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Interview with Dr. Cheryl Gotthelf - NSU Faculty

Cheryl Gotthelf
Nova Southeastern University

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Dr. Cheryl Gotthelf

Nova Southeastern University

History of Presidents

Dr. Cheryl Gotthelf

JP: Dr. Julian Pleasants

CG: Dr. Cheryl Gotthelf

JP: This is Julian Pleasants and I am at Nova Southeastern University and it is the 25th of June, 2010, and I’m speaking with Dr. Cheryl Gotthelf. Talk about your first encounter with Nova University.

CG: My first encounter would have been finishing up an undergraduate degree. I had been working as a medical technologist and became fairly interested in psychophysiology and decided to pursue a degree in psychology.

JP: Now, you were living in this area?

CG: I was living in Hollywood, Florida.

JP: And what did you know about Nova before you became a student?
CG: Actually very little. I knew that it was local and easy access, but as far as the programs, as far as pursuing a degree, I knew very little.

JP: And this would have been what?

CG: Probably 1978-ish.

JP: And when you started out here, did you have long-term goals? Did you intend to get your Ph.D.?

CG: I did not. I had hoped to get my bachelor’s degree, and I wasn’t exactly sure I would do after that.

JP: Why psychology?

CG: Well, as a medical technologist, I found that psychological issues significantly affected medical conditions, particularly diabetes, and I just wanted to know more and learn more.

JP: So one of the things you were dealing with is attitude about how to control your intake of sugar or people who are smoking and know it’s harmful?

CG: That’s part of it. Compliant issues are part of it. But in general, high stress levels raise blood pressure, raise glucose levels, increase the propensity to have a compromised immune system.
JP: And so how do you help people deal with stress?

CG: Well, many ways. In addition to using hypnosis and biofeedback, I teach mindfulness, relaxation training, and help people make the behavioral adjustments, small changes that they can be comfortable with over time to reduce the amount of stress and confusion in their life.

JP: What was the campus like when you first came in 1978?

CG: It was a small campus. It was not decorated. The buildings were all square and looked alike. Initially, my classes were in the Rosenthal Building, the undergraduate classes. It was a plain campus. I didn’t know anything about any of the graduate school programs at that time, and so it was just kind of in and out of the driveway. There was no landscaping, and it wasn’t a pretty campus at all.

JP: And there were some trailers and --

CG: I don’t even remember the trailers. I remember three buildings – Rosenthal, Mailman and Parker. There may have been trailers, but --

JP: What was the undergraduate program like at this time? There could not have been very many undergraduates.
CG: There were not. The selections were poor in terms of scheduling, you know. Maybe offers just a few of the same courses, you know, English 1101, there might have been three selections for it rather than a myriad of opportunities as there are now. And of course there were no online classes. Everything was on campus. I don’t remember too much actually about that. I don’t recall having a significant amount of counseling about the areas that I should choose. I remember somehow getting a list of courses that I would need to get the psychology degree and just did them.

JP: What was the psychology program like at this time? And who was doing the teaching? Was this with John Flynn?

CG: Well, that was in grad school. I had not met John Flynn until I got to grad school.

JP: Okay. So you didn’t have any interaction with the graduate program at this point?

CG: Not at all. No.

JP: And what were the teachers like? Who was teaching these courses?
CG: I don’t even remember who taught any of the courses. I don’t remember. I don’t think that I had any of the --

JP: Graduate professors. You didn’t have --

CG: No. No. I think many of the instructors were part-time instructors. I just don’t recall their background or history at all.

JP: What was the quality of education? Do you remember?

CG: I recall that for most of my courses it was one three-hour block a week. And in terms of the quality, I learned.

JP: Was it easy? Hard?

CG: I have more recollection of grad school than I do of undergrad because I think I was working and doing things at the same time.

JP: So you were still working full-time while you were doing this?

CG: I was working -- let me see. I don’t recall if I was working full-time or part-time at that time.
JP: How long did it take you to get your undergraduate degree?

CG: I think about two years because I started grad school in '80.

JP: So you get your undergraduate degree. At this point, are you committed to and had decided on a career in psychology?

CG: Yes. I began getting excited about psychology and wanted to do more.

JP: And at this point you still had not had much contact with the graduate program in psychology?

CG: No.

