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INTERVIEWEE: RITA PETERSON, Director
Program in Teacher Education

INTERVIEWER: Samuel C. McCulloch
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UC Historian

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SM: Rita, it's very nice to have you here. This is Professor Rita Peterson, Director of our Program in Teacher Education, March 13, 1989. That'll do. Now, I've got here my first question, Rita. What did you know about our Program in Teacher Education before you were approached for the position of Director?

RP: Sam, I read the position announcement when I was at the National Science Foundation and it looked like a very interesting position. I had spent eight years prior to going to NSF involved in teacher preparation, and the emphasis here at Irvine on credentialing was something that really appealed to me. It looked like the campus was very committed to the preparation of teachers. And the other thing that the position description didn't show, but which came out in the interviews, when I was being considered as a candidate, was that the campus was really looking for someone who had an interest in building bridges between education and the other academic units. And that was very much a part of my reason for going to the National Science Foundation in the first place. And so, when I came here and found that many faculty in a number of academic units were genuinely interested in K-12 education and the preparation

of teachers, it was a . . . it was just a very appealing aspect of the position.

SM: Yes, well, thank you, Rita. That's very much so that we stressed and when I was chairman of the search committee to pick a Director of Teacher Education and when Ken Bailey's name came on the list, among others, it was just . . . it was the . . . We were looking for the relationship and connections between the various departments. He's very good at that and, as a high school teacher, he's remarkable in knowing different universities and what they had to offer and so on. So, we asked him when he came . . . if he should come here, could he see to it that as much work was done between his people and our separate departments and disciplines. And that's what made us really quite unique. When you came for your interview, can you recall anything that came out of it? This is not . . . I didn't put this in. I asked you what you liked to do after you got appointed, but some things must have come out in the interview other than what you mentioned. The one about you had to relate to . . . they wanted you to relate to the various disciplines.

RP: Well, I think the striking thing to me was that every person, I think, on the interview committee wanted to make sure that I understood that the university was not interested in advanced degrees in education. Apparently, they had a strong concern about a negative reaction to

schools of education, as they understood them in the traditional concept, and they wanted to make sure that whoever was coming here to serve as Director would not be coming under false flags and really hoping to turn what was a very fine set of programs here into something other than what they envisioned it would be.

SM: That's very interesting, Rita. Now I have here as my question two, did you envision many changes after you were appointed? In other words, I was much impressed myself, since I had been on the committee to . . . of various people in various disciplines to be advisory to the teacher education. And Dr. Bailey had set us all up with meetings about once a year or oftener, but what . . . But everything was going pretty smoothly and you made a marvelous impression on just being able to win over all the people in your program and elsewhere. Now, did you at the same time envision changes?

RP: No. In fact, what attracted me to the program in the first place, in fact, was borne out when I arrived. I found a very dedicated campus to teacher education and a very dedicated teacher education faculty to the preparation of teachers and we also prepared administrators. And I think it was, if anything, it was even better than I had imagined, in the sense that everyone was very proud of the program. There was a great deal of cooperation and it didn't occur to

me that there would be any reason to change a hair on the baby's head.

The first month that I was there, I know that a number of people came in and wanted to make sure that I wasn't going to make any changes; and, quite sincerely, I reflected that I would certainly not wish to do that, that things looked like they could not be improved upon. And it was a program that I was very proud to be associated with and still am. And I think though, by your question, you also imply that after I was appointed that there may have been changes that actually did seem to be warranted as time went on. I don't know if that's a part of the question or not, but one of the things that occurred in 1983 and 1984 was the very beginnings of the national reform that's now in full swing, reforming education. And, as that began to emerge . . .

And for me in my career, that's the second time there's been a major educational reform. I was a part of the one during the Sputnik period when I was getting my Ph.D. at Berkeley. And so what was happening was that our campus and other campuses were beginning to be . . . beginning to feel the excitement that comes when there is a readiness on the part of not only the profession but the public and the total academic unit, the budget office, the governmental offices, and the public at large. A dissatisfaction with what is, and a desire to dream and to make things better, and a

willingness to commit resources to make real improvements in education. The profession as well as the public . . . I mean, both of these were . . . saw the shortcomings of public education with its levels of funding and with all of the various aspects that people were unhappy about. And, so, as that began to make itself . . . As the reform began to gather momentum and make itself felt, it certainly affected our office as it did every similar unit in higher education.

And, so, the first changes then that I brought about, which were in reaction to that, were . . . The first change was an attempt to respond to the government agencies that were providing money in the form of grants for stipends for teachers out in the public schools to come back to campus and . . . like the Summer Institute, like the writing project, on and on. And, so, I saw this as a way for teacher education to, on the one hand, dignify the responsibility of teachers coming back for additional training and, at the same time, linking with other academic units, which was a part of my mission--my assignment. And so we wrote the first proposal, a half million dollar grant with Mare Taagepera in Chemistry and Mike Fried in Mathematics. That was funded to bring teachers back to the Summer Institute that Mare had already established. And we wrote similar proposals in other fields to provide stipends, so that change . . .

