

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

joel.rosenthal@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Rosenthal, Joel Thomas

---

2. What is your academic discipline, department, and college at SBU?

History Dept, CAS - (retired since 2006)

---

3. In what year did you begin your career at SBU?

autumn 1964

---

4. In what year did you retire (if applicable)?

2006

---

5. What is your current academic status or rank at SBU?

Distinguished Professor emeritus

---

6. What position did you initially apply for at SBU and in what department?

I guess it was at the level where an assistant professorship in the Hist Dept was the appropriate level for my application.

---

7. What was your previous academic position(s) and experience?

3 years as assistant prof. t Roosevelt Univ in Chicago.

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

My supervisor at the Univ of Chicago knew of the opening - he had steered someone of my cohort to SUNY Binghamton the year before. i had a hotel interview, Dec. 1963 and then a campus interview, I think in 3/64. the whole Hist dept was 7-8 people (including acting dean and univ. librarian). No formal talk - chatted with everyone going down the hall about my future research plans, teaching experience, life in the boonies of Suffolk Co. I was offered the job in my exit interview with the acting dean (who was the only full prof in History). I told him I would get back quickly, as I did the next day from Chicago.

---

9. Why did you accept the job offer?

Coming east, the fascination of a new univ with plans for graduate students, lots of young faculty, my own interest in publishing would fit into the univ. Long Island was an interesting place and we were also tempted by the seafood.  
Moderate pay raise - mostly eaten up by higher rents, etc.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

I was interviewed by a Dept of 7 or 8, and 5 of us were hired that spring for the 1964-65 year. History was the first social science dept. to get a green light on a grad. program. We had an outside visit in 1964-5 and the first grad students and grad seminars were in place, autumn 1966.  
I think our workload went down from 3-3 to 2-2.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

The were pretty good - better than in recent years. We had a slew of TA lines, more than we needed just for classroom help. there was a SUNY research foundation summer research program and one was pretty likely to get some \$\$\$. The library was eager to buy anything we suggested and there were a lot of standing orders as well; it was very encouraging.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I liked to do research and write and I was delighted to learn that others were willing to publish it (or at least, some of it). With a light teaching load and some support money I assumed we were expected to produce scholarship and I thought this a reasonable expectation.+

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I served on the personnel committee for several years and I chaired it, which meant close relations with the AVP, to whome we reported. I have also chaired my Dept, chaired a now extinct interdisciplinary social science program, and chaired the faculty senate - so all of these meant a lot of contact with deans and (through the senate) with the president (Marburger and his provosts and deans).

---

14. Please describe the physical campus at SBU when you began your career.

Small, hideously ugly. The second wave of construction didn't begin until I had been here for a few years and the original construction was about finished.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

In the early days, hostile. The drug bust of 1968 and related measures were more a mark of town hostility than of any serious concern for soft drugs, students sleeping around, etc. This improved over the years; we are here, we pour money into the community, the Staller center programs help, the old white upper-middle class level of the 3 Villages has changed as well.

---

16. Please describe your experiences with students, student life and/or activism on campus.

In days of politics I generally sided with student protest and activism. They usually wanted a bigger say in how the new univ. was shaping itself and its relations to society - which seemed critical in the Vietnam days. In the classroom, I have always found the students - and they have changed a lot over the years - up to what I would expect of college students. As I teach a soft field, their continuing interest (in medieval History) indicates some intellectual curiosity - commendable - as well as a need to satisfy various degree requirements.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I taught once course each spring for 11 years now, and I continue to work with a few grad students and to be involved in Dept activities. Since I am still active in my own profession it seems but logical to keep ties with the univ. I still have my office.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Yes - mostly spelled out in 17. I have taught both small seminars, mostly for our MAT students, and an undergrad lecture course (to about 75 students, with a TA).

---

19. What are the biggest differences at SBU from the time you were hired versus today?

Size, of course, and diversity of students and, to some extent, of faculty (including gender). We have big sports as against clubs and minor teams (and there were cheerleaders at Oyster Bay). Our administrators today are mostly managers, not faculty members (regardless of what it says on the cv). If fairness, higher ed is much more complicated and expensive. Also, in soft fields many more faculty commute and this affects dept'l culture - whereas in the "old days" people were hired from all over, spouses didn't work nearly as often as today, and new hires tended to live locally.

---

20. What has not changed?

I am hard pressed to think of anything that has not changed. But i go back to 1964 and I would have trouble with the same question about the US itself. Nor, to be crabby, have many of the changes been all for the better. (Inerlibrary loan is better).

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes, it was a good career choice. I got support - some financial, much moral, and generally congenial colleagues with similar views about the world, scholarship, and how a history dept should function.

---

22. Please share any additional comments here.

It has all been worked out over the years but faculty parking was once an issue of great tension and controversy. Efforts to have some sort of faculty club never worked out. I had to say it but Pres Kenney's money in beautifying the campus was probably a good investment.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms



# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

irwinkra@gmail.com



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Irwin Kra

---

2. What is your academic discipline, department, and college at SBU?

Mathematics, Department of Mathematics, College of Arts and Sciences

3. In what year did you begin your career at SBU?

1968

4. In what year did you retire (if applicable)?

2003

5. What is your current academic status or rank at SBU?

Distinguished Service Professor Emeritus

6. What position did you initially apply for at SBU and in what department?

Assistant Professor, Mathematics

7. What was your previous academic position(s) and experience?

CLE Moore Instructor, MIT, 1966-1968

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Interviewed by Bill Barcus at MIT.

---

9. Why did you accept the job offer?

Best offer I received.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

In 1968 the department had about 30 members. Teaching, for most faculty members, consisted of one undergraduate course and one graduate course per semester. High quality publishable research was expected.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

I always had excellent support for my activities at SBU. At time classrooms very inadequate.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

Contributions to the theory of Moduli of Riemann Surfaces and to the study of Kleinian Groups.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I dealt a lot with the senior administration, especially when I served as Chairman of the Department of Mathematics and later as Dean of the Division of Physical Sciences and Mathematics. Also in my roles in various faculty governance committees.

---

14. Please describe the physical campus at SBU when you began your career.

Bleak and "under construction."

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

In the 1960s and 1970s, the community's attitude towards the university was very negative. It affected me minimally and I was minimally involved in local off-campus activities.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I dealt with student governance and was involved in anti-war activities during my early years at SBU.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

No.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Minimally.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

It went from a "university under construction" to "an established institution."

---

20. What has not changed?

Nothing.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes. I grew in my research field, the university administration and enjoyed teaching.

22. Please share any additional comments here.

The sense of "newness" and "exiting expectations" are gone. SBU never fully used its core of Distinguished faculty -- both active and retired.

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

anita.moskowitz@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.



## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Moskowitz, Anita

2. What is your academic discipline, department, and college at SBU?

Art history; Art Department; College of Arts & Sciences

3. In what year did you begin your career at SBU?

1982

4. In what year did you retire (if applicable)?

2012

5. What is your current academic status or rank at SBU?

Professor Emerita

6. What position did you initially apply for at SBU and in what department?

Assistant professor (1-year appointment), Art Department

7. What was your previous academic position(s) and experience?

Part time/adjunct instructor or assistant professor at various colleges, including Brooklyn College, Union College, and Cooper Union.

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I applied when I heard a position was open. I was interviewed by three faculty members of the department (Nina Mallory, Donald Kuspit, Lawrence Alloway) in Mr. Alloway's NYC apartment. Following the temporary appointment, a full time tenure track appointment opened up and I was interviewed (as were others in a national search) by Donald Kuspit.

---

9. Why did you accept the job offer?

I was thrilled to be offered a full time, tenure-track position within driving distance of NYC where my husband was a professor at CUNY graduate center. Alas, I didn't even try to negotiate my salary which remained low throughout my career until the last years when I became Chair.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

There were about 12-15 faculty, all teaching undergraduate courses since at the time (this was soon to change) we did not have a graduate program.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

There was practically no support for research and travel for the Art Department (although occasional funds were found for a speaker's travel to a conference). The library was not great for art history. Over the years, once the library found itself in crisis, the budget for books and journals in art history diminished even further. Once the department established an MA & PhD program, we had good teaching assistants, and the graduate applicant pool, at first somewhat poor, became better and better.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I have an extensive publication list, including numerous articles and 4 books while at S.B. After retirement I published two more books (my latest book was published in 2015). I received three NEH year-long fellowships while at S.B. as well as several UUP grants and NEH summer grants.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I had some dealings with President Kenny, generally of a positive nature. I served in the Art Department as Graduate Director, undergraduate adviser, and Chair of the department (for one term just prior to my retirement). I served on the Core Curriculum committee of A&S, and on many committees in the Art Dept.

---

14. Please describe the physical campus at SBU when you began your career.

It was not inviting (I took my own son to visit when he was applying to college, and SB was far from his first choice). The environment improved over the years.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I had relatively little interaction with the neighboring community and was not involved in off-campus activities (since I commuted from NYC).

---

16. Please describe your experiences with students, student life and/or activism on campus.

I loved teaching and had good relations with both undergraduate and graduate students (some of whom I remain in contact with). There was not much activism on campus during my years (except once, relating to censorship of an art work; that issue was resolved through meetings with President Kenny).

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I have had relatively little contact with SBU (although I do go to the reunions at the College Art Association, and I participated in the authors' reception on campus this month). I have not been asked to teach. I continued to be the chair of a tenure and promotion committee after my retirement but have not been asked to do anything since then.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

After an incredible amount of back and forth emails and phone calls with the current Chair of the department and Dean Kopp, I finally managed to get the university to support my application for a major collaborative research fellowship, and I appreciate that very much. The results will not be known until August 2017.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The campus is generally more appealing. The Art Department has flourishing graduate departments. After complaints on my part for not being invited to join the author's reception a year ago for a post-retirement published book, I did receive an invitation from the Dean for this year's reception and he even put a notice about it in the Emeritus Newsletter.

---

20. What has not changed?

I have not seen any improvement in financial aid for research and travel for faculty. The arts generally are the poor relatives of the sciences, which have seen increasing support on the part of the administration. I have attempted to get the administration to be more supportive of retired faculty who remain active in research and have found little interest in this, e.g., some universities actively pursue Mellon foundation publication subventions/fellowships for retired faculty (which I really needed for my first post-retirement book)-- President Stanley has ignored my email requests on this matter.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I have always been grateful for having been offered a full-time tenure track position within driving distance of NYC (even though my pay remained on the extreme low side either because I am female or because I didn't know how to "play the game" as other faculty have). For an academic couple (my husband is a mathematician who taught at CUNY/GC) it is not easy to find two such positions.

I loved to teach and truly appreciated the freedom I was given to teach almost any course I wished to teach--so I was always learning by teaching new courses. I was always free to choose my preferred textbooks. Administration work was burdensome but bearable, and it's great to have a job that allows for adequate research time (e.g., two courses/semester, summers and winter break off, etc.). Low pay, no funds for research (only during my three years as Chair did I receive any additional money for research), and a lack of facilities for overnight stays for commuting faculty were problems throughout my years at SB. Still, the positives outweighed the negatives.

---

22. Please share any additional comments here.

I would encourage the administration to obtain information for Mellon Foundation Emeritus Fellowships. The Mellon Foundation invites specific universities to apply for these but SB is not on the list and should seek to remedy this. The availability of these fellowships also encourage older faculty to retire.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

peter.winkler@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.



## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Winkler, Peter

---

2. What is your academic discipline, department, and college at SBU?

Music composition, theory, and history; Department of Music, CAS

3. In what year did you begin your career at SBU?

1971

4. In what year did you retire (if applicable)?

2014

5. What is your current academic status or rank at SBU?

Emeritus Professor of Music

6. What position did you initially apply for at SBU and in what department?

Assistant Professor, Music

7. What was your previous academic position(s) and experience?

No previous academic appointments. I was a Teaching Assistant in the last year of my residence in the graduate program at Princeton University, and while a Junior Fellow at Harvard I taught a house course in the history of rock music.

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

David Lewin, the music department's first GPD, was one of my professors at University of California, Berkeley, where I earned my undergraduate degree. Several of my Berkeley classmates, notably Sarah Fuller and David Lawton, had already joined the faculty, as had a classmate from my graduate years at Princeton, Richard Kramer. I was invited to apply for a new composition position. When I came for my interview in the Spring of 1971, the music department was temporarily housed in the Heavy Engineering building. The interview process was short and simple: I met the chair, Billy Jim Layton, and was interviewed by a committee of tenured faculty, and went out to dinner with them at The Little Mandarins - at the time, I believe, the only restaurant in the immediate vicinity. They had reviewed the musical scores I had submitted with my application, and liked what they saw. I think they were also attracted by my interest in popular music, knowing that there was a large student cohort that would be interested in courses in that area. I stayed with my old Berkeley classmate David Lawton. The campus was very much in process, and not at all beautiful to see. The day I left David drove me through downtown Port Jefferson; this was my first glimpse of an older part of Long Island, and it had a positive impact on my view of the community.

