



12-11-2023

Draheim, Marilyn Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Marilyn Draheim (1986-2019)
Associate Professor of Education
Assistant Dean of Education

December 11, 2023

By Doris Meyer

Transcription by Sophia Firouzabadi, University of the Pacific,
Department of Special Collections, Library

Subjects: Educational Background; Director of The Academic Skills Center; ASC's Programs, Curriculum and Instruction Department Chair and Selected Grants/Programs with Districts and Teacher Preparation, Committee Service; Changes at the University; Commission on Teacher Credentialing, Backgrounds of Students Over Several Years of Teaching/Administration, Selected Programs: Reentry Adults Bachelor's Degree (Ed Pro2); Ed.D Program for Shanghai Normal University, Tianhua College's Faculty

University of the Pacific Emeriti Society Oral History Project

Meyer: Good morning, everybody.

Draheim: Good morning.

Meyer: Yes, it's December 11th, 2023 and we're in the library. Who are we? This is Marilyn Draheim and I'm Doris Meyer, and Marilyn and I have known each other a long time and it's my pleasure to be doing this interview for you.

Draheim: Yes.

Meyer: And so it's a beautiful day in Stockton. The trees are all in beautiful autumn colors. The students are here with us and this is finals week.

Draheim: Yeah, it's amazing. This semester has gone by really fast.

Meyer: Yeah, gee. So, Marilyn when did you come to the university? And what attracted you? Or how were you solicited, or what happened there in the beginning?

Draheim: Oh, okay, yeah. It's a pleasure to have you as my interviewer, because I've known you for a long time, and it's an honor to have you do it. Well, I came to the University of Pacific during August 1986.

Meyer: 86?

Draheim: Yes. And I had just finished a Ph. D. at Cal Berkeley in June 1986, from the Graduate School of Education and the Language and Literacy Development program. And my preparation there was more focused on higher education literacy because before I started the Ph. D. Program at Cal, I worked at Luther College in Decorah, Iowa, with two Federal programs called Trio. So one was Upward Bound and the other was Student Supportive Services, and I was an instructor of English there. I worked a lot with providing academic assistance for college students or high school students from low-income families in my prior job before I went on to a PhD program. And when I finished my PhD I wanted to try and find a job in Northern California and my brother lived in San Francisco, so it was nice to be nearby him. Fortunately there was an ad; at the time there wasn't the Internet, really, so I had to rely on the *Chronicle of Higher Ed journal* and postings at the career office at Cal. There was an announcement of the position here at the School of Education, to be a director of the Academic Skills Center with the rank of an assistant professor. So I applied for that position, and fortunately, I got a call to come over for an interview. I think that was late June 1986. I drove over from Berkeley and had an interview here and it really felt like a good fit for me, I thought, if the committee and others liked me. Soon, I got a call from the Dean at that time, Dr. Fay Haisley, and she called me and offered me the position. So I was happy to accept it. I started in mid August 1986 as Director of Academic Skills Center with the School of Education.

Meyer: Repeat that last statement.

Draheim: I was director of the Academic Skills Center

Meyer: Oh, Yes.

Draheim: Yes, and we were located in WPC, Wendell Phillips Center, up on the second floor. And it was a service that the School of Education provided for students here on campus. Dr. Peg Langer, Margaret Langer, was my predecessor. She was director of the Academic Skills Center before I was. So, I started then and just before freshmen orientation in August 1986 and I was in that position for four years with the Academic Skills Center.

Meyer: For how long?

Draheim: Four years. And during that time a person who also taught there-we're still real good friends, is Gayle Woolley, Dr. Gayle Woolley. Gayle and I were full-time people there in the Academic Skills Center. There were three faculty members from the former Covell College who were ESL language instructors and were assigned to the Academic Skills Center. Gayle and I worked together from my very first day. And her husband, Bill-

Meyer: He passed away.

Draheim: Yes, he passed away in April of this year (2023) so Bill and Gayle were both real good friends of mine all this time. Anyway, I did that job for four years and then in 1990 there was a search for a new Chairperson for the Curriculum and Instruction department. And so I wasn't sure about applying for that, but some people encouraged me to apply. So I did, and went through the process and was selected for interview with some other people. I was offered that position. It was a move from the Academic Skills Center across the street to the School of Education building on the corner to be the chair of the Curriculum Instruction Department in fall of 1990. I started that job and I was in that position or related positions, the rest of my time here.