SM: Did you say Murray?

RP: Mare. Mare Taagepera.

SM: Mare.

RP: Yes. That change of bringing funding onto campus and more heavily involving ourselves in interdepartmental affairs, building programs for teachers, working with other academic units, may have been a little bit bumpy for people in our program who had always taken pride in providing all of the service in the traditional way. I don't have any reason to think that was the case, but, in hindsight as you look back, you say, "Well, gee, all of a sudden, here are grants and people are very excited about faculty over in Chemistry and Mathematics and other units working with us, building programs in extension, and why aren't we a part of that?" So, that change is one that I tried to open up so that all of our faculty could participate in the development of these proposals and grants if they wanted.

And today, now, we have a great deal of our own faculty involvement in those, but . . . so, it's been a change that certainly I didn't anticipate. No one predicted the reform and it was one of those things that looked to me like it really was responsible of us to act in that way. I think there were two other changes that I saw coming about as needs. I saw my role as one of listening to the community that surrounds the university, listening to the faculty in Teacher Education, and listening to faculty across campus,

and trying to determine at each point whether or not there was feedback that suggested we ought to be doing something other than what we were.

And in 1984, I think, the campus had been quite concerned about the undergraduate preparation . . . the preparation of entering freshmen. And they had asked that faculty campus-wide be involved in improving the preparedness of high school students who were going to be entering freshmen here or elsewhere. And, so, the notion of something called Project Radius was created and Bill Lillyman and Carl Hartman asked me to chair a committee to try to articulate what that kind of curricular outreach from our campus-wide faculty to the public school might look like. And we thought and talked about it for a year and came up with a plan (when then) an entity was created called Project Radius, and that was assigned to Teacher Education for administration. And I think today the faculty in Teacher Education take real pride in Radius because it does a lot of things that bring attention to the Office of Teacher Education. In the early days, when Radius first moved in as an office into our space . . .

SM: When was that?

RP: In 1984. It was taking over space that . . . it made us all a little bit cozier. We all had to squeeze into a smaller amount of space and it was, again, something that was different from what we had done in the past. And I think a

number of faculty saw the wisdom of our participating in that because we were the primary faculty on our campus to be out in the schools and it made good sense for our faculty then to be aware of what other faculty throughout the campus were doing in the public schools. And to have that project housed in Teacher Education made good sense to a number of faculty.

SM: I'm just fascinated about this and I wonder maybe you'd like to go further about what it achieved. You say it was set up in 1984. Here it is 1989. What did it achieve?

RP: The beauty of the way Radius works is that faculty in their academic units take the initiative in whatever form they want, to work with teachers or administrators or both out in the public schools. An example is Richard Regosin's work in the public schools. He started that project himself and he has autonomy over it. But the way that Radius relates to Regosin's project is that it communicates to our faculty and to all other faculty on campus the nature of Regosin's project with the public schools, the nature of Mare Taagepera's Summer Institute, and other activities with the schools.

SM: Is the English program that you have in the summers (inaudible) like this?

RP: Yes, the writing project and then also the masters degree that . . . that's a slightly different kind of thing--the new masters degree--that Myron Simon coordinates for the

English Department. But essentially, what has happened is that we, through creating a Radius newsletter and also sponsoring a number of one-day conferences through the year which are initiated at the request of public school teachers and administrators who say, "Gee, we need to know what the university is doing in this field or that field." So, we sponsor those and involve faculty as much as our own faculty represent the areas where the public schools have a need. But sometimes we go outside. I don't run this program. Dr. Carol Olsen does, but she frequently will bring in speakers from the East coast or the Midwest or wherever, the kind of expertise that satisfies the need that's been identified by the teachers.

SM: She is on your faculty, though, isn't she?

RP: Carol Olsen is, yes, on our faculty. The Project Radius has now had in a way a child and the name of the child is the Partnership Network. And it's conceivable to me that the Partnership Network may actually replace Project Radius or it may . . . (clears throat) Excuse me.

SM: Do you want to go get some water?

RP: Yes.

(Tape is turned off)

At least the child may get larger than the parent. And that is that the Partnership Network was started at the initiation of the schools who found Radius very, very worthwhile and wanted more and more participation and

collaboration with UCI. And they had an idea that if they contributed some money, a small amount of money on an annual basis, that we might ^{be}able to provide for them a whole series of services that currently were not available. ?

They had in mind the model that used to exist at UCLA that John Goodlad started, called The Partnership. Some people who used to be in that partnership had come to Chancellor Peltason and suggested that UCI might really help the community a great deal if they started such a partnership. So, Jack asked me to introduce these individuals from the UCLA area to the Committee on Community Education and discuss the idea that they had and the need that they saw. And, to make a long story short, that committee then recommended that Project Radius undertake the process of developing . . . exploring the need for and developing a partnership network.

