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Webster, Linda Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Linda Webster (1996-2022)
Senior Associate Dean, Benerd College
Professor of Educational and Counseling Psychology

February 8, 2023

By Marilyn Draheim

Transcription by Gillian Goldberg, University of the Pacific,
Department of Special Collections, Library

Subjects: Appointment to the Educational and School Psychology Department; role in state, national and professional accreditations, WASC Sub-change Documentation (department chair duties, etc.); role as Department Chair, Interim Dean, Senior Associate Dean, etc.; managing academic programs during times of change and challenges to enrollment; merger of Benerd School of Education with University College (Continuing Education/Lifelong Learning) to establish Benerd College; outreach and participation of our students and faculty in our local community

University of the Pacific Emeriti Society Oral History Project

Draheim: I'm Marilyn Draheim and I was an associate professor in the Benerd School of Education. I'm interviewing Linda Webster, who is a professor in the Benerd at School of Education. Today is Wednesday, February 8, 2023 and we're doing the interview on Zoom. Linda, when did you arrive at the University, what years did you serve, and what were your official titles?

Webster: So, I came in 1996. It was September 1996. And then I retired at the end of June 2022. So, I think that totaled up to just about 26 years, I count 26 years. I don't know if the University doesn't count the July and August month as being a full year, since I left before the full 26. I started off as an assistant professor, and then, when I was promoted to associate, I also took over as department chair for the Counseling Psychology Department, because Mari Irvin retired, and she had been the chair for many, many years. And then I was eventually promoted to professor. I was in charge of the external programs, and I think I was actually interim director of the external programs after Michael Elium left. And then I was interim dean twice. The first time was when Lynn Beck retired. I took over as interim for a year and then Vanessa Sheared was hired as Dean. She was there for two years. And then she left, and I took over again for a year. And then I was senior associate dean for about three years until I retired. I think those are all the titles.

Draheim: Right. Lots of titles. That's for sure. Yeah. Well, what circumstances brought you to the Pacific in 1996?

Webster: I had been working as a licensed psychologist for Contra Costa County outpatient children and adolescent mental health for about nine years. And then I worked part time as a clinical professor at UC Berkeley. So, I taught in the program that I graduated from for about four years. And I liked it. But there wasn't going to be an opportunity for me to move into a permanent position. It wasn't a permanent position. Although people have worked there in clinical positions, for years and years and years – I didn't want to do that. But I liked being an academic, I liked teaching. I started looking around for openings. And you know, I didn't want to go far and wide because my family is in California, but I looked at a couple places in the central valley and then the position at UOP came up. So, I applied. And the first position that I applied for I did not get and then another position opened up and I called Mari and asked, should I apply, or do you do not want me to - just say, and she said yes, you should apply. So, I did, and I got that position. So that's what brought me to Pacific, and it was convenient for me because then I didn't have to move any place either I could just commute.

Draheim: Yeah, so would I understand your both a clinical psychologist and a school psychologist is that correct.

Webster: Yes, yes, although I'd never kept up my school psychologist's credential. But I did keep up my license as a psychologist.

Draheim: I guess in that area, I thought about letter E. Was there someone at Pacific who was especially helpful in your initial orientation to Pacific?

Webster: There were a lot of people that were helpful initially. I was hired by Fay Haisley, who was Dean at the time, and she was actually very helpful to me. I know some people didn't like her, but she was supportive of me and wanted me to be successful. I had a lot of help and support from Mari Irvin. From Judy Van Hoorn and Rachelle Hackett and you Marilyn Draheim. I also had support from Dennis Brennan. It was support of a different kind, but he was really helpful in kind of orienting me to the culture at Pacific. Estelle Lau was really supportive and helpful to me, particularly with student dissertations and sitting on dissertations. Vivian Snyder was great. She was a really helpful great support throughout the time that we overlapped. Vivian was the kind of person that you could go to and ask anything. She would tell the straight story and stuff. So, I found that very helpful. I hope I'm not forgetting anybody. But there was, I had a lot of support. When I first came, it was a wonderful culture.

Draheim: Yeah. No. I agree with you too because Fay was very much a mentor for me too and any of the people that I thought, yeah, all of those people, I definitely recall them. So that's great to hear their names again. I thought about going on to number two about curriculum and programs. Since you were in the counseling psych department and what changes did you observe from 1996 on because I kind of as an outsider to your department, I know there were different credentials as far as the state of California goes from time to time and then the counseling psych program.

