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Weick, Cynthia Wagner Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Cynthia Wagner Weick (1990-2017)
Professor of Management

September 29, 2020

By Ashland O. Brown

Transcription by Sabrina Holecko, University of the Pacific,
Department of Special Collections, Library

Subjects: Circumstances that brought Weick to Pacific, and her first impressions of Pacific. Curriculum and program changes in the School of Business, and administrative changes. Faculty, staff, and students memorable to Weick. Controversial issues, progress and evolution during Weick tenure at Pacific. Significant achievements and community contributions made by Weick during tenure at Pacific.

UOP ARCHIVES FACULTY EMERITI INTERVIEWS

Brown: What is your name, who are we talking to?

Weick: My name is Cynthia Wagner Weick.

Brown: And my name is Ashland O. Brown, and today's date is Tuesday September 29, 2020. And the interview is being conducted over zoom. So, we're very fortunate that we can see each other and talk to each other, but we don't have to worry about the virus.

Weick: That's true.

Brown: Ok, I'll take it from the top. What years did you serve at the University, Cynthia?

Weick: I joined in 1990 Fall and then I served 27 years, as I left in spring of 2017. Now I do still do Westgate events. The Westgate Center is associated with the business school; but that's just about once a month.

Brown: Tell some of the titles you had at the University

Weick: In 1990 I joined as an assistant professor in the Eberhardt School of Business and I went from assistant to associate and then by 2003 I had earned full professor. I continued on there for a couple of years. I then took a leave of absence to revamp my knowledge by working at Stanford Research Institute for a year, and returned to the university. And by that time, I had been offered some new opportunities. Number one, I was given a joint appointment in the School of Engineering and Computer Science. I also then served as interim Dean of the School of International Studies from roughly 2010 to 2012. Then in 2009 through 2017, I was named founding director of the Powell Scholars Program.

Brown: Outstanding, Cynthia. What were the circumstances that brought you to Pacific?

Weick: So, when I graduated from the Wharton School at University of Pennsylvania, I decided I wanted to go into industry. I didn't want to teach and so I got a wonderful job at Pioneer Hi-Bred, International, which is headquartered in Des Moines, Iowa. They were integrating their biotechnology techniques into their conventional techniques of breeding plant crops. Two of my degrees, by the way, are in crop physiology, so that was a perfect job for me. I worked with some wonderful people and I traveled all over the world. I was traveling all the time. But after about four years, I decided I wanted to go into academia. I think it's because I'm a very curious person and I need a lot of intellectual space. An academic environment was just really good for me. There was an opening at Pacific, and I jumped on it.

Brown: Outstanding opportunity. What was your first impression of the city of Stockton and the people?

Weick: So, you know, coming from the Midwest, and I've lived all over the country, but coming from the Midwest, Stockton was kind of Midwestern. It's just that it had a lot better weather and so I enjoyed that.

Brown: No tornadoes and no snowstorms.

Weick: Yeah, no snow. If you lived in Stockton and you wanted to go skiing you chose snow. Which I think is very important.

Brown: That is an option. It isn't natural.

Weick: Absolutely. I enjoyed that and then also Stockton, of course, has always been a very diverse community and that's something I've always valued and so it all felt very comfortable to me.

Brown: And that's important.

Weick: Oh, absolutely.

Brown: What were your first impressions of Pacific, the physical appearance? The faculty, the staff, the students, the administrators, and the campus?