JP: So why here instead of somewhere else?

CG: Because I had children and I was committed to staying here.

JP: And what was the initial process? So you go --

CG: I made the application. I had to take the GRE. And I recall coming over to the campus because I had understood that they had some biofeedback equipment, which I was particularly interested in the health psychology
area. So I remember coming over and talking to somebody and being advised to take a course or two, which I did.

JP: So what were the classrooms like? And at this point I know it’s very early. Did they have any computers to use or was it still at a rather low technology stage?

CG: It was still rather low technology. Our classes were in this building, the Admin Building. And the computer that we used -- because at that time the requirement was Fortran. We had to learn Fortran. We had a big -- I think it was called a Deck 20.

JP: I think that’s right.

CG: Big, huge machine in the middle of this building that was glass-enclosed. And off of one of these little hallways was a room that had some computers and I think there were only about five or six of them and you had to take turns, and that’s where we practice.

JP: Now, at this point in the graduate program, how many people, students, would have been in the Ph.D. program?

CG: I think my class had somewhere around 21-23 students.
JP: That’s a pretty good size number for a young school, isn’t it?

CG: A Ph.D. yeah. The class before me was very small. I think they were about six or eight. But my class had I think about 20 to 23.

JP: Because as you’re getting started, and I don’t know if you recall all this, but 1981 there is a merger with a Florida School of I think it was called Professional Psychology.

CG: Yes.

JP: Do you remember anything about that? That was just when you were probably starting your graduate work.

CG: I think I might have been a third-year student by that. That’s my recollection is that I was in the third year when we had a merger with the professional school. And at that time there was not much integration. So I didn’t take classes with them.

JP: So how did that change -- the reason I’m sort of getting at that, is that one reason why there might have been more students?

CG: Later?
JP: Yeah.

CG: Yes, Yes, Yes, because there were two programs. There was a PsyD program and a Ph.D. program.


CG: The Ph.D. program was generally smaller.

JP: Yeah. The clinical psych was accredited in 1981.

CG: Correct.

JP: And the second program was not until 1983. So actually, before you start your Ph.D. program, this psych program, clinical psych had not been yet accredited.

CG: That’s correct.

JP: Was that an issue for you? Were you worried about it?

CG: I was not. I think I came into the program fairly naïve. I really didn’t understand that at some point I’d be doing an internship, there was accreditation, that there were licensing issues. I just wanted to continue to study. So I don’t think that I had much sophistication about the educational process.
JP: Well, talk to me a little bit at this point about the department. And I guess John Flynn would have been the chair at this juncture. I think Frank didn’t take over until 1983.

CG: That’s correct. There was somebody before John Flynn. I don’t remember if it was just before I came or just after I came and I’m trying to think of his name and it’s escaping me at this point.

JP: How many faculty members were there at that point?

CG: Oh, my goodness. I don’t remember. I don’t remember.

JP: Fifteen or so? Does that sound --

CG: I honestly don’t remember.

JP: Who did you work with?

CG: I worked with Frank DePiano. He was my advisor and had a general curriculum -- there was a core of course program with not many electives.

JP: For the master’s?

CG: I didn’t --
JP: You went straight through?

CG: I went straight through and got my master’s degree a couple years in. But I did not pursue the master’s first and then go into the Ph.D.

JP: Okay. And what was your main interest other than biofeedback?

CG: Hypnosis and general psychophysiology.

JP: Explain general psychophysiology.

CG: Mind-body relationships.

JP: It is rather remarkable that the mind can lower the body temperature several degrees.

CG: Yes.

JP: How do you use biofeedback and hypnosis to get people to do things either they would not otherwise do or were not aware they were capable of doing?

CG: Well, you can’t get somebody to do something that they don’t want to do. That’s a myth. And so the idea then is to help them understand --

JP: But you persuade them that they can do this. Is that right?
CG: Well, I encourage them, try to motivate them, try to show them the possibilities, and then basically lead them into small behavioral changes that can help. For example, one of the things that -- you were talking about temperature. People can raise and lower their skin temperature based on their thought processes, more or less. And we’ve learned over the years that in order to attenuate migraine headaches, if people can learn to warm their hands by increasing their skin temperature, that they can avoid a migraine headache. So that’s one of the things that we do with biofeedback.