Meyer: To that second position in pedagogy or curriculum and instruction, how many of you were in that department? Was Peg Langer there?

Draheim: Yes, Peg, had been department chair, and then she decided not to stay in that position. So that's why the position opened up again and I know it was a pretty large department, actually, thinking about how many people there were, I recall a pretty good number, 14 or 15 people in 1990. And you know Dewey Chambers was there, and Shirley Jennings. I don't know if you remember her?

Meyer: Yes, of course.

Draheim: Elmer Clawson, Bob Morrow, David Baral.

Meyer: Was Bill Bacon still with you?

Draheim: He was retired. I met him several times, but he wasn't working. He had retired but he would come around and say 'hello' and that kind of meeting. I met him and his wife and later I met his daughter too. Yeah, Bill Bacon kept all the catalogs and I kept them. So later, after I retired some people said, 'Marilyn, we're so glad you kept all those catalogs'. It was Bill Bacon's collection of university catalogs that I kept. Yeah, I think you were-

Meyer: Yeah I was there.

Draheim: Yes, because you did a lot of work with the elementary physical education course and secondary physical education programs and supervision of student teachers. And I know that's how I met you because of that work you did.

Meyer: Bill Bacon had so much influence with the State of Department in credentialing, and Bill Bacon helped me fill out a number of credential applications. One often was continuing secondary physical education, but we went into Special Ed with what we called adapted PE and he helped me with that, and then when he retired Elmer Clawson helped me with credentialing kinds of things. That's right. One of the questions asks you to say something about any one or more of these individuals who really helped you in the beginning.

Draheim: Yes, well, when I was in the Academic Skills Center, certainly Gayle Woolley, and then Fay Haisley as Dean and even more so when I became department chair because of the teaching credentialing's importance for the department and the school. Other people from my first four years with academic skills were from the student life programs. We in the Academic Skills Center supported preparation of students to be student advisors and provided support to students on campus. That's how I got to meet Judy Chambers and her staff, and she invited me to attend her staff meetings.

Meyer: And Doug Smith?

Draheim: Yes, and Doug Smith. I worked a lot with Doug Smith because he was the faculty member who was in charge of the Student Advising program and I met Ralph Saroyan. He worked with the pharmacy programs and then people in the counseling programs like Beth Mason. I met her because of the counseling center

Meyer: Who?

Draheim: Beth Mason. So, I'm trying to think of other people. I worked with Doug especially when we got to the freshmen orientation sessions, because at that time there was testing of incoming freshmen in writing, reading and math. Doug would be entering all that data so that they could get printouts for all the faculty advisors the next day. I helped to make sure the reading scores were entered. I worked with him a lot and then helped frequently with training student advisors with study skills knowledge, giving them ideas for working with freshmen on study skills and study habits.

Meyer: Well, that's great Marilyn. I think that covers that part. Particular programs, you already alluded to the, what you've been recently talking about, you're just now talking about with the students, say the group again the four year thing- what was that called?

Draheim: Oh, at that time it was called the Academic Skills Center. And then in 1993, another colleague of mine, she retired a while back, Dr. Vivian Snyder. In 1993 she was recruited to be the director of that program. She and others recommended changing the title, and so they changed it from the Academic Skills Center to the Educational Resource Center.

Meyer: Yeah, say that again.

Draheim: So the title changed around 1993 from the Academic Skills Center to the Educational Resource Center and my colleague, Dr. Vivian Snyder, was director then. I recall that she recommended

changing the title and it made good sense to change that title, and to give it an idea of its resources for students and faculty for help.

Meyer: Were you proud of your contribution in that program?

