

TRANSCRIPTION RE:

**CSUMB Founding Faculty
Oral History Project 1995-98
Rina Benmayor, Project Director**

**Interview with Betty McEady, Professor Emerita
Center for Liberal Studies and Education
Teacher Education
College of Professional Studies**

**Interviewer, Rina Benmayor, Professor Emerita
School of Humanities and Communication, College of Arts,
Humanities, and Social Sciences**

Transcribed by:

**Carol Roberts
carris.roberts@gmail.com**

Narrator: Betty McEady

Interviewer: Rina Benmayor

1 **Benmayor:** Today is October 22, 2019. I am Rina Benmayor and I am interviewing Betty McEady
2 for the CSUMB Founding Faculty Oral History Project. Betty, do we have your permission to record this
3 interview in audio and video?

4 **McEady:** Yes. Thank you.

5 **Benmayor:** Okay, great. Okay, can we start by you stating your name and when you came to
6 CSUMB and when you left and what your position was?

7 **McEady:** Okay. My name as Betty McEady and I was there in 1995 and retired in 2007. But there
8 is no way that many of us at CSU Monterey Bay in 1995 through at least 2005 could state what their
9 *position* was – so it's *positions*.

10 **Benmayor:** [Chuckles] Okay. What were you hired to do?

11 **McEady:** [Chuckles] Oh, okay. I was hired to help develop the Teacher Education Program and to
12 primarily develop the Liberal Studies Program for state certification. Secondly, once I got there for the
13 interview I was also hired to help with developing the First Year Experience course called Pro Seminar.

14 **Benmayor:** Yup. I remember that. So Betty, let me take you back to the very first time you heard
15 about this University starting up. Where were you? How did you find out about it? And what attracted you
16 to apply for a position here?

17 **McEady:** When I heard about Monterey Bay I was actually at Sac State or CSU Sacramento. The
18 older I am the more I say Sac State and San Francisco State. I actually was at San Francisco State first and
19 then transferred to Sac State. I was a part of a group of faculty with Teacher Ed. But also there were a
20 group of multicultural faculty who wanted to start their own department. Some of the faculty in the

21 traditional Teacher Ed program were saying, “Oh, no, no, no. Don’t do that. Don’t do that, don’t break
22 away, that’s a terrible thing to do.” Of course, I didn’t see that at all and I certainly wanted to have
23 relationships with the Multicultural Department if we could make it a department. At the time it was a
24 program. So there I was at Sac State in this dilemma, wanting to be both a part of the traditional Education
25 Department because that’s where tenure is granted, in departments. Tenure is not granted in programs.
26 Many of the traditional faculty were secretly encouraging me to stay away from that faculty. And so far, I
27 decided that I really wanted to join them. Fortunately a little angel somewhere came and asked if I would
28 [3:40] serve on a hiring committee for a new dean that was coming to Sac State. That I took advantage of.
29 Along comes the angel, Diane Cordero de Noriega. In her application for dean, of course, she expressed
30 her awareness of the feud, and I called it the feud. It was not major fighting but the possibility of this
31 Multicultural Program wanting to break away from the traditional program. She said that she actually had
32 a solution. Ultimately she was hired as the Dean and gathered faculty and administrators who would be
33 willing to talk about some policies that would meet state requirements as well as University requirements at
34 Sac State and also some rules that both the multicultural faculty and traditional faculty could buy into. So
35 that’s what happened. We decided then that we would meet the state requirements for converting the
36 program into a department. There would be a Teacher Education Department. A traditional or mainstream
37 Teacher Ed., and a Multicultural Education Department. The second part I was concerned about was could
38 I join both? It was open for faculty to do that if they chose. They could either be in the mainstream Teacher
39 Ed Program or the Multicultural Education Program.

40 And it was working. There were still some hidden animosity but it was not as strong as it was
41 before the Multicultural Education Program was actually converted to departmental status. Those of us who
42 didn’t have tenure then were quite pleased because then we could apply for tenure either in the
43 Multicultural Education Department or the traditional department. So of course we were all pleased with
44 that. Then one of the Multicultural Education faculty said, “Have you heard about the new university that’s

45 opening up in Monterey, at Fort Ord?" At the time I had not. He said he was going to apply but since I
46 knew a lot about outcomes based education and wanted to be in a multicultural educational context that I
47 should apply. And so I did.

48 So at the time I also knew a former full professor from San Francisco State. Actually, she had gone
49 over to San Marcos when it opened as one of the newest campuses. I guess that would be the 20th campus
50 in the CSU system. I really envied that she had this opportunity to be a part of a startup university.
51 Although she was an administrator, she was faculty and an administrator. Then I heard that she was
52 transferring to CSU Monterey Bay and would probably be the Dean or Director, whatever title it was going
53 to be, of Teacher Ed at Monterey Bay and she did.

