

**Nevada State  
College**



**History  
Collection**

# Oral History of Richard Moore, Ph.D.

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An Interview

Conducted by

Kade McCallister

April 5, 2010

Nevada State College Undergraduate Oral History Project

Produced by:

Nevada State College Undergraduate Oral History Project

Department of History, Nevada State College 89002

Directors: Peter La Chapelle, Ph.D. and Kate Hahn

Project Manager: Melissa S. Stoner

Project Assistants: Noelle Cruz and Laura Hutton

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The transcript received minimal editing to preserve the conversational style and content of the narrator.

This interview is from the series *Bridging the Past: Henderson through Oral History*.

Richard Moore, Ph.D.

Oral History of Richard Moore, Ph.D.

Interview done by Kade McCallister on April 5, 2010

### **Biography**

Richard Moore has had almost fifty years of experience as a teacher and college administrator combined. He received his undergraduate degree at Claremont McKenna College [Claremont Men's College], his Masters of Business Administration at the University of California, Berkeley, and his Ph.D. at Claremont Graduate School.

Moore was a Dean of Business and Economics at San Bernardino Valley College, Founding Dean of Instruction at Moorpark College, and President of Santa Monica College and College of Southern Nevada, where he increased the campus size and admissions within five years, before taking on the position of Founding President at Nevada State College.

In this interview, Moore discusses the challenges, setbacks, and oppositions he experienced as the Founding President of NSC.

He is currently a full-time Professor of Economics and Management at Nevada State College.

Richard Moore, Ph.D.

Narrator: Richard Moore, Ph.D.

Interviewer: Kade McCallister

Interview date: April 5, 2010

Location: Nevada State College, Henderson, NV

Kade McCallister: Richard Moore being interviewed by Kade McCallister at Nevada State College in Las Vegas, in Henderson Nevada on April 5, 2010 for the Nevada State College Oral History Project.

Kade McCallister: First off, we'd like to thank you for participating. We think anything that we hear from you is going to be a valuable asset to our project.

Richard Moore: What types of people are you interviewing?

Kade McCallister: Right now, we're starting out at the beginning of the history of the college.

Richard Moore: Okay

Kade McCallister: So we started with you, the founding president. We're also interviewing...

Unidentified Female: Erika Beck.

Richard Moore: Good.

Unidentified Male: And we're trying to get some former Board of Regents members to come and to...

Richard Moore: Like whom?

Kade McCallister: Like... he owns Channel Three. Or Eight.

Richard Moore: Channel 3? Jim Rogers?

Kade McCallister: Rogers, there you go.

Richard Moore: Yeah, he's a former chancellor.

Kade McCallister: Yeah, former chancellor.

Richard Moore: Jim Rogers would be a good source. Dorothy Gallagher, you mentioned a regent. She's currently a regent but she was a regent at that time, the time that the school started. And Jill Derby, she was the chair of the board at the time that the college was founded. Just more people for...

Kade McCallister: Okay, thank you very much. That'll be very useful for us. First off, we'd like to get a little bit about like your educational background, how you--how and

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why you wanted to become involved in education, where you went to school as far as college.

Richard Moore:

I initially was a business major and by accident I roomed with a person who was a football player on a college team in college. He didn't like to go to classes. So I took on the responsibility of tutoring him and in doing so found out that I liked tutoring. In fact, I liked teaching and actually changed careers. So I do a little bit of teaching. When I was pursuing my master's degree at the University of California Berkley it turned out to be a one year program and I had a two year responsibility through the ROTC. So I had an extra year to do. So I went out and got a teaching credential to teach at the community college. California required teaching credentials. To do that I used to student teach at a local junior college and I had a lot of fun an introduction to business course. They liked me. And they offered me a full time sabbatical replacement there. At the last second that person decided they didn't want to do it. He wanted to not take his sabbatical. And the Berkley people that knew me felt sorry for me and so they arrange for me to teach a course at San Francisco State College. I had a connection there. I don't remember that person. And they asked me to teach a course, the first course in marketing. And that was fun because I had never had a course in marketing. So it was fun to teach something I didn't know anything about.

Then I went into the military and came out of the military, did like a few years of service. And I thought it was sort of fun teaching marketing, I wonder if I could get a job teaching marketing. I didn't have any coursework in marketing. I had a master's in business and there was an opening at San Jose State College. And I applied and they were nice enough to hire me. It was a one semester job. That person decided to stay out a year so I got to teach for a year. And they liked me and I started a whole bunch of seminars for business people in the town of San Jose and that proved successful. So they said they would grant me tenure there without a doctorate but I didn't want to do that. I wanted to try to understand the economic background behind the field of business. So I worked out back at Claremont where I had an undergraduate degree to go back there for a doctorate. And they agreed to let me manage the graduate dorms and in exchange for that they would give me free housing for my family. And when I arrived there the person that had had that job was scheduled to leave. He just failed his doctoral exams and they felt sorry for him so they allowed him to stay there and I was there without any money to take care of my family.

So I looked around at the closest school was San Bernardino Valley College. So I went out there and said I need a job. And they were kind enough to hire me on the spot. And so I taught full time at San Bernardino Valley College while I went to school full time at the Claremont Graduate School. And that proved helpful because what I would learn at the graduate school I could turn around and teach a simplified version of that in my own econ classes. But that introduced me to community colleges and they turned out to be a very flexible dynamic institution. There's a hundred of them now in California. And so they offered me some administrative work in things I don't anything

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about. I was to supervise their vocational programs. I didn't know anything about vocational programs but I did that, and that was fun. And then the opportunity came along to help start a brand new community college in Ventura County, which is just above Los Angeles. And I was hired to be the founding dean of the instruction. I would be considered here the provost. And we had one year before classes would start. So we had one year to plan the curriculum and hire the faculty and go. So I joined them, did that, and we launched what was then called, or is still called, Moor Park College, not named after me; M-o-o-r-p-a-r-k, Moorpark College. And it was fun to supervise at that time then also the academic portions of the college. And we didn't know what we were doing. We hired only people that were sort of a high level risk takers in the education field. And we then we had ended from our point of view a whole series of things which were pretty traditional but we invented a whole lot of team teaching classes. At one point we had 11 or 13 faculty members involved in one very large humanities class, of course, that we invented. And we did that for about seven or eight years.

