Continuing the Career: An Oral History of an Emeritus Professor

by

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Dedication

My dissertation is dedicated to those with whom I could not have accomplished this, my dream. To my daughter, Kyri, who is my muse. To Alexx, who was my music. I will hold your song in my heart forever, son. To my husband, Chris, who is my flame. To my parents, Dennis and Linda, who are my foundation. To my colleagues and friends, who have been my laughter and my encouragement.
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My gratitude to you, Dr. Dean Martin, is unending. It has been a joy to work with you over these years. I could not wish for a more supportive and educational co-investigator in a research endeavor. Your humor has brightened my mornings. Your anecdotes have taught me many lessons. Your passion for your work is an inspiration to all.
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Abstract

The purpose of this study was to describe and explain the perspectives of a professor emeritus regarding his life experiences in the discipline of chemistry and in a career dedicated to research, service and teaching. Another purpose, interwoven within the perspective of this one individual, was to explore the potential influence a professor emeritus can have on his institution, and the impact the institution, its changing culture, and its shifting priorities may have on a member of the professoriate dedicated to this chosen career path. The research guiding questions for this study were: (a) What elements of this professor emeritus’ example constitute his perspective on his life as a professor? (b) What elements in his social context contributed to this perspective? And (c) What elements in his life have detracted from this perspective? The literature reviewed for this study focused on organization theory and identity theory as a lens for understanding the perspectives of a professor emeritus. Further, the specific environment of higher education was examined including the professoriate, shared governance and changes in higher education over the last couple of decades. These topics were also explored as they converge in the life of an emeritus professor. The experiences of an emeritus professor were gathered through topical interviews in both unstructured and semi-structured formats, continuing dialog between the researcher and the participant, a researcher reflective journal, and the life artifacts and site documents related to the participant. The presentation of data for this study includes a short narrative of the history and mission of the University of South Florida as well as that of the Department of Chemistry within the College of Arts and Sciences, which is the tenure home of the participant. The data also includes biographical information on the participant, Dr. Dean Martin, and presents data that relate to Dr. Martin’s perspective regarding his career through the lens of self-identity via the theoretical concepts of social...
and salient identity. The data illustrate the elements that Dr. Martin believes contributed to and detracted from his perspective as an emeritus professor. The data also looks at Dr. Martin’s viewpoint on the various components of the University of South Florida’s landscape. Its environment and how it has changed … or not changed through its history. Finally, this inquiry explores the idea that can we garner ideas from Dr. Martin’s experiences that will direct current and future members of the professoriate towards an engaged and mutually beneficial path. The study presents a discussion of the intersection of personal identity and organizational affiliation. The major findings include three components that are significant in the life of this professor emeritus: a commitment to his continuing career as evidence through ongoing writing, mentoring and philanthropy; the importance of having the opportunity to have an impact in the current and future discipline of chemistry and academia, and the ever present fear of becoming obsolete.
Chapter One: Introduction

Both Lynn and I looked up from the computer turning toward the door of my brand new office as a gravelly throat cleared and a polite, masculine voice began, “If I may intrude and ask for a moment of your time, Ms. Read.” The rather formal phrasing barely had time to register as I realized the speaker was a perfect match to the words. The gentleman was dressed in a suit – classic gray pants with matching suit coat, white shirt, a tie and shiny black shoes, quite professional. He had snowy hair with a full matching beard that touched the top of his shirt. Smiling broadly, he dipped his knees and nodded his head as I rounded my desk to extend my hand in welcome. As I shook his hand, he continued, “I am Dr. Dean Martin, Professor Emeritus, but nevertheless we do what we can. If I may offer you this token of welcome …” and he handed me an oven-pull fashioned after a fish that he had made himself. Please see Figure 1 for a photograph of the oven-pull that Dr. Martin made.

Figure 1: Oven-Pull Fish Handmade by Dr. Martin
Photo by Kimberly Read

This was my first day with the Department of Chemistry in late September 2007. I can remember with all vivid detail meeting Dr. Martin that first time. I had been introduced to a parade of chemists throughout the morning. They represented a range of ages and experience. But with Dr.
Martin the only exception, they were all casually dressed in blue jeans or shorts, t-shirts and an entire tropical forest of Hawaiian shirts. Dr. Martin was a standout in his traditional dress and formal speech. And how could I possibly forget his words? He uses the same phrases every time he stops by my office. Over the last eight years in which I’ve worked with and gotten to know Dr. Martin, I’ve heard innumerable times, “If I may intrude” … “Can I be so bold as to interrupt” … “May I have just a minute of your time” … “May I ask for your valuable input” … “so forth and so on.” He is always polite He is the quintessential science professor.

It did not take long for us to establish a morning ritual of conversations over coffee. Well, he with his coffee and me with my Diet Coke. Other staff joined in the conversations as well making for lively mornings. Over a couple year period, I got to know Dr. Martin pretty well. He has great stories and his research is fascinating. When I finally quit thinking of him as retired, though he actually is listed as such with human resources, it dawned on me that his life and experience would make a perfect study on the work of an educator, which was a study I was just starting in a class. I’ve detailed this revelation in Chapter Three under the heading of selection of the participant.

The Spark of a Dissertation

As a matter of fact, there was such a wealth of information available about and by Dr. Martin, that I was able, via two projects across two semesters, to have him as the focus of my research. Through this work, I began to glimpse the spark of a potential dissertation. In one of my papers, I wrote, “Dr. Martin is a very proliferate writer, researcher and mentor. I believe his experience and perspectives may actually be helpful – maybe even contribute towards a pilot for my possible dissertation” (Read, 2011a, p. 4). Initially, I considered incorporating the personal experiences of a life-long teacher into an evaluation of the research-teaching nexus, but it didn’t take long for me to begin to see the importance of the role of emeritus in and of itself. This was a unique opportunity to present Dr. Martin’s oral history to frame an exemplar of the ongoing professional
relationship of an emeritus and his institution, his research discipline, his field of expertise. Please see Chapter Three for a detailed discussion of my pilot study with Dr. Martin. During this pilot study, I wrote the following Kyrielle poem entitled “The Professor Emeritus,” which is about Dr. Martin.

A curious, questioning child
Strong Scottish roots, his blood a firth
Even young a scientist styled
The Professor Emeritus

Chemistry studied in college
Feels he was a chemist since birth
Ernest in gathering knowledge
The Professor Emeritus

Information learned should be shared
A teacher who lectured with mirth
With underdogs he often paired
The Professor Emeritus

Environmental chemistry
His research lab spans all the earth
Mentor to all, an artistry
The Professor Emeritus
He retired in two-thousand six
Yet the office is still his berth
Continued work a point of ethics
The Professor Emeritus

Firmly holds to attribution
Must continue to feel his worth
Fears a loss of contribution
The Professor Emeritus

As he says, so forth and so on
His publications never dearth
Pushing forward until he’s gone
The Professor Emeritus

Purpose

The purpose of this study was to describe and explain the perspectives of a professor emeritus regarding his life experiences in the discipline of chemistry and in a career dedicated to research, service, and teaching. Another purpose, interwoven within the perspective of this one individual, was to explore the potential influence a professor emeritus can have on his institution, and the impact the institution, its changing culture, and its shifting priorities may have on a member of the professoriate dedicated to this chosen career path. In his dissertation entitled *Faculty Emeriti: Retirement Reframed*, Fishman (2010) writes, “The emeritus title for most institutions has been purely honorific and often viewed as just a rite of passage into disengagement from their former role” (p.
4). But is this what the emeritus position has to be? Is this the goal of becoming an emeritus professor? To disengage ... to launch the endgame? Dr. Martin’s oral history demonstrates differently. His personal story – garnered through a pilot study, two additional interviews, and continued discussions both in person and via email – illustrates that this does not have to be the case. As a matter of fact, his continued, robust career as a professor emeritus could be a guide to the next step in a career member of the professoriate.

Thus, I chose to focus on Dr. Dean Martin as the participant in this research endeavor because of his specific history with the University of South Florida spanning 42 years of history beginning as an assistant professor moving through the ranks of the professoriate to distinguished university professor and emeritus. Further, he has ten years of an active career after his formal retirement. I should also note that the work history of Dr. Martin at USF begins in the founding years of this institution. They have grown through the ranks together. The charter members of the faculty began in September 1960 (Cooper & Fisher, 1982). Dr. Martin was hired in the fall of 1964.

Further, with his retirement Dr. Martin has moved from an active position within the shared governance of this institution to having no authority and little to no voice in the current and future directions of this institution. While there may be some exceptions within individual departments, generally emeriti are not permitted to vote as a member of the appointed faculty. This situation can be particularly troubling for someone who has played such a critical role in the institution for more than half a century. Janesick (2007) notes the importance of “including the voices of participants outside the mainstream of society” (p. 112). Dr. Martin’s life would undoubtedly be considered quite mainstream within most frameworks of research. However, for most emeriti, their voice diminishes and dissipates as they move further from their date of retirement – through their own choice or the exclusion, intentional or otherwise, of the faculty ranks as the ranks continue the march. However, Dr. Martin has not been left behind. Why? What can be learned from his life and work?
Thus, in this study, I examined the life of one current, active professor emeritus through the lens of oral history. Further, I gathered the data in person via semi-structured and structured interviews in addition to a review of life history artifacts, such as published material and the researcher’s reflective journal. This study provided a framework for understanding this reciprocal relationship between an emeritus and the institution – a relationship that does not have to be an ending, but a beginning of the next phase of a career in the professoriate.

**Exploratory Questions**

I used the following specific research questions as a guiding framework for achieving the purpose for this study:

1. What elements of this professor emeritus’s example constitute his perspective on his life as a professor?
2. What elements in his social context contributed to this perspective?
3. What elements in his life have detracted from this perspective?

**Theoretical Framework**

The theoretical framework of this research project is structured on two theories – organization theory and identity theory. The qualitative research design is an oral history utilizing the method of interviewing, both structured and semi-structured. Additional data was gathered through the collection of historical artifacts associated with the life and career of Dr. Martin.

Organization theory is the study of how people formally structure their resources and efforts toward accomplishing their goals. Bolman and Deal (2003) reference organization theory as “finding the right way to frame our world,” “collective endeavors,” and “human enterprise” (p. 5). Even the smallest group, such as a mom-and-pop bakery, has to organize in order to function. Does mom manage the finances? Does pop do the baking? How are their limited resources allocated and priorities set? Organization theory studies how these decisions are made and carried out. It’s pretty
straight forward in this organization of two, but it becomes more complex as the institution increases in size. Case in point, institutions of higher education are quite complex. While there are undoubtedly examples of small colleges with simplistic structures, academic centers of higher education have unique missions and cultures that make them unique.

The structure for this project is oral history. That is to say this study was an inquiry into the personal experiences of my participant towards gaining a better understanding of what it means to be a member of the professoriate and to carry these experiences into retirement (Cole & Knowles, 2001). I am denoting this as an oral history study, as opposed to a biography, in that I am giving emphasis to broad meanings found within my participant’s experiences. (Cole & Knowles, 2001).

The oral history for this project was gathered through structured and semi-structured interviews. “Interviewing is an ancient technique, and for the purpose of this text, I define it this way: Interviewing is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic” (Janesick, 2011, p. 100). As mentioned above, this dissertation grew from a class interview project that asked the straightforward question, “What does your work mean to you?” Therefore, a component of the theoretical framework for this project is unstructured and semi-structured interviews.

**Importance of This Study**

The importance of this study is multifaceted. First, the oral history of an active and respected emeritus provides a powerful exemplar of the potential for the role of an emeritus. Also, this study will fill a rather large gap in the literature regarding the role of the professor emeritus as an extension of the professoriate. Further, it will illustrate the benefits for both the emeritus and the institution of their continuing relationship.
**Definition of Terms**

Within the scope of this study, I use the following definitions for these terms:

1. **Identity Theory** – This is a body of views, a compilation of beliefs, regarding how a person understands who he is. It is a study that seeks to answer the question, “Who am I?” (Elliot, 2013; Schwartz, Luyckx & Vignoles, 2011).

2. **Oral History** – “Oral history is the collection of stories and reminiscences of a person or persons who have firsthand knowledge of any number of experiences” (Janesick, 2010, p. 2).

3. **Organization Theory** – The study of how people formally structure their resources and efforts toward accomplishing their goals.

4. **Professoriate** – In its simplest use, this term indicates a group of professors be they within a discipline, an institution, a political or geographic region. This may refer to the body of the faculty ranging from temporary positions such as adjuncts and visiting instructors across the spectrum of permanent members from newly minted assistant professors and associate professors to distinguished research professor and emeritus professors. The Professoriate may also refer to the career path of a professional within this group, the progression through the tenure/tenure-track ranks. Please see Figure 2 for an illustration of the progression of faculty ranks.

![Figure 2: Potential Rank Progression for Tenure/Tenure-Track Faculty](image-url)
5. Professor Emeritus – Emeritus is a rank of distinction within the professoriate as recognized by their peers and the university administration. This rank is conferred to those who served a full career in their field and institution and have made a commitment to continue their relationship with the institution.

**Organization of the Study**

In this chapter, I introduced the convergence of events – my introduction to Dr. Dean Martin and a pilot interview research project that led to the selection of my dissertation about the role of a professor emeritus illustrated through his personal oral history and experiences. This chapter follows the premise that a professor emeritus is a stage in the career progression of a member of the professoriate and that the honorific status can be so much more than a mere title. Further, I explored the theoretical framework of organizational theory and identity. I also shared that the importance of this study is multifaceted, demonstrating the potential of the emeritus professor position, addressing a gap in the literature regarding the role of the professor emeritus, and illustrating the mutual benefits for the emeritus and the institution.

In Chapter Two of this proposal, I outline and review the literature that has informed this study. The topics in the literature review cover: a) organization theory in general and higher education specifically touching on shared governance and the professoriate, b) the changing landscape of higher education, c) identity theory, d) the transition of an active member of the faculty into the role of professor emeritus, and e) social identity processes within an organization that strengthen an individual’s commitment to that organization.

In Chapter Three of this proposal, I provide my rationale for designing an oral history study and the selection of my participant with an introduction of the participant. I frame my role as the researcher and my relationship with the participant. I also discuss the pilot studies that were used to
develop this dissertation. Further, I explain the justification for the selection of my research methods, which include unstructured and semi-structured interviewing, the use of historical artifacts and documents as well as my own researcher reflective journal. I also detail the data gathering techniques and my plan for analysis primarily through thematic coding. I close this chapter with my approach to the management of ethical concerns associated with this study.

Following the next phase of this research endeavor, the data collection and analysis, I presented the results from my analysis. In this analysis, I examined the interviews, the historical artifacts and my continued conversations with Dr. Martin identifying the themes woven into the fabric of the data. The goal of my analysis was to identity what elements in his life and experience have built or changed the participant’s perspectives regarding his life and work in the professoriate. Have there been items in his social context that affected his perspectives?

Following the data analysis procedures and results, I discuss what these results mean. Do they give answer to the research exploratory questions? What might we learn from the illuminated experiences of Dr. Martin and how can we use this to inform institutions of higher education? Are there ways in which institutions of higher education can tighten the relationship with retiring faculty to generate future emeriti with the dedication and drive of Dr. Martin?

The final chapter in my dissertation is a graphic short story of an experience Dr. Martin had while conducting field research. It is a humorous anecdote, one Dr. Martin loves to tell, that highlights the fond memories he has as a researcher. This story was illustrated by Anastasia Magloire whose personal philosophy is the goal of my inclusion of this story. She shares, “I believe the beating heart of all creative work is storytelling” (Magloire, 2016). Ms. Magloire has given her permission for the use of this artwork in my dissertation and other future publications. Please see Appendix A for her release. It is a witty story and one that calls for an artistic rendering as a representation of Dr. Martin’s joie de vivre.
Chapter Two: Literature Review

In this chapter, I present the literature relevant to this study focused on the perspectives of a professor emeritus. The purpose of this study is to understand what life experiences have influenced Dr. Martin’s career in the professoriate even into retirement as a professor emeritus. I present literature that illustrates the potential elements that may have influenced this professor emeritus’ perspective on his life as a professor, potential elements in his social context that contributed to this perspective as well as those in his life that may have detracted from his perspective.

What better way … what other way is there to gain an understanding of a type of position, a role, a distinction than to attempt to understand a person – his motivations, his aspirations, his fears – who serves in the capacity to be examined? Thus this research endeavor examined the life of one current, active professor emeritus through the lens of oral history. The overall goal of this study was to gain insight into the driving force of a specific professor emeritus, one who has exemplified the work ethic of the professoriate for more than 52 years. Did he pursue a career in academia because it was foundational to who he is? Is he a product of his years within the professoriate? How has he been shaped through his career? How has he shaped the professoriate and the institution to which he is dedicated? To gain a context for the portraits and experiences of this emeritus, we must first have a foundational understanding of the career matrix in which an emeritus is rooted and nurtured. I envision this matrix as trees within a forest that have interwoven as they have grown over the years. Their branches have interlaced, merging into a canopy making the individual components more than the sum of their parts. There are many trees … theories growing in this woodland. In this chapter I will identify several that I believe contribute to furthering an understanding of the interwoven relationship of a member of the professoriate, even into retirement, and his institution.
Organizational theory is specific to institutions of higher education with its unique features such as shared governance and a well-articulated career progression as seen with the professoriate. Identity theory has many branches such as salient identity and social identity, many perspectives that each attempt to explain who we are and how we know who we are. And then there is the intersection of these two theories that looks at who we are within the context of a specific organization. How does the organization influence our self-image and how does our self-image empower us to be involved, to take authority, or to step back from leadership within the institution? Do fundamental changes within the organization impact our image, our personal identity? This is the crux of this research endeavor – the intersection and influence of the organization and the self. Bolman and Deal (2003) note that this is “how we think and make sense of the world around us” (p. 6). In this case, the world is our institutional home. Thus, I’ve illustrated this reciprocal relationship through the experience of a professor emeritus who has firsthand knowledge across the spectrum of the ranks of the professoriate.

**Organization Theory and Higher Education**

Organization theory is a very broad group of principals used to explain how we organize our world to accomplish goals, as mundane as family dinner to as lofty as world peace. Studies utilizing organization theory can be found across disciplines: health (e.g., Shay & Mick, 2014; Williams & Harrison, 2016), sociology (e.g., Campbell & Munro, 2005; Hassard, 1993), public administration (e.g., Denhart & Catlaw, 2004), and psychology (e.g., Boyd, 2014; De Cremer, 2010), just to name a few. The earliest written history of formal organization structure can be found in the Bible when Moses was encouraged to delegate authority in a hierarchical structure (Shafritz, Ott, & Jang, 2016). Though in truth the formalized study of how and why we organize arose from the world of business in an attempt to streamline, to best leverage resources, and to improve the bottom line. Daft (2015) writes that organization design, “is a way of thinking about organizations and how people and
resources are organized to collectively accomplish a specific purpose (p. 24). Thus, the bulk of the foundational literature focused on organization theory; it contextualizes the structures, values, cultures, and politics from the perspective of those imbedded in for-profit businesses. In example, consider the organizational structures framed in a great deal of the literature on organization theory, structures such as functional, divisional, and matrix (Bolman & Deal, 2003; Campbell & Munro, 2005; Cunliffe, 2008; Daft, 2015). Functional structures are those that organize people and activities based on the work being completed such as production, human resources, or informational technology. Divisional structures have self-contained units based on a particular product, geographic area or a specific market. Matrix structures are generally temporary teams setup to accomplish a specific project, complete a contract, develop a new service, etc. (Cunliffe, 2008).

Organizations of higher education also fall under the umbrella of organization theory … any group of two or more people attempting to organize and allocate resources is an organization and thus wrapped into the theories about these processes (Bolman & Deal, 2003). However, organizations of higher education are not as easily categorized as the tags used in the previous paragraph. Birnbaum (1988) describes the complexity of the organization of higher education as “richness, dimension, and texture” (p. xiv).

Institutions of higher education are more of a specific subcategory or a special genre within organization theory. This is primarily because their mission of education drives decision-making more so than net revenue. With the noted exception of the rapidly expanding niche of for-profit academic institutions, higher education institutions are not focused, ostensibly, on making money as with the business fields, but rather research, teaching and service. However, higher education establishments are diverse even within their specific category of organizational structure. Sullivan (2011) writes, “American institutions of higher education share a common interest in teaching, but they also espouse a variety of different missions, including research, patient care, civic and K-12
outreach, entertainment and cultural experiences, and economic development” (Chapter 1, para. 1). Institutions of higher education are also quite diverse in their size. Consider the examples in Table 1: Extreme Sizes of Higher Education Institutions. These figures are based on student enrollment, which is indicative of the size of the overall college.

<table>
<thead>
<tr>
<th>Largest Student Enrollments as of Fall 2014</th>
<th>Smallest Student Enrollment as of 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Florida</td>
<td>Frank Lloyd Wright School of Arch</td>
</tr>
<tr>
<td>Liberty University</td>
<td>Shasta Bible College</td>
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<td>Texas A&amp;M</td>
<td>Web Institute</td>
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These are just two of the obvious examples of the range of items that directly influence organizational structure. There are other obvious items such as funding profiles and undergraduates versus graduate curriculum. And there are countless nuances from one institution to the next that makes each more than the sum of its parts giving the appearance of a life of its own. Again looking to the work of Birnbaum (1988), a seminal figure in the annals of higher education organization, he refers to the nuance and complexity in an academic organization as “cybernetic” and describes this system as organized through “vertical feedback loops created and reinforced by the institution’s structure and horizontal feedback loops embedded in the institution’s social system” (p. 180). So here we see, from the aspect of organization theory, the importance of the connection of people to the institution.

Dr. Martin’s career has spanned the spectrum of higher education organizations found in these institutions. Grinnell College, where Dr. Martin completed his undergraduate degree, is a small college in Iowa. It is a liberal arts college with a current undergraduate student enrollment of 1,734 as of 2014 (US News, 2014a). It is also a private college. Dr. Martin attained his Ph.D. from Pennsylvania State in 1958. Penn State is a large, public research institution with an undergraduate
enrollment of 40,541 in 2014 (US News, 2014b). In the late 1950s, Dr. Martin served as a postdoctoral fellow at the University of London, a world renowned institution that consistently ranks in the top twenty institutions of higher education across the world and it boasts a Nobel Laureate (University College London, 2016). Following his fellowship, Dr. Martin had a short stint at the University of Illinois-Urbana-Champaign as an instructor. This university is another large research institution with an undergraduate enrollment of 32,959 in 2014 (US News, 2014c). Almost since the start of his career, only two years after taking his first faculty position Dr. Martin moved to the University of South Florida in Tampa, Florida, where he has spent the bulk of his career. USF is a research institution with an undergraduate enrollment of 31,067 students in the fall of 2014 (US News, 2014d). He has a varied experience across these institutions of higher education and they have clearly defined his career and his aspirations. They are an important part of how he self-identifies.

So it almost goes without saying that Dr. Martin is committed to the institution of higher education, which has been reinforced throughout his career. “The effects of early choices, such as occupational choice, impact activities and lifestyle throughout the life course” (Dorfman & Kolarik, 2005). Dr. Martin still maintains ties with all of his former schools returning for reunions and donating in support of student scholarship. There is no doubt that he is committed to USF continuing his work and support ten years into his retirement after 42 years serving as a member of the faculty. He has maintained a tight coupling, if I can borrow a phrase from Birnbaum’s (1998) organization theory, between his organizational roles and his personal identity, which is discussed further below in the discussion of identity theory.

There are two additional unique features to the organization of institutions of higher education that bear discussion due to their impact in strengthening the relationship between an individual and his home institution. The first is shared governance, which establishes the tradition
that each member of the faculty is part of the leadership of the institution. The body of the faculty actually comprises the core of the institution. Second is the well-articulated and sacrosanct procedures of tenure and promotion through the ranks of the professoriate culminating in the position of emeritus for those who have dully earned it.

**Shared Governance.** Within the context of this study, a brief discussion of shared governance is appropriate in that the participant for this study was an integral part of the shared governance at the University of South Florida throughout his career at this university until he retired and took the role of emeritus. Involvement in the leadership of the institution is important to many members of the faculty. Mallory (2010) details a number of components that comprise shared governance. He notes that shared governance should be “a democratic ideal in which each voice in the academy counts” (p. 93). It gives them a voice and allows them to be part of the decision-making process for things that directly impact their careers; it is part of their identity.

Shared governance is one of the features of institutions of higher education that makes its organizational structure unique. Harrington and Slann (2011) define shared governance as:

A mutual sharing of responsibility by faculty, administration, staff, appointed personnel, and students, for making both operational and strategic decisions about institutional mission, policies, and budget and finance priorities. Under shared governance, each stakeholder or constituency endeavors to think and act in terms of the good of the institution as a whole and to work collaboratively with others involved in the process in order to reach agreement or consensus before making final decisions (p. 1).

Shared governance refers to the fact that an institution is comprised of the members of the faculty and the faculty take part in the leadership of the institution across its units, from the department level through to the college level and to the institution level as a whole. In their *Policy Documents and Reports*, the American Association of University Professors (AAUP) (2014) writes, “A college or
university in which all the components are aware of their interdependence, of the usefulness of
communication among themselves, and of the force of joint action will enjoy increased capacity to
solve education problems (p. 118). Note that this governance model generally refers to academic
affairs, which is comprised of the faculty, the student population, the various colleges, the
curriculum, etc. The business aspects of the institution, such as finance and budget, human
resources, and information technology tend to be the domain of the business leaders, the trustees
and president. Obviously this can vary between institutions and smaller institutions may have all
leadership fall within one silo.

Within the shared governance model of academic affairs, the smallest unit is often the
department. The term smallest is relative in that some departments are bigger than some colleges.
But the department is the starting point, from a bottom up perspective, of governing within higher
education. “The principles of shared governance, modeled at the school and department level can
have significant benefit to faculty (individually and collectively), academic courses and programs,
administrative operational and strategic decision making, and ultimately, teaching and student
learning” (Harrington & Slann, 2010, p. 4). The department has a chairperson, a first among equals,
who is chosen from among the members of the faculty within that department. The chairperson
gives leadership to the department within the constraints and guidelines of that unit’s published
governance documents. The governance plan is created and updated by the faculty body of that
specific department; it is unique to the needs of the discipline and the department.

The college is the next level of authority within shared governance. The college is comprised
of the departments, which are loosely organized through their relationship to other disciplines, i.e.,
the College of Arts Sciences at USF is comprised of departments as diverse at black studies and
mathematics, psychology and chemistry, English and religious studies. The college is headed by the
dean, who is professor from one of the disciplines within the college. The dean is appointed by the
provost of the institution. The chairs of the departments regularly meet with the dean and advise the dean on matters of the college. Further, the dean has a number of committees comprised of members of the faculty from across the college who also serve in an advisory capacity. An example of this can be seen in the tenure and promotion committee that reviews the applications making recommendations to the dean regarding the advancement or denial for each application.

The Provost Office is the highest level of authority within academic affairs. The Provost is a position appointed by the president. Again, the provost is a member of the faculty. The deans of the various colleges report to the provost, serve on committees for the provost and advise the provost regarding the impact decisions will have on their colleges. At this level of authority, there are also committees comprised of members of the faculty from across the institution.

**The Professoriate.** To understand the role of an individual member of the faculty, we must first understand the organizational substrata, the professoriate, in which this person functions. In its simplest definition the professoriate is a term that encompasses the whole of the faculty and their work. And yet there is nothing simple about the professoriate. “The professoriate depicts a complex enterprise – the sprawling domain of American higher education” (Schuster & Finkelstein, 2007, p. 3). As you can imagine, the whole of the faculty is a rather large body of individuals contributing to the three-pronged mission of institutions of higher education – teaching, service and research.