SM: Yes. Well, Rita, who funds Project Radius and do they have an office? Where they come from, Washington? Who funded them?

RP: The Office of Academic Affairs provided resources for the salaries of a part-time coordinator.

SM: (inaudible)

RP: Yes, now Bill Lillyman and Carl Hartman suggested that.

SM: I see, okay.

RP: And all of the rest of the staff that are necessary to run that, for the most part, are supported on soft money, the

grants that we bring in. The Partnership Network operates very much the same way. Each school district contributes \$1,000, I think it is, a year, and the membership includes, I think, twenty-four entities, most of them school districts but also many of the community colleges and Cal State Fullerton. And we serve as the coordinating body for the Partnership Network and the program itself then is developed by the members who are working through five sub-committees having to do with research in education, having to do with teacher preparation, one has to do with technology in education, and so on. And these five sub-committees then have representatives from every one of the member institutions and they . . .

SM: How many member institutions?

RP: I think there are twenty-three or twenty . . . we have twenty-four now. We had a new one join, Orange Unified joined about two weeks ago, and so . . .

SM: Orange Unified?

RP: Yes. So, most of the school districts that are in southern Orange County, districts that we collaborate with on an ongoing basis in a lot of ways, belong, and then the various community colleges that are in our service area.

SM: OCC [Orange Coast College]?

RP: Yes. I have to say I'd have to look at the membership list for the individual ones. I think that there are three or perhaps five community colleges, actually, that belong.

SM: That's very fine. I must confess to being ignorant on these two. And they're actually put together from money coming in from each . . . Say, OCC would put up \$1,000 and Orange Unified would put up \$1,000?

RP: Yes.

SM: Well, that's really very fine. Now, four, what appointments have you made during your administration? Now, I know that your faculty has increased a little. I know that your wisdom in not making any changes right away was very fine and I know appreciated by Bailey's faculty which, after all, now became your faculty. So, did you make . . . I can remember some additions you made and could you tell me a little about them?

RP: Actually, the changes in the faculty have been minimal, compared with what I think most organizations go through. The majority of our faculty were there when I came and, in fact, go back to the time when Dr. Bailey hired them. The majority of those faculty are all there. We've had very few retirements and we have had a number of part-time people, like Jeanne Egasse who was so well-loved by everyone and oversaw student teachers in Foreign Language. Part-time people who really couldn't put two part-time jobs together and live comfortably that way, some of those part-time people left and went to other institutions where there were full-time positions. When you run a credential program, one of the challenges that you have is to always have enough

part-time people so that you can supervise in the areas where people are seeking credentials. You don't have every quarter twenty people who want to get a credential in music. You'll have one . . . maybe every ten years you might have that many. But it fluctuates and the same thing is true for many of the areas where we offer credentials. And, so, people who supervise then on a part-time basis have to . . . are certainly affected by these fluctuations. And, so, where there has been turnover, it's been generated usually by people who have not been able to sustain themselves on a long-term basis in that way. So, while . . . when I came, I think the faculty--at least the 1981 catalogue listed about twenty to twenty-five faculty. I brought a copy of it with me. Some of those are Adjunct Lecturers, but our list today is not too much different from that. But the names of the people who teach part-time have changed to some extent, and I think that's . . . there is . . .

SM: May I ask you a question?

RP: Yes.

SM: Was Jean Adenika your appointment or Bailey's?

RP: Jean Adenika was here when I arrived and I think about . . . Well, nineteen of the supervisors that are still there were appointed under Dr. Bailey's administration. The one new appointment that we will have under my administration is the learning theorist that we're completing our search for this week. That's the first full-time professorial faculty

appointment in Teacher Education. As you know, the other professorial appointments are joint appointments, say, with English and Teacher Education or Linguistics and Teacher Education. And, so, with Carl Hartman's assistance and guidance a couple of years ago, we looked at what would be the most useful contribution that a person working full-time in Teacher Education might make, if that person were a professorial appointment and had responsibility for research or publications, along with teaching courses. And I felt that someone in the area of learning, because that could affect every single credential that we offer, would be the first addition that we ought to make. And, so, now I think it's three years later and we're coming down the home stretch in filling that position. But that's a different kind of a position in the sense of administration. There have . . .

An interesting comment, though, when you look staff as compared with faculty. We've made considerable headway in making staff appointments, because when I arrived in 1981, we had the equivalent of seven, seven and one-half staff members, and last spring we did an analysis, a report for the credentialing commission that looks at resources that are allocated to teacher education on the various campuses, and what we showed was that we now have the equivalent of fourteen and one-half people who are involved with various levels of staff work: personnel, typing, correspondence for

faculty, bookkeeping, and so on and so forth. Some of those people work on grants and help to administer the grants that we have, but overall the staff has increased--just about doubled--in the last eight years.

