ROSEBERRY: This is Jessica Roseberry. It is May 21, 2018. I’m here with Darlene Kyser in the conference room in the School of Education. This is our second interview together, and Meg Cullar is also with us in this interview today. We’re going to be talking to Darlene more about the history of the School of Education, so I want to thank you so much for this time today.

KYSER: Absolutely. My pleasure.

ROSEBERRY: We’ve been talking about the deans of the School of Education, and I wanted to ask about Dr. Engelhardt. Tell me a little bit about him.

KYSER: Dr. Engelhardt’s passion seemed to be teacher education. He was a mathematician and a former teacher, and he was very involved with teacher education in
whichever state where he lived. When he came to Texas, he immediately got involved with the Texas Deans of Education—their group—and he was very involved with AACTE—American Association of Colleges for Teacher Education—and with NCATE [National Council for the Accreditation of Educator Preparation]. And he, I think, was on some NCATE teams who would go to other colleges to look at their programs. He was very careful to stay up-to-date on all of the issues in teacher education. In that way, we could make sure that the Baylor programs coincided with the requirements of the state and on the national level. It made our programs better. Most all of the deans, and especially Dr. Engelhardt, they wanted the very best programs so that we could prepare the best professional educators around the country. That was very important to most of them—programs and staying up-to-date—and Baylor has a certain unique place and a niche that we prepare professionals in a Christian environment. So it really—you know, it’s just a really special—I mean, there’s so many things that go into the programs. They’re very diverse. But Dr. Engelhardt was very, very involved with that. He was one of the most sincere people. So caring and very sincere, and very dedicated. He would be in the office before eight, and he would not leave until after six almost every day. He would be right there in his office, available for anyone to come in and talk and counsel. He was a great mentor to the younger professors and staff. He was such a—quiet, in his own quiet manner. He was not overbearing—a very good leader. He was a quiet leader, but if there was a problem or a situation, he dealt with it.

ROSEBERRY: Thank you.

KYSER: You’re welcome. And he had dean experience, so that helps, too, when you come in. It’s kind of hard to come in and you’re a leader of a large school and a
progressive School of Education, with all the changes going on, and you want to lead—you’ve got to know your stuff. (both laugh)

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ROSEBERRY: Indeed. So you had said that the School of Education was unique in that they prepared—or still do prepare—Christians—teachers in a Christian environment.

KYSER: Correct.

ROSEBERRY: Can you tell me about how that Christian environment has been communicated throughout the time that you’ve been here in various ways?

KYSER: Yeah, and I think our mission statement—or the School of Education’s mission statement states—that Baylor prepares professionals in a Christian environment. And when faculty come—Baylor’s known for that, so when faculty come here they know what they’re coming to. When they’re interviewed, they have to talk about how their faith guides their life and their level of involvement in their religion of choice and in their faith. And of course, the students know that—know that, too, that that’s what Baylor is all about.

ROSEBERRY: (talking at the same time) Is that some—I’m sorry, go ahead.

KYSER: I think it’s more the atmosphere and the personality and the caring of the professors and administrators—that they truly do care that you’re an individual, the students are individuals—and they care about them and want to prepare them to go out
into the world and teach or whatever, administratively, that they’re doing—or in whatever program they are.

ROSEBERRY: Is that something that you were asked when you first came to work at Baylor? About a faith life?

KYSER: No, I was not asked that; in fact, there was not a committee or anything. I just talked with the dean, and we just talked, but that never came up. Now we do ask staff members when they are interviewed to speak a little bit about their faith and how it impacts their life.

ROSEBERRY: Are there any particular examples from your experience where you were interacting with a student around the idea of spirituality or the Christian faith?

KYSER: Yes, especially—we get pretty close and work closely with our student workers. We talk about all kinds of things. But in the dean’s office, that is one of the last places where they can come for a decision if they have had a problem or if they’re academically in trouble—they would come to talk with the dean. We had an opportunity to kind of help them—or I did, and I would just try to calm them, because most of the times they were upset. A lot of that has changed, and now I think it’s shifted into an assistant dean. But we would talk to those—or the dean would—who were about to be suspended, or that were really upset about certain things. You just try to calm them and reassure them that things are going to work out. It might not be the way they want it, but eventually it will work out.
ROSEBERRY: Thanks. So Dr. Engelhardt, he’s dean in the 2000s. And we have talked some about Vision 2012. These are things that are continuing in big Baylor to make waves. And we talked about the A-B faculty and things like that, and that there were some challenges in Baylor overall and in the School of Education.

KYSER: Yes, there were.

ROSEBERRY: Would you care to speak to the idea of how Dr. Engelhardt worked within that challenging environment?

KYSER: It appeared to me—and I think this is true—Dr. Engelhardt tried to be encouraging and to be supportive wherever the faculty member was and whatever they had going on in their lives and whatever they wanted to provide to their students in the way of a new center, a new program. Then the new faculty, with their research agenda—he was very, very lenient to me to give them release time to prepare and for their research and to kind of make it fit into Baylor. If they came from somewhere else, and then coming to a new place, they brought their interests and all with them. So they had to really work harder, it seemed, in a new place to intuit what their research agenda was.

ROSEBERRY: You were talking before about educating the deans in the Baylor way.

KYSER: Right.

ROSEBERRY: When new faculty begins to come in—again, it’s my understanding that this is a new initiative to bring in more faculty from beyond Baylor—
KYSER: Correct. That is correct.

ROSEBERRY: —does that ring true to your experience?

KYSER: Yes.

ROSEBERRY: So before this time, before this initiative of Vision 2012, faculty are maybe more—I don’t know if the right word is “homegrown” or—

KYSER: Right. Yes.

ROSEBERRY: “Known to Baylor?”

KYSER: “Known to Baylor,” right; or who had in some way been associated with Baylor in the past. Then it seemed that the university changed, and if you had an outside degree, or if you were a faculty member from another institution—preferably another state—that’s kind of what Baylor wanted at that time. And so to hire someone, not only would they need to learn the Baylor way, but they would need to learn all of the Texas requirements for teaching—if they were coming into curriculum instruction or, well, really educational psychology, too. They would have to know all of that—and be familiar—I know they could get up to speed on it, but that takes some time.

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ROSEBERRY: And that’s really important, especially in education. Because there are such specific statewide requirements. That’s really interesting, that that would be something that—
KYSER: Yes. And Dr. Engelhardt also tried to incorporate advantages for new faculty to receive a summer sabbatical after they were hired in the fall of one year. The next summer, they were given priority with the Sabbatical and Research Committee. They had priority into getting—because there are just so many spots for summer sabbaticals. And when you’re on summer sabbatical, you’re paid your summer pay, but you do your research. You work on research or develop a course. You do not have any teaching responsibilities or committee responsibilities. So that’s a very good perk for faculty.