54 [7:52] I asked her about supporting me in my application as I applied. She didn't make any promises but
55 said that she didn't see any reason not to support me. Well, ultimately I got a response on a card, after
56 completing my application, that 700 people had applied for the same position and that the administrative
57 office would be in contact with me in the future. I thought, "My goodness, what future are they referring to!
58 Seven hundred people!" I didn't throw the response card away. I threw it on the shelf. [Chuckles] I
59 thought, "Okay well, let me go on with my life. I'm trying to get tenure here at Sac State. I would like to do
60 that before leaving if I get a chance to leave." But it was so important to me to return to that feeling of
61 wanting to be a part of a startup university, a quote, founding faculty.

62 Well, of course I didn't make the first tier Founding Faculty stage. But still, that founding faculty
63 was significant in that even though we were second tier faculty we still had to design curriculum. We had
64 to design programs for accreditation. For state accreditation. For the Western Association accreditation. For
65 departmental accreditation across the University. So we were still founding faculty because the curricula
66 wasn't there. I remember the curricula that we *did* develop, and the President decided to stop the program
67 in some departments for a short time to give faculty more time to revise and extend their curriculum. That
68 was not the case in Teacher Ed. I think we sent the students away -- we had only about 700, maybe 800

69 students --, on a camping trip for a very short time. Maybe a weekend, or half of a week, so that we could
70 just come together and make final decisions about how we were going to restructure the whole University
71 curricular philosophy and program to meet the Vision Statement and so forth. So there was no way we
72 were not founding faculty.

73 **Benmayor:** Right. You didn't apply to be in the first tier, right? You only applied at the second
74 stage.

75 **[10:49] McEady:** Well, the second stage was 1995.

76 **Benmayor:** Right.

77 **McEady:** The first tier, as I understand it, involved very few faculty but those faculty worked with
78 community people, obviously with CSU administrators as well. But they were not designing curriculum.
79 They were philosophizing about how a good university could be different. How they wanted it to be
80 different. How then they could recruit faculty or develop hiring policies that would allow them to recruit
81 faculty who would understand their original intent for restructuring, redeveloping and modifying
82 curriculum in a way that was not in alignment with the extreme traditional approach to Teacher Education
83 or to departmental preparation. So that was how the whole concept of the four-unit courses and so forth
84 [came about]. I think we even talked about not having grades but eventually students decided, "Yes, we do
85 want grades. There's no way we're gonna leave here with narratives and get into master's programs
86 elsewhere and so forth."

87 So that's sort of skipping around. But the motivation for me was that here's an opportunity. I had
88 been training in outcomes based education in the Educational Research Lab in Oregon. I had done a lot of
89 teacher in-service training and outcomes based educational design and had completed my doctorate at the
90 University of San Francisco in Outcomes Based Education. This was just an opportunity for me to see if it
91 would really work or how it would work, because we were determined to make it work, but how would it
92 work in a real university context across the University curriculum, not just in one department or one

93 program. Secondly, all the work that I had done in Multicultural Education. So I'll take you back to Sac
94 State when there was the feuding going on and I wanted to be in both departments. It was like
95 Oh! Now there's an opportunity for having Multicultural Education in an outcomes based design. You
96 don't have to fight for it. It's the whole University that's going to take on that policy.

97 And so – and then I laugh because I remember eventually Monterey Bay was looking for a Vice
98 President of Academic Affairs. And who applied for it? Diane Cordero de Noriega! And I thought,
99 “Oh, here we come back again!” I was so pleased not only with her decision at Sac State to bring faculty
100 and administrators together with the goal of approving the Multicultural Program as a Department but she
101 joined that department also. So even though she was Dean of the School of Education she had to be faculty
102 in a Department and so she chose the Multicultural Education Department. Well, a couple of years or
103 maybe three years later she comes to Monterey Bay. And of course she comes with that experience. We
104 [sighs] ended up again working together for the accreditation of the University.

105 **Benmayor:** You are probably one of the few people that were hired in those years who knew
106 anything about outcomes based education.

107 **McEady:** [Laughs] Oh, really.

108 **[15:02] Benmayor:** The rest of us were in the dark.

109 **McEady:** Well, there I was on the far other end. I was like “Oh, this is an opportunity to see how
110 this really works!” I mean you could do teacher training and prepare teachers in schools across the United
111 States. But to see it now at the University level, that was where my heart was. I really wanted to see that.

112 **Benmayor:** So do you remember your first impression when you first came on the campus for your
113 interview? What did you see?

114 **McEady:** When I came on the campus I saw a bundle of hay that went across the road. And I
115 thought, “Oh, this is ‘The Good, the Bad and the Ugly.’” [Laughs] That was the invitation from nature that
116 I got when entered the campus. I had never been on Fort Ord as a military base and it was very much that.