JP: So when you were here, were you on assistantship?

CG: No.

JP: Do you remember the cost of graduate education at the time?

CG: I don’t because I’ve been involved with the university over the years and I don’t recall how much it cost at that time.

JP: Now, at some point in a very early phase you get your Ph.D. in 1984, but by ’81-’82 you are an instructor in the undergraduate program.

CG: I was an assistant.
JP: Assistant.

CG: Yeah.

JP: So you were getting paid as a teaching assistant or grading assistant? What was it?

CG: A teaching assistant, yeah.


CG: And then eventually after I graduated I got my own courses.

JP: But when you had started out as an instructor in psychology, what course were you teaching?

CG: I was teaching group, group therapy in the master’s program, and eventually in the doctoral.

JP: So you really started out in the graduate program as opposed to undergraduate program?

CG: Yes. I only taught one undergraduate program.

JP: Because there were really no students to speak of in the undergraduate program I would imagine.

CG: Well, the undergraduate psychology major. Is that what you’re talking about?
JP: Yeah.

CG: I wasn’t involved in the undergraduate education at all, but at one point I was asked to teach a course, a psychology course undergraduate, and I did that on one occasion.

JP: So when you were a beginning instructor, as you are teaching group, you are supervised by a senior faculty member?

CG: I think initially I was. I actually am not -- it’s kind of all running together because I taught for so many years after, I don’t remember those first couple of courses.

JP: So from ‘82 to ‘94, you are what is called a core adjunct faculty. What exactly were your duties? And were you now already practicing?

CG: Yes. Yes.

JP: So what did you do for Nova as adjunct faculty?

CG: I taught courses and I did quite a bit of supervision of students. I supervised in biofeedback. At one time I think I shared a clinical practicum with
neuropsychology and biofeedback, and so I was with another professor and we kind of shared the supervision.

JP: Is there much interaction, while you mention that, between psychology and other disciplines?

CG: At the time that I was teaching, there was not a large amount. And I taught in grad school. Actually, toward the, I don’t know what years now, but I taught at the medical school, I taught an interview class at the medical school, and I taught behavioral sciences in the dental school for a few years. So that was the interdisciplinary stuff.

JP: So once you had the merger with Southeastern, then psychology has got to be more heavily involved with the medical sciences?

CG: Yes, because there were requirements at the dental school and the medical school for some behavioral science classes.

JP: Now, what kind of salary and benefits did you have as an adjunct?

CG: There were no benefits. I was allowed to participate in putting some of my salary into a retirement. But they didn’t match it. It was just my putting.
JP: So you weren’t part of TIAA-CREF?

CG: Yes. But it was --

JP: They just didn’t match the adjunct.

CG: They didn’t match. Yes.

JP: Okay. But it was a form of retirement anyway?

CG: Yes. Yes.

JP: And what kind of facilities -- as you go through the process, after a while they do develop some classroom space.

CG: Yes.

JP: But when you started out it must have been pretty tight to get classrooms and --

CG: I don’t recall that. I recall just being assigned a classroom. I don’t recall having to fight for space.

JP: Were the classrooms equipped properly?

CG: There were chairs with desks, desk chairs, and blackboard.
JP: I’m talking now let’s say go all to ’95. By the time you get to ’95, did you have the kind of computer support technology that you needed?

CG: The courses that I taught didn’t require that.

JP: Didn’t require that. Okay.

CG: The classes that I taught were always interactive.

JP: What do you recall about some of the presidents of the university, particularly Abe Fischler? Did you have much interaction with him or --

CG: Not during my graduate years.

JP: How about afterwards?

CG: Afterwards I would see him at functions and interact with him.

JP: Do you have any sense of how he was as president?

CG: Not much. I didn’t have a whole lot of interaction with him.

JP: Anybody else down the line? Ovid Lewis?
CG: Ovid Lewis was very short-lived. Of course I was long gone from grad school and I basically had no -- little or no interactions with him. And then the next president--


CG: No. There was somebody in-between.


CG: Feldman. I think Feldman came after Ovid Lewis.

JP: He was just here two years.

CG: He was just here for two years. The thing that I recall most about that presidency was that the campus began getting more decorated, the landscaping, and it got to be pretty then.

JP: Yeah. He’s the first one who came in, and obviously Fischler was trying to keep the thing afloat.