And there was a change in the leadership of the--there were three community colleges in that county. There was a change in the leadership there. And some people that had been our opponents became the chancellor of that system. And I didn't want to work for him so I decided to get out of there. And an opening came and I was invited to be the president of Santa Monica College. That's sort of how I got into education... a brief review of the work I did.

Kade McCallister: How'd you become involved with Nevada State College? Like what was the process as far as becoming the founding president and kind of the interview process going on?

Richard Moore: Let me back up. So I worked at Santa Monica College for 20 years. I've had a lot of fun doing it. I stayed there for 20 years and I turned 60. I didn't want to quit working. I thought it'd be fun to do something different. So Las Vegas was advertising the presidency of what is now College of Southern Nevada. It was the Community College of Southern Nevada. So I applied for that job, was hired by the board of regents. Some of those regents are still on your board. And I had a lot of fun running a three campus community college. And part of that fun was nobody really knew much about the school so it was fun to try to get the school publicized into the state, into this town. And we managed in five years to double the college in size, to quadruple the number of African Americans and Hispanics attending the college. Also, we were graciously assisted by two different governors and several legislative groups. And we got probably two hundred and some million dollars-worth of new buildings. They were very gracious to me. I was able to hire maybe four hundred faculty members.

So we sort of jumpstarted that school and really got it going. While it's going on its chancellor at that time a man called Richard Jarvis hired the same day I was hired. I was hired as the President; he was hired as the Chancellor. He came from the state of New York and in New York there are state universities, state colleges, and community colleges just as there are those

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three tiers in California: the university system, state colleges and community colleges. And he thought this middle tier was missing. So they conducted a study and he reached the conclusion by looking at practice in America that if you actually have that middle tier special things happen. Number one you usually--those schools traditionally have been--have used California, our closest neighbor, they are traditionally the teacher training preparation schools in each town. They prepare the teachers for that town. They prepare the nurses for that town. So they--in California they were called normal schools initially. And they spread out and added business and engineering and other technical fields.

The second thing though that the state college did do, did and now continues to do is to permit the university to be excused from the job of creating teachers and nurses and business people and some of the engineering fields and permit them to do undergraduate general education and then research. And in the research do doctoral programs in medicine, the law. And so the universities benefit by the state college taking on these responsibilities which they in general don't ever have an interest in doing. They have an interest in doing the research stuff. So the thought was that Nevada would benefit, if UNLV in particular would be permitted to concentrate not on creating teachers and nurses and business people, particularly teachers and nurses, but could do more of the research stuff. But I was an academic idea that he explored and reached the conclusion there was a gap in Nevada, we needed to have one.

Simultaneously he conducted some conversations with people that might be interested in a state college. Jim Gibson was the mayor of Henderson and he talked to Jim. And Jim is very good friends with a very strong and powerful woman in town called Selma Bartlett. She's been the head of a bank in town. And Selma and Jim said they would like to host a state college in their city, that they would be advocates for this idea. And one regent who is not from this region at all, Dorothy Gallagher, who's from Elko but has probably--she's the longest--she's the oldest member of the board of regents. She knows the most people here. She's been here all of her life. She knows this town. She sat with those people privately and reached the conclusion that there would be internal support in Henderson for a state college. So it was the chancellor's idea academically for a third member of this higher education family. If that was a good idea, Henderson could be perhaps a good fit. So the board then towards the end of 1999 takes action to create a state college and--no, they didn't call it that--took action to create a third, middle tier institution. They never called it a state college. And they decided to take applications for its presidency. I watched that whole process because I go to board meetings and I knew all the board members and I thought that they were correct. We needed a state college because the town needed teachers, the town needs nurses. And the university needs, in my opinion, to have more of a research focus.

So when they said that there could be--they were going to take applications I put in my name and they decided since they knew me I've worked for them



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for five years and I've been quite successful at getting monies for buildings and faculty members. But they would not open the job to all people. They would have a first interview with me and they were satisfied with me that they would end the process and hire me. So there were interviews held here in Las Vegas at the Board of Regents offices. All the board members came. And I was unanimously--I believe the unanimous selection. And I started then on January 1, 2000 as the founding president of a yet to be named school. Jill Derby was the board chair at that time.

Kade McCallister: Left of your name, the founding president, what kind of roles and duties did you have both before the school opened and then how'd they change and what was different after the school opened?

Richard Moore: Well, nothing existed when I started. It didn't have a name, it didn't have a mission, it didn't have any policies or practices, had no faculty members, had nothing. So we started by forming a community advisory panel and the board of regents appointed like 25 citizens that lived in Las Vegas to serve on a panel to work as my sounding board to take ideas to. And we developed a series of questions about what should the school be, what should be its mission. There should have been a study by the chancellor's office; it didn't mean that's what we're going to do. It was probably a good way to go. And I had no staff. When I was hired I actually the first day brought with me a secretary who had been my secretary at the community college. So the two of us came over here and it was sort of fun because I thought I worked for the board of regents, the system of higher education but nobody at the board of regents or at the chancellor's office ever asked me do you have an office or do you know where you're going to go or what would be your phone number. Nobody said anything, they just totally ignored the situation. But the mayor of Henderson, Jim Gibson, phoned me and said we'll have an office for you over in the city hall. So I went to work at the city hall. They gave me a little cubicle for my secretary and myself. And we tried to --we said what should we do. I actually didn't call people and say here's our phone number, here's where are. But it wasn't that the system went and found an office for me or anything. We were just totally on our own.