SM: That's great. Well, I'm happy to hear that, Rita, because you certainly generate a lot of work at your office and the various offices over there. Now, I'd like you to describe for me the direction the program is taking, in that I have heard of talk of a Master of Education and a Doctor of Education, which is not our intention of having it.

RP: That's right. Given that I was strongly advised not to come here hoping to start advanced degree programs, it's interesting that now eight years later there's a great deal of support on this campus. I might add there probably is a great deal of resistance as well.

SM: Yes.

RP: But there is support on this campus for advanced degrees and it came about in an interesting way and totally unexpected to me. Shortly after I arrived, I spent a fair amount of time visiting the superintendents and principals out in the public schools, just to become acquainted with the community. And we held various kinds of events on campus inviting them to come and talk about what their views of teacher preparation were and how well we were addressing the problems of teacher preparation. And, after such meetings, frequently the chief administrator would walk out to the car

in the parking lot with me and say, "You know, when is UCI going to really pay attention to what teachers need on a continuing basis?" ^{or} You know, they get their credentials there and, once that's finished, there's nothing more for them. They can't get into to the masters degree programs for English or for Physical Science or any of the other fields. Those programs are really reserved for Ph.D. candidates. And while teachers are comfortable going to Cal State Fullerton and Cal State Long Beach and Chapman to work on masters degrees, what they really want is to be able to come back to UCI where they got their credential. ^{End quote} And I heard that so many times that by 1983 I felt that it was important to communicate that to the Executive Vice Chancellor. Because in 1984 we were launching this Project Radius and we were going to be asking the schools to allow us to come to their institutions and work with the teachers to upgrade their skills. And it seemed to me that our overture of outreach to them needed to be informed from the start, that the public schools also felt that there was something the university should be giving them that they weren't presently able to have access to. So, after I told Lillyman about it, we left it at that, but a year later . . . two years later, the Graduate Council did its standard review of Teacher Education and they found that, in talking with people from the public schools, that there was just a very urgent need on the part of the public school people for

UCI to take a leadership role in providing some kind of advanced study for teachers. And it was reaching what I would call high temperature proportions. Some people use the term "orange curtain" around the university, that the professional educators didn't have access to advanced degrees, where everyone else would have if they were going on to get a Ph.D. About that time then, the Academic Senate formed a Committee on Community Education for the first time.

SM: Our Academic Senate or the (inaudible)?

RP: The UCI campus. And that committee then undertook the study of the responses, the feedback, that I was getting and others were getting. Mare Taagepera in Chemistry was getting the same kind of feedback, so was Mike Fried in Mathematics. People who were coming back for the third summer in a row, getting advanced training, and still feeling it was leading nowhere.

So, the Committee on Community Education then conducted a survey in Orange County and asked what the teachers and administrators felt were their greatest needs in the sense of advanced study opportunities. The results of that survey then were used to inform various Academic Senate committees of the perceived need by the education community. There are 15,000 teachers and administrators in Orange County, and this survey that was conducted by an outside agency that Academic Affairs contacted, showed that there was really a

substantial perceived need. And it was at that point then the decision was made to encourage the development of advanced degrees for teachers. And the English Department took the lead on that and they created a masters degree program . . .

SM: An MAT?

RP: No, it isn't an MAT. It's a standard version, I think, of their existing M.A., but it's a special section set up and scheduled in classes in ways that appeal to teachers, so it's a summer institute kind of thing. And then our office obtained a planning grant for an Ed.D. degree in conjunction with UCLA. And that degree is . . . that degree proposal is now in the process of Academic Senate review. And there may be other advanced degrees coming along after that. I don't know. We may talk about that later.

SM: Well, that is, of course, very important. I had always hoped at the beginning that our departments would have MATs and certainly have masters degrees that the student going out to teaching could come back and take in the summer and nights and what have you. It never was . . . There was thinness of resources, they always said. The History Department here has an M.A. now. It's just a terminal M.A. and it's geared, I know, for teachers. Though we did, way back in 1966 or 1967, develop an MAT and the History Department was very proud of it. And two members of the Budget Committee of the Senate came down and Sherry Roland

was one and the other was Marty Shapiro who has gone all over the place and I won't bother to fill you in there, but a very brilliant man. And they said, "Well, we don't want to approve this because it's going to take away from your Ph.D. Your's is such a good MAT," and we didn't see it. I was Dean then and Henry Cord Meyer was the Chairman and he . . . We were very annoyed and we felt that there were certain departments that were cooperating very well with the Teacher Ed Program and some were not.

And I think myself that it's important for our teachers to have an M.A. in a subject matter. If they want to get an Ed.D., well, that's, you know, in addition, but an M.A. in teaching will help them a lot in their teaching. And it seems to me that we ought to have . . . something should have been done to press our various departments into having terminal M.A.s or M.A.s for all teachers or whatever you want to call it. And I hope that it isn't too late to have this. Since I'm out of things now, as an Emeritus Professor I don't go to meetings. I've been invited to some but I decided I would not go. But I think this is very well worth pushing. So, in other words, what I'm suggesting is that the program at Irvine have the teachers get their M.A. in the subject matter area. Then, if they want to get their doctorate, to have a doctoral program with UCLA would be quite good. The Classics Department, you know, runs a

joint doctoral program with Riverside and UCLA, I think, at the moment. So, that's all very interesting.