117 It was still, to me, very much Fort Ord, a strong military face and flavor. I was happy to see the portables
118 where the faculty would be located. I said, “Boy, this reminds me of that film, the “The Good, the Bad and
119 the Ugly.” Anyway, I came here. I have a goal. I came here to see how outcomes based education [would
120 work], multicultural education, and to be one of the founding faculty of this University. So that’s what I’m
121 gonna concentrate on. Because if in any way I concentrate on the physical surroundings, I’m gonna pack
122 my stuff and go back. Either move back to San Francisco State or back to Sacramento State. I didn’t
123 eliminate it from my consciousness because at night, rather, that’s what we had to go home to, that military
124 like atmosphere. The apartments that we were in were still military in many ways. But we spent so many
125 hours – we spent long hours during the day, each day, working on curriculum and doing a lot of committee
126 work. Even though we were working in cubicles. Porta – what do you call those? The portable buildings.
127 But we were in cubicles. As many departments as possible that they could get into each . . .

128 **Benmayor:** Building.

129 **McEady:** Building, portable building. It’s interesting how the mind listens to your actual decisions
130 about things. I decided, “Well, the physical stuff I’m just going to eliminate.” The fact that we were
131 working in portable buildings in cubicles didn’t matter anymore. Again, were we getting the work done?
132 How close were we getting to the state approval? What do we have to do to keep the Chancellor supportive
133 of us? I think he wanted to be when he heard the curricular ideas we had. But what do we have to do to
134 keep at least the level of support from him? Or keep the President supporting us. And then of course
135 articulating that to the Chancellor.

136 **[19:02]** I think we fell in love with the opportunities to do the work, with the goals around the Vision to the
137 point that [chuckles] even though we were buying our lunches from– some people call them roach mobiles
138 -- the portable food trucks, that’s the way we were eating and we got accustomed to that because that led us
139 to opportunities to talk and to laugh and let off a lot of frustration from the intense work writing that we
140 were doing, and the thinking and arguing that we were doing. So it was just a great opportunity to sit

141 outside and talk. Well, the President comes along and says, “Well we have finished the first building and
142 it’s Building One [administration] and the cafeteria.” He said, “So we’re going to be transitioning. The
143 trucks will no longer be invited.” Well, there was a protest. [Laughs] And I’m thinking, “Do you realize
144 that here we are protesting all of this bad food that we have been getting? [Laughs] He’s only inviting us to
145 move to the cafeteria to eat.” I think eventually people thought, “Oh, yeah. That is kind of foolish, isn’t it,
146 that we don’t want to give up this truck-based food and move into a cafeteria.” It was that, but it was more
147 that the cubicles that brought us together. The food trucks brought us together in the human ways that were
148 important to this new venture as well.

149 **Benmayor:** So when you came onto the campus and you saw the hay, you were going to your
150 interview, I presume?

151 **McEady:** My interview.

152 **Benmayor:** Yeah. So do you remember that interview? What it was like? Who was there?

153 **McEady:** Do I remember. I remember what it was like in that I did feel a combination of two
154 things. I was interviewing for Teacher Ed but I was also interviewing for something beyond Teacher Ed. I
155 don't want to say Liberal Arts. It was not just limited to Teacher Ed. It was program development which in
156 a way was a short phrase for the broader curricular development. Participating in helping not only Teacher
157 Ed and Liberal Studies but the Humanities and so forth. And I didn’t know all the names of the departments
158 [22:15] at that particular time. I remember feeling very supported for some reason. Because I did a
159 presentation on Outcomes Based Educational design and how it was that I had developed it for teacher in-
160 service training and for another program that I was working with in the schools. I had worked with [a
161 program] in San Francisco and was working with a school in Sacramento. So eyes lit up! What you’re
162 saying to me is that maybe many of them [faculty] didn’t know what it [outcomes based education] was but
163 they wanted it. And when they heard me talking about it maybe that was why the eyes just lit up. There was
164 a bright light in there. I was thinking it was because of me but [Laughs] it was outcomes based

165 education. Also, I'd spent my five years at Sac State arguing for and was successful in getting a program
166 converted to a Multicultural Department, to give it departmental status. Faculty could apply not only to any
167 traditional program in Teacher Education but they could apply to Multicultural [Education]. They didn't
168 have to but that was a choice that faculty had. I think that part of the presentation was also effective. I do
169 remember a person named Josina turning to someone and maybe it was Christie, maybe it was Christine
170 Sleeter, she turned and said something like, "Oh, she would be great for developing our Pro Seminar."
171 Well, that language was new to me. Pro Seminar. I didn't know Josina. I knew Christie from her texts in
172 multicultural education but had not particularly interacted with her in any other context. I thought, "What
173 are they talking about?" But it was okay. It was okay. So that's what I remember. I remember a strong
174 sense of support but in addition to that and perhaps even more powerful for me was how the faces lit up
175 with certain things that I was saying about my expertise and interests.

