

LAWTON M. CHILES CENTER FOR FLORIDA HISTORY
ORAL HISTORY PROGRAM, FLORIDA SOUTHERN COLLEGE

Oral Interview With: Dr. Carroll Blake Gambrell, Jr.

Interviewer: James M. Denham

Place of Interview: Estates at Carpenters
Lakeland, Florida

Date of Interview: April 2, 2015

M = James M. Denham ("Mike")

C = C. B. Gambrell

M. April 2, 2015. I'm with Dr. C. B. Gambrell, and we are beginning our third day of taping at this point. Dr. Gambrell, how are you doing this morning?

C. This is going to be a great day.

M. Okay, wonderful! We left off last time with your interview with Dr. Millican with the incoming President of a new institution in Florida called Florida Technological University. He was interviewing you regarding a position at FTU, and did you know at the time that he was interested in hiring you as Chief Academic Officer?

C. Well, I believe I did, at least close to it. I learned later that the Dean of the Business College at Arizona State was a friend of Charlie's and Charlie counseled with him about his job developing a new university. Glen Overman was the Dean of the Business College and Charlie asked him if he knew of anyone that might be a good candidate. They were at a meeting or a convention or something somewhere, where that took place, and as a result of that, Charlie followed up with me and, I guess, several other people, and Charlie Millican liked to travel so after a get acquainted type telephone call, he jumped on a plane and flew out to Tempe, Arizona, to interview me. We invited him out to our house and we had an evening meal and so forth and got along fine. He found out that my son liked to fish, and Charlie was a big fisherman, and so they got along famously. Olive and I sort of watched things take place. When the interview was over, we took him back to his hotel and didn't hear anything for quite a while. Then I got a message from him that he'd like to invite me over for an all-expense paid interview trip, so I arranged to do that.

M. To Orlando?

C. Yes.

M. Now, can you tell us what the status of your family at that time? How many children did you have?

C. We had two children; John and Jane. They were about two years apart. John was in the public school system, and Jane was a member of the teaching school on the campus at ASU.

M. Okay. How old were they at that time?

C. I guess ten and twelve.

M. What were some of the things that struck you when you went to your interview in Orlando?

C. I was not very favorably impressed with their facilities. It turns out that the Chamber of Commerce in Orlando wanted to help the new university get started, and they arranged to get two or three stories in a five story building that was vacant donated for rent purposes. It happened to be downtown Orlando on skid row. You had to be careful, I later accepted the position, and you had to be careful where you parked your car because derelicts were quite frequently found moping around the area. That is where we started and activity was already underway. Lynn Walker had been employed as the university librarian and he was collecting volumes from all directions. In fact, he was so successful in acquiring books and so forth, books are heavy, and we had to be careful where we stacked the books on the floor so that we didn't jeopardize the structure of the building. There was one event that took place there that I need to tell you about. My office, I think was on the third floor, I had sent a goodly number of boxes and books and other things ahead of my arrival and they were all packed up in my office. It wasn't a very pleasant scene to have twelve or fifteen boxes of books and things. There was an old building and it had an elevator. We seemed to always have a problem with the sewer system. Well, one day, down in the basement, the sewer line broke and all of the fumes you can imagine came from that and went right up the elevator shaft. And the elevator was acting like a piston and was pumping all of those fumes in and throughout the building. It was so bad that Charlie sent us all home until that got fixed.

M. Goodness; so that was 1968?

C. Yes.

M. You were in that storefront, well, not a storefront, but a building. . .

C. There was an active drug store on the first floor.

M. Oh, on the first floor. A drug store there too. How many people were in that structure?

C. We seemed to have new people coming in rather frequently. I guess we had about twenty or more. My job, of course, was to look over the needs in the academic area for faculty, but you couldn't do that unless you had a program to fit the faculty to the program. So we had to quickly get going on what kind of programs we were going to offer and there was a plan of action

underway before I got there and Charlie was running this among some of his staff members he drew into his office under a temporary basis to address small projects. One of the projects which was pretty helpful, was a survey of 22,000 high school graduates to learn what academic programs they preferred. Well, it is interesting to note, not one single reply showed an interest in theatre arts. Not one. I don't know whether that was because of the name of the institution or what, but when we got a little farther along in the development tram, we had employed a Dean of the Arts and Sciences College. I had a session with the new Dean and I told him about this business and I just couldn't imagine any legitimate institution that didn't have something in the theater direction. I advised him in his faculty hiring practices that he hire at least one faculty member in theatre arts. Well, he did. He hired David Mayes, and David was a skilled operation experienced person. David came in and when we registered later on, we got fourteen majors in the theatre arts!