It was the citizens' advisory council or committee group, they broke up into several categories, one working on location and another would be working on academic programs. I decided to hire some consultants to help get information that we could take to this citizen group. Now, I told you I went to Claremont Graduate School. I continued my connections with those people for a long time. And I know a number of them very well. And I serve on their board of visitors for the education school over there. And they create both teachers and have a doctoral program in education. And their dean, David Drew, is a personal friend of mine and a professional friend of mine. So I asked him if he would be our chief academic advisor. And he was the Dean of the School of Education, Claremont Graduate University. So he spent probably one to two days a week for a year helping me think through what should be the questions we should ask and how do we get the information. And then he used his connections through the Claremont Graduate University

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to ask about five of his senior people in the nation to come assist us and look at different questions. And they drafted a mission statement for the college. And they drafted policies and procedures for hiring faculty members, and they thought through these different plans. And these different plans then were presented by these--by Dr. Drew and his set of five or so other consultants. They were presented to this community advisory group. And the community advisory group would shape or mostly accept their suggestions. And then we'd take those suggestions and ask the Board of Regents to adopt it.

One of the first questions is what should be the name of the, what was then called, the new school. And we decided Nevada State College. We joked around a little bit. Should we start it off as Nevada State University but they said that that should probably come later. So the board, about four or five months in, adopted a name for the school. It was the new school. And they adopted mission statements, to primary educate and prepare people to be nurses and teachers, bachelor's degree programs. We are not prohibited from offering master's degree programs that was written into the curriculum but that they would come later. And then we began the process of beginning to go out and visit five interesting schools on the West Coast that had been started recently to see if we could learn from them what did they like that they did that they would maybe repeat again and what would they do that they thought was a clever idea that didn't work out well at all? They knew a school, it was a school called California State University Monterrey Bay. It had been open about four years. So we started with those people over in Monterrey Bay. Another school which is about seven years old was one down near San Diego we visited there. There were two interesting schools in the northern portion of the West Coast. Portland in Oregon has a state college in the town of Portland. And it's a fairly progressive school. We thought it'd be fun to ask them how did they structure it such that sort of innovative things could occur? And then we went up and visited a very experimental college in the state of Washington, which is in Olympia, Washington called Evergreen State College. It's a state college which was initially founded by the governor of Washington, he liked the idea, pushed it through. When his term was up he came on over and then ran that state college for a while, very interesting, very experimental, very up-to-date with current topics. That is, for example, they were extremely environmentally oriented. This is the year 2000, pretty hippy school, probably most of the rebels in the state of Washington went to that school, really sort of selected themselves over to this sort of avant-garde place.

So we got some ideas from these schools and we took between five and twelve members of our community and some of our advisors, some of our professional advisors, David Drew always went, to these schools to see how did it go starting those schools, what can we learn? While we were there we also looked to see if there were any budding people that were administrators who had experience in running those schools that we might want to try to recruit or steal or borrow or beg or get because they would know something about how to start a state college. And in particular at Portland State College

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there were two young--two women that came to our attention. And one of them ended up coming with us and she was, at that time, the department chair of history at Portland State University, Dr. Lois Becker. And she was hired to be the Dean of the Liberal Arts and Science component of the college.

We also had to figure out where the college ought to be located. And do you want me to go into that story now or go to it later?

Kade McCallister: Sure, you can go ahead and go right into that. That's something that's also pretty useful for us as far as how you got the land and what kind of challenges you faced getting that.

Richard Moore: Remind me to come back because I've omitted all the conversations about opposition to the college and critics and people that were trying to stop the college, and kind of how we proceeded to get where we got. In terms of location it was not clear at all where to have the college. But the people that wanted us here, the mayor, Selma Bartlett, both were high enamored with the LandWell Company. I don't know if you know a LandWell. But there's the basic management companies down that way, down Lake Mead Boulevard, those factories along there have a large amount of land on the other side of mostly of Boulder Highway. They have a lot of land. And that land was used for diverting water which was contaminated in the--nothing was here prior to World War II, nothing. And to win the war they needed magnesium and to get magnesium they started the factories down there.

Kade McCallister: Yeah, the BMI and...

Richard Moore: And to do that they gave encouraging things to those people, free water, free electricity forever if they would come and do it, and the town of Henderson is a town for where those workers lived. They wanted to live where the employment was and it was way out from downtown Las Vegas. So the town gets created out of a need in World War II for a special product. The war ends and they have messed up and continue to mess up water, and had the five places to get rid of it. So they bought land and puddled the water and let the air evaporate the water and then ended up with contaminated land. So their issue was how to take that land and convert it and make it environmentally safe and then put something on it, homes or whatever. So they formed a company to clean up that land and make it so they could sell it for houses or buildings. That's the LandWell Company. My friends are the--the city of Henderson and the Mayor, and this banking woman and her business community, and they have as best friends the LandWell Company. So they introduced me to the LandWell Company and the LandWell Company says we have this land. We'd like you to be the major player on that property and we'll give you whatever you'd like to have. Your cap is however many acres you think you need. We'll give you that land and we'll help you get it built in some way. And we'll let you be the sort of the major piece that provides sort of dignity and respectability to this reclaimed area.

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So we said yeah, that sounds good. Let's do it. So the board officially went with the idea of going with LandWell. And we identified a piece of property, very nice property, and we proceeded on that trail. And after about eight or nine months the LandWell could not convince the city that the steps they had taken would environmentally protect the community. So the environmental act of clearing that land never was secured. So suddenly we had been thinking of being with this group of people and they had given us some money, a hundred and twenty thousand. They gave us four hundred thousand but not all at one time but they gave us a pledge of four hundred thousand and land, wonderful land, and utilities to be brought into the property. And suddenly though nobody called to tell us LandWell kept checking on us and saying did we know something. Anyway, there never was reached an agreement on that land between the city and LandWell. Therein we didn't have a site.