ROSEBERRY: Was that a new initiative then?

KYSER: It became a new initiative, yes. The summer sabbaticals and all were here before Dr. Engelhardt came, but he implemented the advantage for new faculty and encouraged new faculty to apply for a sabbatical—either a summer sabbatical or a research sabbatical. But when they first come on, they really want to get into teaching, so they usually did not apply for the research sabbaticals, because those are semester-long.

ROSEBERRY: How does that change the atmosphere of a place like the School of Education—a specific school—when there are now new people coming in from beyond? Beyond the well-known Baylor way?

KYSER: Well, you know, faculty are very—I found them to be very welcoming. We were kind of like a family in the School of Education. Most faculty are very welcoming, and they will mentor the new faculty coming in. A faculty mentor was within the department where they were beginning to teach—they were assigned a faculty mentor,
and most of them were just great mentors to help the new faculty and to help teach them
the Baylor way. (laughter)

ROSEBERRY: The Baylor way.

KYSER: The Baylor way, yes! Well, and there’s so many policies and procedures and
things that you need to do in the proper manner, to accomplish what the faculty member
wants to accomplish.

ROSEBERRY: I’m going to ask that same question about staff. Does that change where
we are finding staff members, as well? Does that pool go beyond where it had been? Are
we drawing from different (unintelligible)?

KYSER: Usually we’re drawing from a local staff pool—not always, though. We’re
getting more and more specialized, and then those people who come in might not be from
the community.

CULLAR: When did that happen?

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ROSEBERRY: The development of clinical faculty.

KYSER: The development of clinical faculty happened in Dr. Engelhardt’s time.

CULLAR: That’s what I was thinking.

ROSEBERRY: Tell me about clinical faculty.
KYSER: Clinical faculty are basically those who are trained and have expertise in the field. They work mostly—well, not mostly—but they work some more than the research faculty. They will work in the field, like in the school districts and all, with the students. And a clinical faculty—there are no significant research requirements. Now, they do research, but it’s not as heavy as for a tenure-track faculty member.

ROSEBERRY: So the development of this is at this time?

KYSER: Yes. It is early in Dr. Engelhardt’s tenure here at Baylor. There were lecturers, and then there were tenure-track faculty. But I think the administration and the deans were seeing a need for a clinical faculty member who possibly had received their training, and then they had worked instead of going on—some clinical faculty, early on, did not have a terminal degree, a doctoral degree, but they had the undergraduate bachelor’s and master’s degree. But they had such good training and experience in the field that they were hired as a clinical faculty member.

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ROSEBERRY: How does one measure that?

KYSER: How do you measure that—that was one of the really hard decisions in the hiring process. But they relied on the people in the field to recommend and to tell them about their experience through recommendations.

ROSEBERRY: In the schools?

KYSER: Yes.
ROSEBERRY: So that, again, requires a good relationship with the schools.

KYSER: Absolutely.

ROSEBERRY: Clinical faculty—this continues on? This is something that’s still—

KYSER: Yes. And it has broadened over the university to where now—I think we were one of the first to have a clinical faculty designation. So it has broadened now over the professional schools to where there is clinical faculty. When our clinical faculty were hired, there were no specific guidelines about how they were evaluated or where they fit in. So the university did develop a clinical faculty designation, and now they have specifics on promotion, evaluation, and requirements of their positions. We were one of the first to do that, and it was kind of hard to fit them in, because they didn’t fit in as a lecturer, of course, they didn’t fit in as a tenure-track faculty member. So that was kind of a new and evolving thing.

ROSEBERRY: It grew universitywide?

KYSER: Yes, it did. Most of the professional schools now have clinical faculty designations.

ROSEBERRY: How does that, then, play out? You were talking about requirements, but how does it look within the larger sense of, This is research faculty, this is tenure-track, this is—
KYSER: Right. The lecturers do not have any research agenda or requirement. The clinical faculty have some research agenda, and then the tenure-track have a lot of research requirement.

ROSEBERRY: I wanted to go back to the question I was asking about staff.

KYSER: Yes.

ROSEBERRY: Does staff, then—changes in staff hiring? Were there changes in that as well? Some of the interviews that I’ve done, in student life or things like that, they require more of a professionalization for people coming in. Does that become true within the School of Education, for staff?

KYSER: Absolutely. We found, too, that if we can find someone who has had experience, maybe, in an educational setting, that they fit in with the requirements for the position and understand them a little bit better.

ROSEBERRY: What kind of role would that have been within this educational setting?

KYSER: They could come from a school district—they were a technology person, a librarian, an office manager in a school—but that was not definitely a requirement. Because they could pick up, probably, and learn what they needed to know for the position after they were hired.
ROSEBERRY: Is there any staff beyond what I’m thinking of, in terms of administrative staff—but there’s staff—that growth of that group of people—is there anybody—what else am I—

KYSER: Sure. Administrative staff—our assistant deans are in that category. The executive staff. Our director of communications. Our learning resource—director of the Learning Resource Center. Then we have certain centers in the school that staff direct. Those are the executive staff, professional staff.

ROSEBERRY: Thank you. I’d love to come back and ask you about those centers in a little bit. Anything else about Dr. Engelhardt that you’d like to tell us. Maybe about his ideas for the school, or anything else that you can think of about him or that time.

KYSER: No—he was very—he thought very highly about the professional development schools and how they would work, you know, with the faculty, and be a place for the students to be prepared. He was very much a proponent for the professional development schools. I think our professional development school activity and involvement really strengthened during that time, during his tenure.

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ROSEBERRY: One of the things that I think is interesting as I read about the professional development schools is they use medical language a little bit. So these are people in the field who are being trained almost as if a doctor would bring his interns around with him, and things like that.

KYSER: Correct.
ROSEBERRY: And then I hear you talk about clinical faculty, and that’s, in some ways, kind of a medical language. I don’t know if there’s a question in there, but I just think that’s an interesting overlap.

KYSER: Yes, it is. And it’s a professional training that they get from the academic university side and then in the everyday school side. It’s very unique.

ROSEBERRY: It comes at the same time?

KYSER: Uh-huh. When they first begin—when the students first enter the school, they take an introduction to education [Introduction to Teaching]—I’m not sure what the title of that one is, but I believe that’s what it is—and then during that time, they are allowed to go out and observe. These are freshman students, so they’re out in the schools. They put them in the schools very early. So they’ll observe. And then their sophomore year, they will work in the schools and help tutor the children, or read to the class—but just be involved in some way. Not all the time, because their classes, basically, are taken on campus. Then their junior year—then they’re involved much more with the tutoring process and working with the students. Their senior year, in their intern year, they are in the schools completely. They will come to campus for their seminars on Fridays, but other than that, they are in the schools working in that classroom. And then as a junior, they’ll take more classes. But the seniors are in the classroom, really, working with that mentor teacher. And their Baylor supervisor visits quite frequently, just to observe and make sure that they’re on the right path.
ROSEBERRY: Did you ever spend any time in any of the schools?

