

March 22, 1996

Interviewer: J. Brennan

Interviewing: Duerfeldt Born February 2, 1935 (Ground Hogs Day)

JB: What exactly did Jean do when she was in the Military? She was, you said she was like

PD: She left the military as a Major, she was in the women's army corp. at the time. Her major duty hers were at the end of World War II, during the occupation of Japan she and Colonel Dorothy Lewis handled all of the censorship of mail going in and out of Japan. Because everyone was concerned of who could say what to whom. And she lived with the instructor Dorothy, certainly from the time they moved to the Upper Peninsula until the time of her death.

JB: And when I was describing her, how would you describe Jean to someone that didn't know her. Sometimes, it seems when I was describing her I don't want people to get the wrong impression, sometimes it comes across as like if you didn't know her well

PD: Well she had a very formidable exterior. And formidable self presentation, in that was natured, part of that was military bearing, and she had to push a lot to get things done. Lets face it she was a women, and women's lib was a long way from coming into being. So she had to fight many of her own battles, she was a very important young lady, getting things done in all sorts of categories. Whether it was her department or whether it was the University. Whether it was external to the University, in the community of others, community of the Upper Peninsula. I found her always fair, always caring about students, when in fact she the gruffness, her apparent gruffness she was saying no you can't do it this way, but to do it you have got to do it this way. People tend to hear it, you can't do it. In fact she was setting up continuously she was kicking some but and getting them ?. And alot got accomplished by alot of people, because she was got them ?.

JB: I forgot who it was, ? told me, one of them told me, she would use no mic and talk to like 300 students. She would give lectures to like 300 students and

PD: There was in the old Kaye Hall, a large auditorium, that I think, ? ? . Very logical would remember to give you more information on that, but yes she could handle that without a mic yes.

JB: What was her teaching style of Psychology, I don't know if you can answer this question, but like when she came into the department it was education concern, what was this style of psychology, I am sure you were involved in psychology then and that it is pretty much the same, prior to the department becoming its own entity. Before it was a support to education, here at NMU it didn't have a lot of specials, most of the teachers I



looked at they were, their degrees were like psychology, and education. That was like their degree.

PD: They had Psych degrees, sometime they were DEAD, Doctor's in education. But had much more of a focus on education, this campus in fact founded on teacher education so that is very understandable. As this university was not behind in a sense that it came from this teacher education ?. But as compared to other Psych departments vintage 1960, I was not here, I did not come here until '72 when I became department head. But I would guess that this department in 1960 was talking about education, education Psych., was talking about measurement, ah it was less of a psychology as a science then as Psychology as an application. That is a guesstimate on my part. Certainly when 1968 came to pass, it was psychology as a science, on this campus, because the individuals that were attracted and recruited to come here by ? as part of the recruitment, ? was the dean then, councilor education, and education is the school of education. Went out to get some respectable Psychologists, and he went to some respectable university's and he found them.

JB: That was Dunkinson and ?

PD: Renfrew, Walsh and ?

JB: Also I heard, I forget who told me, but before Jean got the opportunity the real push for the department came when Berg and David Will had the, they were trying to get some grant, do you know what I am talking about.

PD: I can only guess, David Wall, was established in town, had nothing to do with the University. He had military experience, was a general practice physician, who then took a residency in Psychiatry, and came to town. He and Will Berg who's Doctorate was in educational counseling, University of St. Louis, I think, you will have to check that, ahm He and Dave were in interested in starting a Community Mental Health Clinic, I don't think it was a community, it was a Mental Health Clinic, in Marquette. I suspect that starting that may have , they wanted a grant, I suspect they needed the Psych department for that business. But I am sure I would of told you, ?? the department of Psychology and education, by name, Jean had described to me, for several years she had been wanting to separate, Did you talk to Roland ?.

JB: Yes, he didn't he was here from '49 in that period to '76 or something like that. But he didn't address that very much. He wanted to address other things that was going on with the school at the time.

PD: You see but I can't tell you what I don't know, certainly I can't tell you what I even heard about, I didn't experience that.