CG: Yes, I recall hearing that.

JP: You know, just keep the door open.

CG: Yeah. It was kind of hand to mouth.

JP: Yeah. As a graduate student, or even as adjunct, you probably weren’t aware of all the financial difficulties.
CG: No. No. I got paid.

JP: Did you always get paid?

CG: Yes. I always got paid.

JP: There were times when people had to delay their paychecks.

CG: I understand. I understand. I don’t think that ever happened to me. I don’t think my paycheck was ever that big.

JP: Yeah. Let’s talk a little about the campus and how it changed. Obviously by the time Ferrero gets here, from the time he started till the current situation is pretty extraordinary.

CG: Yeah. Absolutely. New buildings, new programs, the campus has turned into just a beautiful place. I just always enjoy driving in. As a matter of fact, when I was driving in this morning I thought, “What a difference.” If there were seven blades of grass when I first came here, that would have been a lot.

JP: And how do you think that affects two groups - people who work here and people who bring their kids here to look at the campus?
CG: I think positively on both counts.

JP: And there was an argument back and forth of course with any university, should we spend money that’s important for graduate school on new trees and --

CG: Well, that’s always the ongoing. That’s always the ongoing debate is do we spend money on the physical or do we spend money on education.

JP: And we really had no choice because we didn’t have enough money.

CG: That’s right.

JP: But eventually, as you can see, they made a commitment to the physical campus.

CG: Yes.

JP: And in certain cases it’s absolutely essential. When you were coming along, what did you do for library?

CG: The library was in Mailman. It was a little teensy thing. I think it was on the third floor. It was a very small library. And then after that, the library moved to the Parker Building.
JP: At one point Frank told me that they were about the only people buying books and that the library was about 80 percent psychology.

CG: Psychology. That’s right. That’s right.

JP: So in that sense, that was good for you because as a graduate student or adjunct professor you had access to material, right?

CG: To some material.

JP: Still inadequate.

CG: I think that it was still inadequate, but it was pretty good. I mean, I don’t think anybody would ever be satisfied totally with -- there’s always more you can get, always more you can have. But it was pretty adequate. I mean, it was good. We were able to get access to the things that we need.

JP: Now, when you were as an adjunct, were you involved in what was going on in the department? Did you come to faculty meetings? Did you participate in planning and new courses?

CG: Not as an adjunct. Not as an adjunct. I was elected to student government and got invited to a couple
faculty meetings. But I have such little recollection of that.

JP: Talk about student government. What was going on? Nothing?

CG: Student government was fairly small at that time. I don’t know that there was anything -- the student government now is an organization. I think that we were just sort of like a little group who got together. The program was small. There wasn’t a lot to talk about. We were excited about having gotten accreditation. By then we had figured out what all that meant. And we were kind of happy and --

JP: Well, while you were an adjunct professor and working, you are in Broward County in the city a lot. What was the general understanding of what was going on at Nova, general opinion of Nova from other people outside of the university?

CG: Well, initially not a lot of people knew about Nova unless they were involved in education. But as time went on, Nova became the school in Broward. We became the school, University School, people would begin to send children to University School.
JP: And I guess a big deal would have been when the law school opened as well because now there are locals, because originally everything was distance learning. Now there is an important professional school on the campus.

CG: Yes. Yes.

JP: So that helped the public attitude toward Nova.

CG: Yes. And then when the merger with Southeastern and the medical school came on campus, that brought more prestige to the university, and then the dental school.

JP: What about this early view of Nova as a diploma mill? That was sort of in the early years. Is there a lingering sense that Nova is not as “professional” as it might be?

CG: I don’t hear that. I don’t hear that. In the community I hear fairly positive things. I’m involved in a few hospitals. I take consults at hospitals and so I see a lot of our students who are either doing preceptorships or involved in the hospital. The psychology students have an active role at Memorial Regional. There is a very big psychology behavioral science program at the hospital. A lot of services are offered and many of our students do a practicum there.
JP: Yeah. That was a big help for that idea of a practicum. It makes it a lot simpler to place people.

CG: Yes.

JP: Now, what was your --

CG: My practicums?

JP: Yeah.

CG: My first practicum was at the Family Center doing family work, and then we had a clinic --

JP: Now, excuse me, tell me what time frame we’re talking about and what was the Family Center like at that time.