KYSER: I went a little to the schools, but not much. Most of my work was on campus.

(laughs)

ROSEBERRY: Mainly in the office?

KYSER: Yes, mainly in the office and on campus. You know, working in different areas. And keeping the deans in line—somebody had to do that. (laughs)

ROSEBERRY: Oh, my goodness. You’ve got big shoulders, there, to do that work. Is there anything you’d like to say about your experience in going to the schools, although briefly. Is there anything that you kind of recall about that?

KYSER: Most of that time was with my own children (laughter) in the schools where I was a parent.

ROSEBERRY: Was there any insight that you had working in the School of Education, as a parent to your own children who might be in the schools.

KYSER: Well, I would hear some things about what the teacher should be doing. And then I realize that maybe my son’s teacher was not doing that. But as a parent, you have to encourage your child and not try to train their teachers. (laughter) And of course, I didn’t have the expertise in training teachers, but you kind of absorb it when you’re around it all the time.

ROSEBERRY: I’m sure. You maybe could teach some of these classes there.

KYSER: No, no. I just take care of the dean’s business, or what I can of that.
ROSEBERRY: Well, tell me about Dr. McLendon. Michael McLendon.

KYSER: Dr. McLendon—I was trying to find a time to retire, and I had thought that I would probably retire when Dr. Engelhardt did, because he had talked of retirement. He did ask that I stay on with him until he finished his tenure, and so I thought, I might retire when he does. But the more I thought about it, the more I thought a new dean really needed some continuity in the office, to help him get established and to know the different Baylor policies and procedures. Just to try to help them get started. So I told my husband, I said, “The three candidates are coming for interviews. What am I going to do if there is one that I really like and feel like I would enjoy working with?” So they came, and sure enough, I fell in love with Michael McLendon. He was so charming. I told him that I would stay if he—if that would be what he wanted. He said, “Oh, absolutely!” So I did. I stayed on and was able to work with him. Of course, I had to train him in the Baylor way. But he was here as an undergraduate, so he had Baylor history. But over time, Baylor had really changed, you know? He came from SMU. He’d been at Vanderbilt. He had a lot of administrative experience. And his expertise is policy in higher education, so he knew higher education and how it should run. He didn’t require a lot of training. (both laugh)

ROSEBERRY: When you were talking about retirement—he’s a fairly young dean.

KYSER: Yes, and I told him, “I know you feel like you are coming to work with your mother every day.” He said, “That’s not a bad thing!” And I tend to be motherly. (laughs)
ROSEBERRY: I see.

KYSER: Yes. (laughs)

ROSEBERRY: Was he the youngest dean that you worked with?

KYSER: He was the youngest dean that I had worked with, yes. In fact, most of the deans were older, of course, than I was. And I think Robert Yinger was the first—he was a couple of years younger than I was. And then Michael McLendon was much younger. But the others were older than I was.

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ROSEBERRY: How does that change the dynamic?

KYSER: You know, when you’re the older person, you can usually say what you think and tell them how you feel like it should be. But as someone older, I would kind of hang back and let them ask me. (laughs)

ROSEBERRY: Okay. It is a different—it is different.

KYSER: It is! I hadn’t really thought about that, but it totally is.

ROSEBERRY: How was he receptive to—how did he receive that motherly aspect of it?

KYSER: Very well, I think. I think it helped him. Of course, he’s still the dean, and he’s still the final decision person. I would be very careful to make sure that they understood that some of these things were my opinion and my thoughts—not that they had to abide
by them, just something that might help them in their relationships with people around campus, and with the faculty and staff, too.

ROSEBERRY: Do you have any examples of what we’re talking about?

KYSER: Well, if you know that someone does not work well with a certain group or a group of people in other areas of the university, you want to alert the dean to that aspect. I know Dr. McLendon was going around meeting different people around the university and in the provost’s office. Well, he asked if he should take a certain other person with him when he met, for the first time, with someone from the provost’s office; but I knew that that person didn’t work well, I said, “You might want to go alone and meet that person and then decide”—so when he came back, he said, “Thank you for telling me that, because it would have been very awkward with having the two people together trying to discuss a matter.” So just little things like that, personalities and just knowing how people work together. You can learn a whole lot if you keep your mouth shut and observe the dynamics between the different people and the workings with different people.

ROSEBERRY: You have a lot of institutional insight.

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KYSER: Well, I enjoy working with different kinds of people, and then I enjoy watching the different groups of people working together. Sometimes you have the right team in the office, and sometimes you don’t. But I think, for the most part, we have had the right group of people who really do work together well. That was one of the things, when I left, I thought, These people are all so good to work with! That was one of the hard things
about leaving. And it still is, because I miss them so much. And when we had the opportunity to hire Meg Cullar from the alumni association—

ROSEBERRY: You snatched her?

KYSER: Listen, she was a blessing to all of us. It was wonderful. Dr. Engelhardt and Doug Rogers, the associate dean—we had tried to get a communication position filled, director of communications, because we had publications—we just needed so much help. We were almost there to get our position filled, and then we realized that some people from the alumni association were being incorporated in Baylor staff, and so we were very fortunate to get Meg Cullar, absolutely. And everybody realized that fact.

ROSEBERRY: I see.

CULLAR: You’re sweet. I’m the fortunate one. (laughter)

KYSER: No, I don’t think so. The school is.

ROSEBERRY: Well, I wanted to ask you if you have—by virtue of your position—have you been in the room or been around when significant decisions were being made that maybe someone like me, as a historian, would be interested in knowing about? Maybe not knowing to ask about?

KYSER: Certainly. I think there’s kind of a designation—you know, staff and faculty. But when the search committee was appointed for Dr. Engelhardt, I was fortunate enough—the provost appointed me to the search committee. That was one of the most
interesting—and, I don’t know, I just felt that it was so humbling to think that he would appoint me to be on the search committee. It was very interesting to serve and to talk with the different candidates, to look over all their paperwork and to be in on the interviews was very, very enlightening. Then, when the candidates would come to apply for the deanship, we would get to sit in on their presentations. There’s so many different aspects that a dean fulfills in their role. It really made the staff feel good to be able to be a part of that. Then they were given an evaluation form, and they evaluated the person.

ROSEBERRY: What do you feel he brought to the table, as you were on that committee?

KYSER: Dr. Engelhardt?

ROSEBERRY: Uh-huh.