Members of the faculty can include those who work on short-term contracts such as adjunct professors hired semester-by-semester to fill gaps in the teaching curriculum and visiting instructors or visiting lecturers who generally hold annual contracts. Permanent members of the faculty range from those who are not on a tenure-track or tenured such as instructors or lectures or perhaps research professors who are most often supported through soft money. Boyer (1990) refers to this variance as the “richness of faculty talent” (p. 27). The traditional composition of the professoriate, however, is the tenure-track or tenured professors. Those members of the faculty are hired within a
specific discipline and expected to participate in all aspects of the institutional mission – teaching, research and service. Boyer (1990) references this work as “universal mandates that apply to all” (p. 27). The tenure track begins with a junior member of the faculty at the rank of assistant professor. Within a specific number of years this individual is expected to launch their career in force securing research grants and writing peer-reviewed publications, teaching in both the undergraduate and graduate curriculum as well as mentoring graduate students. “All members of the faculty should, throughout their professional careers, stay in touch with developments in their fields and remain professionally alive” (Boyer, 1990, p. 2). The members of the faculty are expected to contribute to their department, college, institution, discipline and community throughout their careers.

**Professor Emeritus.** And so, after years of active service to his university, the professor reaches the point of retirement. In other professions, an individual actually retires – stops working, plans travel, visits grandchildren, moves to Florida, but for those retiring from the professoriate, many choose to remain active within their institution and move to the rank of emeritus. Emeritus is a rank of distinction within the professoriate. Those who carry this title served a full career in their field and institution, and this notable career has been recognized by their peers and the university administration. Further, they have made a commitment to continue their relationship with the institution. It should be noted that in some institutions the rank of emeritus is conferred automatically to those who have chosen to maintain their affiliation with that institution. However, it is much more common for the university to only award the designation of emeritus to those who have reached benchmarks within their department and institution. These benchmarks generally include length of service and productivity – active publication record, roll of grants awarded, teaching distinction, commendable service, and so on.

The Provost’s website details the requirements for a member of the faculty at the University of South Florida. “Emeritus (or, at the request of the faculty member so named, Emerita) status may
be conferred upon retirement from the University of South Florida (USF) to faculty and to senior administrators as recognition of sustained contributions to the University according to the guidelines” (USF, 2016c). The qualifications for emeritus, as per the Office of the Provost and ratified by the Faculty Senate, include:

- 10-year minimum history at USF
- Ongoing commitment as a member of the university community
- Rank of at least Associate Professor
- Record of sustained contributions
- Ratification of the faculty member’s home department

As previously noted, the rank of emeritus constitutes a reciprocal relationship between the conferring institution and the recipient of the honor. As a matter of fact, most colleges provide guaranteed benefits for their emeritus professors. These benefits generally include access to the library, continued use of their email address and access to system resources, right of entry to the gym and other recreational facilities (perhaps with a fee), use of department resources such a computer and the copy machine, and, if at all feasible, office space (USF, 2016c). In rare occasions, an emeritus professor, most especially one who has continued his research productivity, may have laboratory space or at least access to a lab.

Expectations are a little less defined on the emeritus side of the relationship. This is the point at which a member of the faculty can cherry pick their contribution. Often this contribution is a deciding factor for faculty considering retirement. Perhaps, due to the growing classroom size, the changing priorities of the students (baby boomers to millennials), the heavy dependence on technology in the classroom, or the substantial demands of mounting a curriculum, a professor wants to step away from the podium and focus on research. (This discussion is continued in the section regarding the changing landscape of higher education, which follows.) Maybe a professor no
longer wants to swim in the stiff competition for research dollars or run the publish-publish-publish marathon. He would now prefer to mentor graduate students in a more hands-on method with fewer distractions. His continued relationship could be as simple as having his name listed on the speakers’ roll for the institution or becoming a financial contributor. The specifics of how a professor emeritus chooses to be involved are entirely at the discretion of the emeritus.

Thus, due to the fact that the role of emeritus most often requires a career of distinction and conferment of the rank denotes an articulated continuing relationship, it would seem to follow that this position is a continuation of a professoriate career though with less defined expectations. Many would agree in theory, but just as many hold that emeritus is an academic salute to arms as an esteemed colleague leaves the ranks. Unfortunately, this is all too often true. The Chair must keep the department moving forward hiring new upcoming members of the faculty and reassigning space.

The Changing Landscape of Higher Education

There is little doubt that the landscape of higher education is changing. The higher education discourse readily agrees on this fact. Where the conversation diverges is regarding what constitutes the change domains i.e., are institutions short real dollars or are they just tightening accountability? Are we hiring fewer faculty or is it just that the type of faculty is changing? And the debate gets quite heated regarding the necessity of recent changes or the long term impacts.

A quick scan of the literature will return a myriad of results related to current changes in higher education. There are changes in the characteristics of the student body such as personalities of recent generations and the number of those who are the first generation in college. The classroom is in fluctuation as well with class sizes increasing, online formats and expectations for student outcomes. There are increased human resource requirements such as background checks and tighter regulations surrounding immigration. Organizational structures are leaning toward centralization and taking on the façade of business models. The funding profiles of individual institutions are, by
necessity, becoming more diversified as state and federal dollars constrict. Accountability is the buzzword of financial management. The face of the faculty looks less like the classic tenured professor and more like adjuncts and visitors who serve in multiple institutions. In sum, the old adage that change is the only constant has taken on new significance for those in the realm of higher education.

Each of these topics could represent a dissertation in and of itself. So, to minimize scope creep, I have chosen four high level change domains on which to focus: increased accountability, diversification of financial resources, modes of instruction and constituents of the faculty body. I believe that these cover the breadth of changes that impact the role of academic middle manager. Though certainly not exhaustive, these broad categories cut across the roles of those who give leadership to academic units.

**Increased Accountability.** In almost every aspect of higher education management, there has been an increase in required accountability. This increase is most obvious in financial management with federal laws such as Sarbanes-Oxley, also known as SOX, the Freedom of Information Act (FOIA) and the Federal Funding Accountability and Transparency Act ... just to name a few. In response, many institutions have increased their internal controls requiring heavy internal reporting and often centralization of processing and record keeping. But change this is hardly restricted to just financial management. Individual programs are increasingly more accountable to accrediting bodies. Students and their parents are more vocal in their positions as consumers within the growing competitive backdrop of higher education; and, as consumers, they demand accountability from their instructors for the content of their curriculum. We now see the political arenas demanding accountability for the future employability of the students who are graduating from our institutions. Metz (2011) sums up this phenomena, “The literature is now peppered by a wide array of distinctions – for example, internal/external, inward/outward,
vertical/horizontal, upward/downward, professional/public, political/economic, soft/hard, positive/negative and, needless to say, many more” (p. 41) Accountability is a trend that is only going to increase its demands.

**Diversification of Financial Resources.** The last few years have seen a marked decrease in the level of state support for institutions of higher education. This decrease is true across most of the United States. Conner and Rabovsky (2011) sum this up, “they [state governments] are increasingly finding it difficult to maintain support levels for public institutions of higher learning” (p. 96). This is also true in many countries across the world (Lebeau, Stumpf, Brown, Lucchesi, & Kwick, 2012). In the past, institutions counted on the bulk of their budget through state appropriations to supplement tuition income. The economic downturn has changed this expectation. The percentage of the budget coming from state governments has been reduced year over year for several years while the cost to maintain these institutions has been increasing. While the cost decrease seems to have stabilized in the last couple of budget cycles, there is still a marked gap between what institutions are receiving and what they need to balance their budgets. And, of course, this leaves no room for growth. Thus, the leadership of higher education has had to look for revenue from different streams. Often this need has been an increase in tuition for the students. However, the political arena has put pressure and at times mandates for institutions to keep tuition expenses flat or even decrease them. And so the academy has also been turning to philanthropists for gifts and donations. Many private universities have relied on the earnings from huge endowments to provide a steady stream of income. State institutions are bolstering their planned giving programs to follow suit. There is also increased pressure to chase the frequently elusive research dollar. Research funding has become a significant source of funding for research intensive programs. These monies are restricted to the programs targeted by the funding agencies, but these
generally allow for the offset of faculty salaries and graduate stipends. Further, these permit tuition expenses for the graduate students who are working on the projects.

**Modes of Instruction.** The classic image of college is a tiered lecture hall of students tucked into small desks and taking notes from the lecturer at the head of the class. There is a chalkboard or whiteboard or overhead scrawled with jargon and illustrations. However, this ubiquitous scene is being replaced with new modes of instruction. The AAUP recognizes that distance learning is now an integral part of higher education. “The use of new technologies in teaching and scholarship should be for the purpose of advancing the basic functions of colleges and universities to preserve, augment, and transmit knowledge and to foster the abilities of students to learn” (AAUP, 2014, p. 253). Many students prefer or are more readily available for online classes. Online formats remove the need for presence in a classroom and thus allow students to enroll in programs to which they otherwise would not have access. Further asynchronous learning permits parents and employed students to attend college. Administration is often in favor of these teaching formats because they remove the constraints of class size and reduce overhead expenses compared to a classic brick-and-mortar delivery. A lecture hall might cap enrollment at 150 seats; this number can be greatly expanded in an electronic classroom. Of course this adds time and pressure to the instructors who have to translate face-to-face instruction into formats more conducive to a computer monitor i.e. considerably shorter spans of pre-recorded lectures interspersed with illustrative videos or problem solving activities. This also challenges the professors to provide meaningful interactions between and with the students.

A twist on online classes is the massive open online course (MOOC). These classes feature unlimited enrollment and open access. These classes are generally only six to eight weeks long (Kizilcec, Piech & Schneider, 2013). The scope of a MOOC is almost unimaginable. In 2011, Standard offered a class on article intelligence via MOOC. The class reached a staggering enrollment
of 160,000 from 190 countries (Rodriguez, 2012). Only 12.5% of the enrolled students successfully completed the course, but that still represents 20,000 people.

It is also becoming more common for instructors to have blended formats. They may hold traditional lecture sections on their home campus and students elsewhere can connect via webcast to the classroom. Or perhaps an instructor holds a portion of the class on campus and a portion online. Some online classes only require the students to be on campus for exams or final presentations. The options are almost unlimited.

**Constituents of the Faculty Body.** For a considerable portion of the history of higher education, the faculty has been predominantly composed of tenure and tenure-track faculty. They have a three-pronged career of research, teaching and service usually with emphasis on research. While this varies in institutions that are not research focused, this model is generally considered your standard professor. Contingent faculty positions such as adjuncts, visiting instructors, non-tenured research scientists and postdocs have traditionally been the exception and not the norm for who comprises the faculty of an academic department. However, this has been changing. In 2015, the American Association of University Professors (AAUP) estimated that contingent faculty now comprise 73.12% of the faculty (AAUP, 2015). Adjuncts and visitors have been used to fill gaps semester-to-semester due to extended demand or the loss of faculty through retirements, sabbaticals, etc. However, as we have seen with the other components of higher education, the last few years have seen a marked shift in the constituents of the faculty body. Money is scarce. Adjuncts and visitors, even permanent instructors who are dedicated fully to teaching, cost the institution less to mount the same classes as tenure/tenure track faculty. According to Altbach, Gumport and Berdahl there are 1.3 million faculty within the American system of colleges and universities (2011). They further write that “a growing number of faculty are part-time academic staff, numbering more than half of the professorate nationwide – and having grown by 376 percent between 1970 and 2001” (p.
This trend is disturbing to faculty who feel that the mores of a successful educational system are being lost.

Identity Theory

In this project I am studying the role of an emeritus professor, more specifically a person who holds this title. Thus, a discussion of identity is apropos, but what is identity? Schwartz, Luyckx and Vignoles (2011) note that the basic theory is simplistic in the question it seeks to answer, “identity involves people’s explicit or implicit responses to the question: ‘Who are you?’” (p. 2). Even the discipline of marketing is riding the question of who we are. There is recently an abundance of commercials, social media tags, and memes that shout, “You gotta do you!” But do you know who you are? As it relates to both the term identity and the pinnacle question of identity theory (extrapolation mine), Lawler (2014) writes, “more or less everyone knows more or less what it means, and yet its precise definition proves slippery” (p. 1). In truth, there are as many definitions and underlying theories of identity as there are authors, researchers, and the individuals who’ve touched on this theme. The breath and width of identity theory is enormous and much is beyond the scope of this particular research endeavor. However, Stryker and Burke (2000), both proliferate writers in this field, believe the multitude of meanings can be lumped into three overarching categories – identity as a synonym for culture, identity as a social category, and identity as parts of the self. It is the last two categories that are relevant to this project – social identity and salient identity.

Social Identity. Social identity is the study of how someone builds the perception of himself through identification and involvement with a specific group – nationality, religion, profession, etc. Hogg and Terry (2012) define social identity as an “integrated theoretical perspective on the relationship between self-concept and group behavior” (Chapter 1, Section 2, para. 1). The group can be large and well-structured such as membership in the American Chemical Society or
membership in the professoriate at USF. The group can be small and vague, i.e. being part of the active emeriti at USF. The point is that the person knows and understands what membership in the group means. He understands the formal requirements, if any, for membership and the norms that are expected by others in the group. Generally, a person shares experience and values with other members of the group. The group members believe and behave similarly to each other. If a person doesn’t carry the same values and doesn’t demonstrate the same behavior, his continued participation in the group won’t last long.

The identification of mutual expectations by fellows of a social unit is an underlying process of building one’s own self-identity. “The basic idea of social identity theory is that a social category (e.g., nationality, political affiliation, organization, work group) within which one falls, and to which one feels one belongs, provides a definition of who one is in terms of the defining characteristics of the category – a self-definition that is a part of the self-concept” (Hogg & Terry, 2012, Chapter 1, Section 1, para. 1). So a person sees something within a group that speaks to his own beliefs, activities or way of viewing the world. Perhaps he always loved science and so pursued chemistry diligently through his years as a student. It would follow that he would identify with scientists particularly in the field of chemistry and thus enter a career in academia. Perhaps a beloved mentor was generous in giving. It would follow that he would identify with philanthropists and join their ranks when he was financially able to do so. It is important for the person to be part of this social category and so he demonstrates behaviors expected by others who also align with the social category. It is also interesting to note that as a person becomes more imbedded within an aggregation of people, he gains influence and authority within the group and begins to hold sway in the norms that define the group. In other words, the relationship is reciprocal and reinforcing.

**Salient Identity.** Salient identity is an identity theory that holds that each person has many components that comprise his identity and the identity which he demonstrates at any given time is
the one that is most important or relevant to the current situation or environment. Stryker and Burke (2000) write, “Some use the term [salient identity] … with reference to parts of a self [that are] composed of the meanings that persons attach to the multiple roles they typically play in highly differentiated contemporary societies” (p. 284). A premise of identity theory is that we have the roles we play unconsciously organized into a hierarchy of importance (Burke & Stets, 2009). We each have hundreds of facets to our identities. These can be absolutely anything ranging from father and husband to teacher and researcher. A salient identity is one located in the upper levels of our personal hierarchy and is, therefore, more likely to be activated or used in any given situation. When faced with a disgruntled student in the classroom, a father is likely to pull on his experience, his identity as a father as a reference for resolving the interaction. A teacher may reference the student code of conduct to ameliorate the situation. The role with which the person identifies most strongly will be the salient identity in any given situation (Burke & Stets, 2009).

Research has also found that individuals seek out contexts in which their favored identities are reinforced, “individuals are agents who act to accomplish self-verification” (Stets & Harrod, 2004). In other words, a member of the faculty at an institution of higher education who has a strong background in chemistry is likely to join a professional organization such as the American Chemical Society because the other members of the organization recognize and understand the importance of his work, which is important to him. Conversely, his participation in the professional organization adds weight to his role as a chemist.

Convergence of Organization Theory and Identity Theory

The previous discussions of organization theory and identity theory are important to this study in that they set the backdrop for the central theme of this research study. An organization, in this case the University of South Florida as an institution of higher education, serves as the environment, the matrix in which an individual spends his career even into retirement. Identity
theory attempts to elucidate who the person is. Hogg and Terry (2012) explicate this interactive relationship, “People derive part of their identity and sense of self from the organizations or work groups to which they belong … for many people their professional and/or organizational identity may be more pervasive and important than ascribed identities based on gender, age, ethnicity, race or nationality” (Chapter 1, Section 2, para. 1). The crux of this study is the intersection of the organization and the person, though perhaps a better descriptor is the intertwined relationship of the organization and the person because the relationship is reciprocal; it is a mutually reinforcing feedback loop that informs the priorities of the institution and the identity of the person be it for the better or the worse. Hogg and Terry (2012) describe this as how the “collective self-conception influences and is influenced by organizational processes” (Chapter 1, Section 1, para. 1). Please see Figure 3 for an illustration of the various intertwined components of an individual’s identity within an organization. This is a simple mind map to give emphasis to the complexity of this relationship.

![Figure 3: Mind Map of Interactions](image-url)
Impact of Retirement on Identity

The transition to retirement in general as well as the promotion to the rank of emeritus is relevant to this oral history of a professor emeritus in that retirement and the changing role of an active professor to an emeritus has a direct impact explicitly on a member’s place in the organization and an implicitly on an individual’s identity. How could it not? A member of the faculty who is looking to leave the workforce is not just stepping down from a position. Lefkowitz and Lynch (2014) write, “They are not simply leaving a place of work; they are also breaking close ties to friends and to an enterprise that has been a major part of their lives” (Chapter 10, para. 1). Retirement is a transition period. A member of the faculty preparing to take this step has many things to consider from the vastly important such as his income and insurance to the seemingly mundane of wrapping up commitments and cleaning out his office (Roy & Chapdelaine, 2014; Strage & Merdinger, 2014). However, even the most innocuous of tasks can be overwhelming. This is a period of rapid change and a multitude of decisions.

As this transition period relates to the organization, a member of the faculty has to consider how his role will change. First and foremost, he will step down from the roles of shared governance leaving behind his formal committee work and his voting privileges as a member of the body of faculty. This can be a difficult place in that the organization will continue to move forward, to change direction, and to establish priorities without the retired faculty’s direct input and vote.

The retired professor also needs to consider his continued activity, if any, within the organization. Is he going to continue to research or to teach? Are there new or different ways he would like to provide service to the institution? Retirement is, presumably, the point at which an individual discontinues formal roles. However, this is not always the case, particularly in academia. Dorfman (2009) notes that her research has found that as many as 89% of retirees she has surveyed have remained professionally active even into formal retirement. So what formal relationship does a
retiree need to establish with the institution to maintain a role in the organization? If he is going to continue to research and secure grants, he will need to have an active position recognized by the research enterprise of the institution. Funding agencies award grants and contracts to an institution, not individuals. Thus, the retired member of the faculty needs to hold a formal reporting relationship to the higher education institution for reasons of accountability. The formal relationship could be a courtesy appointment that indicates he is still affiliated with the institution, but not being paid by the institution. The same holds true if the retired professor would like to continue to teach. A faculty courtesy appointment would also work here, but more often than not, a professor, even retired, prefers some level of remuneration for teaching so he may be appointed as adjunct faculty, a semester-by-semester appointment that offers a small amount of pay without benefits.
Chapter Three: Methods

In this chapter, I detail the methods for this project, which enabled me to move towards establishing the background from which the perspectives of a professor emeritus emerge regarding his life experiences within the professoriate of higher education and the reciprocal influences between an emeritus professor and his institution, which is the purpose of this project. Reiterating, the exploratory research questions underpinning and guiding how this inquiry unfolded are:

1. What elements of this professor emeritus’ example constitute his perspective on his life as a professor?
2. What elements in his social context contributed to this perspective?
3. What elements in his life have detracted from this perspective?

In this chapter, I present the philosophical underpinnings of a qualitative research study in oral history specifically, which included considerations for maintaining the verisimilitude of the research. I discussed the reasoning behind my selection of Dr. Martin as well as provided a brief introduction of him. Further, I offer details regarding my role as a researcher in general and in relation to this project. I selected my dissertation topic through pilot research I conducted during my coursework for my Ph.D. so I provide here further information about how this first research inspired my current research. Further, I map the data collection and analysis processes I proposed for this research study, including the methods of semi-structured and structured interviews as well as an investigation of historical artifacts related to the life of Dr. Martin and his career. I build the components of this project through the analysis of the oral history of a professor emeritus garnered through in-person interviews with the professor emeritus, one of continued recognition for his distinction in this already honored rank. I also conduct a review of his written work: published
articles and books, his contributions to his department’s website consisting of a detailed history of
the department and faculty genealogies, his extensive curriculum vitae as well as the research and
publications of the recent students he has mentored and with whom he has published. I conclude
the chapter with consideration for potential ethical concerns.

Defining an Oral History Project

This research inquiry is an oral history of Dr. Dean Martin, a Professor Emeritus in the
Department of Chemistry at the University of South Florida and his continuing stellar role as a
member of the professoriate. Oral history, also defined in Chapter One, is “the collection of stories
and reminiscences of a person or persons who have firsthand knowledge of any number of
experiences” (Janesick, 2010, p. 2). Oral history has a long tradition of information shared through
the spoken word, but it was formalized as a method of research in the late 1940s at Columbia
University (Columbia University, 2016). Oral history is now a well-accepted source of data
gathered through interviews – whether live, previously recorded or transcribed – from a person who has
experience or knowledge regarding a topic of interest (Johnson & Christensen, 2012).

I have chosen oral history for my dissertation because oral history is concerned with
individual experiences and ideas. It is a “means of linking individual (micro level) with cultural
(macro level) phenomena” (Leavy, 2011, p. 5). This is a study of Dr. Dean Martin’s individual
experiences (the micro level) with the professoriate and specifically the institution of the professor
emeritus (the macro level). This study is focused on ideas and personal experiences of my
participant and as such it is as qualitative research design nested in the method of oral history.

Further, oral history is developed inductively around open-ended questions. Again using the
expertise of Leavy (2011), oral history “generally involves multiple open-ended interview sessions
with each participant” (p. 3). In the pilot study, I began with an unstructured interview and then
moved to a semi-structured interview. I will continue to use semi-structured interviews in the next
phase of the data collection. Finally, oral history lends itself well to a study involving one participant. It centers on personal experiences. Thus, I believe that this method works well towards achieving the goals of this study as outlined in the first paragraph of this chapter.

**Philosophical Assumptions**

Undergirding any research endeavor is an entire history of philosophical assumptions and theoretical perspectives. There are untold generations of evolving (and sometimes devolving) assumptions about reality. How do we know our world? How do we interact with our world? How do we gain knowledge about the world, ourselves, our interactions with our environment and other people collectively or individually? How do we share what we believe or communicate the answers we’ve uncovered? The questions and answers, or lack thereof, are as innumerable as the people who ask them.

These assumptions and perspectives inform the why and how of a project in that the goal of research is to “fill a gap in our knowledge” (Ritchie, 2014). This can be informal and as simple as a child’s question, “Why is the sky blue?” Or it can be quite complex as is the case with most academic research pursuits, which are formal and extensive. A formal research project needs to be rigorous in its pursuit of verisimilitude. The answers to our questions must hold truth, as much as it is knowable, and to be credible. In a qualitative research study, which is the base of this project, the pursuit of truth is built from five assumptions: ontological, epistemological, axiological, rhetorical and methodological (Creswell, 2007). The methodological assumptions, “the identification, study, and justification of research methods,” are discussed at length in the sections of this chapter (Johnson & Christensen, 2012, p. 589).

Ontology is “the branch of philosophy dealing with the nature of reality and truth” (Johnson & Christensen, 2012, p. 590). It deals with “the basic categories of things” such as numbers, substances, events, possible worlds, etc. (Blackburn, 2008, p. 859). As it relates to research,
ontological questions seek answers about the nature of the social world and “meaning is generated during the research process (Leavy, 2011, p. 8). In this inquiry, the research process is comprised of interviews with one participant and the historical artifacts of his life. The process involves interviewing and re-interviewing as the data analysis uncovers new questions.

Epistemology is the “theory of knowledge” (Crotty, 1998, p. 3; Blackburn, 2008, p. 848) and “inquiry into its possibility, nature, and structure” (Blackburn, 2008, p. 848). Epistemological questions seek answers about how knowledge is acquired (Crotty, 1998; Johnson & Christensen, 2012). From an epistemological focus, meaning comes from the “nature of the relationship between the researcher and research participants” (Leavy, 2011, p. 6). Creswell (2007) describes this process as the researcher’s “attempts to lessen distance between himself or herself and that being researched” (p. 17). The researcher and the research participant(s) find answers to the questions of study collaboratively.

Axiology is the “branch of philosophy dealing with values and ethics” (Johnson & Christensen, 2012, p. 581). It is impossible to conduct an inquiry without the influences of values and ethics. This assumption is the linchpin of a qualitative research design. We each have our personal values and ethics, past experiences and future hopes. These, whether consciously or otherwise, inform how and why we approach a research project. This is true for both qualitative and quantitative research inquiries, and those designs that utilized both. Unique to qualitative research is that researchers admit to “the value-laden nature of the study and actively report their values and biases as well as the value-laden nature of information gathered” (Creswell, 2007 p. 18). Thus, in qualitative research, the researcher acknowledges her perspectives and addresses them within the formal presentations, publications, talks, posters, etc., of the project.

Rhetoric is “the art or science of language and oral and written communication” (Johnson & Christensen, 2012, p. 594). Creswell (2007) states that this assumption asks the question, “What is
the language of research” (p. 17). What indeed is the language of research? It seems, after having read many dissertations and formal research journal articles, that the language of research is understood as jargon steeped in a particular discipline. This is true to some extent. There is obviously going to be a set of words, descriptions, and explanations informed by the niche in which a particular study lives. I can’t help but think of chemistry with its chemical designations that can be several lines long. The research wouldn’t be valid without these chemical designations. Consider the chemical, zinc phthalocyaninictatrasulfonate, which is referenced in Dr. Martin’s research article entitled “Removal of Selected Pharmaceuticals Using Octolig®, a Supported Chelating Agent” (Chang, Martin, & Small, 2010). This means nothing to a person who hasn’t studied chemistry, but this doesn’t invalidate its place in the research of chemistry. It is a truth known by the initiated. And this premise holds for all research. The rhetoric of a discipline presents truth in a way that is understandable and recognizable by those initiative within the discipline.

With that said, a beautiful aspect of oral history is the way it embraces art as a language for sharing truth. This can be done across an array of artwork ranging from the prose of poetry and narrative to the visuals of photography, painting or video to the voice of music. Coles and Knowles (2001) speak about how the arts portray lives and illuminate stories. I will use the art of poetry and graphics throughout this study to present ideas and enrich my presentation of research. In example, please see the poems I have included in this proposal, which can be found in Chapter One in the section on the spark of a dissertation and in Chapter Three regarding my role as a researcher.

Selection of the Participant

I am sure you are wondering why I would choose an octogenarian, retired professor for the focus of an interview project for what was initially a pilot study of an educator or other professional about what work means to that person. I could have readily interviewed any one of a number of the members of the faculty in my department because of their outstanding careers: several professors
have been presented with outstanding teaching awards, two have authored current textbooks and several of the chemists hold drug patents. We actually have one newly tenured member of our faculty whose research has yielded a very promising cure for malaria that is currently in animal trials. And yet, I chose Dr. Martin.

This was a spur-of-the-moment decision I made while reading *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* by John W. Creswell (2007). I was reading the narrative research study of Vonnie Lee, an indigent participant with a mental disorder – in Appendix B on page 251 of the Creswell text – when it suddenly dawned on me that Dr. Martin’s career and life perspectives would make for an incredible research study. As I noted in my research reflective journal that semester, it is kind of sideways why Dr. Martin occurred to me during the reading. In the narrative, Angrosino, the researcher and author, comments of Vonnie that Vonnie isn’t any more “disordered” than the rest of us “if we assume that the rest of us are not without our own idées fixes regarding the world and our place in it” (Creswell, 2007, p. 261). Dr. Martin is a very active professor emeritus in our department who has a stellar career and has more than earned his retirement. However, he has no intentions of actually retiring. He is here every day with his wife who has worked by his side their entire married life. What more perfect person to ask about the meaning of his work to him? He continues to maintain a research institute. He still secures grants and is well-published. He is a mentor of both undergraduate and graduate research.

And yet, I did not initially consider him for this interview project because I thought he would be rather fundamental and staid in his approach based on his classic suit and tie every day, always Ms. Read not Kim, and quite scheduled in his routine. Perhaps he is fundamental, but is his approach any less valid if we assume that the rest of us are not without our own idées fixes regarding the world and our place in it? I learned something of myself in arriving at this decision. I am well aware that prejudice wears many faces, but I never previously considered I was depriving myself of
Dr. Martin’s valuable font of life experience and learning. He is actually quite approachable and open to helping everyone. I wrote in my journal, “Dr. Martin is a very prolferate writer, researcher and mentor. I believe his experience and perspectives may actually be helpful – maybe even contribute towards a pilot for my possible dissertation ... We shall see.”