176 **Benmayor:** So I remember one specific thing. I wonder if you remember this as well. That when
177 we got to the campus all of a sudden we started hearing these rumblings about alternatives to tenure. And
178 [chuckles] ... and how at some point we all decided to put ourselves forward for tenure. Do you remember
179 that?

180 **McEady:** Yes, I remember that very well. I remember the doubts I had about alternatives to tenure
181 because we were still in the traditional system. We were in a larger system that believed in tenure, that
182 either you were tenured or you were not. So I could not see a way around alternatives to tenure. I
183 remember having very fruitful and sometimes a little uncomfortable discussions about it. But I eventually
184 just took the position that I [didn't] want alternatives to tenure, I wanted tenure. I had tenure already. I
185 knew I was going to argue for transferring my tenure that I had gained at Sac State. Before I went to Sac
186 State I had also been promoted to Associate level at San Francisco State but I still had about five more
187 years before I would be eligible for tenure. So when I went to Sac State and applied, the one thing I said I
188 wanted, I would come [to Sac State] if they would transfer my years toward tenure as well as my level, my

189 professorial level at Associate. So when I went to Monterey I thought, “You know, I’d better do the same
190 **[26:48]** thing because no matter how non traditional we want to be, there’s still the father mother image
191 there that’s extremely traditional. Highly traditional. And they’re not gonna change. Even though they
192 might be open to us having a non traditional curriculum and approach to our educational processes, I just
193 didn’t think the tenure. . . .

194 **Benmayor:** So how did you eventually get the tenure and CSU Monterey Bay?

195 **McEady:** I wrote a letter to the Academic Vice President and President asking for my tenure which
196 I had acquired at San Francisco State and Sac State over those two years, I’m sorry – over the six years at
197 those two places. That had been done before in the system, oftentimes it’s done in the CSU system. Oh,
198 and if I were not allowed to transfer my tenure which I had earned, then I would have to go back to Sac
199 State. I was not gonna take the chance of being at Monterey – at any university in the CSU system --
200 without tenure.

201 **Benmayor:** You didn’t go through the tenure process where we had to present all our materials to
202 the tenure committee?

203 **McEady:** I had tenure already.

204 **Benmayor:** Oh. Oh, okay. Because I remember us sitting around, a group of us saying, “No, no,
205 we’re going to go up for tenure and . . . and present our materials to the CSUMB Tenure Committee which
206 was all of the first tier faculty, the founding faculty. And I thought you and I and there were about eight of
207 us I think that we were encouraged to all go up together as a group. That’s my memory. I’m not sure.

208 **McEady:** You’re right. And I did that. I presented but I presented for tenure based on what I had
209 achieved over the previous six years.

210 **Benmayor:** Oh, I see. Yes. We all did that. Yeah. [Chuckles] Yes, yes, yes. Anyway. So going
211 back, let me change the subject. You mentioned the Vision. How did you, in fact, see yourself
212 implementing that Vision in your work on the campus?

213 **[29:46] McEady:** There was nothing I did in terms of academic program writing and in teaching itself
214 that was not in the context of the Vision. I was looking for ways to make sure that I met the tenets of the
215 Vision. I was also involved in program writing of documents in Teacher Education for state approval. So I
216 could not write the traditional teacher education program development. I could not write to *that* process. I
217 had to write to the outcomes-based multicultural team teaching and some of the other [tenets in the Vision].
218 I was going to grab the Vision before [the interview], --n fact it is over here on the floor. So it didn't matter
219 whether it was in Teacher Education or any program that I was helping others to write outcomes around, I
220 had to implement that in the actual written documentation for accreditation for Teacher Ed.

221 Then I became involved in the university accreditation process. By 1998 or '96 I became involved
222 in that because we had the initial accreditation requirements to meet. So from 1996 through 2003 or 4 I was
223 constantly involved with the committees, with the Teaching and Learning Committee on accreditation, the
224 Cost of the Model Committee on accreditation, and there's another one. It will come to me as I talk more
225 about this. So there were three committees that I was serving on for the University. WASC [Western
226 Association of Schools and Colleges] accreditation. So there was nothing in my life at the time that was not
227 organized around or driven by the tenets and philosophical concepts around the CSUMB Vision.

228 You might remember I was also the Faculty Senate leader. I tried to recall the argument that was
229 going on between faculty and administration at the time. It was also for University accreditation. There
230 was a way that faculty had written the policies about the relationship between faculty and administration.
231 The one from administration that faculty kept rejecting. And sometimes Peter Smith, the President, would
232 show up at Academic Senate Meetings when we did not want him to be there.

