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Hanyak, Robert Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Robert Hanyak (1985-2020)
Professor of Audiology and Speech-Language Pathology
Chair of the Department of Speech-Language Pathology and Audiology
Assistant Dean of Operations for School of Pharmacy
Interim Director of the School of Health Sciences

December 3, 2020

By Simalee Smith-Stubblefield

Transcription by Tien Ho, University of the Pacific,
Department of Special Collections, Library

Subjects: Service to University as a professor and administrator; history of the Chan Learning Center & Clinic; Development of the School of Health Sciences; Creation of the Hedco Audiology Clinic; and partnership with vocal Scottish Rite Foundation to create clinical opportunities for community and speech-language pathology students.

Bob Hanyak Interview

Smith-Stubblefield: This is Simalee Smith-Stubblefield. I am interviewing Robert Hanyak. Today is December 3, 2020 and this interview is being conducted via Zoom, but we are both in Stockton.

I have known Robert “Bob” for 35 plus years since 1985. He started out as a co-worker and he's been a friend for a long time. He is a very successful and well-respected individual in our field. He is an ASHA, American Speech and Hearing Association, Fellow. He has won the Honors of our State Association, the California Speech and Hearing Association, as well as being awarded Fellow designation. So, it's my pleasure to have this interview with Bob Hanyak.

Alright, so we'll go ahead and get started, Bob, you were a student here, and then you became a faculty member and then an administrator. So why don't you just tell us about your journey.

Hanyak: My journey?

Smith-Stubblefield: Yes, coming to UOP as a student and then coming back as a faculty member and climbing the ranks to administration.

Hanyak: Alright. Well, I initially became interested in University of the Pacific as a student because I was interested in studying pharmacy. I applied, and I was accepted to UOP to go into the pre-pharm program in 1975. I did the two years of pre-pharm curriculum with the sciences of biology and chemistry that were required and other required courses. While doing that in the spring of my freshman year I took an elective course which was introduction to the speech-language development from Dr. Roy Timmons. I really liked that class, and so in my sophomore year, I ended up taking the Intro to speech-language pathology or communicative disorders course at the time. I took that course from Dr. Timmons also, and really liked it. So, after two years of pre-pharm, I entered into the pharmacy program. At that time, they had both the BS and Pharm D. program. I was in the BS program. After about five weeks I really don't like what I was doing in pharmacy and I didn't see any real relevance to it for me at the time. I really liked what I was doing in my speech-language pathology classes. I dropped all my classes, and Dr. Timmons and Miss Virginia Puich allowed me to then do late adds to all the junior level speech-language pathology courses so that I could stay on track to graduate in four years. That would have been the fall semester of my junior year. In the spring of my junior year, I ended up taking audiology which with Dr. Sorenson. Then I

decided I like that even better than speech-language pathology because it's more medical-oriented than rather than school-based orientation of speech-language pathology. Again I changed my mind and decided I'm going to pursue graduate studies and audiology. So, then everybody, Dr. Sorenson, Dr. Timmons, and Miss Puich worked to create a sort of a specialized senior year for me finishing up this speech-language pathology degree, but knowing that I wanted to go into audiology. My clients that I had senior year were hearing-impaired, aural rehabilitation clients that most seniors didn't get. I did some independent studies and a research project with Dr. Sorenson in audiology. I really felt that I had a great education that prepared me to go on to graduate school. I am very grateful for the education that I had at Pacific as an undergrad. I always told my UOP students; I never realized how good my undergraduate education was until I got to my master's program at the University of Utah. I compared what I had learned as an undergrad and the experiences that I had to those of my fellow classmates at the University of Utah who came from other universities, and there was no doubt that I was more prepared than any of my classmates to start grad school. I always felt that Pacific got me a really good start to my career.

Smith-Stubblefield: Even though I've known you this long, I didn't realize that you had that specialized senior year. I didn't know you had all those independent studies.

Hanyak: Yes, if I had to do a research project for class, I always focused in on something on hearing impairment and the professors were always good with that. I always did my projects a bit differently that senior year knowing that I wanted to do audiology instead of speech-language pathology.

Smith-Stubblefield: Well, that's cool. Yeah okay, so then you're in grad school, and you were working in private practice in Las Vegas. Tell us about your journey from grad school into your profession and then back to UOP.

Hanyak: Well, I ended up finishing my bachelor's at Pacific in 1979. I went to graduate school to get my master's degree at University of Utah. I was real fortunate I spent two years at University of Utah. I had a great education and lots of good mentors. I ended up taking a job with an ear, nose, and throat physician in Las Vegas when I graduated in 1981. I was in in Las Vegas from 1981 to 1985. In November of 1984, the American Speech-Language-Hearing Association annual convention was in San Francisco. So, I called Dr. Timmons to see if the University of the Pacific speech-language pathology group was going to have some sort of and alumni event at the convention. Of course they didn't have any official alumni event, but as you know with Dr. Timmons and the rest of the crew at that time on, there's always a bar. They said, well, we're going to do

this informal thing. We're going to meet at the bar at the St. Francis Hotel in downtown San Francisco at like five o'clock on this day. My wife (Martha) and I had lived in Las Vegas for three plus years and our oldest son (Ryan) was born there. We decided that we really didn't want to raise children in Las Vegas. So, we're like okay, we better start looking for new work, particularly for me. Martha was an elementary school teacher, so we knew that she would be able to probably find employment most anywhere. And so, I was like let's see what I can find a job as an audiologist. When I was speaking with Dr. Timmons, I just asked him. I said, "Roy. Do you know of any openings for an audiologist in northern California?" He says, yeah, we have one, and I think you would be really good for it. Why don't you bring a resume with you to San Francisco and apply for our position? The night before the convention I typed up a resume, because I had not been planning on looking for work so quickly. That would have been in November at the 1984 convention. I applied and then I guess it was in February of 1985 I was offered the position at UOP. I accepted the position and then started at UOP in August of 1985. It was only six years from when I left as a student graduated with my bachelor's degree that I came back to become a professor.

Smith-Stubblefield: Cool.

Hanyak: Yeah!

Smith-Stubblefield: Then you said, you know, especially here at Pacific, as a student you had Roy and Ginny to help you. When you were initially a new faculty member, did you have any mentors at that time that helped you as a new faculty member?