Weick: So, when I came in, there was an admission brochure that I remember had a woman on a moped and she was in a graduation outfit and it said, "Pacific: The Uncommon Experience." And, you know, I really did have pretty much from day one an uncommon experience, and why? Number one, the campus is absolutely gorgeous. It remains that way and that's a real point of pride. But more so it was that it was a smaller campus and yet you had all these really talented people in different disciplines – all my brilliant faculty colleagues. You could walk across campus and run into them randomly and find out what they were doing, what they were studying, what they were teaching, and I love that because I've always been somebody who is kind of a polymath. I'm really interested in a lot of different areas. And then also, in general, and particularly I think when Dr. De Rosa and Dr. Gilbertson were the president and the provost, you could routinely run into them and they would stop you and they would ask you what you were doing and, tell you what was going on at the university. And if they had a question about an issue that came up, they would ask you about what you thought. And so that was very important and then, of course, while all this is going on you have students crisscrossing everywhere and that was the uncommon experience. People are typically very friendly, people speak to one another, even if you don't know one another

Brown: Absolutely.

Weick: And so, it really was an uncommon experience.

Brown: Was there someone at Pacific that was especially helpful to you initially in your orientation?

Weick: In the beginning, definitely. So, Mark Plovnick hired me. He was the Dean and so I have to do a shout out for him, obviously. But there were two people in the business school who were particularly important to me in the beginning and that was finance Professor Paul Tatsch and also Ray Sylvester who was a marketing professor, and also the associate dean. I gained the reputation early on of being very demanding and they were two people who told me not to change. That I would get push back, and I did in the beginning. But, over time, the students came to respect it and I tended to get really motivated students in my classes. So that advice stayed with me and I never forgot it.

Brown: That is outstanding. Now describe changes that you observed in the curriculum the years you were here at Pacific.

Weick: It's interesting, I thought about that one quite a bit. I think the biggest change that I saw over the 27 years is increasing interdisciplinarity and Pacific was very well and remains very well set up for that, because again, you've got this smaller campus, and people naturally run into each other. They have friendships across units. It's kind of a natural for being interdisciplinary. So, just in my own experience when we started the MBA program in the early 1990s in the business school, we had courses in which students were required to travel overseas and that, by the way, was very new at that time. So, it was interdisciplinarity because you had to consider the economics of a different country, the politics of a different country. There was a course called Management of Technology and Innovation, which brought together research and business and that was very unusual. I got to teach sections of that, and I would take the business students to visit research labs either in the community or on campus, and these are students who, you know, didn't really know that much about science. So, that was interdisciplinary. Then in the engineering school, when the master's program was started there was a lot of technical training, as you might expect, and that should be there, but also there were several courses that brought in management of research, management of science, management of technology, and in that case, I got to teach a course called technology Venturing where the students in the engineering school invented products and made prototypes and then they studied the business aspects. So again, it was all very interdisciplinary and then, much beyond me, there's health sciences that's just gotten increasingly interdisciplinary and now I guess there's a new unit associated with that. Media X is another program that brings together a lot of different units. So, I think that's probably the trend I saw the most in the curriculum over time.

Brown: Well, that's a great trend. And I hope it continues with our new president

Weick: I can't imagine it won't.

Brown: Describe some of your courses that you developed that were innovative in your program.

Weick: Okay, so in terms of courses and programs, one of the beauties of being at a university like Pacific is there are teaching objectives, but as a professor you pretty much get to choose how you're going to meet those objectives. For somebody like me, that's perfect. And I think my colleagues all enjoy that as well. You're not told what textbook to use you, or what test bank to use.

Brown: No, very open. They're very open and fluid.

Weick: You could choose your way of doing things and again, that was perfect for me. So, in terms of courses, for instance, Strategic Management in the business school. That's one of the first courses I taught. I incorporated the usual elements, and used a very advanced text. But also, I was able to do things like have the students create metaphors for what they saw as business strategy and this just rocked their world. Particularly the Finance and the Accounting students. They were excellent at it. They chose things out of philosophy. I remember one student did vipassana meditation. Somebody else did existentialism. Somebody did sports, lots of people did sports. There were students who used dance, and theater and all sorts of creative ways of looking at business strategy. These are extremely important, by the way, they're not just fun. Because business strategy is very complicated. It's both qualitative and quantitative and so you need to find a way to look at it that helps you understand it yourself and explain it to other

people. So again, I was able to do that. Why? That fit right smack into the mission of the University because the University mission says, "Integration of professional schools and liberal arts," and all these students had exposure to that.

