



7-18-2016

## Beck Brallier, Lynn Oral History Interview

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### Recommended Citation

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<https://scholarlycommons.pacific.edu/esohc/68>

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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Lynn Beck Brallier (2005-2016)**  
**Dean of School of Education**  
**Interim Dean of Library**

July 18, 2016

By Doris Meyer

Transcription by Mia Watts, University of the Pacific,  
Department of Special Collections, Library

Subjects: Role of School of Education in the University and the community, Restructuring of School of Education departments, Dean Beck's leadership style, Partnerships with area school districts and San Francisco School of Dentistry, and Role as Interim Dean of Library.

## UOP ARCHIVES FACULTY EMERITI INTERVIEWS

Meyer: Good morning Lynn. It looks like our recorder is recording.

Beck: Excellent.

Meyer: Lynn, I'd like to introduce you properly to the readers or the listeners of our interview whatever the case may be. So I'm here this morning, we've decided it is July 18<sup>th</sup> it's a Monday morning. It's a lovely day. We're in the library, and I'm with Lynn Beck, Dean of the School of Education and Interim Dean of the Library. Is that right, Lynn?

Beck: That's correct.

Meyer: And Lynn, my name is Doris Meyer. You know we've known each other

Beck: Yes

Meyer: And I'm happy to be able to do this with you.

Beck: Thank you, Doris, it's a pleasure.

Meyer: Anyway, over the years we've found the oral histories have been a good repository of information for posterity perhaps. So, Lynn, tell me a little bit and tell the readers a little bit about how you ended up here at the University of the Pacific.

Beck: Certainly. I came here from Tacoma, Washington where I was Dean of the School of Education at Pacific Lutheran University. And I came here because of some personal connections. There is a professor here at Pacific named Sarah Merz who teaches in the math department. Sarah's mother was Dean of the School of Education at University of Puget Sound. In Tacoma Washington, there are two private schools: PLU, where I was, and UPS, where Carol Merz was Dean of Education.

Meyer: Right.

Beck: So Carol had a connection with Pacific through her daughter, Sarah, who is a professor here and who lives in Stockton. When the School of Education here was searching for a Dean, Phil Gilbertson got in touch with Carol Merz. He knew of her because she was Sarah's mother and was Dean of the School of Education at UPS, and asked her if she had anybody she would recommend. She recommended me. She knew Pacific well and had an understanding of what this University was looking for, what the Benerd School of Education was looking for, and understood me and the kind of leader I was and what I had done at PLU. So she recommended me and people here at University of the Pacific, Gene Pearson was head of the search committee, Dale Anderson at that time was Interim Dean of the Benerd School of Education and others, Phil Gilbertson and others, called, wrote, and strongly encouraged me to apply. And that's how it got started. I was kind of recruited to apply, I went through the whole interview process. But it was a sense that people had that I matched, my strengths as a leader matched much of what they were looking for here.

Meyer: What year was that?

Beck: That was, I started here in 2005, so it was, the recruitment process began in 2004, and I came in July 2005.

Meyer: Right. And then in that position, you held that position for how many years then?

Beck: I was Dean of the school of Education for ten years and stepping down in 2015 and had been asked by the provost in 2014 to also take on the Interim Dean of the Library role. No replacement in that role had been hired when I stepped down as Dean of the School of Education so I agreed to stay for another semester in the Library to give them time to hire a director basically. So I ended up, actually, my sabbatical began in January of 2016 but I stepped down from the School of Education at the end of June, 2015.

Meyer: Okay. So let's think back to 2005. And when you arrived, oh, did you have an interview here?

Beck: I did.

Meyer: Or went back and forth?

Beck: I did. I did phone interviews. I came here for an interview, then came back again once I had been hired before I stated to spend a little bit of time with the school.

Meyer: Who was helpful to you in the beginning?

Beck: Oh many, many people were. At that time, Vivian Snyder was the Director of the Educational Resource Center and Vivian was a big, big help. I was widowed many years ago and single, and Vivian had been widowed and kind of helped me. When you're single there's certain things you have to deal with that if you got a partner or a spouse or a family member, there's sort of the load to share. So Vivian was very helpful. Marilyn Draheim was wonderfully helpful. Of course Phil and Carol Gilbertson were wonderful, so just a number of the faculty in the School of Education were very, very welcoming, but special support came from people who were closer to my age. They kind of understood the things that I was looking for.

Meyer: What about the environment moving from the Northwest down to here, the climate, the city, the town?

Beck: Well I had lived in California. My first professor job was UCLA. So I had lived in Los Angeles for six years. Now interestingly, I didn't know anything about Stockton when I lived in Los Angeles, nor did I know about University of the Pacific, so that was new. But a couple of things made the transition really easy. I was at Pacific Lutheran University which is a slightly smaller but not markedly smaller independent university. We didn't have doctoral programs, but otherwise the portfolio was pretty similar, and we didn't have the dental/law kind of thing but otherwise the portfolio was really pretty similar to Pacific. So in terms of working with faculty, what it meant to be a dean of a private university that was relatively small, I understood that. I understood that I would wear many hats.

Meyer: Right.

