

# MISU Faculty News

Vol. 1, No. 10

Michigan State University

Dec. 2, 1969

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—Report of the ad hoc Committee on the College of Osteopathy. The faculty committee, announced last week and chaired by Richard U. Byerrum, dean of natural science, is helping formalize MSU's stance on a proposed osteopathy school.

—Recommended procedures for improved evaluation of instruction.

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—Recommended changes in faculty benefits.

—A report on policies and procedures on campus disturbances.

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Faculty Seminars: Bridging a gap.

## Weekly seminars making strides to promote increased scholarly exchange among faculty

By EDWARD ZABRUSKY  
Editor, News Bureau

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The spring topics included symbolic logic, with Prof. Gerald J. Massey in philosophy, and Prof. Ratner was the leader of a group concerned with comparative methods.

One of this fall's seminars has been led by John H. Useem, professor of sociology. He believes that the seminars present a special challenge for leader as well as for participants.

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The new scale is the product of more than a year's work by a seven-man faculty committee. By the time the group had put the finishing touches on MAPS, it had tested and rejected several other plans.

John Zimmer, assistant dean of natural science and a member of the committee that developed MAPS, said the new scale is fully operative "for all new undergraduates and for all others except those disadvantaged by it."

The latter provision, he added, is in accord with University policy to make regulation changes retroactive "only when they benefit the student."

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Move that the Academic Council endorse a general policy statement on the resolution of conflict in the University community, as follows:

A. The University community -- faculty, students and administration -- recognizes and accepts the responsibility for internal conflict resolution within Michigan State University.

B. The University community in resolving conflict, recognizes the following priorities:

1. The preservation of life and the prevention of physical injury and pain.

2. The provision of justice, including due process and the amelioration of grievances, for: the

students, faculty, the staff and administration, and the taxpayers and citizens.

3. The achievement of educational excellence, which in the long run is the University's responsibility to the larger society, the world community and future generations.

C. The University community recognizes further that these priorities may at times produce conflict; seeming justice for one may impinge upon justice for another. In the resolution of these conflicts, the University community subscribes to the highest traditions of an educational institution, seeking to apply knowledge and reason to man's problems.

D. Finally, the University community recognizes that protest and dissent may be a part of growth and change in any social institution. However: (1) violence and acts of destruction cannot be condoned; (2) agreements cannot be made under duress; and (3) amnesty cannot be guaranteed.





Communication on the campus: How much is enough?

# Little faculty-student contact, according to study on campus

By GAIL MORRIS  
Assistant Editor, News Bureau

The community of scholars is dead. And "depersonalization" is more than just a handy shibboleth in the student radicals' propaganda arsenal.

These, at least, are conclusions which could be drawn from a recent study of communication patterns and faculty-student contacts at MSU.

According to the researcher, R. Lance Shotland, a doctoral candidate in psychology, "the academic community is highly segmented. Students are isolated from all other components of the university and are even isolated from one another."

"There is little contact between students and faculty on the MSU campus," he reports. "The low level of communications between the other segments of the academic community and the students only creates situations leading to misunderstandings."

Shotland, whose study was conducted for the Educational Development Program (EDP), has been interested in student movements since his undergraduate days. "I wanted to find

out if the university is the way radicals see it."

He wondered if universities are setting up the conditions that nourish the movement. "The answer I found was yes."

\* \* \*

ROBERT H. DAVIS, director of the Learning Service and a professor of psychology, is a member of the University who takes exception to some of Shotland's conclusions.

"The community of scholars still exists," contends Davis, "not at the university level, but at the department level."

Davis believes that there are other criteria, besides people knowing one another, for judging the "community" of a university. "Opportunities for intellectual stimulation have to exist," he says, and he believes that at MSU they do.

Shotland's communications study was done during a five-week period in the fall quarter, 1968, using 330 subjects — 110 each of faculty, administrators and students.