Brown: Cynthia, did you ever teach a PACS course?

Weick: No, I did not. I never had time. I was always kind of encumbered with other things.

Brown: Okay. You were doing your thing.

Weick: But you're right. That's another example of interdisciplinarity.

Brown: That's where I got into Bob Benedetti's PACS program over at COP [College of the Pacific]

Weick: Yeah, definitely. Should have brought that up.

Brown: I taught PACS a number of times and I enjoyed it every time I did it.

Weick: Absolutely. Then Product Innovation - that was another course I taught in the business school. The students invented a concept for a new idea and then they developed a business plan around it. And then once I got to the engineering school, the Technology Venturing course I mentioned earlier, the students who were master's level actually came up with a prototype and then did the business analysis. In addition, I had them work with graphic art students to create packaging and publicity materials. And so, you know, I think it's fair to say in terms of courses, those were my most innovative. I don't know if you want to hear about programs, but those were the courses.

Brown: Well, if we have time.

Weick: Okay.

Brown: Let's keep moving. What were your primary challenges when you were developing these courses in the business school?

Weick: Challenges in developing them. I didn't feel like I was challenged to develop them because the students, once they knew you were trying to make them better and better thinkers, I think they really leapt into it. Again, even the ones who you wouldn't think might do that. But otherwise, I guess, one challenge with students is at Pacific we've always had a range of motivation, what I call academic motivation. We have students who are kind of less motivated and some who are very, very motivated. I really, again, found that you could even get the ones who were not as motivated to really jump into the material, because they understood that you were trying to enhance their minds and knowledge.

Brown: Okay. Let's move over toward your administration and scholars when you were developing, what was it? The Powell Scholars?

Tell a little about that.

Weick: Yeah, I had two major administrative posts. So, I was Interim Dean of the School of International Studies for two years.

Brown: And talk about that a little bit.

Weick: And then I was Powell Scholars founding director from 2009 through 2017. So really quickly, the School of International Studies, wonderful unit. That was a situation where I had to jump in because the Dean there had left for another position and Phil Gilbertson came to me and said, you know, we'd really like you to do this. And so, I said, "Heck, yes." Wonderful faculty, very, very bright. Wonderful students, also really bright and open-minded. They were all very globally oriented and the staff was excellent. We were lean and mean, which is how I always like to work as an administrator. As reports, I had an Associate Dean, who was wonderful and an Administrative Assistant. They were all terrific and, you know, we didn't all agree on things. We had excellence in mind and that's really what I relish in administration: a goal of excellence and a lot of people disagreeing with one another on how we get there.

Brown: Well, it's always challenging.

Weick: Absolutely and then we jump on board when we figure out what direction we want to take, and that unit was very much like that. Then the Powell Scholars Program came. A wonderful opportunity, frankly, the opportunity of a lifetime, because we had gotten a very, very substantial endowment from Bob and Jeanette Powell to create a program that would attract students from throughout the country who were absolutely top notch. We also had criteria that we discerned in an interview process. We wanted them to be respectful of others and open-minded and creative. That endowment allowed us to start this program, which continues to be very successful in attracting really good students. Now, in that case, I started out that program by facilitating a strategic management process with the students and they got to decide what's really important to our mission. What's really important in terms of the students we want to bring into this program. They owned that program.

Brown: Outstanding. So, they had the ownership of the program?

Weick: Oh, yeah. And I obviously was very involved day to day in making sure that there was this context in which they could do their various projects and programs, but they really owned that program. And again, those are the situations I relish. That program, by the way, was also very lean and mean. I had an administrative assistant, Dinelle Davis, who's wonderful, but otherwise we operated as a network. So, there were terrific people in the finance office and admission, other faculty throughout the university who helped make that program what it was and what it continues to be today.