Draheim: Oh, for the four years I was doing it? Yes, it was still a fairly young program from what I understood. I tried to work with some ideas. I tried to initiate strategies within a course called Reading for College. I realized a lot of the students in the sections I had were pre-pharmacy students or engineering students. And so I tried to tailor it more towards their texts and lectures. Several of them were non-native speakers of English and bilingual. I really tried to tailor it towards their learning--because the pre pharmacy students were taking general biology and chemistry courses, so I asked, 'Okay how can we help you better read and understand the textbooks and lectures you're working with?' and then the concept of vocabulary development: 'For your science classes, let's focus on vocabulary and concepts a lot.' And then for engineering students, I did a parallel approach; you know, 'what are your textbooks, what are the terms and concepts' and for engineering fields, you have to understand what the problems are and to build up your knowledge for that field. So I worked a lot with that approach to learning. Another area that I had found out about was called "supplemental instruction."

Meyer: Supplemental Instruction? Under what umbrella group was that?

Draheim: Yes, it was a program at the University of Missouri, Kansas City, UM/KC. People there were promoting supplemental instruction (SI). It was an idea for support within large lecture classes where there's so much information. This learning strategy focused to set up organized study groups, where students are not just put in a position to 'well, let's repeat the lecture and all that'. But you try to get the students more involved in learning and sharing knowledge. Well, let us process and share what we heard in the lectures, and that they'd be guided by a student who took the class previously. So I got that connection to supplemental instruction (SI), well, I think it was maybe year three of my four years in that job. Lee Christensen in biology was willing to try it out and so there was a general biology course where we tried SI groups. I don't know if it was both fall and spring, but we got some students who had taken the course a year before who did well in the class to lead discussion groups for students to think about the material they had listened to in lectures and read about in their textbooks.

Meyer: Were these credit courses or were they electives? Or were they no course period?

Draheim: It was no credit; it was all based on being a volunteer for the freshmen students. But we were trying to implement SI; it was kind of hard to attract students at first to doing it, but we were trying to- the professors were encouraging the students to take part, because they just said, it's hard doing it by yourself. You might do better if you're with a small group of people, right? Who are focused, on trying to understand, 'what was the material?' Lee did a study to gather some data on the students who participated, how they did on exams, that kind of thing. Then, I also had a graduate assistant, Ellen Wehrs, in the Academic Skills Center whose background was in the social sciences, so she helped implement SI. There were large lecture classes in cultural anthropology. Ellen was a grad assistant for the Academic Skills Center, working on her masters in reading, and so she worked with Bruce LaBrack to implement SI. He taught anthropology, with large lecture classes in cultural anthropology. She went to the classes and took notes, and

then she met with student groups in that class, but it was a volunteer experience for the actual student, if the student wanted to go to supplemental instruction. Anyway, I tried SI out, and I don't know how long it lasted. I heard, years later, that chemistry professors organized a parallel type of program that chemistry professors, nationwide, were doing. There were some Pacific chemistry professors who are doing a similar thing, like SI, with an organized group to review and study lecture, reading, and lab material. So I did start supplemental instruction in the Academic Skills Center.

Meyer: I don't think I ever knew that that program existed. And who was your immediate superior or your- in that position.

Draheim: I reported to Dr. Fay Haisley, the dean.

Meyer: Was it in the School of Education?

Draheim: Yes, my job as director of the Academic Skills Center was in the School of Education.

Meyer: So, then when did you go back into C&I again?

Draheim: 1990, I started chairing the department when the fall semester started in 1990.

Meyer: So in that capacity, what do you feel like you personally, most initiated or whatever kinds of programs do you feel good about? Oh, or maybe you don't.

Draheim: Well, for me at first it was a learning curve because I knew something about teacher preparation, but not the big scale it was to know about. And then accreditation was extremely important. When I started in 1990, I recall that in a year we were going to have a national accreditation visit. And then, two years later, we're going to have a state visit. There was a lot to learn, and Fay had me go to the National Council for the Accreditation of Teacher Education called NCATE meetings. That was the national accreditation group. She sent me to many of their workshops on accreditation. And so, for a couple times a year, I flew out to the Washington DC area to attend these.

Meyer: Let me interrupt here for a minute here. Why do you think you might be embarrassed by this question? Why do you think that Fay thought that you would be the person to move into this position? She must have felt that there was something about your abilities or talents, because that's a big position.