Webster: Yeah. There were a lot of changes. When I first came, we had a school counseling program. We had a school psychology program. We had a marriage and family therapy program. And we had doctorates in counseling psychology, school psychology and educational psychology. And the counseling psychology program was at the time the largest program that we had, and we didn't have that many faculty. We had Mari, Judy, Rachelle, myself, and Lydia Flasher. I think there were, oh and Steve Trotter. There were six faculty at the time for a lot of programs. Now the students took a lot of the same courses in common. But it was, there was a lot of running around and people did more teaching then too, you know the teaching workload was huge as I'm recalling - it was like you, you taught like four and four it wasn't even three and three. It was a lot of teaching and there was a lot of fieldwork supervision and you know people just did it because that's how it was, you know, people didn't argue about workload. I was like, okay, yep, you need me to teach that, I'll teach that. Yes, and so when I first came in, I was in charge of all the fieldwork placements and the supervision and supervision meetings and then I also taught like three classes every semester. In my first few years here, I taught pretty much every class. The only things I didn't teach were research methods and stats because Rachelle taught those on a very consistent basis, but I taught a ton of classes. I felt like I was always doing a new prep. But you do it, you just do it. After I became chair, the marriage and family counseling program because it was called an MFCC at the time, now it's called the MFT, it didn't have very many students it wasn't doing very well and I made the decision that we were just going to let that go because it was just too much, and we didn't have enough students. I also made the decision to let the school counseling program go; it corresponded around the time when new standards came out for the school counseling credential and the number of required standards doubled, and I thought it was just going to be too much for us to meet those standards and the school psychology standards. And the school psychology standards were going to be renewed, and I

was actually on the committee that looked at them and made recommendations for the new standards. So, I just thought with the faculty that we have we can't be all things to all people and that was too many standards, so I made the decision to drop the school counseling program and focus on school psychology. During my time we were looking at getting our NASP approval back. Mari had had NASP approval and that's the National Association of School Psychologists, approval for the program before, in fact, and Pacific's program was one of the first in the state to have NASP approval under Mari Irvin. Something happened and it lapsed, it didn't get renewed, and so we had to do everything all over again. And so, I revamped the school psychology program at that time to make sure that it was going to meet NASP standards. And also at that time we had for the school psychology program it was a Masters of Arts program and the national trend at the time was that people were moving to a specialist degree like an EDS. And because the NASP standards required a minimum of 60 coursework units and then you had to add on the field work and internship units. So, most NASP programs were between 67 and 70 units, which is almost double what a traditional master's degree is. So, I lobbied and was successful in getting approved for an EDS. Now fortunately, Benerd used to have that degree. So, it wasn't too heavy a lift for us to get that back. I revised the school psych program and made sure we met the standards for NASP and submitted that and then we were approved. So, we got our NASP approval back. Then the other thing that I worked on during that time was getting a PhD for school psychology and then we were looking at getting APA accreditation. That was a very heavy lift because we had to get WASC approval for that PhD program. It was a really good program. It was very hard. It's not something I would want to do again.

Draheim: I kind of remember that time.

Webster: So much work.

Draheim: Do you remember approximately what years that was?

Webster: It might have been around 2006/2007 maybe? Yeah, somewhere around there.

Draheim: Yeah, because I was trying-- when you were talking about the state through the California Commission on Teacher Credentialing had changed the standards for school counseling and was in progress on changing School Psych and you were on that panel.

Webster: Yeah. When I was on the panel was 1998, and I think that the school counseling standards changed right around that same time: '97 or '98.

Draheim: Yeah, I just thought about adding a little bit of when some of these things were happening.

Webster: Yes, which is interestingly hard to come up with. I don't remember! So, we did get approval for the PhD. We started that program. We were working on submitting the APA self-study. We actually did submit it, and it got turned back for revisions, which is common. And at that time enrollment, I think, across the University but also specifically in Benerd was starting to go down, and we weren't getting the enrollment in the PhD program that I was hoping for, that I thought we would get. I thought we would get a lot of students that wanted that program, and we just didn't. We just didn't get the numbers to really support it. We tried various things with advertising and whatnot but I think a lot... what I heard from a lot of students was they wanted

to be financially supported the entire time. So, they were looking for graduate assistantships and other things that would subsidize their education, and we just couldn't do that. We didn't have money at the University or in Benerd to give somebody a full ride. We had our tuition discount program with Project Teach, but that just wasn't enough to really attract large numbers. So, when we had the "FooF" in 2013, I talked with Lynn Beck, who was the dean at the time, and we decided to give it up. That was going to be part of our contribution for cuts, and that it would be the lesser-painful type of cut because the program was low-enrolled. So, we did that. We taught out that program. In some ways it was sad, but in other ways it was like, 'Okay. It is what it is.' The numbers were not lying, and if you can't support it then you shouldn't.

Draheim: It was a daytime program too, wasn't it?

