

DR. MARJORIE MILLICKER-SCHRATZ
Marist College
Poughkeepsie, NY
For the Marist College Archives and Special Collections
Index – Dr. Marjorie Millicker-Schratz

Project Name: Marist Heritage Project

Transcript: Yes

Summary: Yes

Photograph(s): No

CD#: 047

Name of Interviewee: Dr. Marjorie Millicker-Schratz

Main Topics: Dr. Marjorie Millicker-Schratz discusses her time here at Marist both as an undergraduate Psychology student and as a part-time and full-time Psychology professor. She discusses the changes that she has seen in Marist over the years, and her recommendations for the future.

Others present?: No

Interviewed by: Gus Nolan

Interview Date: 24 April 2008

Location of Interview: James Cannavino Library, Marist College

Recorder model and type: Marantz PMD 690

Length of interview: 1 hour, 2 minutes, 12 seconds

Number of disks: 1

Recording medium/format: Microdrive

Brand of disks: IBM 1GB Microdrive

Archival copy made: Burned to a gold alloy CD (MAM) and is held in the Marist College Archives and Special Collections. Saved as a .wav file at the highest resolution possible. CD copy is available for researchers.

Quality of original recording: Good

Restrictions on interview access or use: None

Transcribed or summarized by: Kimberly Wilson

Brief summary of interview context and recording contents: The interview was held in the James Cannavino Library on the Marist College campus.

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<u>Time (00:00.00 ~ in hrs./mins./seconds)</u>	<u>Summary</u>
00:00.07 – 00:03.20	Dr. Marjorie Milliker-Schratz briefly discusses the history of her education, including how she attended college for two years, left to get married, had five children, and then returned to college by attending the night school at Marist College in 1966. She became a full-time student at Marist in 1968 and then graduated in 1970. She received her Masters degree at the University Bridgeport and completed her education by earning her Doctorate from Fordham University.
00:03.21 – 00:05.32	Marjorie briefly recounts how and when she became an adjunct and then a full-time professor of Psychology for Marist College.
00:05.33 – 00:06.41	Marjorie lists some of the key members of the faculty of the Marist College Psychology Department, as well as a few faculty members who stayed for short periods of time.
00:06.42 – 00:09.17	Marjorie briefly explains the history and development of the Psychology Department, including the graduate program, and its emphasis on placing senior graduate students out into the real world. She also very briefly discusses the commute she had to take when she was both taking Doctorate courses at Fordham and teaching part-time at Marist.
00:09.18 – 00:16.20	Marjorie reflects on her department responsibilities, including meetings, advisement, committees, and conferences. She also continues to explain the development of the Psychology Department, focusing on the department's shift from teaching Freudian psychology to cognitive, behavioral psychology and on their decision on whether to try for a Ph.D. or a PsyD program in Psychology at Marist. Marjorie and her interviewer, Gus Nolan also get into a discussion about who held the positions of college president and academic dean during her time at Marist. Finally, Marjorie gets into a lengthier discussion about one of her department responsibilities, which was running the preschool. She discusses its purpose, who used its services, and its effect.
00:16.21 – 00:21.05	Marjorie moves on to recount her college responsibilities, including the many committees that she served on in her years here. Often the purpose of these committees, and why she served on so many was to maintain a faculty voice in the running of the college, to make sure that faculty were

developing and growing and to ensure that good, strong teaching was always paramount. She mentions her concern that the college has lost its commitment to good teaching and is placing more emphasis on faculty publication and research. She also mentions that the Psychology Department only used to hire faculty who already had their Ph.D., that way they could focus their attention on teaching and not on finishing their degree. In her opinion the most important thing for a college to have is good teaching.

- 00:21.06 – 00:25.48 Marjorie talks about the Psychology Department's works study program, and she addresses the resentment that some members of the faculty in other departments seemed to have towards the Psychology Department. She also reminisces about a few Marist psychology graduates who went on to find careers in that field, including a few student who ended up teaching at Marist.
- 00:25.49 – 00:32.51 Using her wide and long-term knowledge of Marist College, Marjorie reflects on the changes she has seen in both the student body and in the faculty over the years. In general, she feels the students are not as serious about their education as they used to be. When she first came to Marist College she was very impressed with the Brothers and their commitment to education and keeping up with the times. She is concerned about some of today's developments in academics including distance learning, and the fact that many of today's faculty are relying on these new developments. She feels that many of today's newly hired faculty at Marist see teaching at Marist as a stepping block to a bigger school, and therefore are only concerned with advancing themselves, doing research and publications, rather than focusing on good, quality, teaching.
- 00:32.52 – 00:38.01 Marjorie reflects on the administration that she has served under at Marist College, both the college presidents, and the academic vice presidents. She has had both good and bad experiences with varying members of the administration, and she goes through them one by one and talks about her impressions of them, particularly the academic vice presidents.
- 00:38.02 – 00:40.37 Marjorie discusses the physical changes she has seen on the campus over her years spent at Marist, of which there have been many. In her opinion the library, the computer labs, and the communication labs are some of the most profound and significant changes on campus. However, she also feels that the much improved faculty offices and meetings rooms are also a bonus. She also briefly comments on the increasing standards to be accepted to Marist and the rate of admission.
- 00:40.38 – 00:47.56 Marjorie gives her predictions and thoughts for the future of Marist. She feels that the Psychology program, especially the graduate program is successful. She feels that Marist's reputation, location, and campus will

continue to serve it well. She also feels that the sports and athletic facilities will be a contributing factor to Marist's continued success. She would like to see more money spent on quality faculty and facilities for faculty and students to meet either with each other or with their peers, which she feels is invaluable. Marjorie also references a particular conference held with high school students which is also felt was a wonderful public relations tool for Marist.

00:47.56 – 00:55.40 Marjorie talks about the strengths and weaknesses of Marist. One of Marist's strengths, she believes, is the core faculty who she feels is committed to teaching and providing a quality education for the students. She also feels like the small class sizes are definitely a benefit to Marist because of the personal attention and quality education the students can receive because of it. She again stresses the importance of having an emphasis on academics and good teaching.

00:55.41 – 01:02.19 Marjorie answers the question of what three people at Marist influenced her and her beliefs about education and why. The three people she chooses are Dan Kirk, Bill Eidle, and a tie for the third spot between Kevin Donohue and a Priest that she had as a professor. All of these people taught her the value of hard work, providing a good, quality education, and thinking outside the box. To end the interview Marjorie summarizes her time at Marist as excellent; it had a great effect on her life and allowed her to make many life-long friends.