Brown: Outstanding. What procedures did you use to communicate through the university community about your programs and when you were the dean?

Weick: That was an interesting question. So, I think it's twofold. Number one, I'm a big believer in websites that are really thorough, but also not so deep that you have to keep clicking and clicking and clicking. I often had students help me create those. And I also believe in updated websites and in both cases, the School of International Studies and also the Powell Scholars Program, we did that. So that was number one. Number two, I've always been a big believer that we should involve as many other faculty, and administrators where appropriate, in the projects and the programs as we could. So, in the Powell Program, for example, other faculty helped interview the prospective students, other faculty did research projects with the students, other faculty joined us when we had speakers. We had Wynton Marsalis. We had Vijay Gupta.

We had Ellen Chilemba. We had Brandon Stanton and we would bring in people from all over the region really for those speakers. In addition, we would invite other faculty members. I think those were the two ways that we made sure people knew what we were doing.

Brown: Outstanding. What, in your administrative activities, were the most and least productive?

Weick: Oh, definitely the most productive, again I'll reiterate, working with really motivated people who have a goal of excellence and they're willing to disagree with one another tactfully and sometimes passionately, but always tactfully. I relish working on teams like that. And again, the School of International Studies and the Powell Scholars Program were both like that. As far as negative experiences or, ones that I didn't think were productive, I'm going to be honest with you, I just stayed away from those.

Brown: I mean, that's human nature.

Weick: I never got on committees that I didn't think were productive and frankly I just avoided interacting with situations or people who I didn't think were progressive. And in my administrative roles, I was very fortunate because I mentioned that the School of International Studies is small. It was also relatively well endowed at that time. And so, really, I had a lot of room to maneuver. I reported to the provost, obviously, but I had a lot of room to maneuver and so long as we did our jobs well and our faculty were succeeding, and our students were succeeding, we were fine. We had quite a few students get Fulbright's, faculty published, etc. And then also with the Powell Scholars Program, tremendous autonomy. Now, again, it's not that there wasn't oversight. There was, we had a Powell Scholars Advisory Board that was made up of the Powell's family lawyer, their accountant, Don DeRosa, Dianne Philibosian, and that was a very high-powered committee. But so long as we kept making progress, and we did, we were partnered with them. We were all invested in one another. Again, I think I just had a really unique experience.

Brown: That's positive.

Weick: Well there were administrative positions that I really don't think I would have been good at and I just avoided those. I stayed in the ones that I thought I could be best at.

Brown: Okay, well that's just human nature. Let's move on to the people. Who were the individuals at the Civic that were the most memorable in your experiences and why?

Weick: So where do I start, and I actually wrote some of this down because I don't want to forget anyone. I'm sure I will. But first of all, again, I mentioned Mark Plovnick and Paul Tatsch and Ray Sylvester in the business school. But from the time I started, there were so many professors who had gone before me, who really embraced me and they tended to be in different units, particularly the humanities. So, Larry Meredith, Gwen Brown, Gil Shedler, Gil Dellinger from the art department, Diane Borden from English. They embraced me and I was a business professor! But I would be on committees with them and they made me feel as though they were passing the baton and that they were saying, you're the next generation. You need to take care of what we've created. And they were some just highly, highly talented people. In addition, then there were people in engineering. Ash, obviously you. I'm going to tell that story in a couple seconds.

Brown: Don't bother, Cynthia.

Weick: Also, Dick Turpin. Oh my gosh, Ed Pejack, Said Shakerin.

Brown: There's a whole bunch over in engineering, Cynthia.

Weick: There were so many.

Brown: You were one of our faculty too.

Weick: Oh, the Engineering Faculty was just phenomenal. Also, Conservatory. Patrick Langham. Both my husband and I are big jazz fans, so he's always been really good to us. Oh, Dean Jain.

Brown: Oh, yeah.

