Preface

In Fall 2017, nine honors students participated in gathering three oral histories from Dr. Thomas G. Travis, Dr. Carol Hayes, and S. Loretta McGrann supported by McEntegart Hall Library/Archives. Led by librarians Mayumi Miyaoka and Lauren Kehoe, the students engaged with the College’s Archives to develop a strong understanding of the history of the College and the Sisters of St. Joseph’s. The students also developed strong research skills using primary sources in the archive. Students discussed the theoretical implications of capturing histories orally, in addition to gaining interviewing skills. The group worked collaboratively throughout the honors concentration to understand the history of the College and Sisters and then cooperatively developed a set of questions to ask each interviewee.

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**Interviewee’s name:** Dr. Thomas G. Travis, Ph.D., Interim Provost  
**Interviewer’s names, affiliation:** Karma Dolma, Peter Grabowski, and Hailey Scott, St. Joseph’s College Honors Program Students  
**Date of interview:** Tuesday, November 28th, 2017 at 1:30 p.m.  
**Location of interview:** Admissions Conference Room, Burns Hall, St. Joseph’s College, 245 Clinton Avenue, Brooklyn, New York  

**List of acronyms:** KD = Karma Dolma (interviewer), PG = Peter Grabowski (interviewer), HS = Hailey Scott (interviewer) TT = Dr. Thomas G. Travis (interviewee)

HS: This recording was made as part of the Oral History Project by St. Joseph's College Honors Program students in the Fall 2017 semester. It was recorded on Tuesday, November 28th 2017, at 1:30 p.m. in Dr. Travis' office located in Tuohy Hall, Brooklyn, New York. The interviewers are Karma Dolma, Peter Grabowski, and Haley Scott. The narrator is Dr. Thomas Travis.

KD: So first I'd like to ask: How did you first come to St. Joseph's College?

TT: Okay this was—I just graduated with my doctorate from Bowling Green State University in Ohio. I'd worked a year there and then I decided to head back to Long Island, because I was married and my son was just born. I wanted to get back to my hometown, which is in [inaudible] New York. I was looking for work and I noticed a tiny little ad in the New York Times that said Director, Division of General Studies. I answered the ad and I was interviewed by Sister Margaret Buckley [Ed.D.] and Sister Mary Florence Burns. They hired me so that's how I got here. I had done a year's worth of work full-time at Bowling Green State University, but this was pretty much my first real job outside of Bowling Green. It turned out to be a very nice job, over the years.

PG: Are any of the faculty that you first worked with here, still here?

TT: Oh, interesting question. Yes. It's probably worth explaining and this might tie into questions you'll be asking at another point--At that time they hired me to be the Director of the Division of General Studies, which was a separate division of the College--separate from the College of Arts & Sciences, so my guess is most of the faculty who you have are presumably coming during the day and your traditional age and the like. You've got faculty members like, you know, I couldn't name their names. In the School of Professional and
Graduate Studies—it was then called the Division of General Studies, we relied more on adjunct faculty, because our programs were professional programs. We wanted people who were out in the field working, whether they be in hospitals or in management, or what have you. That was more of a night and weekend faculty. Now that I'm in my current role, I'm in charge of academics for both campuses and all units. That's a long way of saying that most of the faculty I dealt with in my early years here were night and weekend and I don't see them as often. There are people around here who've been here since the beginning. I'll use an example: Ray [Dr. Raymond] D'Angelo [Ph.D.], Dr. D'Angelo, you know, he got here I think a year before I did. There are there a few like that go way back. I've been working my whole time and really it goes back to 1978—that's almost 40 years or something like that. I've worked on both campuses and I got to know faculty on both campuses.

PG: So would you consider, since you're saying how it's a night or weekend class--

TT: At that time—

PG: Well most of the courses are, yeah, there was more like an adult major that was like more work?

TT: Yes.

PG: Okay; got you.

TT: I don't know where you are on your questions, but I'll--let me kind of explain how they set up the Division of General Studies and why they did. The Arts & Sciences College at that time was pretty traditional. When I first got here most of the students were on the Brooklyn Campus, okay? I don't remember what the number was I'm going to say four or five hundred--I'm picking a number out of a hat. There was also just starting and it was in its second or third year, this general studies unit which was designed specifically for working adults, most of whom at that time were nurses who needed a bachelor's degree to get ahead in their in their career. Sister Mary Florence was very smart because she realized that to serve this population, we would need more flexible policies--academically speaking--then would probably be appropriate for traditional undergraduate students. For example, we set up a more liberal transfer credit policy so we could take credits for some of their non-
collegiate experiential learning—maybe nursing school or something like that—even if it wasn't in the college. The other thing we introduced was a thing called—at that time we called it "life experience," but prior experiential learning, where students could get credit for what they learned earlier in their life. If they were on the school board for ten years someplace they might write three credits for community involvement in leadership or something like that.