KYSER: Oh, definitely his background and his experience as a dean. It really showed forth. And his interest in teacher education. Not only teacher education but all of the professionals that the school prepared. He was very open to that, because at that time Health, Human Performance, and Recreation was a part of the school. They prepare professionals in a different way, and that was very—

ROSEBERRY: And that was something he could speak to?

KYSER: Sure, yes.

ROSEBERRY: So, we have been talking about Dr. McLendon a bit—ah!

.pause in recording

We were having a little pen swap here.
KYSER: Right! We had to get some pens that would write.

ROSEBERRY: (talking at the same time) That actually worked! Mine was running out of juice. So we talked about Dr. McLendon—and he was a young dean—I also know that he moved over to the provost’s office—

KYSER: Yes, he did.

ROSEBERRY: —and became an interim provost. Now, when I do these interviews—sometimes, interviewing people, maybe from the School of Business—there’s all these people who go in and out of Pet Neff are kind of snatched over to administration. Is that—correct me if I’m wrong—but it seems like Dr. McLendon might be the first of these to move over into Pat Neff?

KYSER: Uh-huh. We had a—Wes Null, who was a faculty member in curriculum instruction—he moved into Pat Neff. So, he was a faculty member, and I think Wes was probably the only one that I can think of who moved into the upper administration. And then Dr. McLendon—and I kept telling him. A fairly new provost was here or was hired shortly after Dr. McLendon—no, he was here—and then Dr. McLendon was hired, and that provost left, and there was an interim and then another provost was hired. And then this provost left, and I told Dr. McLendon, I said, “You are going to move to the provost’s office.” And he said, “Oh, no, they don’t want me over there. No.” And sure enough, when he came back and told me that he was going to be the interim provost, I said, “I told you so.” (laughs)
ROSEBERRY: How did you see that? What made you think that?

KYSER: Well, just the way that he interacts, and his knowledge of higher education, I think. He is a marvelous writer and can just lay his thoughts out there. He tends to be a little bit of a perfectionist, so he procrastinates a little bit, too. So we would have to hurry and help him get things done sometimes. (laughter) But I could see, and I felt like he would go far in higher education. At the time, he was really what the school needed. He acquired the largest gift that the school has ever received from donors. And he worked so well with the donors; he was definitely a development dean. He could explain his ideas and his wishes so very well. And so, we have the Copple Center for Higher Education because of Dr. McLendon’s work. Along with development—you know, he worked very closely with development.

ROSEBERRY: Thank you. Does his moving into the provost’s office—does that change or enhance the relationship of the School of Education with Pat Neff? With big Baylor?

KYSER: I think it gave us a leg up because his interest is higher education and policy and fit so well with—and his thoughts and desires and wishes—if that’s your area of expertise and you know how you want to go, I think you do kind of have a little bit of an advantage there.

ROSEBERRY: Can you give an example? How did that play out?
KYSER: No, I really don’t—I can’t think of one right now. Dr. McLendon was very—he worked very hard on relationships and developing good relationships. (coughs) Early on, he developed a really good relationship with the provost’s office because he wanted to know exactly what they needed from him, as dean, to get budget allocations, new faculty lines, new centers—to establish new centers. He worked very closely with the different people in the provost’s office to understand what they needed from him and how he would ask for things. During his tenure, we got, probably, more new faculty lines than we had received before.

ROSEBERRY: Because he had that close relationship—

KYSER: Because he had that relationship. And he spoke to that, you know, in the request, and was very specific about how that would advance the school and help it to grow—with new programs and centers and anything else, new staff positions.

ROSEBERRY: Is that a new—I understand that that’s kind of a gift that he brought to—

KYSER: Absolutely.

ROSEBERRY: —is that a relationship that other deans fostered, just in a different way?

KYSER: In a different way, I think. Yes. He was so outgoing and charming. But he really did develop good relationships with the other deans as well as with the provost and the president. Even when President Starr was here; President Starr would call Michael and ask about things in higher education, and he worked on some projects with him, too. I believe that was a gift.
ROSEBERRY: It sounds like it was a natural move for him.

KYSER: Yes. I think it was.

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ROSEBERRY: Are you able to speak to any of the other deans and their relationship with Pat Neff and how that worked?

KYSER: Yes. I think, for the most part, I believe—I just felt that the provost’s office—and the upper administration—really held a lot of our deans in high regard. They had good respect for them and, you know, tried to give them things to support the school—the things that they needed—if they were able to show what this allocation or new faculty line, how that was going to progress and be good for the school. Most of them really did—I know they respected Dr. Engelhardt a great deal. I think that being able to tell the administration what your views are and where you would like to go and how you would like to accomplish that—and your need.

ROSEBERRY: It’s important to be very communicative.

KYSER: Yes. It is, communication is vital.

ROSEBERRY: Were there any specific things that you worked on to help the dean communicate in that way? You know, We need to get this ready to communicate?

KYSER: Yes. I tend to be an editor of everything, so everything I look at, I edit. I was the editor for the final copy that went over in our request. As time went on, the request process was streamlined very much, and it went online, and it was all electronic. But I
can remember the time when we’d be typing in those faculty requests—doing all that for faculty lines, or requests for a new center. Of course, the requests for new courses or new programs would come from the departments, so we would just have to tweak it just a little bit, maybe.

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ROSEBERRY: Any big asks that you remember coming under your editorial eye?

KYSER: Well, there was a big ask when we felt like we had outgrown Burleson and Draper. We wanted to move into either a new building, or—but, you know, educators don’t have a lot of money to give a big gift for a new building, so—

ROSEBERRY: Alumni.

KYSER: Alumni, right. And so when they decided to refurbish Marrs McLean, we were very excited to think that we could all be together in one area, one building.

ROSEBERRY: And that was not true then—

KYSER: And that was not true. We had some people in Draper and some people in Burleson, and then a lot of our classes had to be elsewhere because there were not enough classrooms. And we still need classroom space. That’s one of the things—we still have to go outside of Marrs McLean for some of our classes, but we try to keep everybody as close as we can, in the building.

ROSEBERRY: So how did that ask go—that ask to be moved beyond Draper and Burleson?
KYSER: Well, I think Dr. Engelhardt probably—there was a big discussion, I know, universitywide, about the refurbishing and who was going to move. He had a lot of different—he and Dr. Rogers, associate dean—had a lot of discussions with the provost’s office and with the provost. And then the financial people were in on it, so they had a lot of discussions. They provided the right information that they needed to allow us, when the decision was made—for us to move to Marrs McLean.

ROSEBERRY: How did that move go, in your view?

KYSER: I think it went very smoothly. It was so well organized. Of course, there were certain things that Dr. Engelhardt and Dr. Rogers—you know, working with the architects, and certain things that they wanted—that I think were quite a change from what they had envisioned the building to be. But it worked out very well.

ROSEBERRY: Was that good, spatially? Did that work out well in terms of what it needed to do?