233 **Benmayor:** [Chuckles]

234 **McEady:** There was a time, however, for him to be there and talk with the Faculty Senate but there
235 were [other] times he would show up. So I would have to talk with him about that. When you are in
236 opposition with a group then that group needs the time to get together and talk and the Senate is the place

237 where we can do that and hear the voices of as many faculty as we possibly can, and it needs to be open
238 and frank discussion, it doesn't mean that we're all agreeing, but we certainly need to be able to voice our
239 positions about why it is. I think maybe alternatives to tenure was a part of that, I can't remember. But
240 there was a key issue that we could not seem to agree upon. Eventually, before my tenure was over as the
241 [34:10] Academic Senate Leader, that document was approved by the faculty and administration. But I
242 wish I could recall the particular elements of it that sort of kept us apart for quite some time. Anyway, we
243 came together with that. So I could not afford *not* to organize whatever I was doing around the Vision, as
244 many elements of the Vision Statement as possible.

245 **Benmayor:** Also, you talked about being Chair of the Senate and of all these committees. What
246 was your work week like?

247 **McEady:** [Chuckles] You know, I remember, for example, a long time ago I wrote, "I am really
248 killing myself." I wrote something about the things that I was doing within one year. Okay, I was running
249 the development of the team faculty group for the University Pro Seminar and helping to write the
250 curriculum for Pro Seminar. I was also serving on, as I said, the three committees for University
251 accreditation. It's called Institutional Effectiveness. I think that's the other phrase I was looking for. This
252 is from '96 until 2004, I was Department Chair for Liberal Studies, Chair of the Senate, as we've said, and
253 serving on the writing accreditation group. I know in 1998 or maybe it was in 2000, one day I couldn't talk.
254 I remember saying, "Oh, my goodness, what is wrong with my throat?" Ken Nishita said something about
255 you have a virus. You have a virus. And I said, "Well, you're not a doctor. I guess I'd better go to the
256 doctor." Anyway, I was so stressed that when I went to the doctor she discovered that I had an infected
257 thyroid, and she thought it was cancerous. So I went through the test. I went through a lot of tests. I did
258 biopsies and other tests to determine whether it was cancerous. Then she put me on steroids. Well, it was
259 painful. I couldn't talk. I couldn't eat. Some other faculty were saying, "Maybe you talked too much in
260 those meetings. That's your issue." I said, "No, that's not my problem. I have to talk on those committees.

261 You don't join them and sit there and be quiet. You know?" So I was on steroids for about three weeks and
262 eventually the pain subsided and the results came back that it was, just an infected thyroid. I didn't have
263 cancer. So I picked up again and went on with the work I was doing. I did not have much of a personal
264 [37:56] life. Didn't particularly care. At Christmas, you and Frances Payne Adler came to me and said, "Do
265 you want to go see a movie?" And we went to dinner. That was probably the first date I'd had in a long
266 time.

267 **Benmayor:** [Laughs] Well, the story behind that is that if it was Christmas the two of us were
268 Jewish and so we didn't celebrate Christmas.

269 **McEady:** Of course.

270 **Benmayor:** So the only thing we could do was go to a movie. [Laughs]

271 **McEady:** Well, we went to a movie and we also went to dinner. That's when I said, "Wow, that's
272 the first date I've had in the couple of years since I've been here!" [Laughs] It [the work] took away from
273 my consciousness a sense of need for a personal life. That was erroneous thinking. I'm not praising that at
274 all. That wasn't healthy. But I was just more focused on the day of the ultimate accreditation for the
275 University. Some of my anxieties and concerns subsided when we achieved that. But then I was still
276 constantly working on the education programs that had to be approved by the state.

277 **Benmayor:** I think we were all kind of drunk in a way.

278 **McEady:** Oh, sure, intoxicated by that Vision. [Laughs] In fact, no matter what we argued about I
279 think we were even trying to apply that to the food trucks that were coming by, why we didn't need to go
280 up to the main campus to the cafeteria, we needed to stay in the portables!

281 **Benmayor:** So in the middle of this intense commitment to developing the University and to a very
282 taxing work week, were these political issues that came up as the years went on, in terms of issues of . . .

283 **McEady:** Multicultural education?

284 **Benmayor:** Well, multicultural administration, I would say. [Laughs]

285 **McEady:** I'm sorry?

286 **Benmayor:** Multicultural administration.

287 **McEady:** Right. At the administration level, yes.

288 **Benmayor:** And so how did you field all that? How did you deal with all of that?