---

9. Why did you accept the job offer?

It turned out to be the only job offer I had received (I was considered for a position at Mills College in Oakland, California, but the position did not materialize). At the time I considered it a pretty good first job; I did not expect to stay here for 42 years!

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

The music department was relatively small: there were 12 members of the academic faculty included Billy Jim Layton, David Lewin, Jack Lessard, Isaac Nemiroff, Bülent Arel and myself in composition and theory (Arel was also a new hire the year I came); in musicology there was Anthony Bonvalot, Sarah Fuller, Richard Kramer, Charles Rosen, Lawrence Starr and David Lawton (who also conducted the orchestra). I believe all of the performance faculty at the time were part-time adjunct hires; the 15 names I can recall are Samuel Baron, Ronald Anderson, Ronald Borrer, Martin Canin, Ray Des Roches, Ralph Froelich, David Glazer, John Graham, Bernard Greenhouse, Gilbert Kalish, Jack Kreiselman, Julius Levine, Ronald Roseman, Arthur Weisberg, and Paul Zukofsky,

The graduate program was just getting started when I entered; there were just a handful of students in the MA program (the performance MM and DMA were in the process of being formulated). The cohort of undergraduate majors was also relatively small - I would guess between 20 and 30 students, but the music department taught many general undergraduate courses, the largest of which was the Rock Music course I designed and taught; 550 students were registered in that course the first year I taught it.

The course load in our department has always been reasonable: two full-time courses per semester, plus individual lessons and tutorials. I usually had enough time to pursue my work in composition, and my research in popular music studies. I was given a few faculty research grants over the years, and very much appreciated the sabbaticals.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

I came in at the tail end of an initial hiring boom at Stony Brook. The year after I arrived an "austerity budget" was announced, and over the years we've had periodic booms and busts, the busts predominating.

The music department moved into its permanent home in the Fine Arts center four years after I arrived; over the years the problems with the building have been many - the most serious of which, I think, is inadequate ventilation in the classrooms.

I have the impression that, compared to sister departments in other schools, we have always been understaffed and underfunded. An office staff of 3.5 is hardly adequate to serve our current clientele of some 200 graduate and 60 undergraduate students. Even today, work which in comparable departments is handled by staff personnel is here entrusted to our graduate students (e.g. piano accompaniment, administration of instrumental studios, technical work with sound and recording), or done on a voluntary basis by faculty (e.g. as GPD I had to calculate tuition costs and allocate scholarships for graduate students).

---

12. Please describe your research at SBU and contributions to your field of scholarship.

As a composer, I completed some 50 compositions during my years at Stony Brook. These works include several pieces written for the university, including the Stony Brook Alma Mater and a fanfare often played at games. A number of my large-scale works were commissioned and/or premiered by Stony Brook ensembles, including my Symphony, premiered as part of the grand opening ceremonies for the Fine Arts Center, two commissions for the Premieres contemporary music series, my Partita for Baroque Ensemble, and my one-act opera "Fox Fables."

As a scholar specializing in the theory of popular music, I taught one of the first courses in Rock music offered in a university (possibly the very first one ever offered by a music department). I was one of the founding members of the U.S. branch of the International Association for the Study of Popular Music, and served as editor of their International Newsletter RPM and the U.S. Journal of Popular Music Studies. I presented 13 papers at various national and international conferences, and published 5 articles in refereed journals.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I got to know and work with several senior administrators, especially during the years in which I had administrative positions in the Music Department. I served as the Music Department's director of Undergraduate Studies from 1976 to 1986, and again in 2013-14; I was Graduate Program Director in 1993-94, 1996-2001, Spring 2002, and 2006-2007. This work, especially my work as GPD, definitely limited my ability to compose and do scholarly work, though when I had a deadline I was able to carve out enough time to meet them. My dealings with members of the administration were, for the most part, cordial and collegial. Perhaps the most difficult relationship was with Lawrence Martin, then dean of Graduate Studies, but we developed enough of an understanding to get the work done.

---

14. Please describe the physical campus at SBU when you began your career.

A nightmare! Construction everywhere, mud everywhere, plank paths over the mud, open steam pits, the music department stretched between offices in Heavy Engineering, classrooms in the Humanities building, and practice rooms in one of the model homes across Nichols Road in Point-of-Woods.

And when our wing of the Fine Arts building was finished, it was in classic "neo-penal" style, with unfinished concrete block walls. It remains a grim interior environment, and I mentioned above the severe problems with the building, especially the HVAC system. It is also chronically overcrowded.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Town-Gown relationships have always been difficult here, and the lack of a true "University Town" next to the campus is regrettable. For a period (between 1978 and 1992) I, like many residents, rented rooms in my house to students.

I believe music is one area in which relationships with the community were more cordial than the norm; local musicians often had close contact with the University's musical community, through ensembles like the University Orchestra, the Wind Ensemble, and the Chorale. The Saturday morning Community Music Program was also an important bridge between the two communities. And of course our concerts, especially those by the Stony Brook Symphony, are very popular with the larger community.

I have been involved with several local artistic communities: Theater Three in Port Jefferson, where I wrote several cabaret shows and served as music director for several others in the 1980's; Kids for Kids, a children's theater group based in Centerreach, for which I served as music director and wrote music for several shows, and the Unitarian Universalist Fellowship in Stony Brook, where I, together with my wife, frequently play for services and other events.

---

16. Please describe your experiences with students, student life and/or activism on campus.

In my early years at Stony Brook, I think I did not fully understand the distinction between being a student and being a faculty member; I hung out with and partied with many students, mostly from the music department. These days I maintain more of a distance, but I still have cordial relations with many students, and there are some favorites with whom I have remained in contact for many years.

Campus activism was at a peak when I first came in the early 70's; there were predictable student strikes in the Spring of each year, and I always honored them. In today's troubled times I continue to participate in rallies and protests, though these are no longer aimed at our own administration.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I taught a seminar in Fall 2016, and decided that was the last time; though I enjoyed the students, the teaching got in the way of other priorities. I continue to serve on committees, including a search committee and several DMA directing committees. Why? Because I continue to care about my department, and I owe it a debt of gratitude.

I also serve on the Emeritus Faculty planning committee.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

I'm over at the music department several times a week, and still have shared office space there.

When I retired, I embarked on a program of attending seminars taught by my colleagues; this has been an ongoing source of growth and enlightenment. I attend many concerts, colloquia, and other departmental events.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

Where to start? I've seen the University grow to a nationally respected institution, and I've seen my department grow to a point where it is competitive with such prestigious institutions as Juilliard, Manhattan School of Music, Yale, and the New England Conservatory. Our graduate program regularly attracts gifted students from these and other institutions; they appreciate the personal attention, non-competitive atmosphere, and flexibility our programs offer.

I very much appreciate Shirley Strum Kinney's attention to the landscaping of the campus; it does much to mitigate the joyless institutional feel of most of the buildings.

---



## 20. What has not changed?

One of the first administrators I met was Patrick Heelan, who talked about the departments being isolated, warring fiefdoms. That, alas, is still mostly true, and I know that the culture varies widely from department to department.

I have seen many interdisciplinary efforts begin, flourish briefly, then fail for lack of administrative support. I was especially sad to watch the withering of the Federated Learning Communities, the visionary program initiated by Patrick Hill. My year as Master Learner in this community (1992-93), during which I attended classes - including taking tests! - along with the students in my group, remains the most memorable teaching experience of my career.

---

## 21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I am very satisfied! I feel very lucky to have gotten in on the ground floor of a department and an institution that have flourished so well. It's common for music departments to split into warring factions - scholars and performers often have very different agendas, and I know of several distinguished Universities where music has split into two or more separate fiefdoms that have as little to do with each other as possible. It's a testament to the vision and civility of my colleagues that Stony Brook has lived up to its ideal as a place where performers, scholars, and composers not only collaborate but actually get along well together. It doesn't happen automatically; it takes work, as I learned while I was an administrator.

---

22. Please share any additional comments here.

Stony Brook is an imperfect institution - no surprise there. The music department has been one of the departments in the Arts and Humanities area that has flourished, partly by design and partly by accident.

Over the years I have been involved with the Theatre Arts department, which has not fared so well. This is a great pity; I worked with some brilliant faculty members there, most notably Tom Newmiller, which whom I collaborated on a number of shows, and John Lutterbie and Deborah Mayo. Had Theater been able to muster the kind of support from the administration that Music enjoyed, it could have developed into an outstanding program. I feel the failure to understand the nature and needs of a theater program has been one of the saddest failures of successive administrations.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

immobilis@aol.com



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Rezak, Ira

---

2. What is your academic discipline, department, and college at SBU?

Deptment of Medicine

---

3. In what year did you begin your career at SBU?

1970

---

4. In what year did you retire (if applicable)?

2010

---

5. What is your current academic status or rank at SBU?

Emeritus Professor of Clinical Medicine

---

6. What position did you initially apply for at SBU and in what department?

Assistant Professor of Medicine

---

7. What was your previous academic position(s) and experience?

Residency in Internal Medicine, fellowship in Pulmonary Medicine

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Peter Rogatz, Edward Pellegrino

---

9. Why did you accept the job offer?

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

At the time of my recruitment the medical school had not yet opened. when it did so in 1971, graduate teaching and departmental organization were the primary activities. I was also clinically active at the Department of Veterans Affairs Medical Center at Northport.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

I was not primarily engaged in research. Clinical instruction and Patient Care activities in which I was engaged were variably supported over the forty year period of my participation. At times, such clinical activities were not well supported since research was considered the department's primary goal. At other times, especially in the 1970's and 1980's graduate education and clinical training and service were pre-eminent.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I was not primarily engaged in research, though I published a few articles on the subject of pulmonary physiology. I also founded and headed an informal history of medicine society for more than 30 years and also published research in this area.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

Yes, in the early days of the Medical School when faculty was limited the founding Dean and department chairs were readily accessible and eager to help in planning and execution of student and faculty activities. In later years as the faculty expanded and the University Hospital grew, such support was less forthcoming..the Department and Medical School in general became decidedly bureaucratized. I served as Secretary of the Medical School Faculty Senate, Chair of the Medical School Admissions Committee, Director of the Introduction to Clinical Medicine Course and Pulmonary Disease unit, as well as a member of the Curriculum Committee and Appointments, Promotion and Tenure Committee of the Medical School and other advisory and recruitment committees. At the Northport VA Medical Center I acted as Chief of the Medical Service and as as the Hospital Center;s Chief of Staff. Naturally, these were in addition to my teaching, clinical and administrative duties and considerably diminished my opportunity to engage in research activities.

---

14. Please describe the physical campus at SBU when you began your career.

In the 1970s the Medical School was located in the West Campus in buildings now occupied by the Dental School. Clinical facilities prior to the opening of the University Hospital were then exclusively located at Northport VA, Nassau County medical center, Long Island Jewish Hospital and South Nassau Community Hospital. of course such off campus sites changed gratly over the years of my employment and especially with the maturing of University Hospital after the mid-1980s.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

There was definite initial local hostility toward the Clinical activities of the Medical School in the early years of its existence but careful attention to the needs and pride of off campus private institutions and practitioners over the first decade and a half relieved some of this negativism. I frequently lectured at neighboring private and public medical institutions.

---

16. Please describe your experiences with students, student life and/or activism on campus.

Naturally, relations, both professional and social, were much closer between faculty and students during the early years of the institution when the medical school class had 25-50 members as opposed to years later when class size and faculty numbers markedly increased.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Apart from emeriti functions and occasional attendance at lectures and conferences my contact with the Medical School is now limited. In part this is because the History of Medicine organization I'd nurtured for over thirty years was allowed to lapse after my departure from the faculty. Other reasons mainly personal (spend time away from Stony Brook, have other outside activities and responsibilities) have mitigated against more active participation.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

No

---



19. What are the biggest differences at SBU from the time you were hired versus today?

The institution is now far bigger and consequently more impersonal than formerly; on the other hand its range of clinical and research activities has multiplied many times.

20. What has not changed?

The presence of non-medical activities on the general campus has continued to stimulate interest on both sides of Nicholls Road. The surrounding country atmosphere continues to be attractive to university students, faculty and their families.

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes. I was pleased to be present at the institution's (the Medical School's) founding and to have had the opportunity to contribute to and observe its growth

22. Please share any additional comments here.

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

harvard.lyman@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

lyman,harvard

2. What is your academic discipline, department, and college at SBU?

biochemistry & cell biology

3. In what year did you begin your career at SBU?

1968

4. In what year did you retire (if applicable)?

2015

5. What is your current academic status or rank at SBU?

emeritus professor of biochemistry & cell biology

6. What position did you initially apply for at SBU and in what department?

associate professor of biology

7. What was your previous academic position(s) and experience?

senior scientist in the medical department of brookhaven national laboratroy

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I knew some members of the biology faculty professionally. I was invited to give a seminar and was offered a position.