I also chose Dr. Martin because of the wealth of information readily available about him. Please see Appendix B for a list of his publications from the last ten years, the period of his retirement. Creswell (2007) defines one of the procedures of conducting research as to “select one or more individuals who have stories or life experiences to tell, and spend considerable time with them gathering their stories through multiple types of information” (p. 55). I have worked with Dr. Martin for just over eight years. Each morning he stops by the main office to grab a cup of coffee and chat with the office staff. He never lacks for an interesting story. We've all learned a great deal about his six children and his six grandchildren. Also, his wife is a courtesy professor in the department and works with her husband three days a week. Dr. Martin is also the most prolific contributor to our department website. He has authored an entire history of the department for the website. He has developed academic genealogies for all members of the faculty. (Please see Figure 5 for Dr. Martin’s academic genealogy.) He and his wife also write a quarterly newsletter which is distributed to thousands of former faculty and students. And with the help of our student assistants, he created a Facebook. In short, there is no end to the information available about this man.
I specifically chose Dr. Dean Martin for this study for a number of reasons. In Chapter One, I detailed how he first came to my attention for the pilot study. The pilot study began as an inquiry into what work means to an educator. I found it fascinating that Dr. Martin works more in retirement than some manage at the height of their careers. What I learned from this initial pilot
study illustrated that there is a wealth of knowledge to be obtained from Dr. Martin and this knowledge has broad implications in understanding the significance of the role of emeriti in the professoriate. However, Dr. Martin is fairly unique. The vast majority of retiring faculty, even those taking the title of emeritus, step away from the work. What contributes to a faculty member’s decision to continue his work? Why does he choose to retire in the first place? And what can the institution learn from an exemplar such as Dr. Martin towards developing a mutually beneficial relationship with those stepping into retirement in the future, particularly those who have earned the title of emeritus? I’ve mentioned in several places within this proposal that Dr. Martin has 42 years’ experience specifically at the University of South Florida culminating in the achievement of distinguished university professor. He has ten years’ experience as an emeritus. Throughout his career and in his retirement he has earned a number of faculty awards. Finally, he is willing to participate in this study. These factors combine to make him an excellent choice as a participant in an inquiry seeking to expound the experiences of a professor emeritus and his relationship with his home institution.

**Role of the Researcher**

I have a rather varied background with research. At this point, I have worked with human participants in a number of research settings. Please see Appendix C for verification of my certification to work with human participants. I completed my first certification in 2005. After I completed my BA in psychology, a degree that carries a heavy emphasis in quantitative research, I served as a research administrative associate/lab manager for a large federally-funded project investigating alcohol and substance abuse. The research in this lab employed a number of questionnaires, tests and measures as well as experiments involving alcohol consumption by participants. In completing my MBA, I was involved with a couple of marketing research projects. In this past experience, I was taught that the researcher was to remain separate from the researched.
I was taught to control interaction, to follow a script so that each participate received the exact same experience. I was taught to minimize observer effects and tester effects.

However, when I began qualitative research classes in my Ph.D. coursework, I learned that the separateness of researcher and researched was not a goal; it was discouraged even. As a matter of fact, the relationship of these two roles are complementary and beneficial. “Interviewer and interviewee together work out the answers to research questions. It is a joint activity based on respect. It is also a relationship based on trust” (Rubin & Rubin, 2012, p. 36). This was a new paradigm for me. I found it awkward at times. I felt more exposed and vulnerable. And yet, I discovered that the give and take in responsive interviewing yields rich, thick details (Rubin & Rubin, 2012; Ward, 2014). During my first forays into qualitative research methods, I began to embrace this methodology finding that I was learning as much about myself as I was about the inquiry at hand. During this transformative time, I wrote the following poem entitled “Pieces Fall and Pieces Gather” about my experience with analyzing and writing the results from my pilot study:

data analysis
sometimes paralysis
frustration and angst
the pages are blank
anecdotes
confessions, gloats
conflicting comments
insight foments
research journaling
knowledge kernelling
pieces fall and pieces gather
did that little blunder matter
reading the transcripts
compiling manuscripts
themes emerge
thoughts converge
questions asked, answers given
thoughts unmasked, paper written

My Relationship with the Participant

I have known Dr. Dean Martin for over ten years. We first met in September 2007 at the start of my appointment with the Department of Chemistry as the Manager of Fiscal and Business Administration. On my first day, he stopped by that afternoon to introduce himself and to present me with a welcome gift. I described the encounter in detail at the beginning of Chapter One.

In fall 2011, I asked Dr. Martin if he would serve as my participant in a research project for my qualitative research class. He readily agreed. I did my first formal interview with him on October 7, 2011, for what is now the beginning of my pilot studies for this research project. Please see Appendix D for the informed consent from this initial study and Appendix E for the interview protocols. The morning of the interview, he sent me a list of what he termed the “things I do in the space that I have been generously given.” This was a month-by-month breakdown of what he accomplished that year. Since that time, he has periodically sent me updates for the current year. Each year is about six pages long. Please see Appendix F for excerpts from these lists.

“By asking questions and engaging in exchanges with the interviewees, the interviewer becomes a participant in the process” (Richie, 2014 p. 124). Leavy (2011), continues this thought noting that “researchers must build rapport with their participants” (p. 4). I believe that Dr. Martin and I have established a strong rapport. During the second semester of my analysis of the
interviews, I presented to Dr. Martin a printout of the short graphic novel I put together of a boating story he likes to tell. I was a little nervous because he’s not a comic book sort of guy, but he chuckled like a kid through every page. When he finished the last page, he gave me a big ole bear hug and thanked me for illustrating one of his favorite stories. And he loved his avatar. Please see Figure 6 for the image, Dr. Martin’s avatar. I sent it to him for his Facebook. This seems like such a minor thing, but we were building trust. Please see Chapter Six for the fully illustrated short story, which I had redone by a professional graphic artist for this dissertation.

Figure 6: Avatar of Dr. Martin

This project has come to mean a great deal to me. I’ve broadened my working relationship into what I would now term my friendship with Dr. Martin. With those first studies, we moved into a responsive stage in our research. Rubin and Rubin (2012) comment, “Interviewing is an exchange that occurs within a meaningful (albeit sometimes temporary) relationship between interviewer and interviewee. The interviewee is treated not as a research subject but as a partner in the research whose ideas impact subsequent questioning … This personal relationship carries obligations for reciprocity” (p. 38). Over the last few years, we’ve maintained a personable and professional relationship often chatting in the mornings about anything and everything. Sometime we get so
involved in our discussions it almost feels like we’ve slipped into a stream-of-consciousness exchange. Any topic was fair game from lab appropriate shoes to political views, from scripture verses to research articles, from silly jokes to policy changes. At different times, we’ve discussed the possibility of collaborating on an article about the services a retired member of the faculty can provide to institutions. I am complimented in the extreme that Dr. Martin considers me a collaborator.

Pilot Study and Interviews

In my second semester as a doctoral student, I took a class entitled Qualitative Research Methods II. The major project for the semester was to select an educator and interview this person twice for at least an hour. We were given one question to initiate the first interview, “What does your work mean to you?” I’ve listed the interview protocols from this first study in Appendix E. The goal of the assignment was to gain experience interviewing a participant, transcribing the recordings, and analyzing the data. As I detailed above, I selected Dr. Dean Martin. I was excited to discover that Dr. Martin is a wellspring of information. He provided incredible details about an array of topics ranging from teaching and research to career productivity and retirement, from philanthropy and service to writing and publishing. In the paper I wrote for this project, I noted that my work with Dr. Martin could be a pilot study for my dissertation.

The following semester I took another qualitative research class, Qualitative Case Methods and continued my project about Dr. Martin. The goal of this new project is “for those who completed the interview assignment in a previous class and have both transcripts from the study you will work on multiple ways of analyzing those two entire transcripts” (Janesick, 2012). Essentially that semester’s project was an extension of the interviewing exercise completed in the previous semester.
Through those two semesters, I’ve maintained a researcher reflective journal. I’ve excerpted a few entries, which can be found in Appendix G. This has become an integral tool in unraveling the knots of the data, laying out the patterns and weaving them into articulate presentations during those classes. As I was conducting and then transcribing the interviews, I jotted notes about concepts and ideas that I was seeing. This process is illustrated in Appendix H. This list represents the very first stages of my pilot data analysis as the key words or descriptive codes emerged (Read, 2012):

- **Writing** – “We are still involved in – my students and I – writing papers. We have uh … there are four that are in press and three that are being considered.”
- **Publishing** – “Now just because you sent it in doesn’t mean they are going to accept it but nevertheless if they don’t we’ll send it someplace else. Not to have too many unpublished thoughts as it were.”
- **Attribution** – “Well he didn’t receive the credit for it so this is one of the things that we do.”
- **History** – “Nevertheless it’s kind of interesting to have the background and history so forth and so on.”
- **Building Maintenance** – “When people moved out of BSF something happened and they knocked a hole in the wall right by the elevator so here we are taking people around for the seminar. We spend a fair amount of money to bring them in and what do we show them? A broken wall.”
- **Mentoring** – “Mostly we work with undergraduates doing research. It seems to help them out and make them look better on their life work or something.”
- **Teaching** – “I don’t think I was ever recognized as being an outstanding teacher, but I think I was a certainly a very creative one.”
• Underdogs – “Arthur had a really severe stammering problem … we got him involved in research. He really felt good about this.”

• Fear of Being Obsolete – “So one day he had this business and was needed. They next day he was a billionaire but out of work and so he didn’t know what to do with himself.”

• Lecturing – “If you look on this map up here [indicates his wall behind my head] these are places I have engaged in information transfer as uh as a tour speaker for the American Chemical Society.”

• Traveling – “We thought we would travel a lot more than we have. It’s not that we can’t travel. It’s just not so enjoyable.”

• Advising – “As undergraduate and graduate students both. Formerly it was the graduate students but now it’s turned out to be undergraduate.”

• Research – “I had gotten involved in a range of things because they wanted to open up a program in marine science and I thought there was a need for a wider view of chemistry so we opened up … We applied for the chem center, the Center for Environmental Research so forth and so on.”

• Losing His Space – “So if they take away the laboratory then we still have … we can still do historical research.”

• Politics – “Before I came the department was so poor because of the John’s committee and the falling off of enrollment because of the adverse publicity because of Charlie Johns, Senator Johns that they couldn’t afford to bring a person in. But he looked good in print. He really did.”

• Diplomacy – “One of the things I do as part of liaison and development is I go to meeting apparently the faculty don’t want to go.”
• Fund Raising – “I think there is time ahead to try to raise money for the department or try to help in some way.”

• Retirement – “Well we have a chance to do fun things. We can go as we more or less please.”

• Family – “Yeah. So we have a mini reunion of the west coast people. We have people all over the place. We have now … it’s well organized I guess. Bruce is organized so next year we are going to Fairfax, Virginia where Paul and his wife and the two boys are.”

As the next logical step, I grouped these words into general categories as I saw patterns emerging. Figure 7 illustrates how the initial descriptive codes pulled together into patterns and how I developed my chosen themes (entitled vignettes in the early class papers) from the data in these categories (Read, 2012). Please see Appendix I for a brief excerpt from the transcripts of the initial interview.
Figure 7: Development of Codes from the Pilot Interviews
Data Collection

Dr. Dean Martin was my participant in this study, which was approved by the Institutional Review Board on March 16, 2016. Please see Appendix J for the approval letter and Appendix K, which is a sample of the informed consent I used to finalize his commitment to participate in this next phase of my study. As previously discussed, this project is an oral history, which “captures the lived experiences of a person” (Janesick, 2010, p. 1). Thus, I gathered these experiences through topical interviews in both unstructured and semi-structured formats as well as continuing dialog between the researcher and the participant. Please see Appendix I for my interview protocols. I also maintained a researcher reflective journal throughout this project to gather my own thoughts and insights towards building the strength of the study. I’ve been keeping this journal throughout this research endeavor and I’ve included a couple of entries in Appendix M. Finally, I reviewed the life artifacts and site documents from Dr. Martin’s life towards corroborating and extending the information available for analysis in this project.

Interviews and Discussions. Unstructured interviews are those at which the researcher begins with an exploratory question related to the topic of study and then allows the dialog to proceed asking questions as needed in follow up to items that the participant has broached (Brinkmann, 2014; Rubin & Rubin, 2012). Semi-structured interviews are those at which the researcher brings a few questions, not many, to guide the discussion and keep it more or less on topic (Brinkmann, 2014; Rubin & Rubin, 2012). Often the semi-structured interviews are in follow up to earlier interviews.

The data collection for this study was collected in two phases the first of which was already completed. The first phase was completed through the pilot studies discussed extensively in the previous section. The interviews were meetings between me and Dr. Martin to share information and ideas through my questions and his responses towards finding meaning about his retirement and
his work (Janesick, 2011). For each scheduled meeting, I prepared questions and sent them to Dr. Martin in advance and for each meeting, he came prepared with an outline of our discussion based on the questions (Read, 2011a). The first interview session was unstructured; the second was semi-structured. Please see Appendix E for the two interview protocols from the pilot study.

I conducted two additional interview sessions with Dr. Martin. The topics were drawn from my literature review. My third interview, the first in the second phase of this project, with Dr. Martin focused on his career trajectory looking, what he has accomplished recently and where does he see himself going next. The questions for this interview are detailed in Appendix L. In the last interview I had with Dr. Martin, we talked about his experiences within the changing environment of higher education, i.e. has the profile of funding resources impacted his approach to research. These questions are also detailed in Appendix L. Both of these interviews were semi-structured.

Following the interviews, I transcribed the recordings. My previous experience through my pilot study demonstrated that transcription of the interviews is a lengthy and arduous process. In my research reflective journal, I wrote, “In about three hours of work - interrupted some but pretty steady - I only managed to get about eight minutes of the interview transcribed.” I planned to use a transcription service for the last two interviews. However, I was informed by two different companies that they were unable to understand Dr. Martin. And so I completed the transcription myself. I had little problem understanding Dr. Martin.

In addition to the formal interviews, I also collected data through continuing conversations with Dr. Martin. He was a frequent visitor to my office during the time I worked in the Department of Chemistry. He loved to bring a new story with him each time he stopped by. Brinkmann (2014) writes, “People talk with others in order to learn about how they experience the world, how they think, act, feel and develop as individuals and in groups” (p. 277). Brinkmann continues to explain how it is these very conversations that have grown into the discipline of formal interviewing in
research. As I continued to gather data on Dr. Martin during the pilot study, we have also continued the conversations through email after I transferred to a different department. The structured interviews have organically grown into a responsive interviewing paradigm. “Responsive interviewing is based on forming a relationship with the interviewee, a relationship that is mutual and that often outlasts the period of the research” (Rubin & Rubin, 2012, p. 36).

**Researcher Reflective Journal.** I’ve used a research reflective journal to gather data for this study. Throughout the various phases of the study from my initial qualitative research class and continuing into this research endeavor, I have maintained a researcher reflective journal. It now spans three notebooks and five years of my academic career. Valerie Janesick recommended this habit during my first qualitative class. Janesick (2014) elucidates, “a journal is a remarkable tool for any researcher to sue to reflect upon the methods of a given work in progress” (p. 306). This has certainly been a remarkable tool and I will continue to be sure to gather data in my journal throughout this project. I have details regarding the first interview I held with Dr. Martin and I have pages of frustrations with learning to transcribe data. I have poetry and Venn-diagrams. I have untold anecdotes and references. The list goes on. This will be an important component for triangulating the data as discussed in the section regarding trustworthiness, which is detailed below. Please see Appendix M for selected entries from my research reflective journal.

**Life History Artifacts and Site Documents.** Within the context of this study, life history artifacts are items and documents that elucidate, expand or confirm information gathered in oral history interviews. These artifacts allow for information to be triangulated. Triangulation is a strategy of cross-referencing data to increase confidence in the findings (Azulai & Rankin, 2012). Data is corroborated and thus gains validity (Johnson & Christensen, 2012). Valerie Janesick believes that documents, artifacts, and photographs “enrich any study especially while capturing some portion of history” (Janesick, 2010, p. 97). Dr. Martin has an extensive public record of awards, publications,
social media, and websites. Additionally, since our initial pilot interviews, he has sent me a number of unsolicited resources that further expand his history. These artifacts have provided an excellent point in mapping Dr. Martin’s oral history.

**Department of Chemistry website.** The website for the Department of Chemistry is comprised of hundreds of pages. A significant number of these pages, especially those that take the site from merely needed information to a rich experience in the history and culture, were created by Dr. Martin. He maintains these pages as well getting updates to the webmaster on a regular basis. A selection of his contributions include:

- Virtual Tour, [http://chemistry.usf.edu/about/tour/](http://chemistry.usf.edu/about/tour/), which takes the viewer through the buildings that house the department and the grounds surrounding the buildings. A narrative across the tour is peppered with pictures and anecdotes from the history of the department.

- History, [http://chemistry.usf.edu/about/history/](http://chemistry.usf.edu/about/history/), which is a veritable textbook of the department beginning in 1960 through to the present. The history encompasses the growth on the physical campus and expansion of the departments and colleges. It introduces people from across the years and even has a page of anecdotes and quotes from former faculty. This compilation is primarily narrative, but it also includes tables and charts summarizing data such as fundable student head counts, research funding, as well as full lists of all faculty and chairs from the beginning of the department.

- Academic Genealogy, [http://chemistry.usf.edu/faculty/genealogy/](http://chemistry.usf.edu/faculty/genealogy/), which presents charts of the academic ancestors for members of the faculty, past and current. The academic ancestors are a progression of major professors through time with the roots of this tree as deep as the early 1800s (Martin, n.d.-a).

**Genealogy.** As you might guess from the subject of many of Dr. Martin’s publications (details provided below), history has been a part of his research careers. This is corroborated by his
ongoing project of developing academic genealogies for members of the chemistry faculty. So it should come as no surprise that Dr. Martin has an avid interest in his personal genealogy. One of Dr. Martin’s great-grandmothers (9th historically) was Hannah Josephine Stout Martin. Hannah’s ancestor was Penelope Van Princis Stout. This woman has an incredible story documented in several ancestry websites. Penelope, born in Amsterdam in 1622, immigrated to what is now the United States. She and her husband didn’t make their destination of New Netherland (now New York) running aground south in what is now New Jersey. They remained there but their settlement was attached by Native Americans and Penelope only survived through the compassion of a Native American. She survived to come to be known as “The Mother of Middletown” (MacLean, 2007; Warne, 1911).

**Newsletters.** Since April 2003, Dr. Martin and his wife have written a newsletter for the Department of Chemistry. There are currently thirteen volumes with two to five editions in each year (Martin, 2006). Topics include the introductions and farewells to faculty, students, postdocs and staff (including memorials). These newsletters also cover special events like the annual awards ceremony and the Castle Conference of student research. And of course the publication covers awards for faculty, students and staff as well as notable research advances and guest lectureships. The newsletters used to be sent via the US postal service; they are now distributed through an email list to thousands of past and current faculty and graduate students as well as alumni. All editions are archived on the Chemistry website: [http://chemistry.usf.edu/news/archive/](http://chemistry.usf.edu/news/archive/)

**Philanthropy.** Dr. Martin has a long history of philanthropy. As a matter of fact, service to the institution was a significant factor is his promotion to Distinguished University Professor. Please see Table 2: Endowments Established by Dr. & Mrs. Dean Martin, which is appended below for a list of the endowments he and his wife have established at three academic institutions. These awards
directly support students – the majority are direct scholarships, some provide travel funds for student research, and there are also endowments to purchase books for the libraries.

**Table 2: Endowments Established by Dr. & Mrs. Dean Martin**

<table>
<thead>
<tr>
<th>Grinnell College Funds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara and Dean Martin scholarship</td>
<td>68,174.60</td>
</tr>
<tr>
<td>Dean and Barbara Martin scholarship</td>
<td>68,174.60</td>
</tr>
<tr>
<td>Bessie Bursa scholarship</td>
<td>45,614.96</td>
</tr>
<tr>
<td>Dean and Barbara Endowed Travel</td>
<td>81,056.21</td>
</tr>
<tr>
<td>Martin Endowed Book Fund</td>
<td>81,056.21</td>
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<tr>
<td><strong>USF Funds</strong></td>
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<tr>
<td>George Bursa Fund</td>
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<tr>
<td>Martin Seminar Series</td>
<td>32,312.87</td>
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<tr>
<td>Martin Travel</td>
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<td>Martin Book</td>
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<td>B. B. Martin Fellowship</td>
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<td>Chemistry Named Award</td>
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<td>Martin Broadcast</td>
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<td>Women’s Soccer scholarship</td>
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<tr>
<td>Women’s Softball Team</td>
<td>28,462.92</td>
</tr>
<tr>
<td><strong>Penn State Funds</strong></td>
<td></td>
</tr>
<tr>
<td>Martin Endowed Chemistry Book Fund</td>
<td>28,717.60</td>
</tr>
<tr>
<td>Martin Trustee Scholarship</td>
<td>53,743.43</td>
</tr>
</tbody>
</table>

*Market Value as of June 2015*

**Publications.** Dr. Martin has 487 publications listed in his curriculum vitae (CV). Of these citations, six are books, 310 are journal publications, 54 are reviews, and 118 are other publications. He terms this last category as “miscellaneous articles” (Martin, 2016). Please see Appendix G for references of selected publications. I’ve included his books and the journal publications from the last ten years. I have also included his most recent accepted article in Appendix H, which I find particularly interesting in that it looks at the contribution of female chemists during a period of history in which female scientists were marginalized. The article is press with the *Bulletin for the History of Chemistry* to be published this year. It is entitled “Five Women Who Worked for Alfred Werner.”
In the last ten years, Dr. Martin has primarily written for four journals:

- **Bulletin for the History of Chemistry**, which is published by the History of Chemistry Division of the American Chemical Society. The purpose of this journal is to “advance knowledge and appreciation of the history of the chemical sciences” (American Chemical Society, 2015).

- **Florida Scientist**, which is published by the Florida Academy of Sciences. This journal presents “articles containing new knowledge, or new interpretations of knowledge, are welcomed in any field of science” (Florida Academy of Sciences, 2016).

- **Journal of Environmental Science and Health, Part A – Toxic/Hazardous Substances and Environmental Engineering**, which is published by Taylor & Francis. The stated aim of this journal is to publish “significant advances and discoveries in all aspects of ‘Science and Engineering’ as they apply to environmental problem solving” (Taylor Francis Online, 2016).

- **Technology and Innovation: Journal of the National Academy of Inventors**, which is published by Cognizant Communication Corporation. The scope of this journal is for the presentation of information encompassing essentially the entire field of applied sciences with a focus on transformative technology and academic innovation” (Miranda, 2015).

**Web Presence.** Dr. Martin has a strong presence on the internet. Due to his involvement in quite a few organizations, he has a number of biographies posted publically:


- Department of Chemistry at USF: [http://chemistry.usf.edu/faculty/dmartin/](http://chemistry.usf.edu/faculty/dmartin/)


Further, Dr. Martin is involved in social media, primarily Facebook. He has two Facebook pages. He created the first one in 2010 with the help of student assistants in the Department of Chemistry. It can be found here: https://www.facebook.com/dean.martin.9237244. The second he created in 2011: https://www.facebook.com/profile.php?id=100002003246032. While there is not a great deal of activity on his Facebooks, aside from birthday wishes from his friends and family, Dr. Martin’s posts are focused on his involvement across USF. He has pictures related to his work with the Alumni Association, the Department of Chemistry, the Army ROTC, and the faculty and staff giving campaign.

Data Storage

The interviews for this project were recorded via the program Smart Recorder for iPad. Following each interview, the digital recording was transferred to my personal drive on the USF network, which is password protected on a secured server with daily backup. The transcription files are saved on my personal USF network drive as well as my Dropbox account, which is also password protected, to facilitate analysis from both my USF office and my home office. The files will be saved for a minimum of three years. It should be noted that the recordings and transcripts from the pilot study have been stored on my USF network drive in keeping with the original informed consent agreement between myself and Dr. Martin.

My researcher reflective journal is actually a collection of three handwritten notebooks. The first two are stored in my home office. I carry the current journal with me at all times in my attaché case or purse. I have transcribed some of the entries from my journal as part of papers for classes and this research proposal.

The majority of historical artifacts and site documents are public and readily available via the internet as detailed in that section above. Dr. Martin’s publications are available via article databases
and the publishers. Those documents I have secured directly from Dr. Martin I keep on my USF network drive and my Dropbox.

**Data Analysis**

Oral history is a qualitative research method that lends itself well to the use of coding as a means for analyzing the data. As per Saldaña (2015), within qualitative research, a code “is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). In other words, the researcher assigns an indicator, a code, to sections of voice, video or written data to assign a meaning or meanings to that component of that data that categorizes the data for relating to other components of the collected records. The code is an avatar for the meaning across all sources of the data. Coding is the method of choice for many projects involving interviewing and involving data triangulation. There are a significant number of different types of coding processes. Within the context of this study, I primarily used four of these approaches.

The first is descriptive coding, which “assigns labels to data to summarize … the basic topic of a passage” and it “provides an inventory of topics for indexing” (Saldaña, 2015, p. 292). When I began the analysis of my transcripts from the pilot study, I initially started from the premise that I was looking for specific information about teaching, research, mentoring … the key concepts associated with being faculty. And these themes were certainly there. Rubin and Rubin (2012) comment that this is a common approach to coding, “you examine your interviews, decide which themes and concepts to code for, work out whatever definitions you need, and then look for all the instances of those themes and concepts in the interviews” (p. 204). However, as I walked through the conversation again and again, I noticed there were other themes that I hadn’t expected. The entire segment regarding my participant’s fear of being obsolete grew out of this approach. I’ve noted a few other unexpected themes to further explore such as building maintenance. Political
maneuvering within the university environment is another concept that shows up again and again. In Figure 7, I graphically present the initial themes, labeled at key words, I found in the data of the pilot study. These are also listed in Appendix H.

As I read and reread my data, coding it with descriptive labels such as mentoring, underdogs and fundraising, I began to see patterns emerge. I lumped these patterns into themes, which is called, simply enough, pattern coding (Saldaña, 2015). In example, I categorized words such as politics, fundraising and diplomacy into the theme of the politician and diplomat (see Appendix I).

Narrative coding is the second coding schema I will employ in the analysis of data from this study. This approach “applies conventions of (primarily) literary elements and analysis to qualitative texts most often in the form of studies” (Saldaña, 2015, p. 292). As I continued to work with the data from both previous interviews in my pilot study, I called the thematic stories “vignettes.” Again, please see Figure 7 and Appendix H. In the third column, I detailed the five vignettes I developed from the data set.

Finally, I employed the use of elaborative coding, which “builds on a previous study’s codes, categories, and themes while a current and related study is underway” (Saldaña, 2015, p. 292). The elaborative coding relates to the new interviews and data that I will gather. I analyzed all of the data cyclically as new codes, themes and vignettes/portraits emerged. Please see Figure 8 for an illustration of how these types of coding are cyclical and nested within each other. This enabled me to identify the perspectives of this professor emeritus.
Trustworthiness of the Study

A qualitative research study ... any study really – whether qualitative, quantitative or mixed methods – must demonstrate that the theories proffered, the questions asked and answered, the points discussed are trustworthy. Hynes, Sharp and Greig (2012) refer to this goal of trustworthiness as “negotiating a path through these polar options of really being true [as in an absolute] or merely seeming true” (p. 294). An absolute truth is, arguably, not attainable (Crotty, 1998). A qualitative research study must support the truth it puts forth as the researcher interprets truth through the lens of the participant in that this is an oral history. A study that does not do so falls short of the purposes of research (Hynes et al, 2011). To achieve validity, the precepts of the study must be supported or the undertaking is pointless. The research needs validity to contribute to the body of knowledge under investigation. Thus, to demonstrate the legitimacy of this research endeavor, I employed the use of transparency and triangulation.
Across the pilot studies and my previously gathered data, I have maintained transparency in both my data collection and my data analysis. Thus, the first source of transparency is my pilot studies. The previous results and discussions were presented in two class papers: Dr. Dean Martin: Chemists are the true heroes of the scientific world (Read, 2011a) and Dr. Dean Martin: A continuing qualitative case study (Read, 2012). I conducted a member check with Dr. Martin regarding the transcripts and the results of the papers. Further, each paper was reviewed by my instructor, Dr. Valerie Janesick. I continued to employ methods of transparency in the continuing study.