Draheim: I don't really know actually. I know I had a couple of faculty who came to me and said 'you know, we've heard good things about the Academic Skills Center.' And then I always went to the department meetings because I was a member of the Curriculum and Instruction department. So I went to meetings with other faculty, and usually I listened because I felt like I was the newcomer. I didn't know about their programs, so I got to know people, and I have a feeling that at the time there was a desire for people to be more collaborative, and they thought that I was more inclined that way myself with how I like to work with people. So maybe that was something so that some people asked me, 'Oh, why don't you apply?' Yes, and Fay was very much of a mentor, I would say. I guess she did see something in me so she did encourage me a lot. And I knew that teacher education was very prominent for her and she had a real clear-cut idea about what she wanted to try and have developed. And, fortunately, I liked the faculty in

the group. We got along well; I felt like there was a good working relationship. Elmer Clawson was enormously helpful to me.

Meyer: Yes, he was to me too.

Draheim: I think the first fall Bob Morrow was on sabbatical but when he came back he, too, was very helpful. And Peg Langer, of course, was too, and I think those three people in particular and David Baral was helpful, too. He was working on a big grant at that time for multilingual/bilingual education theory and practice strategies throughout the valley for teachers. He also came to meetings, and he had a lot of experience, and he was very helpful too. And I had nice conversations with Dewey Chambers.

Meyer: Yeah, I know him very well.

Draheim: He liked to be in the mailroom between classes. He liked to have conversations with people. They'd be short ones, but they were always really fun and also he encouraged me. He was always very complimentary.

Meyer: We need to go on to another topic. One question we overlooked is the situation with what you arrived here. And here's Stockton, California. And here's a community probably different from one that you came from. What was that like? So we're talking about community things now. What was it like when you first came? How do you feel that the university has been involved with the community? Have you personally been involved with any programs other than student teaching, which was huge? So something about the community of Stockton and your transfer here to the West Coast.

Draheim: Yes, well, I grew up in the Midwest and went to Luther College, in Decorah, Iowa, and I would say that my background, my undergrad, was at a liberal arts college, and so I knew the University of Pacific had the College of the Pacific which is its liberal arts college and the professional schools, but the University isn't a large place. And then for graduate school I was at two large universities, University of Iowa for my masters in English and an education specialist degree, and then, California, Berkeley for my PhD. So, I had experiences at large universities too. But I liked to be at a place that has a strong liberal arts college because I think that is important. I guess at first, when I started, I wasn't sure, but it seemed like the university here was going through some transitional changes too. It was the last year that President McCaffrey was serving, and then President Bill Atchley for some years and then eventually we had President Don DeRosa. It seemed to me that the university, at first, was struggling financially. That's what I was picking up as a relative newcomer and there was a desire to try to improve the financial situation of the University. There seemed to be a lot of people who enjoyed working together because student life people and professors worked together, as you know, on freshmen orientation. And in fall 1986, the faculty had just started what they called Dean's Seminars when I started here, which I gather were created to provide small groups for students throughout the freshmen year. Dean's Seminars were led by a professor with a group of freshmen in order to give support to those freshmen and the seminars provided an environment where professors wanted to support their commitment to be very student centered. I would say that's what attracted me, to be very student centered and to help students academically, to promote growth in student potential. I thought that was something that was here when I came and was a

very strong purpose among the faculty I got to meet and know. That was attractive to me because my work with TRIO programs, with Upward Bound and Student Supportive Services-- those federal programs, were really intended to support low-income first generation students in college or to help them get through high school. So I was interested in a place where students were important.

Meyer: And you can see that through your role career events of work, you're interested in the student and the success of the student. And what about the outside community? Have you had much connection with public schools, or some of the Catholic Parochial schools? Have you done much with that group?

Draheim: Yes, well, when I became department chair, our department had a new working relationship with a New Teacher Project grant or new teacher institute. It was, I think, I don't know if it was the California Department of Education or the California Commission on Teacher Credentialing that provided the funding. I recall that when the grant first started, there was a school in each of the districts that participated. So, there was Oakwood School in Lodi, Mabel Barron in Lincoln, and then Taylor Elementary in Stockton Unified. And the grant included principals and teachers from the three schools and their districts. The grant involved some of the College of the Pacific professors. I remember Bob Orpinala, philosophy and psychology, Neil Lark from physics and astronomy, Bob Cox, from English, and Curt Kramer, from Geoscience, participated.