Beck: Interesting, the climate. It was hot, but I'm from Mississippi so (laughs) the lack of humidity seemed real easy and the cool nights, and all of that. And, one of the more interesting things was because I am from Mississippi and the first, actually, 40 years of my life I spent in the South and Mississippi and Tennessee. In many ways, the central valley is culturally not that different. It's agricultural, people's roots go far back. I noticed as soon as I moved here that people introduced themselves in terms of their genealogy. They would say, "Oh she's married to so and so" or "I'm a fourth generation Stocktonian."

Meyer: (laughs)

Beck: That was like the South and definitely not like Los Angeles and not too much like Tacoma, Washington. It was more that way than LA but still, so it wasn't a hard adjustment for me.

Meyer: Oh that's great. So, gee, I just feel so good talking with you here and knowing that you were able to make what seems like a fairly quick and comfortable move.

Beck: It worked as a move. Now, I've moved a lot. And this was my, this is actually, in some ways the fifth university where I've worked, although I was a graduate student at Vanderbilt. I ended up moving into an employed position there my last year, doing some research for a center. And then was at UCLA, University of Alabama, Pacific Lutheran University, and here.

Meyer: Right.

Beck: So I have moved...So I have moved within different university settings.

Meyer: Let's see, let's talk about who was here before you were here as the Dean of School of Education, and what did it look like It needed or didn't need at that transitional time.

Beck: The School of Education has not had a lot of Deans. The people who had been there tended to stay for a while. Marc Jantzen preceded Fay Haisley and then Jack Nagle. Dale Anderson was an Interim Dean after Jack stepped down and then I came. And there were Oscar Jarvis, there were some others before them, but the main ones in the modern era were Marc, who was here for many years, Fay, who was here for many years, Jack, who was here for less time, about four or five years. I think four years. Dale, for a year, and Dale Anderson was just an Interim. What I think the school needed was a community builder. There had been a lot of wonderful things going on during the time of Fay and during the time of Jack. But there had also been some things that lead to the departments kind of separating from each other rather than working together as effectively as they should've and a small university, for all sorts of reasons, you can't have resources divided that way. A lot of it was not necessarily under the control of a dean. Some of it had to do with individual faculty members who weren't a great match for this particular environment. But what I think they were looking for, I think they were several things. One was a community builder. Another thing that at the time they were looking for was someone who could sort of help the school of Education recapture its place as an important educational resource for the community and the region. When Marc Jantzen was here, and even when Faye was here, University of

the Pacific was sort of the place, in part geographically. There were the Cal States' in Sacramento and Stanislaus, but, other than that, there were not many other institutions around. In the ten years I was a Dean, I counted at one time, and I'm not sure of the number now, but something like eight or ten universities offering teacher education programs came into Stockton, to some extent San Joaquin, but really Stockton in that 10 year period. They had not been there before. There were many new opportunities that had come into this area for people seeking to become teachers. And during the 10 years I was here, the California State Universities, and we've got a number of them in our area, began to offer doctorate of education programs. So I arrived at a time that we went from being sort of the only game in town, to being one of the smaller games in town compared to what was going on around us. So part of what I was, they wanted to, I think they were really two things that were important to maintain all the strengths but to bring the School of Education together as a community to grapple with this issue of what is our place in this community and how can we be a real resource. Perhaps the third thing just because the University was going this way, is to cross boundaries and work real effectively across boundaries with other schools and departments and so on. That was probably not quite as high on the list but that was the general direction the University was going in that was important.

Meyer: Since Pacific and Pacific Lutheran...

Beck: Uh huh

Meyer: ...didn't have a doctorate program...

Beck: Uh huh

Meyer: ...was that one of the reasons that you think that drew you into this job?

Beck: It was. It was. I had been at PLU for six years and I loved it. It's a wonderful school. I felt like I had accomplished an enormous amount there. We had built new programs and grown enrollment but I didn't necessarily see a whole lot more that needed or could be done. We were sort of functioning at capacity, and in fact, it's still sort of functioning at that level today, which is a good place to be. So I was interested in a much more diverse portfolio than I would have here, doctoral programs, educational psychology. I also was honestly very drawn to the challenges of California, the central valley, challenges that are opportunities for education. Tacoma, Washington is about 30 miles south of Seattle and it really is part of a strip that runs south of Olympia, Washington up to Seattle. And it is economically thriving, it is high-tech, it is not diverse in the ways that the central valley is diverse. Nor does it have the economic challenges. And in education it is one the things that draws us to it is the opportunity to go where education can make the difference. So that was a very interesting and attractive thing to me to come here.

Meyer: Wow, that's kind of interesting. So, being in a tech area and a yuppie area and so forth to come back, which is kind of like Mississippi...

Beck: In some ways, yes.

Meyer: (laughs) was a change.

Beck: It was a change. Both really wonderful things but there are educational challenges that when I left Washington State, when I was there, has a very, had a very light bureaucracy. It was not heavily layered or heavily regulated. It was a very good relationship between the schools and college of education and so on. They didn't really have a state board but the opposite, a superintendent of public instruction and a board that worked with higher education board. I told them, I said: "You all have got to understand this is educational nirvana." Where California is so complex, and I knew that because I had been at UCLA with the heavily, the many public institutions and then all of the different state agencies, all of whom have an oar in the water around what is expected in education so I knew it was going to be much more complicated, and it was, but that's kind of what I was looking for at that time in my life.