Now, the next question is, did you have any problems with accreditation of your program? Now, I say this, Rita, because I was involved in getting together the report or looking over Ken Bailey's first report for accreditation and our subsequent ones. And what we found, we found the statewide people, particularly the Berkeley people, didn't really appreciate what we had and said, "Why don't you have an Ed.D?" and they did, a Master of Education, and were very insistent that our program wasn't really very . . . It wasn't normal. It wasn't formally correct. And we would point out, "Well, this is what we want at Irvine." Then, when it came to accreditation, of course, that's the WASC, the Western Association . . . whatever it is. And, as I remember, we got through very well, but I want to know what happened subsequently.

RP: We have . . . We just had an . . . it's not called an accreditation, but it's a formal review by the Commission on Teacher Credentialing.

SM: Oh, yes.

RP: . . . last year, and I thought it went very well over all. We currently offer nine credentials. They're really in four areas: Elementary, Secondary Education, Special Education, and Administration. And Special Ed has two credentials and Administration does, and so on. But, of the nine

credentials, seven of them passed with flying colors. Different teams came down for each one of these credentials and two of the credential programs received conditional approval. And the reasons for our conditional approval, which were subsequently re-evaluated and given full approval two months later. The reasons for that had to do, on the one hand, with the statewide challenge to prepare teachers to teach in multi-cultural and multi-lingual classrooms. Schools . . . a third grade classroom fifteen minutes north of campus has seventeen languages spoken in a single classroom. It's very difficult to know how to prepare teachers for that. It's a very different kind of teaching than we were preparing teachers for, even five years ago. And we have felt that we were taking leadership in addressing those challenges by having people like Robin Scarcella, who is responsible for the English as a Second Language . . .

SM: How do you spell Scarcella?

RP: S-C-A-R-C-E-L-L-A.

SM: And what's his first name?

RP: Robin. It's a woman.

SM: A woman.

RP: Yes, she's in charge of ESL on campus. And we've had Robin and people from the County office who are specialists in teaching in multi-lingual classrooms, people who are used to working in school districts where you have a huge percent of

immigrants new every year, have been . . . We have held workshops for ourselves and for our students to bring ourselves into the mainstream, in terms of understanding what these challenges are. But there are no real solutions yet. We're still all . . . The public schools are trying to face the challenge and universities are trying to sort through what the best strategies and what theoretical underpinnings ought to inform us about how to do this.

So, our institution, when we were up for review or accreditation last year, along with every university that was up for CTC review, got sat down, so to speak, on those two . . . the competencies that deal with that. We were recognized by CTC as being leaders, in terms of addressing the issues, but the committees that came to review us said, "You aren't doing enough." And we would be the first to admit that. We're still working on it, but the efforts that we have put forth to demonstrate a process for continuously working on the problem have convinced the Commission that we should have full approval for our program.

There were two other things that were cited in our accreditation. One of them relates back to the same kinds of things that Dr. Bailey had experienced and you referred to a moment ago, and it had to do with Irvine's version of implementing a credential program. The way that our program is structured, in terms of faculty and staff and particularly administrative structure. They wanted to see

us do exactly what the CSUs are doing and have a coordinator for every credential program and so on. And, so, we have actually on that issue, we have appointed coordinators now for the program and that represents a new financial burden for us and one that we still haven't quite resolved in terms of, you know, long term academic planning. But it's been very . . . Overall, we have received so much positive feedback from the State Commission on Teacher Credentialing. We were invited to co-sponsor a conference, for example, for other institutions to attend who are being reviewed this year. So, I think they look at us as real innovators and problem solvers and leaders. But it's the challenges that we all face, that we're still facing.

SM: Well, that's a very interesting answer and somewhat what I had anticipated. Now, the seventh question, Rita, has University-wide pressed for any changes? You've indicated, sort of indirectly from time to time, in this interview that there's certain pressures which really . . . I know when I was working with Dr. Bailey, we didn't agree at all . . .

RP: I think, if anything, the changes that have come from system-wide have been a real benefit. I don't know how it used to be in the past, but with President Gardner assuming the leadership for the university and himself being an educator with a Ph.D. from Berkeley in higher education--in fact, David and I were classmates at Berkeley at the same time.

SM: Oh, really?

RP: And Gardner's very deep commitment to education and to teacher preparation in particular . . .