M. I'll be darned!

C. And one faculty member!

M. Just a second, so you have twenty people in the downtown, the university is being built on the east side of Orlando. How often did you go over there and look around and things like that?

C. Well, as you know, large construction projects, they were building the big library building, the administration building, and four one story dormitories. The utilities buildings were being built, the sewer plant and there was a huge boiler type facility for supplying hot water and compressed air and so forth.

M. Back then, that would seem to have been in the middle of nowhere. Were there hardly any roads even?

C. Correct. That is right. In fact east and west roads, other than Highway 50 were not very plentiful. In fact, if you took what is now FTU (UCF) Boulevard, that didn't go through. It went part way and then you had to jog south about a half a mile and get on a sand road and go over to Alafaya Trail.

M. Let's go back a little bit to your first impressions of Orlando. Had you ever been to Orlando before?

C. I had never been to Orlando.

M. What was Orlando like in 1968?

C. Looking back on it, I guess, it was comprised of buildings that were built years before, and downtown Orlando, where we had the donated building and so forth, it wasn't very impressive. It was almost like living in old buildings and a poor start in sense.

M. So the boom of Orlando, there was no boom really yet in Orlando?

C. That's right.

M. There's the Angebilt Hotel, that old shabby hotel downtown on Orange Avenue, there was Lake Eola which was probably shabby looking I would imagine.

C. Yes, and I-4 went right through town though, it had been completed.

M. Barely. Barely, not by many years.

C. Yes. That's right.

M. So, Orlando was a totally different place than it is now or even ten years ago.

C. It surely was. An outstanding accomplishment took place for east west access roads which was very helpful for populations of students yet to come to the university.

M. Now, how did you go about hiring faculty? Obviously, you had a clean slate and was it Dr. Millican who hired the faculty, or did you hire the faculty?

C. Well, we worked it up through a chain of command so to speak. Once we settled on somebody, we did it in the academic area to start with because that is where the person would be used. We advertised for our need for faculty in education journals and publications throughout the nation, and we had people contacting us with interest. We asked that they submit a resume and an interested statement in behalf of their interest in a new university. That was a screening process in itself. If it looked like we wanted to go farther with them, then we did a lot of work on the telephone. Even then, if it still looked promising, we invited them down for an interview which generally lasted all day. While they were here, if things still looked good, we had a person that would take them on a tour of the city.

M. Let's go back a little bit to the middle of the 1960's and of course 1968 is part of that too. The country itself, the United States, was in turmoil in many respects with Civil Rights . . .

C. Yes.

M. And your hometown, Birmingham, what was going there? I know you were working really hard at that time and you have your nose to the grindstone in your academic career at Arizona State and everything, but what did you think about when you heard about your hometown having so many difficulties? Was it something that you were distressed about or didn't give much thought to?

C. My thought was that it shouldn't have happened. Things were playing along in that direction and people could see it coming, and they did nothing about it. I was disappointed that Birmingham got that kind of publicity, of course, it was fairly accurately presented. It was not a very looked for condition to cope with.

M. And you had not been in your hometown by that time for probably twenty years. Did you still have a lot of contacts and family there?

C. Well, yes, my wife Olive's family was there, and my family was there; although they were a good many miles apart in their residences. We had gone back a time or two for short visits and so forth, but after I had left Birmingham to go to Clemson University, our visits back to Birmingham were less frequent and perhaps not so long.

M. Also, 1965, 1966, 1967, you are in academia at Arizona State, and then you came to Orlando. Those were years where African-Americans for the first time really began to be accepted in colleges and universities, and particularly at UCF, how did that play out at FTU? Was that a matter of discussion in your world?

