



3-2-2022

Abood, Richard Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Richard Abood (1991-2015)
Professor of Pharmacy Practice

March 2, 2022

By Jeri Bigbee

Transcription by Mathew Lin, University of the Pacific,
Department of Special Collections, Library

Subjects: Arrival at University of the Pacific, curriculum/programs, people, controversial issues, significant achievements, students, progress/evolution, and the community.

Bigbee: I'm Jeri Bigbee and I'm doing an oral history interview with Richard Abood. Today's date is March 2, 2021 and this interview is being conducted in Richard's home. Richard, let's first talk about your arrival at the University. What years did you serve at the University, and what were your official titles?

Abood: I started in January 1991 and I retired in January 2014. I came with the rank of professor and my title was Professor of Pharmacy Practice.

Bigbee: Okay, and what circumstances brought you to Pacific.

Abood: Well, prior to coming to UOP I was a Professor of Pharmacy Administration at the University of Wyoming and had taught there since 1976, and it was just time to start looking around for other opportunities. My wife, Jeri [Bigbee], who was also a professor at the University of Wyoming in the nursing program, and I had two small children ages two and five and we were thinking about needing a change. We both really like the University of Wyoming and liked Wyoming and Laramie, so it wasn't like we were running from there. We sort of sought a change and I think we wanted to raise our kids in a more diverse environment, and just see what other opportunities were out there. So, we both interviewed together at several universities, trying to find what would be a good fit for two faculty members in two different departments. We would interview at a university, and when we would return at night at the hotel room, one of us would say this university is great and the other would say no way. This happened repeatedly. Pacific was on the list and I knew some of the faculty here, so I came and interviewed without Jeri, because Pacific didn't have a nursing program. If I liked Pacific, she would have to seek opportunities outside of Pacific and that was a real negative. But the fit here was so perfect for me. It offered me a perfect blend of teaching and research and the ability to continue to work with pharmacy organizations. So, Jeri then came out to see what she could find and ended up with a joint faculty appointment between UCSF and UC Davis. And that was tough for her because she was traveling all the time. After one year she took a faculty position with the Nursing School at Samuel Merritt College in Oakland and subsequently faculty positions at the University of Nevada, Boise State University and UC Davis. The bottom line was that it has been an excellent fit here at Pacific for me, but the move to Stockton was harder on Jeri, as she has had to take faculty positions at other institutions, even out of state. Overall, however, we both agree that it was a great move to come here.

Bigbee: Thinking back when you had to relocate to Pacific, what were your first impressions of the city and the people of Stockton.

Abood: My first impression of Stockton was that I liked it, but it seemed huge. We came from Laramie with a population of 25,000 and I think that included the University. In Laramie we walked to campus from our house which was four or five blocks from campus. In between campus and our house, a friend of ours ran an incredible daycare service. So, we could walk to campus, drop the kids off for a few hours at the daycare and after work walk back to pick up the kids on the way home. About the only time we used the car was to run errands and get groceries. Stockton was

much more complicated and challenging. It seemed like a big city to me for a while. After being here for about three weeks I recall calling a friend of mine who taught at USC and he said I'm really glad you're in California. How are you getting along here? And I said, it's really working out well but I haven't gotten used to the commute yet. He replied: "Commute in Stockton?" And I said, yeah it's a good six miles to campus and it takes me 12-15 minutes to get in. He chuckled and said it takes him an hour to commute to work on a good day. And then I thought, well maybe this isn't quite so bad.

Regarding the people here, we found them to be generally friendly and I think we fit quickly into our new environment here. Although, I have to say, that as friendly as people were to us here, they still weren't as friendly as what I was used to from people in the Midwest and the Rockies. People seemed a little more reserved here, you had to be a little more careful about who you dealt with. Overall though, I quickly formed a very good impression of the people in Stockton and it didn't take me long to feel at home here.

Bigbee: And how about your first impressions of Pacific: the appearance, the faculty, the staff, students, leaders

Abood: I loved it. I mean I knew after the interview that this would be a really good fit. The faculty and the administrators that I interviewed with were just phenomenal. When I got here the faculty were so friendly and accepting; and they acted like they truly wanted me to be here. The campus, of course, is so lovely.

There were some first impressions about Pacific that took me a little while to adopt to. One was the fact that the Pharmacy School was split by the river from the rest of campus. I was used to the University of Nebraska and University of Wyoming where the pharmacy schools were integrated geographically into the university. It felt like we were segregated here. Another thing I had to adjust to was getting used to a four-year Pharmacy program condensed into three years, so classes ran on a trimester. Three semesters a year with little downtime was initially strange for me. I was fortunate, though, that in one of the semesters I had very little teaching and was able to concentrate on research and professional service. Another issue that I had to adjust to was the concept of a private school. I was used to public schools and public school tuition. Initially I was amazed that students would actually come to Pacific because of the cost. I guess I should not have had that amazement considering that the Pharmacy School had about 15 applicants for every position. Also, I had to adjust quickly to lecturing to class sizes of 200 students. At Wyoming the class size was 40 to 60 students.

One of the things I did love right away about Pacific as a private university compared to public institutions is the lack of bureaucracy. For example, at the University of Wyoming (UW), if we wanted to travel to present a paper we had to jump through several administrative hoops which could take weeks, only to find out we might not get funded. Many times, even if we got funded, it would be well short of the amount we needed for travel expenses. At Pacific, at least at the Pharmacy School, getting approval for travel was simple and easy, and for my full travel expenses. Another example was computers and equipment. It was very difficult to get a new computer or equipment at UW without a grant, but at the Pharmacy School here it was generally no problem.

So overall I would say that I had a great first and lasting impression of Pacific.

Bigbee: So thinking back again. Was there someone at Pacific, who was especially helpful in your initial orientation to the university.