Weick: So, he not only attracted me to the joint appointment and encouraged me to teach in the master's program, but he also asked me to co-author the second edition of his book, which was a well-regarded book and that was absolutely a joy. I enjoyed that a lot. Biology, I should mention, or excuse me, pharmacy, I should mention Jim Blankenship. There are plenty of biology professors, too. Geoff and Joan Lin-Cereghino, Craig Vierra. So again, I had all these people who were so helpful to me. Some colleagues have become very dear friends. So, in the conservatory Frank and Lynelle Wiens. Frank, phenomenal pianist and Lynelle, opera professor. Arturo and Susan Giraldez. Both couples are dear friends, and we'll know them forever. We've been Zooming a lot over the last half year. And then I would have to say also Provost Emeritus Phil Gilbertson and President Emeritus Don DeRosa, with whom I still converse periodically. They gave me the opportunities of a lifetime, as an academic, and they were people who as administrators, I felt like we shared the same vision. We wanted this university to move forward and to progress. Also, they were people who I could disagree with, and they could disagree with me, and we could have great conversations. They were just really outstanding.

Brown: Outstanding.

Weick: And then finally, I'll go back to Ash. So, you may remember in 1996 you asked me to speak about technological innovation at your annual meeting and I remember it was in Silicon Valley. I think it was at the HP offices.

Brown: Yeah.

Weick: In the audience was a new professor named Brian Weick and about a year later Ed Pejack, who was the department chair of Mechanical Engineering, told Brian that he should meet me because he thought maybe we could bring together my Product Innovation course with his Senior Design course. Well, Brian contacted me and said, "I've heard you speak, I kind of know who you are." And the rest is history because the next year Brian and I were married. And again, I'm so grateful that he had been exposed to me in my professional role; that meant a lot to me. So, I'm very grateful, and I could not have a better companion and a better partner.

Brown: That's outstanding. That is outstanding, Cynthia. That's an excellent piece.

Weick: Well, it's also very central. I mean, when you think about it, it spanned my time at the University.

Brown: Oh, yeah. Well, that experience over at Silicon Valley when we had you speak, that was one of our industrial advisory initial meetings and I think it was AMD.

Weick: Yeah, I can still see it.

Brown: And Jon Roeser was one of our alums and that's why we had it at AMD.

Weick: Got it.

Brown: They were the forefront of technology and they were competing against Intel and they were taking some of their business, but Roeser wanted to host the business school, and we wanted you to come to be the keynote speaker.

Weick: I really appreciate it.

Brown: Oh, absolutely.

Weick: Professionally and personally.

Brown: Oh, absolutely. It was one of those key points that we wanted the faculty to interact with the industry on a first name basis and we had our own alum to open the door. And having you as a key faculty member from the business school was a key attribute.

Weick: I appreciate it.

Brown: Oh, absolutely. Absolutely.

Weick: I'm very appreciative of that.

Brown: Well, we appreciate having you and Brian and you know Brian is a close friend of mine. So, you know, the family was always there.

Weick: Oh, yeah.

Brown: During your years here, can you tell about some of the groups, the student groups, and staff and faculty and regions that you inter-related with?

Weick: Oh, gosh.

Brown: Just a few.

Weick: You figure over 27 years I had 2,000 students. And how did I find them? I found them to be very respectful, first of all. I had very few negative interactions with students - I could count on probably one my hand. So, they were very respectful. Increasingly diverse, which again I really appreciated. And then also as I mentioned earlier, we tended to have a range of students. But I've already said it. If you convinced them that you were there for them and trying to make them better people, definitely they were all in. Staff, I found them to be extremely dedicated and, again, I worked up with them throughout my career, but particularly at SIS and the Powell Scholars Program where I had reports. They were just the most dedicated people you can find and kind of unsung sometimes. And so, I tried to make it a point to make sure people felt appreciated. Faculty, I think you can already tell I relish being surrounded by a lot of different types of faculty in different disciplines. And I think my relationships have been really good because they understood how genuinely interested, I was in them. And we've had some highly talented, top of the line faculty over the years.