So the city of Henderson said, "Where else could we go to put that college?" And they remembered the site out where the college is currently. And said, "What if we could secure for you some land out there?" And in the meanwhile there had been a processing warehouse building for a vitamin company [ProCaps] and that company had irritated the neighbors over there. So the neighbors--to placate the neighbors the vitamin company, which was successful, got up and left and the city bought the building in order to get them out of the citizens' irritation, the neighborhood. So the city owned the building that was empty and nearby was land owned by the BLM [Bureau of Land Management]. So they said, "Why don't we go together with you to get BLM land and put the college out there? And then meanwhile to open the school we'll give you this former vitamin building at two dollars, a dollar a year rent, and maybe we can help you improve it, put walls up wherever you need them." So that was the resolution from being this sort of planned keystone property with LandWell. So we literally did open on that property. And prior to that I actually--they built and put a trailer complex down off of the Maryland Parkway on one of the corners down there across from one of the standard oil station. We stayed about four months at the city hall and then they built--LandWell built a lovely trailer complex and we lived in it. And we moved from it eventually out to the vitamin building.

Kade McCallister: Is that the vitamin building, is that where...

Kade McCallister: ...Dawson is now?

Richard Moore: Uh-huh. And I think the city owns it still but they might have given it to the college. I can't remember. I don't know.

Kade McCallister: It's pretty--it's still a rentable property.

Richard Moore: It's what?

Kade McCallister: They're still renting it.

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Richard Moore: They're still renting it, alright.

Unidentified Male: Well, you can't really argue with a dollar a year.

Kade McCallister: Yeah, that's the best rent I've ever heard of.

Richard Moore: It was sort of a funny thing. And the inspection department for the city of Henderson was in there in the intermediate and they did not want to be removed. We made a little deal where they got removed.

Richard Moore: ...probably go back and dig up opponents.

Kade McCallister: Now would be the perfect time to go ahead and do that. What kind of, as far as public reaction, was it just public that was the opposition, that had opposition, or was it all over?

Richard Moore: There was very specific opponents. Let me start by saying I think all new institutions are opposed by whatever the institution they move into that's closest to them. It's sort of like asking a family do you think mom and dad should have another child and they ask the children. And they'll say you're the three existing children and mom and dad say, well, do you want another kid. And the three of you get together and you say I don't think that's going to--I think the Christmas is going to get diluted a little bit. I don't know if we'll have enough money to get all three of us to school, a fourth one. It just doesn't sound like a swift idea. So I can just say to you whether you only got one child in the family or nine children in the family, if you ask the children I think the vote is never to have the next child. So I just want to say to you emotionally it makes infinite sense that no existing party, i.e. UNLV and CSN would ever want to think that another state institution for higher education would be going to the legislators and saying don't give money to UNLV, give it to us. So they don't just start and say, "Oh, clever idea, good master plan. It's going to free us to do research." They're going to go, "It's a brilliant idea, we should probably do it in 20 years." If I'm wrong, 19 years, Brilliant idea though. "We always should have a three tier system, just not now." And that's, I would suggest to you if you were the three children of a family, it's a good plan to give the parents. Don't have a child now, Mom and Dad. But when we are all 20 then have the next kid. Maybe they'll have forgotten the damn idea by then but you know we'll agree if you'll just stall this thing out.

So let me just say that it's healthy, normal, if there's a sex drive. If there's a hunger drive, there is a "I don't want competition" drive. And there's sort of a monopoly here. There's only one university that's state funding, UNR and UNLV. And let me say to you if you looked at the history of how UNLV got formed they were formed with mud and dirt thrown all over them. UNR did not want a UNLV. They said we can run this southern division. We don't need a separate campus. And just to show you how ornery they were they said that education will be so bad that no student can graduate from UNLV that doesn't spend at least one whole semester full time at UNR. If you're not

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willing to do that, then your degree ain't worth anything and you don't get a degree. Now that was--you can call that a hindrance. If I was going to say to you UNR fought mightily UNLV, it's creation, and in every way, and still fights them. I mean they're not actually "friends". UNR is not saying we got too much money why don't you take some of the money to UNLV. So when the idea came along for a state college the two presidents were opposed at UNR and UNLV. But the UNR president they didn't care too much about not having one because they figured it just really irritates the heck out UNLV. I mean somehow the money gets divided north, south, and the south pile will get divided into more little pieces. It won't change the basic division because the state plays in a game that isn't a full state and the money's divided to help everybody. And by that it means not all the money that the south turns in and goes back to the south. A good share of the money that the south produces goes out to Elko, Winnemucca and Carson and lots other places under a guise that everybody needs something even though the north is getting maybe almost twice the rate the south is getting stuff.

So UNR was--they're willing to have a state college because they figured the north/south divide won't change. We'll still get maybe 40 percent of the money, we should be getting 20, we'll get 40 percent. But that remaining 60 percent that's UNLV's problem because they're going to have a competitor coming along that's going to want some money. So it'd be reasonable that UNLV would be the most nervous about having a state college. And Carol Harter was the president at that time, a good friend of mine. We worked together for four years when I was at the community college in town. She could not formally oppose the state college because the board had approved the state college and that's viewed as insubordination. But she could raise questions which would say why now, why do that, or better yet if there were friends on the Board of Regents that were loyal to her those friends would ask the toughest questions she could dream up. And Steve Sisolak became the lead person as the opponent to this state college and fought me on every motion, endeavor, action I did. Now he was a very good supporter of me at the community college, fought for me, did a lot of nice things for me, was an inside planner, calculator against the north. But as soon as I moved to the state college I was the enemy. And at one point I said very early on, because see him and I are good friends but we just disagree on this topic, and he went crazy. He called a special meeting on my qualifications and says that I was not being respectful of a regent characterizing them as an opponent and he could not be characterized by me as anything. I was just an employee of his. But at every public meeting he publicly opposed the college.