Abood: You have to qualify orientation. I came as a full Professor so it's not like I needed to be introduced to what teaching and research and everything was, but I really had no orientation. I remember I had to figure out even where the photocopy machines were. I oriented through trial and error. Nonetheless, Bob Supernaw, who was the associate Dean, at the time, and Pat Catania, who was my department head at the time, were exceptionally helpful. They were there for me and I was in their office all the time asking questions. For that matter, the entire Pharmacy School faculty and staff were so helpful to me and supportive. It would have been hard to not feel at home or comfortable, even if I initially didn't have a good perspective of how to get things done.

Bigbee: Okay. So let's move on and talk a little bit about the curriculum and programs you were involved with. Describe the changes that you observed in the curriculum during the years you worked Pacific.

Abood: Okay. I'll try to do that both with my involvement with the University and with the School of Pharmacy.

I will start with the University perspective. What I noticed when I came here was this tension between the COP [College of The Pacific] chemistry and biology departments and pharmacy, regarding our pre-pharms [Pre-Pharmacy students]. I was involved with the pre-pharms as an advisor in that program. The chem and bio faculty were totally overwhelmed with our students because we have so many pre-pharms. I know that they had to add several sections and had to hire part time faculty to accommodate our students and I think that created an interesting situation with COP faculty. Many of the chem and bio faculty had a love/hate relationship with our pre-pharm students. They resented the pre-pharms because they had a lot of them and they weren't chem or bio majors. To the pre-pharms these classes were a means to an objective (pharmacy school), not an end in itself. And if I'm a faculty member in chemistry or biology that's going to bug me because I want people committed to chemistry and biology. On the other hand, the chem and bio faculty really liked our pre-pharm students because in general they were very good students. So, there was this interesting tension and dynamics I saw early on. However, it seemed to resolve over the years and eventually the tension seemed to ease. Chem and bio were able to better accommodate our pre-pharms and I didn't feel that tension or resentment in the later years, so I think there was an evolution there.

When I first came to UOP in the Winter of 1991 there was a raging debate about whether our students should have to take mentors three. University administrators were really pushing that our pre-pharmacy students and pharmacy students should have to take mentors three before they graduated. However, it really wasn't possible or practical. Our pre-pharms generally only did two to three years of pre-pharm curriculum before they matriculated to pharmacy. At that point, with the pharmacy curriculum being so packed and rigid, we just could not accommodate mentors three. To complicate matters, the Pharmacy course schedule was different from that of main campus since we were on a trimester. It is very difficult for our pharmacy students to take

a University course outside the Pharmacy School curriculum. After considerable debate the administration backed off its demand for mentors three, so that was a change. Personally, I would have loved for our students to be able to take mentors three. I firmly believe college educated students regardless of major should have a broad, well-balanced education especially in liberal arts.

Which brings me to another program change that occurred while I was at Pacific: the evolution of the general education requirements for our prepharmacy students. Our pre-pharm students have always been required to complete minimum requirements in general education aside from science and math. Many of our pre-pharms consider these courses a waste of time as they think the world begins and ends with science and health sciences related courses. I and other pre-pharm advisors did our best to convince students of the value of general education courses. Over the years the general education course requirements evolved to a point where I think the pre-pharms received a good balance of classes that would at least give some semblance to our students having a well-rounded education.

Now, switching to the pharmacy school curriculum. There were many significant changes over the years I was at Pacific, many of them accreditation driven. Personally, I get annoyed by some accreditation curricular mandates that seem to have no basis in proven outcomes. It seems accreditation is always tampering with the curriculum and much of the focus is based on medical school models. Our accrediting body seem to be constantly asking what medical schools are doing and that pharmacy schools should be doing that. One such example involves who should teach the course. When I started at Pacific, each faculty member was responsible for a particular course or courses and each of us essentially taught the whole course or courses. Of course, many of us also had occasional guest lecturers and a few courses were co-taught. The faculty liked this approach. Then, the accrediting body issued an edict that each course should incorporate a team approach utilizing different instructors to teach based upon their specific expertise. So, for example, in a therapeutics course, one person would teach cardiovascular disease treatment, another renal disease treatment, etc. This approach is fine in theory but breaks down in implementation. The faculty in a particular course seldom worked as a team, but rather as a collection of individuals, each person doing their own thing. Lecture styles varied. The students suffered. There was a lack of consistency and continuity between course subject matter. Tests became a hog podge of questions from several faculty and those questions varied in style, substance and expectations. Students also had issues with who is accountable and responsible for the course. In short, many of us thought the curriculum was a chaotic mess. And then, after a few years of the "team approach" the curriculum transitions back to where it started with one or two persons teaching the course. Curriculum in pharmacy seems to be like clothes. Something is in style and you wear that. Then it goes out of style and you wear the new style. Then the new style goes out and the old style is back in style again.

Another significant program/curricular change in pharmacy education over the last several years has been the shift from basic science to clinical coursework. Nationwide since the late 1960s, there was curricular tension between the basic science faculty and the clinical faculty. Prior to the mid to late 1970s the pharmacy curriculum was predominately basic science oriented with doses of clinical pharmacy courses. The basic science faculty were PhDs and the clinical faculty primarily PharmDs. Initially the PhD faculty did not generally regard the PharmD faculty as

equals. That tension was much less in California pharmacy schools, however, because California schools had switched from a basic science emphasis to a clinical emphasis well ahead of many other pharmacy schools nationwide. What I witnessed at Pacific was a continuous shift from basic science courses to clinical courses. Ultimately courses such as pharmacology, organic medicinal chemistry and pharmaceuticals eliminated their lab component. That allowed even more time for clinical coursework.