C. Well, in our planning discussions it only came up one time. And we took the position that we were not going to be choosy. The doors are open to any qualified student regardless of who or what they are. We never had a problem until we had been open, I'm not sure but I think it was during our first year. Our executive session one time somebody brought up the fact that the students might be expected to want to march around the campus. So we immediately developed a plan to permit that to happen, and all the students had to do was to fill out an appropriate form and submit it for approval. If approved, they could do what they said they wanted to. That worked quite well, except one time they wanted to march around the entrance to the campus. Well, we didn't think blocking the entrance to the campus was a wise thing to do, so the security forces went out there to move their location down so that traffic could flow. Well, they didn't want to do that. So the security people, pretty quickly after that, they began to work on the sympathy of students and got them to move their location. We thought things were going well in that regard. Well, the security people left and went back to their regular jobs, and the next thing we knew the students had blocked the entrance again. So the security people went back out there. There were two or three of the students that were actively vocal on the subject, so one of the security men asked for the patrol car to be pulled up to their location and opened the back door and invited the troublemaker students, is what we thought they were, to sit in the back seat. They did, and patrol car went away. That was the end of the problem.

M. So was that pretty early on in your time there – 1968, 1969?

C. Yes. There was another thing that took place that you might be interested in. That was a time in our development, I can't think of the word to describe it, when students take off their clothes?

M. Streaking?

C. Yes, streaking. They did some of that. The road in those days, circled around the reflection pond which was between the administration building and the big library. They asked for permission to march on campus, and they received permission to do that, the next thing we knew, here came the parade around that circle, and there was a car in the parade and a naked young lady was on the hood of the car. We didn't know what to do about that. After they had made the circle, someone gave her a big overcoat to put on and that was the end of that.

M. Now, all of that sounds funny now of course, but was it really funny then?

C. We were deathly afraid that the newspaper was going to make something out of it, but it turned out that they were not there.

M. Now, when FTU was originally conceived, obviously one of the prime reasons was the Cape – Cape Canaveral development – and the NASA program. How closely aligned or how closely did you interact with NASA other than just training?

C. Well, we got to know the people over there quite well, but we were not advanced enough in either turning out technologically prepared students that would be available for their employ, and they were already up to speed on the number of people they needed and the areas to be represented. We didn't have much more than preference type visitors, we visited the Cape frequently, and we were rather well informed about the developments that were taking place there, but it was quite a number of years before we were turning out, and that was also true of the Martin Marietta Company, it was quite a while before we had products for their consideration.

M. Now, what was it like to work with Charles Millican? What kind of man was he? What was his personality like? Can you reflect a little bit about what he was like?

C. Well, his early academic preparation was in the ministry. He did chair or headed up several churches along the way. When he finished his doctorate at the University of Florida, he took a position in Texas, and I believe it might have been TCU, Texas Christian University, in the business area. He was a good friend of Senator Edwards who was in the legislature. Edwards kept trying to attract him back to Florida. When the new university was approved, Edwards got active on the influence side of things and recommended Charlie for consideration as the new president. Knowing all of that was being developed and the University of South Florida was already developed and operating, and they needed a Dean of the Business School. So they hired Charlie away from TCU to come and be the Dean of their new college of business and he was in that position when Edwards began his efforts to get Charlie associated with the new university in Orlando, and it came to pass.

M. That brings up a good point. How much interaction and relationship did UCF (FTU) have with USF. Obviously, because of Dr. Millican, you had a lot I would imagine.

C. Oh, yes, that is right. John Allen, I believe his name was, was the first president and he had been the Academic Vice President at Florida before he took that job. The relationship with those two institutions was quite good and quite big. In fact, we got a lot of good advice from them about how to do things, things that needed attention at various stages, and so forth.