Hanyak: Again, it would have been Dr. Timmons and Ginny Puich, just because they were my professors and I knew them well. Most of the other faculty that I knew from when I was a student were no longer there. I think Joan Osborne was still a clinical instructor at the time, and Joan what had been one of my supervisors my senior year in clinic so I knew Joan. The other entire faculty had pretty much turned over. Dr. Sorensen wasn't there. Dr. Carolyn McCoy was no longer there because I replaced her as the audiology faculty member, so people that I knew previously were no longer there. I would usually just go to Roy or Ginny and ask them a question, like how do you do this or how do you do that? Of course that was the day and age of mimeographs, no computers. We had a secretary, who was Betty Stetler at the time. Betty would type our exams for us. We'd hand write out our exams and say, Okay, here's an open set question. Leave a third of the space for an answer, or leave a half a page for this answer. You had to write these detailed notes on how to type up your test and that was because you only really had one shot at it. You didn't want to have to retype it over. It was still several years before we ever got computers at Pacific and before they became commonplace. At first there

were just a few of us who actually had computers because back then some of the faculty said, "What do we need a computer for?" Then it was the same thing. "Why do we need a fax machine?" Technology was always something that some of the older faculty to always question whether we needed it or not because they were used to doing a traditional way.

Smith-Stubblefield: Now, when you look back at those days and then you look at how they treat new faculty. These days it's quite a difference.

Hanyak: Oh yes, most definitely. We did have new faculty orientation, where we met other new faculty and learned things about university. There was nothing like they have now with the Center for Teaching and Learning and all of the extra resources that a faculty member has. I wish I had had more of that earlier in my career. So, I think that that's a really cool thing that Pacific has now. As you know, we just sort of all learn from one another just talking around the lunch table. Someone would say I tried this activity, or I had a lecture and it bombed. Then ask how you think I could do this, differently. As you know in our profession, when we had to move performance-based assessment as our accrediting body said grades are no longer enough to show competency in skills. I think I was probably one of the first in our department to move to a skills competency based assessment of student performance as opposed to just a written examination. I developed lab practicals that some of the students thought were pretty difficult. However, at the end of the semester, they felt that they were very worthwhile and a meaningful learning experience for them. I was very proud of the success of the practical examinations. And by doing that, I demonstrated to other faculty that you know you can do this too. There are different ways to do it. The way I did it was different than the way you did it or in the way that other new faculty did it. I think we all got to the point where we could give assignments, where demonstration of skill was shown.

Smith-Stubblefield: That's true. That's very true. Which, brings me to the next area of questions. You were talking about your innovation in the classroom with experiential based learning. You're very innovative and very thoughtful about new programs, new ways to do things. Can you talk to those areas as a professor? And then were you were the chair of the department, and then as an administrator? Tell me about those creative, innovative things that you did for our department.

Hanyak: I don't know how creative or innovative, they were, but thank you for saying that.

Smith-Stubblefield: Well, Bob, you never resorted to the same old way of doing things!

Hanyak: I was always a firm believer that we always had to be changing to do something better. And that if we just kept doing the same thing over and over again, it wasn't going to be very good. It's always looking at how we can do what we're doing even better than we did in the past. So, it was building on the foundation that the faculty started. It's now 2020, and the undergraduate curriculum, the sequencing of our courses that we have at Pacific and the eight core courses have not changed in 50 years. It goes back to the 1970s, the same courses a phonetics, speech and language development, anatomy & physiology of speech, intro to audiology, language disorders, disorders of articulation and phonology, diagnostics, and speech and hearing science. Those foundational courses have never changed their names for the most part or the core concepts taught in each of these courses. Those foundational courses were really important, and I think we really improved on those over the years. I was thinking about it as I was reading some of the interview questions this morning. When I came in in 1985 as a professor was an interesting time because there were 14 graduate students. The senior class had two students and the junior class had five. So, when you look at that there were about 25 students in the whole department. We had, I think, four or five full time faculty and a number of part time clinical instructors. We were having financial difficulty at the university, and everybody was concerned that they might close our department. And so, then I think of where the department is today. And I think a lot of it really started when the department took ownership of its student enrollment. I'll give you credit for this for much of the departments growth. When our accrediting body in the early 90s said your department really needs to be teaching phonetics within the department, not by another school. And that allowed us to create a phonetics class specifically for speech language pathology majors. Did you start teaching it initially at the very beginning or did somebody else teach it before you in our department?

Smith-Stubblefield: No one else, I was the first one that taught it.

Hanyak: It was you. That's what I thought. Yeah, that was one of the real advantages for us to really recruit and retain more students who started in our major. Prior to your teaching phonetics, many students had a negative experience in their other phonetics courses and changed majors. And I thought it was a shame because the phonetics teacher that I had, I really liked. I wasn't always the best at phonetics, but I enjoyed the class very, very much as you know.

Smith-Stubblefield: Those back vowels, Bob!

Hanyak: My back vowels. They were my downfall.

But otherwise, I think that that was sort of the start, and I think that the two of us being younger faculty members and bringing new ideas brought a whole change around to the whole department. As we started adding new faculty members to the department as people retired or left the university, we were able to attract faculty with similar teaching skills and philosophy. We went from a department that was potentially considered for being closed due to lack of enrollment to one of the stronger departments in the entire university. Since 1995, the department had class sizes at every level (junior, senior and grad) between 25 and 35 students for 20 plus years now. We have been able to strengthen the program, becoming a strong financially viable program for the university that can contribute to other programs in the university. I'm really proud of what we were able to accomplish in the department. We still do a great job preparing students for field of speech language pathology and now also audiology. We can do it in a way where we have enough students so that it's a win-win for the university, the students and the program. So, it's an ideal setup and the department is in really good shape now, which it wasn't when you and I first started in 1985.

Smith-Stubblefield: That's true. Well, I think the Dept. has a lot to thank you for. But thank you for your vote of confidence as well. Okay, so let's move onto administration. Bob you've held many, many different hats in administration. Can you talk about the different administrative hats that you've had, and then some of the things that you did in those various positions.

Hanyak: When I was reading the interview questions, I decided I better pull out my resume to figure out when I did what because they wanted dates and some of the questions that were on the form. So, you know, as I said, I started as an assistant professor in 1985. I became the chair of the department in 1993, the year after I had received my tenure and promotion. I became chair of the department, but I really felt though that even though Dr. Timmons and Miss Puich were the chairs of the department between 1985 and 1997, they really were so kind to both you and me to let us run all of our ideas and go with all of our changes. So, even though we weren't in charge of the department officially, I felt like since 1986 or 1987 after a couple years, we were running the department, and in 1993 that's when Dr. Timmons took the early retirement leave. Ginny retired in 1997, and I think she was tired of being the department chair. I think she had a personnel issue that she didn't want to deal with any longer. I'll put that nicely. That led me to be the department chair. So I served as department chair from 1993 until 2000, for seven years.