It was a very different population and what was smart about what Sister Mary Florence did is a traditional faculty tends to be more traditional. The divisions in colleges that served adults and nontraditional learners tend to be less traditional, more flexible. Sister Mary Florence was smart enough to say: "Let's set this thing apart." Because of that, the traditional faculty allowed us to innovate and serve adult learners in ways that they would probably think: "No, that's not appropriate for traditional age students, but it is okay for the non-traditional learners." That enabled the School of Professional Studies or the Division of Studies—I'll explain that in a second, I'm getting ahead of myself. That enabled that division to be kind of an innovator at the College and it grew and expanded and particularly in those years played a very important role in the financial strength of the college. I was stuttering a minute ago about the different names. What started out as the Division of General Studies changed names about four or five times. It started out as the Division of General Studies. I can't even remember all the interim names, but it finally ended up being the School of Professional & Graduate Studies—until such time as it was discontinued. That might be a question that you'll be asking me later. You had a question?

KD: So I think you pretty much explained about General Studies program and you said it has evolved into different—"interim," you said, but the main objective of that program is it the same or has it been different?

TT: It hasn't changed actually. What has changed is organizationally - administratively things have changed here. The non-traditional programs with the more flexible curriculum still exist. We still attract that population and we still use the same kind of more flexible transfer credit policies. We still have “life experience,” the prior experiential learning assessment, so that's all still in place. What has changed is we had a rather elaborate structure put in place. I was the Dean of that unit and there were a number of people who reported to me and secretaries and a whole squad of folks serving the adult learners. That
was on both campuses. About four years ago or five years ago, in an effort to--I would say probably the principal reason for it was financial--There was a move to really do away with the separate division and try to integrate those functions into departments within the college--Administrative and otherwise. It doesn't exist anymore as an administrative unit, but for example, Admissions has taken over the role of recruiting for the non-traditional adult learners and that happens on both campuses. They have people in their offices that just focus on that. Within Academic Advisement and at the Registrar's Office there are people that have special expertise in serving adult learners and they're picking up those functions. It was integrated.

KD: Thank you. The other question; you work for both Sister George Aquin O'Connor and Sister Elizabeth [A.] Hill--What do you see as some of the major changes that each of them made?

TT: They made a lot of changes. When I first came here in '78, the College was--a couple things were happening--but Brooklyn was still the main event. Sister George Aquin O'Connor was basically trying to hold things together financially at that point, because we weren't in a really strong financial position. She was very careful about how money was spent. I remember when the first IBM Selectric typewriter was introduced--Go 'Google' that, you don't know what that is [interviewers laugh]. Anyway they cost about $900, all right, at that time which was you, know might as [well] have been $10,000. So they allowed--I think Sister George allowed one in Lorenzo Hall and one in Tuohy Hall. You know, just to save money. Things were tight, but Sister George and Sister Mary Florence in particular were smart enough to know that this adult population could bring in large numbers of students and increase revenue accordingly. Sister George allowed and encouraged the college to experiment and to create the Division of General Studies. That was a big thing and that took off. At one point, at the peak, there were about I'm going to say 900 adult students on the Brooklyn campus, and maybe 600 on the Long Island campus. It was large numbers. They were all doing nights and weekends; kind of thing. Sister George encouraged that and Sister Mary Florence kind of made it happen.

The other thing Sister George did at that time was the development of the Long Island campus. I'm guessing on previous interviews you've heard more about that, but it was a pretty courageous move, on her part, to pull that off. It was a big, big expenditure.
Obviously it has paid off. Sister Elizabeth Hill, I think, continued in that vein. Sister Elizabeth was always open to new ideas, new programs. One of the nice things about working for Sister Elizabeth was if you had an idea and she thought it was a good one, she'd give you whatever support you needed to make it happen. It was a lot of growth during Sister Elizabeth's--reign--if you will: particularly with proliferation of academic programs, both at the undergraduate and the graduate level. Both Sister George and Sister Elizabeth built buildings during their time on both campuses so they were very active, very forward-thinking, and very nice to work for. I'll probably come back to this a different way--probably a little bit later in the discussion, but the Sisters of St. Joseph's, I think, set a tone for how you're to behave as an administrator and what it is you're doing here, which is serving students. They really kind of lived that. They set that example. A lot of the people who came on board here as both administrators and faculty members--Well, first of all, they were selected because they seemed to fit that model, but once they were here they certainly saw that behavior being modeled all the time. There was a tendency, I think, for it to become a very humane environment: a very nice place to work.