A technique he applied indicated it takes 5.4 intermediaries when a faculty

member tries to contact a given student, and 4.3 intermediaries for a student sending a message to a faculty target — an average of 4.8. In an experiment by Stanley Milgram at CUNY, it took only five intermediaries to transmit a message from coast to coast.

"It is really very hard to call (the University) a community," Shotland concludes.

"Education implies some kind of dialogue, and you're not going to get it with the faculty-student ratio as it is."

\* \* \*

BUT DAVIS believes that "we have to face the fact that our opportunities for personal communication across the University are gone."

"Students want more personal contact, a breakdown of the mechanical and formal relations that occur in bureaucracies. And I think we should do everything we can on this campus to provide more students with lots of opportunities to know one another."

"For many kids, the dorm system provides opportunities for close personal relationships," says Davis. "Then there is the sense of intellectual community that comes with department affiliation."

Shotland takes issue with the desirability of students having most of their contacts with students only, which he says is the case at MSU.

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"IF EACH CLASS of undergraduates enters with a segment of its population holding certain attitudes," he explains, "and these people communicate only with each other, conditions are ripe for the mutual reinforcement of these beliefs."

Typical of an entering freshman attitude is an expectation that a university will be more intellectually stimulating than high school, and that there will be greater student-faculty dialogue, he says.

"If they don't find what they are looking for, this could be bad."

## Solutions?

Neither Shotland nor Davis views decreased use of CCTV as a means to increase student-faculty communications.

"TV classes," says Davis, "free faculty to teach more advanced courses on a more personal basis. If you abandoned TV, you might need as many as 50 or 60 instructors to teach a basic undergraduate course. Then you would have to increase the size of hundreds of other classes."

## Charting with MAPS. . .

(continued from page 1)

The scale is printed in the Winter Term Schedule of Courses (page 153) and is being distributed to all undergraduate students.

\* \* \*

THE SCALE INDICATES the maximum MSU points below a 2.00 cumulative average that are permitted for acceptable academic performance.

It also specifies that a maximum of 225 credits may be attempted for a bachelor's degree, and that a maximum of 30 credits may be repeated.

Zimmer pointed out that while a student who meets the minimum MAPS requirements is eligible for continued enrollment in the University, he is not necessarily eligible to continue in the college or program of his choice. Criteria for the latter vary across the campus.

The Education Policies Committee recently clarified existing special admission requirements of the various colleges and provided guidelines for establishment of relevant new ones.

The committee that developed MAPS was formed in 1968 after MSU's present grading system was approved.

Other members of that committee included: James M. Elliott, professor of natural science and a director of resident instruction, University College; Erwin Bettinghaus, professor and assistant dean, communication arts; Willard Warrington, professor and director, Evaluation Services, and an assistant dean, University College; John N. Winburne, professor of American Thought and Language and an assistant dean, University College; and Joseph Saupe and Craig Johnson, both formerly of Institutional Research.

## APPME meet set

An open meeting of the American Professors for Peace in the Middle East will be held Wednesday at 8:30 p.m. in Room 37 of the Union.