And one of the big changes that occurred administratively for the department during that time. The Department of Communicative Disorders started in 1939 as a division in

the Department of Communication. Then I believe it was in 1969 when they went for their initial national accreditation that they became their own department with Dr. Ken Perrin was the department chair. The department housed in the College of the Pacific. In the late 80s, University of Pacific had brought physical therapy into the program and put it in the School of Pharmacy. So, you had the pharmacy program and the physical therapy program in the School of Pharmacy. Then the university in the late or mid 1990s started looking at this concept of having a School of Health Sciences and expanding with new academic programs into the health sciences. One of the first things that was asked of our department was whether we would consider moving from the College of the Pacific to the School of Pharmacy. And I did some research with our national organization, looking at where Communicative Disorders programs were located at various universities. I found out that about a third of the programs were in schools of education, one third of the programs were in liberal arts colleges and one third were in schools of health sciences. I personally felt that speech-language pathology really belonged more in school of the health sciences. It was more similar in the way that we taught and what they did with clinical instruction in a School of Health Sciences than it was in a liberal arts college. So, I was supported that the move. And then, of course, I brought that forward to the faculty and asked them, "are you guys in support of such a move?" because the provost at the time, or I think was called the academic vice president at that time, wasn't going to move us without faculty buy-in to the move. And so in 1997 the Department of Communicative Disorders changed its name, and took its professional name Department of Speech-Language Pathology and moved into the School of Pharmacy. Even though we didn't physically move from our south campus department base to north campus until 2000 when we moved into our portable buildings

Smith-Stubblefield: Yeah, that's about right.

Hanyak: Then we moved in 2003 into the brand-new Chan Family Learning Center. That was sort of the evolution of department speech-language pathology. I had a role in transferring from one school to another school. So, in 2000 I became the Assistant Dean of Operations for the School of Pharmacy, and so at that point then you replaced me as chair of the department of speech language pathology, as I took on a different role. I split my time 50% between the departments, continue teaching my undergraduate and graduate audiology courses, and then doing administrative work for Dean Philip Oppenheimer in the School of Pharmacy. And again, one of my biggest projects at that point starting in 2000, was to oversee the construction of the Chan Family Learning Center. So, working with the faculty, working with the architects, working with the Finance Center on funding for our building, we got that building built. And, I think that

from a facility standpoint, is probably one of the biggest impacts that I made to the university was that Chan Families Learning Center. It is truly a state of the art academic classroom and clinic facility, designed primarily for pharmacy, physical therapy, speech-language pathology, and previously the dental-hygiene program, which was located in the Stockton campus before it was moved to the San Francisco campus a couple years ago (around 2018). So, I felt that we had some of the best facilities of any speech-language pathology program in the country, and we can be very proud of that. And when students and their families came to visit our program and they saw our facilities, that became a major attraction for a student to want to come to Pacific because they could see that this is a top-notch program that's run in a professional manner and prides itself as being very professional in its presentation., It's been maintained well for the last 17 years. Dean Oppenheimer and his team has continued to ensure that all the transformations and improvements in that building over the years have made it so that it's a top-notch educational facility for all the programs in the school.

The other thing that I think was really instrumental, and I think a lot of this had to do with Dean Oppenheimer. I forget the exact year was the renaming of the School of Pharmacy to the Thomas J. Long School of Pharmacy and Health Sciences and completing the new building to realize that the university did want to move in expanding the number of health sciences programs, particularly graduate programs that the university had, The school became more inclusive, and it brought around this idea that we're going to have more than just pharmacy, speech-language pathology, and physical therapy. We needed to be looking at diversifying our health sciences options so that students who might be a pre-dent or a pre-pharm who may not make it into the actual professional program have alternative, healthcare careers that they can choose from, and stay up Pacific if they wish to. And so, we started working with that idea. I thought it would come around much sooner than it did, but it took a little longer until we actually got to our own School of Health Sciences, which was just founded this year (2020).

Smith-Stubblefield: I just also want to say, though, Bob, you call it the Chan Family Clinics and Learning Center. ... but Dean Oppenheimer always calls it the building that Bob built.

Hanyak: Well, you have that partially right.

Smith-Stubblefield: Oh?.

Hanyak: He calls it the beautiful building that Bob built.

Smith-Stubblefield: Oh, okay!

Hanyak: I've heard him say that many times. Dean Oppenheimer and I had a deal. He went out and raised the money, and then I spent the money to make this the best facility possible that we could afford. He did a very good job because I ended up having very generous budget to build that facility. So, whenever somebody asked for something (more space or piece of equipment), I was fortunate that I always had the resources so I could say; "I think we can do that." If it made sense, and it improved the quality of the building, both from a teaching perspective and from an aesthetic professional perspective, we wanted to be able to do that. Originally, as you know, we had these big white walls with nothing on them, and it's like we need art in here. I was real fortunate that I we had some extra money and that we could put together an art budget and then hire an interior decorator to then go and select art for the building. And as I said, still 17 years later people walk in the building, they love seeing the art on the wall. People walk around the building. If they're visiting just to see what art there is. We didn't spend a lot of money on any single piece of art, but what our interior decorator accomplished, I think was really amazing in terms of the budget that we had and the pieces of work that she brought in that just created some color and added a little more pop to the building than the sterile white walls that we inherited when we opened the building.

Smith-Stubblefield: Right, I totally agree with you on that.

Hanyak: Yeah, and so then, as you know, in 2005 I went back to being chair of speech-language pathology and replacing you. And I stepped down as Dean of the Operations.

Smith-Stubblefield: Thank you very much for that, Bob.

Hanyak: And then in May 2018, I left the university, essentially retired from Pacific. I ended up coming back in February of 2019, and I stayed until May of 2020 to be the interim director for the new School of Health Sciences, which was going to be primarily housed at the Sacramento campus and so on. One of the things that I was charged to do was to help lead four new academic programs to fruition and also assist with writing their accreditation documents. Fortunately, in my career in speech-language pathology, I have had a lot of experience working with national accreditation for professional program, and then got even more in my role as the Assistant Dean of Operations, because I used to have to do pharmacy and PT accreditations. We ended up starting three new programs in 2020: a doctor of occupational therapy program, a master's in healthcare social work, and then also a master's in clinical nutrition. And I was very, very pleased that all three of those programs received their initial candidacy accreditation as they moved forward. A fourth program I worked on a lot on was the masters of science in nursing. We ended up changing that program from its initial conception of a post-professional Master's degree to an entry-level master's degree, and so that program

going to take another year to the fully developed. But that's been turned over to the new dean. And so, one of the important things, I think, I did in my time is the interim director was to serve on the search committee that led to the successful recruiting Dr. Nicoleta Bugnariu as a founding dean for the School of Health Sciences. Even though several had recommended that I consider applying myself for the position, it was not at a time in my life that I wanted to work that hard. And now with Covid, I'm glad I retired, and turned over to somebody else because my life is a lot more stress-free right now because of that. But it was a real privilege to assist in getting the School of Health Sciences started. Another major accomplishment, I think that I had a big role in, was the overseeing the Sacramento campus remodeling projects for those new programs to make sure that they had the same type of academic space and professional quality facilities that we had in the Chan Family Learning Center so that those programs can be successful too. Unfortunately, nobody's been able to benefit from those yet because even though some of the facilities are all done. With Covid and remote learning, nobody is using the buildings because faculty, staff, and students aren't supposed to go to campus. So, I have not even seen them.