The transition from basic science to clinical was also reflected in pharmacy education's approach to actual clinical experience. Historically pharmacy education was all course work and students were responsible to obtain internship experience, if they wanted, on their own. When the entry level degree in pharmacy went from the B.S. to the PharmD, the entire last year of the student's education became experiential. Eventually, however, pharmacy education recognized the importance of early practice experience simultaneous to didactic courses during the students first two years and required pharmacy schools to include an early experiential component. This meant that first year students were expected to work in pharmacies while attending classes and this potentiated an even greater shift to a clinical practice component in the curriculum. The early experiential component complimented the last year of pharmacy school in the clinical setting under the tutelage of clinical pharmacy faculty. However, the early experiential component created problems of student placement, scheduling, balancing and some conflict. I recall during the early advent of the early experiential component a student came to me and said she wouldn't be able to take my exam tomorrow. I asked why and she said because her preceptor told her she had to be at a training program or she would be kicked out of the pharmacy site. I was not pleased and found out that other faculty were having the same problem. We went to the Dean who called a faculty meeting, including available preceptors and we established ground rules that clinical preceptors could not interfere with didactic courses.

Another interesting development in pharmacy education is the creation of the bachelor of arts in health sciences. This would enable our Pharm D students to get a bachelor's degree. Except for our transfer students, many of which have degrees, our prepharms and some transfer students do not receive a B.S. At first, you might wonder why it should matter. Why would they need a bachelor's degree? And, a B.S. is pretty much irrelevant to getting a good pharmacy job. However, to get into most graduate programs one must have a bachelor's degree, and so this affords our students the opportunity to simultaneously get a BA in health sciences, at the same time that they're getting their Pharm D. The dental students have done this for years, and so we brought it into our curriculum.

There's one particularly important thing I want to add that's not really a change in the curriculum but it's a change in faculty responsibilities and you might say critical to tenure. That is the shift from teaching, or I guess you would say shift from primarily teaching, to teaching and research that occurred at Pacific after I arrived. It had occurred at the University of Wyoming while I was there. The emphasis for faculty at Pacific changed from not being just a good teacher but to be a good researcher as evidenced by scholarly publications and grants. The Pharmacy School has always had these expectations for the Stockton faculty, but the scholarly activity emphasis definitely increased after I came. It was probably most profound for our faculty at the clerkship sites, because they had not had the same scholarly activity expectations of the Stockton faculty. Some long-time faculty were resentful of this increased focus on scholarly

activities because it prevented them from being promoted. It also created an interesting dynamic where tenured faculty with minimal scholarly productivity had to make tenure and promotion decisions on junior faculty based on scholarly productivity. I believe in a healthy balance of teaching and research and I think actively engaging in research makes you a better teacher. One of the main reasons I came to the Pharmacy School at Pacific was the expectations that faculty be both good teachers and researchers. Unlike some research intensive universities, I was pleased that grants are not critical to tenure.

Bigbee: Okay. Can you describe courses or innovative programs that you helped develop at Pacific.

Abood: I completely redeveloped the pharmacy law and pharmacy management courses when I came. I also helped create a new subdiscipline within the Department of Pharmacy Practice at Pacific called pharmacoeconomics. I pushed for a new faculty position and was instrumental in attracting and hiring faculty to fill that position. The Department of Pharmacy Practice includes the disciplines of Pharmacy Administration and Clinical Pharmacy. Pharmacoeconomics falls under Pharmacy Administration, as does law and management. Prior to the pharmacoeconomics position, I was essentially the entire Pharmacy Administration component of Pharmacy Practice, except for Darwin Sarnoff, who taught some electives but not the required courses and was close to retirement when I came. I was used to this because I was the entire Pharmacy Administration Department at the University of Wyoming as well. And so, we were able to secure this new position in pharmacoeconomics which gave me a colleague for the first time, and that was important to me.

I also created and taught health care law for MBA students. A few years earlier we had created a PharmD/MBA track with the Business School, as well as an MBA with a health care emphasis. We hired a faculty member, Peter Hillenrath, for this program. The course I taught included both MBA students interested in healthcare and our PharmD students. The class only had 9 or 10 students and I loved teaching it and being creative with using case studies and discussion. Unfortunately, the joint PharmD/MBA program was not ultimately successful and I did not teach the health care law course again.

I also taught mentors honor seminar on creative thinking and I really enjoyed that. I had pre-health sciences students in the course, so we could apply creative thinking to health care. In addition, I developed and gave a two hour law presentation to physical therapy students, which I really enjoyed as well. These course outside the pharmacy school curriculum caused me to learn a lot and made me a better teacher and thinker. Finally, I developed a three-hour presentation on intellectual property law for the PhD students, and that was fun.

Bigbee: So tell me about what your perception of your responsibility to enhance the educational and academic programs and missions of the university. What were the primary challenges in that responsibility?

Abood: Well, I was brought here as a full professor primarily to develop and teach pharmacy administration courses like law and management and to continue my research and publication record; and to continue my active engagement in professional service activities. Since I have a law degree my greatest strength is in law related subjects and that is the area of my research, but I am also quite comfortable teaching pharmacy business and finance courses. Another

reason I think the Pharmacy School wanted to bring me here was my national reputation, my involvement in pharmacy organizations and my extensive track record giving pharmacy continuing education presentations across the country; and I think the School expected me to continue those activities, which I did. Since coming to Pacific I have given a great number of continuing education presentations which brought a lot of recognition to the School. I was President of the San Joaquin Pharmacists Association for five years and was active in the California pharmacists Association for several years, as well as the American Pharmacists Association. So, I think I did what I was brought here to do. I am grateful for the School and the University for letting me do all those activities and placing value on those activities. That is why I came here. I was confident that I would be given the freedom to do my own thing professionally.

My teaching style is quite unique compared to other pharmacy faculty. In my law course, and to some extent in my management course, I taught a quasi-Socratic method. I expected the students to read the material ahead of time and to come into class with that knowledge and then discuss it via a case study approach. I would call on students during class to discuss. I tried to incorporate critical thinking and problem solving into every case study. It drove some of my students crazy for different reasons. Sometimes there is no one black or white correct answer, only shades of gray. That frustrated some. Others were terrified of being called on in class and having to think, rather than just passively taking notes as they are used to doing.