---

9. Why did you accept the job offer?

At that time there was no academic connection with Brookhaven National Laboratory so it was not possible to have graduate students. My position at Brookhaven involved only a few colleagues interested in my field of interest, plant biochemistry.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

There were about 20 biology faculty and about 15 graduate students, but we were expanding at a great rate. I taught both undergraduate and graduate courses and was able to establish my research laboratory.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

In the early days we had very good support for the laboratory facilities although I sometimes used grant funds to have electrical and plumbing work done in my lab. The library was always very supportive both for teaching and research. We had incredibly good graduate students who were excellent teaching assistants in my courses. Graduate student support was always a problem; I was able to support my graduate students from my grants in the early years but this became harder in recent years with difficulty in getting grant support

---

12. Please describe your research at SBU and contributions to your field of scholarship.

My lab worked on chloroplast development and replication. Light is required for both the development of the chloroplast and its replication as cells divide. We determined in our test organism, *Euglena gracilis*, that there were three different chromophores [light-activated molecules] required for chloroplast synthesis. We were also able to separate chloroplast replication from cell division using biophysical techniques. We were the first to discover that *Euglena* chloroplasts have a light-mediated DNA repair mechanism following ultraviolet inactivation of chloroplast DNA replication. We have also shown recently using both undergraduate and high school students that positive phototaxis in *Euglena* [the ability to sense and swim toward a source of light] is regulated by the photosynthetic electron transport system.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I have dealt with several Deans and some Provosts. In my capacity as Chair of the Faculty Committee on Health Professions, I have regular contact with the senior members of the Undergraduate Advising Center. Fortunately this activity did not interfere too much with teaching and research

---

14. Please describe the physical campus at SBU when you began your career.

The campus was a morass of construction activity where roads and parking lots might disappear overnight. Floods were not uncommon and electrical problems were also not uncommon. It was very exciting however.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

In the early years there was a clear town-gown conflict. The influx of metropolitan students into a quiet suburb aroused questions and problems. The community had expected that the university would be quiet New England style college like Dartmouth but instead got a massive institution filled with students from the New York metropolitan area. I was not unduly affected by this except in some conversations with neighbors in Port Jefferson who feared the effect of radical university students on their offspring.

---

16. Please describe your experiences with students, student life and/or activism on campus.

There was a lot of anti-war and anti-establishment activity on campus that resulted in students strikes and rallies. At the same time male students were in fear of being drafted into the military if their academic grades suffered. One was faced with the possibility that failing a student might get them drafted, yet one could not sacrifice academic integrity. Although many students exposed radical left-wing views there were a small group of conservative students on campus who felt their views were being ignored. Left wing students expressed their views by occupying a building and making non-negotiable demands, so a small group of conservative students decided to occupy a building and issue their own demands. They chose a building that in their minds was an example of left wing, liberal or radical proclivities which turned out to be the Biology Building. [Why I never figured out]. We were warned of this and, because much of our equipment and freezers were in the hallways, [space being at a premium] we were afraid that the occupiers would randomly turn things off or on. Thus we had volunteer patrols in the hallways on the night they were to come, but they never did come and I spent an entire evening walking up and down the halls with my colleagues. Students in those days were interested in a variety of exotic interests including witchcraft. Once during final exams a student came into my lab frantically saying that the professor giving a particular exam was a witch, was clearly affecting him, and should be renounced on the spot. I convinced the student that some in the class would feel quite the contrary that the professor was on their side and would certainly not support the renouncement. I said that it was the professor's charisma that was the source of his effect on students and that he, the student, would probably encounter many such "witches" in his lifetime and must learn to overcome his fear of them. The student agreed, returned to the exam and passed with high marks. It was my first and only exorcism. Students in those days were confronted with anti-war, anti-establishment and anti-drug activities but had also to maintain good academic standing, especially male students fearful of the draft. It was not uncommon for a group of students to be picketing our building asking to shut the establishment down and then drop their signs and come inside to take an exam.

---



17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I continue as a biochemistry academic adviser and as Chair of the Faculty Committee on Health Professions and am a member of the Admissions Committee of the Stony Brook University School of Medicine and Co-Director of the Post-Bac Pre-Health Program. These activities keep me active in the university community and I enjoy the continued interaction with students especially the students in the WISE [Women in Science and Engineering] for which I serve as an academic adviser and an instructor in WISE 101.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

I am an academic adviser for the biochemistry major and maintain a small laboratory.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The size of the institution has grown and has its position in the academic world. The name of Stony Brook is now well known in academic circles both nationally and internationally. The town-gown atmosphere has completely been reversed with Stony Brook now seeming to be a tremendous attribute to the community.

The student population is now quite the reverse of what it was when I was hired; it is much more diverse.

---

20. What has not changed?

The quality of the students is still quite high. The state bureaucracy is still impenetrable.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I am quite satisfied. It has brought me great satisfaction and a wife. I met my wife here at Stony Brook and we both clearly enjoy the campus especially the Staller Center.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

robert.goldenberg@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Goldenberg, Robert

2. What is your academic discipline, department, and college at SBU?

History and Judaic Studies

3. In what year did you begin your career at SBU?

1979

4. In what year did you retire (if applicable)?

2012

5. What is your current academic status or rank at SBU?

Professor Emeritus

6. What position did you initially apply for at SBU and in what department?

Associate Professor, Judaic Studies

7. What was your previous academic position(s) and experience?

I had previously taught at Sir George Williams U., Montreal (1971-4), New York University (1974-6), Wichita State University (1976-9)

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Saw the ad, had preliminary interview in the context of an academic conference (AAR?) with existing member (whom I knew) of the JDS faculty, on-campus interview with the usual components (meet search committee, meet dean, teach class, etc.) I was told that Albany had vetoed the SUNY-wide Center for the Study of Religion just the day before, but I remained interested in the position.

---

9. Why did you accept the job offer?

Good faculty, near NY, opportunity for my wife to find academic employment as well

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

I was to be one of three full-time faculty, but negotiations with the third person failed and that position was never filled. I was to teach a full undergraduate load (no graduate studies, but 2-3 courses per semester). I was expected to start building a fund-raising mechanism for Judaic Studies, but I got no help from the University and that never took off. I did research in my "free" time.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Travel funds started out generous, but dwindled over time (almost none during my last years). The library was \*very\* helpful. I had no TA's until I joined the History Department in 1998/9, and then a few. I have already mentioned that the University's fundraising units had bigger fish to fry than Judaic Studies; I had a little administrative assistance for a while, but no help in identifying potential donors and the like. The Judaic Studies faculty lines were eventually transferred to other units.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I was able to publish two books, articles from time to time (not prolifically), encyclopedia entries and reviews. I was an active participants in the annual meetings of the AAR/SBL and the AJS. For four years I co-edited the Association for Jewish Studies Review.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I was department chair off and on during the years 1982-1990 (never after that) and worked well with the various deans. I had (ie gave myself) a partial teaching remission during those years, but my research naturally suffered. My only sustained contact with the central administration had to do with fundraising, and I have already complained about that enough.

---

14. Please describe the physical campus at SBU when you began your career.

My own work centered on the main academic quadrangle (library and nearby buildings), Of course there has been much building, but the main effect on me was the shift in functions between the Union and the new SAC.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Very little involvement. I got to know the area Jewish community a little bit (I lived first in Queens and then in Nassau County), but otherwise my University life was pretty limited to the campus.

---

16. Please describe your experiences with students, student life and/or activism on campus.

Students liked my courses and I liked them (mostly); over the years I collected some "disciples" who spent hours in my office, though most students (naturally, I suppose) took my larger courses rather anonymously and then disappeared. I became very closely engaged with the Hillel and its staff. I was struck throughout by the relatively low level of student activism.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I use the Library electronically (I now live in NJ) and deeply grateful for that. Little other contact, largely on account of distance and my own declining energy level.

---



18. Do you continue to have involvement with your academic unit? If yes, how?

Ongoing E-mail contact with a few former colleagues and occasionally I respond to an E-mail that has gone out to the whole Department. I moved as soon as I retired (my wife teaches at Rutgers) and I have not been back to campus since then.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

A general decline in faculty morale (at least in the "lettered disciplines," largely on account of dwindling financial resources for travel, graduate support, etc).

---

20. What has not changed?

The general sense that scientists rule the place.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I am deeply grateful for the opportunity to teach interesting young people and for a rewarding set of colleagues (after I moved to History).

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

**Google Forms**

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

helen.lemay@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Lemay, Helen

---

2. What is your academic discipline, department, and college at SBU?

History, College of Arts and Sciences

3. In what year did you begin your career at SBU?

1970

4. In what year did you retire (if applicable)?

2007

5. What is your current academic status or rank at SBU?

Distinguished Teaching Professor Emerita

6. What position did you initially apply for at SBU and in what department?

Medieval historian, History Department

7. What was your previous academic position(s) and experience?

Research Assistant, Columbia University

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Informal interview by Department members when I came to USA from France for Christmas vacation.

---

9. Why did you accept the job offer?

Stony Brook attracted me as an institution to which I could relate. Students were not wealthy or elite.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

My guess is that there were about 15-20 members of the Department, but that is a guess. My own teaching was with undergraduates, since we did not award a Ph.D. in medieval history. Faculty were expected to do research.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Library collections were very inadequate, but this was not a problem because I had access to the Columbia Library. Interlibrary loan was always excellent during my time at Stony Brook. I managed to get travel funds here and there, mostly every year. Graduate and teaching assistants were helpful in grading, and I had the opportunity to do teacher training over the years. Graduate students were not equipped to help with research, since most was in Latin.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I first began research by remaining in the field of my dissertation, 12th-century intellectual history. Then, inspired by a teaching grant from the NEH in the Medical School, I turned to the investigation of medieval women's medicine. After a few years in that field, I was invited to edit the Glosses on Macrobius' "In Somnium Scipionis" from Latin manuscripts, and that project occupied the rest of my time at Stony Brook.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I was on a number of University Committees -- Athletics, Provost's Committees, Academic Standing, Distinguished Teaching Professors, Search Committees, Honorary Degree Committees, -- more than I can remember. These included meetings with Presidents and Provosts. I did not serve in an administrative capacity, except on a low level as the Director of the Langmuir Living and Learning Center.

---

14. Please describe the physical campus at SBU when you began your career.

The campus was a construction site, covered with mud, and there was a Bridge to Nowhere.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I was deeply involved in the local Children's and Adult Swim Team, first called Gotham and then the North Shore Aquatic Association. I was a swimming mother and a swimmer myself. The team used University facilities, so the relationship between the two was very cordial.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I was deeply involved with many students. I keep in touch with some of them today. Besides running Langmuir, I obtained an AAC&U grant to incorporate HIV/AIDS into the college curriculum. As part of my activities on this grant, I had undergraduates serve as mentors to high school students in NYC, since we met both in Stony Brook and in Stony Brook Manhattan. I taught a freshman seminar when they were first introduced to the curriculum, and had the students over my house. I invited students on many occasions when I lived locally, and when I moved to NYC I also provided hospitality to the students in my seminar.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

After I retired, I continued to teach at Stony Brook Manhattan. When the budget for my course was cut, I gave intersession and summer courses. This ended when Stony Brook Manhattan ended.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Not really. I see some of my former colleagues occasionally at social gatherings, and I go to Department parties for retirements, etc.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The school has a much more institutional character. The students are brighter, and much more cosmopolitan. There is more of an international character to the student body. Classes grew tremendously in size over my 37 1/2 years at Stony Brook.

---



## 20. What has not changed?

As of my retirement almost 10 years ago, Stony Brook's History Department was still open to curricular innovation. I was able to explore new fields, and to develop courses in them. I have no reason to believe that this has changed since my retirement.

---

## 21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes. The most important thing to me was the freedom I was offered for intellectual growth. Stony Brook supported me when SUNY trustee Candace de Russy criticized my courses in publications like the New York Times; my Department gave me every opportunity for curricular innovation. This is not true at many other institutions.

---

## 22. Please share any additional comments here.

For the past few years, I have been adjuncting on and off at Adelphi University. Classes are smaller, and it is closer to NYC, where I now reside. Adelphi is now giving me the opportunity to renew my NYC course that Stony Brook cut with the 2008 budget crisis. I believe that terminating my course was a real mistake on the part of the administration. My salary was minimal, and I was working with public high school students in NYC, as well as clients of the AIDS Service Center of NYC. For the few thousand dollars they paid me, Stony Brook was getting excellent publicity and making a difference in the lives of a number of needy individuals. Our University students were getting some real-world experience, as well as learning about the historical background to disease in the inner-city. I am looking forward to returning to this program.

---

Please upload your file(s) here.

# Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

aaron.godfrey@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Godfrey Aaron W

---

2. What is your academic discipline, department, and college at SBU?

Classics,European Languages

3. In what year did you begin your career at SBU?

1965

4. In what year did you retire (if applicable)?

2017

5. What is your current academic status or rank at SBU?

Outstanding Lecturer

6. What position did you initially apply for at SBU and in what department?

Associate Dean of Students

7. What was your previous academic position(s) and experience?

Assistant Professor

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Agency-Bureau of Occupations. Dean Tilley.

