

TED PRENTING
Marist College
Poughkeepsie, NY
For the Marist College Archives and Special Collections
Index – Ted Prenting

Project Name: Marist Heritage Project

Transcript: Yes

Summary: Yes

Photograph(s): Yes

CD#: 010

Name of Interviewee: Ted Prenting

Main Topics: Ted Prenting talks about his life working with Marist College. He contributed to the school in many ways, most notably by helping to create the Business Program, which has become a very successful and popular program at the school.

Others present?: No

Interviewed by: Gus Nolan

Interview Date: 16 November 2001

Location of Interview: Marist Archives and Special Collections Reading Room

Recorder model and type: Marantz PMD 690

Length of interview: 1 hour, 1 minute, 19 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: Nancy Decker

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>
00:00.02 – 00:14.55	Mr. Ted Prenting begins his interview by giving some background information, such as the origin of his name, the names of his family members, where he was born, where he grew up, and what his parents did for a living. He is one of the few faculty members who went through the Poughkeepsie school system, which at the time was excellent, so he spends a little time discussing his early education. After graduating high school he went into business with his father, was drafted into the army for the Korean War, and then returned to working with his father after he left the army. He entered the University of Chicago and spends some time talking about the application process and being accepted as a graduate student when he didn't even have a bachelor's yet, which was unheard of at the time. He graduated with a Masters degree in less than two years. He's married and has two children. He's currently retired from Marist and works halftime doing mediation work for the American Arbitration Association.
00:14.56 – 00:19.14	Ted discusses how he first came to Marist. He came back to Poughkeepsie to work for IBM and wanted to remain in teaching and education, so he wrote to Marist inquiring about a job. Linus Foy contacted him and asked him to write a proposal for a business major program at Marist College, which they accepted, and he began teaching in January of 1961 as an adjunct.
00:19.15 – 00:30.03	Ted describes the circumstances, and the job offer, he received to take him away from IBM and Marist and go back to the University of Chicago to work on a research project. He worked there for five years before he started looking for another job which is how he eventually ended up teaching again at Marist College as an Assistant Professor of Business and Economics and as a Systems Analyst. He spends a little time reflecting on what it was that brought him back to Marist, rather than going to a bigger school.
00:30.04 – 00:38.38	Ted talks about the creation of the MBA program, which was still a relatively new phenomenon at the time, that he had a hand in creating at Marist. He feels it was especially important for Marist to begin an MBA program because of their close affiliation to IBM. Apparently at one point there was supposed to be a crossover program between business and

psychology, but it never came about. He also discusses some of the difficulties he encountered in the early years of the MBA program. The class sizes were huge, but there was not enough faculty, so class sizes were often as large as 50. The same problem applied to advising as well. He also briefly mentions the tension that existed for awhile between the business and the liberal arts programs. However it was never too bad because the business faculty respected and supported the liberal arts program and core classes. They did not want to turn Marist into a business school, and many faculty members from the liberal arts department realized that fact.

- 00:38.39 – 00:42.51 Ted discusses the role he played in the Marist Faculty Governance. He helped to introduce a new model that ran more efficiently than the old model had by basically creating a faculty executive committee. He also briefly mentions when women arrived on campus, which at the time did not really have a big impact on the business program because it took awhile for women to enter the business sector.
- 00:42.52 – 00:53.15 Ted talks about the administration of Linus Foy, who he admired very much for being open and honest. The college was not in its best shape at the time, but that was largely due to a bad economy, financial issues, and a conservative board. He feels that Linus did the best job he could under the circumstances. Ted then switches his focus to Dennis Murray who he thinks did a phenomenal job turning Marist into the college it is today. He especially praises him for establishing Marist's relationship with IBM. There were issues in the beginning with many faculty members feeling like the academics and the quality of students being brought in was being slighted in favor of newer and better buildings, but he feels that that is no longer a concern anymore.
- 00:53.16 – 00:56.40 Ted reflects on what he feels the future of Marist will be. He definitely feels that the use of technology will increase but he hopes that it will only be a tool used in the pursuit of knowledge, and will not become the focal point of the school.
- 00:56.41 – 01:01.19 Ted further reflects on what he considers to be his contributions to Marist and what he is most proud to look back on. One thing that he is quite proud of is the Business Program at the college, which really was his baby from the start, and which is doing wonderfully. He's also proud of what he was able to accomplish for the faculty in terms of bettering their lives, their benefits, etc. Gus, the interviewer, also points out that Ted had even more impact on the college than what was discussed in the interview, and that he was instrumental in many key decisions that were made for the college over the years.