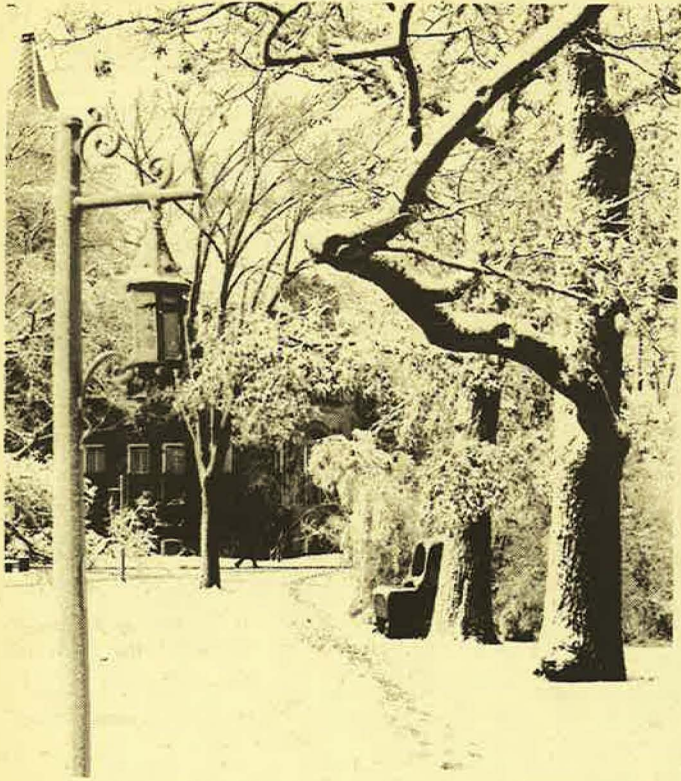
## WMSB

Tuesday, Dec. 2  
7 SPIN BACK THE YEARS. W.C. Handy.  
Thursday, Dec. 4  
7 LA REVISTA. First in a series broadcast in Spanish.  
Friday, Dec. 5  
7 ASSIGNMENT 10. Reports on Lansing's Rat Patrol and the New Community, a group of young men and women living together.  
Sunday, Dec. 7  
1:30 NET FESTIVAL. The British Royal Ballet Company performs "Coppelia."  
2:30 THE PRESIDENT'S MEN 1969.  
4:30 AGNEW AND THE NEWS.  
11 NET PLAYHOUSE. The Yale Repertory Theatre Company  
Monday, Dec. 8  
7 SPARTAN SPORTLITE.  
Tuesday, Dec. 9  
7 SPIN BACK THE YEARS. Mahatma Gandhi.  
Friday, Dec. 12  
7 ASSIGNMENT 10. Tentatively scheduled: Reports on Hanukkah and the Christmas Clearing Bureau.  
Sunday, Dec. 13  
1:30 NET FESTIVAL. Leos Janacek's opera, "From the House of the Dead."  
Sunday, Dec. 13  
10 THE ADVOCATES.  
11 NET PLAYHOUSE. "The Tin Whistle."  
Tuesday, Dec. 16  
7 SPIN BACK THE YEARS. FDR. Churchill, Hitler, Shaw, J.D.K. Stevenson, King.  
Friday, Dec. 19  
7 ASSIGNMENT 10. "What's This World Coming To?" First of two parts  
Sunday, Dec. 21  
4:30 NET JOURNAL. Rehabilitating mentally ill adults.  
10 THE ADVOCATES.  
11 NET PLAYHOUSE. "The Duel."  
Tuesday, Dec. 23  
7 SPIN BACK THE YEARS. Wolfe, Gilbert, Irving Berlin, Kate Smith, Eddie Cantor.  
Thursday, Dec. 25  
12:30 CIRCLE OF LIGHTS. Pete Seeger's holiday songfest pays homage to the ideals that lead men out of darkness.  
1 THE COMING OF A STRANGER. A parable about the meaning of Christmas.  
7 THE OTHER WISEMAN. Henry Van Dyke's fictional account about the wiseman who did not see the Baby Jesus.  
Friday, Jan. 2  
7 ASSIGNMENT 10. "What's This World Coming To?" Second of two-part special.