Webster: Yes, it needed to be day. It needed to be a daytime program because of APA. So, we said: okay, tried it, didn't work, move on. So, we went back to the EDD and reinvigorated the counseling psych program, and we also had really good numbers for the EDS in School Psychology. That was our biggest program. And then one of our faculty members—Amy Scott—wanted to develop the LPCC, Licensed Professional Clinical Counselor, program. We were interested in bringing back the Marriage and Family Therapy program, because I think that would have been a better draw for students because it's a more established license. But that program did require that you had the degree in Counseling Psych, and by that time, I think it was in 2014, the School of Education had opted to move away from all the different kinds of Masters. So, we had a billion different master's degrees with different titles, and we moved to one degree with different concentrations. I'm pretty sure that was in 2014. So, all the Masters degrees were Masters of Arts in Education, then with the concentration in Counseling Psych. And the Board of Behavior Sciences-- who is the state authorization for the licenses at the master's level-- would not accept a Masters of Education. It had to be a Masters of Arts in Counseling Psychology, or Masters of Arts or Master of Science in Counseling, and at the time, politically, we didn't want to go back through everything and ask for a new master's degree with that title. So, we actually asked the Psychology department if they would be willing to partner with us, and they weren't. Our fallback position was 'okay we'll do the LPCC' because they weren't as picky. You could have a Master of Arts in Education with the concentration. And so, Amy Scott did all the paperwork for that, and submitted that, and it took like two years. So, she was on top of that and saw it through. So, then we got that program. And I can't remember the year now that that was finally approved, but I want to say it was 2017. Might have been '16 but I think it was '17, because I think it was when Vanessa was here because she got the final email from the Board saying it was approved.

Draheim: I retired in December 2018, and I know it was approved prior to that.

Webster: Yeah, I think it was 2017. What else? That's a lot.

Draheim: I know, you did a lot. It was helpful to hear you talk about the progression of different things, 'cause I kind of recall some of those times, and you were saying the work for the PhD. I remember. Of course, I was on the periphery, but I remember it was a lot of work. I mean all of these projects were a lot of time on top of your teaching schedule, and everything too. But I do

remember the APA and the panel that came and visited campus and so forth. And for the WASC approval, I think. So, it is a lot of work.

Webster: Yes, it was a lot of work.

Draheim: But to your credit, it seemed to me that you were frequently thinking about, when there were changes from the State Commission or, thinking about numbers of students or what seemed to be trends in your field, you were thinking about those trends and thinking about, 'Are there proposals I can make to try something here at Pacific?'

Webster: Yes. And something that was always really important to me was to have a high-quality program. And so looking at what looked like it could be high-quality, and also be attractive to students and kind of be forward-thinking about what we needed to be doing at Pacific to offer high-quality programs and get high-quality students.

Draheim: Right. Yeah, and again once the MA and then the EDS was approved, again, for me, I was in [unintelligible] instruction, but it seemed like you were getting good student enrollment.

Webster: We did, yeah, we did. And I think getting NASP approval actually really helped because Pacific is listed, our program is listed on the NASP website and students go there. They go there to look when they're thinking about school psychology as a career: 'What programs are NASP approved? And those are the places that I'm going to apply to.' That in and of itself is a big recruiting tool.

Draheim: That's good to know too. How students would become familiar with Pacific among other places they could apply to. Well, I'll move into the third area of administration and I know you already have provided some background about the administrative positions you've had. Could you tell us about again a lot of the administrative positions you had during your career? I know you've been department chair; you've been an interim dean; you've done Senior Associate Dean last couple years. So, I don't know if you could comment on...

Webster: Yeah. So, I got thrown in pretty early after I got tenure, because I was given two years credit towards tenure when I first came in. So, I went up for promotion and tenure after four years instead of six, because I had taught four years at UC Berkeley and so they gave me two years credit for that. Which is a little nerve-wracking. It would have been fine with me, I think, to take a little bit more time, but anyway it pushed me to make sure that I exceeded the requirements to go up for promotion and tenure. And then I took over as Department Chair, and that was, as you well know, it's a lot of work. And one of my big things initially was having to learn how to deal with personnel challenges, people fighting with each other, and then also hiring when people left, and it was really hard to attract faculty who have a school psych background into academia, into a full-time tenure track position. Because the salaries were so low. They were quite low at Pacific when I first came in. I had been working for County Mental Health and I took a \$20,000 a year pay cut to come to Pacific. And I won't say it didn't hurt 'cause it did. And I think there were a lot of practicing school psychologists who would have done a great job in academia, but they were like, 'Why would I do that? Why would I take that big of a pay hit? It's not worth it.' And the people who had graduated from R1 institutions who had the degree requirements necessary for the position- they wanted to go into R1 positions. So, there were a