Meyer: Right. I wrote a little note to myself: "silos." You mentioned that you thought some of the departments here when you first came were isolated or there wasn't a sense of community or family.

Beck: Right.

Meyer: Can you, do you think you were able to move through that? And how were you able to move through that?

Beck: Very much so. And part of it was that people wanted to, people liked each other. And they wanted to work effectively and collegially together.

Meyer: They did?

Beck: They did. And that was very, very helpful to me. And some of it was just that some of, there'd been a few people who were more interpersonally challenging who had left before I got here, and so that was helpful, to have a couple of people who were not a part of the community anymore. But the way I moved through it, and I was pretty intentional about this, the same thing had been going on at PLU before I got there, was not to push anything. Because you can't force these things. I built relationships with everybody. The first month or six weeks, I met one on one with every single faculty and every single staff in the School of Education and sat down for an hour or more, and it was a very personal conversation, wanting to get to know them, wanting to understand their experience, wanting to understand how I could support them, what were their goals and so on. I also met with Emeriti. I met with Bob Morrow, with Elmer Clausen, with a number of others over time, Jean Longmire, a number of people who were able to sort of help me understand the culture. And to continue to, you know, meet with you all...

Meyer: Sure, yes

Beck: ...on a, kind of a quarterly basis. Just to kind of understand what were the points of tension, what were the stresses and so on. And then, really almost through a series of conversations we began to think about how we could work more effectively and more collaboratively together. One of the areas where we started, and this was mandated both by the university but also by NCATE our accrediting agency at the time in the state, we need to develop a school of education assessment system that was more than simply individual faculty collecting student work and grading and if the student passed the course they

were good to go. We were being asked, the shift had gone from inputs and activities to outcomes. And we were being asked to identify the outcomes we were seeking, to have a plan that moved through our program to assess those outcomes and to be accountable for them, to array them in various ways. That was really, I believe, an assessment in a way that was a real gift because when we're told that we have to do it we would sit down together and we started with what had gone on before with our core values and we said "what are the outcomes that are linked to these? How are these related to what in our credential programs we're supposed to be doing? How are these related to what the University is saying, our whole university outcomes? How can we know that we're doing it, how can we create a system that is flexible enough? And so that was an important beginning point. And then through the time that I've been here we've actually moved away, we still have departments which the School of Education has which are intellectual homes. But at the time I arrived there were more degrees than there were faculty listed. There were something like 17 degrees options, and there was so much about them that overlapped that they weren't totally distinct degrees but there were so many. There were MA's and MED's and different degrees offered in every department. There were EDD's in higher ed and EDD's in Ed Admin and EDD's in this and so on. So one of the things we did over the decade, we moved to basically one master's degree with concentrations rather than having a full master's in this, master's in this, master's in this. We moved to one with concentrations. So the core was in common, the concentrations were listed, and created a lot of collaboration as a result of that. We moved to one Doctorate of Education with concentrations. And what that enabled us to do was to talk across departments, so that we dropped the course being like CURR course or an Ed Admin course. Everything became EDUC, Education. And all of those were important because it enabled us to be more flexible in responding to the outside world, but it also sort of reduced the sense of 'this is my program' to 'this is our program.' And that was really important, I think.

Meyer: Lynn, I can see that just as clearly you've described that so clearly that by putting people of different departments having to solve and to make the criteria for the programs valuable, worthwhile, they had to work together...

Beck: Right

Meyer: ...to develop each one of those criteria...

Beck: Right, Right

Meyer: ...the curriculum, the whole business. Looking back at that, so you used the word "collaborative", or I'm using the word "collaborative", tell me about your leadership style. It obviously includes collaborative techniques. What are some other things that you think especially helpful over the years that you possessed?

Beck: I learned several things during the time in different leadership roles, and some were natural and some were learned. One of the things I, I'll tell you two things I have said and then I'll tell you a little bit about my leadership style. One of the things I told people from the very beginning was that I believed a dean's job was to figure out how to say yes. And so, one of the things that I wanted to do was that when people came to me with ideas, I couldn't always say yes immediately, but I would work with them and I



would say, "Let's talk about this. Here's some things we need to think about." In a sense, instead of saying yes or no, I would say, "How could we do this in a way that would work?" And that has served me pretty well, in the sense that it has led to wonderful, creative problem-solving collaborations and conversations and that's been really a good thing, I think, a good kind of approach is to not start with an idea of me controlling things but rather me enabling. The role of the Dean being that the brains and the energy really resides with the faculty, with the staff, and so on. So when they have a good idea, it's like, let's talk about this and figure out. Sometimes in the course of trying to figure out what it would take to make it work we decided it's not working, it's too much trouble. That's fine. But it's not me starting off by saying "no" it happens over a time of exploring. Another thing that I said early and often is, I would say I had way more ideas than good ideas.