289 **McEady:** Well, I knew that I had to take a position that still was going to be, that still would hold
290 to my support of the Vision and multicultural education. But I also knew that that didn't mean that I would
291 always agree. So I had a cadre of faculty by that time, that I really cared a lot for. That's not to say there
292 was a lot of faculty I didn't like. That's not the case. I'm just saying there was just a cadre of people you
293 knew were going to be there to support you personally as well as academically or in the academic context.
294 Sometimes we didn't agree. So there was the fear that am I going to end up having acquired these very
295 precious people in my life and lose their friendship if I have to take the position that it's administration or
296 faculty? It was important for me to still find ways to meld critical aspects of the two. Just as Diane Cordero
297 de Noriega had done when she came to Sac State. How do you meld the two so that it's a win-win
298 situation? Although not every group will win everything that it wants.

299 **[42:45]** So those were very taxing and confusing times for me but I wanted to make special efforts to show
300 those who were my friends that, "Look, I'm still your friend. I might disagree with some of the things that
301 you're calling for. Or I agree. I understand why you are taking the position and I support those. But I may
302 not fully. . . ." I remember – oh, I thought I would never forget his name; he was the ...[sigh] I don't
303 know. It might be age because I do remember so clearly the Latino guy who was the administrator for . . .

304 **Benmayor:** Octavio?

305 **McEady:** Not Octavio. He killed himself. He hanged himself.

306 **Benmayor:** Oooh, yes, I don't remember his name but I know who you mean. Yeah.

307 **McEady:** Well, he came to me one day and he said, "I need to talk to you." Oh, boy and I can see
308 his name is going come to me probably after this interview, but anyway, I said, "Sure." His question to me

309 was, “Do you ever get accused of not being Black enough?” [Chuckles]. I said, “Oh, I’m sure I do. I don’t
310 know whether anyone has ever said it to me directly but I’m sure I’ve been accused accordingly.” And he
311 said, “So what do you do when you are afraid then, that you are going to lose your Black friends?” I said,
312 “Well, okay, first of all, I don’t separate my friends that way. Because my effort is not just to have Black
313 friends because I know I’m Black enough for me.” And I said, “But then you look at the policies, the goals
314 that you are trying to achieve. Look at the Vision, that’s what you’re here for.” And he said, “Yeah, but it’s
315 hard when you’re being told you’re not Black enough, you’re not Hispanic enough, you’re not . . . what was
316 the other term that .. he didn’t say Latino. . .

317 **Benmayor:** Chicano?

318 **McEady:** Chicano, yeah. Oh, gosh, his name almost came to me. I said, “You have to realize what
319 it is that you have to let go of. But you still try to keep the friendship. And there are some ideas that perhaps
320 you need to hold onto if you want to keep your position as an administrator for Affirmative Action.” That’s
321 what it was. And then next day he hanged himself.

322 **Benmayor:** Was his name Ron?

323 **McEady:** Ron. Yes. Cisneros. Was it Cisneros? No. Hmm.

324 **Benmayor:** I think so. I think so.

325 **McEady:** Yeah.

326 **[46:32]Benmayor:** Wow! That’s really some . . . he was completely torn by his allegiances.

327 **McEady:** Right.

328 **Benmayor:** Yeah.

329 **McEady:** Right.

330 **Benmayor:** Yeah. And it was such a confusing time. I remember also and I am sure you do too, it
331 also affected students in the sense that the students on occasion rose up and said, “No, you can’t do this.”

332 **McEady:** Yeah, and I was always glad when they did. [Chuckles] Because sometimes that helps
333 with decision making. That was one of the elements of the Vision, of course, that students have a
334 significant voice in the policy and operation of the University as well. So there was no way we were not
335 going to listen to the students. In fact, I think when the feud was going on, Peter Smith, the President, had
336 invited this Vietnamese, a very wealthy Asian guy to speak. And we were in assembly. I know this was
337 during the time that the University-wide Pro Seminar was still in operation. I was Senate Chair and I got
338 up to introduce the President so he could come on and talk. One of the students, I want to say the Latino
339 group, and this was a guy who was in my Pro Seminar class [who] seldom said anything, he would write
340 his papers and so forth. . . He would seldom say anything in class. He stood up and said, “No, the
341 President’s not going to speak, I have something to say.” I remember Peter’s panic. [Chuckles] Here he’s
342 got this wealthy guy because I think this person, this Asian philanthropist was going to give us some money
343 or something like that. I can’t remember exactly why he was there. But Peter definitely did not want a
344 protest at the time. So I said, “No, wait. Wait a minute, just calm down.” I looked out in the audience and
345 made eye contact with this student because obviously he knew me, he was in my class. I said, “Yes, you
346 may speak.” What it did was it calmed down the audience. Even Peter calmed down after he realized, you
347 know, if I go up and insist that this student cannot speak there’s going to be a problem. And this student
348 **[49:45]** spoke. The students stood up to express their support for him and his ideas and so forth. There was
349 a decision then that the administration needed to allow a group of students come in and talk about what
350 their needs were and how they were seeing the progress of the University. Then Peter and this person
351 spoke. Even Sally Smith came up to me and said, “Oh, my God, I am so glad you did that. You don’t
352 realize how much you just calmed things down.” And it was . . . he’s always funny. What was the guy’s
353 name in the Social Sciences who was Chair of Social Science for a while?