lot of lean years early on as Department Chair where it was like me and Rachelle after Judy Van Hoorn and Mari Irvin were gone. It's like the two of us were left, and then Steve Trotter left, and Lydia Flasher left, and so I just remember thinking, 'Really? I can't find anybody?' I was calling people at other places like, 'You got a student that's graduating that would be great for this position?' And nope. So, when we got Amy, I was super happy. And then getting Justin, I was like, 'Yes, okay.' And that just really helped ease my load, too with hiring. Because I was doing everything. I was teaching classes. I was running programs, doing accreditation documents, creating assessment plans for programs so that you could report that to CTC and NASP. So, it was a heavy lift. I have to say, during that time my scholarship did fall off. But when Lynn Beck came in as Dean, I think that was in 2005, she was actually really instrumental in helping me kind of ease that burden a little bit, and helping me get my scholarship back on track, so that I was able to eventually go up for full professor. I don't think I would have been able to do it without her support or without her intervention on that. And then when she left, I think that was in 2015, I remember sitting around Dean's cabinet, and she was talking about when she was going to leave and what her plans were. And then she said, 'We're hoping Linda that you'll take over as Interim, and we hope that you'll apply for the position.' And my first response was, 'No. I don't want to do that.' And then I thought, 'Well, okay. People would probably feel comfortable with me as an Interim.' And I thought, 'Well, I'll try it out.' So, I did that for a year. I learned a ton. I really did not like it. I don't like it when things come up, and I don't know what I'm supposed to do, or how I'm supposed to respond. I feel like I should know these things. And I don't like not knowing things that I think I should know. And there were just out of the woodwork all these personnel issues, and I, quite frankly, I just hated that. And then we had the internal audit in the spring of 2016, and that was... What's the word to describe that? That was a lot to manage and to take in, and then to deal with the aftermath of that, and picking up the pieces from that, because it really fell on me to pick up the pieces and to clean that up, even though Vanessa came in as Dean. She didn't have the history. There was a lot of stuff she didn't know, so it really kind of fell on me to be very heavily involved in all the documentation and the cleaning up of all those programs and the monitoring of everything. So, I went back to being Department Chair. Oh, and that first time I was Interim Dean I never gave up being a Department Chair. I did both at the same time. So, I stopped being Interim when they hired Vanessa, and I took over as the director of the external programs. Vanessa really wanted me to apply for... She wanted an Associate Dean. I just didn't want to do it. I was exhausted from being Interim Dean and I just wanted to say, 'Okay I'll help out with this external program stuff.' But I just want to be Department Chair and teach my classes and be done with that. And then when Vanessa left after two years, Maria Pallavicini, the Provost, asked me if I would step in as Interim again, and there was a lot of turmoil in the school at the time. So, I agreed to do that because again, I thought, people are gonna be more comfortable. They're gonna feel safer if I do this versus who else is gonna do it? And they're just gonna feel better if I do it. I just wanted to make sure that we had some stability in the school, so I agreed to be Interim again. I will say, my second stint as Interim was better. It was easier. It was less rocky. And then there was the merger.

Draheim: Yeah, I know on the [unintelligible] board, when Doris reports on oral history were interested in knowing about the merger, and so I know there was interest in knowing more about why that

happened or how did it work out? So, if you wanted to talk about that, that topic would be really cool.

Webster: Sure, yeah. So, I think it was fairly early on in my second time as Interim Dean. I had met with... I think that was in 2018. Was it 2018?

Draheim: Yeah. If it helps, I retired in December 2018, and I think a lot of the work happened... And you were Interim Dean then when I retired. And so, I don't know if that helps with giving you a little timeframe there.

Webster: Yeah. So, the University had some major cuts for programs during that year. And I was tasked with-- I forget how much it was—coming up with cuts, and how I was going to...

Draheim: I kind of remember that too.

Webster: And there was a retirement incentive that went forward, and the idea was that people who had been there a long time who had higher salaries would retire, and then you would either not replace them and that would be part of your cut, or you would hire newer people who would start off at a lower salary. So, you would have some savings there that would go back to the University. So, there was that that was going on. The faculty created a new strategic plan at that time, which was amazing. And so, we were also looking at enrollments and places that we could potentially grow, and we were looking at places that were really seeing big declines in enrollment at that time. Teacher Ed, particularly the undergrad program, was really floundering. When I first came, and you probably know this better than I do, Marilyn, but my recollection is we had 155/160 undergrads at any one time when I first came to Pacific. It was a huge program. It was a huge part of what the school did. And over the years, we had seen this drop. Pretty big drop in enrollment over time, and it continued to drop. And that reflects national norms too, it's not just Pacific. The number of people going into education and becoming teachers has been dropping and dropping nationwide. And I always thought, part of it is as our tuition increases, because it increased quite a bit from the time when I first came in to the time that I left, even with the Benerd discount, still really really expensive, that people just didn't want to walk out as a teacher with that amount of debt. And so, we were looking at those two things. Where can we grow enrollment? And these are things that actually Lynn Beck had foreseen. I remember her talking about, 'We really need to grow the master's degree programs. That's where we can be competitive, because the units are lower, and we've got the discount tuition there. And if we get enrollments up, we bring in more revenue, and at the end of the day we have a lot more money coming in. If we got twenty masters students (of course it was a lot more than that, but I'm just using that number as an example) that twenty masters students and two undergrads, the twenty master students, even though they're doing far fewer units, are going to bring in more money than the two undergrads.' So, she was always thinking about volume and strategic ways to maximize the amount of revenue that would come in. We had to do the cuts. We had people that did opt to retire. Then Maria and I had a meeting with Patricia Campbell, who was the Dean of University College at the time, and because the University was really focused on, 'How do we grow in places that are going to be of high interest for students?', and University College had a lot of teacher education, PDUs (Professional Development Units), and they were bringing in the bulk of their units were in money from professional development for teachers. And Maria