KYSER: Yes. I think so. And we’ve had to do a little bit of tweaking—you always do when you move into a new place or a different place, to get it to be what you feel like it should be.

[00:54:37]

ROSEBERRY: Thank you. So I know we’re coming up to the present dean—Terrill Saxon.

KYSER: Yes.
ROSEBERRY: Have you worked for him?

KYSER: Yes.

ROSEBERRY: Okay. Tell me a little bit about him.

KYSER: I had known Dr. Saxon. He was a faculty member in educational psychology, and then he became chair of educational psychology. So the chairs work pretty closely with the deans. I had known Terrill for a while. When he came over, we worked together for about six months, seven months I guess, after he became interim dean. Well, he was appointed as an associate dean before he became interim. He was going to be the associate dean to work with the graduate and research. But yes, I had worked closely with him as a department chair. And I was looking forward to working closely with him as an associate dean. And then he’s appointed interim dean!

ROSEBERRY: Yes. Is there anything specific that he brought to that role that you’d like to highlight?

KYSER: Terrill is a get-the-job-done sort of person. He is in the office taking care of business, taking care of the different meetings and reports and everything that the dean has to do. He was very much a working dean, an office-working dean. I think he’s very mild-mannered and has the respect of a large number of the faculty. He gets the job done; he really does. And he’s very interested in the faculty members and in the students and will just take all the time that is needed for either of those—faculty and students—and staff. He’s very nice to work with.
ROSEBERRY: Well, anything else about any of our deans that we’ve talked about? Anything you’d like to provide from your perspective as the ultimate insider into that question? (Kyser laughs)

KYSER: I think the thing that really stands out about all of them is their wanting to be able to support the faculty members and anybody associated with the programs to ensure that our students are getting the very best education and training that they can—so that they are able to be successful in their professional lives.

ROSEBERRY: You saw that as a consistent theme?

KYSER: Yes. Totally.

ROSEBERRY: I imagine that it played out in different ways.

KYSER: Sure. It did, I know. And—not to change for change’s sake, but to change to coincide with the state and national programs, but also whatever that the majority of the faculty felt like would be a positive change. To enhance the programs.

ROSEBERRY: What are some of the significant changes that we may not have talked or about or that, if I’m writing about the School of Education, and I’m thinking about significant changes according to what we just talked about, state and things like that, what would I—

KYSER: Well, the most significant change—and I think we’ve already discussed that—was getting out students out into the field as early as possible, and allowing them to see

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what it’s like in that classroom. Some of them—I can remember back when they didn’t
go out into the schools—and here a senior would be ready to do their student teaching,
and they would get out there, and they just could not function. So they would have to
decide if they wanted to tough it out or try something else. Really, putting them out into
the field really helped them see what it was about and how things were, and to see if they
really wanted to be a teacher.

ROSEBERRY: That’s important.

KYSER: So yes—very important. To me, that is the most significant change that I
observed.

|01:00:16|

ROSEBERRY: And I imagine that changes things like the curriculum of the entire
school, and that really restructures—

KYSER: Sure, yes. It does—restructures everything and the way the programs are—and
the courses, and how they’re—

ROSEBERRY: And who you hire.

KYSER: Yeah. Exactly.

ROSEBERRY: All those things. Was there a time in which that becomes really obvious,
that, Okay, we’re entering a new phase, a new way of doing things.

KYSER: Uh-huh. And that kind of started under Dr. Yinger’s leadership.
ROSEBERRY: Okay. It started, and then—

KYSER: Right. The professional development schools, and providing that yearlong internship in their senior year. And getting them in the schools a little bit earlier, but then that really broadened under Dr. Engelhardt.

|01:01:19|

ROSEBERRY: Thanks. So we talked a little bit about—the last time we spoke—about how the School of Education is an important part of Baylor because there are so many students that come in, pay tuition—it’s a really important way of the School of Education giving to big Baylor. And we used the word “cash cow;” but at the same time, in our discussion today we talked about educators don’t become millionaires, necessarily, in that profession—

KYSER: That is correct.

ROSEBERRY: —and donors are not able to give million-dollars gifts. So I’m wondering if we can talk a little bit about that idea of both of those. It’s kind of a contrast.

KYSER: Sure. And I think one of the things, one of the reasons that Baylor—that the School of Education—became more field-based—the other close state universities were not as field-based as what the proposal for our program was. The feeling was, if we are asking these students to come to Baylor and pay the Baylor tuition, and then when they go out into their profession, the starting pay is not as much as other Baylor graduates would get.
ROSEBERRY: School of Business.

KYSER: School of Business, correct. So the faculty and administration felt like—well, they agreed—we really needed something unique to offer them. Of course, the Christian environment was one. Then the field-based and the quality of training that we gave them more or less gave them an edge up on the other graduates. Both of my grandsons have married graduates of the School of Education. They were graduates of the School of Business, so I thought it was really unique that they picked—but both of these girls went out on their first year of teaching, and the people in their school district could not believe their level of competency and their—just walking in, and—it was almost like they are a second-year teacher instead of a first-year teacher. A second-year and beyond, because they knew—they’d been in the school so much—they knew what was expected and how to work and how to teach those children. So both of them had heard comments from other first-year teachers and teachers in their area, that they just were so prepared. They were very impressed. I think that idea has spread around Texas, especially, because that’s where most of our graduates teach. I think it has really spread, that Baylor prepares some of the best teachers in the state. We’ve seen that when school districts come to interview and to hire people on career day. I think there’s always a waiting list for school districts to get into that, because they know Baylor prepares some of the best teachers. And other professionals—I keep talking about teachers, but I guess that’s what the School of Education is about.

ROSEBERRY: The significant—right—that’s what you think about—

KYSER: Yeah—that’s our main goal, I mean, our main focus.
ROSEBERRY: In your understanding, how unique is that preparation program?

KYSER: I think it’s very unique. I don’t know many universities who require a year-long internship. So Baylor was really forward-thinking when they developed this extensive field-based program.

|01:06:36|

ROSEBERRY: Thanks. Well, tell me about—I know that, from my understanding, in the early days of the School of Education before your time working there, that there was this teacher placement committee—that you would come, and you would maybe submit your name, and they would communicate with the schools, and that that’s how this relationship went with what you were just talking about: placing teachers. Have you seen that over your time at Baylor? Have you seen that change and grow? Or change at all, in how teachers, then, go out and find positions? Is that something that the School of Education continues to be a part of?

KYSER: Yes. To help and to work with career-planning and placement.

ROSEBERRY: How is that—?

KYSER: And I think it’s grown and developed because now, our career-planning and placement office doesn’t have a lot of work to do. The school districts come to Baylor and want to hire. The career-planning and placement office puts on a large daytime—what would you call it?