Brown: Were there any controversial issues during your tenure at Pacific that you remember?

Weick: I would say two things. One major and one kind of minor. The major one I think is when I started in 1990, I found out after getting on campus that there were some serious financial issues.

Brown: There's always a dark cloud at some point that you find out.

Weick: I've looked back, and I was kind of oblivious, frankly, as I think a lot of faculty are when you're just starting out. You want to teach, you want to do your research, be on your committees. So, I was kind of oblivious and we got over that by the end of the 1990s, especially, we were a lot stronger. And then also the only other controversial issues I could think of that I was personally involved with regarded graduation speakers and one in particular. Pete Wilson was brought in to speak at graduation and I know a lot of faculty went to graduation and they protested while they were there. I just refused to go, and I sat in my office with the window open

Brown: Really? You wouldn't go?

Weick: You could see the graduation from my office window and I got a knock on the door and it was Pete Wilson's security and they wondered why my window was so open. So, I closed the window. But I think those were the only controversies that I was involved in.

Brown: Ok, that's good to hear. Moving on. What were your significant achievements at the University that you can say you can crow about?

Weick: I think programmatically, again, the Powell Scholars Program. Also, the Invention Evaluation Service that lasted for eight years: I worked with MBA students to evaluate inventions that came from the community and really our region. That was important. In the engineering school I was particularly proud of the Technology Innovation and Entrepreneurship Space, which I helped design and also get funding for, which served mainly engineers, but also people throughout the campus, and that's still ongoing. Basically, rapid prototyping machinery. Also, I started a minor in the engineering school -a Technological Innovation and Entrepreneurship minor - which is ongoing. Otherwise, the students, again, we're really good to me, even though I was really demanding. I got many, many teaching awards and I don't say that in an arrogant way, because I was shocked every time. But what I mean by that is, they encouraged me to be demanding and I really appreciated that. And then also, I guess another achievement would be I had a very strong research record and I was one of those people, and I think a lot of professors at Pacific are like this, who absolutely love teaching and communicating, but they all absolutely love doing research and Pacific gave me a really good opportunity to do that.

Brown: That's probably a common bond between you and Brian.

Weick: Oh, definitely. We love to publish, but we're not alone.

Brown: Oh, no, no, no. A lot of our faculty have that research part of their job at the University.

Weick: Oh, yeah. Definitely part of our identity and, frankly, it's good for the university.

Brown: Oh, it is superb. In fact, that's the one thing that I found most intriguing that has kept me interested in Pacific is the research power.

Weick: Absolutely. You've been integrally involved, I know, with NSF.

Brown: Absolutely. You know, working with NSF has been a great thing. What do you think in terms of progress and evolution at the institution that you think is moving forward at Pacific?

Weick: Oh, okay.

Brown: Do you think Pacific has achieved its major milestones and directions or are there things holding it back?

Weick: Okay, I think you can tell that I have great regard for the university, that I have enjoyed working with my very talented colleagues, very talented students, staff, and many administrators. Particularly Dr. DeRosa and Dr. Gilbertson. I think just to be perfectly honest, there is one goal or one expectation that I don't think the university has yet met, and I think there were a couple of missed opportunities to meet it. And that is its ranking, nationally. Again, I just have to be honest, because I always thought that we were capable as a university in being in the top 50 whatever your metric was - US News and World Report or whatever. And I know not everybody agrees with rankings, but I do.

Brown: Why did we fail to achieve that goal?

Weick: I think, again, there were a couple of missed opportunities. But I honestly think it is because we were on our way through about 2009, and I think that 2009 period was a missed opportunity. Here's why. It's never been intentional at Pacific. It takes administration, faculty, students, and again administration to get together and say this is important. And by that I don't mean gaming the system. The people or the organizations at the top of those rankings don't have to game the system. Williams as a national university. Princeton, or excuse me, Williams as a national liberal arts college or Princeton as a national university. They don't have to game the system. We don't either. The underlying criteria that are used in those ranking systems - they deserve attention. And some of them are very, very good. Most of the underlying variables are very important to the success of a university. And once we start focusing on that I think we can rise. If you look at US News and World Report. Most recently, Santa Clara University and Loyola Marymount are, I think, number 53 and 66 now.