Smith-Stubblefield: Oh, that's too bad.

Hanyak: I have not been to Sacramento to see the actual finished product. I hear the first floor Maddox, which was the biggest renovation that I oversaw, is supposed to be very, very nice and with the furniture that we ordered looks great. But I haven't seen it yet. So, I look forward to the day when we can get together and actually be together again. One of the things, and I forgot is that in 2015...

Smith-Stubblefield: Your audiology program.

Hanyak: Yeah, I ended up being the founding chair of a new program, the Doctor of Audiology program at the San Francisco campus and again did another major remodeling construction project over there, working on the first floor Pacific Learning Center and the second floor audiology clinic in collaboration with the School of Dentistry. Again, that's another project that I am proud of. So, when I look back and I think about it, I've had an instrumental role in expanding the speech-language pathology program, starting the audiology program, starting four new programs at the Sacramento campus (occupational therapy, social work, clinical nutrition, and nursing.) So, I've had a hand in all of their developments. And I think all those programs are set for success. And I'm really proud of the work that I that I've done at Pacific.

Smith-Stubblefield: Oh, I think you're amazing, you know. That's a lot to do. And I was almost afraid you were going to forget about audiology.

Hanyak: No, I had it in my notes, and I just went out of sequence there for a few minutes.

Smith-Stubblefield: See, that's why I say that, Bob, you're so innovative and you have some other ideas as well.

Hanyak: Well, I have another one. Again, it was good for me to look at my resume. You know, since 1997, I was the contract administrator for the Scottish Rite Language Center. I think that that was a real innovation for us to partner with a community organization to provide education for our students and have more clinical opportunities for them, but also to provide more services to more children with speech and language disorders in our community. So again, it's one of those things that I call a win-win. The university benefited because we got really beautiful clinical space over at the Scottish Rite Language Center which allowed us to grow our enrollments because we had the space to see more clients. As we had more students as clinicians, it also provided funding to help us hire more supervisors and provide scholarships for students through our summer scholars program. So, I just thought we were able to take our partnership with Scottish Rite and really make that into a very successful venture that worked for the university and worked for the community. And 23 years later, the department still has their partnership and their annual contract with what's now called Rite Care Center.

Smith-Stubblefield: Yes, Rite Care Language Center.

Hanyak: No longer the Scottish Rite Language Center, but it's called the Rite Care Center. And so, you know, I was there in the very beginning to establish that partnership. When I think about my career it was just the willingness to listen to others and say okay, what do you want to accomplish and well does it make sense for the university and one of our programs to do it? And if so, let's see how we can do it. If we're going to do it, let's do it well or not do it at all. That was my motto.

Smith-Stubblefield: Yeah, that's good. But how about, you know Bob, the Pacific Hearing and Balance Center. You were...

Hanyak: Oh yeah.

Smith-Stubblefield: There's another thing you created.

Hanyak: Yeah, that was another project. When the new Chan Family Learning Center when it opened up in 2003, we had an audiology clinic, but we didn't have any audiology program. I'd always felt that the Stockton community really didn't have any real strong audiology program available to it. In 1985 we did have a part time audiologist who provided some clinical services, but it was so modest. It was one day a week, and it

really wasn't serving our students very well in terms from an educational perspective. It didn't really serve our clients very well either because it was just there one day a week. And so, when we had the opportunity and we more space, and we were able to get a grant from the Hedco Foundation for \$100,000 and that was when we were doing the new building. And at that point, and they wanted to fund something in the speech-language pathology and audiology area. At that time we had already taken care of all of the needs of speech-language pathology with the funding from the Thomas J. Long Foundation for the building of the facilities. So, speech-language pathology was in really good shape. And so, Dean Oppenheimer comes to me and he says, you know, they want to find something in speech-language pathology or audiology, and they want to give you \$100,000, but they don't want to name a classroom or a building. They wanted to it be something new and different. So I said, well, this would give us the resources to have all brand new audiology equipment. If we were going to spend \$100,000 on state of the art audiology equipment, then we should open up a clinic and actually start providing services for the Stockton community. So, in 2004 I started seeing patients and working Pacific Hearing and Balance Center on the Stockton campus, and then we hired our first additional clinical faculty, Dr. David Jardine, in 2005. I worked the clinic part-time by myself for almost a year and a half, with no pay just to get it started. Then it became a really big success with the large number of patients that we've been able to serve, primarily adult hearing-aid fitting clients. As you know, it's now grown to two full-time audiologists. We now use it as a training site also for third or fourth year audiology externs to gain clinical experience. So it's really grown, and it adds to our San Francisco audiology program also. So, that's another thing I guess I did. I don't even have that on my resume.

Smith-Stubblefield: When you just think about everything we just talked about, it's pretty amazing.

Hanyak: I think so, but at the time. It's just what I do.

Smith-Stubblefield: Well, yeah, creative, innovative Bob!

Hanyak: I don't think of it as being all that special or unique. In many ways, I think some of the things I was able to accomplish; others wouldn't have been able to do. To me it's just what I do. So, I don't think of it as being special. It's just somebody who works hard.

Smith-Stubblefield: Well, and yes, special skills. I could never do that. So thinking about all those different administrative positions, what is the one that stands out as your favorite or are they all like...?

Hanyak: All of them are like little projects that were like your babies and you watch them grow up. I was telling this to Brianna Bacon, who's the new development officer in the School of Health Sciences, that my heart still is with the speech-language pathology program. That's where I got my roots. I'm probably most proud of taking a program that might have been considered for closure and bringing it up to be a very viable and strong department within the university.

Smith-Stubblefield: Speech-language pathology has a good reputation. The reputation at the university within the state, I even think somewhat nationally, because those people who know you and know what you can do have always been very complimentary to you and the program.