My approach to classroom learning was challenging both to me and the students. We had class sizes of 200 people and leading 200 students in discussion, as opposed to say 20 students, is not an easy task. The students are more reluctant and hesitant to discuss in a large class than a small class. Plus, this approach is different for them. For the most part, they have not been taught to think. Rather they are used to passively sitting through lectures frantically taking notes. Moreover, they are not expected to read for classes for the most part but rather get everything through PowerPoint slides. Some students were resentful that I didn't include everything they needed to know in PowerPoint slides. That was a challenge. It was a challenge to get students to think that way and to get students to adapt to the way I taught. Those that did seemed very appreciative and got a lot out of the courses. I did get great teaching evaluations and got teacher of the year several times, so I probably was doing something right. But there were students who had no idea what was going on and were totally terrified.

I and some other Pacific Pharmacy faculty attended a one week seminar at William and Mary college put on by one of our national pharmacy organizations. We learned that lecture is not the means to good learning and that there are much better alternatives. I knew that that's how I taught. I lectured but I incorporated all these other teaching tools into it, but most faculty just lecture. This whole seminar was to bring in pharmacy faculty from across the country and teach them about alternatives or supplements to lecture: about case study approaches about letting the students learn outside of class. Class time should not be spent pounding factoids into student brains. Class time should be spent teaching students to think. I was so excited about this. I thought change is finally coming to pharmacy education and that my approach has been vindicated. I thought that we finally were going to get off this lecture only format. Ultimately, I was disappointed that most faculty just continued to do what they always did. I can't speak about what's going on today. I think the clinical faculty are doing a pretty good job of engaging

in a case study approach with students and small groups, so it I don't mean to be totally negative.

It's a change that needs to come to higher education. That students shouldn't just be expected to memorize and regurgitate lectures. So, my big challenge has always been to sell my courses to the students. Selling not only my teaching approach but the subject matter as well so that the students will buy in. Students don't come to pharmacy school to learn law and management. They come to pharmacy school to learn about treating diseases and drugs. So, it was a challenge for me to sell them why these courses are so important to the profession and to the practice of pharmacy. My law course is not just about learning the laws and regulations of pharmacy practice, of which there are a myriad. I incorporate a healthy dose of professionalism, ethics and professional obligation. We learn that professionals can only do what the law enables us to do, and so, when I teach them the Federal and State laws and all the related subject matter I'm also teaching about the history of the profession and how it evolved based on law. Good changes and bad changes occurred from law and without law we have no authority and I think I got that message across. My ultimate reward is when a former student tells me that my law class helped them successfully resolve a legal or ethical dilemma at their workplace; or, that they became involved in professional organizations in order to further the profession; or, that they took a position with their company that involved analyzing and applying laws and regulations.

Bigbee: Okay let's talk a little bit more about the people that you encountered at Pacific, who are the individuals at Pacific who are most memorable to you, and why.

Abood: Well, there are so many, and I'll just highlight a few. First, Robert Supernaw, who was the Assoc. Dean when I came; and Pat Catania, who was my Department Head and I will talk about them later in the next question. President De Rosa was very memorable. I was impressed that he wanted to get to know the faculty individually and he'd have small groups of faculty over for breakfast. He would ask us for our opinions about what we liked and did not like at the University and what changes we would like to see. He listened. It was refreshing to have somebody that really seemed like he cared and I really liked his leadership style. For the same reasons I was very impressed with our Provost, Phil Gilbertson. When I was on the Executive Committee of the Academic Council and Chair of the Faculty Compensation Committee, Phil would meet with me. He was very concerned about how underpaid the faculty were compared to sister colleges and universities. Phil advocated for faculty salary increases and he wanted the faculty to be a part of the action. Phil was concerned that Pacific faculty were too passive and not activists. And he was right. Phil cared about faculty and I think he was largely responsible for the actions that ultimately increased faculty salaries to levels of comparable universities. I was astounded that a University administrator was so concerned about faculty salary equity and even more astounded that he wanted faculty to be activists. At the University of Wyoming the faculty as a whole were activists and the administrators opposed faculty activism. As faculty we had to fight the administration repeatedly. Gilbertson and DeRosa changed my paradigm of university administrators.

Many of the staff at Pacific were memorable to me and I don't think I met any staff person at Pacific whom I didn't like or didn't get along with. For example, our Pharmacy School security officer, Jim. He was a very colorful guy and you had to get on his good side, but I liked him. I

have always held the belief that all persons should be treated as equals and are deserving of respect. I have witnessed some faculty and administrators treat staff as people of lesser importance and with less respect. That bothered me and often the staff resented them. Because I was good to staff, they were good to me. And, Jim was really good to me. Another person who comes to mind was our duplicating person, Barbara Caffesse. Again, you had to get on her good side and once you did she would do anything for you: grumbling the entire time. She pulled me out of the fire many times by getting tests and handouts duplicated for me at the last minute. Considering at that time that she handled the duplicating needs for several faculty teaching 400 students (200 per class) per year which included tests, quizzes and handouts, her job was stressful. And so, if you came to her last minute with a job you had better be on her good side if you wanted the job done.

Bigbee: Okay, what about individuals at Pacific who are most helpful and supportive in your mission
Were there individuals who are not so supportive.

Abood: Again, all the Faculty and staff were supportive to me but probably Bob Supernaw and Pat Catania, as I mentioned earlier, were the most helpful because of their positions and because they were such wonderful people. They were so embracing and willing to help me in any manner they could. Also, our Department administrative assistant, Eileen Demaggio, was absolutely amazing. I could not have done as much as I did without her. I often told Eileen that if she quit, I would have to quit. She did so much for me and all the other faculty members in the department. She is one of those people that make you look good because of what she did.

There was an effort late in my career at Pacific where our curriculum was being analyzed again for the umpteenth time and Eric Boyce, the Associate Dean for Academic Affairs, and some others questioned why my law course was a 4-unit class and shouldn't it be cut to 2 units to free more units for clinical courses. I really felt a lack of support for what I tried to accomplish at that time. However, after Eric and the others reviewed my syllabus, interviewed students and discussed the issue with me, they were in complete agreement with me that my law class deserved 4-units.