354 **Benmayor:** Ruben? No.

355 **McEady:** Not Ruben.

356 **Benmayor:** Manuel Carlos?

357 **McEady:** Not Manuel.

358 **Benmayor:** George Baldwin?

359 **McEady:** He became an Assistant to the Vice President, Associate Vice President. He's tall and
360 ...he's Latino but he's dark complexion, kind of stout. He had actually become President I think of a
361 university in Mexico and he was called to task for that because he could not be an administrator at CSU
362 Monterey Bay and a President of a university.

363 **Benmayor:** I'm not remembering who that is but anyway, continue.

364 **McEady:** But he came up to me and said, "You know, I don't know whether I want to praise you or
365 marry you." And I said, "Well, you can't marry me because you're already married."

366 **Benmayor:** Oh, you mean Armando Arias?

367 **McEady:** Armando Arias!

368 **Benmayor:** Okay. [Chuckles]

369 **McEady:** I said, "You know, I was nervous, too but at the same time here was a student that
370 seldom said anything in class and I wanted to hear what he had to say, too. If he could give a political
371 speech that was gonna work for me, as well as his teacher." So that's another area of political issues that
372 the students were involved and needed to be able to voice their positions.

373 **Benmayor:** I don't think they have the same voice anymore but anyway. [Laughs] It's a much
374 bigger place.

375 **McEady:** I saw one of the statements here [in the interview questions] about some transition. A
376 transition for me was actually when there was a new President that came on, female, whose name I don't
377 recall at the time but I think she was from

378 **Benmayor:** Dianne Harrison.

379 **McEady:** Harrison. That's when the changes, the significant changes began for me because she
380 just had not been drenched in that Vision Statement. You have to have been there for years arguing and
381 fighting and working hard and thinking and processing ideas around the Vision to have it be an intricate
382 part of you. And she wasn't. She couldn't be. I wasn't too sure that she was going to make that a perpetual
383 goal for her, to become entrenched in the Vision. And this is not necessarily a criticism. She still had a
384 choice of following the tradition. The Chancellor [Charles Reed] who was still a traditional leader and
385 wanted Monterey Bay to change to a great extent, to change from the non traditional path that it had taken,
386 and so she had that support.

387 **[53:58] Benmayor:** So what was it that made you decide to leave?

388 **McEady:** I was exhausted. I didn't leave, I retired. There's a difference in terms of leaving to go
389 someplace else. But no, I was exhausted. Oh, and as I said, I did not want to go through a year or more of
390 fighting a new President. That was why I said I did not think that she was interested in being drenched and
391 being intricate [implicated] in our Vision as we were. As we had been. So my consciousness said that
392 maybe it's just time to go because that's going to be a real good fight, it's gonna be a tough fight. Because
393 you can't expect her to know the CSUMB that you know. Or to want the CSUMB. I mean she was
394 confused at times. She came out of Building 1. I'm sure you remember there's Building 1 and there's
395 Building 2 and 3. Right there in the same circle. That's what they form, a circle, right? She came out of
396 Building 1 and I came out of Building 3 at the time same time and I saw her looking confused. I said,
397 "Well, Dianne, can I help you?" "Where in the hell is Building 3? I can't find --" I said, "Excuse me.
398 [Chuckles] It's right there." "Ah, I'm going to change this. They're going to have to put better signs on
399 these." And that's when I thought, "Okay, it *is* the time to go."

400 **Benmayor:** So what year did you retire?

401 **McEady:** '07.

402 **Benmayor:** Oh, 2007. You were one of the first. The rest of us kind of followed after that.

403 **McEady:** Was I the first?

404 **Benmayor:** I think so. To retire.

405 **McEady:** Right.

406 **[56:30] Benmayor:** So when you left and maybe now thinking back, what are you most proud of in what
407 you accomplished at CSUMB?