JB: I understand



PD: Jean used to describe, when I went through Northern History I spent probably a year looking through all of the credit hour production. Who ever it was under the classification of psychology, back is far as where I could find any kind of date. And that is where I got to report that Jean. But then I went back and asked questions about these individuals, how do I classify them. And I found strange course numbers, there were special course numbers that were associated with persons that Berg wanted run out of the far reaches of the Upper Peninsula. And would hire people, probably he had never heard of, to teach a small course for a graduate student in Education. Certainly that was not consistent with the way we wanted things done. We wanted approval of any kind of course, from the departmental level ? kind of faculty. As I inquired also with Jean about these faculty members she really described individuals to me that I had no met come and gone before I got here. Some of who were kind of colorful, some of who didn't get along with Jean. And I can't off hand remember the names, but you know she had some such story. Really I am better talking about what it was like when I came.

JB: In that sense the Colloquium, how did that get started and what have you did in that area. The colloquium I know, it is like pretty you know everyone pretty much on campus knows about the psychology colloquium, a lot of people involved with that.

D: I think in the United States, Psychology departments historically, particularly those with graduate programs, have had some kind of colloquium, brown bag lunch, professional round table going on, and graduate school frequently students are required to attend if not by directive but by indirect stress, you just be there. It is an opportunity to discuss research. Or discuss ideas associated with Psychology. So the national tradition is that it grows out of some freedom not presenting formal papers, but some relaxation so you can talk about ideas voiced on somebody's ?, because your not doing the right thing. I don't believe I suggested it in this department, I believe it was Joe Watt, ?, Connie Duncanson, get this casual thing started. It moved from just once in awhile so that by early '70's we had something sort of regularly occurring. Much of it was faculty research, faculty ideas, occasionally an outside speaker. I found myself drawn to enriching somewhat to outside speakers, when we were still in J. D. Pierce, we were doing outside speakers. In fact there were a couple of years the student Psych Association was responsible for the colloquium. They had some real ups and downs. Some of the speakers, they really should of gotten some proapproval for some of them. But they were just ? and it would go up and down just like the Student Psych Association went up and down. Believe me it has been a roller coaster. When I said no, I took an oath, essentially I took it lock stock and barrel when we moved into Cary Hall in 1982. I said regularly, your already picked Fridays, we already picked some times, Friday afternoons only conflicts with happy hour. I decided it was not going to be something we had heavily



advertised and tried to do a big production number. Because of my own physical problems, I can't get around, so a lot of the rooms over there sat about 40 students, or sat about 40 people, that was fine. So I simply started passive advertising. If I came out and discovered with a list of all the topics for the semester and gave it to the newspaper, they wouldn't do anything with it, gave it to the news bureau they wouldn't do anything with it. So I started coming out with individual announcements, we could have it ahead of time with some descriptor's on them and was able to convince news media, that is the Mining Journal, the Action Shopper, radio stations and our public radio to regularly announce them without any involvement in the doing. I discovered in the process, many of the releases were from Northern's news bureau, by the media and got a group. So thanks for that battle, saying no I am not going to release things through Northern's News media. And that is too bad, that is the circumstances that occurred. I now send them directly to the media and they. I call that passive because it is just a few lines in the newspaper and I spread the a bunch of announcement to every department on campus. If they want to come fine, if they don't we will vary in attendance during the regular year from 15 to 50. We have people jammed in the room sitting on the floors. I can remember someone from the History Department was talking about the history of Alcohol prohibition in the State of Michigan. We had overcrowds, there was four of us there, there was a blizzard out, we had hell of a good time. We for quite a while just bring goodies in cookies and things. And early on matter fact, passive advertising wasn't worried about the media getting it, we would send it to professional's around town. But other's would bring friends, one of the restrictions on budget expenditures was you can't supply such goodies for yourself, but it is public affair it is possible. No question about it we went public. And our because we supplied cookies, crackers, cheese and cider for the colloquium. And it is a regular it has gained a reputation. You would think it would have more of a turnout, because it has gained such a positive reputation on campus. It is because we are the only ones that do it regularly. There has always been a battle on campus between, with the perception of Psychology, we are saying we are a hard nose science, we are not a social science we are much more a natural science. And some kind of symbolist, physicists they come to of that. I taught chemistry and biology myself I don't take because of the way we do things. They don't recognize the extensive animal lab encouragement we have and that amount of research and the fact we are teaching a science. We are not only teaching hand holding one and two. You don't teach of adjustment or how to become a better person. That is not saying those might not be valid areas for someone to teach. But they are not in our framework of psychology at the graduate level. And they are certainly not in our capacity in terms of faculty of people power to teach. We have told they are restricted there and its helped other parts of the University grow whether its been when Connie came up with really had the data to present to say we need the program in child care management could lead to