---

9. Why did you accept the job offer?

It was interesting and showed the possibility of growth

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

It was not an academic unit

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

at the beginning there seemed to be a great deal of money available for the Library, travel etc

---

12. Please describe your research at SBU and contributions to your field of scholarship.

At the beginning I applied for grants for social programs and over the years I brought in more than \$11million.

A book of Medieval Latin readings-two editions.Many articles on Classics and other subjects.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

---

14. Please describe the physical campus at SBU when you began your career.

A work in progress.Mud and optimism that a great University was being built.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

At the beginning, the community had a negative attitude-especially after the drug raid.I was involved in several local and county boards for social programs and on the national level.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I developed several programs involving students tutoring in the community. I also was active in bringing religious groups on campus

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I am still teaching a course

---

18. Do you continue to have involvement with your academic unit? If yes, how?

---

19. What are the biggest differences at SBU from the time you were hired versus today?

When I came, things were pretty loose, but dynamic. At present it is more corporate.

---

20. What has not changed?

---



21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

yes.I feel I have made a positive contribution to the University and have enjoyed my time here-despite some setbacks.

---

22. Please share any additional comments here.

It is good that the University continues to serve first generation students some of whom will achieve greatness.The Humanities need to be improved, but there seems to be an absence of commitment to undergraduate students since too many faculty live at a distance.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

pgrannis@sunysb.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Grannis, Paul

---

2. What is your academic discipline, department, and college at SBU?

Physics, Physics and Astronomy, Arts and Sciences

---

3. In what year did you begin your career at SBU?

1966

---

4. In what year did you retire (if applicable)?

2007

---

5. What is your current academic status or rank at SBU?

Research Professor, Distinguished Professor Emeritus

---

6. What position did you initially apply for at SBU and in what department?

Assistant Professor, Department of Physics

---

7. What was your previous academic position(s) and experience?

Posdoc at (what is now) Lawrence Berkeley National Laboratory

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I interviewed for postdoc and junior faculty positions around the East coast in spring 1966. I had been impressed with the news stories of the emerging new university at Stony Brook. I was hosted by then-chair Alec Pond, gave a colloquium on my research, had dinner with Toll and other visitors to the campus on a very dark and rainy night, and was put up in the 'seduction suite' at Sunwood where I awoke to a beautiful bright and sunny morning looking out on LI Sound. I discussed with the two faculty then present in my field, the three existing grad students, and a good fraction of other faculty.

---

9. Why did you accept the job offer?

I was impressed by the energy and optimism of the people here about building a new university. The projected appointments of eminent senior people such as C.N. Yang, Ben Lee and Myron Good made it clear that the scientific environment would be first rate. The proximity of Brookhaven Lab was an important consideration for me as an experimental particle physicist. At the time, BNL was a leading candidate to host the new higher energy accelerator that would be the site for research for decades to come (and which ultimately was sited at Fermilab near Chicago). I had several offers at the postdoc level from Ivy league universities and a few other assistant professor offers, but felt that the opportunity to shape a new venture, even if at an unknown place like Stony Brook, as a junior faculty member was too good to pass up,

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

I guess there were about 25 faculty when I came, but it was a period of intense recruitment and the faculty grew quickly over the next several years. I think there were about 20 graduate students when I came, but that too increased fairly rapidly. The practice then, as now, was for faculty to teach one full lecture course for undergraduates or graduate students, and one weekly recitation/lab class in an introductory course. Course assignments were typically rotated every three years and all faculty were expected to be able to teach at least any of the undergraduate courses. Faculty were expected to do research with a nominal 50% effort that was in fact a good deal larger than that. Promotion was clearly to be based on the quality of research, with teaching skills counted as important but not critical. There was one case which clearly demonstrated that superb teaching alone was insufficient to award tenure.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

In particle physics, the primary experimental facilities are the accelerators located mainly at national laboratories, so the equipment and infrastructure on campus are not as critical. Some space is needed to assemble prototype detectors and electronics. In this, Stony Brook was adequate, but demonstrably less well equipped than more established universities. Federal funding was essential for travel, support of postdocs and students and for acquiring equipment needed for experiments. The grant situation in my group was very good from the outset, owing in large part to the reputation of the senior faculty brought in at the beginning.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I have done experiments at Brookhaven Lab, CERN in Switzerland, the Rutherford Laboratory in the UK and at Fermilab near Chicago. From 1983 to 1996, I led the DZero experiment at Fermilab that produced 500 peer reviewed papers, among which was the 1995 discovery of the top quark, the heaviest, and presumably last, elementary constituent of matter. I am currently once again co-spokesman of the DZero experiment. I served as Chair of my professional society. I received the Panofsky Prize of the American Physical Society, am a Fellow of the American Physical Society and the American Association for the Advancement of Science. I am a foreign member of the Russian Academy of Sciences.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

In the early days, the campus was small enough that most of us had fairly close contact with administrators and faculty from other departments. There were frequent meetings of the University Senate which most of the faculty attended, and which vigorously debated the issues of the day -- of which there was no shortage in the hectic days of the late 60's. In those days, one felt connected to all aspects of the university.

From 2002 to 2005 I was chair of the Department of Physics and Astronomy and in that capacity had extensive interactions with the Dean of CAS, the Provost and the President. By this time, the university had become much larger, more bureaucratic, and more stove-piped. The esprit de corps characterizing the early days was mostly absent by then. Serving as chair of such a large department in a public university where changing conditions and demands seem to be the norm did curtail my teaching and research life. After my term as chair I took a position in the Department of Energy in the federal government and retired from the teaching faculty in 2007. My research life was however resuscitated upon my return to campus in summer 2007.

---

14. Please describe the physical campus at SBU when you began your career.

There were roughly a dozen red brick buildings when I arrived, housing the whole range from dorms to library to administration to academic departments. Connecting these buildings were pathways of mud created by the building of the next wave of buildings. A popular use to an unpopular physics text distributed on mimeographed sheets was as pavement in the muddy trails around the campus. It is still hard for me to see the physical campus clearly due to the coloration from those early days, though I am gratified when visiting colleagues compare the campus appearance favorably with other universities.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

There almost seemed not to be an attitude to the university, as those old time Stony Brook families in my neighborhood in Stony Brook village seemed barely conscious of its presence. There was of course some awareness locally, but the opinion seemed mostly colored by negative aspects (drug busts, hourly rental water beds, the increase of traffic on the quaint village streets, etc.) It did bother me that the perception of the university locally was so at odds with its reputation internationally as a major player in the world of physics.

I have not been much engaged in local activities.

---

16. Please describe your experiences with students, student life and/or activism on campus.

My experiences with student activism have been mainly vicarious. I have watched as student issues were debated, but my focus has been upon my broader research community.

---



17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I continue to hold grants and do research. I serve on university and departmental committees where I feel that the questions to be addressed are important. I have not continued to teach, partly as I now enjoy the freedom to travel for research and personal pleasure, and partly as retaining enthusiasm for another semester of introductory physics for pre-meds is hard.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Yes, see the response to question 17. I am in my office from 8:30 to 6 each day I am in town.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The spirit of adventure in shaping a new institution is of course gone. Stony Brook now resembles most other research universities in its focus on separate disciplines, and in the insularity of its academic departments.

The quality of the young faculty has continued to increase over the years. I am very impressed with the young people coming to the campus. The quality of the undergraduate students has fluctuated over time, but has is once again relatively high, though with a fairly broad range of talent and motivation. The quality of graduate students has improved noticeably as the Physics and Astronomy Department has become more recognized.

---

## 20. What has not changed?

Although the specific student body ethnic mixtures have changed over the course of the years, the character of Stony Brook as the place for first generation college-goers has not. One can trace the immigration pattern to the US and New York region from a decade or so ago by the demographics of the students entering as Freshman at the university.

The feeling that the humanities departments were not as highly regarded (internally as well as externally) as the science and mathematics departments continues from the earliest days. The tendency to curtail funding and opportunities for the humanities is still present. Until the humanities achieve national prominence, it will be difficult for Stony Brook to rise to the elite status that it could.

My own department began as a collegial body in which potentially divisive questions about the allocation of resources could be debated and resolved. That ability to work through contentious issues continues today.

---

## 21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I am pleased with my career at Stony Brook. I have turned down opportunities to go elsewhere, sometimes to institutions perceived to be more prestigious. It has indeed been an adventure to help create something from nearly nothing in the mid-60's. The quality of students, the research funding, and the stimulating collaboration with colleagues have given me opportunities to grow and do the research I like.

---

## 22. Please share any additional comments here.

If you offered a chance to temporarily save partially complete comments in this questionnaire, it would help get more discursive and cogent responses.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

**Google Forms**

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

ecarlson31@netzero.com



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Elof Axel Carlson

---

2. What is your academic discipline, department, and college at SBU?

Department of Biochemistry and Cell Biology

3. In what year did you begin your career at SBU?

1958

4. In what year did you retire (if applicable)?

1970

5. What is your current academic status or rank at SBU?

Distinguished Teaching Professor emeritus

6. What position did you initially apply for at SBU and in what department?

Professor Department of Biology

7. What was your previous academic position(s) and experience?

UCLA 1960-1968    Queen's University, Kingston, Ontario 1958-1960

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I wrote to Bentley Glass, who was then Vice President under John Toll and asked if he could throw me a life line. I felt Governor Reagan was going to burden the UCLA campus with politics beginning with firing Clark Kerr then the President of the University of California system. I was a Reagan exile.

---

9. Why did you accept the job offer?

SBU was a pioneering school. It gave faculty enormous freedom to design an academic career. I wanted to teach non science majors and Bentley Glass was enthusiastic in his support.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

There were about 15 faculty members in the Biology Department when I came in 1968. I taught Biology 101-102 and a seminar course. I devoted my research to undergraduates doing fruit fly mutagenesis work and later human genetics work. I had ample time to write articles and books.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

It was in a rapid growth, adding a medical school, which greatly increased opportunities for meet colleagues in cognate fields. There were few graduate TAs for my non majors course, so I created a program to use undergraduate TAs and taught a course for them (an hour a week) on effective teaching in biology.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

I studied retinoblastoma a cancer of the eye in children and wrote two papers on that. I wrote Muller's biography published by Cornell University Press and edited two volumes of Muller's essays for SUNY Press. I wrote about five more books before leaving Stony Brook after I retired. So far I have had 13 books published.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I was the founding Master of the Honors College at SBU and served 7 years in that capacity. I continued to teach my Bio 101-102 course. I had to give up my undergraduate research laboratory when I took on the Honors College.

---



14. Please describe the physical campus at SBU when you began your career.

It was bleak, always cluttered with construction, lacking in school spirit, and neglected activities for undergraduates as it tried to go from graduate priorities first. But it was much loved for the friendships made between and among students. This was also true for faculty and for faculty and student interactions where mentoring had a high priority.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

We lived in Setauket and liked the Three Villages and their public school system. Our five children flourished there. There was an initial mistrust of the surrounding towns and the University that is illustrated by a police raid for drugs on campus with naive Freshmen arrested.

---

16. Please describe your experiences with students, student life and/or activism on campus.

There was hostility to the Vietnam War by students who protested and the workers on one new academic building going up walked off campus and went on strike because they felt students were unpatriotic in their anti-war demonstrations. The University had a "three days" moratorium on classes and faculty, student, and employees discussed what they thought a university should be and should do. It was honest, thoughtful, and new courses and programs emerged. One such course was on death and dying. A student had asked why in my biology course did I not have a lecture on death. So some of my colleagues and I designed a course on death and dying. It was interdisciplinary and we invited a priest, rabbi, funeral home director, physician, nurse, death counselor to participate. I gave a lecture on the biology of aging and death and a lecture on the significance of death for evolution.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

No, but I continue to write a column, Lifelines for the North Shore Long Island papers of Leah Dunaieff (I started with essays in 1997 and I have done more than 400 of them so far.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

I get e-mails from and write to Abe Krikorian my most closest colleague at SBU and I regularly read the Retired Faculty Newsletter which comes out monthly. I also keep contact with about 20 students through facebook.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The beautification of the campus in the past 20 years.

---

20. What has not changed?

The spaciousness of the campus.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes, I got an academic freedom that I treasured and was encouraged in my teaching and writing projects by my colleagues.