408 **McEady:** Well, in addition to being a part of a cadre of faculty that actually got a startup university
409 accredited with a non traditional instructional approach and a non traditional Vision, that accomplishment
410 is something that I guess I can always walk around and be quite proud of and say that I participated
411 significantly in that. Also the development of the Liberal Studies program. And it seems that accreditation
412 and that sense of approval by the state and the nation are two things that were very important to me, but in
413 the context of the CSUMB Vision. I did a lot of work as a result of that at other universities around
414 outcomes based instructional design, curriculum design and assessment. I was able to write publications
415 from that. I always enjoyed more of the consultancies and the opportunities to talk with other universities
416 who were interested in outcomes-based assessment and so forth. So getting that university started the first
417 12 years, well, for me it was 12 years, is my red badge of courage! [Laughter] That's the best way I can put
418 it. It almost consumed me, but it's okay. When I was ready to leave, I could leave. Actually I started
419 working someplace else because retirement was not easy. There's no way you could spend 12 years in that
420 kind of intense work and find retirement easy. So I went to work and I promised myself I would never get
421 involved in startups. But that's what I've been doing for the rest of my life. I go to a new spiritual center. It
422 is, "Oh, help us get this started. You know? We're just starting this." If I go to a new university, "Oh,
423 we're beginning to... we're starting this program over here. We're beginning the writing of the curriculum
424 and you've been involved in WASC accreditation and the state accreditation process. Could you join this
425 committee?" Startup stays in my life! [Laughs] And maybe that's something else about my personality that
426 CSUMB brought out, in terms of just being a part of that founding element.

427 **[59:49] Benmayor:** And is there anything that you remember that you were most disappointed about that
428 didn't come to pass that you very much wanted?

429 **McEady:** Hmm. I really can't think of anything that I wanted. Really, at times I wish that all of us
430 could have written more, published more about our work at Monterey Bay, in a way that people could see
431 how tedious and intensive it was but at the same time how highly interested we were and we maintained a
432 dedication. It was difficult. So that level of dedication I'm not sure has come forth in the academic public
433 as much as I wanted that to happen. I really wanted us to be a highly popular school for its Vision and its
434 curriculum. That's what I wanted. That was the dream. That was just part of the dream that did not
435 actualize in many ways. On small levels it did. As I said, the conferences and the consultancies I had at
436 other universities and so forth. But it was still perhaps on a small scale, a smaller scale.

437 **Benmayor:** We were doing so much that we had so little time to do reflection.

438 **McEady:** Yes. Right. Because I remember this women's college in, I think it was Michigan, sorry,
439 in Illinois that was popular and I thought well maybe Monterey Bay could also win that level of popularity
440 in an academic way. Not as a place where students come to just play and where faculty come just to get
441 tenure. Actually that the academic public would be able to see how faculty and students work together so
442 well. And so that's another thing that I don't think I've emphasized enough, and that is how much students
443 and faculty saw themselves as partners in this process. I never saw that at other universities. I don't think
444 we have emphasized or publicized that enough, how it is that we were partners in the development of
445 programs and in the operation, and in the improvement, because students would let us know and they felt
446 **[1:03:09]** open to that. The creativity of students. Last year I experimented with living in an independent
447 living community. Although there were many people there my age they were very different in terms of the
448 energy level and my commitments to outside activities and so forth. But there was an elderly couple
449 perhaps in their 90's who came to me and said, "We heard that you used to be a professor at Monterey
450 Bay." And I said, "Oh, yeah, yeah!" And I could feel again the energy, the blood just coming up really,

451 really high to my head. They said, “Oh, we have a grandchild there and we’re going to go to his
452 graduation.” I said, “Oh, that is so wonderful!” I said, “You know, you’re going to be treated so well.” And
453 when I said it I thought, “Oh, I hope they will be treated well.” Well, when that couple came back, they
454 said, “Oh, my goodness. That is a great place. It was wonderful for our [grand]son who had dyslexia and
455 now he doesn’t even think he has dyslexia anymore. He really enjoys learning. And then when we got there
456 the graduation was over in a field but they made sure that we had rides there, that we were covered, we sat
457 under a cover from the sun. They were just so nice!” And I felt like oh, that is wonderful to hear. This was
458 just in 2018 I’m hearing this again, about how faculty actually worked with the students in a partnership to
459 help with their learning and their progress and it was students’ voices of course helped with the
460 development of our programs.

461 **Benmayor:** Wow. That’s lovely. That’s a really lovely story.

462 **McEady:** For that to come through in 2018 from strangers -- well, they were originally strangers. I
463 know them well enough now --, I just felt so good. I said, “Yes, that’s Monterey Bay. That is Monterey
464 Bay. See, I told you you would be treated well.” And they said, “Yes, and we’re just so pleased with the
465 way they treated our grandson.”

466 **Benmayor:** Well, that’s a wonderful story, Betty. And I think that’s a wonderful way to bring this
467 interview to a close because it’s been over an hour now.

468 **McEady:** Oh, really?

469 **Benmayor:** And you’re going to lose your voice again! [Laughs]

470 **McEady:** Are you sure it’s been an hour?

471 **Benmayor:** So I want to thank you so much for participating in the project. You contributed many
472 wonderful stories and you imparted the feelings that we all had when we took part in this adventure. So for
473 that I want to thank you. And I’m going to stop the recording now. Again, thank you, Betty, very much.

474 **McEady:** It was a wonderful journey for me.

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(END OF RECORDING)

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