people running nursery schools or day care centers. Our Dean says "no" you can't do it because it is important that our Home Economics department does it. Besides you don't have the ? we in fact didn't. We were going full boil with all the students we could handle. And these were in days there wasn't a union. Where in fact Helen ? got 22 hours contract hours a week. Ah, out of the goodness of there souls. Because they believed in what they were doing. But so that is an example of idea ? because we got someone else to do it because we couldn't do it. There has been other courses people have asked for, we say "no" we can't do it, another department is ? it. Even though we would say we relate the problem to Psychology. But we haven't been allowed the personnel, the additional personnel to do it. Wasn't, was a long time ago. In the mid '70's, I sat down with the Bakers Dozen, and we had a faculty meeting. The same time we taught sixteen courses during the summer. Not the six we are going to do this summer. Our credit hour production because we taught ? considerably down. And also because Psych was a required part of the grouping.

JB: Do you think that, because I read in your some of yours, I read in your report there wasn't a drop off. Like from, I talked to ? he said initially that the department began to grow, basically it is the same as it was say in like to say in '69, when you guy's got the addition of you got, the laboratory's, you got some grant's, that ? got and then it went to about '80 or about '82 when you lost Jean.

PD: What do you mean '80

JB: Well the department was really expanding, growing moving and then 80 or 82 when you lost

PD: yes, we lost several individuals.

JB: who were those.

PD: Jean died, Bob Moore went into private practice, Joe ? left, he was later went to ah the college testing program in Iowa. We simply couldn't get replacements. No replacements. There was a lot of cost cutting occurring during the late '70's and '80's. We had roman numerals after the plans, for the cuts. We got seven or eight in terms of cutting down. Bob ? was Vice president, I remember appointing ? I forgot what it was, but to essentially arouse the school to do there own thing in terms of cutting. There was in the Arts & Science they cut there summer session. They eliminated it essentially, and they cut telephones, and a few other things they didn't touch people. In our school we had to have full services available for people but we had to cut people. So we cut faculty positions, we didn't particularly cut summer position. Tactfully Arts & Sciences won because in the long term they came around and said "you should have a summer school." We said well we don't have any people to manage because we don't have any ?. Essentially they we allowed



to get away with that, they got credit for their cuts. ?? cut way back and they got it all, ???.

We have never recovered in this department.

JB: Do you think main problem you just haven't, there is more room to further, but it just hasn't really, because I know that,? he was there really isn't anything different from department, say we had back in the early, late '60 early '70's equipment wise and technology, is pretty much the same as

PD: always could do better, no question about that, we are doing things differently. We are teaching a few different courses. Most certainly these are traditionalized psychology. They are being taught differently, they are being taught with different information. And the initial grant that Dr. Han got had to do with equipment for educational instruction. So the room now is filled with computers. With artificial rat program that ? and Chuck ? developed. And other computer interaction. Instead skitter boxes that contained rats, you controlled the feeding of rats. You can control what is reinforcing their behaviors. The students could look and see them do it, and give them physically ? a timer. Timer control reinforcement, so there was skitter boxes and we were using a lot of our animals for instruction in psychology. Also some for a learning course, that is an example the mode, modality the technology of it. Ah, the content is of course revised on the basis of current knowledge. The intention of say if your course is a natural science, it covers all of the ?, ?? it is all philosophical, you got our mission statement, that really has substantial ? expand enunciated better. Tinkered with the first phrases is and then I have a series of goals. We was simply drawing out from the mission and enunciating those goals and saying they are very student oriented we focus in the different areas. We do the best job we can with the resources we have got. We ?.

And I think we are one of the few departments that enunciates that. Whether is someone, as someone did last year tell me why am ?. It is in fact what we believe in and what we work for. And I collected data on it all of these years. So I don't like to look down on as it as being grandiose, it was something we believe in and made positive. Now we are ? we don't have the space.

JB: you don't have the basement lab

PD: We don't have the basement we don't have a shop, we got, that was the function of moving in this building. We have the move has caused some problem. When we moved in the J.D. Pierce building.

JB: When was that?