---

22. Please share any additional comments here.

I enjoyed serving on the medical admissions committee and met many physicians that way who taught at the Health Science Center. I also got to teach human genetics to first year medical and dental students which I enjoyed.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

thomas.liao@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Liao,Thomas

2. What is your academic discipline, department, and college at SBU?

STEM Integration, Department of Technology and Society, College of Engineering and Applied Sciences

---

3. In what year did you begin your career at SBU?

1972

---

4. In what year did you retire (if applicable)?

2002

---

5. What is your current academic status or rank at SBU?

Distinguished Teaching Professor Emeritus

---

6. What position did you initially apply for at SBU and in what department?

Assistant Professor in Department of Technology and Society [DTS]

---

7. What was your previous academic position(s) and experience?

Associate Director of NSF project: Engineering Concepts Curriculum Project

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Recruited by Dean of Engineering: Dr. John G Truxal

---

9. Why did you accept the job offer?

Opportunity to help in creating a new academic department to invent and promote a new STS movement and develop curriculum for integration of STEM subjects.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

DTS became a department in 1977. In the past 40 years, it started with a set of undergraduate course and minor and matured in a complete department where faculty have a balance of teaching and research.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

DTS has been a major contributor to a number of projects and programs that public universities need to have. Our STEP and CSTEP programs have for the past 30 years lead the nation in addressing the under-representation of minority students in STEM education and employment. Our new liberal arts project have shown the nation how STEM education can motivate students to be engaged in relevant and active learning. Our STEM-based curriculum projects for secondary students have become main steamed in most school districts. Prof. Liao was the project co-chair, in the 1990s, of NY state's K-12 MST Learning Standards.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

My funded research activities from NSF and other funders were for:  
Development and Testing of STEM curriculum materials for college and secondary students. I also lead projects in professional development of college and secondary school teachers. I also focused on developing ways of using technology to enhance instructional programs. My early work in educational technology resulted in being selected to co-edit the Journal of Educational Technology Systems in 1972. This journal is published by SAGE publishing with an international readership and authors.

---



13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I was the chair person of DTS from 1987 to 2002. I spent many years working with Dean Yacov Shamash. His support and understanding of the mission of DTS help the department to mature and grow into a complete academic unit  
At the request of the provost office I was asked to design and develop PEP, a professional education program to link all of the secondary teacher preparation programs at SBU. I served as its director for the first two years.

---

14. Please describe the physical campus at SBU when you began your career.

In 1972, the campus was still in the a construction phase. The physical was not very nice. The campus is much nicer.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Since some of work involved out reach to local school districts, I had very positive experiences with the surrounding LI communities.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I participated in many student life activities. I helped the design of the current Student Activities Center. I attended a number student/faculty retreats

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Yes, in the past 4 years, I have taught a 1 credit mini-course for honor students.  
This five week course is entitled: Technological Design: An Ergonomic Perspective

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Mainly, working with Prof. Ferguson on advisory committees for NSF funded projects

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The size of the faculty and student body.  
In the 1970s and 1980s, there was more personal interactions

---

20. What has not changed?

The diversity of the student body

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

My career at SBU was wonderful. It gave me an opportunity to give back to NY state residents who provided me with both a quality secondary school education at Stuyvesant HS and liberal arts education at Brooklyn at no cost.

---

22. Please share any additional comments here.

I had a great time helping to build a great university for dreamers like myself.

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

lester.paldy@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Paldy, Lester

---

2. What is your academic discipline, department, and college at SBU?

My main work is in arms control and efforts to stop the proliferation of weapons of mass destruction. My appointments are in Technology and Society (CEAS) and, since 2016, the School of Medicine.

---

3. In what year did you begin your career at SBU?

1967

---

4. In what year did you retire (if applicable)?

2012

---

5. What is your current academic status or rank at SBU?

Voluntary Distinguished Service Professor, Dept. of Pathology, and Distinguished Service Professor Emeritus in the Dept. of Technology and Society

---

6. What position did you initially apply for at SBU and in what department?

Instructor, Dept. of Physics

---

7. What was your previous academic position(s) and experience?

None

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Academic Vice President Bentley Glass invited me to join the faculty to develop refresher courses for high school physics teachers. I had done my undergraduate work at Oyster Bay and knew many physics faculty so I didn't need much of an orientation.

---

9. Why did you accept the job offer?

It seemed like an exciting opportunity for someone without a Ph.D and I knew many faculty from my four years as an undergraduate. (My wife and I were members of Stony Brook's second graduating class in 1962.)

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

Physics had about 20 faculty at the time. My assignment included editing a physics teaching journal published on campus and I taught both continuing education and undergraduate physics courses.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

I didn't require much university support since I was awarded grants by NSF and other organizations. Physics department instructional support was excellent.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

My research focused on physics education from 1967-76 and arms control from 1977 to the present. Those interests led to several federal appointments to accept positions in Washington while on leave of absence from the university. I also served as the editor in chief of a science journal for nearly 30 years.

One of the high points of my career was my appointment by President George H.W. Bush to a U.S. nuclear weapons delegation negotiating with the Soviet Union in Geneva in 1989-90 resulting in a treaty signed by presidents Bush and Gorbachev limiting the size of nuclear weapon tests.

---



13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I served as dean of the School of Professional Development (then the Center for Continuing Education) for ten years under provosts Sidney Gelber and Homer Neal. They were superb administrators and admirable, ethical persons in all respects.

Our first AVP, Bentley Glass, created the Center for Continuing Education (CED) with its Masters Program in Liberal Studies modeled after a program at Johns Hopkins featuring small interdisciplinary seminars. He did not realize that when the evening program started here it would be overwhelmed by thousands of Long Island elementary and secondary school teachers who needed a masters degree to obtain permanent certification.

Registration was chaotic. University administrative support was totally inadequate with no evening registration hours for an evening program. Classes were huge and were sometime led by persons who should not have been teaching them. Students would sign attendance sheets and then leave at the break without penalty. A succession of acting deans were unable to do much to calm the situation which, nevertheless, generated huge numbers of FTEs that the university used to justify its budget requests to Albany. It was an egregious misuse of public money that frustrated the many fine faculty who wanted the program to succeed and dedicated themselves to it.

One well-known faculty member often skipped classes and had an undergraduate student proctor a final Liberal Studies examination that consisted of a dozen or so multiple choice questions that one could probably have answered without taking the course. When his department chairman was informed the professor would not be permitted to teach in the program again, the chairman said "Great-It's about time someone did something about the SOB." In another case, several students came to the dean's office to complain that cheating was rampant in a CED examination they had just taken and that graduate student TA's had done nothing about it. The CED office persuaded the department chairman to void the results of the exam and have students take another one. Those were the early days in CED. Fortunately, a strong CED Council led by faculty like Albert Carlson and George Hechtel worked with dedicated CED professionals like Josephine Fusco and Doris Kempner to turn the situation around.

In those days, there were three deans for the entire west campus. Bob Marcus headed Undergraduate Studies, the irascible Herb Weisinger headed the Graduate School and I was dean of Continuing Education. Bob and Herb had considerable authority and, of course, Herb could allocate TA lines and had real clout. The three of us would meet with Sid and

Associate Provost Jim Mckenna often and it was a fine platform to observe university development and political in-fighting.

Sid had a remarkable ability to deal with complainers. I would watch in awe as he would listen, chew on his pipe stem, and then make a Rabbinical pronouncement expressing great sympathy. The complainer would leave, feeling that the Academic Vice President understood and sympathized. Sid was undoubtedly one of the persons (along with Alec Pond) John Toll relied upon the most to build our academic program. I regard him as one of the finest bosses I've had in positions ranging from the military to federal government and the university.

I also had a chance to work directly with president John Toll on international exchange programs with India. Since he was a workaholic, we got along well. I also found presidents John Marburger and Shirley Kenny to be responsive, supportive, and a pleasure to work with. Shirley and Jack made significant improvements in the student environment.

President John Toll was famously and totally committed to the advancement of the campus. He would tell humanities and social science candidates that we were only a half-hour from Manhattan and tell scientists we were just a few minutes away from Brookhaven laboratory. He drove recklessly. People shuddered when he invited them to drive to Albany with him. When we noted that his car had a broken rear view mirror, we realized that he never looked back. My wife was astonished once to see him hitch-hiking on Nicolls road after his car had run out of gas, and gave him a lift to campus.

Sid Gelber told the story of making an overnight trip to Albany with Johnny to make a budget presentation. Sid was asleep at 2 a.m. when someone pounded on the door. Sid thought the motel must be on fire and opened the door, only to find Johnny in his pajamas holding a stack of budget printouts and saying that they had to make some changes in the numbers.

---

14. Please describe the physical campus at SBU when you began your career.

Constantly under construction and sometimes dangerous. A student was fatally burned by steam when he fell into an open and unguarded manhole.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I contributed to various community service activities by speaking at schools and other organizations. I always found them to be appreciative.

The local environment was different in 1960. When a faculty committee from the Oyster Bay campus visited Stony Brook before the current site opened to ask about the availability of faculty housing, it met with a local real estate representative connected to the Stony Brook Village development. They asked "Would a black faculty member have any difficulty finding housing near the campus?" He said that would not be a problem since blacks had lived in small cottages on Christian Avenue since the American Revolution. "What about Jews?" "Well, that might be a problem," he said, "because there were no Jews living in Stony Brook at the time of the Revolution." We learned later that real estate deeds for properties in the Stony Brook Village complex included restrictive covenants. I also remember that a black physicist working at Brookhaven National Laboratory had a cross burned on his lawn ca. 1967 when he bought a house in the area. We wondered at the time what it might have been like if the campus had opened in the mid-1930s with the Nazi Bund and swastika flags not that far away in Yaphank.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I made it a point to try to relate as a mentor to students and derived a great deal of pleasure in seeing that many of them went on to make significant contributions in their fields. I still keep in touch with some of them. I taught in the Honors College for many years and found that to be very rewarding.

In the early years, the quality of student life on campus left much to be desired. I had gone to graduate school with Jack Marburger. When he became president and had been here for the better part of a year, we had dinner. He told me that his perception of the quality of undergraduate life at SBU was so bad that he would never consider sending his own children here. He was determined to improve the situation and succeeded during his term as president. Shirley Kenny continued that effort, and the quality of student life is now vastly better.

The 1970s with anti-war demonstrations and teach-ins were exciting times. When student demonstrators burned the gate house on Nicolls road after the nation learned about the invasion of Cambodia, executive vice president Alec Pond convened a meeting of senior administrators to decide what to do. We learned afterward that a division director with a drinking reputation showed up at the meeting wearing an old army uniform and carrying a baton to urge the assembled group to go out and beat up the student demonstrators. Alec is reputed to have turned to a colleague to say that the division director was certifiable.

Alec was well-known for coolness under fire and graciousness. He could also be decisive. A vice president once sent him a note saying that if his request for resources was not granted immediately, he would have no choice but to resign. We learned that Alec turned to his secretary and immediately dictated a letter accepting the vice president's resignation.

Toll and Pond had plenty of detractors but they, along with Sid Gelber, were the driving force behind Stony Brook's rapid development as a major research university. They had to engage with people like the distinguished social scientist who proposed (seriously!) that the university should phase out all its undergraduate degrees and only offer graduate programs. "Of course," he said graciously, "undergraduates already in the program would be permitted to continue until graduation."

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I hold emeritus status in CEAS and am a voluntary professor in the Department of Pathology where I give an occasional talk and try to facilitate research collaborations linking the School of Medicine and U.S. national laboratories where I have connections stemming from various Washington postings. I also appreciate the chance to teach an undergraduate seminar on national security issues related to nuclear weapons and intelligence to juniors and seniors in the Honors College. A summer teaching stint in a nuclear technology course at Brookhaven National Laboratory and guest talks in the Undergraduate College program round out my Stony Brook activities.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Most of my involvement is with Pathology (see above) which has extended a generous welcome to me.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The campus has become (inevitably) much more bureaucratic with a proliferation of offices and administrative positions. For example, when Sid Gelber was provost, his support staff consisted of only four persons, an associate provost (Jim McKenna), a budget officer (John Mullane), a personnel officer (Edna Owens), and a senior secretary and gatekeeper (Elvira Targon). The system worked.

We also had a west campus decentralized system of divisional deans, A&H, S&B Sciences, Biological Sciences, Physical Sciences, Engineering, and Marine Sciences that many of us thought worked well.

---

20. What has not changed?

It is still possible to create new ventures and explore uncharted regions if you can raise the necessary external funding and internal political support.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I regard myself as among the most fortunate of men to have spent four years as a student here and fifty years on a faculty of superb colleagues. With some luck, I hope to have a few more.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

George.Tortora@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Tortora, George T.  
.....



2. What is your academic discipline, department, and college at SBU?

Medical Microbiology, Dept. of Clinical Laboratory Sciences, SHTM

---

3. In what year did you begin your career at SBU?

1971

---

4. In what year did you retire (if applicable)?

2008

---

5. What is your current academic status or rank at SBU?

Emeritus Professor

---

6. What position did you initially apply for at SBU and in what department?

Assistant Professor, Dept. of Clinical Laboratory Sciences, SHTM (formerly Allied Health Professions)

---

7. What was your previous academic position(s) and experience?

I was a practicing Clinical Microbiologist, section Head at St. Joseph's Hospital, Stamford CT and had the responsibility of teaching Medical Technology Interns the science of clinical (diagnostic) microbiology in addition to general microbiology.