Now there's also two newspapers in this state, in this town--not state, in this town, the RJ [Las Vegas Review-Journal] which violently opposed anything run by the government. Their kind term for them is libertarian which means if government does something they will screw it up. They reluctantly think we might have one police officer and one fire truck in town, as that, they do not favor government at all. So to them hearing that another governmental entity was going to be formed. It's like hearing that Iran has gotten China to be their friend on when they're going to buy the nuclear weapons from the Chinese.

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It's not a pleasant thought. So they were violently opposed and they ran editorials opposing the formation of the school and then all the actions that we took, that they were not well thought through. They were dumb. They were redundant. UNLV ought to be doing that. So there was--though the board had approved on probably 11-2 vote the creation of the state college those two people Tom Sisilak and another regent--Steve Sisilak and a regent who had just retired from UNLV became the public opponents to the college. So though we were--a majority of the board supported the idea if we were a topic up 90 percent of the time would be spent by these two regents acting and generating headlines in the newspaper, should be on the front page of the newspaper about how dumb this idea was and wasteful of the government's money.

After about six months of their doing that type of attacking, I actually was at a meeting where they were and they decided that they couldn't stop the idea, but what they could do, and the idea--there's a horse moving and we can't stop the horse but we can shoot the rider on the horse. And so the attacks shifted from attack from being just about should there be a state college but as to whether or not how dumb was Moore. Is he sort of generally dumb, mainly really a bad planner, inept manager, or just a total fool? So you could then vote between which of these degrees of try to destroy the president of the college that he has very bad judgment. So special meetings were held to review my fitness, and whether or not my plans were any good, and the board supported me in all their stuff. But they all generated a meeting about, "Is Moore incompetent?" What bad things have I done recently? So for the two years I served--about two years, four months, I served as founding president for at least two full years of that, the attack was on me. And before that I was sort of the golden boy that had run a very good community college in Santa Monica for 20 years, transformed CSN and now I was an inept person. There's another set of stories about where does our funding come from but I'll see if you have any other questions.

Kade McCallister: Once...

Kade McCallister: ...the school opened how--did things run smoothly? Was there still a lot of opposition towards you?

Richard Moore: Well, I need to get--it did run smoothly but I need to--let me walk you through the funding issues because funding was a contested issue. The first monies that paid for me came from monies which were left over from the state of Nevada to think through do they need a state college. So there was a legislative study committee headed by Richard Perkins to think through do they need a state college, from the legislatures thinking it through. They had money left over and we used that money to pay my salary and my secretary. There was a regular process. The legislators meet once every two years. At the start of--after I'd been there 14 months they met again for some reason. I was the state college president. And there were two bills; there was multiple bills to be funded. One was once the school opens is there money to fund and pay for the educating of students. But there was a year before that that still

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had to be funded which was a planning year. The state funded--passed and funded a bill that said when the college opens in September of 2002, anytime after July 1 of that year the cost of education, of educating those students will be funded by the state and the state picks up those costs and a set of formulas used that were negotiated. Those were very fair and reasonable.

So we were sure that if we could get to the opening door day the college was funded for one year. They didn't fund the one year before that, the funding, the planning. They just assumed that that would get funded on the last day of the legislative session. That legislative session ended in May and then the new year started two months later. We had money up till that July 1. But we had to get one year of planning, the last year of planning money. Mr. Perkins, now retired held a very powerful post. He was the Speaker of the Nevada Assembly, very much of a friend of this college. He was--he would protect us. And he did protect us. But we weren't the only topic on his plate. He actually had to do some other things. One of them is called reapportionment. Reapportionment means that every ten years depending where the population is you allocate where the assembly seats and the senate seats are going to go. Well, as the south grows it means more seats are taken away from the north and are shifted to the south. The northern or whoever--the Republicans, and the south which is democrats. The northerners didn't like that reapportionment scheme. They said why don't we just increase the size of the houses so that it comes out right. And we'll just keep all of our seats up north and you just add quite a bit of seats in the south and then we'll continue. Now the advantage of that plan to the north was all of their people had seniority so they would keep control of all the major committees. The liability of that plan is the northerners were going to control more of the state. Mr. Perkins, I believe--this is a belief, not a thing I can prove--made an arrangement. I'm talking about what occurred in the newspapers. He made an agreement with the leader from the north, Bill Raggio, that he would agree to increase the two sizes of the two houses therein allowing the north to keep control of key committees via seniority.

Towards the end of the session Mr. Perkins met with his democratic colleagues and they said you may have made that plan but we're not going to support you on it because we don't want the north to keep control of the seats. We want to move some of the seats from the north to the south and strip those people of seniority. They won't have jobs so that's not seniority. So Mr. Perkins could not convert his Democratic colleagues to the plan he had agreed to before the legislative session started. So at the end the legislative session came out the way the democrats in the south wanted. They move seats from the north to the south for both the assembly and the senate. The only thing left for Mr. Raggio to do was to punish Mr. Perkins and he punished him by simply pocketing, putting in his drawer, the bill to fund our planning for the one year before we opened. They just never took action on that bill. So the legislative session ends, so this is May 1, and we know that in two months there is no money for the next year to complete the planning to open the college. So they turned to him and they said so how you doing on raising money privately because there's no public money.