PD: That was in 1972, when we came, they tore down Kaye Hall, and Olson Library, the faculty, we did a lot of the move. Stripped the walls all the shelving and so forth, and carted over to J.D. Pierce. Then the mistake of the time they pulled a lot



of my paneling and my shelving and put it in a pickup truck and then one of the maintenance crew stole it. ?? can. We got the kind of faculty that works, role up there sleeves work together and get the job done and the job was for the students. Of course we had a lot of student help. In Pierce we had repertoire, that was much better suited for classrooms, then this building, because it had 12 or 14 foot ceilings. Was nice. It had been a K-12 school. It was worth it. It had wide hallways, sure we were somewhat cramped, but when the Cohodas building was finally open everybody went down, and many administrators moved out of the first floor, not the basement but the first floor of J.D. Pierce. We got a third of that floor. And I was sitting on a committee that approved a, actually just before they approved the Criminal Justice Department we had blueprints, building the rest of the first floor. For Physiological and some other laboratory's. could be really, we really needed the space to accomplish adequately ?. But we really needed the space. But that didn't come into being with Criminal Justice we shared some facilities with them. As a matter fact our department purchased for them some of their equipment. Get them ?? Newberry Property. As a matter of fact, I helped make some administrative decisions for them along the lines, because they had so many conflicts internally.

JB: they were just getting started and...

PD: Oh I remember everything they were (tape jumbled up) was there academention, was there academic discipline called Criminal Justice, when I was out even before I came here, there was the law enforcement training programs, grant programs, some of that money was used to people to ? in. That is one type of training, not an academic program. In other words discipline was in its great infancy, in terms of development. I think it is pretty legitimate now. But, who do you recruit to teach in that discipline. People that have law enforcement background. People who academic background they are not going to come to law ?. So there is battle roles, they are going down. Sometimes I am called upon to come down and help mediate. But we were at our largest c? when we were in J.D. Pierce. we used the room the board room table, Northern's board of controls board room table, put it one of the rooms and put many chairs around it.

JB: ?? all around the table, (he was speaking so soft I could hardly make out the question)

PD: oh this was for seminars and such. But sometimes pretty fierce large numbers of folks and getting things done.

JB: was your request that you made in your report for a specialist in Social Organizational areas met?

PD: we were able to get someone in Social, but not, we got one position,



JB: Who was the person?

PD: Brad Olson

JB: Brad Olson? And how long has he been here?

PD: Six years or something, I don't remember. seven years. Back to the problem, before I turned that report in I was told by the then Academic Vice President that I had one more faculty you were doing good things ? and I gathered all that data of course I ? ask 2-1/2 faculty's. We have been down more than that in terms of numbers. Well there ? styles ? then changed. Because when Wil Burg was dean and then Elmer Shaut was Dean. There are many occasions when the Department Heads of the School of Education which was Psychology, Education, Office of education and Recreation, same department, Home Economics, and Industry and Technology. Are Department Heads sat down with the deans and we aculeate on promotion gender policy for the entire school. Someone getting promoted to full professor certainly had our overall group approval and it wasn't just the function of just faculty. When we were talking about needs, financing of the department we would talk about it as a group, all the budget, salary and expenditures were out there and many times, especially during our cutting back exercises. We sat around with charts and I would say here is a thousand bucks I can spare another would say her is a thousand bucks I can spare and we would put it all in this pot. That is the way we were doing things as a cooperative body. During that same time the other colleges, there was no apparent sharing between colleges, I happened to be on some committees and gain some creditability with some deans, so I served as a go between trying to get them together. There was a great deal of, lack of, guarded secrets, and so forth. In our college there was not, everything was open and we were dealing with it, and ? ?. Chinese bookkeeping was in the hidden pockets were also of the University. The Industry and Technology Department joined in what was then called the Skill Center. What is now over in Jacobetti Center. The College of Applied Science and Technology. The Home Economics Department will then was with and part of it went into the Psychology I just mentioned, Applied Science and Technology, and part of it, the nutrition part of it, which was the department head at the time, went over to the HYPER department, essentially under the Health ?. We added two departments, Sociology, which is in Arts and Sciences, Criminal Justice, which is in the Arts and Sciences and then we renamed ourselves school of, then when people decided, State wide, political reasons, to change the names of schools because the schools call them colleges. Yes it was just a name change. It didn't mean any greater independence of governance, it just looks better. I suppose in a sense, colleges, many colleges, started calling themselves University's. The nature there nature didn't change, there mission didn't change, but they thought it looked better.



JB: who was, some of the heads of the department, I don't know if you know much about them, we talked about them before, but Wilburt West he was here '69-70.

