like the fella who had been in the kibbutz for two or three years. And then he's  
288 gotten very successful.

289 **Moroh:** In the beginning the students were older, weren't they?

290 **Hale:** They were older. Yeah. They were older. And then we had a number of students that had  
291 some kind of trade. Like I can remember we had one that lived in Hollister and he was really good at  
292 window glazing and stuff like that. So with some entrepreneurial courses, he and his wife started his own  
293 little business and they were a multi million dollar business in no time. Now unfortunately as he got a little  
294 wealthier he decided there were other young women around that looked better than his wife did and the  
295 whole thing fell apart. So life was happening to him the same as everybody else. That was too bad.

296 **Moroh:** Well, this is an interesting question. What do you think you were brought here to do and  
297 what did you actually do? [chuckles]

298 **Hale:** Yeah, the first thing is I thought I'd split my time. So I was going to be helping to start not  
299 only companies but one of the things we always belonged to at our company, going way back, was  
300 something called the Social Venture Network, which was like, oh you know, the woman that had started --  
301 I can't remember her name now. She'd started it. It was like a hair products company from England. They  
302 used to have one in the Del Monte Center. But like Ben and Jerry's was a member. You know, it was  
303 companies that . . .

304 **Moroh:** Yeah, yeah.

305           **Hale:** . . . you know, how you could do good and do well at the same time, basically. But then part  
306 of that was always taking non profits and helping them be financially sustainable. I always had in mind  
307 that I wanted to both help small businesses grow but also small non profits grow. In our company, we  
308 helped for example grassroots women's groups. I thought I would be working with similar types of groups  
309 here, as a professor.

310           **Moroh:** And worked with students to do that.

311           **Hale:** And work with students, which is a lot of what the Service Learning ended up doing.

312           **Moroh:** Right, right.

313           **Hale:** So that was good. And then I thought the other half, I was going to be doing International  
314 Development work, which didn't happen at all. That part. But that was okay.

315           **Moroh:** So were there actually students who did start companies except for the window guy?

316           **Hale:** Yeah, yeah. We had a few. We've had a number that have gone up into other companies,  
317 you know, small companies. Including the guy who was on the kibbutz. I think he's still – yeah, I haven't  
318 stayed in touch with him for three years but he was doing well.

319 **[25:40] Moroh:** So in some sense it actually worked out the way you thought it would.

320           **Hale:** So that part worked out. But then, you know, we had a succession of sort of unfortunate  
321 experiences within IMIE You know, interpersonal kind of things. And so because of that I ended up being  
322 Chair. Now that's one thing I didn't plan on doing and never did like it very well. But I had to say, you  
323 know, I knew administration and it was the logical choice plus nobody else wanted to do it. [Chuckles] I  
324 was the only person acceptable to everybody at the time. So that was okay.

325           **Moroh:** And then as if you hadn't been punished enough then they made you Dean.

326           **Hale:** Exactly, Dean. Although that was interesting.

327           **Moroh:** That was my fault. [Chuckles]

328           **Hale:** Yeah, it was good for different reasons just because I learned a lot about other programs that  
329 I didn't know much about. So that was okay. For one year. It was only for a year.

330           **Moroh:** [Chuckles] That's enough.

331           **Hale:** Yeah. The Chair was the worst job. Chair is still a bad job. It's just, I don't know, just....

332           **Moroh:** Kind of thankless and ...

333           **Hale:** Thankless. And there's a lot of work. There's not enough time to do everything very well.

334           **Moroh:** Yeah.

335           **Hale:** And we were really under resourced. One of my regrets is that I didn't fight harder for a  
336 bigger budget for Business. But Dorothy wasn't going to fight, so it didn't do me much good. So I don't  
337 know.

338           **Moroh:** Right. And banging your head against the wall is not the most productive -

339           **Hale:** No, no. But I knew people in the area. A couple of people that I knew in the area that were  
340 pretty wealthy came and said what could we do and I shook my head and said, "Well, hey, we need a  
341 building" or we need this or that. It was kind of mused around and didn't really... so it was a wasted  
342 opportunity.

343           **Moroh:** Well, I think part of it is that you wear too many hats. As you said, you can't do anything  
344 really well.

345           **Hale:** Yeah. Yeah.

346           **Moroh:** Raising money requires a sort of focus. You can't focus on that when the -

347           **Hale:** Yeah. I mean now the Dean does that and Mary Lou [Shockley] still runs the program.

348           **Moroh:** Right, right.

349           **Hale:** But I don't know what the Dean does most of the time but he's out running, raising the  
350 money. But hey, they got a new building, they got support, they seem to be doing well.

351           **Moroh:** Yeah.