Hanyak: Well, I think we did a lot of really creative things. As you know you and I ran a colloquium program for a number of years, a summer special topics course where we brought in speakers from across the country. When I came to university and I started as overseeing the colloquium program, my goal was to bring in some of the biggest names in the country. And these individuals had higher speaking fees than people who were local. They had greater travel costs too, but they also brought in larger audiences. And so, it was really nice that the funds that we were able to keep from single day registration really helped financially. It was a way to bring in some additional funding for the speech-language pathology t I strategically invited the ASHA presidents or past presidents and some of the big name authors in our field to come and visit our campus. Every speaker who came was always so impressed with our facilities, with our faculty, with our students. It was a way for us to promote our program nationally without saying, look at us. The speakers would just come meet us, spend a few days with, us and then leave and go back to their respective state and universities. And then, if somebody said, hey, I'm looking to go to graduate school in California. Do you have a recommendation of a school? I always thought that Pacific would be one of the first on their mind. They have some really great people over there. They have good facilities and equipment. They're well-funded. So we used colloquium really strategically to create continuing ed opportunities for the local professionals and to create a current topic series for our graduate students. It was also a way to say thank you to our clinical instructors and volunteers in the field who did all this free work for us supervising our students in hospitals and schools by allowing them to attend no charge. So again, it's one of those, win, win, win.

Dr. Timmons started the colloquium program, and it had a good reputation. But then when their budgets went down, they couldn't afford to bring in big name peoples. They did more local people from Northern California. and then the attendance wasn't very

good. We were able to revive that and bring that back and, eventually you took that over for me. We worked together on it for many years. But you know, I think that that was really a terrific program and that program lasted over 40 years, I think.

Smith-Stubblefield: Yes, I think when the last brochures we printed said 40 or maybe 41?

Hanyak: Yeah, but it was something that Dr. Timmons started that you and I sort of took over. And I think we just built it up even more successful than the original creation. When it first started the first few years, I think it was very successful, and then as budget cuts in the university happened, then, that made it that it was less viable program. We were able to bring that back, and maintain it for long time.

Smith-Stubblefield: I keep telling you, Bob. You're amazing.

Hanyak: Thank you for helping me remember some of these things because I forgot about them.

Smith-Stubblefield: Well then, I was also thinking about the private practice that we have in our department. Joan's Children's Speech and Language Center that you were on the forefront with that and that brings money into our department.

Hanyak: Yeah. Do you want me to talk about it alone?

Smith-Stubblefield: Sure!

Hanyak: Okay, well I can tell you how it came about. During my time as Assistant Dean of Operations, we were approached by a chemist to run a private practice chemistry research lab. They wanted to lease some of our chemistry lab space down in the basement that wasn't being used. So, that's where I got the idea. Dean Oppenheimer was interested in doing that to bring in additional revenue for the school. And so, I was working with university legal Finance Center, trying to see if the university be willing to do that. And then the university decided that they really did not want to do that because they didn't want to have the liability of chemical research going on by a private enterprise on our building.

Then when we built the new Chan Family Learning Center and had more office space for speech-language pathology, the idea came to me. It would be really great if we could help start a private practice incubator for speech-language pathologists, with the intent that somebody would come, start a practice and be able to use all the clinical materials that we have, have their own office see clients there in the building. So from that perspective, the university didn't have an issue with having somebody have a private practice within the university setting. And as you know, we had a need for part-time

clinical instructors during the morning hours. And so again, it was that win-win situation. When I announced it at one of the alumni board meetings, Joan Eberhardt Snider came forward and said, I think I'd like to be considered that and then Joan joined us. And, you know, we thought she'd be there for two years or three years and now it's going on, close to 13 to 15 years. And it just worked for both of us. It allowed Joan to have a private practice; it allowed us to hire her for clinical work in the mornings when we couldn't hire. We always were able to hire our afternoon supervisors from the hospitals and the schools to come in after their other work, but it was always very, very difficult to find somebody who could work for us in the morning. And so, it was really nice to have Joan right there in the building to supervise student clinicians with their clients. I think Joan's been really instrumental in being a regular on the diagnostic team supervision schedule, because I think she's done that every year.

Smith-Stubblefield: She's great.

Hanyak: She's just a good mentor. Her experiences having come from children's hospital in Oakland with all of her years of experience gave us another part time faculty member with expertise with little kids. We were really good with children ages four and above, but seeing two and three-year olds, I don't think was the strength of any of our faculty at the time. So, it was really nice to have somebody who had had that level of experience at a children's hospital to come join us at Pacific and then add expertise to our faculty.

That's how that whole program came about. It was an idea that started because the chemists wanted to use one of our unused chemistry labs down in the basement of the main building. And I'm like, well, the university may not allow that, but maybe they'll do a speech-language pathology practice, and since it's no different than what we already do so it's not as big risk. There's no hazardous waste.

Smith-Stubblefield: Right.

Hanyak: There's no biohazards. So the University said okay to it. And as I said, I thought we'd have more than Joan and that she would move on after a few years, but it evolved into something different, which has been good for everybody.

Smith-Stubblefield: Again, another win-win situation for the students in the department and Joan.

Hanyak: Yep.

Smith-Stubblefield: Okay, so how about now we move on to talking about the people at Pacific. Can you talk about Roy Timmons and Ginny Puich as they were very instrumental and memorable in your career and for the Department, or anybody else that meant a lot to you either as a student or faculty or administrator and why you think they were helpful and supportive?

Hanyak: I think as a student, Dr. Sorenson, my audiology professor, probably had the biggest influence on me. I always appreciated what Faye did for me my senior year to get me ready for graduate school, and I'll be forever grateful for that. When I did get to University of Utah and they saw the classes and clinical work I had done as an undergrad, they switched my academic courses. One of my next mentors. Dr. Martin Robinette, taught the intro audiology course. I was in the class the first day or two. And he's like, well, you seem to know all this. And I said, Well, I, yeah, I had the course at University of Pacific as an undergrad. He said, Well, why don't you bring me your exams, whatever papers you wrote, your syllabi and your undergraduate coursework book, and that let's meet. He said maybe you don't even need to take this class and then that way you can take another class or and if I didn't take another class, but I was able to start clinic work earlier. I chose to start clinic work earlier so ended up with over one hundred extra hours from clinical work during graduate school. And so they put me into into an educational audiology internship my first quarter in Salt Lake City. I was off campus doing clinical work none of my student colleagues who were doing at the time. And that was because the preparation I had it Pacific. So, Dr. Sorenson was very important to me.