PG: So that leads me to asking you a little further about Sister Elizabeth Hill. Are you familiar with her 15-year plan?

TT: Oh, her 15-year plan.

PG: Yes, this year would actually be the 15th year of her plan and I'm just wondering--

TT: Ah, Okay.

PG: Some of the things included in that were: the construction of the Hill Center--

TT: Oh, Alright.

PG: It was all about making the school more aesthetically pleasing--

TT: Yes, yes.

PG: More united as a campus and changing the whole attitude of the campus.
TT: Right.

PG: Was there anything, depending on how familiar you are about it, that you really saw that changed the course of the school in the history?

TT: I don't remember the 15-year plan, but I do know that both the States--the New York State and Middle States--periodically asked us to come up with strategic plans. For a number of years, that was my responsibility. My title at the end was Dean, School of Professional and Graduate Studies & Vice President for Strategic Planning. I was involved with a lot of strategic plans that were put together over the last 10 or 15 years. I think what I'd say is there were two major changes: That was the one I already mentioned as far as the adult non-traditional population and the other was the moving to the Long Island campus. Those were the real direction changes at the college. Other than that, I would say most of the growth that has taken place and the changes that have taken place over years have been incremental in nature. I'm a big believer in incremental change--change that sort of fits who we are, but takes us to a new step or a slightly different direction and building on those strengths. I wouldn't say that beyond those two things I first mentioned that there have been any radical changes that have pushed us in one direction or another. There was the introduction of graduate programs and that's had an important impact on us, but again that was building on programs we already had at the undergraduate level. It was a natural extension of that.

PG: Awesome. The one thing that we really didn't cover was how has the curriculum changed; the academic standards--more intense now than they were? How has that changed?

TT: Again most of my efforts and work has been with the non-traditional adults, so I can speak a little bit more to that. Basically, it hasn't changed much with the non-traditional learners. From the very beginning, a lot of them were international students--particularly in the nursing profession. When they came to us they were certainly well qualified--these were smart folk. Sometimes their language skills were not the best and we had to work with that, but as far as the rigor of the program that we offered then and the rigor of the program we're offering now I would say that hasn't really changed--Other than we have added courses. I would say that on both the campuses--Brooklyn has had kind of an interesting
new development over the past several years. It goes back more than several years with the ACES program, which was just a really innovative way of serving bright, bright students who needed assistance with English as a Second Language. That would be a new population that we would go after. While that group has deficits in language, they certainly didn't have deficits intellectually, as far as what they what they're capable of doing academically. There have been changes like that.

Otherwise, I would say things haven't changed that radically. It might have been back in the 40s or something like that: some of the young women who came here then might have really been the top of their class coming out of the Catholic schools. You know, that fell off. Probably, even just as I was beginning here, that was starting to change. We were reaching out more to public schools, opening up admissions a little bit more, and serving students. Slightly different academic levels, but not drastically so. We've always done a pretty good job of maintaining our standards: both as far as acceptance and what's expected out of students academically.

PG: So, reaching out to the ACES program and students that aren't so strong in English--

TT: Right.

PG: They still have the intellectual ability. In comparison to that, there was a real increase in enrollment: specifically about after you joined the staff--

TT: Right.

PG: If you look at the school's history of enrollment--it really shot up. As you mentioned, you really expanded on the General Studies program.

TT: Yes.

PG: Are there any other reasons you think that since about when you joined the staff here, the enrollment really shot up?
TT: One of the things about particularly the--We will talk about the Brooklyn campus first. In serving the non-traditional students, we've had waves of students. By that I mean in the first 10 years or so the first wave was nurses who needed a degree. They were already Registered Nurses. Maybe they had an associates or a license, but they needed the next two years in order to get the bachelor's degree. That was a whole wave of students that came in. Then things shifted out in the hospitals and that group started to decline in numbers, but then we ended up recruiting police officers; police officers for time needed four year degree and many of them didn't have it. So, our numbers went way up with police officers. Then things changed after 9/11: shifts shifted and they changed their requirements so more of the police officers coming in already had degrees. All right, so then we kind of--enrollment went down a little bit and we lost that population. What's helping us now is we're working with veterans. We have had a large boost of enrollment particularly [inaudible] folks coming back from Iraq, Afghanistan, and the like. At least with a non-traditional crowd it kind of comes in waves and you serve different populations. You try to have your antennae up trying to figure out what's the next wave. I don't know what that is, but you're kind of always keeping your eye out. As far as Arts & Sciences on this campus, traditional age, I think those numbers have stayed fairly constant over time. They haven't changed much.