352           **Hale:** Of course it helped that they now have a President that used to be a business Dean.

353           **Moroh:** That's right.

354           **Hale:** I remember going to lunch with Ochoa and his telling this dream about getting accreditation  
355 for Business. I said, "Well, you know, you're going to have to put so much resources into building up the  
356 Business School, the whole rest of the campus is gonna hate us!" You know, which was true, absolutely  
357 true. It's more than that. "You're going to have to starve. . ." and I didn't say it quite that way, I said,  
358 "You're going to have to starve all the other programs, which isn't fair." Which I still think is true. But  
359 that's not what he wanted to do. So I haven't seen him much since. [Laughter] He said well, this guy is  
360 obviously a nay sayer, you know, he's not onboard.

361           **Moroh:** Yeah, right. So actually that's a great segue into that question that says "Were there key  
362 moments of change or struggle that stand out in your memory?"

363           **Hale:** Yeah.

364           **Moroh:** So that's either political or academic.

365 **[28:41] Hale:** So we had one early on that stayed with us almost the whole time. And being too simplistic,  
366 it was about you want to create opportunity but you also have to maintain your standards for people . . .  
367 you had to reteach them things they should have learned back in junior high or somewhere else. And so  
368 what do you do? So we ended up in the prerequisites, losing a third of our students. And that was being  
369 kind. It could have been fifty percent. It was a struggle for us and it was also a struggle vis a vis the rest of  
370 the University because they were feeling like "Hey, you're being too tough over there" or something is  
371 going on." And yet, and it was a couple of courses. Statistics. You know, we kept changing Statistics  
372 professors thinking maybe it's us. You know? I remember Babita Gupta and I. Babita always had a saying  
373 that the teachers shouldn't have to work harder than the students are working in any class. And some of the  
374 problem was just pure laziness especially on the part of the non Latino students. But those who were first

375 generation college students were working really hard. The problem is they were also working forty hours a  
376 week. So we never did find a suitable answer to that problem. It's just a tension -

377 **Moroh:** Do you think it's still going on?

378 **Hale:** It seems to be less. But it's still a tension. How do you keep your standards up and get the  
379 kind of support? We put a lot of resources in. I mean one thing, I thought we teach our courses as upper  
380 division and the lower division prerequisites would take care of themselves. No, we had to spend much  
381 more time on the lower division. And then we had our own tutoring program that really, I mean, Suzanne  
382 Kroeze made an enormous difference. Boy. She put together a team of people that really worked with the  
383 students individually. Just had to do it. But even then it just was hardly enough. The writing. It was writing  
384 and critical thinking combined. And then we had a few students who gave a new definition to laziness.

385 **Moroh:** [Laughs]

386 **Hale:** I don't know how to say it. We just kind of gave up on them. If they were willing to try we  
387 were willing to try. If they weren't willing, we said too bad for you.

388 **Moroh:** It doesn't solve the problem if they won't put in the time.

389 **Hale:** Yeah, yeah. But I mean for a lot of them it was hard for them to put in the time just because  
390 they had to work so hard to survive. They were sending money to their families. I felt badly for them. So  
391 that was the first, I think big conflict – not a conflict but, yeah, it was a conflict but an internal conflict --,  
392 that we had and I just never realized we were going to have. I should have known. Then, as things started to  
393 change, the University became more another CSU and that created a series of conflicts. Then with Dorothy  
394 we never felt like we never got the resources we deserved, rather like everybody else on campus.

395 **Moroh:** Yeah. Yeah.

396 **Hale:** And we always felt HCOM [Humanities and Communication] was getting way too much,  
397 and the Sciences. Especially HCOM. But anyway.

398           **Moroh:** So that's the next question. What made you decide to leave? You know, there was a  
399 moment when you decide to retire or whatever?

400           **Hale:** So the first thing was I obviously had a company. We did fine so I didn't need to work,  
401 really.

402           **Moroh:** Right.

403           **Hale:** As I got more and more into administration. . . Frankly I was an okay teacher. I was never  
404 great. I was not really one of the gifted teachers. I mean I really came to admire the truly gifted teacher. I  
405 knew that I was okay. Pretty good. But I was never a gifted teacher.

406           **Moroh:** Well, that's your opinion -

407           **Hale:** So I would have had to go back to do that and I knew I didn't want to stay in administration.  
408 It was not for me. Well, if I was gonna do that why not go back and start another company?

409           **Moroh:** So at the time that you decided to leave you were the Dean?

410           **Hale:** No. I was gonna leave -

411           **Moroh:** Or the Chair.