Meyer: [laughs]

Beck: So what I need is for you all to let me throw my ideas at you and you tell me if they're not good. And I think that particular thing, well someone said, "I wonder what would happen if we did this"? And people said, "Well that wouldn't work but what if we did this? And eventually it was through an almost like pictures of, like in the tech industry you see things like in Apple, or something, where they're all sitting around, "Well what about this?" It's very playful almost. And eventually through this series of throwing out things in a safe environment, throwing out an idea and trying it out, you end up moving the models forward, the ideas forward. And they don't all, sometimes we play with a lot of ideas we decide aren't right, but some that emerges new possibilities. I also have two or three other qualities I think in my leadership style. I'm informal probably to a fault on some occasions but I think in a small unit like a school of education, being more informal and, so for instance, one of the times we got these, got a lot of work done were in what I call "faculty work days". And they were not retreats, they were not meetings. They were work days. And we would plan several work days for the year, and they were usually on a day, usually on a Wednesday because it tended to overlap with some other things and they would start, oh 9:30 or 10 and run to about 2:30 or 3. They were not meetings, everybody got together and we would always bring in lunch and have coffee, and we would actually work. We would do the work and from that we would produce things that the next time we got together we moved forward or we handed them off to small groups. But they weren't through a formal committee, faculty, they were just people getting together in a space and doing some work. Sometimes they were in the School of Education, usually they were not. Occasionally off-site, often in the library or something else. Much less of a formal kind of meeting or committee and much, and it didn't result in a report, it didn't result, it resulted in work products like syllabi or an assessment system or something we were actually working. Not a plan to develop syllabi but the syllabi themselves because that sort of helped us move forward more quickly.

Meyer: From the very moment you arrived here, I heard about you.

Beck: [laughs]

Meyer: As an emerita, enthusiasm was the key that everybody used, or the word that they used, to describe you. And so among the things that you've talked about, the informality, the collaborative style, and certainly enthusiasm is something that you've brought.

Beck: Mm-hmm

Meyer: Is that just natural?

Beck: A lot of it is natural. I think some of it, a lot of it, is natural. I was a school teacher for many years, taught high school but I taught middle school. And I was a good middle school teacher and I loved it and I think when you teach kids, if you're enthusiastic, they're enthusiastic, they're engaged. And it's way more fun for both of you. So I think I've always had that quality but I think it was probably heightened in my years of teaching where there's a certain lightheartedness and light-handedness about things that has kind of characterized how I approach things.

Meyer: [laughs] So far we're doing great Lynn. I think we're right on task with things here. I know over the years that you've increased the numbers of partnerships with the local school districts...

Beck: Right.

Meyer: ...'Out of the gates' things and so forth.

Beck: 'Beyond the gates'. Yes, we did a lot of that.

Meyer: Can you tell us a little bit about some of those ones that seemed to work well, some that were a little not so sure. A little bit about that.

Beck: Sure, sure. Another thing, it seems like I have these little sayings but one of the things that I believe very strongly is that the School of Education is not about what happens within the University. That what happens within the university, our impact is not grades or something that goes on here, our impact is lives changed out there. Our impact reaches out, and in fact I think that's both by definition what a School of Education is about, but I also think it's why people would bother to either come to us or support us financially, because by investing in School of Education, School of Education students you are investing in the thousands of children in Stockton Unified or in Lodi or in Lindon or in Ripon whose lives will be positively influenced by what we do. So I've always had a very strong sense that schools of education and educational activities outside the university can't be separated. Number one we're linked but number two by being deeply connected to them we are able to do our work better. It's one of the typical criticisms, particularly of teacher education, is it's isolated from the real world. And so, what I did when I got here, I began to meet, and people were so gracious and generous. I would meet leadership in the school districts, the superintendents, the principals, the folks at the county office of education, not just the folks at the top, but also people running programs within these. And the school of education and the university had not for some time been deeply connected with them. There were connections through student teaching and so on and different individual faculty might do something. But basically what happened was, you start with relationships and then the possibility arises of doing more. And in the case of these partnerships, many of the partnerships involved summer academies for students in