I think all of my Deans. Roy Whiteker was the dean who hired me in the College of the Pacific and, was more of a traditional dean at the time; very steady, but not the most entrepreneurial. Then he then was replaced by Bob Benedetti, who was a very different dean. Coming from his background, we went from a chemist to a political scientist, and one who didn't even know what our field was. When I first met him, he asked, "what is speech-language pathology?" I thought Bob was a really good dean. He was an inspirational leader. And so, I learned from him, and I truly enjoyed working with him. And then in 1997 we moved over to the School of Pharmacy and I worked for one year with Interim Dean Bob Supernaw. I enjoyed working with this Bob too. And then I think we got really, really lucky when we hired Phil Oppenheimer to be the Dean of the School of Pharmacy. Phil tells his story how on the first day he came to campus, I had requested a meeting with him and he was like, well, this is really nice. The chair of the speech-language pathology department is coming over to say hello and greet me. The provost had forgotten to tell him that we were in his school and he was actually my boss. So, he learned on the first day he got to Pacific that our department was actually

in his school and that I reported to him because I was showing him our budgets and some of the problems we were having, and he's like well why is he sharing that with me so.

Smith-Stubblefield: Surprise, surprise!

Hanyak: Phil and I could not have been a better match in terms of our styles. We had very similar visions for the programs in the school. We wanted to make sure we had the best facilities, very professional in atmosphere and we want every program we do to be successful and we want it to be done well. Again, it goes back if we're not going to do it well, let's not do it.

We worked together for the next 20 years. Sometimes I was the chair of speech-language pathology or the assistant dean. It really didn't matter what my title was, we were just a great team working together and then with our other colleagues in pharmacy, PT and speech. Working with our colleagues, Phil and I would take the leadership role to say, "Hey, let's try this. Let's do this." I really, really enjoyed working with Phil because our philosophies meshed so well and, and I think that the School of Health Sciences with Nicoletta as the founding Dean is in the same position right now. The new school has a dynamic leader who's going to see these new programs come to fruition and be very successful. I think you are going to see in the next three to five years even more programs coming out of the School of Health Sciences. I don't know what they are, but they're not ready to stop at the nine programs they have in the school right now. As a need arises for more healthcare employees and there's a right niche for Pacific to meet that need and to educate future professionals in healthcare, she's going to be the right person to help launch those programs. So I am very excited about her deanship and what she's going to accomplish in her career at Pacific. Unfortunately for her, she was hired in spring of 2020 to start in June of 2020 and now here it is December of 2020 and she hasn't been on campus because she was hired in a COVID year. I have been totally amazed what she has accomplished ever since she was hired, even though and she was finishing up her position at Texas Tech and then planning to move here in June before COVID hit. She continues to work full time for Pacific from her home in Texas, and hopefully someday soon in 2021 she'll be able to come to campus.

Smith-Stubblefield: Wouldn't that be nice?

Hanyak: She said she was planning on moving in June of 2020 and we were getting all ready for the transition and she said to me, I don't even know if I need to move because we're not supposed to be on campus. And I said, yeah, there's no reason for you to rent an

apartment here until you decide where you want to live when you're going to be working remotely. I just think of how many people she's had to hire with no on-campus tour or visit, just on zoom. She's had to put a whole administrative team together and she's been able to do that, I think, very successfully.

Smith-Stubblefield: I've heard a lot of good things about her.

Hanyak: Yeah.

Smith-Stubblefield: The Search Committee did a great job on her hire.

Hanyak: I think so. Phil Oppenheimer was the chair of that search committee and did an outstanding job. He's come up with two outstanding deans. One for the School of Pharmacy (Rae Matsumoto) and one for the School of Health Sciences (Nicoleta Bugnariu). So two people needed to replace him.

Smith-Stubblefield: Pretty cool. Now we wouldn't even be here if it wasn't for students. So, talk a little bit about the students and how you find your relationship with them.

Hanyak: Well as, as you know, the only reason the programs are there is because students are interested in them. The programs that I've been involved with, there are many employment opportunities for graduates of these programs. These are very good careers for potential students to enter if they have an interest in health sciences. Again, my philosophy was we want to have practice-ready professionals ready to enter the workforce. And so as a faculty, regardless of what the program is, we need to do our best to ensure that these students are ready for their first jobs and for their careers. And so when I look at developing a curriculum or sequencing a curriculum, or facilities or equipment that we need, it's always with what do we need to demonstrate and teach our students to ensure that they're going to be successful in their careers. Particularly in their early careers because as you know because of the shortages in many of our health sciences fields, a new student is not given as much mentoring in their first jobs as we would like them to have. I think for many of us, as faculty we have played that sort of unpaid mentor role for many of the students early in their careers because they always felt comfortable to contact us and ask us a question. How would you handle this case? What would you do? I know you do that. I know that Michael Susca does that. I know that Jeannene and Jill and everybody on faculty all help our alumni when requested. We all have former students who are with a particular client that they want advice on how to treat. They don't have a mentor in their employment setting to guide them. I think that that's a great that the entire faculty in speech-language pathology, the program that I know the most has done, but I know that that's true in all the faculty of our health sciences programs. I've seen it with PT. I've seen it with audiology. I've seen it with

pharmacy where the alumni really feel comfortable going back to their faculty as a lifelong resource for them.

Smith-Stubblefield: Agreed!

Hanyak: Well, that's really my belief about the students - that's why we're there.

Smith-Stubblefield: That's true.

Hanyak: I think my students thought it might have been intimidating and hard.

Smith-Stubblefield: That's true.

Hanyak: You had many of my students as your advisors. I always thought I was fair and that I created the opportunities for them to be successful because my goal was not to see a student fail. They had to earn the grades that they earned, and they needed to show competencies and skills in whatever area of specialty within their coursework they were taking. But I really felt that I allowed them to develop and grow. And if they needed extra help, I was there to help them if they asked for it. That was really the key. That's one of the things I think Pacific should be most proud of is that with our students, our goal was to help them advance to whatever their final career goal was. It could be in speech language pathology, but maybe for some of our speech-language pathology students, it wasn't the best fit. So we should help them find another career to go into or for somebody from another one who transferred into ours, where we did become a good fit for them. It's asking your student what do you want to accomplish, what are your goals? How can I help you to achieve those goals? And that really was my thinking and working with all of my students.

Smith-Stubblefield: Well, and I know the students enjoyed working with you too, Bob.

Hanyak: Thanks.

Smith-Stubblefield: Would you like to talk about any specific staff or Regents or alumni or university donors that you worked with?