M. How was the university arranged academically, was it arranged by division or schools? How did you formulate that?

C. Well, some of that had been decided before I got there. We had a problem with the Engineering College. We knew we needed one and if we were going to be technologically

associated with the Cape, we had to have an engineering college. Well, we always thought, and it might have actually been true, we had a lot of behind the scenes competition from the University of Florida, they had great influence with the Board of Regents – far beyond what we had. So we actually opened that university without a college of engineering. But, we had engineering students who had applied who wanted that as their academic area, so what we did was we had an engineering major in the physics department, and that saved the day. We were able to take those interested students in engineering and place them in an engineering option in the physics department. I worked with Allen Tucker, the Vice Chancellor for Academic Affairs in the Regents' office. I worked with Allen, he was quite a capable person and visionary. I just told him, "We cannot open without an engineering program!" He agreed. That first year the students were actually in the physics department but in an engineering major. Allen in the Regents' office said well, to satisfy everybody's interest, you should at least run the first year without an official engineering school. Then you can have a full program after that first year, and that is what we did. When the new engineering school started up, the majors from the physics area transferred over and we had a reasonably small beginning student body in engineering.

M. What was the number of the first student body that you were able to . . .

C. When we had the registration to take place over in the student center, we registered, I believe it was, 1,453 students.

M. Fourteen hundred! Wow, that's a lot!

C. Yes, and there was something that took place that all of us were pretty chagrined about, our PR man wasn't even there to make a picture of the first student to register. We had to fake it later on.

M. Now, help me remember, was Valencia Community College up and running?

C. It was ahead of us by one year.

M. By just a year.

C. Al Craig was the president and he was a great fellow and we interfaced with him freely, and after about two years he gave up the presidency and joined our college of education faculty. He was with us a good number of years.

M. So you had a college of education, a college of liberal arts, a college of business, and a college of engineering after the first year.

C. I guess we opened up with four colleges and we added engineering as the fifth the second year.

M. I know this is a general question, and you may not immediately think of it, but what were some of the biggest challenges or I guess you might call them growing pains or whatever the first five years of your leadership?

C. It seemed to us that we continually had somebody second guessing us in the Regents' office. Maybe that was necessary, maybe that was good, I don't know, but we had difficulty overcoming that.

M. Do you think it was the Gators basically giving you a hard time?

C. Well, it just had to have some influence from there.

M. Who was the head of the Board of Regents at that time?

C. Chester Ferguson.

M. How long was it before Burt Kibler came into that position, do you remember? Or was there someone in between Chester and Burt?

C. It seems like to me there was somebody in between, and Burt, of course, was from Lakeland, and Lou Grey was our local representative and Lou interfaced with Charlie, he and Charlie were good friends, in fact he became Charlie's physician. Yes.

M. So, sororities, fraternities coming in?

C. Yes, and we didn't have anywhere to put them. They operated like some of the other elements of the university at that time, they would have a meeting in a university room and go over various things. That wasn't part of my responsibility so I really don't know all that you might like to know, but we did begin that operation.

M. Sports? When did the first intercollegiate sports programs begin, and what was your involvement in that?

C. Well, I was the one that thought well of, who was the first basketball coach?

M. Torchy Clark.

C. Torchy Clark! I was one his supporters when he came down for the interview, and I don't know how that took place because we asked each dean in each of the colleges to do something on behalf of the university. For example, we asked the college of education, because they had an athletic program and so forth for teaching purposes, we asked them to handle the sports activity. We asked the liberal arts college to handle the campus communications; the engineering college to handle and set up the research effort and so forth. That just worked beautifully, I'll tell you it really did. How the education people learned about Torchy Clark, I think he was in Wisconsin or one of those northern states, and he was their only coach – he coached basketball, football, tennis, all of those things. I thought when he came, we invited him

down for an interview, and all of the deans had gone to the Cape for a visitation over there with the Cape people, and gee, Torchy was on base for the interview. Several of the deans, and the car was full, had participated in the interview, so I asked them, "Please, let's do some business here while we are driving back. How did the interview go?" We researched it and made a decision right then in that car that we were going to hire Torchy. We went back and offered him the job, and he accepted. He was just an outstanding person. He was short on resources, he got his family involved to help out. They were knowledgeable coming from his past job.

M. Of course his family being Bo Clark, too, right to play?

C. Yes, that is right.

M. So at that point, FTU was in the Sunshine State Conference which was smaller colleges, of course you are moving ahead growing by probably almost a thousand a year almost.