CULLAR: Job fair.
KYSER: Yeah, a job fair—to where the school districts come, and they have—like I said, they’re always filled. They have to get more space, and open up more slots for the school districts to come—so the school districts, now, come to Baylor to be able to talk to the students and to be able to hire them. Many of them, I think, are hired right there on the spot.

ROSEBERRY: Tell me about the different centers that the School of Education has developed.

KYSER: Okay. Let’s see.

ROSEBERRY: I know that’s a broad question.

KYSER: I guess our first center was probably the center for Community Learning and Development.

CULLAR: Engagement.

KYSER: Engagement. Right. To where they would basically have different activities during the year for school-age students to come to Baylor. And then we have a very strong GT—gifted and talented—program. The center directors would get large grants to be able to help the underprivileged students to come tuition-free and to come to the University for Young People, for gifted and talented—and that has really enhanced the relationship between the community and the schools, and Baylor. They would come and learn and grow in all the different areas. I believe that was our first actual official center.
I know we had a reading clinic and some smaller things back several years ago, but this was really a large outreach into the community. And we developed the Baylor Center for Learning Disabilities. It was a small center, and then it grew—for autistic children and anyone with learning disabilities who needed some extra help. They work closely with especially Waco ISD. It’s housed out on Hillcrest Drive. And there’s a director of the center who’s a clinical faculty member in education psychology. It has grown, and continues to grow, I’m sure. And now we have the Hale Center for Higher Education and Policy, which is—not the Hale Center, it is the Copple Center. We did have a Hale Center for a while, but it wasn’t a working center. There was a Hale family that Dr. Williamson was very instrumental in getting a nice gift from and that’s still a part of the Department of Educational Administration. Now the Copple Center, they are looking to hire a director, from what I understand.

|01:12:27|

ROSEBERRY: Well, let’s talk about—are there other centers we need to talk about?

KYSER: I think those are basically the official centers. We have a lot of different programs that run in the departments, but they’re not actual official centers.

CULLAR: You can look at the website.

KYSER: I know, it’s just like—am I forgetting one?

ROSEBERRY: Well, that is something we can verify. So if you have forgotten one, then that’s all right.
KYSER: Sure. Because we have a lot of different programs that run—like our civics education program—a lot of ones that run during the summer for school-age students to be able to come and be in a program.

CULLAR: I think those are the main ones.

KYSER: Yeah. I think they are, too.

|01:13:35|

ROSEBERRY: Okay. Well then, let’s move forward and talk about technology, because I know that, over the years that you’ve been at the School of Education—and specifically in your particular position—you’ve seen changes in technology.

KYSER: Oh, totally, totally. For a while, it frightened me, as everything was changing. And then I realized that it’s going to be so much better and make your life so much better. Because when I first came in, we were very fortunate to have an electric typewriter, and whiteout, and the little correct-strips that you would hold and have to backspace back to get the correction on there. Then we moved to this electric typewriter, and it had its own little correction strip in the typewriter.

ROSEBERRY: Oh, yes. Uh-huh.

KYSER: And—let’s see—the mimeograph, the purple mimeograph, where you typed on the purple—the page. And if you made an error there, you had a razorblade, and you would have to lift it up and go back.
ROSEBERRY: Did this—at the time, did this seem like it was an incredible amount of work, or was it just kind of no big deal?

KYSER: It was better than—

ROSEBERRY: It was a step forward?

KYSER: It was. It was a step forward, and it was cheaper than having copies made, because there weren’t a lot of ways to make copies other than the—

ROSEBERRY: And teachers need to make copies!

KYSER: Yeah, exactly. And the carbon paper—oh my, I hated that carbon paper. Typing on that, if you wanted three or four copies, you’d have—carbon paper, it was—anyway.

|01:16:04|

ROSEBERRY: Did faculty members come into the office? Is that where they were making their purple copies for their students as well?

KYSER: Yeah. For their students, for the classes. And since there were two people, mainly—when I was hired, there was one more staff member—but most of the faculty had graduate students who helped them. We didn’t have a lot of undergraduate student workers. It was the graduate students who were here, who had to be the doctoral students. And they helped the faculty members. But faculty members did a lot on their own. Then we were fortunate enough to begin to have student assistants. That certainly helped all of the offices very much. Then we had the—and I don’t know—what did they call that
machine, where you would type and you could see it on a screen, and then it didn’t type it until you hit the return button, and then it would type it on the paper?

ROSEBERRY: Word processor.

KYSER: Yeah. I think those were word processors. Yes. But it took—and now we just sit down on the computer. We have come so far.

ROSEBERRY: We have come so far.

|01:17:41|

KYSER: And we did not have the budget and the money to make a lot of copies. When the Xerox machine came out, we didn’t—our department, the School, didn’t have a lot of copying budget, you know, to make those copies. It was quite expensive. Hence, the purple mimeograph. It did smell good, though, didn’t it? (laughter) And then, when we got our first computer—it was a little box, it looked like a little television. I guess it was, almost. Anyway, we thought we were really uptown. (Roseberry laughs) And I remember the university could tell how much the computers were being used.

ROSEBERRY: Oh, wow.

KYSER: And Dr. Lamkin said, “Let’s do”—he was very forward-thinking in technology, and he said, “Girls”—especially me—“Let’s do as much work on that computer as you can.” And I thought, But I’m afraid of it! (laughter) And so because if they could see that you were—it was kind of a trial basis—and they wanted to see what we were doing and how we were using it.
ROSEBERRY: I bet if we look back now, we would think that was pretty simple work that was being done on that—

KYSER: Oh, it was! Absolutely. But we were okayed, and we got another computer. That was really important. We had one office that had the computer in it.

ROSEBERRY: Everybody went to use that one computer—

KYSER: And everybody went to that one computer, yes.

ROSEBERRY: Including faculty? Were they using that computer?

KYSER: No, this was basically—

ROSEBERRY: —this is the staff.

KYSER: Yeah. We started off in the dean’s office.

ROSEBERRY: Okay. You were the hub of—

KYSER: We were the hub of the computer work. (laughter) And now, look at our computer labs that we have. It’s amazing.

ROSEBERRY: Yeah. I mean, students couldn’t get—absolutely couldn’t get along without them. Without computers.

KYSER: Oh, yeah. Absolutely.

01:20:19
ROSEBERRY: That prompts me to ask about the Learning Resource Center. Tell me a little bit about the development of that.

KYSER: When I first began, it was called the Curriculum Library.

ROSEBERRY: When you first began?

KYSER: When I first began, yes. It was a very small room with metal bookshelves, and they had tried to have all of the state-adopted texts so our students could work and see the different textbooks that they would be working with and learn from. Then we were on third floor of Pat Neff Hall, and there was a large room on third floor—at the very end of the hall was Strecker Museum. Well, the science buildings were built, and Strecker Museum moved into the science building.