Bigbee: So, picking up on talking about the people at Pacific during the years you were involved, how would you describe the students as a group?

Abood: Well, I can only speak to the students in our School and over all they were generally very bright, highly motivated and very respectful to the faculty. I thought our students were generally outstanding. I do share a lament that many faculty have in that many of the students were book smart, but lacked common sense and practical sense. Moreover, as I mentioned earlier, most of our students are here to learn about drugs, diseases and treatment. They are very medical model from that standpoint and many lacked interest or much background in liberal arts, social sciences, government or humanities. I just didn't feel they were as well rounded academically as I thought they should be. I probably saw this more than our science and clinical faculty because I taught law and management. I was continually amazed at how little some of our students knew outside of science and math. For example, some did not know we have a Senate and House of Representatives, either federally or at the State level. I could excuse our foreign students, or students who recently immigrated to the Country, but others? One time a student raised her hand in class and asked me to explain what Congress meant. Assuming she was an immigrant or

foreign student I said sure, but first I'm interested in where you grew up and where you completed primary and secondary school. Waiting for the name of the country, she replied "LA". I asked her if she was born in Los Angeles, she said yes. I asked her if she went to school in Los Angeles and she said yes. I then asked her: "you never learned about the Senate and the House of Representatives in Washington, DC and you didn't know that California also has a Senate and a House of Representatives"? And she replied, no. I also learned that many of our students were geographically challenged. Other than for Nevada, most seemed to have no idea where the other states were, let alone other countries.

I have always agonized with our ESL students. My law course is so difficult for them because it is so English centric. Many have to work twice as hard as the other students and then some still struggle horribly to pass. I spent a lot of extra office hours trying to help them and others who seemed to have no aptitude for law. Overall, though, the students were awesome.

Bigbee: Great, how about the Faculty.

Abood: Oh! I can't say enough about the faculty. Almost everybody on this campus was collegial, friendly and supportive. I don't believe there was faculty member at Pacific that I didn't like or had any difficulty working with.

Bigbee: How about administrators

Abood: Pretty much the same, I thought they were all friendly and supportive, although competence varied. Some probably shouldn't have been administrators. The problem with the academic system is that many people work their way up the ladder, from assistant professor to associate professor to full professor and then to department heads and deans. Some become quite good at administration, but some just don't have the skills. The skills to be an administrator are different than those of being a faculty member. Many have never been taught or have learned good management and leadership skills. But, overall, I did not have many problems with administrators on this campus.

Bigbee: And staff?

Abood: As I have stated before, I got to know a lot of staff because I made an effort to know everybody from the groundskeepers to office personnel. Overall, I found the staff at Pacific to be likeable, cheerful, friendly, supportive and well-meaning. I felt that some were resentful of the Faculty. I can understand that because some faculty did act superior to staff. And, some staff have college and even graduate degrees and yet were not making much over minimum wage at the University because they weren't any other job opportunities in the area for them.

Bigbee: And how about alumni and university donors?

Abood: I can only speak to those from the pharmacy school. I found them generally to be really good people who care about the university and about the pharmacy school. Since I gave several continuing education programs all over the State I frequently encountered and engaged with our alumni. They would come up to me after my programs, introduce themselves and ask about the Pharmacy School and faculty. They were generally very complimentary about Pacific and the

education they received. Many would tell me to please say hello to such and such at the School for them.

Bigbee: And how would you describe the working relationships between faculty and administrators during your years of Pacific.

Abood: Overall, I would say that the relationship was quite good, but my perception might have been a bit colored, considering that I was comparing it to the University of Wyoming where I came from. At Wyoming I was on the Academic Senate. The faculty were active and vocal against the University administration. The faculty even overthrew one President and a Provost. In comparison I found Pacific to be quiet and peaceful. Probably too much so. I think the faculty were too passive and not as engaged or as assertive with the administration as they could have been. There was definitely some faculty discontent and activism towards the end of President Ashley's employment. After I had been here a year, in 1992 we were told there would be no raises and that the University was cutting back on its retirement contribution for us. Things were looking so bleak I was beginning to wonder if the University would survive. I remember asking myself whether coming here was a good move. I know there was discontent and dissension during the latter part of President Eibeck's employment as well. I never did experience that directly, but I know a lot of faculty were quite disgruntled with her the last few years she was here.

There is one administration issue that did bother faculty starting with President DeRosa and especially with President Eibeck and that is the increasing number of administrators, especially in the Provost office. And I know that I and many faculty we were quite confused as to why there are so many of them and what do they do. There were times when you would go to one assistant provost with a problem and be told that that issue is another provost's domain. Ultimately the provost's office issued job descriptions for each assistant provost so that we would know what they did and who to go to, but the job descriptions only confused some of us more. Many faculty were especially disgruntled, even with the salary adjustments spearheaded by Provost Gilbertson, that they were underpaid and yet there were all these highly paid administrators.

Bigbee: Related to them, how would you describe your working relationships with faculty and the administration.

Abood: Overall, very good with both administrators in the School of Pharmacy and those at the University level. In my first few years at Pacific, I didn't engage much with University administrators, other than those in Pharmacy and Health Sciences. At the University of Wyoming I had been buried in University committee work and I was not wanting to have that happen again. But in the later years I did become involved in Academic Council and University committees. Regarding my relationship with faculty, again, I don't think I ever had a problem, working with or interacting with other faculty, either in the Pharmacy School or in the University.