C. We grew, all the while that I was there, we grew at an average of about a thousand students a year except for two years. The legislature put a freeze on us for two years. We could not grow any. Just as soon as that two years was up, we caught up the lost number of students.

M. Of course Orlando was exploding at that time.

C. Yes.

M. So, where did you draw most of your students from demographically in the beginning and then later years?

C. In the beginning, they were, for the most part, local people. They were our base for a good while, until we got dormitories, it just almost had to be that way.

M. Right, now are there any stories or memories that you have specifically about some of the things that happened at FTU that you'd like to talk about?

C. Yes, when the first graduation came up, I sponsored the approach that we would graduate every, we had the quarter system in those days, and that we graduate at the end of every quarter. We kept the load down for the big commencement in June each year. That way we could perform what we thought was appropriate and if we didn't, we could correct it rather quickly. That was one thing that Charlie was awfully good about, he would call a meeting a week, maybe even ten days, after each commencement of all of the commencement staff people -- we did it this way, was that the right way? If not, what should we do? That just worked beautifully, I'll tell you, it was a great thing to have happen. But we didn't have a place to conduct graduation! We didn't have a building big enough to hold everybody. I'm not sure where the first one was held, but used the downtown facilities. There was an auditorium downtown, we used that. But the one I want to tell you about was, somewhere part way between downtown Orlando and the campus was a bull riding ring or something like that. I've forgotten the proper designation, but for some reason our graduating committee, commencement committee, thought well we ought to go there. Well, it wasn't air conditioned and it was barely big enough to hold our crowd. In the meantime, you need a commencement speaker. Well, Charlie invited one of his friends who was

a judge somewhere to be the commencement speaker. Well, we got all seated in that arena, and there were no windows or anything, just open sides. Fortunately, the breeze was blowing, but that was just a bad decision on our part because it was hot and sweaty and the accustics weren't very good. Here the judge was up there, the commencement speaker, and he didn't know when to quit. He kept going and going and finally he quit. We lived through that. Then here comes Charlie's meeting. Boy, that crowd of people – there must have been twenty of us – they were so opposed to ever doing that again, you wouldn't believe it! Charlie said in that meeting that every commencement speaker that I invite in the future, I'm going to tell them they have twenty minutes, and no more, and if they go over twenty minutes I'm going to interrupting them. He came close one time to doing that! But from then on, the commencement speakers were no longer than twenty minutes. We looked for another place.

M. What about President Nixon? Were they going to cut him short?

C. When President Nixon came . . .

M. That was what, 1972?

C. I think it was, yes. There were advanced parties that we had to deal with. They came down and looked things over and this and that. At that time, we had that reflection pool. They said we recommend you drain the reflection pool and seat the students in the empty pool. We did that. The staff people also said he will be coming in by helicopter, you need to vacate this parking area over here so he will have a place to land. Well, the staff, we gave them a big room to operate in, and they came in and took our secretary. I didn't have secretary for over two weeks. That was a good thing to do because Dorothy was very capable at things like that, and she was a big help to them. Of course . . .

M. What was Dorothy's last name?

C. I can't think of it right now – Lewis.

M. We'll get it later.

C. So that took place, well, they knew about assassinations and all that kind of thing to take place. They had security people and they put armed security on the roofs of all the buildings around, and you could see them up there. We had good security, but during the course of the President's delivery, we had a big sort of a metal banner hanging on the side of the administration building behind the podium. That thing fell down and everybody thought we were having an attack! Well, the maintenance people hurriedly went over and picked it up and did something with it. But, we had something else as a result of that you might be interested in. The news media was there in droves, and prominent people in the news media were there. They would get in the way, they would second guess things we were doing, and one of the worst was Dan Rather. So quickly the maintenance department built a podium and platform and so forth where they could take turns getting in there with their cameras and so forth. Dan Rather wouldn't use it. We had a problem with him. So, but we lived through that and did pretty well.