SM: (inaudible)

RP: Yes, and to his . . . and to the fact that the major educational reform that is sweeping the country and will probably continue through the end of this century because there are so many complex challenges that are facing education. Because of those reasons, President Gardner appointed Jean Codarobles from the Santa Cruz campus. He's a botanist like I formerly was. And Professor Codarobles is now an Assistant Vice President under David Gardner and he has responsibility for oversight, for bringing all of the UC deans and directors together on a regular basis to look at the challenges that are facing schools of education or teacher ed or whatever the unit size is.

SM: Have you been up to these meetings?

RP: Yes, and so I serve in two kinds of committees--one are the deans and directors. I wear two hats, as you know. I'm not a dean but I'm considered a dean on matters that have to do with budgets and personnel and, as the leader of an academic unit. And I also function as a department chair would in other matters. And so, Berkeley has . . . President Gardner's office has brought together both deans and directors and then also department chairs. So, I go for both kinds of meetings. They're usually held back-to-back.

*Jean
Cota-Robles*

And I think that, as opposed to getting pressure from the system-wide level, what we find is a real ear toward listening to what the concerns are and understanding the needs. And, also, at the same time a desire to get our input on new proposed legislation in Sacramento that pertains to changes, either in credential programs, or budgeting for education, or projected enrollments, or whatever. And I think that's been viewed by all of the deans and directors and the chairs. There's a real strong kind of support that didn't exist before.

SM: That's good. Then you feel President Gardner's responsible for this, for doing all that?

RP: Yes.

SM: That's really exciting. That's very good. Now, we have lots of time and the reel can be turned over, will be turned over in a minute. But I am asking number eight, could you tell me of any unrecorded, important events? I do ask that one question of everybody because Jack Peltason said to me, "Surely, you should find something, something that hasn't been recorded," and that you'd like to see on there certainly available to the history of UCI.

RP: It's a question that perhaps we could . . . I could respond now to a bit and might even at another time add some additional information. The reason I say that will become clear in a moment.

I think that the . . . from the standpoint of important events that have affected Teacher Education in the eight years that I've been here, the first one which was an unrecorded event was a change the first years^e that I was here--a change of the status of our students from graduate students to a designation "limited status." That was a decision made in Academic Affairs to deal with a need to reduce the number of graduate students, or rather to better account for the number of graduate students. And it was felt that Teacher Ed candidates who were in a one-year program and occupying graduate status really prevented others who might be in Ph.D. programs from becoming graduate students. And so it was an effort to clarify the nature of one's status. ✓

(End side 1)

SM: Now, we'll continue this important last question.

RP: We were talking about the designation of the Teacher Education students as "limited status." You know, eight years ago (inaudible section of tape) their credential candidates as one of their status. That change was made, I think, a year and one-half ago, it was suggested that it become system-wide.

SM: We'll start again, Rita, and you can just say what you did before.

RP: So, today, "limited status" is a designation for credential candidates throughout the UC system. But eight years ago

when that was first suggested on our campus, and we were the first campus to be guided toward that change, it came as a great surprise and shock to the faculty and it created a great deal of anxiety on the part of the faculty, thinking that this was a lack of support, that it was almost . . .

SM: (inaudible)

RP: Yes, it was . . . In Teacher Education, it was almost like being put on probation. You had been graduates . . . had your students as graduates before, and now they were being called "limited status," and so there was a great deal of effort on the part of the Office of Academic Affairs to minimize that impact and to assure the faculty that this was not viewed as a lack of confidence in the program itself. But the aftermath, the effects of that persisted for three and four years. That is to say, that when we sat down as a faculty each spring and laid out our goals for the next year in a retreat situation, that almost always was named as the very first objective for the next year, was to have our graduate status returned. So, it was a kind of a measure of the real hurt that the faculty felt by that. And I think today, because it's system-wide, the faculty don't mention it anymore, but it was certainly . . . I don't know if it was an unrecorded event, but it was very important in the sense of the faculty morale in those early years.

A much more positive example that I could give, an event that really is not recorded in any special way, has to

do with the Reading and Neurolingusitic Clinic that we established three years ago. Faculty from the Medical School approached me and asked me and asked if we would work with them in establishing a clinic of some kind that would deal with the language, the neural basis of language difficulties. And, at the same time, I had been thinking about starting a reading clinic because a friend of mine at Harvard, Jean Scholl, runs such a clinic and does marvelous kinds of research there.

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SM: (inaudible)

RP: Yes, and I thought that would be a fine service for Teacher Education to offer, a kind of diagnosis and treatment for children in the public schools whose parents feel they need something special besides what's happening in school. And, so, the juxtaposition of these two ideas, the Medical School's desire to start a clinic with us dealing with language and my own thoughts about a reading clinic, they tend to be--on campuses that have them--the next to the most popular thing to a football team. (laughter) They generate a great deal of public good will and support and publicity. And, so, we put together a proposal, with the assistance of Ann Kaganoff, who had moved to our area from Santa Barbara and who had been an assistant in the reading clinic there. And so, thanks to Ann and, of course, Kurt Sandman and Jim O'Halloran in the Medical School, and others, we put

Curt

together a proposal and received support to appoint Ann Kaganoff to coordinate this.