Brown: Absolutely.

Weick: They've gone up and frankly, we've gone down.

Brown: Why do you think we've gone down, Cynthia?

Weick: Well, again, you have to look at the underlying criteria. There are like 16 to 20 criteria. I've looked at them. I've analyzed them and you have to focus on those. It's any number of things from faculty salaries, incoming student metrics, but also things like the percentage of alumni who donate to the university. They can donate \$50; it doesn't have to be \$125 million.

Brown: No, it doesn't. But we have outstanding alums. That's the part that I have trouble understanding.

Weick: We have outstanding alums. Believe me.

Brown: I have never understood that.

Weick: I'm still in contact with the alums from 1990 and they are in amazing positions and then the Powell Scholars, they've gone on to the finest graduate schools and professional schools in the

country. It's just got to be something that is focused on intentionally and again, there are people at the university who will say rankings are not important. It is important to attracting faculty, to attracting students, to attracting donors, to making alumni proud.

Brown: Well, the thing that we have and I'm just throwing my piece in, we have never focused on endowment.

Weick: Well, I don't know if I agree with you there. It has gone up.

Brown: We can get there. I went to the Middle East, where our engineering alums were and they were very, very helpful and very proud of Pacific.

Weick: Yeah.

Brown: Never brought them into the endowment circle and on our campus on a routine basis and bring them back to speak. You have to close those loops.

Weick: Well, yeah, again, I think there was some outreach. Khoury Hall was built.

Brown: Absolutely and I brought speakers in for our commencement that where our alum. I always brought alum back to speak to the engineering school for commencement.

Weick: But again, that's one variable. You need to look at all of them and you just go for it.

Brown: Absolutely.

Weick: To me, you're reaching into people's pride. I'm a very proud person. I went to one of those schools that's very highly rated for my PhD. My colleagues at Pacific earned their PhDs at some of the finest Institutions in the world. And that continues, by the way, even with the younger professors.

Brown: I still go back to my doctorate school. That to me is a milestone in my life and the difference there that I made and my faculty made in making me.

Weick: You were Purdue, right?

Brown: And to not take advantage of that love of your graduates for your institution and whether in endowments or speaking or whatever is a real sore point. I mean, but I won't go there.

Weick: Again, what I'm saying is we bring faculty from these incredibly well-regarded schools to Pacific. We should be proud of that. And that is what we're conveying to our students. We offer them an education, I think, that is very high caliber.

Brown: Absolutely. Second to none.

Weick: We need to focus on the things that are going to get the University recognized for that.

Brown: Yep. Moving on. What do you think in terms of the contributions Pacific has made to the community of Stockton?

Weick: I would say that has just grown. I mean, it was always there, but it's much more organized. So, for instance projects that the students do either through their academic experiences or through their co-curricular experiences, through student life organizations. The faculty has focused on

the region. Bob Benedetti started a really big program about the region, so there's a lot more research there. And then also the CIP, the Community Involvement Program, that is dedicated to encouraging students from the area to attend Pacific. Now, I will also bring up that I think it's very important to bring in students from across the nation, but obviously, it's really important to also bring students in from your local area. And I think that has also really encouraged people who didn't really understand the university or know the university well, to know it.

Brown: Do you think that that relationship between Stockton and Pacific is strong or has it become weak in some respects?

Weick: I think, and again, this is just my viewpoint. I think it has become stronger, because you do have students from the local area and they pass on information to their parents and their friends and their neighbors and all.

Brown: As a good example, Hernandez.

Weick: Absolutely.