Hanyak: I enjoyed working with all of the staff and all the administrators. Some of them I felt were too focused on their own program or and their own unique situation that they didn't always look at the broader picture. I think that that's one of the things I learned from Phil is we want our programs to be strong, but we're also part of the university and we need to make sure the entire university is strong. Sometimes when I would be an administrators meeting and some of the deans were just too focused on their own program, and sometimes I didn't always feel that their programs were doing all that

great. I would sit there and think: "I don't even know why you're a dean when your school's being run the way it's being run." But I kept that in my head. I never said anything to them and that, but I always would wonder about some of the deans that we had over the years. As you know I worked for four presidents McCaffrey, Atchley, De Rosa, and Eibeck. They all had their strengths and they all had their challenges at the University. But throughout everything thrown at them, I always felt that their hearts were in the right place. They wanted to see the university as strong as it can be. I have high hopes for President Callahan in his new position that he'll lead Pacific into the next generation. I have a lot of admiration for Provost Maria Pallavicini and how committed she is to the academic programs in the university. She's one of the hardest working people that I know.

Smith-Stubblefield: Harder than you?

Hanyak: Oh yes.

Smith-Stubblefield: Really?

Hanyak: Yeah. I can't believe the amount of time and the dedication she's put into her role at Pacific. I have a lot of respect for Maria.

I appreciated the variety of staff and friends that I've made over the years. It really didn't matter with whether it was custodian or was the President of the University. They're all important to the process. You treat them well. As I'm outcomes oriented, I look at people for what they do for the university. If they do their job well, I am very pleased with them. I did not respect those who took advantage of their job and not really doing the best. Some of the people I think about Tony Pecchia, the painter, and Shannon Culver in structures and the locksmith's office. They were first class. They were key physical plant contacts to help me when I was working on a renovation project within the school. Scott Heaton was always really a good person for me to work with. We were able to accomplish much because we worked together well. Obviously, we had really good administrative staff in all the different programs. Overall I was happy with the people worked with at Pacific. I think I was able to work with most people pretty well, with the exception of one.

Smith-Stubblefield: Which then brings us to our next area and I don't know if you want to talk about that?

Hanyak: Not really. I think, particularly in that situation, the person in question goals that were more personal and not those of the program. I think that that's probably when I had more difficulty working with people when I saw that their goals not really being on

behalf of the University, but on behalf of themselves. That's when I lost respect for individuals, and question their ability to be able to be successful in our university setting because they were to “me directed” as opposed to “university directed.”

Smith-Stubblefield: Very nice way to state that.

Hanyak: Okay.

Smith-Stubblefield: Very nice way. Okay. We talked about your significant achievements which are plenty, and students. How about this one though, how about the external perception of Pacific from different viewpoints – the community’s viewpoint, or other universities, other programs. What do you think of the quality of education is and the reputation of Pacific in general?

Hanyak: I think when I first started in 1985; the university and Pacific’s SLP program were not well known outside of California. Many people never knew about the university. I remember in 1993, I think, we had an accreditation site visit. We had just developed our first speech science lab. Regent Bob Eberhardt was very helpful with a matching gift so that I encourage our alumni to give so we can set up the lab. I remember one of our on- site accreditation visitors who came from a large Midwest university and didn't know anything about Pacific prior to his visit. When he left after the site visit, he said something like: “we thought were coming to some real small program that didn't have any resources with no real clinic equipment. They came and saw the speech science lab and we had a really nice clinical facility and faculty offices with new furniture. This was the beginning of changing the professional image of the presentation of the SLP program to the external public. The site visitors said that we knew nothing about you. We thought we were coming to this small-time program that was just barely squeaking by, but what we found is they found a very robust program that is doing very well. They gave us many accolades to our upper administration on the success of the program, even with some of our budget I think that accreditation site visit lead to greater visibility of the program. At that time the SLP program faculty became active in the national Council of Academic Programs in Communication Sciences and Disorders. We became a real presence as a university there. That enhanced the national reputation for the speech-language pathology and the audiology programs. People now knew about Pacific, and our faculty were doing presentations at some of these national meetings on academic excellence within our disciplines. All that continued to build the national reputation of the Pacific speech-language pathology program.

Smith-Stubblefield: How about how about the community specifically? I don't think that that we get as much recognition for the services that our programs provide to the

community. Our children's clinic, our adult clinic, the audiology clinic. Can you talk about that a little bit like the communities, how we serve the community, how the community looks at it?

Hanyak: I think within the university some of the upper administration doesn't have a full sense of the amount of community work that we do. Some programs get a lot of visibility, obviously the Medicare Part D program. It's in the news and it's well deserved. I remember once when President De Rosa was over at the School of Pharmacy and Health Sciences Building during the summer. This would have been late June or early July, and he was there for a meeting. He said, "Bob, there's all these cars over here. There's such a life and energy over here. And he said, you know, there's the main campus has hardly anybody." I said, "well you know, Don. You have to remember our programs here in pharmacy, physical therapy and speech-language pathology run year around, and we're on 11 months calendars. So, the only time we're off is pretty much the last week of July, and the first three weeks of August, otherwise we have students here full time. Every day there's over 400 students here during the summer attending classes and doing clinics." It dawned on me; the President of the University doesn't even realize that we have 400 students who attend full time during the summer over on North Campus in those three programs. I always thought that that was a little odd that some of the people in upper administration at the highest levels didn't fully comprehend what was going on in such an important school to the overall success of the university. But no matter if we received publicity or acknowledgement for our community work, the people in the community who benefited from them knew exactly what services and benefits that their families received by the services that we offered. They became our best advertisers or referral sources. So, in that sense, our patients and our clients are the ones who gave us our external reputation within the local community. I think sometimes people in the community knew more about what we were doing than some of our upper administration at times.

Smith-Stubblefield: You know I think you're right.

Hanyak: Yeah, and that was okay. I mean, they had other things to worry about, but again, I was just surprised sometimes by some of the things that people didn't know that would come up in a meeting. I'm like, well, you should know that.

I had a different perspective on Pacific because I was a student. I lived in the dorms on campus. I lived in the apartments on campus. I knew Pacific in and out in a way that very few faculty and administrators knew. When I was a student, I worked in the mail room during my senior year. I delivered mail across campus pushing a mail cart as my work-study job. And so I knew all the staff. I knew every secretary on the whole campus.

When I came back in 1985 as a faculty member, they're would say, "Bob It's so good to see you back. Are we going to see you delivering the mail? I had all these relationships that I had built up with Pacific staff and faculty. It was great that many of them that I knew from my days as a student from 1975 to 1979 were still working at the university in 1985.

Smith-Stubblefield: Yeah, well, you have a lot of connections, Bob! Well, the last couple questions, but thinking back. What would you like your legacy to be here at Pacific?

Hanyak: Oh, for me that would be the success of my students working with their patients and clients in their careers. If some knowledge or skill that I was able to impart on them led them to have a positive patient outcome with someone, that's the most success that I can have. I think Dean Oppenheimer always said it when he did his little talk to the orientation group. He would tell the students that you're now here to provide patient care. We are training you with the knowledge and skills to be able to provide the best patient care as if everybody you were treating was your own family member. That's really what we wanted from our graduates. We wanted them to competent professionals ready for the workforce, to provide very good care to their patients and their clients that they're going to serve throughout their career. In way, all of us who taught in the various health sciences programs had a hand in treating many more people than we physically treated personally. In terms of Pacific, I am most proud of taking programs and ideas and building them. Fortunately, most everything I did happen to be successful.