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I was recruited by the chairman of the department. We met on the South Campus in what were then called Surge buildings. A tour of the campus in general was included.

## 9. Why did you accept the job offer?

In my discussions with the chairman and the dean, a master plan as laid out by Edmund Pellegrino MD was described. Dr. Pelligrino's plan called for 6 schools, Allied Health Professions, Basic Health Sciences, Dental Medicine, Medicine, Nursing, and Social Welfare. The plan was touted as being more than a medical center, i.e. it was a Health Sciences Center with each school having equal representation, with no school having the capability of dominating the others.

---

## 10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

There were 6 departments in the school of Allied Health professions: Cardiopulmonary Technology, Medical Technology (now called Clinical Laboratory Sciences), Physicians Assistant, Physical Therapy, School and Community Health, and a Master of Health Sciences. I was the first faculty hired in Medical Technology. In the beginning the major emphasis was placed on designing and implementing the courses required by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), as well as outfitting empty laboratory space with supplies and equipment. I created and taught 8 courses: general Microbiology, Medical Microbiology, Clinical Microbiology I and II (with extensive laboratory sessions patterned after a functioning hospital), Mycology, Parasitology, Serology, (all with laboratory) Medical Micro for Physicians Assistants, Medical Micro for Cardiopulmonary Technology, and Medical Microbiology for Surgical Assistants (in the School of Nursing). In addition I gave lectures requested by the Medical School and the Dental School. I mentored PhD candidates in the Oral Biology Program in the Dental School. In 1984 I was asked to assume the role of Head of Clinical Microbiology in the University Hospital while retaining my teaching commitments and academic title. In that role, I revamped the workflow, the technology and the reporting. I introduced several automated instruments, including a blood culture reader, and an automated identification and microbial susceptibility system. With the help of a laboratory based IT person, instituted an automated system for filing identification and susceptibility results directly into the patient care system. I wrote new laboratory protocol for all sections of clinical microbiology (bacteriology, mycology, bacteriological, parasitology, and virology.)

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Facilities and support were there. I one difficulty that I encountered was that granting agencies seemed reluctant to give support to a school that was mainly undergraduate in nature.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

As time went on, I was able to begin pursuing research, much of it applied, stemming from the work in the hospital. Beginning in 1990, my research colleague Barbara Panessa-Warren and I began work on the role of exospore projections in endospore attachment in the spore forming genera *Clostridium* and *Bacillus*. The electron microscopy work was performed at Brookhaven National Laboratory and was supported by a grant. Our work has been accepted today and other researchers have expanded on the concept.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I served as vice chair of clinical laboratory sciences and later as head of clinical microbiology in the hospital. As head of the microbiology lab I was presented with ample opportunity to publish unusual case histories. I was also able to mentor a doctoral candidate studying the effect of a chemically modified tetracycline on 48 different species of fungi.

I also served as the representative from the Health Sciences Center to the Faculty Senate, in addition to serving on the executive committee. I also served on the SUNY Senate. My activity enabled me to become aware of a more global view of the University at Stony Brook and of the State University overall. I considered my tenure in these roles valuable and enlightening.

---

14. Please describe the physical campus at SBU when you began your career.

The campus was a sea of mud when I began. Standard student footwear were workmen's boots, often leaving mud on the floor of the classroom. The Health Sciences Center was a giant hole in the ground when I arrived. I would spend time watching the building rise. In 1975 the department was given the approval to move. Since this involved a large amount of supplies and equipment we began immediately and move 138 boxes of glassware, 40 microscopes, and assorted chemical, reagents, etc. to our new lab even as construction continued around us. Three days later we were asked to move back to the surge building, with the explanation that there was an air handling problem related to severe vibration in the Clinical tower, traced to the 250 HP electric motors that were to supply air down a central shaft (1.5 million Cu Ft. I was informed). After one year we were called back and told we could move once again. I asked how the problem was solved. The answer: "We are not turning the fans on."

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I believe that my community welcome the opportunities that the campus provided. No one in my memory criticized us as outsiders.

---

16. Please describe your experiences with students, student life and/or activism on campus.

We as a faculty were very close to our students and dedicated to making them successful. We gave support whenever possible and they generally reacted well to what we had to offer. In my own narrow field of laboratory technology there are graduates in every hospital on Long Island and in NYC, many of them reaching senior administrative level. Some have gone on to achieve advanced education, including PhD, MD, DMD, and DDS degrees. Many still contact me.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Yes, because after spending 37 years full time with 3 more years after retirement as a teacher , I find it rewarding. I am currently investigating the use of Ultraviolet Light irradiation in the disinfection of air.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

I will give talks when requested and serve on the Appointments, Promotion and Tenure Committee.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The appearance of the University Grounds. The demographics of the student body. Dr. Pelligrino's plan disappeared when he left. The medical school is in charge of everything.

---

20. What has not changed?

The students ages.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I probably succeeded more at Stony Brook than I could anywhere else and am grateful for that.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms



# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

david.emmerich@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Emmerich, David

2. What is your academic discipline, department, and college at SBU?

Experimental Psychology, Psychology Department, College of Arts and Sciences

3. In what year did you begin your career at SBU?

1967

4. In what year did you retire (if applicable)?

1999

5. What is your current academic status or rank at SBU?

Professor Emeritus

6. What position did you initially apply for at SBU and in what department?

Assistant Professor of Psychology

7. What was your previous academic position(s) and experience?

graduate student in the Department of Psychology at Indiana University

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I applied for a position advertised by the Psychology Department at SBU. I was encouraged to do so by a former graduate student friend, and a former professor, both of whom had been hired by SBU from Indiana University shortly before I graduated from that university. When I visited SBU for my job interview I met with each of the faculty in the program in Experimental Psychology, and with a number of the faculty in the other programs in the department. I also met with the chair (Harry Kalish) of the department, and the Dean of Arts and Sciences (could that have been Sidney Gelber?). Everyone in the department seemed very congenial, and of course I already had friends there. The faculty liked the students that they taught and worked with, and were dedicated both to their research and to their teaching.

I was shown the brand-new Social Sciences Buildings (SSA and SSB) which initially housed the various departments in the social sciences, but later came to house only the Psychology Department as it grew rapidly in size. (As far as I know all of the other departments are now housed in the Social and Behavioral Sciences Building.)

I was also shown around the relatively small campus of 1967 which mainly consisted of the various red-brick buildings which can be seen today, though some have been modified (e.g. "Old Biology" which was stripped of its greenhouses, but gained a number of new lecture halls and the auditorium, and the old library which can be found inside the current library which was built around it).

Off-campus I stayed with my former grad student friend at his lovely house in Old Field. He drove me around the three-village area and as far as the then-quaint village of Port Jefferson. After my job talk there was a dinner for me which I believe was at Mario's in East Setauket, and then a get together at Harry Kalish's house in Stony Brook.

---

## 9. Why did you accept the job offer?

When I was hired SBU was expanding rapidly, and the prospect of getting in more or less on the ground floor and helping to shape the future development of the Psychology Department and the University was very appealing. The department seemed cohesive and enthusiastic. The department also offered me wonderful lab space with a double-walled sound-proof room which was perfect for running psychoacoustic experiments, and enough startup money to buy the electronic equipment needed to set up the lab. Finally, the salary offer was good, and my family and my wife's family were both pretty close to Stony Brook.

---

## 10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

The Psychology Department hired seven new faculty in 1967, the year I came. This almost doubled the size of the faculty--I think that there were about ten or so others when I came. Two of us new hires joined the Experimental Program, bringing it up to five faculty, I think. The other programs were Clinical, Social, and Physiological, and Developmental was added a little later.

At the end of my career the number of faculty in Psychology had increased until it was in the 40's. Most of us had a good balance between the amount of undergraduate teaching and graduate teaching and research. Faculty research played a very big role in graduate training. Unfortunately, though, we had both such a big graduate program and so many undergraduate students that there were not enough opportunities for undergraduates to participate in cutting edge research. We had some undergrads doing research with us, but the department mostly had to make do with only a few undergraduate lab courses and a relatively few positions for undergraduates in faculty research labs, when we had hundreds of psychology majors (many hoping to go to grad school in psychology) and thousands of non-majors in our undergraduate courses.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

I thought that the facilities and support for Psychology in general and me in particular were generally excellent. The library collections were very good, and most of us faculty subscribed to the journals which were most useful to us anyway. The library staff were always very helpful in getting things for us on inter-library loan, and in addition to the main library, the ability to use the engineering library, the physics library, and the med school library (in later years), was also very helpful. Having enough graduate and teaching assistants was never a problem for me or for most of my colleagues in the department. Ditto for lab and travel funds.

However, we had so many undergraduate majors that they did not get enough individual attention, and there were not enough opportunities for them to get involved in faculty research. I never once advertised for undergraduate research assistants--interested students would ask on their own after class or during office hours and I always had plenty of help in the lab.

I believe that a major reason for the success of the Psychology Department, was the large number of research grants which our faculty received. Without them, our contribution to SBU's mission would have been inadequate. State support alone simply would not have been enough.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

My research at SBU was concerned with psychoacoustics. This involved presenting auditory stimuli via headphones to human subjects who were seated at desks in a soundproof room. The subjects typically made responses to the stimuli by pressing buttons on a console in front of them. Their responses were analysed and the results were compared with results predicted by theories of perceptual processing. These comparisons were then written up for publication in scientific journals and/or presented at scientific conferences. The results generally extended our knowledge of how we process auditory stimuli, and improved the modeling of auditory processing.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I think that I met with Sidney Gelber when I came for my job interview in 1967, but it could have been someone else. I suspect that the only purpose of this meeting was to assure someone in charge of hiring that I was not obviously deranged and could meet my responsibilities as a faculty member.

I served as acting chair of the Psychology department for one year. I got a course release each semester (our normal course load was two courses per semester). The chair position was so all-consuming that I don't recall doing any of my own research at all, but I may have supervised graduate students in their research. As the end of my term approached, a group of senior faculty came and asked me to please consider continuing on as department chair. I thanked them kindly but assured them that I would rather commit hara-kiri than do that and they didn't bring it up again.

---

14. Please describe the physical campus at SBU when you began your career.

The great majority of the buildings on the Stony Brook campus in 1967 were the original red-brick buildings. There was no Administration Building, parking garage, Wang center, Staller Center, and on and on, and the library was a fraction of its current size. To improve the efficiency of heating the campus buildings, it was decided at this time to connect them to the campus heating plant with large steam pipes running into the basements of the existing buildings. To this end the bulldozers and backhoes were brought in and deep trenches were dug all over campus. The dirt was piled up so that the trenches could be filled in after the pipes were connected. Plywood and 2 x 4's were used to construct temporary bridges and walkways over the various trenches and obstacles all over campus so that pedestrians wouldn't fall into or over them. And then, of course, the rains came and the campus grounds turned into a sea of mud. Eventually the trenches were filled in, the land was graded, and grass was planted. (Before long an orgy of construction ensued and the dark brown buildings that we now see all over campus eventually materialized.)

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I think that the community was initially upset with all of the construction going on for so many years, but they were glad to see the boost that the university provided to the local economy and they eventually became proud to have a renowned university in their midst. I think that many people are still a bit put off with the visual impression that the campus makes, however.

I never felt that how community members felt about the behemoth in their midst affected how they reacted to me as a person, or customer, or whatever. Our family in general was (and is) involved in such things as the PTA, and school and neighborhood activities, garage sales, book groups, and occasional picketing, but nothing out of the ordinary.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I got to know some undergraduates in each of my classes, and a lot of grad students in my grad classes (I regularly taught a required grad statistics class and a grad perception class which were both well received), and learned a good deal about student life from them. I played on the department's faculty-grad student basketball team, and my wife and I went to student parties and picnics when invited, and we hosted some Experimental faculty-grad student gatherings, but we were not otherwise involved in student life per se. I interacted with my own graduate students daily, of course, and become good friends with all of them.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

No, I do not.

---



18. Do you continue to have involvement with your academic unit? If yes, how?

No, although I remain friends with some faculty members.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

It's much much bigger, better organized, better landscaped, and has developed a national and even international reputation in many fields.

---

20. What has not changed?

There still seems to be a lot of bureaucracy, and Albany still can make things difficult for no obvious reason.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

I am. After a few years on the job I got to enjoy my teaching, and I always enjoyed my research, and working with students in my lab. I continually enjoyed learning about perception, and tinkering with equipment, and programming experiments. It was great seeing graduate students develop into mature professionals, and undergrads mature into educated grownups. Eventually, though, it was time to be able to stop and smell the roses, travel, enjoy the grandchildren and have more time to read just for the pleasure of it.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

**Google Forms**

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

albert.haim@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Albert Haim

---

2. What is your academic discipline, department, and college at SBU?

Chemistry

3. In what year did you begin your career at SBU?

1966

4. In what year did you retire (if applicable)?

2001

5. What is your current academic status or rank at SBU?

Professor Emeritus

6. What position did you initially apply for at SBU and in what department?

Associate Professor Department of Chemistry

7. What was your previous academic position(s) and experience?

Assistant and Associate Professor the Pennsylvania State University

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Invited to visit and present a seminar. Met several faculty members and a few administrators.