Meyer: Yeah, Curt Kramer.

Draheim: Yes, Curt Kramer. I remember those men, in particular, were involved in the grant. They would do some presentations or workshops at those schools. And then those schools had our student teachers or classrooms were open for doing fieldwork at those schools. We had our teacher education students at other schools, too, in the three major districts. But this grant provided workshops with district teachers and faculty from our department. And during this grant, I met a member of our University's Board of Regents, Don Shalvey.

Meyer: What name?

Draheim: Don Shalvey. Yes, he's been on the University of the Pacific Board of Regents, I don't know if he's on it now, but he has been. In the early 1990s is when I first met him, because he was an associate superintendent for Lodi, and he helped host and present at the workshops. When we had these workshops together, he often was the facilitator. And he eventually went on to a career where he started the Aspire School system.

Meyer: That's for private schools?

Draheim: Aspire? Well, no, Aspire is a public, charter school system and they have to, at least when they started, they had to be affiliated with a school district or a county office of education. And it could be different over the years as this evolved, but yes, he started some charter schools locally that are Aspire schools. And so in the mid-1990s, we also went into the next stage of funding--- I am trying to remember, through the San Joaquin County Office of Education and the Lodi Unified School District. Both groups approached us in our department about participating in a grant proposal. That collaboration was the next step after the new teacher project grant, I would say, and it was called, a Comprehensive Teacher Education Institute, and we called it,

CTEI. The grant was with Lodi schools so that's why in the mid 1990s we had such a strong concentration of students at Lodi schools in elementary schools because of this funding we had. We had a lot of workshops with the Lodi teachers, and in the summer months, if there were trainings sessions that the teachers had, we could go to them if we wanted to. So, I did go to quite a few of them and I met principals and teachers there.

Meyer: That's great. You know, I'm thinking as we're talking, if we didn't have this interview right now I don't believe that almost all of these connections that you've been talking about, they wouldn't have been recorded because these programs your talking about are relatively small but very important in the whole history of the university so I'm really glad we're getting this down on paper. Let's move on back to campus again. Here, we've talked you into being our Emeriti Society representative to Academic Council. Tell me a little bit more, and tell us a little bit more about university committees that you were on, were on. Were you on academic council before? And there's something about your relationship to the rest of the university.

Draheim: Well, in the 1990s I was active on the General Education committee and I chaired it two or three times. In the 1990s, I'm trying to remember at that time where it was housed because, I know, eventually, General Education moved over to the College of the Pacific, being housed there. In the 1980s and early in the 1990's, I don't remember where General Education was housed or who was in charge of us. I did Chair the General Education committee, and I have served on Academic Council. I don't recall when I first served on Academic Council. In the School of Education, we'd have elections for Academic Council for our representatives and we had two places. I don't know if it was around the late 1990s or early 2000s when I first served for two years or three years on Academic Council from the elections from the School of Education. I, also, have served on Academic Affairs, which is the university curriculum committee. I wore extra administrative hats for education, because when Fay Haisley was Dean, for a long time, she didn't have an assistant or an associate dean. Then she got permission sometime in the early 1990s to have an associate dean. David Baral was her first one. He served for two years, and then Elmer Clawson was associate dean for a couple of years, and then she asked me if I would do it. I did that in addition to being a department chair until Dean Haisley retired in December of 1998. Then, I became Interim dean for 18 months: January 1999-June 31, 2000.

Meyer: And then who came in after that?

Draheim: It was John Nagel for four years.

Meyer: Oh, yes. It was kind of a flaky period

Draheim: it was kind of difficult; it wasn't quite the right fit but he was dean for four years. He started July 1st 2000 because I was interim dean January 1999 through the end of June 2000 and he came at the end of June. So I served on the Council of Deans when I was interim dean. Other faculty committees I was on--I was on Professional Relations once, Promotion and Tenure for a one-year term, and a Council on Teacher Education committee. I was on a lot of different committees, I would say. And then the last, maybe 5 or 6 years of my career here, I represented education at what was called the Academic Regulations committee.

Meyer: Yeah, what did they do?