“Oral history is a method of qualitative interview that emphasizes participant’s perspectives” so it is key in an oral history project to verify transcripts and potentially results with participant (Leavy, 2011, p. 3). This process is known as member checking. This helps to ensure that the researcher has truly captured what the contributor intended to say and express. It also improves the collaboration between the researcher and the researched.

Throughout the study, actually over the last five years, I have maintained a research reflective journal, which details my ongoing review of the literature, my learning curve with transcribing recorded interviews, things I have learned from Dr. Martin, my attempts at poetry related to research, maps of consciousness (Janesick, 2011). Please see Appendix M for examples from my researcher reflective journal.

As previously noted, triangulation is a strategy of cross-referencing data to increase confidence in the findings (Azulai & Rankin, 2012; Carter et al, 2014). Data is corroborated and thus gains validity (Johnson & Christensen, 2012). Triangulation is the “convergence of information from different sources” (Carter et al, 2014, p. 545). The sources for corroborating that I used in this study include the transcripts of four interviews, conversations and email communication with Dr. Martin, the historical artifacts of Dr. Martin, and my personal journal (Janesick, 2011). Stake (2006) recommends a redundancy of data gathering methods towards triangulating the information. In
example, in my pilot study, I discuss the procedures I used to confirm the data in my first two interviews with Dr. Martin. The assertions in my analysis were pulled from multiple interview points, which included two formal interviews and countless casual conversations as well as documents and literature written by the participant. I also clarified points with him in email and face-to-face chats. Through this process, I was able to verify information between sources of information (Read, 2011a).

**Management of Ethical Concerns**

Oral history has a number of sticky points to consider regarding the management of ethical concerns. Kvale and Brinkmann (2009) refer to these as the “fields of uncertainty” (p. 76) and the fields touch on informed consent, confidentiality, consequences and the role of the researcher. I discussed my role as the researcher and my relationship with Dr. Martin in the beginning of this chapter.

Informed consent is the process by which a participant signs that he understands the nature of the study, that he agrees to participate willingly, that the potential harm – physical, mental, or social – has been minimized, and that he can withdraw at any time without consequences. These are standard statements governed by the laws protecting human participants in research studies. The Institutional Review Board (IRB) of USF will review the informed consent documents and approve them. I received IRB approval on March 16, 2016. Please see Appendix J for the approval letter. During the pilot study, I drafted an informed consent. Though it wasn’t required by the IRB because the study was part of the class, I still asked Dr. Martin to sign. Please see Appendix D for this informed consent. I received Institutional Review Board (IRB) approval for this study. Please see Appendix E. The approval from IRB included an authorized informed consent that both Dr. Martin and I signed. Please see Appendix K.
An ethical concern in all research studies is the maintenance of confidentiality for the participants. This is less of a concern in oral history as it relates to the one participant. Dr. Martin would like his name on this project. As I’ve discussed at length, attribution and documentation are important to him. Dr. Martin is a published historian in the realm of chemistry. I’ve gathered from comments he’s made that he would like to consider my paper for inclusion on the department’s website. We have an extensive history and genealogy section that has been compiled by Dr. Martin. He has generously written of former and current faculty members, but we’ve published little about him.

However, this project has presented some interesting confidentiality issues by extension. Throughout our interviews, he readily uses full names and titles. There are at times less than flattering comments particularly about previous administrators. I don’t see any issues with publishing his personal biographical information, once approved by the IRB, but this does raise questions of confidentiality for those he references. I tackled this concern by changing specific names to general references such as “a former administrator” or “previous administrators.” However, I keep some names as shared by Dr. Martin if these individuals are already public through publications by Dr. Martin.

Regardless of how we minimize the potential for harm in a study, there can still be untended consequences. One of the ethical dilemmas with which I struggled is the extent to which I share certain insights I have garnered through the continuing relationship in both a research context and a work context. Specifically, I have had concerns regarding his potential sensitivity to insight highlighted in the data analysis. “Ethical issues in analysis involve the question of how penetrating the interviews can be analyzed and of whether the subjects should have a say in how their statements are interpreted” (Kvale & Brinkmann, 2009, p. 63). My previous data analysis highlighted that Dr. Martin is afraid of becoming obsolete. Honestly, who isn’t? However, does Dr. Martin have personal
insight into these fears? Kvale and Brinkmann (2009) further comment, “The researcher should be aware that the openness and intimacy of much qualitative research may be seductive and can lead participants to disclose information they may later regret having shared” (p. 73). In considering the example noted above, I carefully presented my write-ups to Dr. Martin giving him the opportunity to veto content or to explain further. This has worked well.
Chapter Four: Presentation of the Data

In this chapter, I present my findings regarding the experiences of Dr. Dean Martin, Professor Emeritus. This study is, after all, an oral life history of Dr. Martin, who has served the bulk of his career at the University of South Florida located in Tampa, Florida. This study is wrapped in the theoretical framework of the intersection between organization theory and identity theory. How does Dr. Martin understand himself within the context of the University of South Florida, his institution? Does Dr. Martin feel he has had an impact on the institution – the policies, the mission, the priorities? The purpose of this study was to describe and explain the perspectives of a professor emeritus regarding his life experiences in the discipline of chemistry and in a career dedicated to research, service, and teaching. Another purpose, interwoven within the perspective of this one individual, was to explore the potential influence a professor emeritus can have on his institution, and the impact the institution, its changing culture, and its shifting priorities may have on a member of the professoriate dedicated to this chosen career path. To find this intersection of personal identity and the institution, I have examined the personal stories, experiences and remembrances of Dr. Martin towards illustrating: 1) what elements of this professor’s example constitute his perspective on his life as a professor, 2) what elements in his social context contributed to this perspective, and 3) what elements in his life have detracted from this perspective. The findings presented in this chapter are organized around these three guiding questions. Please see Table 3: Initial coding via Research Guiding Questions, which is appended below for a list of the elements initially coded for each guiding question.
Table 3: Initial Coding via Research Guiding Questions

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<th>Perspective Word</th>
<th>Contributed Word</th>
<th>Detracted Word</th>
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The University of South Florida

I begin with a brief description of the setting for this study, the University of South Florida. I provide a short narrative of the history and mission of the University of South Florida, as well as that of the Department of Chemistry within the College of Arts and Sciences, which is the tenure home of the participant. Following, I provide some background information on my participant, Dr. Dean Martin. The first guiding question focuses on the participant's perspective on his life as a professor. Thus, in the second section of the chapter, I provide a brief biographical sketch of Dr. Martin’s life and then I present the findings that relate to Dr. Martin’s perspective regarding his career through the lens of self-identity via the theoretical concepts of social and salient identity. Following, I present the data that illustrate the elements that Dr. Martin believes contributed to his perspectives. I will discuss the findings centered on the elements that Dr. Martin feels detracted from his experience at the university. In the last section of this chapter, I outline Dr. Martin’s
viewpoint on the various components of the University of South Florida’s landscape. Its environment and how it has changed … or not changed throughout its history.

**Tampa campus.** This study was conducted at the University of South Florida (USF), specifically on the Tampa campus, which is the vocational home of Dr. Martin for the bulk of his career and his retirement. Dr. Martin has served these many years in variants of the Department of Chemistry within the College of Arts and Sciences. In the next paragraphs, I will provide some details regarding the University, the College and the Department that call Dr. Martin their own.

USF is an urban institution located in west central Florida. It is one of six doctoral-granting public universities and is comprised of three campuses, which are located in Tampa, St. Petersburg and Sarasota. The Tampa campus, located in an urban center with a population of 335,709 (US Census Bureau, 2016), is the oldest and largest campus in the USF system and is home to the central administration.

Tucked between buildings on the east side of the Tampa campus is a sculpture entitled *Solar Rotary.* “The aluminum structure rises on eight poles swirling inward at the top to form a central ring of metal, reminiscent of the sun's orbit. At specific days and times during the year, the shadows highlight plaques set in the plaza that commemorate events of significance to Florida's history” (Smithsonian, 2016). One of these commemorative plaques lists the date and time of USF’s groundbreaking ceremony (Read, 2011b).

In the late afternoon on September 5, 1958, a crowd assembled on the grounds of former Henderson Air Field in Tampa, Florida (Greenberg, 2006). Distinguished guests included Governor LeRoy Collins and local high school students. They came to give witness and to participate in the launch of the University of South Florida. With the turn of a shovel highlighting the ceremony, the vision of its founders moved one step closer to fruition (Read, 2011b).
At this point in history, Florida was experiencing incredible growth, which brought considerable challenges to state and local governments, including the education system. The goal of this new university, championed by State Representative Sam Gibbons, was to meet the needs of Florida’s urban growth (Greenberg, 2006). Just two years later, the inaugural class of USF, comprised of some of those high school students among 2,000 others, launched a fifty-year tradition of ongoing growth and expansion. Today, USF serves 36,000 to 40,000 students and the institution employs more than 18,000 people across its campuses (USF, 2016b). USF is now comprised of 2,479 members of the faculty in addition to 1,438 adjunct faculty (USF, 2016a).

What does the future hold for USF? Undoubtedly more change. To paraphrase Heraclitus, change is the only constant. USF is now dedicated to meeting needs on a global scale, not just within this urban area. “The 2013-2018 Strategic Plan builds on the success of previous plans and advances the institution as a global research university. The vision is to extend USF’s reach in the U.S. and around the world, provide further educational opportunities for students and improve their employability, increase faculty and staff prospects, and foster richer local, national, and international relationships” (USF, 2013).

**College of Arts and Sciences.** The University of South Florida is divided into several key program areas, which includes the colleges. These fall under the auspices of the executive vice president, also known as the provost (Read, 2011b). The College of Arts and Sciences (CAS) is one of these programs. It is currently the largest with three schools and twenty-three academic departments. “The College of Arts and Sciences is the intellectual heart of the University of South Florida. We are a community of teachers and scholars united in the belief that broadly educated people are the basis of a just, free and prosperous society. By focusing on the big questions facing all of humanity, we prepare students for successful personal and professional lives. By conducting innovative, interdisciplinary research and scholarship, we advance knowledge in ways that prepare us
to address vexing social problems and enhance quality of life for people and communities” (College of Arts & Sciences, 2016). The College of Arts and Sciences, in one of several forms over its history, is one of the foundational components of USF and, as noted, the largest.

**Department of Chemistry.** The Department of Chemistry, originally known as the Program in Chemistry, began as one of the charter disciplines in place when USF opened its doors to students. With four faculty members and one of the first four buildings on campus, Chemistry received department status by the fall of 1964 (Martin, 2004). Now, supported by twenty-eight tenure-track faculty, four permanent instructors, two visiting instructors, and seventeen staff members, Chemistry offers five undergraduate degree tracks – B.S. Chemistry, B.A. in Chemistry, B.S. in Medical Technology, Biomedical Sciences and Interdisciplinary Sciences – with nearly 4,000 students (USF, 2016b). The graduate program offers three degree tracks – M.A., M.S. and Ph.D. – with current enrollment at 140 students. Both the undergraduate and graduate programs are two of the largest programs within the University of South Florida system. In 2012, Randy Larsen, then Chair, described the department as “well-positioned in its centrality, demand, quality and sustainability to significantly contribute to the University vision of serving as a pre-eminent research university with state, national and global impact” (Larsen, 2012). His goal was to have “globally competitive undergraduate, graduate and professional programs as well as expanding its world-class interdisciplinary research ranging from drug discovery to materials science” (Larsen, 2012).

**A Brief Biography of Dr. Dean Martin**

Dean Frederick Martin was born on April 6, 1933. He is an only child. I would like to take this opportunity to provide a brief childhood story by way of an introduction of Dr. Martin. He shares a quaint story of being led by his curiosity to explore a local college.

“Sure I was born curious, but chemists if they don’t have a sense of curiosity don’t make very good chemists so that’s a part of it. When I was about six we had moved from a small
town in southern Iowa to Grinnell, Iowa. I saw this sign on the opposite side of Highway 6 from where we lived that said ‘to Grinnell College’ or something like that. I would ask people, ‘What’s a Grinnell College?’ I couldn’t get a straight answer, ok. It was a nice day so I looked both ways and crossed Highway 6 and then crossed West and Main and Broad and came to Park Avenue. From there was a sign that said, ‘Grinnell College.’ It was a collection of buildings and I realized well this was a collection of buildings so I’ll come back when I have more time.”

It, therefore, should come as no surprise that Dr. Martin entered Grinnell College after graduation from high school. However, that was not actually his first choice. I asked him about this decision. He responded that he had received a scholarship from Grinnell adding, “Good thing. I saw Barbara when she joined the college orchestra” at Grinnell. He went on to explain that he had considered Iowa State because of their chemical engineering program, but did not receive a scholarship from them. “For one reason or another I wanted to be a chemical engineer, but that view changed rather quickly. In my second week of General Chemistry, I happened to be walking with my professor, Dr. Joe Danforth, and shared my thought that when I could raise enough money I wanted to transfer to Iowa state and become chemical engineer.

“He stopped abruptly and said, ‘No. You don’t want to be a chemical engineer. You want to be a chemist. You go to Grinnell for four years then go to graduate school for four years to get your PhD. Go into industry and get rich.’ Well the next eight years of my life we nicely laid out.” He graduated with honors from Grinnell College in 1955.

As he concluded his undergraduate education, Dr. Martin chose to attend Penn State for graduate school because “Dr. W. Conard Fernelius was there and I admired his area of research.” Dr. Martin tells a story of how he learned about the research of Dr. Fernelius. In return for the favor of watching Dr. Danforth’s dog while the family was away on vacation, Dr. Danforth gave Dr.
Martin a book that Dr. Martin had noticed on a shelf at Dr. Danforth’s. “I had a chance to look at his books and one had a chapter written by Dr. Fernelius that intrigued me.” The book was entitled *Chemical Architecture Frontiers in Chemistry*, the chapter was “Structure of Coordination Compounds.” (Dr. Martin has the book to this day.) Dr. Fernelius was at Penn State so this is the one graduate institution to which Dr. Martin applied. He was thrilled to receive a research assistantship from Dr. Fernelius noting that, “I promptly said yes.” He describes his start at Penn State, “I started on July 1, 1955, with enough money to last for a month.” He married his wife, Barbara Martin, at State College on December 22, 1956. Dr. Martin progressed quickly through his graduate program receiving his PhD in only three years. He defended his dissertation just before June in 1958 obtaining his Ph.D.

As he approached graduation, he had second thoughts about entering industry and, he noted, “I also received a National Science Foundation Postdoctoral Fellowship, which gave us a lot of options” so from 1958-59, Dr. Martin served as a National Science Foundation Post-Doctoral Fellow at University College, London working with Professor Sir Ronald S. Nyholm, FRS, an Australian chemist. Dr. Martin admired his work and so he chose this institution for his postdoctoral work. “At times you are given an opportunity to make a life-changing decision. This was one.”

Through a chance luncheon with his new mentor, Dr. Martin met Dr. Martin Tobe, who changed the direction of Dr. Martin’s research and impacted the birth of Dr. & Mrs. Martin’s first child. The story unfolds with the Martins arriving on campus a little earlier than expected.

“My wife and I had been told that Dr. Nyholm would be out of town when we arrived in London. We were staying across the street from campus so we went to the Department to look around and found a major ornate staircase where we ran into a chairwoman who asked who we were looking for. I introduced ourselves and said that we were hoping to see Professor Nyholm (knowing he wasn’t around). She surprised us by saying she said she would go and get him. She came back with this charming man wearing a blue suit. Having introduced ourselves, he said that he
and a couple of guests were about to go to lunch and asked if we would like to join them. At lunch that day, we met Dr. Martin Tobe, an inorganic chemist and the world leading expert in infrared spectroscopy.

“Afterwards, in the office, he asked what he could do for us. I noted that Barbara was expecting and we were hoping to find a physician. He called a friend and arranged for Barbara to be admitted to Professor W.C.W. Nixon's class at University College Hospital where our daughter was born. We never did meet Dr. Nixon, but the birth was in a hospital, and without charge.”

At the time Dr. Martin began his fellowship, the researchers were not working on the project he had proposed in the application for his NSF fellowship. He had a conversation with Dr. Nyholm about this and was offered the opportunity to work with Dr. Tobe. Dr. Martin remembers that “there was another conversation about my project supported by NSF and Dr. Nyholm noted that the proposed project was not an active one at the time. He said I was welcome to work on my own. He also asked if I would be interested in working on the mechanisms of reactions of coordination compounds with Dr. Tobe, which was a strong area of interest for me at the time. I had a very short time to say yes. It was a wise choice.”

After completing his postdoctoral fellowship, Dr. Martin began his academic career in 1959 as an instructor in inorganic chemistry with the University of Illinois. This launched his career as a member of the professoriate. In 1961, he was promoted to the rank of assistant professor at the University of Illinois. In 1964, he moved to Tampa, Florida, and began his work at the University of South Florida as an associate professor of chemistry. Dr. Martin was promoted to full tenured Professor in 1969 and in 1992 he earned the distinction of Distinguished University Professor.

Through these years, he has led a distinguished career at USF. He's been the principal investigator on forty-three research grants. He has been a member of eight different professional organizations – two in which he has served in administrative and executive positions. He's received
twenty honors and awards. Please see Appendix O. Dr. Martin served as a tour speaker for the American Chemical Society’s speaker program from September 1968 until September 2009 when the program was terminated by ACS. He was the editor of *Florida Scientist* from 1984 to 2010. At the end of his term as editor, Dr. Martin was named editor emeritus. He has served as an editorial board member for the *Journal of Environmental Science and Health* since 1970. He has published four books of which one was translated into Japanese and another into Russian. He has 309 journal articles with an additional 54 reviews and 118 miscellaneous articles. He’s been featured in three documentaries and holds three patents. Please see Appendix G for excerpts from Dr. Martin’s *Curriculum Vitae*.

April 28, 2006, was proving to be a lovely afternoon for thousands of students wrapping up their last day of classes for the spring semester and embarking on their summer adventures. This day in particular was also a momentous occasion for the faculty, staff and students of the Department of Chemistry. In describing this afternoon, Dr. Patricia Muisener shares, “The third floor of NES (the Natural and Environmental Sciences building) was lined with tables mounded with tons of food. There were people packed in the foyer and all along the halls. It was like everyone was there. Even Provost Renu Khator was there” (Muisener, 2012). Among the USF rank and file also mingled all six children of Dr. and Mrs. Dean Martin as well as previously retired faculty and business associates from the Tampa community. What was the occasion for the assembled masses? This was the retirement celebration for Dr. Dean Martin, a valued member of Chemistry’s faculty since August, 1964. Provost Khator spoke of Dr. Martin’s distinguished career, which Dr. Martin wrote about in his newsletter that summer:

He joined the chemistry faculty in August 1964. He has enjoyed a good balance between teaching, research, and service. As a member of the President’s Committee on Oceanography, he helped start the program in Marine Science at St. Petersburg … He served as Chair of the IRB-01, a committee dealing with oversight of human subject research, for
25 years. He served in the faculty senate and was elected to a term as speaker. He has been a tour speaker for the American Chemical Society since 1968. He was advisor or co-advisor to over 20 doctoral candidates and 15 master’s students. He was allowed to teach courses ranging from general chemistry for those who had no high school chemistry to various graduate level classes. For over ten years, he was involved in teaching courses by distance learning that allowed him to reach students on four campuses and as far north as Atlanta. He and his wife, Barbara, will have edited the Florida Scientist for 25 years in 2007 (Martin, 2006).

![Figure 9: Dr. Martin & Guests at His Retirement (Martin, 2006, p. 8)](image)

When Dr. Martin retired, he was awarded the rank of Distinguished University Professor Emeritus. I use the term retired tongue-in-cheek because Dr. Martin, accompanied by his wife three days a week, is in his office and labs every day. He generally arrives around 8:00 am following his morning workout routine at the campus recreation center. At one point in our first pilot interview, I laughingly asked Dr. Martin, “The questions I’ve been asking you are all talking about work, which is all very active. So I just have to ask, what does retirement mean to you?”

With a chuckle he said, “Well we have a chance to do fun things. We can go as we more or less please. One of the things I do as part of liaison and development is I go to meetings the faculty apparently don’t want to go to. When the Provost puts on a coffee, we go. This is what you missed
at the faculty and staff fund drive [shakes maraca]. You missed getting one of these nifty things. So we go … When the President’s service committee meets, we go to that too. We rub shoulders with various people including members of the Board of Trustees … I think that serves a useful function. We go to the club meetings and meet people who are staff members on the other side of campus so forth and so on. So I think that’s useful.”

And so retired, Dr. Martin works at least six hours a day. He’s generously provided a detailed list of the administrative tasks he has undertaken over the last few years. Please see Appendix F. He currently has four undergraduate students for whom he serves as their faculty advisor on their undergraduate research theses. He recently had a graduate research assistant who worked in his lab and for whom he served as her major professor. He has a high school student working with him on his historical research projects. He is the director of the Institute on Environmental Studies, which has two additional collaborators and was recently funded by two grants from the Southwest Florida Management Water District. He has two additional articles in the early stages of publication which should be in print over the next few months.

His retirement marked the end of forty-two years of dedicated service to the University of South Florida … or did it? As Dr. Martin is so fond of saying (58 times in our first interview alone), “so forth and so on.” This should be Dr. Martin’s motto. His celebrated retirement actually marked the beginning of the next phase of his career – that of Distinguished University Professor Emeritus. And this is what the story of Dr. Martin is all about. It is the enduring saga of a career chemist dedicated to continuing research, service and teaching. Dr. & Mrs. Martin continue to reside in Tampa, Florida. They have six grown children scattered around the United States pursuing their own careers and personal lives. The Martins count it a joy they have six grandchildren as well.

**Dr. Martin’s office.** From our very first discussion about the interviews, Dr. Martin and I decided his office would be the best location. Dr. Martin's office is located in the Science Center
(SCA) on the fourth floor. His office is in a long hallway with other members of the chemistry faculty. Dr. Martin has occupied this office since the early 1980s and his wife’s office is located next door. I felt this would give me an opportunity to learn a little more about him. Prior to the point of our first interview, I’d had to stop by Dr. Martin's office a time or two, but these visits were always quick, and I never really gave any attention to the detail. The detail in his office is thick and is evidence of a long, industrious career.

As you enter his office, he has a wall of bookcases lining the first half of the right-hand wall and then several large, lateral filing cabinets. The bookcases and filing cabinets are stacked floor-to-ceiling with the paraphernalia of a 50-year plus academic history. The shelves are actually layered. There are books lined as you would expect, but the small spaces in front of the books are riddled with a sundry of items – family photos, molecular models, glassware, interesting signs pulled off the walls from the past, a globe of the periodic elements, coffee mugs, boxes, clocks, binders, and medallions. Please see Figures 10, 11 and 12 for photographs of Dr. Martin’s office. Dr. Martin pointed out the globe on the top shelf in Figure 10. He shares that the globe “is an example of a periodic table. It belonged to Dr. Virginia Bartow a chemistry faculty member who taught General Chemistry, History of Chemistry, and Chemical Literature. She gave it to me because she thought I was the only one who ever took an interest in it.” This note speaks to the importance of each item found on Dr. Martin’s shelves.
Figure 10: Bookshelves in Dr. Martin's Office
Photo by Kimberly Read

Figure 11: Filing Cabinets in Dr. Martin's Office
Photo by Kimberly Read
The left-hand side of Dr. Martin’s office has a small table that abuts his desk. The table and desk are stacked with paperwork and sundry. He has paperwork piled about two-feet high on the far corner that doubles as a bookend for a line-up of spiral-bound notebooks and meeting agendas among other papers. The top couple of papers on this stack are printouts from his son’s Facebook page, which includes pictures of Dr. Martin’s two most recent grandchildren – the twins. There is also a framed photo of the infants from their first Christmas dressed all in red. And, it would seem, Dr. Martin is a fan of *The Lord of the Rings*, or at least someone thinks so, because there is a collector’s replica of the sword of Aragorn. Dr. Marin pointed out the sponge that sits on his desk. Please see Figure 12. He shares, “It was a birthday present from our son, John. He and a brother or two went to a pharmacy looking for a birthday present for me. John, then in grade school, found the sponge, which intrigued him. So I told him I would use it as a paper weight.” It is rather difficult to know exactly where the table ends and the desk begins because his collection of cherished miscellanea continues unbroken from one surface to the next.
As noted in the introduction of this chapter, I have gathered a list of descriptive words that have arisen during my discussions with Dr. Martin regarding his perspective as a professor and professor emeritus at the University of South Florida. Please see Table 4 below. From this initial analysis, I identified patterns, particularly noting how the patterns clustered within the context of identity. I organized the initial descriptive words related to Dr. Martin’s overall perspectives into portraits of the man via the theories of social identity and salient identity. Please see Table 4: Portraits via Identity Theory.
Portraits of Dr. Martin through the Lens of Social Identity

In Chapter Two of this study, I discussed the use of social identity as a means for understanding a person’s perspective on his own life and his own identity. Social identity looks at how a person gets involved with and identifies with a specific group and how this involvement reinforces his view of self. There are a number of groups with whom Dr. Martin identifies. Across the next few paragraphs, I will provide literary portraits of Dr. Martin as a Chemist, a professor in general and specifically at the University of South Florida, as a distinguished professor, and as a professor emeritus.

**Portrait of a chemist.** Dr. Martin has a long and tight history as a chemist. He proudly declares, “When you look at the people who are chemists, I am one.” His self-identity as a chemist has infused every aspect of his life even in early childhood. To listen to Dr. Martin’s anecdotes, you would gather that he emerged into the world a chemist or at least an inherently curious child ready
to take on the world and the sciences. He took it upon himself to read and write notes from various works of science to share with neighbors. He received his first chemistry set in elementary school as a gift from his father. He shares, “I had a chemistry set when I was about eight years old. I pushed and pushed and pushed and nagged dad into it so we got it for Christmas.” He also talks about how his father, though not a chemist himself, used chemistry in his job, “He used chemistry to blow up stumps. I remember his mixing sugar and potassium nitrate and they drilled the stumps to stick it in, fused the mixture, and blew the stump apart.” Dr. Martin took a special home education class in junior high school that focused on the chemistry of cooking. He talks about the impact of this course on his decision to pursue chemistry as a career, “In 8th grade, I took a typing class. Didn’t have the patience to be a typist so they arranged to transfer me to a course that was especially created by a visiting home economics teacher. It was called Boys’ Home Economics. We learned chemistry among other things and it had an impact.”

Portra...t of a professor. In the very first interview I held with Dr. Martin, I asked him about what his work meant to him. He replied, “It’s an opportunity. It’s an opportunity to satisfy curiosity. It’s an opportunity to be helpful. It’s an opportunity to allow for information transfer. It’s an opportunity to make an impact.” This very neatly sums up the role of a professor, which encompasses research, teaching and service. Dr. Martin even states, “faculty members do teaching, research and service.” The following paragraphs offer a glimpse into how Dr. Martin has undertaken this three-pronged mission.

Research. A great deal of Dr. Martin’s research as a chemist focuses on the environmental impact of various substances and flora. In his autobiography with The Scientist (1993), he describes his work as the “natural environmental management of noxious chemicals and organisms.”

Hydrilla is one such noxious organism. Dr. Martin’s research focuses on how “to halt the spread of the submersed aquatic plant Hydrilla verticillata, which he calls, "the plant from Hades”
“The plant chokes competing vegetation and is capable of adapting to virtually any condition” (Martin, 1993). Hydrilla is an aquatic plant indigenous to Africa. It was brought into the United States for aquariums and was accidently introduced into the environment. In Florida’s temperate weather, this plant has replicated in mass clogging and mucking Florida’s water system. It is a problem under research by scientists across many disciplines. Please see Chapter Six for a humorous narrative by Dr. Martin and graphic short story of some difficulties in collecting Hydrilla samples.