Well, it's actually difficult to raise money in a town if for one year before that you had been bad mouthed in the newspapers as incompetent and dumb and inept and wore two left feet for a project which UNLV didn't want to succeed. So most people said, "Good news, the college is dead." So they would call me every week during that two month period and say got any money Moore, and I'd say, "Nope I can't find anybody that wants to give us any money." What are you going to do? I said if I need to I'll open it by working for free and we'll open it in a year. And everybody said that's a lie. And the college is dead. And nobody from the city hall here or the friends of the college called me to say I'll help you. They all assumed the college was simply dead. And in another maybe ten years the idea will come along again and we'll see what'll happen then. But when I was here and we were planning the college with LandWell on the somewhat damaged environmental land out here I had made very good friends of the head of LandWell and they had pledge four hundred thousand dollars but had only given us a hundred and twenty thousand so far. So I said--I called him and I said, "I know we're not going to be on your land but we need money to plan. Would you be willing to give us some more money?" And he said yes. So the LandWell Corporation is the reason the college existed in the year of no funding and the year in which the college was planned to be dead. Mr. Raggio thought he had delivered the death bowl. But instead the LandWell Company paid for my salary and for my secretary and for consultants.

Now the Board of Trustees didn't even want to trust LandWell with what they had just said would happen. And I said I'll trust them. I have an oral contract with them. And they said nope, get it in writing or you're fired. The thing is over. So I went back in and I said my bosses have to have it in writing. And he said okay, we'll put it in writing. So they gave me a written statement and then the Board of Regents said if we get the check each month then you'll be employed that month. If we don't get a check that month you're over. So we went into the final year of planning with LandWell money and I went out and I hired Lois Becker, as I told you earlier, to be the Dean of the College of Liberal Arts and Science. And we hired Erika Beck to be the first faculty member hired and she is hired to be a professor of psychology and she is now the Dean of the College of Liberal Arts.

The board chair then came to me in like February of 2002 and said the people who are opposed to the college will not oppose the college anymore. They'll let it open if I will step down from the presidency. We wanted the opponents of the college to go quiet so we'd like you to step down as the president. But we've granted you tenure to a position at the college for a college that didn't even have a name or a title. So if the college ever opens you'll be a tenured faculty member at a school. But we have to pray that the school will open and the trustees that are opponents will honor that if you'll give up the presidency they'll permit you to be a faculty member at a school that's yet to open. And so I said okay. If they will--if the opponents will go silent they can push me out of the presidency. Good news, the college can open. So I sat out the next three months and came over here and opened as a faculty member, as a

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professor of economics in business and a friend of mine they appointed as the interim president. And she opened the college and they wanted to make certain I got no credits for opening the school. And that was fine with me. I didn't need credit. I wanted the school to open. So that's the story of how we got open.

Kade McCallister: So is...

Kade McCallister: ...there anything else as far as....

Richard Moore: It wasn't exactly an easy run.

Kade McCallister: It doesn't sound like it at all.

Richard Moore: It came very close to dying a number of times. One of the real tough corners was when the property at LandWell blew up nobody really knew where to put us next and we didn't know if we could overcome the objections of the neighbors that are out there. They did not want us out there. They had a very quiet corner of the valley and they certainly did not want drinking, gambling, boisterous, noisy buffoon type students arriving to mess up their pretty, little back yard. Clearly, they looked at UNLV and they don't like what's happening at UNLV and they said if that's what a college is like we don't want one in our backyard. So the college came about because of some people that really wanted it to happen, Jim Gibson, Selma Bartlett, Dorothy Gallagher, Jill Derby was my board chair while I was the chair of the board for the first year. We had very serious opponents, Carol Harter and UNLV never wanted us to exist. They did everything they could to smear us. Richard Perkins worked his heart out to get us there but he had made a deal that couldn't deliver on but they thought it really was the death act for the college because there was literally no money. And my board did not trust me that I could--that the money would come so they actually wrote in. They had to get a written agreement from LandWell and if the money ever is a day late coming in you're fired. But it all happened.

Kade McCallister: So how would you sum up your experience not just as president, but citizen at Nevada State College?

Richard Moore: Oh, I loved it.

Richard Moore: It's a much better job to be a faculty member. It's sort of like the don't throw me in the briar patch story. I get to work on ideas. I've written five books since I've been a professor here. I'm working on a fifth, a sixth book. I work with ideas. My life is a series of accidents. Like I said, I started by living with a roommate who was a football player who didn't want to go to school. I learned how to tutor him and his other friends on the team and I found out tutoring is fun. I liked being--I liked teaching. The sabbatical messed up so somebody said--felt sorry for me and said go teach a course in marketing and I got to teach a course in something I don't have any idea what it's about. And it was fun. So I found I could teach something I don't know. And then a

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housing situation blew up for me and so I walked over to a community college, they were kind enough to hire me and I got to spend 20, 30 years in community colleges, 20 years as a president or 25 years as a president of two schools. And community colleges did far more flexible things than state colleges have done and presidents have far more power in them. So I was able to start a women's college, a college for seniors. I brought in two thousand international students, which got us about ten to fifteen million dollars a year extra money for each student.

So I was able to do all sort of things I wanted to do, play out, and I got to bring many of those ideas to Nevada and introduce them here. They violently opposed my bringing in international students here. But it's still--it brings in now about three million dollars a year for the community college. They violently opposed our--when I was at the community college doing the athletics but I know--and I'm not an athlete, but I know athletics attracts a group of people who otherwise wouldn't go to college. And the baseball program at CSN now is a pretty good program. So I've been able to accomplish creating things and it's fun to create but I actually don't miss working with regents. I mean I've been blessed by--I've had wonderful governors, Kenny Guinn, Bob Miller, wonderful governors, wonderful legislators, they've honored us here. Harry Reid is now a friend. He was not a friend when I started. He helped get the land for the property, for the college, but for the first two years he's got his name on buildings at UNLV. He was in a divided position with what he could support.