ROSEBERRY: The brand new—?

KYSER: Uh-huh. The new Marrs McLean and Sid Richardson.

ROSEBERRY: Oh, those science buildings.

|01:21:40|

KYSER: They had just been built, yes. And so Strecker Museum moved into Sid Richardson, and there was a large area, and so then the Curriculum Library—Dr. Goetting was very instrumental in getting it set up, hired a graduate student, at first, to man the library and to help establish it. Then it just grew from there.

ROSEBERRY: Wow. What kinds of things continue to be accessible to the students in the Library Resource Center?
KYSER: The more state-adopted books and the different things that would—different test materials that the schools would use. Because our graduates were taking courses and test measurement, and all the different tests—

ROSEBERRY: How to give tests?

KYSER: How to give tests, yes, and how to score them, and what they meant. So we developed a base for the different tests that were used by the state: psychological tests, achievement tests. All of those came into play, and we did that. We worked very closely with Region 12 Education Service Center; they would provide the state-adopted texts for us each year. So those changed each year. You’d have to get rid of the old ones, bring on the new ones. That was quite an undertaking.

[01:23:27]

ROSEBERRY: When I think about technology—I’ve seen some of these pictures of the olden days in the School of Education, and there are people watching these film strips—they’re future teachers that are going—they’re learning—can you speak to those kinds of changes, as well? They’re looking at audio/visual materials and things like that?

KYSER: We had an audio/visual room. We didn’t have a full-time staff member, so graduate students would man the audio/visual lab. And there would be the film projectors and the slide projectors, film strips. We felt like we were real uptown, we got a microfiche reader for the curriculum library. So a lot of things that were on microfiche, you could write off, and they would send you—and so a lot of our graduate students used the microfiche reader.
ROSEBERRY: All right. Well, what else in terms of technology, either in the Library Resource Center or, maybe, in your office as well?

KYSER: We try to stay really up-to-date in the dean’s office. (laughs) With the latest thing. But wow—and then, you know, the laptop computer came. And then the iPads and tablets. Wow. We have really come a long way. I was just talking to my little grandson. He’s completing third grade, and he told me, “Next year, I’m going to get an iPad.”

ROSEBERRY: Oh, my goodness.

KYSER: I thought, Oh, that is wonderful. But they’ll issue iPads in the fourth grade. He’s in Lewisville ISD.

ROSEBERRY: Good for him.

KYSER: Yeah, we’ve come a long way.

[01:25:55]

ROSEBERRY: I noticed in this room, when I walked in, the lights came on.

KYSER: Yes. Oh, this building is just wonderful. (laughter)

ROSEBERRY: What are some of the perks of this building?

KYSER: They have the motion detectors, where the lights will come on. So if you’re sitting in your office and you tend to be still, and you’re over at your computer working—sometimes, the lights would go off. Well, you just have to—

ROSEBERRY: Kick a little. Make a little motion.
KYSER: Yeah! Make motion! And in the restrooms, it’s wonderful, because it’s an automatic flush toilet.

ROSEBERRY: Oh! (laughter)

KYSER: And I just—I just thought that—

ROSEBERRY: Now, that’s uptown!

KYSER: An automatic water movement—the sinks come on automatically. A lot of times, I’ll go to the restroom, and I would think—I’d be at home, and I’d think, Oh, I don’t have automatic water. But we are an environmental green building.

ROSEBERRY: Was that in effect when the School of Education moved into this building?

KYSER: Yes. It was built in that manner.

ROSEBERRY: How does that differ from where you were before?

|01:27:17|

KYSER: Quite a bit. Because Burleson was refurbished. It was an older building that was refurbished, but they tried to keep a lot of the elegance and the history of Burleson, I think. It was a beautiful, very stately building, whereas Marrs McLean is more modern with the pipes and the ceiling—so we had to kind of get used to all of that. (laughter)
ROSEBERRY: That’s really interesting in a place like Baylor that has so much history, it goes back so far, but we’ve also really tried to move forward. You get all of those things reflected in the architecture, like you were talking about.

|01:28:15|

KYSER: Correct. And our building recycles. We’re very good at recycling.

ROSEBERRY: This building, Marrs McLean?

KYSER: Yes. As a—what did they term it?

CULLAR: A LEED, I think?

KYSER: LEED (Leadership in Energy and Environmental Design). Yes.

CULLAR: L-E-E-D? (speaking at the same time)

ROSEBERRY: Yeah. (speaking at the same time)

KYSER: L-E-A-D? Oh, no—(speaking at the same time)

CULLAR: —what it stands for—(unintelligible, all three laughing).

KYSER: Yeah. It is, and I thought—

ROSEBERRY: It’s a LEED building.

KYSER: Yeah, it’s a LEED building; it’s all eco-friendly. We try to do what we can for the environment.
ROSEBERRY: Well, we’ve got about fifteen minutes left in our interview time today, so I want to be sure and ask you what you would like to add for the record. What do you want to make sure that we talk about today?

|01:29:06|

KYSER: I cannot think of anything except—through the years, Baylor has just been such a wonderful place to work. I always felt valued and always felt like it was a place where I could make a difference. When I first started, I was the age of the student; then I became the age of their mother; and now I am the age of their grandmother, or older than their grandmother. (laughter) So through all of that, and seeing the different students come in, complete their coursework, and go onto other things. Then we had the opportunity to see them come back, sometimes—either for a graduate degree. And then their children started coming! It’s just a good place to be, just a very good place to be.

ROSEBERRY: Have students changed over the years?

KYSER: I don’t think that they have changed. They’re all basically—they want to get an education, and they’re serious, they’re professional. And the desire for learning I think is there. Now, the dress has definitely changed. I think we talked about that. But no. I think for the most part, they don’t change a lot in their core values.

ROSEBERRY: Now, we talked about women being significant—those being a significant population of the student population that comes into the School of Education.

KYSER: Yes.
ROSEBERRY: And my understanding of decades gone by is that that’s a role that is—you become an educator—if you’re a woman, you have some really specific places that you can—jobs that you can take.

KYSER: Right.

ROSEBERRY: So I’m wondering if—that the broadening of a woman’s chances or opportunities has changed the School of Education or has changed the student population in any way or your perception? Tell me a little about that.

KYSER: I totally think so. In days gone by, the women would be teachers, and the administrators were the males. I was thinking back in my years in school, that’s the way it was. But now, there is no end to what a female educator—to where she can go.

ROSEBERRY: So you’ve seen them move into administrative positions?

KYSER: Yes. Correct. And when I first began, all the administrators in the School of Ed—the dean, and universitywide—were all men. And I do remember the first woman vice-president who was hired at Baylor.

ROSEBERRY: Oh, really?

KYSER: She was a financial vice-president.