I might mention that along with that theatre program thing, we were successful in registering fourteen students. We didn't have a place for them to perform. So we went down to the Ringling Brothers Circus, and we bought a tent. The maintenance people poured a big concrete floor that would fit the tent, and we constructed the tent on top of that floor for the theatre people. And it just worked beautifully with one exception. They had to be very careful when they presented a production because of mosquitos. We had not done very much planning with respect to mosquitos. Let's see, there was something else I wanted to say--oh yes! We were also short of other space, and one of our people was familiar with this dome construction with triangular pieces that would fit in place. We bought a kit; a building kit, and built our own dome. Again we poured the floor out of concrete and constructed that and that was a part of our early days, and it served a good purpose.

M. Now as the school is getting its feet on the ground, one of the most important aspects of your job would have been accreditation.

C. Absolutely!

M. Can you walk us through a little bit of that? That was probably a real challenge.

C. Well, it was. The accreditation people were housed in Atlanta, and when Charlie wrote the letter that informed them of our status and we wanted to prepare ourselves for their recognition and accreditation, and ask for advice about what to do and when to do it and so forth. They were very gracious and they sent a representative down to work with us to help organize in the right direction and so forth. I don't remember his name, but he was here for several days and was a big help to us in that regard such that later on when we met all of the beginning requirements for the formal visit, we were much, much better prepared than we would have otherwise been. And we were accredited on the first visit which is unusual.

M. So how many years into the game was that?

C. Well, one fundamental thing had to have happened. You had to have graduated students so they have something to evaluate.

M. So we were looking at four to five years. Okay.

C. Yes.

M. So, you obviously learned a lot from that accreditation experience . . .

C. Yes. I had been through one or two at other places. We appointed Pete Routenstrout, a Math Professor, to head up the preparation committee – a working committee – to get all of the documents. You wouldn't believe the documents that you had to submit! That was a big job in itself, and Pete just did a great, great job of that. I believe that when time period ran out and you had to get it renewed, they asked Pete to do it again.

M. Was that experience something you were able to use in the future?

C. Pete was in my area, academic . . . Mathematics Department. I worked with him often to find out what was taking place, and how far along they were in the preparation of necessary submission documents and so forth. And one of the things was very interesting to the committee was the financial status of the institution. Us being a committed state institution, it wasn't likely we would go bankrupt so we had to have a big effort on part of the financial people to submit all of the documents and requirements pertaining to that.

M. What do you think, this is probably hard to say in retrospect, but what do you think your biggest challenge was in taking this job and also seeing the university through the first four or five years of its existence – the biggest challenge for you personally?

C. Well, we had to have academic guidance and oversight. I had been a faculty member at several different rather prominent institutions so I had some experience to build on, and that was very valuable. One of the things that we adopted, because all of us were from somewhere else, and rather than saying, "Well, gee, when I was in New Mexico State, we did this . . ." That rubs people the wrong way, so somebody came up with the thought that we ought to call it "Ole Ball State." We were forever referring to back at Ole Ball State, we did this, or that.

M. Student Affairs Vice President was Rex Brown.

C. He was a good one, he knew his job, he had good experience and so forth. He did a great job I thought, and Phil Goree was the Vice President for Business Affairs, and he had come with Charlie from the University of South Florida where he had been a financial officer of their St. Petersburg facility. He knew the subject quite well and his experience from over there was very valuable. Later on, Charlie appointed a Vice President for Development. That was Bill Grasty, and Bill had been working part time in that area; he was a faculty member in communications, I believe it was. He was also quite knowledgeable about when and how to do things.

M. You are an engineer, and you are Chief Academic Officer, how did you work and get along with people in the Liberal Arts; history, English, did you have any [conflicts?]

C. Well, when I was an undergraduate student at Clemson, in addition to being an engineering student, [I was a history student.] Oh, the time is getting away. I'll address this next time.] Charlie brought some of those people in to the university staff. One of the things we did, [was] we got active with the Psychology Department and Dave Abbott was a faculty member there, and we also had Frank Ritter, and he had brought a research project with him when he left at FSU and joined us. Well, that got our research going and we intended to lay it across the whole university, not just selected areas, so we got started with Frank Ritter's grant . . .