CG: The Family Center at that time was small and I think serviced just small children. I don’t think that they did much with the older children at that time. I’m not positive, but I’m thinking that that was before Baudhuin, before the autistic --

JP: Yeah. So this is what was the old school?

CG: No.

JP: No?
CG: No. There’s a little building around the corner. That was the old Family Center. I think that their office is in there now. But that was the Family Center.

JP: So what was the main focus of the Family Center?

CG: To see children and their families, or families and their children.

JP: And it’s a parental-child situation?

CG: Yes. For the most part. For the most part.

JP: Were these kids poor or dysfunctional?

CG: Not all. Not all. It was just a variety of problems, and pretty general stuff.

JP: So these would be like discipline problems?

CG: Some were discipline problems, some were educational problems, not doing well in school.

JP: And do you remember how it was funded? Did the university fund it?

CG: I believe it was funded by the university.

JP: And so your practicum was -- specifically what did you do with the Family Center?
CG: I did counseling.

JP: Okay. So you would get what? Two families or --

CG: Probably. Initially somewhere between 10 or 20 hours a week I would spend. I don’t remember how many clients I saw and then how much time I spent in supervision.

JP: Was it effective?

CG: Oh, I think so. I think so.

JP: Still going pretty strong I guess.

CG: The Family Center? Well the Family Center is a whole different entity now. It’s very different. But I think at that time the practicum was through the department, through our department, and I think that they did all the arrangements. I think that it was just --

JP: Now, at one point you become, and you can define this for me, part-time core faculty. And by this time there is now sort of a merge. You have a Center for Psychological Studies. So what is part-time core faculty as opposed to adjunct?

CG: There were several of us, I don’t remember how many, who had a certain amount of courses per year, and I
I think that's how it was defined. And I don't recall now. I don't think I did more than two courses a semester, but as an adjunct I think I only did one as a semester and then as a core adjunct --

JP: Okay. You just had an increased teaching load?

CG: Yes.

JP: And you would be pretty much guaranteed that you were going to be teaching two courses. Sometimes adjuncts never know from semester to semester whether --

CG: Yes. I think it was something like that.

JP: And so by now you were teaching different courses? Same courses?

CG: I was teaching the same course but doing different practicum, doing different supervision with the students.

JP: And so the advantage now is the greater options for practicum.

CG: Oh yes. Yes.

JP: And then from 1999 to 2003, you are an associate professor and you are now in the school of dentistry. How did you get over to dentistry?
CG: I was asked if I would put together a course and teach a behavioral science. And what that really entailed was teaching some personality stuff, talking about different options for pain management, how to really talk to patients, how to make them comfortable, how to take the fear out of the procedures, how to develop rapport and not think of the patient of the tooth rather than see them as a person.

JP: I don’t know, but I would imagine that almost everybody who goes to the dentist is either comfortable, or fearful, or both.

CG: Right. And it’s a very intimate -- somebody’s got their face in your face and their hand in your mouth and it’s a very intimate --

JP: And there can be pain.

CG: And there generally is pain, not so much as I think when I was a kid.

JP: But is the dental school now something that was part of what I look at this university as an entrepreneurial bent, that in many cases along the line the merger with NYIT, merger with Southeastern, the Dolphins facility, there are a lot of decisions that were made that
pushed the university ahead and in some cases, like the
dental school, dental schools were closing around the
country when this was built. So it was a little bit of
what one might call a calculated risk. Did you sort of
sense that when you were involved in psychology, that the
university was willing to take risk here and there to try
to expand?

CG: I never considered it then. I always considered
that it was going to be a successful endeavor and that they
had done their homework.

JP: And obviously they had.

CG: Yeah.

JP: And you were over at the dental school for four
years?

CG: I think about three, four years. Yeah.

JP: And was that a rewarding experience?

CG: It was. It was.

JP: It was a little different, wasn’t it? Because
now you’re not dealing with psychology students; you’re
dealing with dentists.
CG: They were a horse of a different color, as they say. Yes. And what we did, in addition to the classroom lectures, we made small groups where they had to participate and actually come, and it was kind of a practicum for them. So they had to run through some exercises and learn some relaxation techniques and learn how to deal with patients. And we had students run these small groups, which was fun. And then we would do observations of the dental students while they worked on patients.