So now I have a last little story. I had been teaching full time in the classroom for about a year and a half and Lois Becker who was then provost said to me we can't get anybody to teach online. Nobody seemed to know what that is. It's got some ego problems. Would you be willing to go teach online? And I said I don't know what it is. Yeah, so if that's what you need, you assign what you need. And if you want it done--I don't want to do it and then you tell me later you don't want it. And they said, no, we want it to work. I said okay. They put me full time into online instruction. So that turned out to be wonderful because I think it's a better form of teaching than in person and I'm a pretty good in person teacher but I can get the student to do far more things online than I can sitting in front of me in groups of 20 or 12 or 30. I can do far more. For example, I'm teaching a course right now in human resources and I make all my students find a human resource, find a company in town that has a human resource manager and every week talk to that person about something, a puzzle I give them. "What do you do about people that don't take showers? What do you do with people that steal? What do you do with people that swear, look at pornography?" I can get people to do a lot of activities because they're online. And then number two they all have to learn how to write. So by the time--if I--if you look at my freshman students, their writing is borderline miserable, they're good. If you look at my junior students it's borderline good to excellent, phenomenal shift in two years of people who have been online with me now for two or three or four courses. It just changes them. I got people they don't know how to do paragraphs. They

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don't know capitalizing "I", they don't know how to footnote any of their reference material. There's lots of things they don't know which I can teach.

So I've become now a great friend of online instruction but I also have been my whole life at home. I have a wonderful wife [Susan Moore, Executive Assistant, Lieutenant Governor's Office] that's been with me through parts of this. She works for the lieutenant governor's office. She's a senior policy planner. I don't know if any of you are millennium scholars but she started the Millennium Scholarship Program. It was dead zero. Kenny Guinn wanted my wife and I to stay in the state. And I said, well, I'd like to maybe try to get to start the state college. And he said, well, I'll try to help you and he did. And he said--I said I think my wife could help you. So six months later he picked her, handpicked her, to create from scratch the millennium state--the Millennium Scholarship Program. There were no rules for anything in this state. It's still going. And now she works as the senior policy advisor for the lieutenant governor. So I have a wonderful book and I have this little life of ideas. I'm working on a book right now on accidents, mistakes, and failures. And I think they're not respected. So I'm working on ideas. So I have a charmed life and I've been able to create things and I've also been able to work on ideas. A lot of the ideas that I knew and understood earlier are wrong. They need either revamping or changing. Anything else you want to ask?

Kade McCallister: Uh...

Kade McCallister: Is the president for LandWell that you became friends with, is he or she still around?

Richard Moore: I have been working on coming up with his last name - his first name is Richard. I do not know. Let me think. He had a key assistant who has gone over to The Greenspun Corporation. I will think of his name in a minute. If not, I will call or email you and give you the names. Dan...for instance, he is, he lives in, the guy that owns the LandWell lives in Texas, and he was pursuing a doctorate in history. One of you are in history...

Kade McCallister: All of us. [Laughs]

Richard Moore: And, he is pursuing a doctorate in history, very interesting guy. One of the fun things was that, it seemed wrong to say if there is a tiered system, university state college, community college, that the middle tier has to be mediocre and the university should be superior and the community college is barely respected. Why don't we have the middle level be maybe the highest quality of one? So, we started with the idea that there was nothing, why don't we create the state college, a really great institution that will at a minimum create undergraduates who are superior, vastly better than how the university prepares them, or how the state community college prepares them? It does not have to be middle level in quality, it might be best.

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And, I went to one of the Claremont schools, Claremont Men's College at the time, now Claremont McKenna. But, I liked the liberal arts orientation of those colleges. So, we tried to put into the planning of this college a college which would be potentially superior in quality to the university and the community college. For example, we wrote in to the bylaws harder rules than what are required by the federal government on discrimination, for example. Federal law, federal government has no rules on sexual orientation, but we wrote in that you, you may not discriminate on the basis of sexual orientation at this college. It is not a requirement at the university or, you can put in tougher rules for yourselves than what is required. So, we tried to write in a set of school principles and premises that would actually permit this to be a great school, and not an average or mediocre college.

Kade McCallister: Do you recall what the people at LandWell Corporation, how they expressed interest in the college and why they were...

Richard Moore: Well, they were introduced to me by the mayor--Gibson, Jim Gibson--and Selma Bartlett. I mean they took me to lunch with them. And we instantly liked each other. I took all the LandWell people over to Claremont with me and the Henderson people, and several regents. We went to Claremont and we spent a whole day together at Claremont seeing how they put together Pomona [Pomona College], picture scripts, Harvey Mudd at Claremont Graduate University. So in many ways we tried to model this school off of the Claremont College model, a liberal arts college. We thought the strongest liberal arts colleges are either Evergreen College up in Washington or Portland. So we were very pleased to pick off one of the lead people out of Portland to come down here and start this school.

Unidentified

Female: With everything that's been going on with the budget cuts where do you see Nevada State going?

Richard Moore: I think it's just taking its proportional cuts. I thought it was appropriate and helpful--since I left Jim Rogers became the Chancellor and he did, in my opinion, several things to help this college. Number one, he shut down critics of the board and board policies and they're either going to be together or shut up. And it took a bully as a chancellor to shut up Steve Sisolak and other regents. And he just said to them, "I'll listen to you, we'll incorporate your ideas, but you're not going to be a public standing critic of higher education." And that all occurred because of Jim Rogers. Jim Rogers also said, "I want the state college and we're not going to let either the community college or the university take it down." And he became the guardian of this school. The mayor of Henderson can't do anything. He's a mayor of a city. This institution belongs to the state and the Board of Regents. The mayor ain't worth anything. He might as well tell me that the president of Yugoslavia, which does not exist, supports the idea. See they have no value. What do the thirteen members of the Board of Regents believe and can they get a cohesive setting among themselves about what they're going to do or they're going to allow dissidence to destroy themselves. Sisolak tried to destroy many things. He's

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now working on the county commission. He also then blocked any attack that said, well, when there's a budget downfall we just wipe out the state college and he's the one that said, no, proportional cuts. And then he lined up those arguments that even if you closed a whole bunch of things they still wouldn't even risk it at the university.