Brown: He's a good example of the community and the institution.

Weick: So, I think it's gotten better. One of the Powell Scholars is now very high up in city government and works with Mayor Michael Tubbs, and so there's a connection there. And that's just one example, but again, I think that that has that has improved in my opinion.

Brown: Excellent. Excellent. Well, I won't belabor. Is there anything else that you want to bring up at this point, Cynthia?

Weick: No, I think we covered pretty much everything. Once again, in conclusion, I think you can get the sense that I have a great deal of respect for the University and that I have always just wanted it to continue to move forward and for it to be the absolute best, not just in our own eyes, but in the eyes of people throughout the country and the world.

Brown: But Cynthia, we just need more cheerleaders like you. We don't have enough at Pacific. When faculty who are cheerleading for the institution and the community, you are one of those few that comes to my mind.

Weick: Well, I don't know. That's nice of you to say. But again, to me, it's an important administrative function to make sure that the relationship between the faculty and the students is as absolutely strong as it can be because, in the end, that is the number one driver of a successful institution and I don't think that should ever be forgotten and that is why administration exists. Administration exists to create an environment.

Brown: Bringing it up. In the sense my daughter was very fortunate. She went to Princeton. I went there for one of their alumni homecomings that was an experience I had never seen at an institution and I mean the fact that the alums came back and marched around this little area in downtown Princeton and each class was marching. And my daughter is so excited when she goes back there every year that she gets excited just to go back to Princeton.

Weick: Absolutely.

Brown: And I don't see that as something we've put a lot of focus on at Pacific.

Weick: But Ash in order to get people to come back, there's got to be a continuing sense of pride. I don't want to end my conversation with this because I'm not a negative person. I think when we send people to really good graduate schools and professional schools, what tends to happen is they then identify with those and maybe they forget their experience at Pacific.

Brown: As an undergraduate.

Weick: And I think that's an issue. But again, to me it's all about focusing on - there's nothing wrong with trying to progress to be the best. There's nothing wrong with that and best also means opportunity for a lot of different kinds of people. That's in there too.

Brown: Absolutely.

Weick: to be the best.

Brown: That has to be the thread that keeps us together. That we want to be the very best. And so, we pull out all the stops to get there.

Weick: Yeah, I agree. And again, we have the capability to do it, and I think we started out the question with has Pacific met its goals. I think that's my only one disappointment. I remember so many times telling people when I was a Pacific. "By the time I retire, I want to be number 50," and that was in US News and World Report and I honestly think we could have gotten there and that's probably my one disappointment. Santa Clara University is there when I came in 1990 Santa Clara was a peer institution. It is now an aspiration.

Brown: The thing that people fail to realize, we've had graduates from my engineering school that have been CEOs of major corporations and I made it a point to bring those guys back as inspiration for our students.

Weick: And the Powell Scholars program you've got kids going to top notch graduate and professional schools.

Brown: Hernandez's son. I taught him, and he's at my alma mater Purdue. He's working on his doctorate there.

Weick: Yeah, I know.

Brown: And I mean, those are things that we need to be proud of and I know he is. I know he is and that's important.

Weick: It just needs to be a focal point and, again, I heard more than once, rankings are not important I'm sorry - they are important.

Brown: I don't buy into that. They are important.

Weick: You know, one thing I should leave with, too, is the Dugoni school is the big exception. .

Brown: Dugoni's Dental School took that on.

Weick: Yeah, truly it was what I had always wished for university as a whole. We started to come close, I think, up until about 2009.

Brown: Well, Cynthia. I'm going to stop here and any other last comments and we'll end.

Weick: Thank you very much. Thank you to my colleagues. Thank you to my students. I feel like I had a very, very rich professional life there.

Brown: Outstanding. Been a pleasure is Cynthia. Tell Brian, I look forward to him, sending an email when he's ready.

Weick: Okay. All right. Thank you, Ash. You take care.

Brown: Take Care.

End of Interview.