JP: And that feedback helps a lot doesn’t it?

CG: Yeah.

JP: Because otherwise you don’t know as you go through the process how it appears.

CG: Right. So we turn them to empathic, caring, healthcare providers.

JP: They also did a practicum, a supervise practicum in LaBonte Institute? What is that? What did you do?

CG: The LaBonte Institute was with children with disabilities.

JP: And these are dyslexic types or --
CG: They could be. Some had behavioral problems, some had learning disabilities, did a lot of testing in there, a lot of family stuff with the --

JP: Now there is an emphasis on autistic children. Is this where this begins or have they always been interested in autism?

CG: I think there was always an interest in autism, but it became broader at that point.

JP: It’s a fairly significant now, is it not?

CG: Yes. Yes. It’s very big and very well-known.

JP: So I have to ask you, do you have any opinion about inoculations and vaccinations?

CG: Oh, no I don’t. I’ll leave that to the physicians.

JP: So you’ve had with the dental school, the LaBonte Institute, the Family Center, and also with Community Mental Health Center?

CG: Yes.

JP: And so what is the Community Health Center? What kind of people did you see there?
CG: Again, that was mostly adults with psychological problems, depression, anxiety.

JP: And these were funneled through the university, through the medical school, through the county?

CG: No. Those were the two practicums. The Mental Health Center, which was housed right here in this building, and the Family Center, were the two sites that I did my practicum. And I saw families and children at the Family Center; mostly adults and this center, at the Mental Health Center.

JP: And what commitment does the university have today regarding mental health?

CG: A very strong commitment. A very, very strong commitment. The county is divided in half, and the east side of the county, which 441 is the dividing line, is Henderson Mental Health Center; and the west side of the community is Nova, in this area.

JP: And much of this is done free of charge for those who can’t afford healthcare?

CG: I’m not involved in the clinics, so I can’t comment on the financial obligations.
JP: Well, it does seem to me that -- I know that there is a lot of free dental care.

CG: Yes.

JP: I’ve already learned that. So looks like to me that part of what Nova is trying to do is provide services to people who could not otherwise afford to get them.

CG: Yes. To the community. Yes.

JP: I guess that’s true of most medical centers anyway, but seems to me that that is part of what Nova is trying to do. Another element of Nova that also seems to me to be fairly significant is access and that it’s always been, as you mentioned earlier, relatively easy to get in and take courses and that sort of thing. Do you think that they need to expand the undergraduate program and raise the standards? And if they do, is that going to impact the access of this university, which has been part of its tradition?

CG: I think that’s one of the goals, is to increase the undergraduate program and offer more access.

JP: Well, but if they raise the interest requirements, is that not known to limit access?
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CG: No. I think it will attract better students.

JP: So what about the kids who can’t afford this university or can’t make a 3.2 or whatever it takes to get in? Should there still be some available scholarships for minorities? For low-end types who couldn’t afford to come here?

CG: I think that that’s already happening. I think that we do offer scholarships and that we’re always -- this is a community-minded school and I think the administration does a good job in -- I’m not involved in any of those decisions, but I think that they do a good job.

JP: Do you still think of this school as it was in the beginning – innovative, experimental? Or you just see it moving more and more toward a traditional institution?

CG: Oh no. I still see innovative programs. I think that in a lot of areas, psychology, medical and dental, that we’re on the cutting edge of research. Oceanography is doing wonderful things.

JP: And they got a big grant.

CG: Yeah. Yeah. And Dick Dodge was on TV with this oil spill, so that gave Nova some exposure.
JP: Yeah. What about the -- I don’t know if you used the Maltz Building. Do you know anything about that or Max Maltz?

CG: Yes. Yes. Yes. I didn’t take classes there, but I was involved with the Alumni Association and taught in that building. It’s a great building. We are very excited to have that building.

JP: I know Frank said Max Maltz was pretty extraordinary.

CG: Yes. He was a very extraordinary man. I think he was a reconstructive surgeon.


CG: Yeah, who was very popular among the Madison Avenue crowd and wrote a book, Psycho-Cybernetics. I think he had a soap line. I think he might have had some sort of cosmetic soap line.

JP: So he was an entrepreneur?