this region that we actually wanted to do here on campus. Partnerships included migrant education. We've had now, I don't know, it's in its eighth or ninth year, a partnership with migrant education in this region, something called Pacific Academia or Academy of Mathematics and it's for migrant students to provide them with a big summer boost around mathematics. One of the research pieces that guides us very, very strongly is research out of Johns Hopkins University that shows two things about a phenomena called 'the summer slide'. The first is there is a summer slide, kids lose ground in the summer. Children lose ground between where they are academically when they end the school year and when they come back. And I think we all know that. There's always this going back and review. 'Let's go back and remember'. They lose habits, they lose memory of things, and so on. So that was one thing that happens, "The Summer Slide". But the more compelling issue was that low income children lose six months of learning in the summer. It does not happen to high income kids, it happens to low income kids, so that when they leave in general, when they leave school, say at the end of the third grade, when they come back to the fourth grade, they are back to where they were half way through the third grade. And that has a cumulative effect, and so that over time children end up falling a couple of years behind, and it's particularly acute in mathematics because math builds on itself. And so, to fall behind in math early, puts you even... it happens to low income kids simply because they don't have the resources that middle and upper-class children have. And so a real critical intervention is summer work for children that don't have these opportunities. And so what we've partnered with migrant education and hired, they had a contract with us, hired credentialed teachers who for five weeks, four days a week, basically six or eight hours a day, are working with these kids on math in the most powerful and engaging ways. And we assessed it very carefully. We really did see important gains that were not just short term as a result of this. Plus these children had a wonderful experience on campus. We have graduates of this program who are seniors in the school of engineering and computer science here at Pacific today. Migrant children, and in large measure, a lot of it had to do with connecting with them and with their families. We don't do anything unless families are involved. So everything we do with children gives us entree into family. So there's family educational work that's done, and the families are wonderful, just looking for folks we would typically hire teachers and leaders who were bilingual for the migrant, the programs working with the migrant kids, so that everything was in Spanish and the families felt very welcome. But the children loved being here. They were energized. We had wonderful teachers, with the contract, we would hire school of education teacher ed students to work in these as teacher assistants. So they got summer employment and great experience that benefitted the kids, benefitted the community. Had a similar opportunity with something we call "Reach For the Stars" which was brought to us by Jose Hernandez, and it's similar to our Pacific Academia of Mathematics except for several different areas. One is, it's actually interestingly designed not for kids who are struggling, but it's designed for what I call "high ability, low opportunity" learners. There are a number of learners who the assessment show they really get it. They are able to perform at high levels and were not, because their families were low income, were not able to provide them with the kinds of enriched opportunities that they need. So that's what Reach for the Stars, the other thing about it is it's not just math, it's STEM. So it's science, technology, engineering, mathematics, we do aeronautics, we do water, a number of things. And then there were other academies as well that sort of grew up from this, so that's been a lot of what we've been doing.

Meyer: Let's back up and clarify because I think this is a great program. It started when? Is it going now? Who are the instructors? And what's been the accountability from the start?

Beck: When President Eibeck started Beyond Our Gates, this became folded under it. Prior to that initiative, these were more individual initiatives that were just sort of strictly on an as-opportunity-came-along basis. But we were able to hire a Tomorrow Project Administrator in the School of Education, a woman who is a credentialed teacher, credentialed administrator who was kind of our administrator of these multiple programs. Each program had a different funding source. Most of the funding for the program came from the school districts. Often they would have money, frequently it was designated money, some sort of title money or when they shifted the local control funding formula that was intended to be used to provide certain opportunities. And we particularly benefitted when the school districts dropped summer school, which they did during the economic crisis. They just stopped doing summer school. So, but they had enough money to do contracts with us. We always hired credentialed teachers. The districts enjoyed working with us and running it through us because we could hire whomever applied and was judged to be the best person for this. We were not under any kind of union constraints, overtime constraints, anything like that, so we could hire from any, so we could have a Tracy Unified teacher teaching in our program, teaching Stockton Unified students. There were no issues around that because it ran through the University. We also hired for each academy a director for the specific summer details, to really do the on the ground nuts and bolts. The districts typically provide the transportation, so part of their commitment was to bring the kids here in buses. To pick the kids up and bring them. So it was kind of a collaborative effort, but it was done as through a contract from the school districts. We would sometimes get grants or gifts to help support it but the core funding was a contract, which was important because we needed a base of funding to be able to ensure. And some of them for different reasons, we off and on probably over the course of my time here, we probably at any given time had six or eight going on with maybe four in the summer and a couple that were spread out over the school year, two or three. There've been about three or four, probably four that have run the whole time and are still going on. Others, because of lack of funding either got folded into these, they're done a year at a time. But they have continued in very, very, I think, important and respectable partnerships that really help the community, help the University, help the school and School of Education. So that's what we've done.

Meyer: Gee, Lynn, that program at the academy is part of your legacy. I'm sure you should feel that way.

Beck: Well I hope it is.

Meyer: Good.

[Break]

Meyer: Hello again, Lynn. We just had a nice little break and we think we're on task. [Laughs]

Beck: Okay, good.

Meyer: I wondered when you were talking about the School of Ed and its structure and your style of bringing those folks together, I wondered now if we could talk a little bit about your position and your perceptions of the role of the School of Education into the big mission of the University. One thing that you said when you were talking about the academies is how you felt what we're doing at the University ripples out into forever and ever and ever, to different groups, different individuals, and of course something to do with that's got to be the mission of the University itself.

Beck: Yes.

Meyer: Speak a little bit about what we're talking about now.