Draheim: That was managed by the Registrar's office. Well, we had reps from each of the, at least, the Stockton units and students could petition, if they wanted to explain why they were petitioning to drop a semester or a longer period, if there were reasons why or if something happened. Or they would petition to drop a class late after the drop date. And so students could submit their petition to the Registrar's office, and then our committee had to review them. The committee would review the petitions, discuss the situations, and vote on them and so I represented education. I did that for several years. Anyway, I was on quite a few committees, but I think I was on Academic Council maybe three times before I retired.

Meyer: We selected a good representative. One of the questions on here asks you about your perception of how things have changed. How perhaps students have changed. You feel like they have, whether the administration is? The evolution of the university, like we're moving up? Or do you feel like we're just on the brink of a financial [disaster]? What do you feel about your relationship with whether the faculty are different these years? Or what about those different groups?

Draheim: Yeah, well, I don't know that I have a good idea of what the current situation for faculty is now; I mean, I attend the meetings but otherwise I don't have a lot of contact with current faculty.

Meyer: And when did you retire?

Draheim: I retired after completing Fall Semester, 2018, so in a couple of weeks it would have been 5 years now. Yeah, so I don't know a lot about current matters, and, of course, there was the pandemic, which had an enormous set of impacts on faculty, students, staff, and administrators, and all the people who help in offices, you know, physical plant, food services, and everything. I would say in the 1990s, in general, many positive improvements happened during that time when Don DeRosa was president and Phil Gilbertson was provost. There were many concerns because, you know, the salaries of faculty were relatively low, and so the financial situation for the university apparently was better during President DeRosa's presidency. There was a conscientious effort to find out what average salaries were by specializations and by unit comparisons with faculty people in peer national colleges and universities by the ranks for professors. The review was based on how did salaries compare to a national, peer group salary and to try to raise our salaries. I think that helped the university and probably helped morale for faculty during the De Rosa and Gilbertson years.

Also, I've always said I have such positive feelings about the university through my Commission on Teacher Credentialing contacts. I recall at that time during the 1990s, the 2000s, and currently, the University of the Pacific and our teacher preparation and professional programs were very well thought of at the state level. We did national accreditation until recent years. I always experienced positive comments from staff at the Commission on Teacher Credentialing, at Commission meetings, and at state conferences when I would talk with people. I got to know a lot of people during that time I was on the faculty, and we always had other people who thought highly of us. And if there were problems that surfaced, the Commission staff members were helpful in problem solving and they trusted that we could work together to try to solve the problem. We needed to trust each other, I guess, you could say. And I'm kind of wandering a bit right now.

Meyer: One thing that brought the question to mind other than it was here was when you were talking about working at, first 4 years in the academic skills program. And you mentioned folks there needing that kind of help particularly, and the sciences and so forth and so on. Do you think that? And is still less like here, there's some kind of a study help program here. Did you notice in your years, whether students became more mature or less dependent on help or whatever?

Draheim: I guess I would say when I was in that position for four years; I know you asked me a question about the student body and at that time between 1986 and 1990, several students who were in the classes I taught were from families from Southeast Asian countries. They were Vietnamese, Cambodian, Hmong, Khmu, and Laotian. And they were embarking on science, engineering and business majors and they were very eager to learn. I really enjoyed having them in the classes, and many of them had wonderful senses of humor. I mean, they were fun to work with, I felt, because they wanted to learn things, and they also had a cheerful attitude about it, I found, and so I enjoyed them and their spirit. I also had several first generation students in my classes from all backgrounds, eager to succeed.

I moved into the Curriculum and Instruction and teacher education. We had large numbers of students and many women in multiple subjects and several men in single subject fields. And, overtime, by the 1990s and during the 2000s we had many students who were Latina/o from Mexico and El Salvador and from Pakistan, India, and the Philippines, China and Southeast Asian countries in our program.