ROSEBERRY: Who was that?

KYSER: Donna Denton. Her husband happened to be a faculty member in HHPR.
ROSEBERRY: Interesting.

KYSER: It was very interesting. And then to see—of course, I think Baylor’s always had a dean of women. But to see more and more women going into administration in the university was very good. And then we hired more and more female faculty members. We had associate deans who were female.

|01:34:05|

ROSEBERRY: I’m wondering about diversity in other ways. Have you seen the School of Education diversify in terms of hiring minority faculty, or in other ways? Has that been an initiative that you’ve seen?

KYSER: Yes. I think that the university, university-wide, would like to increase—for years, we have been encouraged to increase our diversity if we found the qualified faculty member who might be a minority. And right now, the School of Education has a very strong minority faculty member: Dr. Lakia Scott. She has helped our school and our students diversify, and to learn about the other—

ROSEBERRY: You were talking about bilingual programs and things like that. Has that been a long-standing initiative of the School of Education, or is that a—?

KYSER: It was, at one time; then it seemed like it dropped off a little bit. Dr. McLendon was really bringing it back. I think we hired a bilingual person—

CULLAR: There was a search. I haven’t heard the—if it’s final—

KYSER: A search, right—I do not know the outcome of it—
CULLAR: Yeah.

KYSER: But I know—before I left, we were working on the different searches, and there was a search for someone to work in our bilingual program.

ROSEBERRY: And I know also that during your time working in the School of Education—the schools in Waco integrated—

KYSER: Yes!

ROSEBERRY: And were asked specifically to integrate—and I wonder if that had any impact on the School of Education, as well?

KYSER: I think we saw more need to be out there in the classroom, for our students, maybe, to be able to help. And of course, it helped them to be able to work with a diverse classroom. They had to learn how to work—and well, our faculty—I’m sure that during their time in the schools, I know they worked with a diverse classroom. That’s one of the good things about being in Waco. It’s such a diverse school district. And more school districts are becoming—even Midway is becoming more diverse.

[01:37:05]

ROSEBERRY: Meg, is there anything that—you’ve been here for both of these interviews, and as you think back on the history of the School of Education, what would you want to make sure that we talk about today?

CULLAR: I think we’ve talked about most of the important things. I think Darlene has unique insight on who the deans are, and their personalities; one of the questions I jotted
down was about the LRC—I don’t know if you know when that started, but it was already in existence in ’67, so that’s interesting.

KYSER: Right. The Curriculum Library started around—yes, it was very small, but yes, it was in existence.

CULLAR: I don’t know how we would find out the origin of that. I was also thinking, when you refer to the mission, that is on our website—I was wondering when the School of Education had a specific mission of its own. Have they always had that, or is that something that happened while you were here—to articulate that and write it down?

KYSER: I think it did. It began—when did—whenever all the businesses were developing their mission statement—

ROSEBERRY: All the schools—?

KYSER: Right. I believe it was during Dr. Yinger’s tenure that we first had a School of Education mission statement that was different from the university; it was more specific.

ROSEBERRY: Okay.

[01:38:47]

CULLAR: But it’s very reflective of the university?

KYSER: Yes, it is.

CULLAR: So Doug would have been involved in that?

KYSER: Yes.
CULLAR: I think those are the main things that I jotted down.

ROSEBERRY: Okay. Anything else that we haven’t covered?

KYSER: You have been so good. You really know about the School of Education, and the great questions that you’ve asked—you have certainly helped, and helped jog my memory about different things. I appreciate that very much.

ROSEBERRY: I really appreciate you.

CULLAR: I don’t know if there’s anything—I think you kind of asked her if there’re events that you thought were significant. I don’t know if there are people that stand out, or other things that stand out to you as, This person had a great effect. Or maybe, This outside event outside the university had a great effect. You know, when you think over fifty years, is there something that stands out?

[01:39:58]

KYSER: One of the things that really does stand out to me—Dr. Lamkin wanted, in some way, to honor teachers that had taught the Baylor students or that had taught a Baylor faculty member. Their teacher who made an impact on them. So we developed a teacher recognition banquet for the seniors, and the very first one, Dr. Lamkin brought his first-grade teacher to the banquet. And I just remember what a sweet and precious lady she was, and he said some very nice things about her. Then the next year, another faculty member honored one of their teachers. Then the dean—along with the associate dean and the director of field-experiences at that time—they kind of broadened it, and they had the students, the Baylor students, to write a paper about their most memorable teacher. And
then they were invited. So today the students will nominate a teacher, and a committee will look over the different nominations, and either two or three are brought to the spring recognition banquet. That’s always just been a highlight, to see the different teachers and to hear what that student says about them and what a difference they have made in their lives—and that was one of the reasons they decided to become a teacher. That’s been a very important thing for me, I think, for Baylor to be able to honor memorable teachers that have made an impact on students.

ROSEBERRY: What do you think it takes to be a good teacher?

KYSER: I think it takes a love of education and a love for teaching those students. I think it’s a calling. I think it is definitely a calling. Think back—teaching is one of the most important professions that there are; everything you do in life—your learning process and what you become—you have to have that good firm foundation of your education: know how to read, know how to do math, how to problem-solve. For me, it’s the basis of our society, is a good education. And it starts in pre-kindergarten all the way through college, however far you want to go.

ROSEBERRY: What does it take to be good in the position that you’ve had?

KYSER: Flexibility and people skills. How do you teach people skills to people, you know?—working well with others, playing well with others. It starts way back—playing well with others. Flexible and being able to transition to different—new things, and the openness to learn new things. We just have to do that throughout life. I just think,
probably, working well with others and being professional and knowing what is needed and how you can be—well, how you can be of service to the dean, in my specific position. I felt like my job description was: anything I could do to make the dean’s job a little bit easier, anything that I could take off of his plate, the day-to-day work to allow him—or her—to do the big things.

ROSEBERRY: And what does it take to be a good dean?

KYSER: A knowledge of the whole area, the whole school—whatever the school encompasses. And caring about other people, wanting to provide support for them. Not micromanaging, but to provide support for them in their area to be able to do the things that they need to do, for the students and for themselves.

[01:46:01]

ROSEBERRY: And where do you see the School of Education going in the future, from your seat in retired—

KYSER: I know now that we have an online graduate course program that is online, and that is going to reach so many different people—and just staying current and up-to-date on everything, which I think the School of Education has done, and is doing, and is continuing to do—and to grow, and to prepare the professionals of tomorrow.

ROSEBERRY: Anything else, ladies?

KYSER: I cannot think of anything. I hope that you have received some good information to be able to use.
ROSEBERRY: Absolutely.

KYSER: Good!

ROSEBERRY: Thanks so much.

KYSER: Thank you. I’ve enjoyed working with you.

end of interview