Beck: Well it seems to me that University of the Pacific is in a unique role in several different ways. Geographically, we're in a really unique place, first of all having the three campuses, the three city sites puts us in a unique position—and three very unique different types of cities with Stockton in the central valley, agricultural, the state capital, and then one of the most cosmopolitan cities in the world in San Francisco, puts us in a great position, in the state of California, to do exciting things and to influence knowledge, influence practice, and so on. So I think we're in a really amazing place as far as that goes. The Stockton campus, I was really drawn to the fact that we are, and we still are despite the fact that other programs have come in, we are the only residential campus in the county. There is no other residential campus with dorms and people living in, there are a lot of programs but we're the only sort of anchor, and this really challenged part of the state. To me, that's an important privilege, universities can make an enormous difference in the communities around them. So, the university it seems to me has a mission within and without. And my thought, the mission within is the education of the students to go out and scholarship and internal service and the mission without is to take, to enable our students to be able, when they go out, to move things ahead, to be better. Our knowledge needs to not just be for knowledge's sake, but to make things better. And we have unique opportunities with our different programs and so on. So, one thing that was always on my mind was making sure, that was part of figuring out how to say yes, was saying how can we do this in ways that meet multiple dimensions of what we're supposed to be doing, that meet our mission within and mission without. And that also, because this is important to me, helped to build a stronger, kinder, more caring, more intellectually vibrant environment. So that has always influenced my thinking and my work with my partners, fellow deans, faculty, not just within the School of Education faculty, but across the University and coming up with collaborative ways to work together as we move forward. There's a very natural partnership between the School of Education and College of the Pacific and you would know about this because anybody who's teaching high school, physical education, English, history, we're going to work with the College around the content, around the teaching and so on, so that's a natural partnership that we have enjoyed and that was important to flourish, but we've been able to build partnerships with the school of engineering and computer science around things like these STEM academies where we work with them, because we're teaching with them, and they're wonderful partners, they love this. Working with us on this. We've worked with the Conservatory. We have an academy that is called "Harmony Stockton" around music and it's the Conservatory and the School of Education partnering and it's particularly keyed in on music education, but not just that. So the children in this Harmony Stockton program, there are children right now at Taylor School, one of the lowest income schools and areas in the city, have

been able to—it's Marshall school, I'm sorry, it's next door to Taylor. Marshall School has been able to perform with Pacific students in performances which has been really, really wonderful. We have partnered with the law school in an interesting way, and this was the previous dean particularly Elizabeth Rindskopf Parker, was very interested in creating pipeline programs to law, meaning starting with high schoolers, starting with middle school. And working with her, we created, set up a kind of entity. She was a part of it, I was a part of it, others were called the P20 Consortium. It was affiliated with the university only kind of indirectly, in that it was not a university owned entity, but there were people from the university connected with it. And we have a charter school in Stockton that's a law, I mean Sacramento, that's a law themed charter. It's in Natomas and called Natomas Pacific Pathways Prep or NP3. Well it's one of the best charter schools in the country...

Meyer: Is that right?

Beck: ...and certainly in California. And it is law themed, we're just now starting an elementary charter. It's a K-12 charter school in Natomas, in the Natomas school district, that is amazing. It has received all kinds of awards, it's lottery, it serves low income kids, highly diverse, high performance, blue ribbon school, it's just been wonderful. And it's not owned by the university, but it's partnered with the University with law, with the Stockton campus, and so on. And I've worked with that, and that's been a lovely partnership. With the dental school we had the most interesting relationship because dental faculty are trained, as are faculty in many places, they're prepared to be dentists. They are, they have a DDS or a DMD degree. Very few of them have done much in the way of how do you teach. So when I first arrived we were approached by Dave Chambers who was an Associate Dean at the time with Art Dugoni to do a program with dental faculty who are interested, and we ended up doing an EDD program with about 20 plus faculty with Art Dugoni to develop their ability as teachers and as leaders. And we continued to work with them on a partnership that provides a master's now. Doctorates are pretty faculty intensive so we do a Master's now, not just for Dental faculty, but healthcare faculty, particularly Dental faculty serving the larger community. And that's been a really fun partnership to work with them helping people who were prepared to be pharmacists, or prepared to be dental hygienists, or nurses. To help them understand the science behind teaching and learning and think about how to incorporate that into their instruction. So it's been fun.

Meyer: I can't believe the numbers of connections that you've just referred to. Tell me your connection as the School of Ed Dean with Maria and the Provost's Office in the development or the workings of all of these different kinds of connections.

Beck: Well we work very closely with them. One of the things we attempt to do is to not make work up the food chain. To work in ways that we kind of get the programs as done as possible before we need to—so that we keep everybody informed but not add tremendously to anyone's workload in the Provost's Office so it's been a kind of good partnership with individual people there where we come with a whole lot of the work done ahead of time and keep them informed. Through Maria and the Council of Deans is really how we kind of get the work done, sharing information, but what we've tried to do is to add value, add resources through contracts and things like that without significantly adding to

anyone's workload. So trying to sort of do these in ways that fit into what is already in place has been important.

Meyer: So you were able to do a lot of the preliminary planning and organizing from the bottom up?

Beck: Yes, yes. In many ways the contracts, for instance, that we have with school districts, we've been able to do those, pretty much get them done and present them for review. And once you do a few and they've been reviewed carefully by the attorneys and so on then you got the template that makes sure that you're dotting the I's and crossing the T's. A wonderful budget person, Jennifer Maroney in the School of Education understands all that, that's actually probably the most complicated thing is the budget and making sure that the budget meets both the needs of the project and what we need, but also fits within all the University parameters of how budgets have to be done, how contracts have to be done. Jennifer is absolutely amazing, and so we try to do and anticipate, we did try as much as possible so that it doesn't create problems. I mean, a simple example of what I'm talking about is the summer academies when we have contracts, run over two fiscal years, typically in the university, because the university fiscal year is June 30<sup>th</sup>. And so, we've got to close the books and pay out anything that happened before June 30<sup>th</sup>. There's a book on that and anything that happens from July 1<sup>st</sup> forward, there's a different, and we start over. And that requires everything from sometimes getting our contractors to pay us twice so that we get money before and after to being sure that if there are things that need to be reimbursed that happen prior to June 30<sup>th</sup> that we get them all in and get them through the system very quickly. That's the complicated part, if you will, or that's one of the complicated parts. Jennifer is so wise about doing those things and what it really just requires is a lot of bird dogging on the part of the dean, the part of the directors and so on, to make sure that things are lined up that way. And so, what we try to do is as much of that as possible so that there is not a burden for the person contracting grants or for Carrie Darnell in the Provost's Office or anybody handling the budget, that it's done correctly. And what they are dealing with is simply looking at and checking saying "yeah that makes sense, that's done." So for example, we put, we try to fit things within the systems that we already have in place so that we can be accountable in important ways.