PG: Yes.

TT: The big story in enrollment was what happened on the Long Island campus--is where things really grew. When that started in the late 70s, maybe they had three or four hundred students out there; five hundred, something like that. Now they've got three thousand. A lot of that has to do with its geographical location. There's not as much competition out there. Where, in Brooklyn here, there is competition all around. It's tougher to get the big numbers.

PG: As you were saying with that, how the different waves and at different times different professions needed degrees--but one thing that happened recently that affected a lot of colleges, businesses, and overall society was the "Great Recession" of 2008—

TT: Right.
PG: How did that affect the college at the time?

TT: Well it certainly helped--it hurt our endowment. We lost money in the endowment for a time and so that played a part. We had less money and operating budget, because we weren't generating the same amount of revenue. The other piece had to do with tuition reimbursement. What that means is when you're working with adults many of them already had jobs, whether it's in the nursing field or in banks, or businesses, or what-have-you, okay? One of the things we found after the recession is they cut way back on their on their reimbursement. It used to be that somebody could come and take two or three courses a semester and the business would pay for it, which was great for the adult learner coming back, but after the recession, a lot of that dried up. So, we took a hit on that enrollment-wise. Just to show you the interrelationship between the revenue stream and the enrollment: the reason the veterans are coming in such numbers is the government is paying them to come. That's a natural population; one of the reasons we went after them in the first place, besides all the patriotic reasons--that was a big part of it.

HS: You're the interim Provost of the School. We would just like to know what you do with that role.

TT: Okay.

HS: Are there any plans you have for the School's academic criteria and curriculum in the future?

TT: Okay. I'm an old man, so let me do one question at a time—

HS: Okay [laughing].

TT: Because that's all I can remember. Let's start with the first one: the first one is, "How do I see my role as--?"

HS: Yes.
TT: The Provost is the chief academic officer at the College. For example, you have Mike [Dr. Michael J.] Hanophy [Ph.D.] here who's the Executive Dean on the Brooklyn campus. On the Long Island campus it's [Dr.] Wendy Turgeon [Ph.D.]. She's the Executive Dean on the Long Island campus. They both report to me. Part of my role, I think, is to make sure that whatever is happening on one campus is happening on the other; that things aren't going in different directions. That's a big part of it. There's a lot to do with policy that's college-wide, that affects faculty. For example, right now we're reviewing the rank and tenure system here at the college. That's very important to faculty. It speaks to how they get promoted and what the title of their ranks are, etcetera, etcetera. The Board of Trustees has asked us to review our policies and revise them. I'm involved with a select group of faculty and we meet every other week to discuss what those new ranks might look like--when does the faculty member go up for promotion; what are the criteria for that. That would be an example of how you would be working with faculty on a common project. The other thing I'm doing--working for Dr. [Donald R.] Boomgaarden [Ph.D.]--has to do with planning for the future and also administrative assessment of offices. That's a little bit beyond the normal academic role of a Provost, but it's something I had a lot of experience with. Dr. Boomgaarden is just kind of tapping that.

HS: You said that the Long Island campus and the Brooklyn campus--you make you make sure they're on the same page.

TT: Yes.

HS: If there are new courses instituted in the Brooklyn campus, would they necessarily be instituted in the Long Island campus as well?

TT: Not necessarily. You could have a situation where there's the need of a course in Brooklyn--I'll use an example that's kind of obvious: “The History of the City of New York” or something like that makes a lot more sense in Brooklyn than it might at Long Island, that kind of a thing. The place where you want to make sure that the two campuses don't start getting too far apart is when, for example, if you have the major in Hospitality Management here and you have a major in Hospitality Management there, you don't want to have two different sets of curricular requirements. We're always on the look out to make sure that folks aren't straying off what's expected.
PG:  Since you're the Interim, do you have any plans to possibly, maybe become the permanent Provost?