SM: How do you spell Kaganoff?

RP: K-A-G-A-N-O-F-F.

SM: Ann, was that?

RP: Ann, yes.

SM: A-N-N-E?

RP: A-N-N. She's on our faculty and the clinic today provides a marvelous service for the public. And our long-term vision for the clinic is that it will develop two more aspects of service to the one that it provides now. The logo is a triangle, and across the bottom it says, "Research," and up one side it says, "Community Service," and across the other side of the triangle, "Teaching." And, I mean, I know that's the university's mission, but it turns out that the clinic uses that and we have not yet fully explored the teaching part. We hope to have our classes for credential candidates learn about the teaching of reading through the clinic, but we don't have space on campus for the clinic and, so, it operates in a public school when the school lets out at 3:30.

SM: Oh, for heaven's sakes.

RP: We're over at Rancho San Joaquin which is an intermediate school here in Irvine. And when we do have space, then we will be able to link the clinic with our reading methods courses and have just a superior kind of experience for our

candidates. And we do the community service side of the triangle already and that even has come to the attention of the Regents.

SM: Will they build you a building also?

RP: We've not been successful so far in getting space, but let me say that I'm an eternal optimist and I do believe that we will be able to make the case clear, and ultimately there will be space on this campus for the clinic. I'm hoping when I complete my assignment as Director this year to be able to contribute to the clinic in the sense of research also, so that we can get a research base started. And the new learning theorist that will be coming, we hope, will be able to contribute to that as well, because we think that there are a number of problems we're seeing in the clinic now which go beyond what we know about teaching reading. I mentioned a minute ago seventeen languages spoken in a typical elementary school classroom near here. When you're teaching reading and preparing teachers to teach reading, it's a whole different ball game and we need to do some research and find out how to better prepare teachers for that. It's one example of the kind of research that might be done at the clinic, so it's . . .

There are others, other unreported important events, I think, but many of them have come up in the course of the conversation we've had already through other questions: the kinds of changes that have been brought about by the

educational reform itself, and the fact that we now have about \$3 million in grants for stipends for teachers to come back and get additional assistance and education, and the fact that we have . . . we are now considering advanced degrees for teachers and administrators. And the fact that we have a major outreach to the public schools now that seems to be highly satisfying to the districts themselves, I think those are . . . I don't know how well-documented they are, except through internal correspondence, but all of those are representative, I think, of UCI's response to changes in the environment, social changes, the educational context of education.

SM: Well, in actual fact, Jack was thinking of literally unrecorded. In other words, these . . . what you've told me, emphasize certain very important things that have happened that have essentially been overlooked, or not recognized enough or not recorded enough. But he was thinking, will the historian of UCI find something that really has just not appeared anywhere. But I haven't been picking up much, by the way.

Well, now, this has been a very fine interview, Rita, and I'd like, however, to finish up by asking what about your plans? What are you going to do? We're all sorry on our side here that you're giving up the Directorship. You've got a very fine reputation among our subject matter faculty and we . . . I know I for one hoped that you'd go on

a little longer, but you have made your decision and so on. What plans are ahead for you personally?

RP: First, there was a push-pull in terms of my making a decision to request to go back to teaching and to research. During periods of major change, such as the reform in education that we're having now of national proportions, it's a very, very exciting and demanding challenge. I work . . . I'm sure most administrators on campus work as much as I do, but I work eighty hours a week and I have been doing that for three years. And we now are in a position where I can no longer with eighty hours keep on top of all of the things that come in that require a director's attention or an assistant director's attention. And it's a very exciting kind of occurrence for any discipline to be in the midst of a major reformation and, in a way, I'm quite disappointed that I don't have the energy to continue at that pace. But I realize that I can't continue to work at that pace. I think that it's very much like, you know these flocks of geese and ducks that fly overhead and always in a V-formation--I don't know if you know this, but as a biologist I know that they take turns being the leader, the person at the head of the V. And they peel off and each . . . and there are certain individuals that assume that role and then they move back one spot and someone else comes up.

And that's a good analogue. I have given all of my energies to the directorship for eight years, and as the reform has taken more and more attention, in a most positive way, it has required more and more of me and others in the organization and I need a rest. And I think that because we have a new Executive Vice Chancellor, Chang-Lin Tien, this is an ideal time, if someone else is going to come in and help carry on, for that person to really work with Tien. I regret that I won't be, except that I'm sure I will be indirectly, and find that enjoyable. But I do need to give myself a chance to rest and someone else to have an opportunity to lead as well. And that's the push part. And the pull part is that when I was in Washington, D.C. with the National Science Foundation before I came here, one of the major research breakthroughs that was occurring was the attempt . . . the recognition by people who do research in neuroscience, people who do research in cognitive science, and people who do research in education: the recognition on those three constituencies' parts that those three fields ultimately would come together in some way to address the problems of public schools, learning in public schools, human development. And so, when I was in Washington I, representing the National Science Foundation, worked with colleagues at the Sloan Foundation. Ken ^(K)Livingston who was in the area of neuroscience and with colleagues at the

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National Institute of Education, ~~Sarah~~ Friedman and Susan *Sarah*
✓ Chipman, we put together . . .