As a key component of his research, Dr. Martin has a particular interest in the chemical Octolig®. Octolig® is a polyethylenediamine and a ligand, which denotes its central component as a metal (Chang, 2010). Its patent information defines its use as a metal complexing agent for removing metal ions from liquid (Metre-General, Inc., 1991). It is a very useful chemical for cleaning heavy metals and other toxins from the environment. Dr. Martin and his research group have been exploring the efficacy of this compound to remove various waste products from the environment. These products include NSAIDS and other pain-relieving drugs, antibiotics such as amoxicillin, bisphenol A (BPA) used to make many plastic products, and synthetic food dyes. In talking about why research to remove these substances from the environment is important, Dr. Martin describes one way these end up in the environment, “These materials can get loose particularly when used in animals. A high percentage of pharmaceuticals are used in animals. In barns, the air conditioning consists of spraying the animals with water. It keeps them nice and clean but then it goes out in a lagoon and the lagoon drains into the aquifer.” Thus, Dr. Martin’s research group has published a number of articles focused on using Octolig®. Please see Appendix B for articles about Octolig® that Dr. Martin’s team has published in the last ten years. Figure 13 below shows a simplified structure of Octolig®. Following the figure is a concrete poem I built on the structure of Octolig® using words related to the functionality of this chemical. I emailed the poem to Dr. Martin to which...
he responded with a thank you for my thoughtfulness and a comment about creativity and cleverness.

![Figure 13: Chemical Structure of Octolig®](image)

Octolig Encapsulated in Structure & Function by Kimberly Read

![Figure 14: Concrete Poem Using the Chemical Structure of Octolig®](image)

Dr. Martin has dedicated a significant portion of his research career to understanding and ameliorating the problems associated with red tide. He strongly identifies with this aspect of his research so much so that the license plate on his truck reads “Red Tide.” In the *Journal of Coastal Research* (1991), he writes, “Red tides, the sudden appearance of discolored water because of blooms
of microscopic algae and bacteria, have been described since biblical times. The phenomenon is of increasing concern because of impacts on increasing populations because the blooms may cause massive fish kills, contamination of shellfish, paralytic shellfish poisoning (associated with consumption of the contaminated shellfish), and human fatalities.” Dr. Martin talks of his entry into this line of research through a request from the Bureau of Commercial Fishers. “They wanted to know what was killing the fish. Well we then learned how to culture the red tide organisms.”

Teaching. In our first interview Dr. Martin provided at the outset a quick outline of what he wanted to discuss. His second point was that his career allows him the opportunity to be helpful. From our discussions, I was able to ascertain that he sees this as the role of teaching and mentoring. He laughingly commented this has always come naturally to him and that at least he is helpful as he perceives it. He then shared an anecdote from his childhood:

There is the opportunity to be helpful I think. My wife said that I like people. If you really don’t like people you shouldn’t be in academia I think, but … When I was in third grade, I remember getting a book on the planets and astronomy and I thought gee this is very interesting. So I typed up the information in notes so forth and so on. I used to talk to people in the evening. In a small town, people would sit out on their porch to watch the people go by because it is too hot to stay inside. I would tell people things I had found out and so forth including the structure of the atoms and in term of the electrons, neutrons, protons so forth and so on. If it seemed dumb, nevertheless there seemed to be a pattern there and I still enjoy this.

As would be expected in a career discussion with a university professor, Dr. Martin and I touched on the topic of teaching several more times in our conversations. Dr. Martin has at least fifty years of teaching experience (considerably longer if you start the count with his third grade escapades). He speaks of his teaching experience as a personal learning activity and clearly enjoyed
the creative outlet when given the opportunity. He spoke at length about getting frustrated with monotonous teaching schedules:

I get bored easily I think. I was at the University of Illinois and I was treated well … I learned a lot so forth and so on. But every year I would be teaching the same general chemistry course and in a very rigid way … The rigidity really got to me and I was trying to shift one way or another and just could not. Well down here I got an opportunity to shift let’s say and so I wasn’t bored.

In addition to the classic chemistry classes a chemistry professor is expected to teach, Dr. Martin has had the opportunity to teach classes in several other departments at USF. “I taught – if you’re ready for this – a course in occupational and environmental health in what became the College of Public Health.” He further explains, “They had a program in public health. They needed someone to teach a course in Occupational Environmental Health. I was allowed to teach it.”

For several years Dr. Martin also taught chemical oceanography during the summer on the St. Petersburg campus. From this experience, he was given the opportunity to author two text-books on the topic of marine chemistry – “one was laboratory and one was theory and applications.”

Figure 15: Marine Chemistry Manuals Authored by Dr. Martin
Photo by Kimberly Read

In our second interview, he shared, “I don’t think I was ever recognized as being an outstanding teacher, but I think I was certainly a very creative one.” As he made this comment, Dr. Martin started rooting around on the table in the corner of his office and pulled out a neon orange
sign that boldly shouts, “APPLAUSE PLEASE!” which can be seen in Figure 16. Chuckling he said, “I think I was the only faculty member who ever got applause for demonstrations. This is terrible. Yeah, we’d get them to do it and they would get into it, the spirit of it.” Dr. Martin explains in a later conversation that the point of this exercise was for the students to applaud the things they thought were important. He commented that “it was a learning emphasis technique.”

![Figure 16: Dr. Martin's Applause Sign](Photo by Kimberly Read)

**Service.** In looking at the expectations an institution of higher education has of its professors, service is an often less venerated aspect compared to research and teaching, but important none-the-less. Dr. Martin wholeheartedly embraces this component of the triad of a professor’s work. In describing what his work means to him, Dr. Martin shares, “It's an opportunity to be helpful.” Consider just some of the ways that Dr. Martin has served his department, college, institution and the general community.

Dr. Martin often shares his early experiences in serving on a team who was instrumental in the creation of what is now the College of Marine Sciences. In the mid-1960s, early in Dr. Martin’s career at USF, he “had gotten involved in a range of things because they wanted to open up a program in marine science and I thought there was a need for a wider view of chemistry.” In an article he coauthored with William H. Taft entitled *Role of Tampa Campus Faculty in the Development of*
Marine Science (2012), Dr. Martin writes, “Taft submitted to President Allen a list of faculty names who had indicated their interest in evaluating the possibility of establishing an Oceanography program at USF. Dr. Allen agreed and appointed a committee” (Martin & Taft, 2012). The early exploratory courses were co-taught by a range of faculty across disciplines. Please see Figure 17 for an outline of one such course, Introduction to Oceanography.

![Table](image)

**OG 311 INTRODUCTION TO OCEANOGRAPHY**  
**SCHEDULE OF LECTURES, TU. TH., 1:00 P.M. CH 111**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>SPEAKER</th>
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<tr>
<td>Sept. 6</td>
<td>Introduction - Man and the Sea</td>
<td>J. C. Briggs</td>
</tr>
<tr>
<td>Sept. 8, 13, 15</td>
<td>Origin and Structure of Ocean Basins</td>
<td>W. H. Taft</td>
</tr>
<tr>
<td>Sept. 20, 22</td>
<td>Circulation of the Oceans</td>
<td>J. C. Briggs</td>
</tr>
<tr>
<td>Sept. 27, 29</td>
<td>Characteristics of Seawater</td>
<td>D. F. Martin</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Tides and Waves</td>
<td>W. H. Taft</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>Origin of Life and Ecological Classification</td>
<td>J. C. Briggs</td>
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<tr>
<td>Oct. 11</td>
<td>Life in the Littoral Zone</td>
<td>J. M. Laurence</td>
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<td>Oct. 13</td>
<td>Life in the Sublittoral and on the Continental Slopes</td>
<td>J. C. Briggs</td>
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<tr>
<td>Oct. 18</td>
<td>Life on the Abyssal Plain and in the Trenches</td>
<td>J. C. Briggs</td>
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<td>Oct. 20</td>
<td>Midterm Examination</td>
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<td>Oct. 25</td>
<td>Life in the Pelagic Zones</td>
<td>J. C. Briggs</td>
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<td>Oct. 27</td>
<td>The Phytoplankton</td>
<td>C. J. Dawes</td>
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<td>Nov. 1</td>
<td>The Zooplankton</td>
<td>J. R. Linton</td>
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<td>Nov. 3</td>
<td>The Nekton</td>
<td>J. C. Briggs</td>
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<td>Nov. 8</td>
<td>Marine Productivity</td>
<td>J. M. Laurence</td>
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<td>Nov. 10</td>
<td>Ocean Fisheries</td>
<td>J. C. Briggs</td>
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<tr>
<td>Nov. 15, 17, 22</td>
<td>Marine Sedimentation</td>
<td>S. Wimberly</td>
</tr>
<tr>
<td>Nov. 29, Dec. 1</td>
<td>Modern Research Instruments and Methods</td>
<td>E. W. Kopp</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Summary of Marine Resources and Their Value</td>
<td>W. H. Taft</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>International Competition and Cooperation</td>
<td>J. C. Briggs</td>
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Figure 17: Outline of an Early Course in the Marine Science Program

At the request of the chair of chemistry, Dr. Martin made several trips to Sarasota, Florida to meet with the widow of Joseph Kamlet, a chemist who, according to Dr. Martin, “had one of the
first consulting laboratories in the United States starting in 1940.” Dr. Martin negotiated the
donation of Dr. Kamlet’s files to the USF library. The donation was comprised of forty-five filing
cabinet drawers full of historical records. These now reside in the special collections section of the
library.

Dr. Martin is a regular contributor to the library. He has established two funds for the
purchase of books by the library. The first is an endowment that provides revenue for chemistry
related materials in the library. He has also funded a project to purchase South American science
fiction. Further details about these funds are provided below in the portrait of a philanthropist. In
addition to these visible projects, Dr. Martin quietly donates books in the name of individual
employees who he believes have provided outstanding service to the university. He matches the
book to the interest of the employee in whose name he is making the donation. This provides a
meaningful tribute to the employee and builds the repertoire of the library.

For more than thirteen years, Dr. & Mrs. Martin have served the Department of Chemistry
through the biannual publication of a department newsletter. In speaking of this, Dr. Martin notes,
“One of the things I’ve tried to do is to do things the chairmen don’t have time to do. They used to
have a newsletter … but they didn’t have time to keep it up.” And so the Martins work
collaboratively to provide a regular newsletter. Dr. Martin shares the extent of this service, “Well
we’ve had nine volumes, four issues per volume so this is our 36th issue.” At the point of this
writing, they’ve now published their fourteen volumes. The most recent publication, Summer 2016,
is the 53rd issue. All of the newsletters are archived on the Department of Chemistry website:
http://chemistry.usf.edu/news/archive/.

In closing this section on service, it should be noted that Dr. Martin believes all of his work
is service. In talking about his service, he noted, “You can argue that the research we did was
service.” In another conversation, he describes his work as “an opportunity to make an impact.”
Portrait of a distinguished service professor. With this perspective on his work, it should come as no surprise that Dr. Martin was awarded the rank of Distinguished Service Professor in 1992. Please see Appendix N for a copy of the letter from university President Francis Borkowski notifying Dr. Martin of his promotion. Note the personal comment from the President to Dr. Martin, “Dean, Richly deserved! Frank.” Dr. Martin proudly showed me the original letter and let me scan it for this research project. He shared the importance of this award to him, “It is very satisfying and it is especially satisfying when you realize you are nominated by [impressive] people.” Dr. Martin received letters of support from an environmental consultant working in industry, a representative of the Faculty Senate, and the President of Grinnell College. Dr. Martin also shared that when he was approached by the Provost at that time, he specifically asked if he could be nominated as a distinguished service professor. “These people [research professors] didn’t teach. They weren’t required to teach and I enjoyed teaching.” At this point, I asked Dr. Martin if service had been important to him through his whole career. He emphatically replied, “Yeah I think it has been. Yes. Yes.”

Portrait of an emeritus professor. In 2006 at his retirement from USF, Dr. Martin was awarded the rank of emeritus, which means he was officially titled as a distinguished university professor emeritus. He received a letter dated May 1, 2006, from the Provost, “The University has truly been honored by your numerous contributions to the College of Arts and Sciences, the research in your field, and the significant regard to which USF has received from your efforts. It is a great pleasure to affirm that you will be recognized at professor emeritus.” Please see Appendix O for a copy of this letter. In our third interview, I asked Dr. Martin what this means to him. He shuffled some binders on his bookshelves and promptly pulled out the original letter from the Provost. He read, “They spelled it out. It says, ‘Emeriti will be listed in the university directory and be eligible as a faculty member for membership in the university club, campus recreation center.’”
Yes! Yes! Yes!” He continued reading from the letter, “You can obtain a complementary emeritus ID card by going to the university card center’ and paying whatever. Yes, number five, ‘Emeriti are granted faculty privileges in the library and computer center and can maintain an email account’ so forth and so on. Well it is true and it is handy. It allows you to stay known so to speak … So emeritus means that you get free parking. Really! Really, I mean it really does … so a lot of good things come.” And so Dr. Martin enumerated the university’s side of the emeritus agreement.

However, he also acknowledges that this agreement is a two-way street. He believes that members of the faculty who apply for the rank of emeritus “want to help the department. We want to continue the relationship.” He follows noting, “You are living up to what you agreed to.” In an email shortly after this conversation, Dr. Martin wrote, “With respect to one of your questions about views of an emeritus professor, there are opportunities to do good things on behalf of others, but also to involve the Department of Chemistry.” In his fundraising drive for WUSF, Dr. Martin shares that he and Mrs. Martin were able to raise funds for the station, but also represent the Department of Chemistry. He did this through a challenge. He and Barbara would make a donation of $3,000 if the staff pledged $10,000 through call-ins. “During the three-hour period USF Chemistry was uttered at least thirty times. The results are particularly impressive as a PR effort for the Department.”

Further, Dr. Martin shares his thoughts about the personal benefits of being an active emeritus, “It provides you with structure and a sense of purpose and getting up and out in the morning … It does allow you to do things that you otherwise wouldn’t do. We’re still doing research. And I think I’m still productive and we’re still allowed to work with students.”

**Portraits of Dr. Martin through the Lens of Salient Identity**

While the lens of social identity considers the groups with whom an individual identifies, salient identity gives emphasis to the roles with which an individual closely identifies. A number of
these roles, the salient identities, are evident in the conversations I’ve had with Dr. Martin. These include the role of a mentor, the role of a retiree, the role of a philanthropist, the role of an historian, and the role of a family man – a husband and father. What follows are brief portraits of how Dr. Martin identifies with each role.

**Portrait of a mentor.** Dr. Martin is a mentor at heart. In speaking of his work with students, he says, “We’re investing in students. The students we invest in do great.” He is a true advocate for providing learning opportunities and professional advancement to those he takes under his wing. And he has a soft spot for the underdog. After our first two hours of interviewing and considering what I know of Dr. Martin from personal experience, I asked him, “So it sounds like you like to pick the underdogs and mentor them?”

“Yes, we actually did,” he responded immediately. When he speaks of the individuals, each by first name, with whom he has worked and has seen their careers take flight, his eyes light up with the joy of a proud father. Throughout our two interviews, he provided numerous examples of individuals he has supported. What is truly remarkable is that his protégés range from high school students to tenured faculty, from research institute officers to industrial specialists.

Dr. Martin shares, “There was a high school student whose mother wanted her to have some research experience. Well the last thing you really want is a person in the laboratory with no experience so I said why don’t we try to find out some information about Kamlet Laboratories? The mother took the daughter over [to the library] and they looked around through all these 137 boxes and they couldn’t find the right one … So I described it and the next thing you know they went over there and found all this information. I found the additional information and we had fifteen years [of corporate history].”

At this point I couldn’t help but to interrupt because I realized that Dr. Martin was detailing an archival qualitative research study, “So you’ve actually been able to mentor a high school student
through a qualitative research project on the historical development of a research lab that secured a highly successful patent?”

With a beaming smile he answered, “Yes. We have an article we put together between us and it was sent to *The Bulletin for the History of Chemistry*. Now just because you send it in doesn’t mean they are going to accept it but nevertheless if they don’t we’ll send it someplace else. Not to have too many unpublished thoughts as it were. I’m going to submit it to the Florida Academy of Sciences for presentation. She would rather not make the presentation because she would have to take off the day from classes and she is in this advanced program. But it would still appear in a published, refereed journal as an abstract so she would get credit on her CV and she would show some activity. You can work with high school students right through a project.”

Dr. Martin also reminisced about the success story of an undergraduate who conducted research and coauthored with Dr. Martin. He was proud that the student “won the $500 prize for outstanding undergraduate activity working in our laboratory and he also received a second-place prize which I think was a $100 for the Castle Conference. They’re [undergraduate students] being recognized for what they’re doing and I think that’s very well. They should be doing something worthwhile … He’s gone on to graduate school.” In addition to the poster presentations for which the student won the two awards, this research project has now been published in the *Journal of Environmental Science and Health*. Some … many members of the faculty would not involve an undergraduate in this level of research. Dr. Martin not only involved the student, but facilitated his first publication.

Dr. Martin tells the story of a graduate student who was struggling because of a speech impediment. He shares:

Early in our career we had a student who recently sent us a note. He earned his doctorate and has a successful career in industry. It dawned on him I had helped him. The student had
a really severe stammering problem. If he would answer the phone when I was gone, people would hear this gasp. He couldn’t say, “I’m answering for Dr. Martin.” He would gasp so forth and so on … At any rate, we got him involved in research. He really felt good about this. He would give a presentation to his group on the synthesis of certain compounds. He got papers from this so forth and so on. Then I was ambitious and we had him apply to Iowa State. Turns out I thought he was better than he really was. He got out there and flunked every damn entrance exam, but they kept him on and he got a master’s degree and then he went into industry. And he came back for a doctorate. It made him feel good. And the stuttering problem, the stammering problems disappeared. It went down and ultimately disappeared. I think that’s an impact.

It isn’t uncommon for graduate students to find themselves in a program or with an advisor that isn’t a good fit. The unfortunate reality is that many students abandon their educational pursuits at this point. Dr. Martin shared how he was able to help one such student redirect and flourish on a new career path:

There was a student who was in another program. Now, there’s a rule you can only be supported five years after you’ve passed your qualifications for a doctorate. Well this other program interpreted that a little differently. Here is the student who was very creative I thought – really very creative. Well they told him he was competent but not competitive. So they wouldn’t give him support. I think they gave him some support for taking care of the rat room or something like – very limited support. And this was the same thing the next year, next year, the next year after that. At the end of five years, they told him he was no longer eligible for support because the five years had elapsed. We chatted and he visited as he would go past the laboratory. I told him you know you are exactly the kind of person we could use for this project we have on red tide. The next thing I know he changed his advisor
and made me the co-chair. He got through. He really was creative. Well he is now a senior person in a consulting firm. He can sign his own research projects.

**Portrait of a retiree.** As I’ve discussed in previous sections, Dr. Martin retired at the end of the spring semester in 2006, which puts him ten years into retirement at the point of this writing. However, he is still an active member of the faculty. He describes his typical day, “Well it used to be that when I had an 8 o’clock class I’d be here quarter to eight ready to go. Then later when I didn’t have 8 o’clock classes, I’d be here at a little after seven and, of course, I’d work out in the recreation center. For some reason since I’ve retired I tend to get here a little before seven and I still work out.” Dr. Martin continues, “The University gets me for free in the morning, ok?” And then he goes on to describe, “I come in and try to shuffle papers so forth and so on. We are still involved in writing papers. We have four that are in press and three that are being considered.” However, Dr. Martin likes that his day ends earlier since he retired, “Instead of going home at 7:00 at night after class, I go home more early in the afternoon.”

After listening to Dr. Martin describe all the work he is doing even though he is retired, I had to ask him about retirement specifically and what it means to him. He responded, “Well we have a chance to do fun things. We can go as we more or less please … I go to meetings the faculty apparently don’t want to go to.” He further shares, “When the President’s Service Committee meets we go to that too. We rub shoulders with various people including members of the Board of Trustees. We go to the club meetings and meet people who are staff members.” A few minutes later in the interview, Dr. Martin comments, “We haven’t run out of things to do.”

In a later interview, I asked Dr. Martin why he retired given that he is still invested in the work. Dr. Martin responded that he sees retirement as “an opportunity to enjoy another phase of life.” He goes on to share, “It does allow you to do things that you otherwise wouldn’t do. We’re still doing research. And I think I’m still productive and we’re still allowed to work with students …
I think it was time. I think I retired at the top of my form. And I think we’ve been able to do things that are useful.”

**Portrait of a philanthropist.** Dr. Martin is a philanthropist. “Money talks,” as he says. Philanthropy is salient in his personal identity. Further is an important aspect of his joint life venture with his wife, Barbara. In speaking of his contributions, he always uses plural pronouns referencing the work with his wife. “You can donate money and we have,” Dr. Martin voiced in our third interview. “I think we’re at the top of the list [of donors].” In our fourth interview, he further explains, “We’ve reached a certain level. Got a note from the President that we’ve contributed half a million dollars. We thought we could do this because our life style hasn’t changed a whole lot and my wife says we do it because we can and we want to.”

Dr. and Mrs. Martin have contributed a considerable amount of money to the Department of Chemistry at USF. Each year, Dr. and Mrs. Martin host two thank-you luncheons for the staff in the Department. Annually, they support the undergraduate awards banquet. They are listed as “Atomic Contributors” for the event ([http://chemistry.usf.edu/annualawards/sponsors.aspx](http://chemistry.usf.edu/annualawards/sponsors.aspx)). They also routinely provide funds for Foundation accounts to bolster the balances and keep the Department’s mission moving forward. In example, the Martins often provide additional funds to assistant graduate students’ travel to conferences. Dr. Martin commented on this during an interview, “We were thinking of augmenting an award. The travel award is now up to $41,000 and I think it brings in $1,600 [annually] so it would support five students. Should we increase it?” He further commented about adding funds to other accounts, “It occurred to me maybe we should up the Barbara Martin Fellowship because it was presently under water.” Dr. Martin promises, “There is time ahead to try to raise money for the department.” During his tenure with the Department of Chemistry, Dr. and Mrs. Martin have established ten accounts to support research and scholarship in the department. The market value of the endowments can be found in Table 2: Endowments.
Established by Dr. and Mrs. Dean Martin. Following is a list of ten accounts established with the USF Foundation:

1. Undergraduate Named Award Fund – This provides ten $200 scholarships annually to undergraduates majoring in one of the five chemistry degrees.

2. Institute for Environmental Studies – This supports the research of personnel, student or faculty, affiliated with the institute.

3. Environmental Chemistry Research – This also provides funds to support research to the Institute for Environmental Studies.

4. Chemistry Alumni Lecture Series – This fund supports travel and an honorarium for alumni each year who are invited to present in the department’s lecture series.

5. Chemistry Alumni – This provides travel support for one alumnus to speak at a department event; typically this is the speaker for the undergraduate awards banquet.

6. George Bursa Award in Chemistry – This is a scholarship named in memory of Mrs. Martin’s father. It provides a $1,000 each year to a graduate student “who has demonstrated notable professional dedication and consideration for others” (http://chemistry.usf.edu/graduate/awards/).

7. Barbara and Dean Martin Seminar Series – This account provides travel support and an honorarium for two distinguished speakers each year to participate in the department’s seminar series.

8. Barbara and Dean Martin Travel Fund – This fund provides travel support for graduate students to attend conferences, present research, or gather data.

9. Barbara B. Martin Fellowship in Chemistry - The award is in honor of Mrs. Martin and provides a $1,000 scholarship to a chemistry graduate student “who expresses an interest in an academic career … preference may be given to female applicants owing
to their under-representation in this field”

(http://chemistry.usf.edu/graduate/awards/).

10. Martin Endowed Book Fund – The purpose of this endowment is to provide books to the library related to chemistry in general or the specific research of a member of the faculty.

The Martins do not limit their philanthropy to the Department of Chemistry. They provide funds for a wide-range of activities across campus. Dr. Martin notes that they “also have a women’s soccer scholarship endowment. Not because we know anything about soccer, but because the women who play are really outstanding.” A little further is the same interview, Dr. Martin, with a conspiratorial smile, exclaims, “And we have a fund that supports … Are you ready for this? South American Science Fiction! … We used to buy books for them [the library] because people were treating us nice. We found they [special collections] needed money for South American Science Fiction.” In a later conversation, Dr. Martin added that they’ve likewise created a scholarship that supports softball players. Dr. and Mrs. Martin also support USF’s Reserve Officers' Training Corps (ROTC) through a leadership award “for the person who showed leadership, but also needed the money.” Dr. and Mrs. Martin are also avid supporters of WUSF. As discussed above, earlier this year he participated in a live fundraising broadcast. He was so excited he sent me an email that evening sharing that in four hours they were able to clear their fundraising goal of $10,000 for the station. The Martins issued another matching challenge during an early week of fall 2016.

Dr. and Mrs. Martin likewise support their former institutional homes. Speaking of Grinnell, Dr. Martin shares, “My wife and I are what are called class fund directors for Grinnell College. We try to talk our classmates into donating to Grinnell College. It’s not necessarily the easiest thing to do because they think the endowment is high. Well it is, but you need all the money you can get
these days.” Please reference Table 2 for a list of the endowments the Martins have set up for both Grinnell and Penn State.

**Portrait of an historian.** Dr. Martin has had a keen interest in history throughout his academic career. He shares, “I think I always had an interest in history.” Dr. Martin won a prize for history in the 8th grade. He also tells the story of a history professor he had in his freshman year of college. The professor, who Dr. Martin terms a rascal, outraged Dr. Martin once by telling the class that they were nothing but parasites living off their parents:

Well I mean I was outraged. I raised my hand and said, “Professor. We aren’t parasites. We are investments. And my parents, our parents, are invested in us. College is investing in us. Those people on the GI Bill, the nation is investing in them. I think we will turn out to be really good investments.” I mean I was outraged. Nobody else said anything. And you know what that rascal did? He just smiled and we went on to something else. It was his way of stimulating discussion so I fell into his trap … It turns out that he was an interesting man.

He was dedicated.

This professor made an early impact on Dr. Martin, so that when the need arose for someone to teach Historical Perspectives in Chemistry, Dr. Martin volunteered. He ended up teaching this course for ten years. It was during this time that Dr. Martin took on the project of the academic genealogies. He shares, “I still had this fondness for history and I thought it [the academic genealogies] was a good way of getting the faculty members recognized.” For each member of the faculty, past and present, in the Department of Chemistry, Dr. Martin has assembled charts of their academic history, the flow of mentee to mentor back through time to the early antecedents of the disciple. As example of an academic genealogy, Dr. Martin’s, can be seen in Figure 4. As an introduction to these genealogies, Dr. Martin writes:
These charts attempt to present the academic "roots" of faculty members. The institution at which each doctorate (or in some instances doctoral-level training) was obtained is given. For many faculty members, it was possible to trace the chain of academic advisors or genealogy back to three major chemists: Fourcroy, Berthollet, or Berzelius. Prior to these persons, the antecedents are murky in that the advisors were not chemists but were physicians or apothecaries. Preparation of the charts was coordinated by the CHM 4060 [Historical Perspectives of Chemistry] Instructor, assisted by students in the course, and assisted by cooperating faculty, and using literature sources (Martin n.d.-a).

In additional to the genealogies, Dr. Martin has also undertaken the job of maintaining the history of the Department of Chemistry. In referencing the usefulness of written histories, he says, “It's kind of interesting to have the background and history.” This history has been written entirely by Dr. Martin. It is maintained on the department website (http://chemistry.usf.edu/about/history/) and is quite extensive. The content includes:

Introduction

Chapter 1: Early Days

Chapter 2: Changes and Detours

Chapter 3: Buildings

Chapter 4: A Time of Growth

Chapter 5: The Zaworotko Years

Chapter 6: USF Chemistry Anecdotes

Appendix 1: Faculty

Appendix 2: Chairs

Appendix 3: USF Presidents

Appendix 4: Faculty Books
Appendix 5: Role of Tampa Campus Faculty in the Development of Marine Science

Dr. Martin notes that he is “active in the division of History Chemistry” within the American Chemistry Society. He enjoys his work reviewing and writing about chemistry from a historical perspective though he does note that his work in this area is pragmatic. Time marches forward with new faculty and new space requirements, so priorities and allocations shift. Dr. Martin notes, “If they take away the laboratory then we can still do historical research.”