TT:  No, my wife won't let me [all laughing]. Initially Don and the Board asked me to do it for one year and the same with Michael--That's Dr. Hanophy and Wendy, Dr. Turgeon on Long Island. I'll use first names. Initially the plan was for us just to be Interim for one year. As you probably know, we have a Middle States visit coming up in March. Don, being the President, didn't want to be in the middle of a search for a new Provost and new Deans during the exact same time period that we would be experiencing Middle States. He decided he wanted more continuity. That was when he realized that it would make more sense if we keep me on, keep Wendy, and keep Michael on for another year. My plan is to-
-
-I'll probably help in the search for the Provost and maybe one or more of the Deans at the time.

PG:  I get you.

TT:  I don't know whether their spouses are going to allow them to do it yet or not [all laughing]. I know [inaudible] definitely have one more year left in me after this.

HS:  You said that Middle States are coming to visit the College?

TT:  Yes.

HS:  What are you guys doing in preparation for their visit?

TT:  A massive amount of work's going into it over the last two years. There have been faculty committees on both campuses, a lot of research done, preparation of the reports; hundred pages long. So much work. Fortunately I missed most of it [laughter]. It was done--I was on transitional retirement. For four years, I was just teaching two courses. I wanted to retire, but not fully, four years ago. I've just been brought in this year and I had a part in putting the finishing touches on the Middle States Self-Study. That's the report that goes to the team and then the team comes here. Then they see if what we said in the report kind of coincides with what they're observing. They're also in a position to say where they think
we're strong and where we're weak or what have you. We just as a matter of fact had the team visitor here yesterday for a preliminary visit. She was telling us areas to where, "Oh boy, you really look good here, but you might do a little more work there," that kind of thing.

HS: Like you were saying the whole interview, the whole discussion you have a very--seems to be that you're a very influential role in the college. How does it feel to have such an influential role?

TT: Yes, it's funny. When I first got it [the role], I was announced and everything. I don't know whether you've ever had the experience where you're sitting behind a desk thinking, Should I really be here [laughter]? Do I belong in this spot? I've had a lot of those moments since I've been here, but it's been a real honor and it's also a responsibility. One of the things that the Board asked of Don, as a priority, was to pay close attention and develop where he could, faculty morale. That was part of his big assignment. In picking his team, he picked folks--when I say his team, I mean Wendy, Michael, and myself--He picked folks who he felt had good relationships with faculty, cared about faculty, and wanted to support faculty. This is the honor part, but there's also the responsibility part: to do the best you can. For me, it's more faculty based than student based. When you're talking about the Deans, they're--I've got much more of a student orientation, then, they do the faculty orientation--although they have a lot of responsibility with the faculty as well. It was an honor really [inaudible].

HS: Do you still teach the two courses along with being the Interim Provost?

TT: No, I couldn't do it.

HS: Too much?

TT: Yes, it really is too much. It's a very demanding position. Actually Michael and Wendy each ended up teaching a class or two by accident, because they didn't know that they were going to be given the position. They're really struggling this semester [laughter] trying to do all their administrative stuff and teaching at the same time. No, I couldn't do both.
HS: What classes did you teach?

TT: Oh, I--When we got here, with the non-traditional learners, we wanted to put in place some courses that were specifically geared to them and we got some money from different associations. Not a lot of money, but enough to develop a few courses. The three that were the most fun were called “Problem Solving for Professionals,” “Critical Thinking for Professionals,” and “Adults in Transition.” I taught all of them, but my two favorites are the critical thinking course and the adults in transition course--and of the two--the “Adults in Transition” is kind of the most interesting to me. It focuses on sort of the psychology of adult development. We designed the course with the idea that returning adults are kind of in a new place in their life. They're--whatever else they were doing before and now all of a sudden they say, "Okay, I'm going to try to get a college degree." They're in there in a time of change and transition in their lives. What we did is we spent a lot of time trying to assemble the literature that speaks to adults: adults who are in transition and what that means as far as where they are in their psychological development, etcetera. It's fun to create a course that is very relevant to where they are in their life. The idea was that if they could understand from a psychological/sociological standpoint exactly what was happening to them and what their opportunities were for growth and development, they would be in a better position to grow and develop more, if they could understand it in some kind of theoretical context. It's a fun one.

HS: You talk so highly about teaching: is that like--would you say that is your most memorable moment in SJC? If not, what is?