thought it would be good for me to connect up with Patricia and see if there could be some collaboration. And I started thinking because of how rocky things were looking in the School of Education enrollment, 'What if we did a merger?' That would really bolster us and give some, quite frankly, protection for the education programs, but it would also allow us to do more innovative things. I think Benerd has always been known for doing a lot of innovation and having innovative programs. And it would allow us, which it did allow us, to really go beyond the boundaries of teacher education and school administration and even school psychology. I think other faculty think that everyone in the former school of education are all teacher educators, but it's a pretty diverse faculty, and yes we do have a lot of folks who are oriented towards teacher education, but we also have people who are pretty diverse and pretty diverse backgrounds. And we were developing these diverse programs in Sacramento, but the students were complaining about getting a degree in education. They really wanted a degree in something that was relevant for what they were doing, because the majority of students that were in those programs weren't educators. They were working in the private sector, for businesses and firms and SMUD. And they were trying to get a degree more focused on leadership to build up their skills on leadership and social entrepreneurship and social justice and innovation to bring back to their companies that they were working for. So, merging with University College would allow us to really expand our portfolio and do more partnership with professional development, and make the school stronger. In my mind, it just seemed like a win-win when I started thinking about it. And so I talked to Patricia Campbell about it. She was very interested, right from the get-go. And then we talked to Maria, and I think Maria was interested. I think Maria was kind of intrigued by the idea initially, but when we laid it out, I think she was very interested in it. She was very supportive. And we came up with the idea that Patricia would move over as Dean, because she was currently a dean, then we didn't have to do a search for an Ed dean. I could become a Senior Associate Dean and still kind of run that side of the business, so to speak, and help develop the new programs. The other big thing I was taking on at the time was doing a WASC sub-change for distance education. I did that during that year as Interim Dean as well. That was a huge amount of work. If you're reading this transcript, and you're looking for someone to write a WASC thing, don't ask me. I never want to do one again. They're so much work. They're so much work. They're so hard. And I had good support - but even then, it was a huge deal. I don't want to do it ever again. But that was a big deal for us to get that, and that really fit with what University College was doing as well. And we were one of the first three programs at the University, because you have to have three approved by WASC and then you can ask for the short form. And believe me - because I did the short forms after that - they were nothing compared to the huge 50-page document or whatever it was. It was ungodly. That was for the Master of Arts degrees, that first one. And then the other ones: we did the EDS, we did the EDD, and then eventually we did the undergrad degree program as well to get approval. That's probably the thing I'm most proud of in my time here, was that WASC sub-change. I also funded anybody at the time when I was Interim Dean the second time. I funded them to get certified in online teaching from the online consortium, which is kind of the gold standard. And I was really, really proud of the faculty who stepped up to do that and actually completed the program and get certified. We had a lot of faculty do that.

Draheim: Before I left, I remember you encouraging people to do that. I think you had already gained that certification for yourself.

Webster: Yeah, I was working on it that year. Actually, I think I got it in 2019, I got that certification.

Draheim: So, it's called Online Consortium, is what you called it?

Webster: Yeah, the OLC, the Online Learning Consortium. And it really helped during the pandemic.

Draheim: Oh, I bet, yes.

Webster: Yeah, because our faculty were able to make that switch pretty easily. I'm not saying it wasn't hard, particularly for certain subjects that are very hands-on for teaching, but I think, really, it was a lot smoother. They did a really great job in making that switch over to completely online programs, online instruction.

Draheim: By that time, I was retired, but I thought, when the pandemic really closed everything down and fortunately there was Zoom or Web CT, or Skype I guess, but at least those were invented and used. But I thought, 'I bet there are some faculty in the School of Ed who have worked on this additional certification. So, I was thinking, as an outsider, that probably did help.

Webster: It did help. We also, during the pandemic, I think it was in 2020, we had our CTC accreditation site visit in April of 2020. And so early, like in January, we were talking about hotel rooms, and we had the pre-site visit, and I was over there working with the consultant (I can't remember his name now) but we'd had a couple of meetings already and we were looking, 'Okay this is the hotel we're gonna use. What rooms do you need? How many rooms?' All that stuff that you have to do for accreditation site visits. And then we had to pivot and move everything to virtual, the visit, and we had to have been one of the first schools to do it that way. I haven't asked, but I kind of wondered after that, 'Are they just going to move to virtual site visits because it's so much cheaper?'

Draheim: Yeah, even though we're kind out from the pandemic so much, but still pandemic, or whatever you call it. But I do wonder. I haven't kept up with it at all, with CTC, but I wonder if they saw their advantages to doing it quite a bit online.