## WKAR

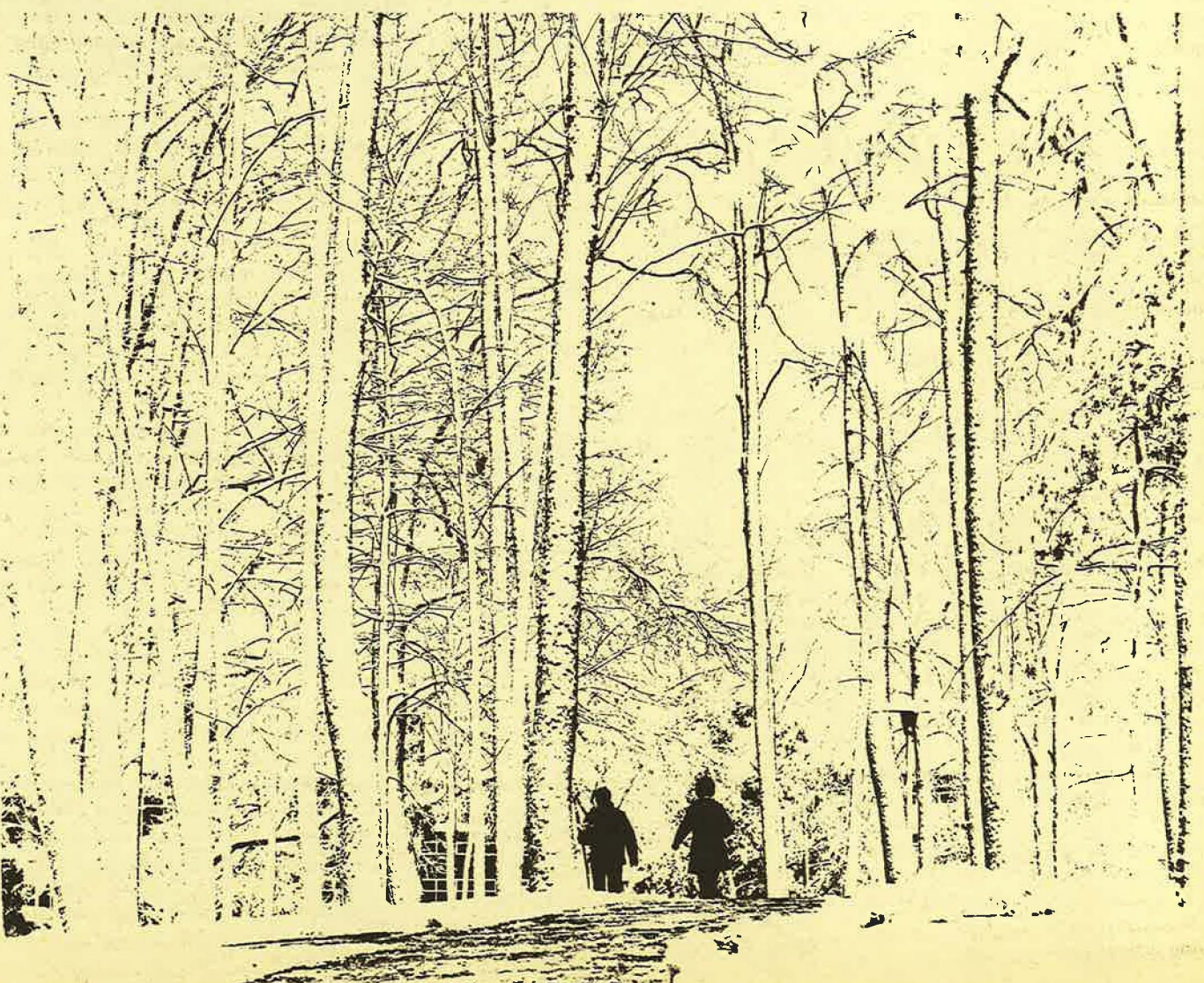
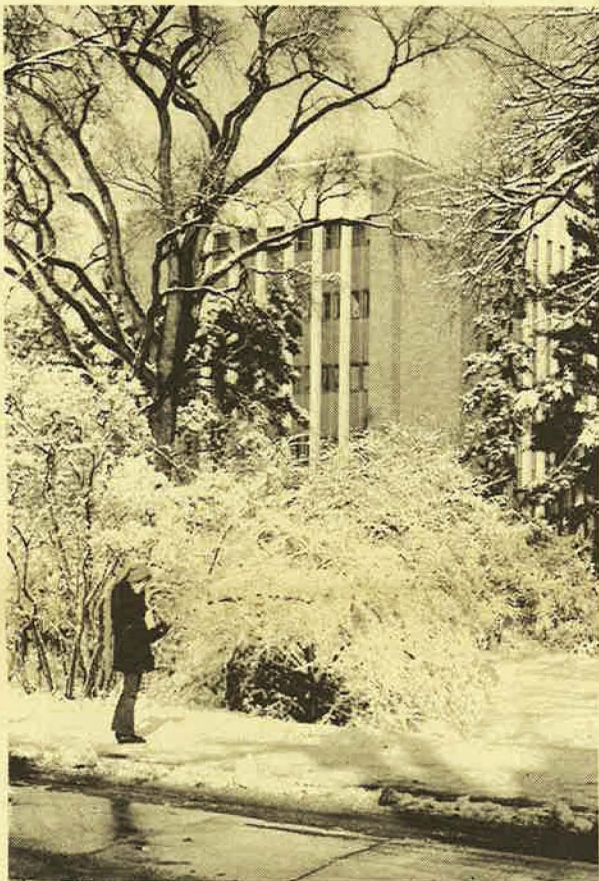
Tuesday, Dec. 2  
6:30 a.m. (FM) MORNING SHOW. (Monday through Friday.)  
8 a.m. (AM-FM) MORNING REPORT. (Monday through Friday.)  
9 a.m. (AM-FM) DICK ESTELL READS. "Only One Year," Svetlana Alliluyeva. (Monday through Friday.)  
10 a.m. (FM) ON CAMPUS. (Monday through Friday.)  
11:30 a.m. (AM-FM) NEWS. (Monday through Friday.)  
1 p.m. (FM) MUSIC THEATRE. "Little Mary Sunshine."  
5 p.m. (AM-FM) NEWS 60. (Monday through Friday.)  
8:30 p.m. (FM) BOSTON SYMPHONY.  
Wednesday, Dec. 3  
11 a.m. (AM) BOOK BEAT.  
1 p.m. (FM) MUSIC THEATRE. "Canterbury Tales."  
8 p.m. (FM) FM THEATRE. "In White America."  
Thursday, Dec. 4  
10 a.m. (FM) THE ART OF GLENN GOULD.  
1 p.m. (FM) MUSIC THEATRE. "Golden Rainbow."  
7 p.m. (FM) CINCINNATI SYMPHONY.  
9 p.m. (FM) JAZZ HORIZONS.  
Friday, Dec. 5  
1 p.m. (FM) MUSIC THEATRE. "Wonderful Town."  
2 p.m. (FM) ALBUM JAZZ.  
4:45 p.m. (AM-FM) EDUCATION IN THE NEWS.  
Saturday, Dec. 6  
9 a.m. (AM-FM) DICK ESTELL READS. "Instant Replay."  
9:30 a.m. (FM) THE WORD AND MUSIC.  