---

9. Why did you accept the job offer?

The location and the promise of growth

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

More than a dozen faculty members and good support staff (machine and electronic shops. Alternate semesters between teaching one undergraduate and one graduate course. Good support of research.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Excellent.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

Published over 100 articles in peer-reviewed journals in the field of Inorganic Reaction Mechanisms. From 1990 to 2001 I was associate editor of the American Chemical Society journal "Inorganic Chemistry."

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

Member of the University promotion and tenure committee. Little if any impact.

---

14. Please describe the physical campus at SBU when you began your career.

Lots of mud and construction, no landscaping.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Not involved in off-campus activities.

---

16. Please describe your experiences with students, student life and/or activism on campus.

Undergraduate and graduate advisor, had office hours to see students in my classes.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Little contact. Attend chemistry seminars when subject is of interest.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Attend lectures and special events in the Department of Chemistry,

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The appearance of campus and the shift in emphasis from fundamental to applied chemistry. The emphasis on political correctness.

---

20. What has not changed?

The bureaucracy; in fact it is worse.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes. They gave me the time to pursue my research.

---



22. Please share any additional comments here.

The appearance of students is diverse, but not their thinking. They have been brain washed into becoming so-called progressive and liberal. They are intellectually and emotionally weak and require so-called safe zones.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

peter.williams@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Williams, Peter

2. What is your academic discipline, department, and college at SBU?

School of Medicine & Department of Philosophy

3. In what year did you begin your career at SBU?

1973

4. In what year did you retire (if applicable)?

2016

5. What is your current academic status or rank at SBU?

Professor emeritus

6. What position did you initially apply for at SBU and in what department?

Assistant Professor of Preventive Medicine, HSC; Philosophy

7. What was your previous academic position(s) and experience?

Assistant Professor, Wheaton College, Norton MA

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I was contacted by SUSB. The HSC was looking for a PhD in medical ethics. I came with a joint appointment in Philosophy.

---

9. Why did you accept the job offer?

Interesting field.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

Hard to answer. On the HSC side, there were undergraduates and graduate level (eg MD) students. Philosophy had both one the Arts and Sciences side.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Adequate, though not spectacular. Support was more available through the HSC than through Arts & Sciences.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

Theoretical articles on Medical Ethics and on Medical Jurisprudence.  
.....

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I had contact with office of the VP for Health Sciences and Dean of Medicine in the HSC. I held no administrative title or role.  
.....

14. Please describe the physical campus at SBU when you began your career.

Woods.  
.....

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Reasonably supportive; no great antagonism in the early '70s.  
.....

16. Please describe your experiences with students, student life and/or activism on campus.

Loved teaching and engaging with the students. The health science students were pre-professional and somewhat older than the A&S troops. I was closer to their age and connections were easier.  
.....

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Not much. I spent my last decade at a Vice Dean in the School of Medicine and my relationship with the Department of Philosophy was cordial but limited. My teaching was limited to the SoM and, as the Division of Medicine in Society in Department of Preventive Medicine (my academic home) became less and less powerful or significant, my role as a pedagogue also diminished.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

No. The unit was essentially gelded from the inside.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

Much larger administratively and socially; the institutional narcissism -- SUSB's major albatross -- is about the same.

---

20. What has not changed?

See 19.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes. Lots of student, faculty, staff and administrative friendships. My fields became cottage industries nationally, which was fun. Intellectually there was such a gap between my interests (ethics, jurisprudence, humanities) and student interest and talent, that the content of my work was often diminished.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms



# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

rband24@aol.com



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Brandwein,, ruth

---

2. What is your academic discipline, department, and college at SBU?

social work and social policy, School of Social Welfare, HSC

3. In what year did you begin your career at SBU?

January 1981

4. In what year did you retire (if applicable)?

2010

5. What is your current academic status or rank at SBU?

Dean and Professor emeritus

6. What position did you initially apply for at SBU and in what department?

Dean and Full Professor

7. What was your previous academic position(s) and experience?

Director and Associate Professor, U. of Utah School of Social Work, Assistant Professor  
Boston U. School of Social Work

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Two faculty members recruited me, I was flown in for two interviews, with Assistant Vice Pres and Vice Pres of HSAC, the Search committee, faculty and students. I was lodged at 3 village Inn so was driven through Stony Brook village

---

9. Why did you accept the job offer?

My partner was also recruited from Bryn Mawr to Fordham, we both wanted to be in the NY area. I was impressed by the diversity of the student body, race, ethnicity and older, returning students, also the social justice mission of the school

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

About 21 faculty, mostly graduate teaching at masters level, a small undergraduate upper division cohort, not much faculty research when I was hired.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

At the time excellent library services at HSC library--over the years that budget shrank, travel funds were available to faculty making presentations at national conferences, no laboratory, no graduate or teaching assistants until we began our doctoral program in the early 1990s

---

12. Please describe your research at SBU and contributions to your field of scholarship.

Research on single parent families, women in social welfare administration and social work education, feminist theory, social justice theory and application to practice, family violence and the use of welfare

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

As dean of the school from 1981-1989 1 frequent meetings with Vice President of JSC, occasional meetings with other senior administrators. My administrative responsibilities and 12-month contract severely limited my research. I always taught one graduate course each year. Had extended leave 1989-1993 when appointed Commissioner of Social Services for suffolk county. Relinquished deanship in 1991 but retained full professor position. Upon return in 1993 taught full course load (3/semester) and headed Social Justice Center at school. Conducted research on link between family violence and welfare use in 3 states and published book and several chapters, professional presentations at national conferences. Held Belle Spafford Visiting Chair at University of Utah SSW

---

14. Please describe the physical campus at SBU when you began your career.

Pretty awful--construction on main campus evident, HSC needed to expand parking facilities, Facing on HSC falling off resulting in outside area closed off for a few years. In 1986? failure of venting system resulting in headaches, fainting and other illness forced us to evacuate our offices and relocate for about a year on South Campus.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Before my arrival the school had a negative relationship with the local social work community. Original faculty and first dean had negative views of local social welfare agencies and made their views known. I improved relationships with upgrading of field faculty who place students in required internships. Over the years much improved as many of our students rose to leadership positions in human services agencies and professionalism of school improved. I worked hard from the start at connecting with local social welfare leaders and raising the reputation of the school

---

16. Please describe your experiences with students, student life and/or activism on campus.

My door was always open to students, As dean and later as professor always had a set number of advisees, along with other faculty, also supervised masters' projects when that was a requirement. Through Social Justice Center and policy courses involved students in legislative advocacy. Was not involved with main campus undergraduate activism. Most of our students were older, with children, many also working.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Very little. I was never asked to assist after retirement. Moved out of area.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Met new dean a few years ago when visited campus. Have maintained contact with a few faculty members

---

19. What are the biggest differences at SBU from the time you were hired versus today?

Much better reputation in community, campus has been beautified. Much more racial and ethnic diversity in student body and faculty. When I arrived our school was one of the few parts of campus that had such diversity--helped the unviersity look good in that respect. Retired in 2010 so not very knowledgeable about recent differences.

---

20. What has not changed?

I think many high school students still want to leave Long Island for college

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Very mixed. I was not recognized by senior administration for advancement to senior leadership despite my experience. My role as Social Service Commissioner was not recognized nor valued. Social work as a profession was not valued by the university. On the other hand I loved the students, who were committed to the values of the school and the profession and the compensation and benefits were excellent, which has made my retirement very secure.

---

22. Please share any additional comments here.

Thanks for the opportunity to provide this feedback. Contact me if you have any questions or desire more details on my feedback

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

# Google Forms



# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

wilbur.miller@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

.....  
Wilbur R. Miller

2. What is your academic discipline, department, and college at SBU?

History, CAS

---

3. In what year did you begin your career at SBU?

1975

---

4. In what year did you retire (if applicable)?

2019

---

5. What is your current academic status or rank at SBU?

Professor Emeritus

---

6. What position did you initially apply for at SBU and in what department?

Assistant professor

---

7. What was your previous academic position(s) and experience?

Lecturer, assist. prof., Princeton 1971-1975

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Heard through friends; interview pleasant with good questions. Met Chair and several faculty. Got a campus tour.

---

9. Why did you accept the job offer?

Wanted to teach at a public university. Only job available at time.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

About 25 people. Balance of elements good, though there were about four faculty who taught only undergrads and did little research.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Stony brook has always had a lack of resources compared to many other public universities. The Library is a major problem of lack of resources. Staff always helpful. Library was marginal aid for my research.. I like to say, that after experiencing several budget crises that theUniversity has cycled between recession and depression. We never had "flush times". Always had usually able grad TAs.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

Three books on various aspects of the history of police. All remain in print, first I am pleased to say, has been called a classic. Second was first to cover its subject area. Latest is generating some controversy, which is always good.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I have been Chair, grad and undergrad director, and faculty director of the Honors College, and member of the then Personnel Policy Committee. Administrators have been reasonable. I never experienced active hostility, but it was clear Ad min. Had own priorities. Always hard to get money, hiring new faculty was supported when I was Chair.

---

14. Please describe the physical campus at SBU when you began your career.

Virtually no landscaping, air of neglect, some pleasant spots. Many years after arrival here I was shocked to hear a parent call the campus "beautiful." There are still neglected spots like the patio surrounding the SBS building. Maintenance is uneven. But the Campus is far more pleasant than in 1975.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I commuted from Brooklyn, so not much local involvement in local activities. Still there is no "college town" environment, which I missed. I did enjoy speaking at schools and Libraries and .Civil War round table groups.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I very much enjoyed knowing and working with Honors College students and members of the History Honors Society, which I advised for over 20 years. I am still in touch with some of them. I believe I was the oldest person to row a boat in the Roth Pond Regatta.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

No

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Socially (dept parties)

---

19. What are the biggest differences at SBU from the time you were hired versus today?

Scholarly strength of hist. Dept., need for Chairs to engage in fund raising, decline of no. of majors and grad. Students, increased no. of faculty commuters, administrators wanting to measure everything, increased no. of Govt. Regulations,

---

20. What has not changed?

Lack of resources, Presidential indifference to liberal arts.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Very satisfied. Hist Dept. is a Democratic, nurturing environment. Lack of resources remained worst problem, but we have thrived anyway.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

kenneth.marcu@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.



## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Marcu, Kenneth Brian

---

2. What is your academic discipline, department, and college at SBU?

Biochemistry and Cell Biology and Pathology

3. In what year did you begin your career at SBU?

1978 as an Assistant Professor. Before that at Stony Brook I was an Undergraduate student 1968-1972 and after that a graduate student 1972-1975 so I earned both my BS in Biology and PhD in molecular biology at Stony Brook University)

4. In what year did you retire (if applicable)?

2016

5. What is your current academic status or rank at SBU?

Emeritus Professor

6. What position did you initially apply for at SBU and in what department?

Assistant Professor in the Department of Biochemistry

7. What was your previous academic position(s) and experience?

I was an NIH Postdoctoral Fellow at the Institute for Cancer Research in Philadelphia, PA (1975-1978)

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

I was recruited by Prof. Bernard S. Dudock who was the chairman of the Dept. of Biochemistry in 1978. I met with all of the faculty. There was no need to show me the campus because as I explained above I was a Undergraduate and a Graduate Student at Stony Brook Univeristy between 1968 and 1975.

---

9. Why did you accept the job offer?

Because of the high quality of the graduate students in the Dept of Biochemistry and also because my former (1st) wife wanted to live on Long Island so that she could closer to her parents.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

I don't recall how many faculty there were at that time (perhaps 12-15) and there was a good balance between Undergrad and Graduate student teaching and training in faculty laboratories.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Laboratories were well equipped. There were no funds for travel until I got my first research grant. The library collection was excellent as were the graduate teaching assistants.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

My research was in Molecular Oncology and Molecular Immunology. Between 1978 and 1984, my laboratory discovered the recombinationally active DNA sequences responsible for Immunoglobulin Heavy Chain Constant region gene class switching which is a hallmark of 2<sup>o</sup> adaptive immune responses. Between 1982 and 1994 my group also discovered that the C-Myc protooncogene was activated by chromosome translocations with the IgCH locus and we also elaborated how the normal and oncogenic c-Myc genes were differentially regulated in normal and cancerous plasmacytoma cells respectively. Between 1998 and 2016 my research was focused on how the NFkappaB activating kinases regulated inflammatory and developmental responses and also the molecular mechanisms underlying osteoarthritic disease and cell migration responses provoked by tissue injury in vivo. I have published 165 publications to date on these research topics.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I did not serve in any administrative capacity.