412 **[33:06] Hale:** Well, it was hard to tell. I was Chair. I was thinking I really didn't want to be Chair  
413 anymore. Actually going up to be Dean was a lot easier than being a Chair and more fun. But I was  
414 thinking about leaving at that time. I hadn't made up my mind. Then Dorothy announced she was leaving.  
415 You know, they talked to me about being the Dean. You talked to me about being the Dean. And  
416 everybody was "Acting" that year. And actually I enjoyed that year. But on the other hand you're in a  
417 holding pattern. You can't do anything really. We were starting the Education Program which was a mess  
418 before I got there, a mess when I was there, and a mess after I got there. It was just beginning the  
419 accreditation process. But that was a big thing. Kinesiology was growing like crazy.

420           **Moroh:** Oh, right, and that was all under your watch as a Dean.

421           **Hale:** Yeah. Because we had all these strange things. We had Liberal Studies. We had Brian  
422 Simmons' program [Collaborative Human Services].

423           **Moroh:** Right. Kinesiology, all those things. It was kind of a hodge podge.

424           **Hale:** Yeah. there wasn't any kind of core to it that you could say, "Oh, that's what we're about."

425           **Moroh:** Right.

426           **Hale:** So I kind of decided I don't want to do administration and it's gonna be hard to go back to  
427 teach, plus there are people who can teach better than I can. So this is silly, let me figure out something  
428 else to do.

429           **Moroh:** And you didn't FERP. You just retired and left.

430           **Hale:** I just retired and left.

431           **Moroh:** Yeah.

432           **Hale:** So what I've done since mostly is work with non profits. I love them. I put together and  
433 taught a course on Non Profit Management in the Business School. Brian and I always talked about going  
434 in together. But he had a personal problem. The guy that was going to teach it -- I will not mention names -  
435 -, one of the old time original founding members, he was going to have to be involved so that's why we  
436 never did it.

437           **Moroh:** Oh, okay.

438           **Hale:** We both agreed. So he had Joy Ruby teaching his courses and I would teach my courses.

439           **Moroh:** A-huh. It sounds like an interesting. . .

440           **Hale:** And I loved the course. It was one of my most fun courses. And then I taught for the  
441 Community Foundation on a pro bono basis.

442           **Moroh:** Oh, I see. I see. So, looking back from the viewpoint that. . . . So you don't go to campus  
443 much anymore?

444           **Hale:** Not much. You know, Mary Lou [Shockley] and I stay in touch a little bit.

445           **Moroh:** Yeah. I mean you see the University, you kind of know what it's doing. How do you see it  
446 as compared to when you left or what you construed originally?

447           **Hale:** Well, I think it's taken a lot longer to mature than I thought it would. Especially at the top.  
448 The Business Program I'm relatively happy with. Things that we'd laid to seed before, the Accounting  
449 Program really took off. Hospitality to some extent has taken off. Ag [agriculture] was a big  
450 disappointment. That never seemed to go anywhere and we never put the resources into it to make it go  
451 anywhere. The MBA program was started . . .

452           **Moroh:** It seems to be . . .

453           **Hale:** It seemed, you know -

454           **Moroh:** Powering along, huh?

455           **Hale:** It's got a lot of students. Whether it's a good program or not that's another matter and I  
456 personally have my doubts.

457           **Moroh:** I hear you. I hear you.

458           **Hale:** Anyway.

459 **[36:39] Moroh:** So the last one we're talking about accomplishments, disappointments and legacies.

460           **Hale:** Yeah. So those were part of it. But I mean there is the Business School. You know, they've  
461 got a big building. They've got a lot of professors now, full time professors. They still have some Adjuncts  
462 that were there at the beginning, but not much. Some of the students have done really well. So that's good.  
463 I think the Sciences Program, to me as an outsider, looks like it's done extremely well and has been a big  
464 part of the community. One other disappointment I have is somehow in the Business Program we haven't  
465 been able to really make as big a contribution to the community as I thought we would. The way, say,  
466 Fresno State does or some other places. Part of it was I tried and things didn't work out. And since then  
467 they've tried other things and they haven't worked out either. So.

468           **Moroh:** So they still have their Service Learning, I mean did their Service Learning program in  
469 Business evolve the way you thought it would?

470           **Hale:** I'm not sure they even have a Service Learning program anymore.

471           **Moroh:** They have to. I think it's required for every major.

472           **Hale:** I shouldn't say that. They have a Service Learning program but it's not a Social Justice  
473 program anymore.

474           **Moroh:** Ah, okay.

475           **Hale:** All the people that taught it originally had a strong Social Justice background. I had the least.  
476 But everybody I brought in had much more than I did. We brought in a lot of guest speakers. So I don't  
477 think that part exists anymore. I hope it does because I think Business School students need it more than  
478 almost anybody else on campus.