Smith-Stubblefield: Yeah.

Hanyak: I really thought long and hard about developing new programs, like the audiology program. For a number of years, the university kept asking me should we do an audiology program in Stockton. And I said, no. I said that I don't think we can do an audiology program very well on Stockton. There's not enough clinical training sites in the local community. I said, if there were ever space available at the Sacramento or the San Francisco campuses, then we should look at an audiology program there. When the space became available in San Francisco when the dental school decided to relocate to new building. That's when Dean Oppenheimer and I moved forward with an audiology program proposal.

I also had some success as a fundraiser, again knowing that the university wasn't able to provide the resources that we needed to be financially viable to have the type of program that I wanted. I always just felt we have to go get earn the money ourselves by providing clinical services or by fundraising. That's where I met a kindred spirit in Phil

Oppenheimer, an extraordinary fundraiser. Phil insisted that start building on our speech-language pathology alumni connections and increasing the number and amount of donations. Our primary fundraising focus was always endowed scholarships, particularly for graduate students. I look back and I think of the annual senior banquet where we award graduate school scholarships. When we started that program, we had the Tolley award, which was about \$2,000 or \$3,000 that first year. Then each year we kept adding more scholarships due to the generosity of our alumni. Now we're awarding more than \$40,000 a year. I always enjoy going to the senior graduate banquet and seeing somebody get a \$10,000 or \$12,000 scholarship for graduate school. That's going to make a huge difference, reducing the amount of student loans that they're going to have to take and that'll change their life pretty dramatically. I'm really proud of the scholarship development that we've done over the years, particularly for the speech-language pathology program. We took a similar fundraising approach for the audiology program. We had success fundraising money for minority students' scholarships for the audiology program in San Francisco. Phil and I exceeded our goal of obtaining \$1 million in gifts for the audiology program, ensuring that the program had the best clinical equipment and audiology clinic in the country.

Through our Scottish Rite partnership, we were able to give several hundred thousand dollars in scholarships over the years for graduate students. That was my big focus. What can we do to reduce the amount of debt that graduate students have to take while getting their education. Endowed scholarships became my real focus of fundraising for all of our programs.

Smith-Stubblefield: And may I say to that you are a very generous donor, yourself, and I appreciate the endowed scholarship in my name from Martha and you. So, you know you could raise money, but you also donate back too.

Hanyak: Fortunately, I've been able to use my own funds to leverage money from other people by asking them to match what I'm willing to give personally, that way we can get double what we have. Now with the Powell match, we can even double that. I've been able to make a few gifts through my own personal funds, but always trying to leverage that to get somebody else to give the same amount. And I've been successful with that too.

Smith-Stubblefield: You are. Very.

Hanyak: And then once you get an endowment started it's an easy way to try to increase the endowment by doing annual solicitations or request to add to that endowment so that the scholarships can be larger in future years., When I look back and think that speech-

language pathology is able to give out over \$40,000 in graduates and scholarships each year, I'm very proud because we did not start with much.

Smith-Stubblefield: That's right.

Hanyak: We originally had just one annual scholarship. Now there are maybe 10 or 11 different scholarships.

Smith-Stubblefield: Yeah, there's a lot now.

Smith-Stubblefield: Is there anything else that you would like to discuss?

Hanyak: An interesting time at the University was in the early 90s. It must have been 1992 because it was the year I was going up for tenure and promotion. Due to budget constraints, the university cut our pension contributions. Our fiscal problems were due to playing D1 football and running up big deficit in the athletic department. It just didn't make sense because that's not what the university is there for. Universities are there to teach and train students for future careers. I wasn't really happy about the cut. The academic council at the time wouldn't do anything to protest the cut. Gwenn Brown, a philosophy professor, and I created "faculty defense fund." We hired a labor attorney to negotiate with the university because I didn't think it was right that the university would unilaterally just cut our pensions. According to my reading of the faculty handbook that they provided me when I was hired in 1985, it said that that they could not do that. Many faculty told me, "Bob, you shouldn't be named in this because they might come after you because you don't have tenure." I did not care as I felt it was wrong. I just felt what was the worst thing that can happen to me if I didn't work at Pacific. I could just go get a job that paid me more. So I wasn't worried about my job. I knew that I had a very marketable professional degree that I could pick up a job most anywhere. Maybe not in a university but in a different setting. At that time, there was no job professionally that I could have taken that paid less than Pacific at the time.

Fortunately, we were able to negotiate with President Atchley for reinstatement of our pension after a one year cut of the university's pension contribution. The university restored the pension contribution and agreed to increase them over time. It's ironic that unfortunately in this year of COVID that the university had to go in put a pause on the retirement contributions again this year. So, it comes around full circle. However, at this time, I understand the university's position more because the unique situation of COVID and the financial pressures that's put on every academic institution students so. That was one of the things I was thinking back of being a leader of the faculty defense fund to restore our pensions. I think that it was something that benefited many of the faculty

and staff because I was willing to fight for a benefit. It was really important for everybody, not just me, but for all faculty and staff.

Smith-Stubblefield: Right. You're looking out for the masses not just yourself.

Hanyak: Yeah, because at the time. I know a lot of the faculty and staff said you know, Bob, we need to take home money. But I kept saying, let's just take a pay cut as opposed to a pension cut. I said you don't realize what 25 to 30 years of compounding is going to do to that money you put in your retirement account. And by losing that, it's going to make a huge difference in your future retirement plan. You would be better off taking a cut right now, and keeping the other benefits. The university needed to make it through that difficult time financially, but I didn't think that cutting our retirement plan was the way to do it. So I was willing to fight for that. And so I'm hoping that this COVID-induced retirement reduction is going to be short-lived reduction, and that in a year the university of be able to restore the pension plan to faculty and staff. I know it's a big concern for many of the people who are currently on campus now. I'm glad I retired when I did last year.

Smith-Stubblefield: Yeah, well you're fortunate that you're on this side of the door.

Smith-Stubblefield: Yes. Do you have anything else you'd like to mention because I know I skipped over some things?

Hanyak: I think we hit the main things I was just looking at it, and I think I put all the things now that I thought would be important in my service and my time at Pacific. On an ending note, I would like to say it was a pleasure to work with you, Simalee, for many years. You are one of the special people in this world, and I was fortunate to be your colleague and friend.