M. And that was in psychology?

C. No, Frank was in Education. And then Dave Abbott was in psychology and he was making application for subsidies for some work he wanted to do. He was successful in achieving that. He was so successful in that direction, after a while, he gave up. He was on leave as a faculty member in psychology as was full time in the research area. That got that going, and we brought in people from other areas of the university. I realized that we needed to do more. I got

permission from Charlie to bring a faculty member into my office for a year and see how our office operated. When that was over, they would go back to their area with considerable knowledge about what took place over in the administration building. Elaine Cox was one of them, she was a black lady, a doctoral person, we brought her in and she was an asset to our office. She was very good at what she did and what we asked her to do. Graeme Baker was the Chairman of the Chemistry Department and we thought we needed some more expertise close at hand from that area, I guess he might have been the second one. We had two or three of those people over time that helped with respect with knowledge of what had to take place. We had a faculty member who was . . . Oh, I need to tell you about the faculty senate. I had had good luck with faculty senates on several campuses, and I recommended to the President that we create a faculty senate here at our place. He had experience with that too, and so he approved that, and we organized a faculty senate. They met monthly, regularly, and sometimes more often depending upon the nature of the business. In any event, the state budget document that we were given to work with was very complex and very big. There was one faculty member who was terribly agitated about the budget. He just wanted to know all there was to know about the budget and I think he felt like if he knew the budget, he could get more money for his area. Well, I went to the President and told him about this because I attended every one of those senate meetings as a participant if they needed me. I recommended to the President that we give this faculty member a copy of the budget. Just make him a copy and give him the whole thing. We did, and we never heard from him again.

M. Because it was too complicated.

C. Yes!

M. Interesting. Now what about how you instituted tenure at the college. Can you walk us through that?

C. We had the liberty, as a recruiting tool, we used it as a recruiting tool if necessary, to appoint somebody – say, Associate Professor of some area with tenure. We did some of that. We also drafted a procedure of earning tenure which was quite well done and served a good purpose. When we actually opened the doors and started the university we had three or four, maybe five people with tenure already.

M. Okay. Well, walk us through your process by which you went on accreditation teams. You began to get notoriety in the accreditation area and you served on accreditation teams, and then you had a relationship with the university in Los Angeles.

C. Yes, well, when we first started, of course there are two kinds of accreditation; there is general purpose accreditation, and you must have that before you get any other kind of recognition. The other kind of recognition that was terribly important to us was accreditation by the engineering commission. Well, when I was a faculty member at Arizona State, the Dean of Engineering at the University of Arizona in Tucson, invited me to go on an accreditation visit with him to represent my discipline area. He had a team of six or eight people and I was one of them. I was active in the professional associations at that time, and seems like I lived almost all of my life in some kind of capacity with professional accreditation following that. I learned

quite a lot on that visit, so I had some experience on it. My professional organization was the Industrial Engineering Association, and they appointed me as their representative to the engineering commission that did that kind of work. I knew that something like that was necessary, but we had to get some association accreditation which was university wide. Professional accreditation is for a particular discipline. So, here we were, we received general purpose accreditation from the southern association. Then, we applied for a visitation by the engineers' council for professional development. I was a member of their board, and that helped out. When you are a member of that board, you chaired accreditation visits to other institutions. Over time, my time with them, I conducted over forty visits. That is the largest number that anybody ever did.

M. Wow.

C. Those forty, I think it was forty-three, those forty-three visitations included Central America and the Middle East – Saudi Arabia and Turkey in particular. So, over time, I put forth a lot of personal effort on the professional side of recognition.

M. So was that while you were at UCF or after as well?

C. Yes, yes. We encouraged our people to participate in all of those outside activities which reflected back on us. Yes, oh, and the association with West Coast University in Los Angeles. That was one of the visits that I conducted, and the institution was on the verge of bankruptcy financially, and I knew that.

M. Private institution.

C. It was a private institution. Not for profit – a non-profit institution. Well, I saw what they were doing and had been doing for twenty some odd years successfully, but they still did not meet the minimum requirements, so they didn't make it. After that had taken place, one of the people there apparently recommended me for consideration to come in as their academic vice president and get things straightened out, and the next time a visitation occurred, be successful. Well, I had some sympathy for that and I would be given opportunity to quote, to maybe save an institution. So I applied for a leave of absence to join West Coast University as an invited guest to reorganize, as necessary, and they approved it and off I went.