Webster: So things worked, it worked out, and we got re-accredited, and I was glad that was over.

Draheim: I know, that's a tremendous amount of work too.

Webster: I learned a lot from accreditation, all the different various accreditations, but I don't miss it.

Draheim: Yeah, I mean you have quite a deck of cards of accreditation, from school psychology to the WASC Sub-change to CTC, and then all the others that you have done over the years.

Webster: So I don't know if I answered the question about when I was...

Draheim: The merger, yeah. When was the merger; I'm trying to remember. Did that become official, was it Fall 2019, or was it spring 2019?

Webster: I think it was in July 2019. Maybe August 1st or something like that.

Draheim: Okay, because I kind of remember I was asked if I would like to be on the Emeriti Society board, and I agreed to that. Then I was asked, 'Oh, would you be our rep at academic council meetings.' So I vaguely remember one of the earlier meetings that fall. I think the academic council was reviewing that merger a little bit.

Webster: Yeah, I have to say, I was very very pleased. Maybe somebody would think that that would be my proudest accomplishment. But that WASC sub- change was so much harder. I was real pleased that the merger went through. I think it was really, really helpful for Benerd. It just really is a productive merger, productive environment. It really allowed for a lot of new growth and new ideas, and people being able to pursue some of their ideas that they have about innovation and collaboration and has made Benerd stronger.

Draheim: Again, I haven't kept up with a lot that's been going on, and now it's called Benerd College. But it seems like there's been a lot of growth in Sacramento.

Webster: Our Assistant Dean in Sacramento ended up stepping down and moving back into faculty, and then Laura Hallberg took over. And Laura's great. Laura has really good ideas about program development. And I think there's been a lot of growth in the Sacramento programs and in Laura's programs too, and school psychology and counseling psychology have done really well.

Draheim: So, are there also some of these EDD options in Stockton as well, or most of the areas of leadership?

Webster: Yeah, there's some EDD options in Stockton. The school psychology, the counseling psychology programs are Stockton-based. Laura has some programs that are in Stockton. One of them is the Transformative Action in Education EDD that my son-in-law is doing right now. He's in Year 2 of that cohort. I will say, the other thing, too, that happened in Teacher Ed: we really have been booming. We had a couple of really great hires right before I left, the couple of years that I was there before I left. And we really expanded our Master of Arts in education for teaching with the teaching concentration. That program is really really healthy. The undergrad program just continued to dwindle. The last couple years I was there we had, like five students admitted. Six one year, five the next year. I think it went up a little bit after that, but then we had several students transfer into other majors, so the numbers went back down again. I think the total number of students in the program was like 30 across all four years and so the faculty did decide to end that program. It was a hard decision. It's hard for people to let go of things. But they did decide, 'Let's let the undergrad program go. It's dying. It's going anyways, and let's focus on the master's degrees programs.' So that did happen.

Draheim: During the fall, this past fall. At least it came to the academic council anyway, to end the BA. It has to go through a phase-out, so five years, I think.

Webster: Yes, you have to do the teach-out. But the faculty decided to do that so that they could really focus on the masters' programs because those were really booming, and moving more towards online programs. Obviously, with the hands-on experience that you have to get as a teacher and getting supervision in the field. So, you're not completely out there, but that's just really been a place of growth for Pacific that we would not have been able to do if we didn't have that sub change in place. And then we also had some really good hires that have just been phenomenal

at getting out there and getting the word out there and getting these partnerships going with these other districts to train teachers. It's a sweet spot, I think, for Benerd and teacher education are those master's degree programs.

Draheim: Are they masters in the teaching areas primarily Special Ed, and multiple subjects as well, and single subject fields, are all three of those...

Webster: Yeah, it's all three of the fields. SPED as you might expect, Special Education, is the highest demand.

Draheim: That's good, because that's where many teachers are needed for sure.

Webster: Yes, and that's what districts want. They're really hungry for good Special Education teachers. But I think, at least the last numbers I saw before I left, we had decent numbers in the multiple subject, and the single subject as well. So SPED was big. But those other programs--they're doing well.

Draheim: That's good to hear. Yeah, I agree with you. The BA, it was a lot of work to keep trying to interest undergrads, and of course, we went to an evening degree program for re-entry adults, many were district paraprofessionals, and with Harriet Arnold adding in people in early childhood education and Head Start. But anyway, I know there are changes that occur and so forth too. But just the more traditional 18- to 22-year-old interested in teaching- it was very hard to get the enrollment of freshman there.

Webster: Yeah, and it's always sad to see an era leave. I love teaching. I love teaching undergrads.

Draheim: I remember you taught the first Transformative Teaching, or Intro to Ed, but it was Transformative Teaching and Learning I think was one of those classes.

Webster: And I taught Learning in the Learner for a number of years. I taught PACS-2. And I taught Mentor as well. I actually loved that. I think some people looked at it as a burden to have to teach it, but I thought it was fun.