In the last ten years (2005-2015), Dr. Martin in collaboration with his wife and many students, has published thirty-seven journal articles of which eleven are historical in nature. These titles include “Five Women Who Worked for Alfred Werner,” “What Might Have Happened if the America Invents Act Has Been a Law in 1886?,” and “St. Elmo Brady (1884-1966): Pioneering Black Chemist.” Six of Dr. Martin’s most recent articles are related to Jonas Kamlet, whose archives Dr. Martin secured for the USF Library. In referencing the archives of Dr. Kamlet, Dr. Martin explained, “I thought they were useful for historical purposes.” Please see the section above entitled Philanthropy for details regarding the acquisition of these archives. The full references for all of these articles can be found in Appendix B.

Portrait of a husband and father. You do not need to know Dr. Martin very long, really a few minutes at most, to know how important his wife and his children are to him. They are central to his identity. In every interview, every conversation and many email exchanges, Dr. Martin shares a comment or anecdote about his family. They are intricately tied into Dr. Martin’s career path. Barbara, Dr. Martin’s wife, works in the office next door to him, which she has done since their youngest child entered preschool. She is a courtesy member of the faculty of the Department of Chemistry alongside her husband. In speaking of any aspect of his career or personal life or special interests, Dr. Martin uses the pronoun “we.” Dr. and Mrs. Martin do everything together; they are
truly life partners. He tells the story of how they met in college, “I saw Barbara when she joined the college orchestra” at Grinnell. She was also a chemistry major. They launched their saga.

Dr. Martin fondly describes their relationship in graduate school, which they also attended together, “She was an expert in doing the calculations and so we’d do the measurements and she’d help with the calculations. So we had our first collaboration.” He continues:

We were able to work together because we had his and her laboratory benches. We had all of these compounds to measure spectra. I would do the dilutions and Barbara would do the physical measurements. And I would do the drawings for her thesis and she would do the proofreading for mine and so on … I was a research assistant for the three years I was at Penn State working on my doctorate and she was a teaching assistant for one year and then a research assistant for one year. She got her master’s.

Dr. Martin shares that, at this point in their relationship, Barbara made a sacrifice for his career and the start of their family. “Barbara had gotten a master's because I was close to getting a doctorate so she made a sacrifice.” Dr. Martin completed his Ph.D. and they – Dr. and Mrs. Martin along with soon-to-be baby Martin – headed to London for the start of Dr. Martin’s career and their family. (I provide a few more details of this stage in their life in the section regarding Dr. Martin’s biography.)

However, this was actually the start of a joint career. In our fourth interview, I asked Dr. Martin about he and his wife’s close working relationship. “Your wife has worked with you your whole career. Do you think having Barbara by your side professionally contributed to your career?”

“Of course!” he responded.

“So do you think your career would have proceeded differently without her?” I followed.

“ Wouldn’t have been as much fun,” grinned Dr. Martin. “She provided a great stability. I think we collaborated on 79 papers, 2 books, a daughter and five sons,” Dr. Martin laughed. In a
previous interview, Dr. Martin had commented that he and Barbara had coauthored many papers together. In 1994, Dr. and Mrs. Martin were each awarded the Florida Medalist Award of the Florida Academy of Sciences. Dr. Martin notes in his curriculum vitae that Barbara is the co-recipient. He told me, “We now have his and her medals on white ribbons and we won them.”

As noted above, Dr. and Mrs. Martin have a large and close-knit family. Please see Figure 16 for the Martin Family Tree. Together they have raised six children. Dr. Martin shared with me about his kids’ naming scheme for themselves. Each child is ranked in order by birth and then gender so their first child, their only girl, is child one, only daughter (C1OD), the second child, their first son, is C2S1, and their youngest is C6S5. Dr. Martin thought this was amusing and clever, a wonderful family joke. The Martins currently have six grandchildren. In a discussion about his retirement, Dr. Martin shared that a deciding factor in retiring was that they “can see the grandchildren a little more often.” He shared that his son Brian has challenged him to attend every grandchild’s high school graduation and Dr. Martin remarked, “I’ll be pretty close to a hundred by the time they all get out of high school. Well you take one day at a time, I guess.”
Elements Contributing to Dr. Martin’s Perspective

In undertaking this study, I asked the guiding question of what factors in Dr. Martin’s social context have contributed to his perspective as an emeritus professor. In analyzing the interviews between Dr. Martin and myself, I identified ten initial descriptive words. Please see Table 4 above. Of these initial ten words, I was able to find six recurring patterns that Dr. Martin attributed to his positive perspective on his continuing role as a professor emeritus. Following is a list of these recurring themes illustrated with quotes from Dr. Martin.

**Attribution.** Dr. Martin believes it is important to give attribution to those who came before him and to those who contributed to a work such as a line of research or a specific published paper. This is, after all, a tenet of academia’s ethics.

As I previously mentioned, Dr. Martin and his wife – as well as the high school student – have conducted an archival study of Kamlet Laboratories. Dr. Martin has posted a biography of Jonas Kamlet, the founder of the research lab, on Wikipedia (Martin & Martin, 2016). He’s also submitted an article to the *Bulletin for the History of Chemistry.* The reason he undertook this study as well as several other studies?

Our interest … Did he receive the amount of credit he deserved? Well, no. He didn’t because when you hear the people who came later, they tell what they did. They mention his pill … Well he didn’t receive the credit for it so this is one of the things that we do. My wife and I wrote an article on the background of this.

In speaking of his work as a mentor to undergraduate researchers, he notes, “They’re being recognized for what they’re doing and I think that’s very well.” In commenting on his promotion to the rank of professor emeritus, he said, “It allows you to stay known.” In 2015, Dr. Martin was elected to the rank of Fellow in the National Academy of Inventors (NAI). When I asked him what this meant to him, he replied, “I think NAI means a degree of recognition. I think it reflects plenty
of good people in the University.” He went on to comment about how the Senior Vice President for Research, Innovation & Economic Development here at USF “sent a note of congratulations” and that meant a lot to Dr. Martin.

Creativity. In our series of four interviews, Dr. Martin touches on the topic of creativity 14 times. As a matter of fact, he cites the opportunity to be more creative as a reason for accepting his position at USF. Well here [USF] there’s been an incredibly high degree of creativity.” In reference to his teaching, Dr. Martin shares, “I think I was a creative one [teacher].” In reference to his research and published work, he believes “they [his papers] are creative and in a range of areas.”

Being valued and needed. In our first interview, Dr. Martin told the story of a man he knew who ran a successful business and had a purpose in life because the man was needed. He was part of something. However, he lost his position. The man had a considerable amount of money so he didn’t feel the need to seek a new position. The man lost his purpose and his direction. Dr. Martin commented that he felt the man “wasted his life.” And he said he thought about how he wasn’t going to be like that. In a later interview, Dr. Martin shared that he strongly felt that even in retirement “you can do some things that are useful.” In looking at his career within the Department of Chemistry, Dr. Martin feels that he is valued, “The department has treated me well.” He’s also commented about the support of colleagues and leadership he’s received through his various promotions.

Positive examples. Dr. Martin has had a number of role models that have contributed in a positive way to his perspective as an active member of the faculty in the academy. Dr. Martin has shared in both email and in our final interview about Dr. Joe Danforth, who was one of his first chemistry professors at Grinnell College. Dr. Danforth was instrumental in encouraging Dr. Martin to stay with chemistry and pursue his graduate degree. Dr. Martin has spoken at length regarding Dr. Conard Fernelius, who was his advisor and mentor in graduate school. Dr. Fernelius played an
important role in Dr. Martin’s life even up to retirement. I asked Dr. Martin, “Is there any particular person that influenced you towards emeritus?”

“Well, Conard Fernelius, who was our advisor – mine and my wife’s – came to retirement so he moved down here. I thought it was a good idea and I recommended to the Chair that Dr. Fernelius be made a courtesy professor. He was for five years. In his retirement, Dr. Fernelius continued to teach. He enjoyed it. He really did.”

In another interview, I asked Dr. Martin, “Can you think of some specific things that contributed to your beliefs in how the emeritus role should work?”

Dr. Martin nodded saying, “I think I was influenced by how other people behaved.” Dr. Martin observed that a great many professors take the title of emeritus and then disappear. However, he found Dr. Terence Owen to be a positive example of an emeritus. Dr. Martin commented that Dr. Owen continued to contribute to the Department of Chemistry and the University’s mission right up until he died. On the website for the department, Dr. Martin wrote:

Dr. Terence C. Owen passed away peacefully on June 23, 2009. He was born in Cannock, England, and received his doctorate in chemistry at the University of Manchester. He brought his wife and two children to Tampa in December of 1963, when he joined the University of South Florida as a professor of chemistry. Dr. Owen served as Chairman of the Chemistry Department from 1974-1978 and received many awards for his outstanding leadership and devotion to the field of chemistry. In addition, an endowed scholarship was founded in his name to reward outstanding research students. He loved both teaching and research, and though retired in 1997 continued his research and mentoring up to the week before his passing. He was also an avid sailor and explored much of the west coast of Florida, the Keys and Bahamas on his summer vacations. He was 78 (Martin, n.d.-b).
Satisfaction. Dr. Martin has enjoyed his career in academia at USF. In speaking of his career in our first interview, Dr. Martin shared, “What do I like about this? Well it’s satisfying. It’s particularly professionally satisfying. Working with people is a very satisfying job and we have some really marvelous colleagues to work with and marvelous staff members to work with. So it’s very satisfying.”

Having an impact. Across our four interviews, Dr. Martin discusses having an impact seventeen times. He believes that making a difference is important as a person and as a professor. In example, Dr. Martin discusses the importance of his teaching career, “The most significant impact I think was on the students.” I discuss a number of examples in the section above regarding Dr. Martin’s mentoring of specific students. Dr. Martin also believes that his publication record has had an impact in the fields of chemistry, “I think that’s going to be the impact when you have a lot of papers.” As an example, Dr. Martin served as an author on a paper entitled “The Coordination Chemistry of Yttrium and the Rare Earth Metal Ions,” which was published in 1965 (Moeller et al). This article has been cited 471 times, as per the Web of Science, with the most current citation from August 2016, which illustrates the continuing impact of this article in particular.

Elements Detracting from Dr. Martin’s Perspective

My final exploratory question for this life history of Dr. Martin asks the question about what elements in his life have detracted from his perspective as a professor emeritus. In my initial analysis, I identified eight descriptive words. Please see Table 4 above. These words identified patterns across all of my interviews with Dr. Martin. In further study, I categorized the words “mistreatment” and “insensitivity” together in that the concepts were used interchangeably by Dr. Martin. I did the same with the words “obsolete” and “forgotten.” These two words were descriptors I generated in identifying a pattern of concern Dr. Martin had about his future. I also dropped the word “disrepair,” which references several comments Dr. Martin had regarding poor maintenance.
practices in building upkeep. In subsequent analysis, I found that these comments weren’t specifically relevant to Dr. Martin’s perspective on his career, but rather they are more of a pet peeve. The remaining five categories are as follows:

**Mistreatment or insensitivity.** All in all, Dr. Martin has very few complaints as it relates to his career at USF. As a matter of fact, he comments a number of times about how well he has been treated at USF. Note his glowing remarks above regarding the description of his satisfaction. However, Dr. Martin does share that he has had some frustrations over the years with various policies and practices. “There were some heartbreaks I would say or some really puzzled nights.” He noted that at one point in time, there was a policy that “all the people in a certain department get paid the same amount – all the associate professors, all the assistant professors, etc.” He felt this was unfair to those who were more prolific researchers or dedicated teachers. He goes on to note that “you go along to get along or something like that.”

Since his retirement, Dr. Martin has had a few troublesome experiences. He has been particularly frustrated with the recurrent disappearance of his research initiative funds. Dr. Martin has continued to be an active researcher as an emeritus professor. He’s held several grants in the last ten years, which have generated facilities and administrative fees for the University. His portion of these funds have been dispersed into his research initiative account. However, on two occasions, these funds have been swept back into central accounts because he is retired. He objected, “They went around and anyone who was retired, they just scoffed up the money.” On each occasion, the Department and College have been able to recover these funds for Dr. Martin and he is very grateful for this. However, he feels there should be more sensitivity by central administration in recognizing the active role of an emeritus.

In a funny anecdote, Dr. Martin shares that shortly after his retirement, he attempted to checkout a book from the library only to be told that his library card had expired. He was a bit
disgruntled, but he engaged his sense of humor. He laughingly told the librarian, “I haven’t expired. I’ve just retired.” Again, this was a bump that was quickly sorted out by the administration and he’s not had a problem again at the library.

**Politics.** Dr. Martin is a straightforward person, so he is put off by some of the political machinations he’s witnessed during his years on the faculty of USF. He shared a story from early in his career when a faculty administrator “really pulled a remarkable fast one let’s say. He bypassed the Dean. He bypassed the Provost. He bypassed the President and somehow got the legislature to sponsor a bill.” Dr. Martin is to this day surprised that someone would route a decision outside of the chain of command, so to speak.

In our discussions, Dr. Martin has also referenced the impact of the broader political environment – federal as it related to McCarthyism, but more directly at the state level of government. In speaking of his start at USF, Dr. Martin noted the impact of state policies, “Before I came, the Department was so poor because of the Johns Committee and the falling off of enrollment because of adverse publicity because of Senator Charles Johns.” He’s also written about this subject:

> Disaster nearly came in the first four years with the advent of the so-called Johns Committee [the Florida Legislative Investigation Committee]. It is easy to forget the era of "red scare" McCarthyism, and the like. When I joined the faculty in 1964, one of my first duties (and not mentioned in the negotiations) was to visit the Administration Building to be fingerprinted and to swear allegiance to the State of Florida, or at least swear not to undertake to overthrow the State. A state senate committee headed by Senator Charlie Johns was concerned about the alleged existence of communists, homosexuals, and atheists in classrooms in the state universities (University of Florida, Florida State, Florida A&M, and USF), and all were the subject of investigations and on-site hearings … One faculty member
told me he was questioned on why John Steinbeck's "Grapes of Wrath" was being read in an American Literature Class. He mentioned that Senator Johns knew, for example, the number and kind of swear words in the book. A lengthy report was submitted after several weeks. There was "little evidence of ideological and moral aberrations" according to Cooper and Fisher (1982). But the report was concerned with certain readings, speakers, and free-wheeling class discussions. In 1963, President Allen addressed a joint session of the Florida Senate and House and affirmed the soundness and maturity of the University, and he affirmed the nature of inquiry at a major university … Aftermath? The effect of the Johns Committee report was chilling, and could have been disastrous for the comparatively new university. One effect, I believe, was a short-term decrease in enrollment, which affected the budget, of course, but USF later recovered and picked up momentum (Martin, 2004).

**Being obsolete or forgotten.** As much as Dr. Martin expresses the importance of work being correctly attributed, he is frustrated when things are not attributed correctly. In our interviews, he’s expressed concern at several points regarding his need to stay useful to the Department of Chemistry and the University. In discussing his ongoing work for the Department, he once said in an interview, “I thought somebody would say, ‘Well done thou good and faithful friend.’ Well no it didn’t happen.” He’s commented that there is still plenty of work to do and he will keep at it. He just hopes that what he’s achieved is remembered. This has been particularly true since his retirement, but there have been incidents in his tenure as a professor when he felt slighted.

In two of our interviews, Dr. Martin spoke at length about the beginnings of the Marine Science program on the St. Petersburg campus and his early involvement. I’ve discussed this in previous sections. He is very proud of this program and its important contributions. However, he is disappointed with the lack of acknowledgement of his support and that of the Department of
Chemistry that were needed to get this program off the ground back at its inception. “I’m not sure chemistry ever received the credit they deserved on that. In fact, I know they didn’t.”

At one point in our conversation during the first interview, Dr. Martin suddenly sat forward and exclaimed, “And some time ago it occurred to me what happens if they took away the laboratory? What happens if they take away the office? So I became active in the division of the history of chemistry. If they take away the laboratory then we still have … we can still do historical research.”

In writing rambling thoughts into my researcher reflective journal after our second interview, I scribble a brief entry, “fear of being obsolete.” And then I sat staring at this simple, but prosaic epiphany. Dr. Martin does not want to be forgotten. Who does? Athazagoraphobia is the fear of forgetting, being forgotten or ignored, or replaced. This is not an uncommon phobia. In considering the thoughts on this that Dr. Martin expressed, I penned the haiku poem, “Obsolete”.

Please have need of me
Athazagorophobic
I must be of use

Dr. Martin also speaks about how tickled he is when students remember him. He shared the story of running into a former undergraduate student years after the man had graduated. The student recognized Dr. Martin by his voice and re-introduced himself. This was touching to Dr. Martin. He said, “They remember my enthusiasm. I’m not sure they remember much about chemistry, but they remember my enthusiasm.”

Administrative burdens. Dr. Martin’s frustration with administrative requirements is a recurring theme in our interviews and exchanges. It’s not so much that he is required to handle administrative tasks, but rather the frequency of policy change, particularly when changes are made at the last minute or information is inconsistent in what is required.
Dr. Martin gives an example of last minute administrative requirements, “I didn’t really like the challenge of making a syllabus because you had to have the wisdom of Solomon, the training of a paralegal, and the patience of Job. The thing that really did annoy me was the Provost Office would come up with a requirement for the syllabus about two days before classes were scheduled to start.” Dr. Martin feels like teaching in general is “getting more and more complicated.” He references the Gordon Rule policy, a state requirement that each student, regardless of major, has to complete a specific number of English and math courses as well as a writing requirement of 24,000 words written across their coursework in order to complete a Bachelor’s degree. He comments, “We also had the Gordon Rule. It was just an utter mess to keep track of all this.”

And in example of inconsistent information, Dr. Martin discusses the constant fluctuations in the grant submission process. At one point, he recalls that “the college had a rule that you had to put in money [in your grant budget] for tuition for graduate students. However, NIH or whatever [funding agency] wouldn’t accept it. So you ended up having to write two budgets.” Dr. Martin is referencing the period in which the Federal agencies were in the process of changing their no-tuition policy. It was a shift that happened over a couple of years so it was often unclear which guidelines to follow and it resulted in quite a few grant budget rewrites.

Dr. Martin also addresses the concern many members of the faculty have regarding the escalating need to secure grant funding in an environment that has had fewer dollars to offer for research. “Faculty members are faced with the need to raise money, large kinds of money fast. And they spend about 40% of their time writing proposals.” He continues, “It [finding funds] causes no end of problems administratively.”

**Competition.** Across our interactions, I’ve found it pretty clear that Dr. Martin is a team player. He prefers that goals are achieved through the mutual work of the faculty. He believes everyone has a role to play and each person should contribute to the greater good. Dr. Martin is not
comfortable with competition between peers that detracts from the overall program. In strategic planning, the Department of Chemistry has chosen to emphasize some disciples within chemistry over others. Dr. Martin notes, “The department chose not to go into the area of environmental chemistry. I think they should have.”

As I mentioned above, he thought it was a bad policy to hold all faculty of the same rank to the same salary. He shares about one year in particular in which he had spent a great deal of time building his annual faculty report. He was proud of the report because he’d had a particularly productive year. A colleague told Dr. Martin that he himself hadn’t taken the exercise seriously and just submitted a few brief comments for his report. It infuriated Dr. Martin that they each received the same raise, “I think, my God, here’s this man who scribbled something and he gets the same as I do.”

Another point we’ve discussed is Dr. Martin’s experience with policies such as new researcher awards that are nudging out older, more experienced researchers. He explains, “They’re favoring younger faculty members. If you’re over 65, you might as well not try for a portion of NIH money unless you have something extra special.” This also ties into the previous discussion of Dr. Martin’s concern about being pushed out, becoming obsolete.

**Perspectives on the Changing Landscape of Higher Education**

In our last interview, I asked Dr. Martin about his perspective on the changing landscape of higher education. I asked him about the impact of specific trends on his decision to retire. I asked him about his outlook on the future of higher education.

**Increased accountability.** I said to Dr. Martin “We’re seeing an increasing demand for transparency, accountability, and reporting requirements.” And then I asked, “Do you think this has had an impact on your research?”
No and I’ll tell you why. We once transferred a small amount of money to the department to cover transcription costs. We felt it was morally ok. Well along came an auditor. He’d been doing all kinds of auditing and he thought here’s something. Well lucky me. He looked at this transfer and asked why we did it. I told him it seemed morally good. He asked if there was anything in the grant that allowed it. No? So he threw it out. We had to pay back the money. It taught a lesson. You don’t want to get audited. We’ve only been audited the once fifty years ago, but it teaches a lesson. One of my advisors in the 1930s told us he learned from his mentor that when you are dealing with money don’t ask what you are going to do if you get caught. Ask yourself what you’re gonna do WHEN you get caught. OK?

Dr. Martin feels that there has always been a level of required accountability. We often associate this with financial accountability, but he also commented about his belief that we also have to be accountable to the students who are investing in their education. He told the story of one of his student who made a two-hour plus commute to make an 8 am class. “Do you think I was ever late for the eight o’clock class? No! If he could make it, how could I not make it?”

**Financial resources.** Dr. Martin and I also talked about streams of research revenue. I asked if he had also experienced the difficulties many are now finding with securing traditional research grants through institutions such as the National Institutes of Health or the National Science Foundation. “Well we get them,” he continued. “But yeah we were rather agile. You can see this in our CV, the various places we’ve gone. Some of them really weird but they brought in money.” Dr. Martin also noted his weariness with the ongoing issue, “I think I’d gotten a little tired of some of the problems in funding,”

**Modes of instruction.** In our fourth interview, I asked Dr. Martin his thoughts about the changing modes of instructions, such as having content online and webcasting. He believes that changing approaches to instruction is necessary to keep pace with changing technology. “We
realized we had to change and go to a different mode … There’s a certain amount of technology that is really superior.” He also noted that this is something that the Provost Office has been encouraging and will undoubtedly continue to do so.

Dr. Martin shared that he has done distance learning. “I was one who did it by distance learning.” This was a new approach when he began holding classes via broadcast. He described some of the technical aspects, “We would actually go on broadcast. You are in a studio. You have to look at the camera because the people at the other place, if you are looking down or some other place, you aren’t looking at them. You have to look at the students and maintain eye contact.” However, he has reservations about the viability of distance or web-based classes. “I think there is a danger in this … I think they [modes of distance learning] have certain limitations. You can allow people to get an education who never show up on campus, but they are losing something. It’s a survival technique … You don’t know the student and the student doesn’t know you … It [distance learning] can be very, very powerful, but the interaction may not be there.

“We are changing philosophy. More and more we are coming to a table or menu … cafeteria style,” Dr. Martin comments in reference to the various choices students now have in selecting their courses. He further notes that even within a face-to-face class, the styles of teaching is changing. “They don’t want the expert in front. You want him [the expert] sort of on the side. You get the students started in a group and they share. The idea is that they may interact better because they are the same age. Then they come back to the faculty member.”

**Contingency faculty.** Dr. Martin and I also spoke some about the trend for universities to now hire more contingency faculty then tenure-track faculty. The numbers of adjuncts and visiting instructors has been increasing markedly in the last few years. This is all too frequently due to budget constraints, which Dr. Martin notes, “More instructors and adjuncts and so on, it is a way to adjusting the budgets at state universities.” He further comments, “They’re making a decision based
on exigencies.” Dr. Martin feels that in the short-term this can help with managing budget shortfalls, but contingency faculty are just that – short-term. This approach is not sustainable in that it doesn’t provide careers or connections to the institution for the faculty hired in these roles. Further, permanent faculty are needed to support graduate programs that require experienced, research-active faculty. Dr. Martin notes, “There needs to be a good balance. There are problems when you have given tenure to a person. They can become indolent. They can become repetitive. They can become lacking creativity. But at times, it can be very, very useful.” Balance between contingency faculty and tenure-track faculty is the crux for sustaining viable programs.

Women in science. In preparation for my fourth interview with Dr. Martin, I sent him the list of questions via email. The fifth question on the list asked:

We’ve previously spoken about how few women are in science. The sciences have long been considered the domain of the masculine. We see chauvinism and subtle favoritism even today. But I note that you’ve written some articles about women in science. You and your wife have established an endowment for scholarships for women pursuing an advanced degree in chemistry. Do you think it is important to encourage more women to have careers in science? Has this always been your opinion? Is this the influence of your wife?

Even before our scheduled interview, Dr. Martin stopped by my office to talk with me about this specific question. He feels that women have been treated unfairly in science and shared a story from his secondary education, “I had a female history teacher who was replaced by a male history teacher part way through the year because it was felt women didn’t have the mental capacity to handle history. The new instructor commented about how they were now going to get real lectures. This was unfair.” He feels strongly that women should be treated fairly. He noted that they are why he and his wife setup the endowment for women in chemistry. It is so that women will have a choice to go into academia. He noted that many still don’t. Dr. Martin shared an article with me
from *Chemistry World* entitled “Pipeline sparse for US female chemists.” The article states that “a big reason why fewer women are entering academia is because it’s seen not as a very collegial atmosphere” (Trager, 2016, p.13). Dr. Martin also noted that there is a bias about women and pregnancy in the field of chemistry research. He noted that in his experience, “There are faculty members who don’t want their graduate students to be pregnant because it slows down their research.” He believes this bias causes a dilemma for women who want to have a career, but don’t want to put off childbearing until after they have tenure.
Chapter Five: Findings, Discussion, and Conclusions

At the beginning of this study, I introduced Dr. Dean Martin, a professor emeritus with the University of South Florida. Dr. Martin has 52 years of history with this institution – 42 years prior to his retirement and now ten years as an emeritus. I began this study with Dr. Martin as an inquiry into the work of an education, which was an assignment in one of my qualitative methods classes. I expanded this research over two semesters and it grew into a pilot study for my dissertation. In my initial interviews with Dr. Martin in 2011, I realized that he is an exceptional example of what a professor emeritus can be. After five years of working closely with Dr. Martin as our research unfolded, I stand by my initial impression that Dr. Martin goes above and beyond in his commitment to USF. So often, a retiring professor applies for the rank of emeritus and then disengages from their institution. Their title of emeritus becomes just that – a title. Dr. Martin’s example is quite different. Why? Is there something different in his experience that has led to his dedication to USF through continued research, mentoring, service, and financial support? Is there something to be learned from Dr. Martin? Is there a path for a professor emeritus that continues to benefit both the retired member of the faculty and the institution? Or is Dr. Martin an anomaly, an outlier? Well certainly he is an outlier. But can we garner ideas from his experiences that will direct our current and future members of the professoriate towards an engaged and mutually beneficial path?

Purpose of the Study

The purpose of this study was to describe and explain the perspectives of a professor emeritus regarding his life experiences in the discipline of chemistry and in a career dedicated to research, service, and teaching. Another purpose, interwoven within the perspective of this one
individual, was to explore the potential influence a professor emeritus can have on his institution, and the impact the institution, its changing culture, and its shifting priorities may have on a member of the professoriate dedicated to this chosen career path. In his dissertation entitled *Faculty Emeriti: Retirement Reframed*, Fishman (2010) writes, “The emeritus title for most institutions has been purely honorific and often viewed as just a rite of passage into disengagement from their former role” (p. 4). But is this what the emeritus position has to be? Is this the goal of becoming an emeritus professor? To disengage ... to launch the endgame? Dr. Martin’s oral history demonstrates differently. His personal story – garnered through a pilot study, two additional interviews, and continued discussions both in person and via email – illustrates that this trend does not have to be the case. As a matter of fact, his continued, robust career as a professor emeritus could be a guide to the next step in a career member of the professoriate.

Thus, I chose to focus on Dr. Dean Martin as the participant in this research endeavor because of his specific history with the University of South Florida spanning 42 years of history, beginning as an assistant professor moving through the ranks of the professoriate to distinguished university professor and emeritus. Further, he has ten years of an active career after his formal retirement. I should also note that the work history of Dr. Martin at USF begins in the founding years of this institution. They have grown through the ranks together. The charter members of the faculty began in September 1960 (Cooper & Fisher, 1982). Dr. Martin was hired in the fall of 1964.