M. What year was that?

C. About 1980, or something like that. I went out there at Christmas time and got started. If I'm going to be the, I was Executive Vice President and Provost, that was the second order of the people out there, the staff people at the university. It was primarily a working adult institution; a bit different than others. We offered classes in the late afternoon and early evening hours, and we recruited -- our faculty was almost one hundred percent working adults in industry. At one time or another we had a vice president from one of the local airline type businesses as the Dean of the Business College. I went out there and I was there for five years. We did achieve a better accreditation for the engineering program while I was there.

M. Five years. That was one leave of absence!

C. Well, eventually, it turned out that they said, well, you have to resign this time. So get the fifth year, I resigned.

M. What was going on at UCF during those years, or FTU?

C. Well, Trevor Colburn was the president, and he got them involved in lots of things, an ill-funded athletic department was one of the problems. They lost quite a lot of money in the startup of that program. That's about all I know about that.

M. Was that in the decision to go to Division I athletics?

C. I don't know. I wasn't there. It was unfortunate the way things went. They lost about five million dollars.

M. That was probably also about the time they started football.

C. Yes, that is right. That was a part of it.

M. The cost of that was substantial I would imagine.

C. Oh, along the way, several years before I left, there was an advisory council to Charlie. They included me as an invited guest in that in case they had academic questions or whatever, and that has proven to be a successful activity. It exists today in fact, I think.

M. When was the time when FTU became UCF?

C. That was during Colburn's administration and he had been there . . . I think he was encouraged to do that by E. T. York, who was the Chancellor and Betty Ann Statton. She was a local lady on the board. I think the two of them didn't like the name. And the name was probably inappropriate because what the area needed was a general purpose institution and not a highly technical institution. But the committee of one hundred that was active in getting the institution authorized, they foresaw us with heavy emphasis from the Cape and being another Georgia Tech/MIT/Cal Tech. Well, that just wasn't in the cards. So, anyway, that was in some of the early days' consideration there.

M. Now, in the relationship with Brevard Community College.

C. Max is just a great, great fellow.

M. Max?

C. Max King. He and I met pretty much regularly and we liked a restaurant over there and we would go there. I liked the French dipped sandwich that they made. We would discuss any number of subjects there. One of them we discussed was when the Cape pretty much shut down,

and a lot of people were out of work. I took a committee over there of about three people, and Bob Kirsten was one of them, the Dean of our Engineering College, and seemed like there was somebody else. We formulated a request to go to Washington to help us financially to get employment reestablished at the Cape. We called it "Project RETRO." That was an acronym for something, I've forgotten. Max housed the operation at his campus. Along with that, we learned that the Cape had some buildings that they wanted to get rid of, so we made application. Max said he'd like to have one and we opened a teaching center on his campus so we needed a building. We got two buildings. We got them moved from the Cape to his campus and installed and then had additional teaching room space for whatever the needs were. That was an accomplishment that I think was pretty good. And along with that, Lesley Ellis who was our Assistant Dean for Research at that time, he came in one day and said, "Well, in this association we've had with Max and the Cape, I've learned they have a cherry picker over there that could be available if we are interested." I said, "Boy, we are interested!" Lesley took that and went back and we got a cherry picker out of it. Also, that probably was one of our better moves, and then, one day I got a call from Allen Tucker in the regents' office, and he said, "C. B., we've got a problem with the Genesis Program." That was a teaching program in remote locations from the University of Florida's College of Engineering. I said, "Gee, Allen, what's wrong with that?" He said they had some government property, they had five installations, and the University of Florida just didn't want to run it anymore. He wanted to know if I was interested. I told him "Absolutely!" That was right in the palm of our hands. One of the satellites where teaching took place was down on the campus at Boca Raton. We quickly formed a committee, an advisory committee, and to learn what all it amounted to. It turned out that the regents' allocated the whole Genesis teaching program, TV teaching program to us and we, in turn, gave the teaching campus at Boca Raton to Florida Atlantic. I had four teaching campuses and we staffed those and had a teaching faculty for the former Genesis program. That way we acquired some real estate and we also were able to spread our program.

M. We are concluding our third day, and this is April 2nd.