479           **Moroh:** Yeah.

480           **Hale:** As well as, you know, [chuckles] I always said we should have less prerequisites and we  
481 should have people go take a poetry class, an art class or something. You can learn business later. You  
482 know. Business isn't that tough. It's way overblown, the stuff you have to do. That's another reason I  
483 thought the accreditation was a crock, because who needs accreditation? For an undergraduate Business  
484 Program the stuff you need to learn you can do in three or four courses and then go take the History of the  
485 World, take whatever you want, but don't take Business courses. You can learn that on the job later. I mean  
486 I hate to say it, but the old kind of people talking about it's really an overgrown trade school is true.  
487 [Laughs] The fact is, it is. And that's too bad because we're not doing our students a real service. But we  
488 had so much stuff especially as we became a CSU.

489           **Moroh:** All those requirements, yeah.

490           **Hale:** You had to do Statistics. You had to do Accounting, you had to do this and that. They're all  
491 good things but then when you add them all up there's no room for anything else.

492 **Moroh:** And when you add Language and Service Learning.

493 **Hale:** Yeah. Well, Language -

494 **Moroh:** And Pro Seminar and Capstone. Those things are all great but, yeah, there isn't that much  
495 extra space.

496 **Hale:** I guess I'm old fashioned but still the point of a university ought to be to create somebody  
497 who is going to be a good citizen, well rounded, you know. There's a lot of things besides success in life  
498 on your job that are important.

499 **Moroh:** Yeah. So the question is, what do you wish you had accomplished and what were the  
500 obstacles to that? So maybe it was the International -

501 **[40:08] Hale:** Yeah, maybe International. I wish had been able to integrate the Business Program into the  
502 rest of the University, especially HCOM. I mean Sciences maybe less so, but especially HCOM. That never  
503 came about.

504 **Moroh:** You know, why do you think that was? Is it personality, do you think?

505 **Hale:** Maybe personalities. But also it was just hard to fit it all in, you know? There's a Business  
506 curriculum for the CSU's, right?

507 **Moroh:** Sort of prescribed, huh?

508 **Hale:** Yeah, pretty much prescribed. They were all pretty good things, I think. And then sometimes  
509 we thought, "Well, we were able to create a better writing program for what we wanted than we were  
510 having people go to HCOM and learn writing. And we felt, rightly or wrongly, like their standards weren't  
511 high enough because we looked at some of their stuff and we thought it wasn't very good. Which I think  
512 had more to do with our own turfdom than it did what they were doing, but who knows? I just don't know.  
513 So there was a little of that. I think we are graduating, not only we but the entire CSU, is graduating  
514 Business students that are not well prepared for the world the way they should be.

515 **Moroh:** Because of the ...?

516           **Hale:** Because there's just too much Business and all the rest of that stuff that they're not getting.  
517 So ironically it's a view that HCOM folks largely share. [Laughs] When they say it, it looks like it's just  
518 they are feathering their own nest. If we say it everybody goes, 'Oh, shut up, will you?'

519           **Moroh:** I hear you. [Chuckles]

520           **Hale:** So I don't know. But I really liked the experience. I still stay in touch with individual  
521 professors a lot and students. And Mary Lou, too. The Dean I never see. Ochoa I never see around really.

522           **Moroh:** Right.

523           **Hale:** If we go to an event it's usually like something at the World Theater that we're interested in  
524 or something like that. So I should be more involved with the University but ... I don't know. So, OLLI  
525 [Osher Lifelong Learning Institute] has been my main resource of doing it, I guess.

526           **Moroh:** So the last question, what do you see as your legacy?

527           **Hale:** Well, some of the students have done well. I guess the other thing was, like I mentioned, the  
528 Accounting Program, the Hospitality Program. The things that got put in place. I think we had a good, solid  
529 Business Program within the constraints that we had to do. I guess that's about as well as we can do. I just  
530 think that that's not a well designed Business Program.

531           **Moroh:** Yeah. And how many years were you on the Business faculty actively teaching Business?

532           **Hale:** Well, I taught all the way up till '06-07, when I was Dean, I didn't teach. So up till then.

533           **Moroh:** It was about ten years.

534           **Hale:** Yeah, yeah. So I taught all that time up to that.

535           **Moroh:** Well, you saw it from its infancy to its teenager-ness. Its adolescence, right?

536           **Hale:** Yeah, I guess. And then the Internship Program unfortunately sort of fell away in the form it  
537 was, because what we were doing was getting to know the student, getting to know a company and putting  
538 the two together. You just couldn't do that.

539           **Moroh:** It doesn't scale.