I must say that there was some initial conflict and tension between some of us faculty towards Phil Oppenheimer when he came in as Dean. When we did the national search for dean to replace Don Sorby, those of us on the search committee thought we had found the perfect dean

in a faculty member from the University of Texas. He would have brought with him a new academic program, several graduate students and considerable research funding. Ultimately, he declined to come and then we all favored the Acting Dean, Bob Supernaw. We recommended him as the dean to President DeRosa and included a list of two other acceptable candidates, one being Phil. DeRosa picked Phil and most of us were surprised and disappointed. Then when Phil came, his leadership and management styles differed radically from Sorby's and Supernaw's. Phil came from an autocratic style leadership program at U.S.C [University of Southern California] and he brought that autocratic style here initially. This conflicted with the faculty governance style that myself and some of the other older faculty at the School believed in. To Phil's credit he sensed the tension and discontent and listened to us and compromised. In fact, we all compromised acceptably. We initially resented Phil's approach to creating new administrative positions in the School and delegating most of things that Dean Sorby used to do himself. We didn't think Phil did anything and we wondered why we needed all these new administrative positions. Phil then met with us to explain to us that the role of Deans had changed. That day-to-day operations had to be delegated to free Deans to be visionaries, planners and fund raisers. We got it and I think everything worked out fine and Phil proved to be a really good Dean.

As I have said previously, I also felt I had a good working relationship with University administrators that I interacted with, such as Gilbertson, De Rosa, Eibeck and Maria Pallavicini. I really felt that I had no problems with anybody.

Bigbee: Great. Okay let's talk about programs. Describe programs that you've been involved in or had an interest in that you feel were particularly significant

Abood: I really enjoyed the Pre-Pharmacy program. When I first came here, I was assigned to be an advisor to the pharmacy students and that was really boring, because the curriculum is set. By that I mean students have no choice as to what courses to take. The only students who ever came to see me were those in a lot of academic trouble and usually after it was too late to do much about it. But then I was switched over to become an advisor to the pre-pharmacy Program and that was challenging and enjoyable. Our students come in under either a 2-3, 3-3, or 4-3 program, which means they can advance to Pharmacy School in two years, three years or four years. Where they are placed depends upon how academically strong they are and what kind of background they had. They are assigned to me as freshmen and I would meet them for the first time at summer orientation. It was interesting to get to know them as people and learn about their families and their challenges. Surprisingly few came to me during the academic year except when they were required to see me to preregister for the next semester. Nonetheless, during that time I would do my best to get to know them and help them. I especially enjoyed freshman orientation and meeting their parents. Unfortunately, many of their parents did not come to orientation, which as a parent I thought odd. The parents that did come were anxious about leaving their son or daughter and some sort of assumed I would be a surrogate parent. Having been the parent of two children that went to college to other universities, I can appreciate how traumatic this is to a parent.

One of the programs I helped to develop was the pharmacoeconomic faculty position and the curriculum around that. I helped to develop the joint Pharm.D/MBA program and helped recruit Peter Hilsenrath to lead the program.

I was also part of the team that was charged with developing a framework for incorporating the study of ethics across the University curriculum. I just found that fascinating. There were representatives from every school and the College. We met every few weeks on campus over dinner and had long sessions and discussions about who's teaching what about ethics in the various schools, what ethics related courses exist, and how do we integrate ethics across all of Pacific. I had so much fun and learned so much. It was a great opportunity for me to meet faculty and administrators that I hadn't really worked with before.

I also helped to develop a new pharmacy professional fraternity on campus. Some pharmacy students came to me and wanted a coed professional fraternity because at the time the pharmacy fraternities were either male or female only. In particular the students wanted to form a local chapter of a national fraternity called Rho Pi Phi. A representative of the national fraternity came out to meet with me, Joel Wagner, Tim Smith and the group of students. This let to us working with National and we formed the chapter in 1992 and it's very successful today.

And another really fun project I was involved with was to develop a new honor code for Pacific. I was invited by Student Life to help them develop the new honor code and a new student handbook. Together with Student Life staff and other faculty and administrators, we had many meetings and spent a lot of time looking at other university honor codes and debating what should be in an honor code work. The effort resulted in a new honor code and student handbook.

Bigbee: Of those programs that you described which ones were successful, and were there some that were not as successful as you expected

Abood: The prepharmacy program has always been successful and continues to thrive today. All of the other programs I discussed were successful except the PharmD/MBA program. For some reason it just never took off. The pharmacoeconomics program has been a huge success most notably with Raj Patel as the faculty member in that position the past several years. Raj has become well known within academia and the community for his Medicare Part D efforts and workshops. Those workshops provide a valuable service to seniors and a great learning opportunity for students. As I have said, the professional fraternity is thriving. I don't think the ethics program was as effective as everyone would have liked, but it created a lot of awareness among faculty in different departments about ethics and certainly helped me better teach ethical issues.

Bigbee: Were there controversies that emerged during your service? If so, what were they, who were the major players in the controversies?

Abood: I'm going to speak to two controversies I was involved with and they were both within the pharmacy school. I don't recall any significant controversies that I was directly involved with outside of the pharmacy school.

One controversy was how to evaluate our clinical faculty who lived and worked and taught in other cities, teaching our students during their clinical rotations. How do you evaluate them for tenure and promotion? I was concerned that they were being evaluated for reappointments and for tenure with significantly less research productivity than a comparable faculty member who worked on this campus. And, I can understand that that made some sense because they don't necessarily have the resources to do research that our Stockton faculty have. However, it created a double standard, as all the faculty had essentially the same job description. These clinical faculty had the same percentage of required teaching, research and service as anybody else. Some of the clinical faculty were getting tenure whereas if a faculty member on the Stockton campus had the same research record, he/she would be denied tenure. To their credit, some of the off-site clinical faculty had outstanding research records, but most did not. One year after reviewing a couple of clinical faculty who were up for promotion and tenure decisions with very mediocre research records, I confronted our Dean, and told him that this isn't right and that I was voting to deny tenure. I told him that I felt we were not doing justice to the job descriptions. We were creating different standards for the same job descriptions. Either the off-site clinical faculty have to have the same amount of research as someone on the Stockton campus, or the job descriptions need to be changed. Alternately, I told him that I think we need to create a different category for these faculty. That they should have the choice of holding non-tenure track positions where they do not have to be held to the same research standards as other faculty. Ultimately that did come to pass and I think it was a good decision. The School created a professional position that is non-tenure track, but those faculty could attain rank and they were appointed year by year. They just wouldn't get tenure, and they didn't have to worry about the scholarship requirements, and I think it was good for everybody.