---

14. Please describe the physical campus at SBU when you began your career.

Alot of it was under construction including the Biological Sciences complex.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

I was not at all involved in off campus activities. My focus was on my research and in training the many graduate students in my laboratory and in my teaching duties in the Depts of Biochemistry Pathology and Microbiology.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I have little experience in this area when I was a faculty member; but I did participate in demonstrations against the Vietnam war when I was a Stony Brook Undergraduate.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

I have contact with a number of faculty members and I was actively teaching in the Pathology Dept's gradate Immunology course each Sept until Sept 2018 when the course director changed and revamped the course to cater more to undergraduates and my lectures were deemed by the new course director to be a too high a level for them.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Only to interact with the faculty when I occasionally visited the campus to see my daughter and her family who live on Long Island. In my retirement I only live at our family home in Bologna, Italy.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

More faculty today who was largely well funded and who are active in a much more diversified research projects.

---

20. What has not changed?

The bureaucracy!

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Yes for the most part but only because I was also collaborating with colleagues at other institutions in Europe and the USA because for most of the years I was on the Stony Brook faculty (except for 2007-2014 when I was actively collaborating with Prof. Richard Kew in the Pathology Dept) there were no immunologists recruited to SBU to collaborate with me on research projects of common interest.

---

22. Please share any additional comments here.

I hope that Stony Brook continues to enjoy success in its research and teaching programs!

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

**Google Forms**

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

arthur.rosen@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.



## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Arthur D. Rosen

---

2. What is your academic discipline, department, and college at SBU?

Neurology, Dept of Neurology, School of Medicine

---

3. In what year did you begin your career at SBU?

1973

---

4. In what year did you retire (if applicable)?

1998

---

5. What is your current academic status or rank at SBU?

Professor Emeritus of Neurology

---

6. What position did you initially apply for at SBU and in what department?

Associate Professor, Division of Neurology

---

7. What was your previous academic position(s) and experience?

Assistant Professor of Neurology, SUNY Downstate Medical Center

---

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

Recruited as Director of Division of Neurology. Recruiting by Associate Dean School of Medicine. Several meetings with Dean School of Medicine followed

---

9. Why did you accept the job offer?

The School of Medicine was new and the opportunity to build a Neurology program from scratch was very attractive.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

The Division of Neurology was initially one (me). I was able to grow it to four faculty and a accredited Neurology Residency program with 6 residents over the first 7 years.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

The Health science center opened in 1976 (about) and the Hospital opened in 1980. Research facilities were initially in a separate building on main campus (cannot remember name of building). Moved my laboratory and the Division to HSC in 1976. Teaching of students and residents was done at the Northport VA hospital as well at Nassau County Medical Center. After hospital opened all teaching done at HSC and University Hospital

---

12. Please describe your research at SBU and contributions to your field of scholarship.

Initial interest was in mechanism of development and propagation of epileptic seizures. This led to several years of examining the neurophysiology of excitability pattern in the brain. In the early 1990's began to study the effect of static magnetic fields on excitable tissue, primarily neurons. In 1993-1994 awarded Senior NIH Fellowship to study patch clamp techniques with Dr. Paul Brehm (Dept. of Neurobiology and Behavior, SUSB). After finishing that fellowship, continued to study effects of magnetic fields on cell membranes, using patch clamp techniques. Have continued that research at Purdue University.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

As senior faculty in the Division of Neurology I had frequent interaction with the Dean of the School of Medicine. He encouraged my research and helped me in my goal to develop Neurology program at Stony Brook.

---

14. Please describe the physical campus at SBU when you began your career.

No hospital and the Health Science Center was still under construction.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

Those individuals in the community that I encountered seemed excited about the University in general and the HSC in particular.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I dealt primarily with Medical students. They were eager to learn and excited about being in a new Medical School

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Very little contact with SBU at this time. I continue to teach Indiana University School of Medicine and Purdue University. My research continues at Purdue

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Current academic unit at Purdue is the Center for Paralysis Research. There I teach graduate students and continue with my research

---

19. What are the biggest differences at SBU from the time you were hired versus today?

When I was hired SB Medical School was small (25 students) working in temporary quarters. The size and prestige of the Medical School is orders of magnitude more at the present time

---

20. What has not changed?

Not sure...Have not been on campus for 20 years

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Very satisfied. Had opportunity to develop a Neurology program from scratch, to expand my research and to teach numerous medical students.  
.....

22. Please share any additional comments here.

.....

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

michael.barnhart@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Barnhart, Michael



2. What is your academic discipline, department, and college at SBU?

History

3. In what year did you begin your career at SBU?

1980

4. In what year did you retire (if applicable)?

2020

5. What is your current academic status or rank at SBU?

Distinguished Teaching Professor Emeritus

6. What position did you initially apply for at SBU and in what department?

Asst. Professor, History

7. What was your previous academic position(s) and experience?

TA at Harvard and MIT

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

By March 1980 my prospects for a career in academe seemed bleak. I had had numerous interviews at the American Historical Association meeting in December, but these turned into only one on-campus interview, at Colgate, in January. That position eventually went to a Columbia Ph.D. whom I had met several times earlier. In March, my advisor informed me that Stony Brook had reopened its search in my field. I put in and was invited to campus. I flew from Boston to MacArthur and was met by the department chair, Karl Bottigheimer, a first-class gentleman. Before we got into his car, he sat me down in the airport lounge and informed me that the department had been deeply split over earlier candidates, and many favored terminating the search altogether, so I should not get my hopes up. The campus tour was delightful, with friendly faculty (at least the ones I met) and a dinner that evening at the Park Bench, which in those days was a classy place frequented by well-heeled and well-behaved patrons. I recall seeing the Humanities cafeteria, which reminded me of a place in Cambridge that served good dinners for 99 cents, and the Library, which reminded me of a prison.

---

9. Why did you accept the job offer?

I got the offer, but Karl, again a model of frankness, let me know that it was unfunded. So I proceeded with a summer course at Harvard designed to prepare humanities PH.D's for careers in business, as my application to the CIA had been accepted but there was no funding there either. In late June, the funding materialized. Terrific news, but my wife and I were now facing the prospect of a rather fast move to Stony Brook and we had no idea of the rental conditions or market. Karl again to the rescue, offering us a place to stay in his home until we could get our bearings. His kindness, plus, I must admit, the fact that this was the only offer I had with any money to it, made acceptance straightforward.

---

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

The History Department had about 20 regular faculty members at that time. The usual teaching load was one big, one small course, which usually translated, at least for me, as two large undergrad lecture courses per year, one undergrad seminar of some sort, and a graduate course. There was little formal training, as such, of any kind. One was expected to devote 50% of work time to research, an easy task for new assistant professors as the tenure clock was relentless and, in history, the key is to publish a book, which became my first: *Japan Prepares for Total War*.

---

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

Travel funds were virtually nonexistent. The library budget for history was small then, but actually rather generous compared to what it shrank to later. The TAs were universally competent and enthusiastic.

---

12. Please describe your research at SBU and contributions to your field of scholarship.

My actual field, and the field I was hired in, was history of American foreign relations. While I did publish articles in it, these, and my first two books, were centered on Japan and American-Japanese relations. This turned out rather well in some regards, as Japan was widely admired or despised in the 1980s and early 90s as a terrific economic success. "The Cold War is over; Japan won," as Paul Tsongas said. My first book, originally published in 1987, remains in print today. My last book, which is still being penned, will--I promise!--be on American foreign relations from Jamestown to Trump.

---

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

I endured a stubborn provost who wanted to delay my promotion and tenure (as I heard it, on grounds that my teaching was too good, so I must have spent too much time on it). And I endured one term as department chair 2010-3, thankfully under CAS Dean Nancy Squires, who was a real pleasure to work with.

---

14. Please describe the physical campus at SBU when you began your career.

By 1980 the mud was largely gone and the SBS building was almost new. The library and student union (not SAC) were the main social hubs, along with the Humanities cafeteria. Many buildings now on campus simply did not exist.

---

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

My wife and I lived in Port Jeff for three years until her getting work in Manhattan compelled a move to North Babylon (which still has excellent train service to the city). So we missed much of the Three Village stuff. We did become involved there, securing a big grant to build a child care center in an old warehouse building and serving as a soccer club coach and board member for about ten years.

---

16. Please describe your experiences with students, student life and/or activism on campus.

I found most Stony Brook students delightful. They were smart, diligent and enthusiastic. They were also almost ashamed not to be at a prestigious and costly private university, something I found disturbing, not so much about them as about the general direction of higher education in the US, which has rapidly moved to elitist tiers since 1980. Anyway, every class was a joy--really, yes. I served as chapter advisor to a fraternity (TKE) for about ten years. I had never been a "Greek" fan, but came to understand how frats offered the kind of friendship that other aspects of university life did not. That said, it was sad to see the fraters draft away from socializing well to just partying as time wore on.

---

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

Not really. I decided to cut the dog's tail off in one swoop rather than inch-by-inch.

---

18. Do you continue to have involvement with your academic unit? If yes, how?

Certainly. Follow events, talks, etc., at least such as the pandemic permits.

---

19. What are the biggest differences at SBU from the time you were hired versus today?

The campus is physically more attractive and has many more buildings. If anything, the emphasis on STEM has grown.

---

20. What has not changed?

The History Department is still wonderfully collegial.

---

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

Happy and delighted. When I began, I had no idea how I would perform in the classroom. I think that turned out pretty well. And it was a real pleasure to walk into the History Department. I don't think many people can say that about their workplaces. I still have contact with former students, from 1980 through 2020, which is very satisfying.

---

22. Please share any additional comments here.

---

Please upload your file(s) here.

This form was created inside of Stony Brook University.

Google Forms

# Emeritus Faculty Documentation Project

SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES, STONY BROOK UNIVERSITY  
LIBRARIES

Email \*

edward.katkin@stonybrook.edu



Stony Brook University | Libraries

## Introduction

Please consider contributing to the University Archives' efforts to document Stony Brook University history. To preserve and make accessible the unique and varied experiences of the university's emeritus faculty, this questionnaire was designed to elicit the personal reflections of faculty members':

impetuses for accepting academic positions at Stony Brook University.

early experiences on the campus.

views on the evolution and growth of the institution.

contributions to departments and to the university.

interactions with academic and administrative leadership.

views on the institution's role in the community (local and wider).

assessments of the university's mission and successes as a research university.

## Participation Agreement

By completing this questionnaire, you agree to the terms of this project.

All information and responses collected from the questionnaire will be published and opened for research.

This is not an anonymous questionnaire. Please be mindful of this fact if you do not want specific names or places to be published.

Responses will not be edited and content will not be redacted.

The questionnaires will be distributed through the Office of the Provost.

The questionnaires and responses will be collected and maintained by Special Collections & University Archives, Stony Brook University Libraries.

## Project Contact

Project Director

Kristen J. Nyitray

Associate Librarian

Director, Special Collections & University Archives

University Archivist

[kristen.nyitray@stonybrook.edu](mailto:kristen.nyitray@stonybrook.edu)

t: 631.632.7119 | f: 631.632.1829

Project Consultant

Joel Rosenthal

Distinguished Professor Emeritus

Department of History

[joel.rosenthal@stonybrook.edu](mailto:joel.rosenthal@stonybrook.edu)

## Questions

1. What is your full name? (last name, first name) \*

Katkin, Edward

---



2. What is your academic discipline, department, and college at SBU?

Psychology, Arts and Sciece

3. In what year did you begin your career at SBU?

1986

4. In what year did you retire (if applicable)?

2000

5. What is your current academic status or rank at SBU?

Professor Emeritus

6. What position did you initially apply for at SBU and in what department?

Chairman of Psychology Department

7. What was your previous academic position(s) and experience?

SUNY Buffalo 23 years

8. How were you recruited to SBU? Describe your interview experience and impressions: what did you see, with whom did you meet, and what were you shown on/off-campus?

.....

9. Why did you accept the job offer?

.....

10. How large was the academic unit into which you were hired? What was the balance between undergraduate and graduate teaching, training, and faculty research?

.....

11. How would you assess the facilities and support for the different aspects of your role and in SBU's mission as a public research institution (laboratories, travel funds, library collections and services, graduate and teaching assistants)?

.....

12. Please describe your research at SBU and contributions to your field of scholarship.

.....

13. Did you have dealings with senior administrators? If yes, please describe. If you served in an administrative capacity, what type and how did it impact your research and teaching?

.....

14. Please describe the physical campus at SBU when you began your career.

.....

15. How would you characterize the neighboring community's attitude toward the university? Did this affect you? Were you involved in off-campus, local activities?

.....

16. Please describe your experiences with students, student life and/or activism on campus.

.....

17. Today, do you have contact with SBU in an academic context? Have you continued to teach or assist with service functions after retirement? If yes, why?

.....

18. Do you continue to have involvement with your academic unit? If yes, how?

.....

19. What are the biggest differences at SBU from the time you were hired versus today?

.....

20. What has not changed?

.....

21. Upon reflection, are you satisfied with your career at SBU? Why or why not?

.....

22. Please share any additional comments here.

.....

Please upload your file(s) here.



StonyBrook biohi...

This form was created inside of Stony Brook University.

# Google Forms