Meyer: The 'Beyond the Gates' thing or whatever it's called, kind of came from the President's Office, but we were talking about the Provost's office. So in the connections that you've had to those programs, do you work with the President or is there a liaison?

Beck: Usually through a liaison. We worked with her some when it first started but she has so much on her plate so we've been working sometimes with Bett Schumacher. We do a lot of work with University communications around these because they are visible. They're the kinds of things universities like to have.

Meyer: Sure, an advertisement.

Beck: Absolutely.

Meyer: [laughs]

Beck: And we have other things that are not even exactly under Beyond Our Gates that are really attractive to University communications. So again, we try to keep people informed but not ask them to do more work because of things we want to do.

Meyer: When I originally asked you the question about your relationship to other schools you right off talked in a positive, affirmative connection and I was wondering whether you were going to tell me more about competition and the problems that the School of Ed or College of the Pacific might have in relation to other professional schools.

Beck: You know, I think, so much depends on how much you look at it. First of all I don't think the Deans have viewed things in competitive terms. Occasionally there's a sense that if there's scarce resources who gets it, you know, who gets the extra faculty, we all need another faculty in something, but it's really not—I don't think we thought that way and I don't think that's a particularly productive way...

Meyer: Oh no.

Beck: ...to think...

Meyer: That's right.

Beck: ...and so it's not been—one of the things that I've always felt is that we are stronger to the extent that we partner with other people, and that we gain in numerous ways. First of all we just gain because together we're able to do things that separately we're not able to do.

Meyer: That's right.

Beck: But secondly that there is such enormous learning by working with faculty and staff and students and other units. It's kind of central—it's kind of the best part about being at the university is understanding kind of different world views, different perspectives.

Meyer: That's right.

Beck: So it's just kind of joyful to do that.

Meyer: Yeah. I'm so pleased that we touched on this topic because I think it's one of the most important things to let the world know about the things that we're doing. It's such a recruiting device.

Beck: It is.

Meyer: To give everybody a pat on the back goes such a long ways.

Beck: Yeah.

Meyer: ...I'm really glad that you've discussed all of this, the connections there. There's a question here that talks about the actual people with whom you've worked over the years, the faculty, the students, the co-administrators, and staff and regents, and you've already touched on your relationship to some



of them. Anything comes to your mind immediately and you say, “Yes, I feel good about this group or that group or?”

Beck: I actually feel good about all of the groups. I think that one of the things about being the Dean in my first two years, my first two jobs were in larger universities. I was at UC. I was in administration although I had a leadership role. I was directing a program at UCLA and University of Alabama. And those are large universities with large colleges of education. And in those, deans, although they sort of float along the top and drop in to different things, often have extensive staff to work with students and student issues or they’ll have an assistant dean for academic programs that handles the faculty’s stuff with only some reporting up in a strong and large development staff. At PLU and here at Pacific, we don’t have that, I don’t have a bench, a deep bench to draw on. Sometimes no one, sometimes just one person. So as a result, I ended up having relationships with everybody. I taught students, I know the students, I work to recruit the students, I know their names, I would meet with them, I—in fact any prospective student who came on campus really in any department, I would end up meeting with them if I was in town, if I was in town, which I often was. Staff, you know, you know all of the staff, we’re all pretty much in one building which helped a lot. So I feel really good about that. I think it’s one of the appealing things about being in a school this size is you are able to have relationships, and to me that’s kind of important ‘cause everybody is interconnected, your students are your alums, you know, and it’s, all of the work is connected so.

Meyer: Yeah, just like we both met out there talking with Janko.

Beck: Absolutely. The staff are absolutely critical, the custodial staff, the administrative staff, they make an enormous difference.

Meyer: That’s right. Yeah and to have them feel comfortable with you is really important...

Beck: Absolutely.

Meyer: ...and with all of us, because we respect that.

Beck: Absolutely.

Meyer: [laughs]

Beck: And they do such critical work.

Meyer: Oh let’s see. Over the years, well, I guess we better do something about your help with the Dean of the Library responsibility.

Beck: Yeah.

Meyer: How did that, what happened there?

Beck: Well Bridget Welch had been Dean of the Library.

Meyer: Yes.

Beck: And for health reasons and other reasons retired a little before she thought she was going to retire. And so, Maria, the Provost, asked me to step in and at the time, I thought it would be for a year. I was still Dean of the School of Education. It was actually pretty demanding to do two Dean's jobs at once.