CG: Yeah, yeah. I never met him because I think he passed away before Mrs. Maltz got involved with the program, but I understand that he was a colorful, interesting, engaging fellow.
JP: So that was again, as in all programs, a major step forward --

CG: That’s a major gift

JP: -- to get that building.

CG: Yes. Yes.

JP: And now at this point you really pretty much have what you need to be a first rate program.

CG: Absolutely.

JP: Yeah. How do you feel about the future of Nova? What do you think is going to take place? Should it grow? Should it expand?

CG: I think that it should -- that it will grow. I think that it will grow. I think that it will keep up with the times. I think that the administration is committed to putting together the best educational program that we can be, that we can be a center of excellence.

JP: And how do you evaluate, in that context, Ray Ferrero as president?

CG: I think he’s done a great job.

CG: All of the above.

JP: And what’s your view on as the school goes, should there be a football team?

CG: You’re asking the wrong person because I like football and so I’ve always hoped for that. But I understand the limitations, that in terms of athletics, that has to be second to education.

JP: For a school this young, really, trying to expand is very costly and there’s a lot --

CG: Football is an expense proposition.

JP: And there happen to be some other programs in the state that are successful.

CG: That’s right. That’s right.

JP: It’s a little bit tough to get in and be successful right away, so long-term. In terms of the students, since you started as a student, if you were coming on campus today and looking at the programs and the facilities, how would you feel about it vis-à-vis the time
you came? You came to a large degree, as I understand, because it was here.

CG: Yes. Yes.

JP: If you were from out of state and you were looking at a private school versus public school, what would appeal to you at Nova today?

CG: You mean other than six miles from the beach?

JP: Yes.

CG: Palm trees?

JP: Always the weather in the winter will get people.

CG: I think that what would attract me to this school is that you can individualize, that you can go in any -- that there are lots of specific areas that you can major in within psychology. That wasn’t there. That wasn’t offered to me. I kind of had to make my own way with that. But that would be very attractive to me, that I could come in and become a forensic psychologist or become a neuropsychologist or become a health psychologist.

JP: And now that you have the medical center, obviously it offers you much more opportunity.

CG: Absolutely.
JP: And now I think they’re trying to appeal to a lot of students to come in here and, you know, by junior they’re in med school.

CG: Yes. Yes. Yes.

JP: Or, you know, two years, three years you’re in law school.

CG: Yes.

JP: So that you can cut and be guaranteed that if you start here you can get into medical school.

CG: That’s right.

JP: Do you approve of that streamline?

CG: I absolutely. Absolutely.

JP: Yeah. Some people wonder if they get short shrift for the “liberal arts” education and so they focus into a professional field. When you’re looking back at your experience at Nova, both as a student and as a teacher, how has it impacted your life and your career?

CG: Significantly. It afforded me an opportunity to get an education without having to relocate. I feel that I got a good education and was able to begin a practice and become successful in a profession that I love. I’m still
involved with Nova. I intend to give back as long as I can.

JP: While we’re on that subject, do you have much interaction with the Alumni Association? Is it a strong entity on campus? Do they communicate with you frequently?

CG: I’m more in touch with the Dean, Dean Grosby. And on occasion we have continuing education programs and I get to see the alumni. Everybody is kind of hither and yon. And we try to encourage participation as much as we can.

JP: Well, I talked to a former president of the Nova University – he started with Nova University before Southeast – Alumni Association, and they really haven’t gotten much attention from the Alumni Association at Nova Southeastern. Do you feel neglected or do you feel they need to do more?

CG: No.

JP: They need to expand the information they give out to graduates?

CG: No. I think that they’ve done a great job in trying to keep in touch with alumni and bring them into the fold and keep them up to date on what’s going on.
JP: Okay. Well that’s pretty much all that I had. Do you have anything else that you want to bring up? Any special memories or events or individuals that stood out?

CG: No. No. I think that, you know, one of the highlights for me was when we built the new building. And I’m just so proud for the school. I think that the program is wonderful and that it offers tremendous opportunities, and that the faculty are committed to providing good education.

JP: Is there anything that we have not talked about that you would like to discuss?

CG: No.

JP: Okay. Well on that note, we’ll end the interview.

CG: Okay.

JP: Thank you.

CG: You’re welcome.

[End]