PD: No, not Wilbur, Joel West, no he was here much longer than that, he was the first active, acting president, he came with Connie ? and ?. And he was acting head for about a year, while the search went on for a new president. Joel stayed on until, oh he didn't leave until probably '82. He was a Social Psychologist, very instrumental in ? as doing creative kinds of program development as well as how to do a better job in the presidency. He was the first head as when the Unions developed he was the first head of the, I want to the academic ?, I want to call it rank and ?, it isn't called that, but it is the committee that oversees all the by-laws information and tenure, Faculty Review Team. Is what is called. He was very well respected and he was inactive then, he was not

JB: Just somebody to sign the documents and

PD: Oh no he was doing his role but it was an acting position wasn't an assignment so when he took it he knew he was going to be at roles as professor after that. Only other one we have besides myself is John Oates

JB: So pretty much you have been ?

PD: Yes and when I lost my legs Joel was acting Head for a semester. and when I had shoulder surgery and when I was on sabbatical, John Renfrew was acting head. But the only other ? we had was John Holst.

JB: What do you know about him, I know ? told me he wasn't too helpful with the ?, pretty much he didn't, well he said when they got rid of him the vote, they voted him out 6 to 0.

PD: well, John was here a year after I became the president. I tried to help him, find another job and try to be a consul to him, he didn't want it. So there was something going on other than just the possibility. Matter fact there was something going on Psychologically, it showed up in later years. He came out of, he was trained in the model. A Ph.D training model where everyone will publish or ?. That is not really the appropriate choice in teaching Religion, in the ? of students. He was trained in, everybody gets involved in the research in it. Rise or fall depending on that, I really don't give a dam about your teaching. He tried to impose that, on faculty that came in, yes I wanted to get there students involved in research but they really came here for the benefit of the students. They care about the students. By that time there was not just three there were several others. ??, John Renfrew was ?, ? was ?, the coalition in town, the name I mentioned earlier, Bob N?, was asked very definite student orientation. They timed with themselves with someone who wanted to go behind there back, very



closed, didn't like them and wanted to get rid of them. Because they were not as ?, John ?, was screwing around himself, he was not doing some straight ethical things. So yes they were upset, reality turmoil is the term we used. You have to be a little super sensitive to know what is going on around you because your get sluggish if you don't. So realistic reality paranoia was appropriate. I think I told you the last time we talked, that after my first year, my ? the first year was counting things down, my commitment to the faculty and to the Dean was to try to get openness, try to get the group dealing with trusting one another, I think it was accomplished. As a matter of fact developed a evaluation procedure at that time so people would present all the data themselves and then analyze it and all there colleagues would offer signed written comment on it without fearing retribution. Then change would take place and the person would be asked ? the evaluation. A focal point for honest exchange. And very straight corporate event. That I thought that was quite an accomplishment for a group who wanted to go in a room separate with me. To talk because they were afraid. But after the end of the year, right at the end of the year when I really felt that I got them to say either you accept this matter or I done wrong, ? ? ? spent how many hours with each individual. There homes or wherever, then I found in one of the file drawers, I was still cleaning out in a sense, termination plans for essentially each one. If I do this for that person then I do this and this is what happens, sick, sick kind of things. Completely understood where they were at. He went on to be Department Head somewhere else. ? enough he lost him. Hospitalization. It was not just a functional ?, it was changes of Deans, several of those, Ralph ? was the Dean when I came in he looked the part, just physical what the hell is the Dean, he was boyish?, he was good at dealing with the community. He was very ? in Psychology and research, part certainly because of those and part because in even though he did ? from teaching, so part of my negotiation with him was that, I had did a lot of research lots of publications and so forth, I would see some ? if in trade I could have focus on students doing research instead of instruction, focus on laboratory's. He accepted that.

JB: So you were basically the faculty in research.