Meyer: [laughs]

Beck: it was more than I think Maria realized or I realized. And part of what—and they were going to search for someone else, one of the things, there were several things that we did during the time that I was interim dean of the library. The university, during that year and just before, had made this decision to truly become a three-city university. Prior to that year, Dugoni, which had been the only San Francisco program, had contracted with California Pacific Medical Center for their library. So they had just outsourced their library services to a library that was in San Francisco. A library with the resources of digital and physical that were there. Sacramento had a completely separate law library, completely separate, totally set apart, because it was only McGeorge. And one of the goals was to move to being a university library with connections. So part of what I did was to lead faculty, I didn't know librarianship, although I learned some things, but to lead the faculty and staff here. And partners, not so much librarians, because I didn't have any librarians at Dugoni, but academic leadership there and the librarians at McGeorge in the law library, working together to plan, to figure out what does this mean to truly be a three-city library. And it's complicated. It's much more complicated than one would realize because of technology, because of license agreements for different vendors...

Meyer: Oh.

Beck: ...and things like that. So that was a pretty big deal that I had to get started. It couldn't wait for a new person. So it was through a lot of conversations, a lot of work. Some things I couldn't complete because it required someone who was able to be permanently committed to it but we set the ground work. Another thing that we needed to do was to think about repurposing—college libraries are changing from being places where there's so many books held—our circulation of books and print material here has plummeted but the need for digital resources and the need for space to study as a learning hub has gone up. And so we also began, before I got here, the work to look at the Stockton space particularly, but other spaces to think about how we could repurpose space so that we would have more space for students' active learning and not quite so much print materials held on what I jokingly refer to as prime real estate. We need to use prime real estate in ways that best meet the needs—and so shelves, basically, something like 4% of the books are circulated. So you have 96% of the print material that is needed rarely but is taking up enormous space where students don't have space. One of the single biggest things was that students needed and wanted more space to study. This is the only building that's open late, that's open until 1:45 a.m. There are kids on the floor most of the time because there are not enough seats, and we needed to figure out ways, not just for study space, but a learning space for our students. So we started a lot of those conversations that have been left now to Mary Somerville, the wonderful Director of the University Library, to finish up what we started, the conversations and got ready for that. And then there was a lot of technical stuff. There was hiring. We had to purchase a new cataloguing system. Did a lot of work with Special Collections, we needed to

move Special Collections or at least the really precious collections out of the basement in anticipation of flooding this winter, so there's just a lot different work we've been working on.

Meyer: I can't believe that you, those are both huge.

Beck: It was a lot. It was more than I anticipated...

Meyer: Huge!

Beck: ...and I think more than the Provost realized.

Meyer: And it just happened to be at that transitional time. I mean, the transition in relation to learning spaces and stuff and transition in the university's...

Beck: Right, its vision. So it was a big—as I told the librarians, and the staff, I said, “You know I'm kind of like a substitute teacher in that I don't know this and you could tell me Lynn, we always have nachos and beer at our meetings and I'd go yeah, okay, whatever, you know. And we always go home Fridays at noon like the way we used to do substitute teachers.”

Meyer: Well what's going to happen in your life from this day forward as far as the University is concerned?

Beck: Well I'm going to retire in January. I was not sure if I was going to come back or not but I decided to. I loved being on sabbatical, so I'm going to formally retire, which means I don't know exactly what my relationship will be. I'm going to continue to do research with any students, I might teach a little bit. My husband and I eventually, we're not sure when, will relocate back to Tennessee. He's got a home there, I lived there for ten years. We've got family up and down that part of the world, the Nashville area, Indiana, Mississippi, Alabama. So I'm not really sure what the future holds but it'll unfold. I think, as I tell people, I'm kind of ready for Act Two...

Meyer: [laughs]

Beck: ...to see what it is. It'll be fun.

Meyer: So in the fall semester are you going to teach?

Beck: I'm still on sabbatical in the fall.

Meyer: Oh you're still on sabbatical!

Beck: I'm still on sabbatical. I'm on sabbatical until January.

Meyer: Oh okay.

Beck: And then I don't know after that. I might teach if we're in town to some extent, but I'll be retired so I would be teaching as an emeriti if I did that. But to some extent I think a lot of the decisions will depend upon when we decide to move. As you know the housing market is only now bouncing back in

Stockton, and so we probably want to hang on to our house a little bit before we put it on the market. So do we rent it? Do we still live here? These are the kinds of questions we're just playing with right now. We'll figure out I think over the next couple of months.

Meyer: Well, gee Lynn, is there anything that you thought 'I wished Doris would have asked me this' or do you feel pretty good about what we've covered?

Beck: No, I think you've covered a lot of the important territory. So, yeah.

Meyer: I was thinking too, that for the oral history project, or program, people will want to look back and look at the community involvement program. Or they look back at teacher corps. So the scholars that look at your contribution will be just thrilled.

Beck: Well I hope so. I hope so.

Meyer: Just thrilled.

Beck: A lot of partnerships, for sure, but that's how you—we're a small school. We can't do everything unless we move forward in partnership.

Meyer: Yeah, that's... Well then, thank you very much.

Beck: Thank you.

Meyer: ...Thank you.

Beck: It's a pleasure.

Meyer: We've done a good job, I think.

Beck: I do too, and I've enjoyed talking with you.

**[END INTERVIEW]**