And then beginning Fall 2005 for a ten-year period, our dean was Lynn Beck, and she was encouraging us to think of new programs and sources where we could get students from different markets. So the County Office of Education staff approached us because they had a grant called a "Paraprofessional Training Grant." The County Office had a staff member dedicated to going to school districts and meeting with the teachers' aides to see who would like to eventually earn a bachelor's degree and become a teacher. And so the people from the County Office talked to Lynn Beck about if we would like to help too, because they had involved Cal State, Stanislaus and wanted to reach out to us. So we did it. And that's how we got started with an evening degree program. One of our staff members helped to review potential students to start; I was on sabbatical one semester and then I came back I took on that project and so beginning of Fall 2006, we started an evening degree program, Ed Pro2, where we met twice a week, Tuesday and Thursday nights year around, for our courses to finish a BA in Liberal Studies. Students had to transfer in at least 64 credits or so and try to get the required transfer courses for the major done at the community college. And then at night we offered the remaining classes, during an 18-month period and then they could finish a bachelor's degree. They were reentry adults, 24 years or older. At first, most all were paraprofessionals or teacher's aides in elementary, middle or high school classrooms, special education settings, and some were bilingual language paraprofessionals, some in Spanish, and one in Urdu or Pashtu. Students were diverse in their backgrounds. And then Dr. Harriett Arnold in my department was highly interested in helping people in the early childhood education preschool fields to earn a BA so she cultivated working relationships with the early childhood faculty at Delta College and Modesto JC. She worked with Head Start and First Five staff, too, at the County Office. So, we started having the paraprofessionals and the preschool teachers in the Ed Pro2 program together, and that was a really fun program. It was very multicultural with men and women, mostly women, but we did have men paraprofessionals in the group, too. Quite a few went on into special education fields and credentials. The Ed Pro 2 program was helped by the training grant from the County Office, because it gave the students some scholarship money, textbook money--that kind of thing. Dr. Arnold helped with finding early childhood sources, too. Her work and commitment to students was

invaluable. So that program was fun and focused on a different group of students, reentry adults, I would say.

Meyer: Would you know say, would you think that what you're talking about now with the programs to help the paraprofessionals move forward and your work with the county office of education. Do you think we're moving into that? With regard to the preparation of teachers, there seems to be right now a transitional time, at least in my perception. We don't want standards to go down. We want standards to go up. Do you see where we're going in teacher education? Do you see in your own minds eye where we're going maybe?

Draheim: Well, nationally there's been, I think, I'm not an expert on this over the last five years. But in general, over the last 10 years there's been a shift away from colleges of education, doing a lot of the preparation of teachers, to other groups doing it, and that's happened here, too. Around 1997, California allowed non higher education entities to enter into the teacher preparation, teacher education business. So the local County Office of Education got very involved in teacher preparation and intern programs. And so they were very successful in building up their clientele with the school districts' hiring offices and also having ways of funding people who wanted to do it that way. It was easy to direct people that way, but we still had a pretty healthy number of people who did our masters and credentials and wanted to be an intern. So before I retired we always had a set of people who wanted to be at University of the Pacific and get their masters and their teaching credential, and be an intern or student teach. But it was very difficult, in some ways, to compete with the county office because their programs really grew and we had a lot of our doctoral graduates who worked there and are really fine people. So, you know, they accomplished a great deal there. And then I recall for Cal State, Stanislaus, well, after 2008, when the state economy, or the world economy, was in bad shape, we had more transfer students because of less funding for the CSU system. But then, as the economy got better and the CSU's got refunded again and Cal State, Stanislaus renewed their campus here in Stockton, we started losing transfer students, I think, because of the cost to go here. But anyway, getting back to, nationally, there's been this trend that, right now, it's, in general, alarming. A number of people are not choosing to go into teaching nationwide and also schools of education enrollments are way down. Alternative routes, especially for older adult people who are changing careers, have been stronger in enrollments. And that could be a good thing, I suppose, having people changing careers going into teaching. But...

Meyer: Speak up, speak up.

Draheim: Yes, it could be that people changing careers are a good set of people to encourage into teaching careers. I understand currently our own Benerd College has really good enrollments in their masters degree and intern programs. I've heard that their enrollment is strong, and especially strong in special education. The college has a strong special education masters degree program.

Meyer: That wasn't there.

Draheim: There was a period of time in when Lynn Beck was Dean we really had an upsurge in people in special education and we had two experienced K-12 faculty and administrators, Michael Elum and Christina Rusk, who were strong and knowledgeable. In general, currently I don't know the people who

are teaching special education, now, for Benerd College since they were hired after I retired. But I understand that the enrollments are very strong for masters and credential programs.