Chipman We pooled money from each of these three agencies and brought together people from neuroscience, cognitive science, and education and began to look at what the middle ground between those three points on a triangle might be and what would have to happen in the way of new research in order for those three fields to be able to talk to one another and to contribute to improving public school education, public and private. And those meetings that we held in Washington led to the creation of new publications, one that I had something to do with of the same nature, and others, and that field now--it doesn't even have a name. Columbia University is thinking to call it pedagogical neuroscience and offer a Ph.D. in that field. Other institutions are thinking of calling it other things, but it's a . . . whether it becomes an academic discipline, just as biochemistry became a discipline when I was a biologist in the sixties and early seventies, or not, I don't know. But what we do know is that there's a real readiness on the part of people who do research in neuroscience and cognitive science to talk with, in layman's language, to educators and to find out what are the perennial, unsolved problems that classroom teachers face. The barriers that seem to prevent kids from learning something, the fact that you can have taught something

twenty different times and certain kids still don't get it, or that you have taught it and everyone has learned it by the fifth grade and, by the eighth grade they've all forgotten it.

Those kinds of questions that suggest an amnesia or a barrier to learning, and lots of other questions like that, suggest maybe biological developmental levels or whatever and I'm anxious to be a part of the research that begins to formulate those questions in ways that can tap the resources of cognitive and neuroscientists. Our campus is extraordinary among campuses in the number of internationally preeminent faculty members, like Jim McGaugh in Psychobiology and Gary Lynch, people in Cognitive Science and in the Medical School. We've just hired Jean-Claude Falmagne in Cognitive Science and Duncan Luce . . .

SM: How do you spell that name?

RP: J-E-A-N, hyphen, C-L-A-U-D-E, and Falmagne is F-A-L-M-A-G-N-E.

SM: (inaudible)

RP: Yes. Jean-Claude is from NYU and is internationally known as a cognitive scientist and Duncan Luce is the other person who is the . . .

SM: L-U-C-E?

RP: L-U-C-E, yes, who also is an internationally famous cognitive scientist, along with Louis Nerrins in Cognitive Science and others who are quite receptive to the notion of

Narens

talking with faculty in Teacher Education about the kinds of challenges that public school teachers face and trying to understand what the various bases for those might be. So that you could use an analogue that public schools might drive research in neuroscience and cognitive science the way that illnesses in hospitals drive medical research, that you look at the unsolved diseases or health problems or whatever in hospitals and that becomes the substance that people in medical research focus on. And it's not that we're saying there is that much wrong with the public schools but, to the extent that these various disciplines can help us understand better, that's the essence of what we're trying to do. And I don't know how it will work but I have been meeting with faculty from Neuroscience and Cognitive Science throughout the last four or five years and do find a great deal of readiness and interest on their parts to begin such a dialogue or to continue it. And so, that's what I'll be doing, along with, I should finish and say teaching in the credential program which, of course, has always been my first love.

SM: Is Ricardo Miledi, he's in Psychobiology. Is he anyone doing research along . . . I don't know. He just came a year ago?

RP: Yes, I don't know Ricardo. Most of my conversations have been with Jim McGaugh and with Gary Lynch and also with ^C~~K~~urt Sandman in the Medical School who looks at various



neurological responses. We're hoping to launch this spring the first full-blown series of ~~E~~ducators ~~R~~esearch ~~F~~orums in ✓ which various faculty members will talk about their research as it relates . . . as they think it might relate to public school teaching, and I'm not saying that right. What I've done is ask Jim McGaugh and Jean-Claude Falmagne to talk about their research with a group of teachers who might ask questions, and, then through that kind of dialogue, begin to see whether or not there are implications for the research they do for classroom teachers. So, this is sort of a first step in the exploration.

SM: That's very exciting. You've got a very exciting future. I'm very happy you're going to stay here and be a part of our faculty and this is good news. And what you're doing, that really is exciting. Jim McGaugh hopes to make some very fine achievements in memory and improving memory, and I tell him you better hurry up or mine's going to go. But he says, "Well, give me ten years," and I'm afraid it will be gone by then. But thank you very much, Rita, this has been a very, very nice and I think a very productive interview. And what will happen now is that the tape will be sent over to Cal State, it will come back, I'll correct it. Then you'll have to correct some of the names, I'm sure, and then it'll go back for final typing and it will then . . . One copy goes to the archives immediately because I might drop dead, you know, any day now. So, I

have that and then I keep one copy for my history of UCI.
Thank you very much.

END OF INTERVIEW