TT: Actually [inaudible], I think I'm a better administrator than a teacher [laughter]. I mean, I was a good enough teacher. I got my [inaudible], and you know, "...best professor I ever had," kind of stuff, but I never felt like that was really what I'm good at. I'm better at being an administrator. I'm really good at building teams and getting people working together towards goals. This kind of slides back to something I was I was alluding to earlier--St. Joseph’s has really been--I often say outside of marrying my wife, St. Joseph's is the smartest decision I ever made. It really is a community. I feel like I'm part of that community and I like being part of that community. It gives me a sense of meaning and purpose in my life that I otherwise might not have. There's not one memorable thing: the whole experience has been very, very important in my life.
PG: The whole interview, basically, is about your whole life here at St. Joseph's, but just get an idea of more of who you are as person: if there was something besides being administrator and teacher here that you could have went back when you were at Bowling Green and change your mind and do something else with your life—

TT: Yes.

PG: What would that've been?

TT: It's a really good question. You often think about, What if, what if I had done this or that or whatever? I mean I could have, at an earlier point, gone into business and the like. I'm glad I didn't. It's not a good match with who I am, what's important to me, my personality, and everything. I'm much more about--I'm not a bottom-line profit motive kind of person. I'm much more about working together with people to make things, improve systems, and create new programs. There's a financial component to that, but it's not the driving component. I'm much better suited for this than if I would've gone in that other direction. Whatever a little degree of success I accomplished here, I don't think I would have succeeded to the same degree in another sphere. I landed in the right place.

PG: Well, we want to thank you for your time, and I mean I thoroughly enjoyed it, for sure.

HS & KD: Yes.

PG: My two peers here did as well, and I hope you enjoyed it yourself as well,

TT: Thank you, it was fun.

PG: Thank you for your time, again.

TT: It was fun. Good. It was time well spent.

KD & HS: Thank you.
TT: It brought back some memories.

[all exchange salutations]

PG: It went easier than I thought.

TT: Yes, you had good questions and it flowed. You would introduce them in kind of a natural conversational sort of way, so it worked that way.
Informed Consent/Release Form

This oral history project is being conducted as a part of St. Joseph's College Brooklyn Campus Academic Honors Concentration. Its purpose is:

- To introduce students to the concept of oral history, the construction of social history, and the process of creating oral histories
- To collect and preserve testimonies pertaining to the history of St. Joseph's College through the experiences of the Sisters of St. Joseph and the SJC faculty and staff members, and develop a St. Joseph's College Oral History Collection
- To showcase the SJC Oral History Collection on an online platform as a part of the centennial celebration.

Recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of the McEntegart Hall Archives, where they will be made available for historical research and public dissemination. Participation in the project is entirely voluntary.

I, the undersigned, have read the purposes of the project and the use of the recordings, and I have agreed to be interviewed/to interview.

I have read the above and voluntarily donate to the project full use of the information contained in the recordings (including video and audio recordings) made on (date) at St. Joseph's College Brooklyn Campus, transcripts of the recordings, and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyright, in these recordings and transcripts to the project, which may copyright and publish said materials. The information may be used for scholarly or educational purposes as determined by the project.

Interviewee/Interviewer’s signature

Date 11/28/17

Interviewee/Interviewer’s name (please print clearly) Thomas Travis
Informed Consent/Release Form

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Interviewee/Interviewer’s signature: ________________________________

Date: 11/28/17

Interviewee/Interviewer’s name (please print clearly): Peter Grabowski
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Recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of the McEntegart Hall Archives, where they will be made available for historical research and public dissemination. Participation in the project is entirely voluntary.

I, the undersigned, have read the purposes of the project and the use of the recordings, and I have agreed to be interviewed/to interview.

I have read the above and voluntarily donate to the project full use of the information contained in the recordings (including video and audio recordings) made on (date) at St. Joseph’s College Brooklyn Campus, transcripts of the recordings, and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyright, in these recordings and transcripts to the project, which may copyright and publish said materials. The information may be used for scholarly or educational purposes as determined by the project.

Interviewee/Interviewer’s signature

Date 11/28/2017

Interviewee/Interviewer’s name (please print clearly) Karma Dolma
Informed Consent/Release Form

This oral history project is being conducted as a part of St. Joseph's College Brooklyn Campus Academic Honors Concentration. Its purpose is:

- To introduce students to the concept of oral history, the construction of social history, and the process of creating oral histories
- To collect and preserve testimonies pertaining to the history of St. Joseph's College through the experiences of the Sisters of St. Joseph and the SJC faculty and staff members, and develop a St. Joseph's College Oral History Collection
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Interviewee/Interviewer's signature

Date 11/28/17

Interviewee/Interviewer's name (please print clearly)

Hailey Scott