The other controversy involved me and the role of pharmacy administration courses in the curriculum. When I was in my last year before I retired, the question became what should be the fate of my pharmacy administration position. I believed strongly that my full-time tenure track position should be continued and that I should be replaced with a person either with a PhD in pharmacy administration or a JD. That person would be responsible for strengthening our pharmacy administration component of the curriculum including the pharmacy law, management and pharmacoeconomics courses. I was also hoping that person would have a strong background in health care systems and policy and offer courses in that. Frankly, the Pharmacy School does not have a strong presence in pharmacy administration coursework. The only faculty were Raj Patel and myself, plus Joe Woelfel and to some extent, Peter Hilsenrath. Ed Sherman, who was an adjunct faculty member taught an elective related to pharmacy ownership. I felt that the school needed to carve out a really strong pharmacy administration focus and emphasize healthcare policy and healthcare systems. I viewed my replacement as collaborating with the business school, the economics department, the law school and with other schools and departments. It was exciting to think about and I saw that as an important niche that was really needed from both a research and teaching perspective. Developing such a niche would distinguish our pharmacy school from others. In our pharmacy school retreats we always asked how we could make our school have a unique identity from the other schools and this would be an opportunity to do that.

I felt very strongly about this and believed that our curriculum was becoming so clinical focused that the students didn't have an adequate appreciation or background for the profession as a profession and for the healthcare system that they were going to be working in. Pharmacy education was supposed to be evolving to where we teach the students to be interdependent team players in the health care system. The focus was supposed to be on pharmacists as a member of the health care team and not as standalones. In order to do that we have to educate students about the healthcare system and how to function within the healthcare team. They need to know how all the pieces work together, or whether they really do. Our curriculum offers little in that regard.

Furthermore, I believe it is critical that pharmacy students learn pharmacy law and policy, not just so that they practice legally, but so that they understand how pharmacy as a practice evolved. That our professional scope of practice is one formed by law and that the only way you can expand that scope of practice is through law.

Unfortunately, the pharmacy school lost some positions as a result of University cutbacks and it was decided that my pharmacy administration position would be turned into another clinical position. The law course would be taught by a part-time adjunct person. This really upset me. I felt the administration lacked respect and appreciation for what I taught and what needed to be taught outside of clinical courses. When I retired I had a really bad taste in my mouth about this and the direction of the School. The School was just going to keep focusing on clinical subjects and further weaken the area of pharmacy administration. I felt the School took a microcosmic view, lacked vision and failed to see the broader picture of how pharmacy is going to fit and survive within the healthcare system. I think we missed a golden opportunity.

About a year after I retired, I noticed that the Provost was looking for collaborative opportunities between disciplines and between the other schools at Pacific. I laughed thinking that this was exactly what I had intended. A beautiful opportunity for the Pharmacy School to collaborate with the econ department, the law school and the business school to really develop a healthcare system focus was squandered. I still feel badly about that.

Bigbee: Good. Let's talk about achievements. Describe the most significant achievements during your tenure at Pacific to enhance Pacific.

Abood: I don't know if this question means achievements by UOP or by me, so I will start with UOP. I think UOP has been fortunate since I have been here to have hired good leaders. I think both De Rosa and Eibeck had been good presidents. And the Provosts, Gilbertson and Pallavicini, I think have been outstanding. I think that since the Achtlely era, the University in general has done quite well. The endowment fund has increased considerably, the University has built several new buildings. The athletic facilities and playing fields have been improved. We have a great Fitness Center. These are just a few that come to my mind.

Regarding my achievements, I discussed some previously under the question about programs that I was involved in. Other achievements include: a textbook called Pharmacy Practice in the Law in 1992 and which is still being published today in its 9th Edition; several professional publications; several professional presentations and several continuing education presentations. These efforts all brought recognition to Pacific.

Bigbee: Okay. Let's talk about students again, what do you remember about students and their activities during your years of service.

Abood: Oh! That's so broad I don't know how I can possibly answer that. I regret that I had over 200 students in my classes every year. As a result, I I didn't have much small group encounter with them and I didn't get to know a lot of the students very well. Sometimes after a student graduated and I would get to know them as a pharmacist, and I would learn more about them. That, for example, the student was a classical pianist before pharmacy school, or was a CPA before pharmacy school, etc. etc. I would feel really bad I didn't know that earlier. Some students I did get to know well, especially if they were involved in professional activities. In general the students were very active in student and professional organizations on campus and in the State. They also were quite involved in the community under the guidance of faculty participating in Medicare Part D and brown bag workshops and in health fairs. We've had a number of students who have gone on to become real leaders in the profession thanks to the mentorship of Don Floriddia and Ralph Saroyan. I think it really speaks for Pacific and I think that's a strength of the Pacific Pharmacy School. I really enjoyed the students. Generally, I thought they were excellent. Great attitudes, motivated, bright and very respectful.

Bigbee: So how did students attitudes change while you were Pacific did you adapt to their changes? If so, in what way well.

Abood: Although in general our pharmacy students were outstanding, I observed some negative changes in students that were also observed by other faculty. All these negative student changes that I will discuss seemed to gradually escalate over the 40 years I was in academia. Perhaps the biggest change is that students seem to assume less responsibility for their actions. Some, if they failed an exam or didn't do well on an exam instead of saying, "it's my fault", or "I didn't learn the material the way I should have", we started seeing them blame the professor. I've had students say it is my fault they didn't do well. If I had taught better or gave better tests, they would have done better. I have also been told "it has to be my fault they didn't do well because they are "A" students and have done well in all the other courses" (which is usually not true.) When I point out that the great majority of the other students did well on a test or in the course, they would be unpersuaded.