Draheim: I taught the Pacific Seminar 3. Of course, we have this system where our unit had to contribute. And I actually enjoyed teaching it. I taught it at night with our re-entry adult group and I also once a year taught a section that had students from many different majors. So it was a course that I enjoyed working with people from all the other majors. At that time, that course had certain areas that I had developed over time because it was personal growth for me, because I didn't know a lot about philosophy of ethics and topics like that. So it was interesting on my own to try and read up more in that field and so forth. And I wasn't an expert on it. Anyway, I enjoyed teaching that course to undergrads, too. I think some of the questions on the third page, a lot of them have come up with what you've said. Significant achievements you've talked about. You felt your significant achievement was working on the merger and the CTC and WASC sub-changes for online programs.

Webster: And getting NASP approval back. That was a big deal, too.

Draheim: And then you've talked a little bit about your contact with students, because you mentioned just recently enjoying teaching undergrads. But I know you worked a lot with grad students in your programs in your department, and I know there were at times external programs with C & I with agencies and so forth. But I suppose in your own department, you did some supervision of people in the field.

Webster: Yep, I did. I did site supervision. I met with students and their site supervisors. I taught students in supervision. So we would have a supervision seminar where everyone would come in. We broke it up by years, whether they were at the practicum level or whether they were interns. And I met with them on a weekly basis. Sometimes there was just a seminar format where it was discussion. But sometimes, a lot of times I would say, I had things that I wanted to teach them that I thought they needed to know, so I would get something ready and get them working on something. And then I chaired, I don't know, a lot of dissertations.

Draheim: Oh yeah, that's another area of teaching. I mean I was on 60 dissertations. I think actually with finishing up our group from Tianhua College, it was maybe 63 or 64 dissertations. I didn't chair all those. Let's say out of 63 or 64 I think I may have chaired less than 20 I know. It was more like maybe 15 or something like that. And it's all something that I think most all of us did on top of everything else. But I did enjoy being on dissertation committees, especially if it was a student who really had a clear vision of what she/he was working on. Many people were working full time, too. But anyway, I did enjoy the dissertations and working with individuals on them, and serving on the committee.

Webster: And it is extra work, right? It's on top of everything else. Nobody gets credit for it, you know. Not really. But you do it because you want to help the students. You want them to be successful. Yeah, I chaired a lot. I don't know, I've never added them up so I don't know how many. I chaired a lot, I was on a lot of committees. I'm still helping some students complete their dissertations.

Draheim: Yeah, after I retired it was pretty much the calendar year of 2019; I was successful in getting the nine dissertation committees I was on done. Some were under timelines, some of the students, well ten, were under a timeline. And then Rachelle and I served together on a master's thesis; there was one student who had to do a master's thesis from the dental school, one of the international students. Rachelle chaired it and I served on it. That was an interesting master's thesis to be on too. But I was happy that I was able to get them all done by December 2019. We've talked a lot, at least from Benerd College's perspective, about their growth and development, because they, of course, contribute to the University as a whole. And then number 10 was: What contributions do you feel Pacific has made to local communities? Any ideas there?

Webster: Of course I know more about the community involvement at Benerd than I do University-wide. But during the pandemic, offering the vaccination clinics, I think that was huge. That was a huge impact.

Draheim: Through the School of Pharmacy?

Webster: Yeah, through the School of Pharmacy. Sorry I didn't make that distinction.

Draheim: That's where I got my Pfizer vaccine.

Webster: Yeah I got my first two there. I drove over for the first one. Actually Rachelle got me an appointment because they were booked before I could even log in, but she was able to swing one for me. I know the Dental School does Dental Clinics in the area. That's a big impact for the community. Benerd had, I don't think they have them anymore, but they had the Tomorrow Projects, so there was Reach for the Stars, which was STEM-oriented classes for high school kids during the summers. There was PAM, I know it's something-something Mathematica, but it was for migrant education, migrant students focusing on math and math development. That was a summer program.

Draheim: Yeah that was a summer program with students from migrant education. But I do remember that because it was in our building upstairs, and it was kind of fun to have a lot of, I think they were sixth-, seventh-, eighth-graders working on math. So, I thought that was a good thing.

Webster: We also had Stockton Harmony, and that was a partnership that we had with the Conservatory. The Conservatory students who were becoming teachers would go out into the Stockton schools and try to teach the love of music. And then they would do a performance at the end of the school year, which was nice.

Draheim: I went to some of those.

Webster: Yeah, I did too. There was another one we had with Michael Banks. It was his program, and it was SSLA. It was a leadership academy where students from, I would say impoverished or financially challenged backgrounds would come to campus and take classes in leadership. And we had Book Buddies, so kids would come to campus with their parents and students in education would read with them and play games sometimes too. That went on once a week during the semesters. We had the math competition.

Draheim: The Steeple Chase.