Further, with his retirement, Dr. Martin has moved from an active position within the shared governance of this institution to having no authority and little to no voice in the current and future directions of this institution. While there may be some exceptions within individual departments, generally emeriti are not permitted to vote as a member of the appointed faculty. This situation can be particularly troubling for someone who has played such a critical role in the institution for more than half a century. Janesick (2007) notes the importance of “including the voices of participants
outside the mainstream of society” (p. 112). Dr. Martin’s life would undoubtedly be considered quite mainstream within most frameworks of research. However, for most emeriti, their voice diminishes and dissipates as they move further from their date of retirement – through their own choice or the exclusion, intentional or otherwise, of the faculty ranks – as the ranks continue the march. However, Dr. Martin has not been left behind. Why? What can be learned from his life and work?

Thus, in this study, I examined the life of one current, active professor emeritus through the lens of oral history. Further, I gathered the data in person via semi-structured and structured interviews in addition to a review of life history artifacts, such as published material and the researcher’s reflective journal. This study provided a framework for understanding this reciprocal relationship between an emeritus and the institution – a relationship that does not have to be an ending, but a beginning of the next phase of a career in the professoriate.

**Exploratory Questions**

For this study, I used the following specific research questions as a guiding framework for exploring the purpose as stated above:

Q1. What elements of this professor emeritus’s example constitute his perspective on his life as a professor?

Q2. What elements in his social context contributed to this perspective?

Q3. What elements in his life have detracted from this perspective?

In Figure 20 appended below, I organized the data via the exploratory questions. The first question relates to the general perspectives Dr. Martin holds regarding his life in the professoriate. These perspectives align with his personal self-identity and with his views of the organization. The second question explores Dr. Martin’s positive experiences with a career in academia. These experiences are the contributing factors to his long, continued career. The third question looks at the experiences Dr. Martin found frustrating. These experiences are the detracting factors though for
Dr. Martin they certainly haven’t determined the dedication and support he has for the University of South Florida.

Figure 1919: Organization of the Findings Based on Exploratory Questions

**Approach of Oral History**

It is apropos at this point to reiterate that this study is an oral history of Dr. Dean Martin. The goal of oral history is to collect the memories, the stories, and the experiences of a person in order to gain firsthand information about a topic. Oral history is a formalized method of research and it is a well-accepted source of data. I chose oral history for my dissertation because of its emphasis on individual experiences and ideas. This is a study of Dr. Dean Martin’s individual experiences (the micro level) with the professoriate and specifically the institution of the professor emeritus (the macro level). This study is focused on ideas and personal experiences of my participant and, as such, it is a qualitative research design nested in the method of oral history. In that my study
involves just one participant, oral history is a valid approach for gathering the data in that it centers on personal experiences.

Major Findings

Through interviews, email exchanges, and examination of historical artifacts, I was able to gather an extensive compilation of data. I have dozens of email exchanges, hundreds of pages of transcripts, a host of websites, hundreds of articles, and many documents all relating to the fertile career of Dr. Martin. In Chapter 4, I laid out this rich data in a significant amount of detail. Through my iterative analysis of this wealth of information, I found a number of particularly salient findings in learning more about the role of a professor emeritus implicitly, as well as Dr. Martin’s experience in this role explicitly. These major findings include Dr. Martin’s close association, a significant part of his self-identity, with USF. Further, he is committed to staying active as a professor emeritus. His commitment stems, at least in part, from his perception that he is valued as a member of the professoriate and that he has an impact through his continued career. However, Dr. Martin does have a fear of losing his connection to USF, a fear of becoming obsolete or forgotten, which has particular poignancy for him because of his strong commitment to and engagement with USF.

The Intersection of Identity and Organization Theory

If I may, I would like to reiterate my thoughts, heavily influenced by the research of Hogg and Terry (2012), regarding the convergence of organization theory and identity theory. Restating from Chapter Two, an organization, in this case the University of South Florida as an institution of higher education, serves as the environment, the matrix in which an individual spends his career even into retirement. The crux of this study is the intersection of the organization and the person, though perhaps a better descriptor is the intertwined relationship of the organization and the person because the relationship is reciprocal; it is a mutually reinforcing feedback loop that informs the priorities of the institution and the identity of the person, be it for the better or the worse. Thus, in
the previous chapter, I presented a short introduction to the institution of the University of South Florida (USF) and I presented, in considerable detail, the emeritus professor, Dr. Dean Martin.

The literature regarding identity within and to an organization suggests that the more tightly coupled the relationship between an organization and an individual, the more influence between the two, the more likely the relationship is to be long-lasting. At the age of 31, Dr. Martin launched his career at USF. At that time, USF was a brand new institution, only in its fifth year of offering classes. The young professor and the young university essentially started their tenure in higher education together. Consider the interwoven timeline (Figure 21 below) of the new institution and Dr. Martin’s new career, which illustrates important benchmarks for each.

![Figure 20: Interwoven Timeline of Dr. Martin and USF](image)

Dr. Martin loves to talk about the early days of USF in general and the Department of Chemistry specifically. A considerable portion of the history he’s written for the Department of Chemistry’s website focuses on the pioneering start of the campus. He’s also compiled a list of quotes and anecdotes, published on the website, that illustrate the close bonds that were established during this time. He shares a quote from Jack E. Fernandez, who was a charter faculty member of Chemistry, “The most exciting thing about [USF] was that it was the most intellectually charged atmosphere I’d ever been in. The 100 combined faculty and administrators were all young – in their 20s and 30s – and faculty from all disciplines operated out of the same building, eating lunch
together at the top of SVC [Student Services Building], attending each other's seminars and engaging in lively cross-disciplinary dialogues" (Martin, 2004).

This is the environment in which Dr. Martin launched his career at USF. He was an integral part of the growth and development of this institution. Thus, he feels invested in USF and is committed, even in retirement as professor emeritus, to maintaining his engagement with and support of his university. His role as a member of the faculty is an important part of his self-identity.

Commitment to His Continuing Career

As members of the faculty approach the end of their careers and begin to consider their options for retirement, there are any number of directions they can take in this next life step. One consideration is to apply for the rank of emeritus professor. Each university has its own set of principles for bestowing the honor of professor emeritus. However, in general the word emeritus implies merit and it is a distinction reserved for those who have held a distinguished career. As I detailed in Chapter Two, those who carry this title served a full career in their field and institution and their notable career has been recognized by their peers and the university administration. Further, they have made a commitment to continue their relationship with the institution. Those professors who apply for and receive the status of emeritus have distinguished themselves, and they are extending the knowledge base in their respective fields. Professor Martin has certainly made his mark on his field. He stands as an exemplar and superior role model for students and researchers in the discipline of Chemistry or any field.

As I've indicated throughout this study, Dr. Martin is exceptionally committed to continuing his support and activity in the Department of Chemistry and across USF. The life of the professor emeritus has many paths, some of which do not include remaining active. However, in this case, it is clear this professor emeritus remains active in his field through continuing and promoting scholarship. Following are a few examples:
• Ongoing Research – Dr. Martin is continuing to develop research around the chemical Octolig®. In 2016, he along with his wife and a graduate student, published an article about the efficacy of removing NSAIDs (nonsteroidal anti-inflammatory drugs) from water. He is also still pursuing his lines of historical research centered on chemistry as an industry and academic discipline.

• Continued Publication – As previously noted, Dr. Martin is extensively published. He has a motto of “not to have too many unpublished thoughts,” which he has taken to heart. Please see Appendix B for a list of publications by Dr. Martin since his retirement. Through his ongoing work in this area, Dr. Martin is continuing to contribute to his field of chemistry and by extension to the growth of science.

• Support of Scholarship – Dr. Martin and his wife have established a legacy of continued scholarship through the many funds they have established for students. Through their philanthropy, they are introducing the next generation to education and science.

• Mentoring of Students – Dr. Martin will proudly tell you that in the spring 2016 semester, he had four senior students doing publishable research.

Dr. Martin’s passion for his work shines through his daily life. Dr. Martin shared with a smile, “As my beloved wife often says, ‘Better to wear out then rust out.’” And he often remarks about how there is plenty of work to do. By continuing to work and going into his office regularly, he is contributing to the life of his field and his own intellectual activity. He takes his work as an emeritus professor seriously. For him, the life of the professor emeritus extends his path through the ranks of the professoriate. In other words, through the ranks of assistant professor, associate professor, and full professor, all of which he earned, he has extended his illustrious career as it
continues through the life of the status of emeritus professor. Please see Figure 2 in Chapter One for an illustration of this career progression.

**Importance of Having an Impact**

In Chapter Two, I discussed the fact that retirement changes a member of the faculty’s place in the organization. For 42 years, Dr. Martin had an active role in the leadership and direction of the Department of Chemistry, the College of Arts and Sciences, and the University of South Florida. In that Dr. Martin began his career in the early days of this institution, he was particularly invested in the forward momentum as Chemistry moved from a sprinkling of students and a few members of the faculty to a vibrant community of nearly 4,000 undergraduate majors, more than a hundred graduate students, and a faculty nearing fifty at its high point in the fall semesters with the contingency adjuncts and visiting instructors. He has also played a role in the changing structures and expansion of the College as it moved from a school to the extensive college it is now. And, as discussed in Chapter Four, he is proud of his involvement in the roots of the marine sciences program. I believe it is safe to say that Dr. Martin takes pride in his career. However, as he transitioned into retirement, his formal role as a voting member of the faculty no longer existed. It is rare for an emeritus professor to retain this right. The direction of the various levels of academic governance is now in the hands of the next generation.

This loss of a formal role has been difficult for Dr. Martin, as can only be expected. As detailed in the previous chapter, his self-identity is tightly coupled with his position at USF. On several occasions, he has commented that he doesn’t attend faculty meetings because it is frustrating to not be able to vote. So, it is particularly important to Dr. Martin to have an impact where he can, which are activities that have always been a part of his work as a member of the professoriate. For him this impact is through his ever-growing record of publications and through mentoring. He has stated that he is “able to do the things that are worthwhile.” At this point in time, Dr. Martin has six
books and 310 published research articles. Twenty-five of these articles have been published since his retirement and he currently has two in publication. He is currently working with four students who “have publishable research,” as noted by Dr. Martin. He has stated several times that he believes his most significant impact has been with students.

In Chapter Four, I wrote extensively about his mentoring of students. He can discuss in detail students with whom he has worked across his career. He keeps in touch with many of them and is quite proud of their careers. He has nominated a number of these students for outstanding alumnus awards. When I asked him to comment on his continuing career, he quickly responded about his four current students. Each is an undergraduate for whom Dr. Martin supervises their research, and he is working with them towards publication. When needed, he provides the financial support for their research.

A discussion of Dr. Martin’s impact would be woefully incomplete without the mention of his and Barbara’s philanthropy. The Martins have endowed over half a million dollars in the support of scholarship. The dividend yields are undoubtedly significant, but the financial returns pale in comparison to their impact on student lives and their future contributions to the field of chemistry, as well as science and academia. In 2015, a young scholar, who is now a graduate student, was the recipient of an award funded through an endowment initiated by Dr. and Mrs. Martin. In an article on the Department of Chemistry’s website, she shares, “I am excited to begin a Ph.D. program in chemistry in the fall! Ultimately, I want to conduct my own research on metalloenzymes, using computational and experimental methods. I also hope to teach at the university level, and inspire students, especially young women, into the physical sciences” (Kearns, 2015). Another student, a recipient of the award titled for Dr. Martin – the Dean Martin Outstanding Chemistry Major, BA – writes, “I look to a future in medical research and its application with eager anticipation, preparing now for studies in medical school as my cherished time at USF comes to a close” (Lee, 2014).
I want to take a moment here to note that Dr. Martin has also been a mentor to me for over ten years. I believe this is significant in that a qualitative oral history involves a strong rapport between the researcher and the participant. I discuss this mentorship in detail in Chapter Three under the heading of “My Relationship with the Participant.” In a previous paper, I wrote about Dr. Martin as part of my pilot study. I shared my thoughts regarding our growing partnership in this research endeavor:

This project has come to mean a great deal to me. In considering just the number of hours I’ve poured into this study over the last two semesters [now five years], my personal investment carries a lot of weight. But there is so much more to this than time burned. I’ve expanded my research horizons in directions I didn’t even know existed and I must say the view is pretty spectacular – so many vistas to explore. I’ve also broadened my working relationship … I would now have to say my friendship with Dr. Martin. As a matter of fact, we’ve been discussing the possibility of collaborating on an article about the services a retired member of the faculty can provide to institutions. There would be a timely hook to this given the continuing slide of economic resources. Nothing may come of this and I fully recognize that many academics do not share enthusiasm for the underfoot emeritus, but I am complimented in the extreme that Dr. Martin considers me a collaborator (Read, 2012).

**Fear of Becoming Obsolete**

Promotion to the rank of emeritus changes the role of a professor, which I’ve discussed several times now. This promotion is an honor. It confers merit and rank to the professor approaching retirement. It allows the new emeritus to hold a formal title and affiliation with the university beyond his employment. In Dr. Martin’s award letter, Provost Renu Khator speaks of the accomplishment required to be an emeritus, “Emeritus status at the University of South Florida is given to individuals whose careers within the University have been exemplary and thus merit
recognition and remembrance upon their retirement.” (Please see Appendix O). The letter also lists six privileges granted to the new emeritus:

1. Access to department resources, including office and laboratory space
2. Listing in the University directory
3. A complimentary emeritus faculty ID card
4. Free one-day parking on an as-needed basis
5. Privileges at the library and computer center; a USF email account
6. Attend academic processions in a position of honor

However, in Dr. Martin’s experience, a number of the university processes do not take the status of emeritus into consideration, and he’s discussed having to patiently work through some rough ground. In example, Dr. Martin faithfully uses the recreation center every morning. He heads for the recreation center for a thirty-minute workout on a stationary bike before going into his office. But he notes that while he is permitted to use the facility, he has to pay for it. “They charge you more because you’re retired.” This has been a sticking point for Dr. Martin. Shortly after his retirement, he ran into difficulties at the library because they had him listed as retired. He had to work with a librarian to get his privileges reinstated. These experiences make one wonder how valued the emeritus is beyond a paper commitment. I know Dr. Martin worries about this because he’s brought up these scenarios a couple of times. He even made a point of showing me the letter. Yet, he also feels this difficulty occurs because very few emeriti actually exercise their privileges.

The honor of receiving the emeritus rank is a bit of a double-edged sword. The honor also signifies that a member of the professoriate has retired and is longer an employee or active member of the faculty. It would seem that, for those who are continuing in the active ranks, the new emeritus has ceased his career. And in truth, so many emeriti do disengage. In our third interview, Dr. Martin ran through the list of retired chemistry faculty who are still living, several of whom are emeriti. Not
one is currently active other than Dr. Martin. He found this to be troubling and a bit sad, but noted that this is the expectation, so the retired faculty tend to move on even if they had planned otherwise. He shared the story of one retired member of the faculty who had been active until a poorly planned event:

A professor emeritus had been moved to the chemistry building. Well the manager wanted to have all the staff on one side of the building and all the faculty on the other. She wanted the offices to be painted. The emeritus had agreed that he would move his office. He spent Sunday night working on it, but there was still some left to do. On Monday morning the painters came. OK? The manager didn’t hesitate to make a decision and she moved all his stuff out in the hallway. I called the emeritus and said that I think he ought to get out here sooner than planned. What are you going to do? I hired a couple of graduate students for an hour and they helped him move so it was done. But the symbolism was not lost. The emeritus made the decision to move to another state to be near his grandchildren. I meant the attitude of the department was cold I thought.

This is not what Dr. Martin wants to do. At this point, he has continued his work for ten years and plans to do so for as long as he can. He does worry, however, that his contributions might not be valued by newer leadership and members of the faculty. He worries that he may have his research lab taken, which he cites as one of the reasons he’s moved into historical and archival research. He asks, “What happens if they take away the laboratory? What happens if they take away the office?” Dr. Martin fears that without these resources, he will become obsolete and not valued. He is truly dedicated to the Department and does not want to be marginalized. Earlier this year, Dr. Martin missed a seminar. He never misses one of the weekly seminars, and everyone voiced concern. I reached out to Dr. Martin to be sure everything was ok. In response he said, “We are well and truly blessed to be part of it [the Department].” Dr. Martin was touched by the outpouring of concerned
people who had reached out to him. Apparently, quite a few folks called and emailed to check on him.

**Future Research**

When it comes to the rank of professor emeritus, there is a dearth of available literature. The stacks are all but empty. In conducting my literature review, I actually found only one journal article on this specific component of the professoriate. This article was a follow-up to an earlier dissertation by the same author. So, any study that inquires into the rank of emeritus is warranted. A comparison of the requirements of this award between various institutions would be a viable study. I believe a valuable extension of this inquiry would be to garner the experiences of additional emeritus professors across different disciplines and different institutions. Are there similar experiences with those who have continued active careers? The literature available on the topic of retiring faculty – note this is about retiring faculty and not emeriti – cite a number of commonalities with those who have chosen to retire and disengage with academia. However, what are the commonalities of those who have chosen, through a distinguished career and approval of their peers, to take the title of emeritus professor as a license to keep their research, teaching or service active? I also think it would be of value to compare the expectations for the role of emeritus over time and to look at the numbers who joined this rank through the various stages of academia’s expansion. As I previously noted, Dr. Martin and I have discussed the possibility of collaborating on an article about the services an emeritus can provide to institutions. There would be a timely hook to this given the continuing slide of economic resources.

When I first explored the idea of using a graphic short story to present data, I was skeptical about the validity and acceptance of data presented through a medium that has been termed a cartoon and a comic in past lives. Would a study that involved this sort of presentation be taken seriously? However, it seemed an interesting way to tell one of Dr. Martin’s stories that already
carried a touch of humor. By the time I began writing my dissertation, I was enthusiastic about incorporating something as fresh as a graphic short story. However, it seems that these graphic illustrations are quickly becoming a trend. In 2015, Nick Sousanis illustrated his entire dissertation entitled *Unflattening*. With this dissertation he earned his Ph.D. in interdisciplinary studies from Teachers College Columbia University. His dissertation is now a book available from Harvard University Press. Jim Jourdane (2016), an artist from France, is now publishing a book entitled *fieldworkfail: stories of scientists working in the field*, which is in press. The book is a compilation of single-frame illustrations of regarding blunders in field research. He garnered the blunders from scientists the world over. His work will soon be available in hardcopy format. At this point, I believe an exploration of this relatively new enthusiasm for graphic stories as a method for the presentation of research would be an interesting inquiry in and of itself. A study into this phenomena would speak to the zeitgeist of this generation of researchers.

Dr. Janesick, a member of my committee, often asks her students what research they would undertake if they had all the time in the world. I believe I would actually undertake a full biographical study of Dr. Martin and his wife. He is one of the first few faculty members hired at USF and was part of the development of the Department of Chemistry. His experience and knowledge offer a wealth of institutional history. I am also very intrigued by the fact that Dean and Barbara have been research partners since they met in graduate school. Their narrative is a poignant love story of two professionals who made their life work as partners in both their home and their careers; they are a binary star system in and of themselves.
Chapter Six: Hydrilla – A Graphic Short Story

A beautiful aspect of oral history is the way it embraces art as a language for sharing truth. This can be done across an array of artwork, ranging from the prose of poetry and narrative to the visuals of photography, painting or video to the voice of music. An artistic presentation of the data is a powerful way to share information that engages the reader in a creative way. Coles and Knowles (2001) speak about how the arts portray lives and illuminate stories. I’ve used the art of poetry and graphics throughout this study to present ideas and enrich my presentation of the data. In this chapter, I’ve included a graphic short story of one of Dr. Martin’s adventures. This story of Dr. Martin with his hallmark sense of humor lends itself well to a graphic presentation, so I chose to illustrate his story, with the help of artist Anastasia Magloire.

As discussed in previous chapters, Dr. Martin is a research chemist and his field research has been an integral part of his oral history. On several occasions, Dr. Martin has shared his epic tale of one particular day he spent in the field gathering water for samples of Hydrilla. He’s also written this story in the history of the Department of Chemistry on their website (Martin, 2004). Here is the story as told by Dr. Martin, followed by the graphic short story:

In 1966, I was convinced by a colleague that I should become involved in environmental chemistry research. One of his arguments was that this way the entire world would be my laboratory. Not having to worry about assigned space could be an attractive argument when regular laboratory space is always in short supply. But what he left out was that you needed protection beyond what safety glasses could provide.
We had just purchased what I laughingly called the “Martin Family Yacht,” a smallish life raft. I had blown it up at home to test it. I think one of our sons managed to accidentally induce a slow leak as he stood it in watching me pump with a bicycle pump. Anyway, convinced that all was well, I deflated it.

In due course, my colleague and I went to Lake Starvation just off Dale Mabry (now Lake Park) to collect some water samples from the middle of the lake. I pumped up the raft, launched it, and got in with my paddle. I easily paddled to the middle of the lake where I collected a sample of water then started paddling back. About that time I noticed the raft was getting smaller because of a leak and was in fact drawing closer and closer around me. I wasn't moving as fast coming back as I had going out. The raft and I were becoming more and more intimate, but I finally reached shore or close enough to wade in.

Everything seemed fine so I deflated the remaining air, packed it in the trunk and we returned to the Science Center lot at USF. As we were going inside my colleague suddenly said, “Did you see that alligator?”

“What alligator?” I asked.

“The one that followed you in from the middle of the lake,” she responded.

“I've always wondered if I looked like a giant marshmallow to that gator. I got rid of the ‘yacht’” (Martin, 2004).
Hydrilla: An Adventure of Dr. Dean Martin

Imagined by Kimberly Read & Illustrated by Anastasia Magloire
Hydrilla has been spotted in Lake Starnation...

I need to get samples of the water!

... and Dr. Dean Martin knows just what to do!

(one)
Now all I need is a **BOAT**
BEHOLD! "The Martin Family Yacht!"

FWOOSH!

After securing a fine water vessel...

(three)
...it's time to get that sample!

Dunk

TA-DAH!

Now to head back.
Hm?

What’s that sound?
Oh, I think the raft is shrinking...

The raft is most definitely shrinking!

Row! Row! Row!

(Six)
Made it back; and not a moment too soon.
Especially with that GATOR.

Heh. What GATOR?

The one that followed you in from the middle of the LAKE.

...I wonder if I looked like a giant MARSHMALLOWS.

(eight)
Mission accomplished, water samples secured...

...and time for the family yacht to go.

END.

nine
References


Chang, W-S. (2010). Use of model compounds to study potential removal of pharmaceuticals using Octolig. (Master’s thesis). Retrieved from Scholar Commons@USF.


http://www.cas.usf.edu/mission/


http://library.columbia.edu/locations/eczoh.html


Martin, D. F. & Taft, W. F. (2012). Role of Tampa campus faculty in the development of marine science. Retrieved from [http://chemistry.usf.edu/about/history/app5/](http://chemistry.usf.edu/about/history/app5/)


Read, K. B. (2011a). *Dr. Dean Martin: Chemists are the true heroes of the scientific world*. Research Paper for EDH 7478: Qualitative Research in Education II. Tampa, FL: Kimberly Read.


Appendix A: Permission for Use of Original Artwork and Photography

Read, Kimberly

From: Anastasia Magloire <anastasiamagloire@gmail.com>
Sent: Monday, October 24, 2016 10:18 AM
To: Read, Kimberly
Subject: Permission of Use

I, Anastasia Magloire, am writing to give my permission for Kimberly Read to use my original artwork in her dissertation publication and possible future articles. I created these pieces specifically for this project and she may use, reproduce, and implement them in any way she deems fit.
Read, Kimberly

Subject: Use of a Picture You Took

From: Blodgett, Aimee
Sent: Tuesday, November 22, 2016 11:05 AM
To: Read, Kimberly <read@usf.edu>
Subject: Re: Use of a Picture You Took

Hi Kimberly,

I apologize for the delay. Yes, please feel free to use that photo for your dissertation. I hope it's not too late to include in your project!

Dr. Martin is such a gem at the University and I'm sure doing the oral history has been such a wonderful and unique experience for you. I do hope it will be in a public format at some point...I would love to read it!

Best,
Aimee

Aimee Blodgett
Photographer
Office of Research & Innovation

---

From: Read, Kimberly
Sent: Tuesday, November 15, 2016 3:12:02 PM
To: Blodgett, Aimee
Subject: Use of a Picture You Took

Hi Aimee,

As per Dr. Dean Martin pictured here with his wife, you took this picture in 2013? I've written an oral history of Dr. Martin for my dissertation and he sent me this picture to include. May I use this picture? I wanted to ask because the picture will be published in my dissertation.

Thank you for considering!
Kim
Appendix B: Publications of Dr. Dean Martin Since He Earned Emeritus Rank

Books


Research Articles


Martin, D. F. (2013). What might have happened if the America Invents Act had been a law in 1886? *Technology & Innovation: Journal of the National Academy of Inventors, 14*, 293-298.


*Journal of Environmental Science and Health Part A – Toxic/Hazardous Substances & Environmental Engineering, 46, 1619-1624.*


*Technology & Innovation: Journal of the National Academy of Inventors, 12, 143-152.*


Appendix C: Citi Certificate of Completion for Institutional Review Board

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK REQUIREMENTS REPORT

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kimberly Read (ID: 136384)
- **Email:** kread@usf.edu
- **Institution Affiliation:** University of South Florida (ID: 425)
- **Institution Unit:** ACHE
- **Phone:** 613.974.4487

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social / Behavioral Investigators and Key Personnel
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 13182301
- **Completion Date:** 04/17/2015
- **Expiration Date:** 04/16/2018
- **Minimum Passing:** 80
- **Reported Score:** 98

**REQUIRED AND ELECTIVE MODULES ONLY**

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<tr>
<td>History and Ethical Principles - SBE (ID: 490)</td>
<td>04/15/15</td>
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<td>Defining Research with Human Subjects - SBE (ID: 491)</td>
<td>04/15/15</td>
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<td>The Federal Regulations - SBE (ID: 502)</td>
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For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid independent learner.

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**CITI Program**
Email: citiunmood@miami.edu
Phone: 305-243-7970
Web: https://www.citiprogram.org
Appendix D: Participant Consent Form – Pilot Study

This study involves interviewing Dr. Dean Martin, Distinguished University Professor Emeritus, regarding his work and what it means to him and is, therefore, research.

1. The purpose of this study is to learn about Dr. Martin’s career while gaining experience with interviewing as a qualitative research method.

2. The study is expected to last from October through November, 2011.

3. You are the only person who will be interviewed in this particular study.

4. The procedure of the research involves asking you about your views on your work.

5. The interviews will be one hour each in length and you will be interviewed twice.

6. The interviews will be recorded digitally with a copy stored on my iPad and university network drive, both of which are password protected. These recordings will be kept for at least one year.

7. There are no foreseeable risks to you and you may leave the study at any time.

8. The possible benefits of this study are educational, that is to contribute to the body of knowledge about how educators perceive their work.

9. You may choose to be completely anonymous and your name will be changed for reasons of confidentiality.

10. The information you provide will only be known to me and Dr. Valerie Janesick, Professor of Qualitative Research in Education II.

11. For questions about the research contact me, Kimberly Read, at kread@usf.edu.

12. Participation in this study is completely voluntary. Refusal to participate will not result in penalty or loss of benefits.

13. There is no cost to you to participate in the study.

14. Because this assignment is not part of an actual research study, it will not be submitted to the University of South Florida Institutional Review Board.

I, Dean Martin, agree to participate in this study with Kimberly Read. I realize this information will be used for educational purposes. I understand I may withdraw at any time. I understand the intent of this study.

Signed ___________________________ Date ___________________________
Appendix E: Pilot Study Interview Protocols

Protocol A

1. What does your work mean to you?

2. Talk about a typical day at work. What does it look like?

3. Tell me what you like about your job.

4. Tell me what you dislike about your job.

Protocol B

1. We previously discussed your paper on historical perspectives coauthored with the high school student. May I have a copy? As you know, I’m studying qualitative research of which archival research is a type.

2. In our first interview, you commented about chemists needing to have a sense of curiosity. You also talked about pushing boundaries exploring as a kid. Do you think these are what led you into a career as a chemist or was there something else?

3. In the last interview, we didn’t really talk about your Institute of Environmental Studies. Can you tell me about that?

4. I’ve noted in the literature that your wife is often a co-author and I know from personal experience you two work very closely together. How did that develop?

5. I found on Wolfram Research a reference to you and research related to sunspots. Is this you? If so, how did you get into this rather different line of research?