Another change I noticed over the years is that students are not only not used to reading, they don't know how to read for comprehension. I believe students learn through reading. I have always expected students to read the assignment before coming to class and then learn in class how to apply that knowledge. Students increasingly didn't want to read. I've literally had students come to me and ask how do you read this material and know what to learn? Or, we have never had to read in any other classes. Or, why don't you just put what we need to know on Power Point slides like other faculty. It's like they were incapable of reading and determining what is important. It prompted me to write a workbook to accompany the textbook to explain to the students the key points they should be getting from the readings. Students should be able to read and comprehend. Reading provides background and helps students understand and apply the important points made in the reading. Some students try to memorize everything in the reading. They would show me the textbook and every word would be highlighted in several different colors. They spend more time highlighting than learning the material.

I called on students in class for opinions and answers to case studies and hypotheticals. Increasingly over the years I noticed that more and more students had become very adverse and even terrified of being called on in class. Students would come to me and say they couldn't learn in my class or didn't attend lectures because they were so terrified of being called on. This never happened years ago. I certainly didn't want students terrified in class or so worried about being called on that they couldn't learn in class. So, my last few years of teaching I would announce at the beginning of the semester that if the fear of being called on caused you great anxiety and impeded your learning please come and talk to me. Thus, every semester I had a student "do not call on list".

The final change I noticed in students over the last several years is that more and more felt entitled to a good grade. I think it is a product of grade inflation. Students would tell me I grade harder than other faculty. Some would argue for me to raise their letter grade. Some would say they shouldn't have to worry about failing my class because they are exceptional to have gotten into pharmacy school. It's back to this feeling of entitlement. The Dean felt we should never fail a student. That it was our job to make sure they were successful. I guess I was old school. Although I hated to fail any student, I never felt I was being unreasonable by failing 2 or 3 students out of 200 every so often. They earned their failing grade. Nonetheless, our faculty, and especially the newer faculty felt a lot of pressure from the Dean not to fail students. And I know it bothered a lot of faculty.

Bigbee: Okay let's move on and talk about progress and evolution. Has or did Pacific meet your expectations.

Abood: Absolutely! Very much so. I was confident that Pacific would meet my expectations and that's why I came here. It's important to me that I have freedom to do my job the way I want to do it. I'm completely open to suggestions and criticisms but I didn't want administrators or faculty telling me what to do or to micromanage me. I felt that UOP very much allowed me to "do my own thing". I was given total freedom to teach how I wanted to teach, so long as my student evaluations were good. I was given the freedom to pursue scholarly activities in whatever manner I chose. The School and the University valued my research and publication activities, including my extensive continuing education presentations. Pacific gave me the freedom to engage in consulting and valued the consulting that I did. I worked quite a bit with law firms on drug and pharmacy related cases and with drug companies and pharmacy organizations on pharmacy related legal issues. Some universities might have chosen to limit my outside work or require me to share my income. Not UOP. As long as at the end of the year I scored highly for teaching, scholarly activities and professional service, no one interfered with the means I chose to get to the end. I valued that.

My professional service activities, consulting and expert witness activity greatly enhanced my teaching and research. There is no substitute for engaging in and trying to solve real world problems. Engaging in outside activities allowed me to bring real world issues into the classroom and into my research. Not to brag but I came here with a pretty high national reputation. The Pharmacy School valued that and supported me giving presentations all over the State and Country because it brought a lot of visibility to the School and University. The School was also very supportive of my textbook, providing me the time and resources and not asking that I share

royalties. I was grateful that unlike some pharmacy schools I was not expected to fund a portion of my salary through grants.

In a nutshell, Pacific respected what I did and I wasn't expected to be in my office all day to accomplish the things I did. I could coach kids' sports, pick up my kids from school and do other family related activities. UOP allowed me to achieve a good life balance between family and my profession. Again, as long as at the end of the year I scored highly as a productive faculty member, School administrators did not care much how I got there.

Bigbee: Has the external perception of the academic quality of the pharmacy school changed? If so in what way?

Abood: I don't think it has. I think we have generally been regarded as a very good pharmacy school academically. We're not ranked nationally in the same tier as a UCSF or a University of Washington. We don't bring in millions of dollars in grant money and that's how schools are generally ranked. However, academically I think the Pharmacy School is as good as anybody and I think we have a really good reputation. I know our graduates generally excel and are as good or better than pharmacists who have graduated from other schools.

Bigbee: So how about the Community? What contributions do you feel Pacific has made for the local communities and how has the community responded to those efforts?

Abood: I can't really speak to Pacific in general about being involved in the community, but I can speak from the standpoint of the Pharmacy School. The School hosts several health fairs each year. In addition, Raj Patel teaches a Medicare Part D class where the students participate in community workshops. At these workshops the students help community members pick which Part D plan is best for them based upon the medications that they take. These workshops have saved patients hundreds of thousands of dollars. In addition, our students visit community centers and retirement homes to assist seniors in understanding the meds that they're taking. I think the Pharmacy School has done a lot for the community. I know the community is very appreciative and several people have told me so.

Bigbee: Okay, so building on that. What about town and gown relationships in Stockton. Have they improved, declined, stayed about the same? What are your thoughts on that?

Abood: I don't think the town and gown relationship here is as pronounced as in some places. For example, in Laramie the University of Wyoming has about the same population as Laramie and thus the University has a tremendous impact on the town, both good and bad. Much less so here because Stockton is a large city and Pacific only has about 4,000 students in Stockton. Stockton is not an academic community in the same sense as a lot of places. Nonetheless, I think Stockton appreciates and has great respect for Pacific. Many UOP faculty are involved in the community. I would have to guess that the town/gown relationship has improved since I came 30 years ago because UOP students and faculty are more involved in the community. I know it was a focus of both DeRosa and Eibeck.

Bigbee: To sum things up, were there things we haven't talked about that you'd like to discuss?

Abood: I don't think, so I think I've probably said about everything I want to say.

Bigbee: Very good, thank you very much.