Meyer: Yeah, we've been here quite a while now. Is there anything when you were looking over the questions, or when you thought of joining me today, was there anything else you could think of that you thought you wanted to be sure and cover/ Or do you think we've done a pretty good job here?

Draheim: Yes, well, I'll just add, I've mentioned them, but I think there were some people who were really helpful in the school of education during the time they were here. Fay Haisley was a strong dean and really interested in teacher education. And the doctoral program was something important to her. I benefitted from all my colleagues in my department and school, especially Bob Oprandy, Tom Nelson, Dennis Brennan, Linda Webster, Rachelle Hackett, and Lynn Beck.

During Lynn Beck's deanship, a lot of us were trying to find groups to collaborate with. There was a program our school had a contract with-- Shanghai Normal University, Tianhua College. And it was a private college affiliated with a national university in Shanghai; I don't know how all this came about. I recall that President Eibeck, other university administrators, and Lynn Beck went to China to meet potential collaborators. The man who was dean of the graduate school, then, Jin Gong, was from Shanghai. Somehow this contact with Tianhua College occurred and eventually it led to a contract with that college to have 35 of their faculty earn the Doctor of Education degree. And so that was started in 2010 or 2011 with, at first, courses on, well, Zoom wasn't here yet, but I think Skype was used. Anyway, there were some Internet courses at first and then we sent faculty to Shanghai in the summer to teach doctoral classes. The summer classes were presented in very concentrated four or five week periods. Then the group was divided into three groups and we'd have one group that was here for a year residency, so there were about 12 to 15 people here for a year. And they arrived just before summer session 3 on campus, and so during summer 3, they took a statistics class. They had classes in the fall, spring and then summer sessions, and so one group would be here and then the next group of 12 or more would come, and then at the end, I think there were maybe 9 or 10 in the last group and one woman who had come by herself. Anyway, that program was exciting. The thirty-five faculty were from different fields; some of them were in early childhood education, a few in music education, and English as a Foreign language faculty. Other big areas were in the fields of hospitality management as well as pedagogy, psychology/counseling, and educational administration. They were a wonderful group to work with because they all had masters degrees already. Some had studied in the United States previously, Great Britain, Australia, or China, and all of them were quite good with English. And so before they would finish their year residency, most of them were focused on their dissertation topic. I taught a course in the doctoral research sequence of helping them with their literature review processes related to their dissertation topic. Our American students were also in the course. And I taught that class and they were a really interesting group. From what I understand, they had nine years from beginning to end. The last group defended their dissertations just in time. So I gather 30 finished. So that was a good record; that was great. Also, we had from Tianhua College some masters degree students too, who came over here to Stockton, too, for a MA program. So that relationship had interesting programs.

Meyer: I think I know about that, I interviewed Lynn Beck and she talked of a number of projects that she was very proud of. So this was one of them.

Draheim: Yes, I'm sure it was. I know she was active with the master's program with the dentistry school as well too.

Meyer: Oh, is that right?

Draheim: I think so and occasionally we'd have a few of the international dental students from Dugoni who would do a master's degree in education and a doctoral degree. After I retired at the end of fall 2018, I still had 8-9 dissertation committees I was serving on, and one master's thesis for a woman who is a dentist from Saudi Arabia. Dr. Rochelle Hackett and I served as her committee cause she was doing a study that involved statistical work. I agreed to help when she and Dr. Hackett asked me. So that was fun to help her to finish her master's degree.

Meyer: Well, listen Marilyn I really enjoyed this. Did you realize you just did all what you just talked about?

Draheim: Well, I knew there was a lot I've done over time. So, but I felt good sharing it with you.

Meyer: This is a lot.

Draheim: Yeah.

Meyer: Many of the interviews don't have this much information about which there is not much information

Draheim: Yes, there were a lot of projects we were doing in the school that maybe a lot of people weren't aware of. But, you know, there were some real benefits to them. Sometimes there were some problems that evolved and had to be solved, but on the other hand, I think we're always thinking of things: What can we do?