10:30 a.m. (FM) VARIETADES EN ESPANOL.  
11:45 a.m. (FM) RECENT ACQUISITIONS.  
1:05 p.m. (FM) ALBUM JAZZ.  
7 p.m. (FM) LISTENERS' CHOICE. Classics by calling 355-6540.  
Sunday, Dec. 7  
2 p.m. (AM-FM) CLEVELAND ORCHESTRA.  
7 p.m. (FM) COLLOQUY.  
Monday, Dec. 8  
8 p.m. (FM) OPERA FROM RADIO ITALIANA. "La Rondine."  
10:30 p.m. (FM) MUSIC OF TODAY.





*"In the fall and winter of 1857-1858, students chopped down the trees east and south of College Hall and beyond the river. . . They felled trees in long windrows, cutting out the better oak lengths to be split into firewood for the two furnaces in College Hall. So inadequate were those furnaces, however, that on the coldest days (Prof. T. C.) Abbot dismissed the boys from his freezing classroom that they might seek the warmth of the pot-bellied stoves in their dormitory rooms. In 1859 the furnaces were abandoned, and stoves were placed in the classrooms and the chemistry laboratory."*

—Madison Kuhn, "Michigan State, The First Hundred Years," MSU Press, 1955.



Photos by Bill Mitcham, Bob Smith and Dick Wesley, MSU Photo Lab



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