So I think as long as Jim is around he has influence with the regents and has handpicked the current chancellor, but I think that you're in good shape and I think a second element is I think Fred, the current president, has done a fine job. He needs real quality success without too much publicity. I'm really not a good president for this place because I would get in too much publicity. And that scares the heck out of the university. When I was at the community college I got as much money as the university did for buildings. That did not make the university happy. So they weren't happy to see a hustler type guy, me, over at the state college. Fred does not come across in an intimidating scary way to the other president. That's helpful for Nevada State College. You don't need to scare the devil out of them. I scare some people. If they're not competitive I'll take them. So you've got some good supporters. I think the school--and I'm not demeaning the mayor. I'm just saying the mayor's vote isn't a vote with the Board of Regents. If the Board of Regents said, "Kill the state college," it'd be dead at that moment, right at that moment. The legislators don't have the authority to overrule. They are an autonomous group. Most people don't understand really the power of the Board of Regents. The Board of Regents really are a powerful group.

Kade McCallister: On the autonomy, there was a bill in front the legislative session to put control of the Board of Regents under the appointment of--or members of the Board of Regents would be appointed by the government. Are you familiar with them?

Richard Moore: Well, that's an item that comes up from time to time. That's because the board--it's not unusual to get sort of crazy people on the board. So people that don't like crazy people so the governor's got to appoint them. It's a plan that works. I don't think you can get it. Once you have--the public votes them in it's hard to take that power away from the public. In California the elementary schools are elected. They elect and pick their boards but the--and the community colleges are locally elected boards but the state colleges at the university they're all appointed by the governor in California and they're appointed for long term, 16 years for the university. And they become actually prizes that are given away to wealthy people for their support of the governor and sometimes it's healthy to have a very rich person on your board because they're used to seeing struggles. Newly elected people, maybe not now that the controversy is healthy and normal and happens. Students are unhappy, it's not the end of the world. People with experience are used to trouble, stress, and friction. So some people if they're self-made rich people are pretty good board members. They're used to trauma, competition, stress.

So the University of California, for example, I think has done very, very well by having an appointed board and would probably not as well with

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an elected board. And the net worth of that group is probably 25 million. They probably had to give a half a million dollars to the governor to get appointed to the Board of Regents. So the downside is this is the wealthy person's club. That's not a bad thing. They also can maybe contribute financially. You have the same issue on judges. We got the idea on elected judges by trying to copy. We fell in love early on with the Indians. We tried to see how many things we could borrow from the Indians. They look like smart people who beat them up if they were smart. And one of the things they did was they elected their chiefs so we said why don't we elect our judges. So we went to elect the judges. Now, none of that occurs on the East Coast because we didn't like Indians right away. We had to beat them up and drive them out over the East Coast. But as soon as they were gone Franklin and those guys started talking about, "Let's have elected judges." And the further west you move in America the more you have elected judges, and the more you'll find an argument to get rid of them. In general the public has no idea who in the hell they're electing. And maybe you don't want a judge begging money from developers and casinos. Maybe you want them a little independent of the casinos and the developers.

So I would argue in the long run it's probably smarter to have elected, to have appointed judges than elected judges like the federal courts are. Sandra Day-O'Connor makes that argument for example. And you had that same type of issue about elected bodies for schools and stuff. You might get a better trustee out of appointed but then again you have to gamble on that. Right now we don't have a lot of huge respect for the current governor and his judgment. So you got to bet that people are more like Kenny Guinn and not like Gibbons. I'll give you another war story.

When I first came here Kenny Guinn was the interim president of UNLV. And I was the newly commissioned president of the community college. We were both taking positions before our Board of Regents for faculty positions and the board picks members and I was going to get, I don't know, like 13 new faculty positions and he was going to get 25 or something. And he said to me afterwards that's wrong. The board sent their message on to the governor. And that session was cranking up and he said UNLV's got too many faculty members. We don't need any. You should have 50. I said I'm not touching this. He said I'm going to call the governor and just tell them we don't need any. And you need 50, not 13, or to be nice we'll give you 25. We need 50. Kenny, I don't know. That's--two days later we got a little note from the governor's office. And you know I guess we made a typo when we first wrote this thing up. We were planning on you getting 13 people but we're going to recommend 50 people for you. That's Kenny Gwinn. He said they got too many people who are not working hard, you know, teachers with big loads. You got faculty that are teaching five classes, these I can't get barely to teach two classes, screw them. That's Kenny Gwinn. Then he became governor when I worked with him. And he asked me to stay and try to start the state college and he asked my wife to start up the Millennium Scholarship Program. It depends on who you got.

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Bob Miller was a wonderful governor. I loved Bob. He didn't know much about education but he listened to his wife Sandy and they both live in Henderson. And Sandy really likes schools a lot. She spent a lot of time with me and she got through her husband a lot of money for us at the community college. At one point we hired three hundred faculty members. I'm sorry, we hired three hundred in total, we hired one hundred in one year alone. And that was Bob Miller. But they agreed that the state ought to educate more people. When I meet with the RJ, they say to us, we don't want to educate more people. it costs money. We want a more educated workforce. We'll hire them out of California and Nevada or Arizona. We don't want to educate them locally. It costs too much money so, no, we don't want more people to go to school. We don't want more teachers working for you. We don't want more buildings for you. We'd like you to go out of business if you would but you won't do that. We're not going to support anything that'll help you grow. People don't want to--we don't want an educated workforce, it'll cost us too much money to educate them and then they're going to want to be paid more, and we don't want them. So we don't support education. You got to know where they're--that's where they are. And they haven't changed one inch.

Richard Moore: Okay, any last throw away questions...?

Kade McCallister: No, I think that's great. Thank you very much for your time...

Richard Moore: You're welcome.

Kade McCallister: ...and all this information is going to be very valuable to not only the college but our project.

Richard Moore: Well, I think it's nice to try to get the record down because some of the stories have not been told.

Kade McCallister: Yeah...