PD: No, I ended my research, that was the trade off. I had a lot of research I would not establish my research here. Establishing research for the State of the student involvement. He knew I didn't want to retire research in, lets say to deter the fact, the faculty do, or that somebody do for ? and not communicating with any of us. That is through the negotiable process. (hard to hear him)

And he supposedly, he supported our efforts, to deal with one another, our efforts with one another, and ahm and but he was not always open on some things. He had some agenda's, some political agenda's with the administration. How much was direct by them I will never know. But certainly he was going to support a Counselor Education program in the Department of Education it was



a graduate program and he had to move up personnel there, he had to worry about personnel in the Department of Education which is of course why the University was founded in the first place. He had to worry about other departments so you he was, part of it was his decision I think to take something in ?, and not build it ?. Another part of it was it wasn't entirely clear why he was faculty administration. But he was definitely faculty his last two years as being he was not standing up, person that followed him was Homeshock, Homeshock on the contrary would stand up, I had a feeling he was fighting hard. And he was putting his job on the line when he did. When they decided "no" then he told them to shove it. Which is somebody who is inconscruible, you can believe him because they are willing to put that job on the line. And he will say I'm going to do it, and go for it damn it. Ah, ? proximally he had the some of the best in the departmental cooperation, and Department Head Cooperation, in terms of what we have been doing, and certainly ?, certainly the former ? of the head of the Education Department, we spend many of Saturday mornings. Then Norberg quit, resigned and we hired another dean who was Russ Little. Russ's perception of Psychology was, that Psychology should teach concepts.

JB: Mumbled into the microphone

PD: right, was ? Channing and that sort of thing would be important. He never had any sense about him, what psychology is all about. It was his own world and he was trying to write grants and create an external program here and there. But clearly he was trying to lies in terms of job statue, we were a stepping stone.

JB: he had an hidden agenda

PD: right he had an agenda. The best thing about him was his wife. His wife was a very gentle person. She had a Ph.D, she was the principle at Whitman school, the grade school. She was a sensible person in the family. When he left here he went on to be a Vice President somewhere. Who knows if that didn't work out after a year or so. And then go on to be a Dean somewhere else. The interim Dean found him, he was just not supportive, just not supportive. On the minds, ? was hidden of somewhat who was vice president of student affairs. He stepped down in that position went over to the department of education and he was called upon to do something else we okayed him. It was a very caring concern ? ? ? about Psychology. Very concerned in harmony though, and how things move on, there are six of these deans, had to interact with different department heads that was the only concept. Would the dean change over to ?. Cameron became a constant ? day, he made ? ? . (his voice is mumbly at times). I accepted that. what's right ? the Arts and Sciences. Because of the optimism in the mid '80's, before John got the Sociology, Social Work and the Criminal Justice ? ? ? ? . But okay for the perception of Psychology as being one revision, not where your at animals are or where your laboratory's are or the perception that these are



faculty laboratory's, faculty research. And seeming not to hear my words, no these are research laboratory's. The faculty supervise the students, but they are not faculty labs. ? this is my lab this is exactly the what you do if it's my project. These are ongoing laboratory's. And

JB: Often it needs sort of supporting of ? kind of goes as the head goes, he is more in tune with what is going on.

PD: In a sense it's political, you know political tradeoffs. The department got upset with me after awhile because I was cooperative. I was for the good of the whole. There was other problems in our school or college, or talk about the good of the University. I served on most of those committees and I was very concerned. My goals happened with what happened at that time. Like when I lost my legs, involved in with our education not here, but in the United States ? ? ? a whole political department in really good shape. But it was much more concerned about the university, oh I have been feeling ? known for that, my Doctor's thought we were losing something ? ? ? . I became much more possessive and much more feisty much more demanding ahm, ? and WHOOP and screaming pointing things out, here is a ?. On this campus, and I am sure it is true on most campuses or other situations, when you have got a lot of values to present and others don't have a lot of values. They want to dismiss data as being irrelevant. I think is one of few departments, probably the only department, that has systematic data that it has, over a good many years. Which were published on the internet.

JB: More than ? ?

PD: Yeah, ? space, ??

JB: what is the SCHFTE ratio I read in there that

PD: Oh, it is the way of looking at productivity, SCH is semester credit hours, FTE is full time ? faculty. so the higher the number of credit hours, ? ? own faculty member. Is what your doing in terms of productivity.

JB: so basically the hardest working faculty members is basically ? ?