6. You mentioned a few times about making an impact. What do you consider to be your most significant impact?

7. You’ve spent a great deal of time developing the history and genealogies on the department website. Coupled with our last conversation, I’ve gathered that it is important to you that the work of your predecessors be correctly attributed and documented. What do you want the next generation to be sure to attribute to you?

8. Is there anything else you would like to tell me about your work?

9. Is there anything else you would like to say that needs to be said?
Appendix F: Excerpts from Martin’s Month-By-Month Activities

January, 2011
- More work on the Virtual Tour project
- Visited Development Office, University Library to donate a copy of Ploesti, which was found to be missing from the Collection.
- Completed Visual Tour Project
- Interviewed by Fox News, Channel 13, re dishwashing detergents.
- Attended College Chairs meeting (January 21st) spoke in behalf of Faculty/Staff Fund Drive
- Attended reception for USF Library supporters at home of Dr. Charles Mahan, Ms. Dee Jeffers (January 23) Co-sponsored by Sam Bell and Betty Caster
- Purchased a gift card for Dr. O’Malley’s retirement reception, and donated it to the Department. Gave it to Dr. Muisener for safekeeping and presentation. Unfortunately, she was unable to attend for good reasons, and it stayed in her desk.
- Attended a Faculty/Staff College Co-Chairs meeting to coordinate our activities.
- January 28: Attended a pizza lunch for the Dean’s Staff and spoke in behalf of F/S Fund Drive
- Visited AFROTC office made a donation for the Martin Leadership Award for 2011; By mutual agreement the stipend will be increased by $500. The Award serves as a bridging function to support a worthy student until they can become a “contract cadet” at which time there is additional support. Subsequently made a donation to the AFROTC student operating fund.

September, 2011
- Served as a reviewer for a Mitchell scholar internal faculty review (two applicants) at the request of Dr. Linda Lucas, Honors College. Reviewed applications of two students for Marshall Grants for study in Ireland; called attention to technical errors and a failure to address Irish issues
- Visited Special Collection to see items purchased in area of Spanish Science Fiction By a donation Barbara and I made. They are trying to build up a niche that will help those interested in Sci-Fi, Hispanics matters, and Latin America. Novel
- Attended Provost’s Tea 1 pm in Grace Allen Room
- Worked on items for autumn newsletter including feature of the Chemistry Advising Team.
- Welcomed new team member as requested
- Attended debate re: America Invents Act; my manuscript on an aspect of the topic is scheduled for publication in Technology and Invention
- Visited with Ms. Veronica Gaucher, a student in a reporting class re chemistry news stories. Gave her a draft copy of News 9(3) with faculty members mentioned by Dr. Larsen and others
- Attended monthly meeting of the Executive Committee of USF Chapter of National Academy of Inventors
- Sept 15. Attended annual dinner of the Presidents Council; Barbara and I were given Life Members of the John and Grace Allen Society Thank you note to Ms. Karen Ritter
- Sept 20 Attended Staff Award’s ceremony (honoring Mrs. Graham, and ~40 others) in Music Building
• Sept 21. Happy Birthday card mailed to Ms. L. Hall-Jennings
• Sept 22 Brought Dr. Francisco to Campus and first of his appointments; provided plaque of appreciation
• Sept 22 Attended Research One Lecture and exhibits; bought speaker’s book, which was autographed
• Sept 22 Dinner at Antonio’s with Dr. Francisco, Barbara, Dr. Manetsch, Dr. Cai presented Dr. Francisco with a hand-crafted “oven fish” for his wife’s kitchen
• Sept 23 Attended Faculty/Staff Kickoff Drive in Ballroom; Thank you note to Ms. Karen Ritter
• Sept 23 Attended USF Club monthly gathering. Mingled
• Visited several times this week with Mr. Merrill Dickey (USF Library Fund Raiser) re: support for the Library. Mr. Dickey said the books Barbara and I bought as suggested by AFROTC representative have finally arrived
• Visited with Mr. Andy Hulse regarding assistance in archiving the Kamlet Collection papers.
• We have are three projects manuscript projects. They are having problems with the chemistry. 45 filing cabinet drawers now down to 130+ boxes. Trying to create files for the Web page. Spent several hours reviewing materials in four boxes (Sept 26, 27).
• Sept 27 Attended ribbon-cutting ceremony for ISA building. Also was guest at VIP reception for Phi Beta Kappa speaker.
• Sept 28 Found copy of the program for the First annual Scholarship and Alumni celebration (April 18, 1988) for Dr. Muisener and Ms. Read.

February 2014
• 2. Congratulated Dr. Ma on 5-year NSF Career award $475 million. Asked Mr. Tudor to add this entry to the faculty honors listing, agreed to introduce the Maybury award recipient. Thanked Ms. Van Horn on removal of all our chemicals
• 3. Checked fountains. Answered query about donation from Dr. Stew Schneller. Alerted Mr. Karagosian. Checked with Ms. Lowe about her preference for a US Olympic jacket that is available for a donation
• 4. Delivered extra filters to CHE 201 ran out. Prepared a proposal prospectus re”: Schneller Endowed lecture series”. Delivered to Dr. Larsen, who said it was a good idea. Donation: Table sponsorship Platinum ($400).
• Appendix 1 Chemistry faculty listing complete and submitted to Mr. Tudor for addition to Department History.
• 5. Arranged for excess chemicals to be removed by Mr. Seals
• 6. Visited with Dr. Guiaun Wang (associate prof, Old Dominion) and provided souvenir pen. Worked on Chapter 5, coordinating with Dr. Muisener re: instructor paragraph. Visited with Dr. Larsen about upcoming Awards dinner; he kindly clarified something that puzzled me. Thanked Dr. Zhang again for his leadership role in connection with Dr. Buckholz visit and honorary degree proposal. Completed form for the Barbara and Dean Martin Det 158 Leadership Award. Will deliver to office Friday am. The unit plans to make an award this term.
• 7 Delivered coffee filters Barbara bought yesterday to CHE 201. Viewed with Col Al. Blanchard at AFROTC office
• 8 Thanked Prof Phil Baran, Scripps Institute for four-page letter written in behalf of Dr. Buckwald.

• 10 Mon  Tested the eye fountains. Delivered chemicals to Mr. Seals. Arranged for more chemicals, including mercurous nitrate, to be removed. Thanked Ms. Lowe for assistance in getting reimbursed for postage to China. Worked on Chapter 5. Has a review by Dr./. Taft who make positive comments. Sought help with a plot from Mr. Tudor, who explained the change would be complicated. Postponed the suggested change. Requested list of chemistry donors (July 1-December 31, 2013 from Ms. Ann Serota.

• 12 Wed Revised Chapter 5 some more in response to Barbara’s review. Note to Douglas Franz, note to Mr. Karagosian re: Diane T. Emery, CMRS, president Executive Reporting Service, St Petersburg, who once coordinated with Dr. Sara Purvis about making a donation for a fund to honor her late father, an organic chemist. Called a retired collaborator, Dr. George M. Padilla after finding his telephone number. He’s five years older and a member of the “zipper club.” Attended a patent seminar given by William Greener, Esq. on the Grace Period (under The America Invests Act). Good news about Dr. Schneller’s future plans.

• 13 Thurs. Worked on yet another revision of Chapter 5. Dr. Muisener promised to provide some material from the archives. My T&I manuscript was found; never sent out for review. Updated progress with the Faculty/Staff Fund campaign. Sent letters to a couple of as-yet-non-participants. Need some additional assistance from our Chair. Asked Mr. Tudor our Webmaster to stop by, and gave him a $25 Barnes and Noble gift card, asked him to purchase a book of his choice and “bookplate “it with a note that it was given in appreciation of his service as a Webmaster.

• 14 Fri. Valentine’s Day. Left a small box of candy with persons who were at the greeting station of the REC center at 7:00 am. Afterwards, gave small boxes of candy to Ms. Montague (received a hug) plus an oven fish and other boxes of candy to the other barista and to the woman who heads the Starbucks Operation (who knew my name and complimented me). Worked on newsletter and annual F/S activities. Had valuable Insights provided in a visit with Dr. Larsen re: the Faculty/Staff Fund Drive

• 17 Visited Moffitt for annual blood drawing and urine analysis. Veronica was excellent Fountaiun Duty. Correspondence re: Patent appli9cation Glenn Ladwuig, and Steve Christ

• 18 Reviewed document, sent e0mails re : Examiner comments,

• 19 Telephone visit (1.5 hours) with Glenn Ladwig. Sent Henning thesis (but short some pages) so visited Steve Christ. Sent donation to Moffitt Foundation in appreciation of Veronica. Chapter 5 made more progress, thanks to Mr. Brant Tudor

• 20 Seminar host with Prof. Michael Frische, U of Texas, provided written schedule. Attended monthly jazz luncheon at park behind the Library, visited with Dr. Dwayne Smith and the Dean, avoided lunch because of evening Trail Blazers. Stopped off with complete Henning thesis for Steve to copy for Ladwig (request of Examiner). Trail Blazers dinner at University Club. Where we had r4eserved seats, and still only two Mmbers of the Dean’s Circle Abraham Kan PhD spoke on “Sports and Politics” Nico Korogassian is scheduled to visit Atlanta and plans to stop at Auburn for a visit with Dr. Schneller

• 21. Correspond with Karla Willman re the lunch. Worked ojn better figs for Kamlet article Delivered brick donation ($150) honoring Col Kevin McElroy, who is the commander of the USF AFROTC program

• 24. Visit with Ms. Tan at Moffitt. Attended to the fountains.
• 25 Brought Buchwald file up to date with 4th letter. Sent honorary degree nomination protocol to Dr. Muisener (who forwarded it to Ms. Nelson and Ms. Read). Obtained pictures of ISB for Chapter Five and for virtual tour from Ms. Karla Willman. Revised Chapter five one last time. Visited with Ms. Read about impressive plans for the Awards dinner. Worked on FAS plans.

• 26 Asked Barbara for assistance in checking Chapter 5. Visited with Mr. Seals about availability of THF. He has been busy, but will look. Emphasized that this is not an emergency. Learned from, Col. Keven McElroy that a candidate (U of T) has been found for the leadership award. Sent chapter to Mr. Tudor. Awards dinner.

• 27 Note to Ms. Read thanking her for her marvelous creativity. USOC jacket to Ms. Linda Lowe as an early birthday present. Note to Ms. Cynthia Visot re: President Genshaft’s visit as an opening presentation. Note to Ms. Stephanie Williams re: contribution of Provost Wilcox’s presentation. Hosted Dr. John Herbert, Professor of Chemistry, The Ohio State University. Attended VIP gathering at TECO plaza, the went to Tampa Theater for presentation by Robert Edsel, “Is Art Worth a Life” Hitler, War, and the Monuments Men”
Appendix G: Selected Entries from My Pilot Study Research Journal

October 6, 2011
I sent Dr. Martin a reminder regarding our meeting tomorrow. I quoted the specific assignment and sent him the list of questions. He shortly replied that he had not forgotten and found the questions helpful. I included these at the last minute after receiving an email from Dr. Janesick that this was allowable and even encouraged. Q5 asked, “Where do you see yourself in 5-10 years?” In the email, Dr. Martin quipped that “the outcome depends on what criterion/comparison one selects: my primary cardiologist, high school classmates, college classmate, or earlier ancestors.”

October 21, 2011
I forgot to mention yesterday that I also installed Atlas TI. However, I’ve not used it. Today I had a back-and-forth email conversation with Dr. Martin regarding our next interview. Mornings are better for him. I have a doctor’s appointment on Monday so we settled on Tuesday at 10am. Dr. Martin has a 6am dealio with an ROTC presentation that morning so he joked about being half asleep when we meet.

January 29, 2012
Thinking about the interview assignment. Dr. Janesick said to present three different ways to look at the data. She suggested poetry to me for one of those. I’ve been mulling this over. Initially thought I would just write new themes, but I’m now thinking of doing three different papers so to speak.

1. Poetry as mentioned. It’s been awhile since I’ve done poetry. Iambic pentameter? Shakespearean? Epic poem? Perhaps feeding off the vignettes and having three different poems.
2. A journal article. Explore the idea of an article for publication regarding the use of retired faculty as a resource for the department. This would involve additional input from Dr. Martin.
3. Perhaps a full narrative, a story – short story – of Dr. Martin. Full biography is far beyond the scope of this project. Perhaps a chapter. Dr. Martin seems to enjoy incorporating humor into his stories and analogies. Perhaps something like comedic notes from the field or a chemist’s guide to the galaxy? I think of his funny story about the inflatable boat that sank. Maybe the story of creatively mixing chemicals references in the Kamlet lab story.
Some alternate ideas could be a photo anthology, a graphic novel. I really like this idea, but worry I’ve already done this.

February 12, 2012
I must confess that I never would have thought about writing/interpreting research into poetry. We talked about it in Qualitative II and I read the samples as well as the other examples posted in Blackboard. But I didn’t consider this for my journal or data presentation until Dr. Janesick recommended it to me for the next stage of my transcript analysis. So I’ve been jotting notes and rhyming in my head for a couple of weeks now. I’ve noted that I tend to think in rhyming couplets.
## Appendix H: Initial Codes & Final Codes from Pilot Study

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Appendix I: Selection from Pilot Interview Transcripts

Date: October 12, 2011
Location: Dr. Dean Martin’s Office

KR: As you know I sent ahead a couple of questions …

DM: I got them in fact.

KR: This is specific to an assignment. As you know I’m an education major so we are looking at higher ed and educators and their professions. So that is the very first question. What does your work mean to you?

DM: Well, it’s an opportunity. It’s an opportunity to satisfy curiosity. It’s an opportunity to be helpful. It’s an opportunity for information transfer. It’s an opportunity to make an impact. So these are the notes I made. Um I think I have a number … Sure I was born curious, but chemists if they don’t have a sense of curiosity don’t make very good chemists so that’s a part of it. When I uh was about 6 we had moved to a … from a small town in Southern Iowa to Grinnell, Iowa, and I saw this sign on the opposite side of highway 6 from where we lived – a major highway going through not only Grinnell, but the United States from East to West – that said “to Grinnell College” or something like that … Grinnell College. And so I would ask people, “What’s a Grinnell College?”

KR: [laugh]

DM: And I couldn’t get a straight answer, ok. So as an only child, I wouldn’t – people didn’t keep track of me as much as when you have siblings and so on – any rate. It was a nice day so I looked both ways and crossed highway 6 and then crossed West and Main and Broad and came to Park Avenue. From there was a sign that said, “Grinnell College.” It was a collection of buildings and I realized well this was a collection of buildings so I’ll come back when I have more time. I went back home and everything was great. Everything would have been great except at dinner dad said, “What did you do today, Dean.” And I said, “Oh, I went to see Grinnell College.” And there was this awkward pause and I realized I had made a serious error in judgment. You shouldn’t tell everything you know, but you shouldn’t lie either. So any rate, he said you mustn’t do this without telling us so … but my point was I had a sense of curiosity and so on.

The uh … There is the opportunity to be helpful and I think my wife said that uh I like people. If you really don’t like people you shouldn’t be in academia I think, but …

The uh the other is that it gives you a chance for information transfer. When I was in third grade um, I remember getting a book on um the planets and astronomy and I thought gee this is very interesting so I typed up the information in notes so on and so forth and I used to … I used to talk to people uh in the evening. In a small town uh people would sit out on their porch watch the people go by cause it is too hot to stay inside and I would tell people things I had found out and so forth. So … including the structure of the atoms and in term of the uh electrons, neutrons, protons so forth and so on. If it seemed dumb nevertheless there seemed to be a pattern there and I still enjoy this. If you look on this map up here [indicates his wall behind my head] these are places I have engaged in information transfer as uh as a tour speaker for the American Chemical Society. Uh I would like to say that uh the other Dean Martin and I both played Vegas …
KR: [laughs]
DM: But I was talking about chemicals and his act, his act was consuming them supposedly so forth and so on. Any rate we both made the Who's Who in America. But for some reason I came first as an educator and he came later as a baritone. We used to get these notes from people saying uh my parents are having their 50th anniversary and uh would you would you send them a note so we would get this 50th anniversary card and say uh something like uh, “On Sunday we'll dedicate our first song.” And that was true, but it made them feel good and instead of sending back a note saying no. And ...

Finally I think it's an opportunity to make an impact. You make an impact in variety of ways and the influence that you have on students and also you leave behind certain things. As an author and uh things that you've accomplished. Growing up in this small town I could see a building that had Martin on it. That was the Martin building that had been built out of these concrete block things that you make and uh my grandfather did this for my great grandfather who was a musician. So they put together this building – the Martin Building – and it had an auditorium where people could rent out so they would they would come to town to put on shows and so forth and so on by the train and they were just a block away from the train station. Then I could see uh bricks that my grandfather had made from the clay that was in the small acreage that he had bought and it had Martin stamped on them. Dad pointed out a uh a bridge that he supervised the construction on – a small bridge but nevertheless it was something you could see that people had made an impact. And I think it is sticks in your memory.
March 16, 2016

Kimberly Read  
L-CACHE - Leadership, Counseling, Adult, Career & Higher Education  
4202 East Fowler Avenue - CHE205  
Tampa, FL  33620

RE:  Expedited Approval for Initial Review  
IRB#:  Pro00025480  
Title:  Continuing the Career: An Oral History of an Emeritus Professor

Study Approval Period: 3/16/2016 to 3/16/2017

Dear Ms. Read:

On 3/16/2016, the Institutional Review Board (IRB) reviewed and APPROVED the above application and all documents contained within, including those outlined below.

Approved Item(s):
Protocol Document(s):
Protocol, Version #1, 3.10.16.docx

Consent/Assent Document(s)*:  
2016-03-11 V1 Informed Consent Read, Kimberly.docx.pdf

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent document(s) are only valid during the approval period indicated at the top of the form(s).

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110. The research proposed in this study is categorized under the following expedited review category:
(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval via an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) calendar days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

[Signature]

[Signature]

Erin Salomon, Ph.D., Vice Chairperson
USF Institutional Review Board
Appendix K: Informed Consent

Informed Consent to Participate in Research Involving Minimal Risk
Information to Consider Before Taking Part in this Research Study

Pro # 25480

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask her to explain any words or information you do not clearly understand. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

We are asking you to take part in a research study called:

Continuing the Career: An Oral History of an Emeritus Professor

The person who is in charge of this research study is Kimberly Read. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She is being guided in this research by Dr. William Young.

The research will be conducted at The University of South Florida on the Tampa Campus.

Purpose of the study

The purpose of this study is to describe and explain the perspectives of a professor emeritus regarding his life experiences in the discipline of chemistry and the potential impact an individual in this position can have on his institution. This study will provide a framework for a reciprocal relationship between an emeritus and the institution.

This study involves interviewing Dr. Dean Martin, Distinguished University Professor Emeritus, regarding his experiences and what these experiences mean to him. It also involves collecting life history artifacts and document.

Why are you being asked to take part?

We are asking you to take part in this research study because you are a Distinguished Professor Emeritus at the University of South Florida.
Study Procedures:
If you take part in this study, you will be asked to:

1. This study involves interviewing you, a Distinguished University Professor Emeritus, regarding your experiences and what these experiences mean to you. It also involves collecting life history artifacts and documents.
2. You will be asked to participate in two interview sessions. The interviews will be one hour each in length.
3. The interviews will be conducted in April 2016. I will meet with you on two different days in your campus office during office hours to conduct the interviews.
4. The interviews will be recorded digitally with a copy stored on my iPad and university network drive, both of which are password protected. These recordings will be kept for at least three years. At the end of this period, the recorded interviews will be deleted.

Total Number of Participants
You are the only person who will be interviewed in this particular study.

Alternatives / Voluntary Participation / Withdrawal
You do not have to participate in this research study. You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study.

Benefits
You will receive no benefit(s) by participating in this research study.

Risks or Discomfort
This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation
You will receive no payment or other compensation for taking part in this study.

Costs
It will not cost you anything to take part in the study.

Privacy and Confidentiality
I will keep your study records private and confidential. Certain people may need to see your study records. Anyone who looks at your records must keep them confidential. These individuals include:

- The research team, including the Principal Investigator, study coordinator, and all other research staff.
- Certain government and university people who need to know more about the study, and individuals who provide oversight to ensure that we are doing the study in the right way.
- Any agency of the federal, state, or local government that regulates this research.
- The USF Institutional Review Board (IRB) and related staff who have oversight responsibilities for this study, including staff in USF Research Integrity and Compliance.

I will publish what we learn from this study. As per your request, your identity will be maintained in that this is your oral history.

**You can get the answers to your questions, concerns, or complaints**

If you have any questions, concerns or complaints about this study, or experience an unanticipated problem, call Kimberly Read at 813.974.4487.

If you have questions about your rights as a participant in this study, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

**Consent to Take Part in this Research Study**

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

---

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

---

**Statement of Person Obtaining Informed Consent**

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

---

Signature of Person obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent
Appendix L: Interview Protocols

Protocol C

1. What does it mean to your life that you achieved the distinction of University Distinguished Professor? What does it mean to your career?

2. I know we’ve talked about this previously. On April 28, 2006, you retired. And yet you are still here every weekday. So what was your decision point to retire? What does it mean to you to be retired? Is this just the next step in your career?

3. This past December, you were elected to the rank of NAI Fellow by the National Academy of Inventors. What does this mean to your life? Your Career?

4. What do you think will be the next step in your retirement cum extended career?

5. Is there anything else you would like to tell me today?

Protocol D

The landscape of higher education is changing and rapidly so in the last few years. I thought we could talk about some of the specific changes and how each may have affected your career.

1. We are seeing an increasing demand for transparency and accountability. Reporting requirements are also increasing as a result? Do you think this has had an impact on you or your continued research? Do you think it is changing how you manage your grants? Your student interactions?

2. More and more institutions are looking for new streams of revenue during these trying financial times and as the support from traditional funding sources has lessened. Has this impacted your research? What about your philanthropy?

3. You have a long history as a teacher. What do you think about the changes in the modes of instruction such as online content and webcasting?

4. Higher education has also had a shift in the constituents of the faculty body. We are seeing more instructors and adjuncts as the number of lines for tenure/tenure-track faculty dwindle. Does this trend concern you? Do you think this is a good direction for higher education?

5. We’ve previously spoken about how few women are in science. The sciences have long been considered the domain of the masculine. We see chauvinism and subtle favoritism even today. But I note that you’ve written some articles about women in science. You and your wife have established an endowment for scholarships for women pursuing an advanced degree in chemistry. Do you think it is important to encourage more women to have careers in science? Has this always been your opinion? Is this the influence of your wife?
Appendix M: Selected Entries from My Current Research Journal

June 16, 2015
Dr. Martin stopped by to chat. We talked about a lot. He talked about his morning gym time. He made a joke about how the stationary bike is like working at USF – you work and work but never move forward. I shared with him about how I had lunch with President Genshaft and we talked about how my dissertation is focused on him. Told him about how President Genshaft was so complimentary about him. She said he is wonderful and sincere. He was thrilled. We talked about how he is chairing a current grad’s dissertation. He shared personal experiences about past dissertations. Spoke about the time he chaired a dissertation in another department and how the candidate was not ready. He opted not to chair because the student just wasn’t ready. The committee pushed forward she didn’t successfully defend. He said he was never asked to chair in that department again.

February 2, 2016
I received an email from Dr. Martin this morning regarding some genealogical history of his family. He has been telling me about the story of Penelope van Prinsis. He wrote in follow up, “I have good genealogical info. But if this is of any interest you might be interested in knowing that my great grandmother was Hannah Josephine Stout Martin, the wife of a pioneer physician in Clark County Iowa. The Stouts are genealogically descended from a single couple – Penelope van Prinsis and her second husband, Richard Stout. She is my ninth great-grandmother, and I think I can find the excerpt from the history of New Jersey. Assuming it is on my computer, I’ll send it this evening. It makes for inspirational reading. And it is not long.”

February 6, 2016
February 10, 1992

Dr. Dean F. Martin
Department of Chemistry
College of Arts and Sciences
University of South Florida
Tampa, Florida 33620

Dear Dr. Martin:

It is my pleasure to inform you that, following a rigorous review of your credentials by the Screening/Recommending Committee, the Provost has recommended to me that you be awarded the title of Distinguished Service Professor.

This is an important distinction, and one of the highest honors the University can bestow in recognition of the accomplishments of its faculty. As a member of this elite group, you are acknowledged as a singularly outstanding faculty member of rare academic talent and expertise. The University is both proud and fortunate to have you as a member of its community. I am, therefore, delighted to confer upon you the title of Distinguished Service Professor, effective with the 1992/93 academic year.

Congratulations.

Sincerely,

Francis T. Borkowski
President

xc: Provost G. Meisels
Dr. S. Schneller
Dr. R. Richmond
Members, Screening/Recommending Committee

017-9202.04
Appendix O: Provost’s Letter Awarding Emeritus Professor

May 1, 2006

Dr. Dean F. Martin
Professor
Department of Chemistry
College of Arts & Sciences
Campus: CHE 205

Dear Dr. Martin:

Your department chair and colleagues have nominated you for the status of Professor Emeritus and Dean John Skvoretz has supported your nomination. I have reviewed your nomination with President Judy Genshaft and we concur with the nomination. Your status will be effective Summer, 2006.

Emeritus status at the University of South Florida is given to individuals whose careers within the University have been exemplary and thus merit recognition and remembrance upon their retirement.

The University has truly been honored by your numerous contributions to the College of Arts and Sciences, the research in your field, and the significant regard to which USF has received from your efforts. It is a great pleasure to affirm that you will be designated and officially recognized as Professor Emeritus at an event that will be held in the Fall Semester 2006. So that we can send you a formal invitation in the fall, please provide your permanent mailing address to jarnett@acad.usf.edu.

Listed below are the benefits available to you for receiving this honor:

1. To the extent necessary to sustain the active scholarly life of Emeriti, departments will strive to accommodate the Emeriti by granting them access to departmental resources including office and laboratory space, and such other departmental resources normally made available to faculty at the discretion of the chair. Participation of Emeriti in faculty meetings and departmental committees is a matter for the individual department’s bylaws.
2. Emeriti will be listed in the University directory and are eligible, as are faculty members, for membership in the University Club and the Campus Recreation Center. Emeriti are granted any current faculty purchase discounts, including discounts for recreational facilities, athletic events, and other performances and exhibitions.
3. Emeriti can obtain the complimentary Emeritus Faculty ID Card by going to the USFCard Center.
4. Emeriti are granted free one-day parking in the Green Lots on an as needed basis. To obtain your daily permit, stop by the Campus Information Center and show your Emeritus Faculty ID Card and you will be provided a tree permit to park in any Green Lot.
5. Emeriti are granted faculty privileges at the library and computer center and can maintain a USF e-mail account (including internet access under the same conditions as regular faculty).
6. Emeriti participate in academic processions (graduations, convocations, etc.) in a position of honor.

My congratulations to you!

Sincerely,

Renu Khator
Provost and Vice President
for Academic Affairs

xc: President J. Genshaft
Vice Provost D. Smith
Dean J. Skvoretz
Chair M. Zawodzka

Office of the Provost and Vice President for Academic Affairs
University of South Florida • 4202 E. Fowler Avenue, ADM 226 • Tampa, Florida 33620-6100
(813) 974-2154 • FAX (813) 974-5093 • http://www.acad.usf.edu
About The Author

Kimberly Read is a PhD candidate in the Curriculum and Instruction: Higher Education program at the University of South Florida. She holds an MBA from the University of Maryland University College and a BA from the University of South Florida in Psychology. She is a Certified Research Administrator through the Society of Research Administrators International. She has worked at USF for fifteen years garnering extensive experience in research and administration. She is currently the Assistant Director of the Florida Center for Inclusive Communities.

Kimberly has four years of experience as an adjunct instructor with the Transitional Advising Center (TRAC) at USF as well as two years with the Summer Academic and Cultural Engagement Program (ACE) at USF. She has presented a seminar entitled Mentoring as a Research Administrator, at the 2013 Northeast/Midwest Section Meeting of The Society of Research Administrators International. She has a case study entitled “Arrested Research” that addresses the legal and career impacts of the increased regulations surrounding export controls for research. This was published in 2014 in the book, Case Studies for the New Professor: Surviving the Jungle of the Academy.