Webster: Yes, the Math Steeple Chase. We did that. That was huge, like a thousand kids would come to campus for the Math Steeple Chase. It was a huge endeavor. We would have Sundae Sundays where we would work with one of the reading association chapters in the area to bring in a children's author, and they would come to campus, and they would usually read one of their books to the kids, and then we would have ice cream sundaes after that.

Draheim: I sometimes helped with scooping ice cream there with you. You probably continued when you were Interim Dean.

Webster: And I think we underestimate, or maybe overlook, the impact of all of our students being out in the community. All of our teacher education students being out there doing field work, doing student teaching, becoming intern teachers. That is a big impact. They're out there. I mean, yes, it's part of their degree and credential requirements, but they are a Pacific presence that is consistent into the community. And the same thing with school psychology. Our students are out there impacting the community while they're doing field work and internships on a regular basis. So, they're bringing their extra hands and help, but they're also bringing the things that

they're learning to people who are out in the field. There's an exchange of ideas, right? Because veteran teachers have knowledge and skills that the students need, and the students are coming with the fresh ideas and the new research and new tools that they've been taught. So they bring that to help out the veteran teachers, too. So I think we always look at: 'What are we specifically doing out in the community?' Well, we have these programs that our students go out into the community, and they do have an impact on the community.

Draheim: I remember the initiatives, I don't know if it was 2014 on, campus-wide for undergrads to have experiential learning. And we always said, many of our undergrads in the BA program are doing fieldwork in schools. That's their experiential learning.

Webster: You can't not do it if you're becoming a teacher.

Draheim: I agree with you that the interchange between students and teachers or school psychologists has really had an enormous impact. And I have the experience at times of being in stores or grocery stores and running into a grad. More and more I kind of recognize them but I don't remember their name, so I say, 'Tell me your name again,' but there's so many who say, from time to time when it happens, they appreciated Pacific so much. And often it's the faculty. There's one or more faculty who had an impact on that person, and they talk about their courses and how that helped them professionally or personally and so forth. It's gratifying when you run into people who stop and chat or other people, or teachers, because I run into teachers over the years who I've worked with. Many are retired now, too, with different grants. I know it's kind of a bird walk, but it's fun when I run into teachers I've worked with on teacher ed projects, and many are retired now, too. But we talk about, 'Oh, we did that project together, didn't we?' 'Oh, we did!' So it's really fun to remember all those times of going out to Lodi or Stockton Unified or Lincoln or Manteca, and the County Office too. Because late in my career, Diane Carnahan, County Office of Education, would often try to include us and CSU, Stanislaus, too. Because the recruitment for the evening degree, we called that Pro 2, started because the County Office had a paraprofessional training grant and we had staff who were out going to schools to meet paraprofessionals and districts, cultivating them to think about, 'Oh, you could get your degree and get a credential,' etc. And so there were many different ways in which our school did interact with people in the community, and teachers and school psychologists and professionals in the community, too. Is there anything else that we didn't cover that you would like to discuss?

Webster: No, I think that's it.

Draheim: You really covered a lot of territory.

Webster: There was a lot to talk about!

Draheim: I appreciate you're willing to do this. I felt there's a lot I learned, too, and times I thought, 'Yeah, I understand what you're saying.'

Webster: Good. I appreciate you, Marilyn. I appreciate your willingness to be the interviewer. That helps my memory too, because there's things that you remember that you kind of like, 'Oh yeah!' And then I remember this, and then that would spark my memory on something.

Draheim: If there is nothing else that is popping up for you. It's nice to see you today.

Webster: It's great to see you!

Draheim: You shared that you're doing some professional work right now, too.

Webster: Yeah, I'm doing some part-time professional work. I have to say, I really love it. I love being retired, I love doing whatever I want to do. I love not having to commute. I miss the people. There were a couple of events that I missed. I wasn't able to come to the very first meeting, and then I wasn't able to come to Homecoming because I was in Sedona, Arizona having a little vacation at the time. And then I wanted to come to the president's holiday thing, but I couldn't come to that because that was when Cali had her third baby.

Draheim: I remember you sharing that you were expecting a grandchild in December.

Webster: So that was right the day of, or the day after, something like that. So I wasn't able to come.

Draheim: We're having a Fall and Spring, we usually have a luncheon and we do have a wine and cheese, too, but the luncheon on April, I think 16th? I can send you the date in an email, but it's our luncheon and we invited Maria to be our speaker, to reflect on her experiences here.

Webster: Oh that would be fun.

Draheim: She'll be our guest speaker that day.

Webster: I actually really enjoyed working with Maria. She was very supportive. She's a direct person, and I like direct people, because then you just cut to the chase on things. Both times I was Interim, she was really supportive of me. So I really appreciated her.

Draheim: Yeah that's very important, with that support. Well, again thank you so much for doing this and beautiful day out, and hope that everything continues to go well.

Webster: Bye!