PD: in terms of productivity, in terms of credit hours ?, that is one way, others way is dollars for credit hours. Dollars is a cost, and if dollars cost the faculty members lots, certainly relate to measuring our faculty, our faculty in Psychology department are costing more, because we are getting older. I certainly am closely the highest paid in the poker game. I have been a full professor and department head for 24 years. And our department heads are retiring, so you know when I retire in about a year or so obviously costs will cease in terms of ? . So it is dollars I ? FTE, Full time Equivalent faculty, Full time equivalent could be made up of, there are different definitions



of it, whether it is a campus definition or a state ? definitions. We define on this campus a Full Time Faculty Equivalent Member is someone who is teaching 24 credit hours during that academic year. So it is 12 semester hours each semester. In every school except the school of business and technology, Walker C.Sisler School of technology, they define full time faculty as 9 per semester. FTE then has different definitions. When I came here and it was a generally registrar agreement across the United States. I was dealing in that, that faculty member should have an average of 360 credit hours per semester for production. 360 credit hours divided by 12 hours load that is 30 students and that is saying that is an average class size of 30 students. Matter of fact when I am saying when I came here we had to file TGA student reports. But that was not the case. The first couple of years I was here, for every semester, a given faculty had less than 360 credit hours of production I had to turn in a report. That was part of the State regulations. I always argued the product, the overall production responsibility of the unit not the division. Also came with wild ideas saying overall production not in terms of research, teaching, advising is the responsibility of the professor. How we do it is none of your dam business. Because some people are better at different things than others. So if some people are super at advising some at research, say hey, let them do there area. Not saying everybody shouldn't participate in everything, but differential ways of doing it. So that was the magic number. If you look at Northern's productivity ratio they are considerably lower than that. There were times in our history you will find as a department head ? this semester. Now we are less than a thousand per year.

#### Tape 2 Side A

PD: is legislative duty, when I turned out that a ? 6, I was nudged out in ? ? probably in that summer, I gained five, because I got caught in some State Legislatures, ? said you cats better watch out, your costing too dam much money, were going to get you. So I opened up this box of worms in the State Budgeting system and the reporting system. The reporting system got each university must report to. Each University ? ? that every year. So I started getting a hold of that and making all of the comparisons and I kept the comparison data in the storage room now. Well I better move that data ? as we use them. so the Psyc department is overall ? and it is. ? dollars for that T.V. productivity in terms of, per person productivity, there is the cost, the cost per credit hour, because that is not only up to me, it is on a support grant. So the way you count that is really a ? issue. All of the furniture I am buying for this building, this chair, fact that I got new one's for the library, the fact that I got them for the conference rooms, all that is part of the department budget. Even for instance one of the Vice Presidents ? ? percentage of the furniture. ? some of it in the Library. It will still be a transfer of funds and this department will pay for it. So when it goes, it might not even be put into our



budget, but when it gets reported in Lansing, it will be reported as an expenditure for my budget. So that makes the cost per credit hour go up even higher, so that is how are reporting is, some University's might do it differently. So there is not direct comparability in uniform reporting. Obviously cost is very important. And that is general (mumbling)

JB: Also the faculty members, I read in the papers where you said that a couple of people were donating time.

PD: Yes, We have two faculty members, in the summer, that have Ph.D in clinical Psychology and one Randy Berman he ? out there a few years to start a practice in New York, another one Roger Peterson another counselor, he went on to undergraduate program in the area. Each of them had a ? in computer science because they went to the faculty meetings and plead they taught the ? semester. They were not reimbursed in our University budget. They were evaluated in our department they (MUMBLE) other departments. They also got evaluated in other departments.

JB: The interviewer is not speaking into the mic and it is so difficult to hear him. I could Not make out this question.

PD: No, that was part of there life. ?? university. so essentially when they left, that was four courses a year, four sections a year we lost.

JB: then the long run

PD: They each ? ?

JB: So you have the faculty also ? ? ? (couldn't understand)

PD: He wasn't talking into the mic: mumble:

JB: What do you see for your time here that you kept everything, so what has been your goal to keep everything you know the way it has been and so forth.

PD: I am sure it is time. ? , they change say it is much more student orientation, much more pride in the data, they didn't have data ? ? like in ? ? MUMBLE, students, most students go to graduate school from this department than any other department. ? students are ? ? ? . ? presenting papers than any other department. to say just any other is ? withing a reasonably good job at that, it demonstrates students involvement. Now we do teach apprenticeship, research apprenticeship, private apprenticeship, students are ? administrator have ? economics, oh this wonderful idea of having hands on ?, I don't ? ? ? . some acknowledge that I ? ? . I think if you really believe students can offer ? . could acknowledge these ? in away. I suppose you could ask the students what quality teaching is. Is it ? is it all ? if they ask you, what is your major, if they ask you, are you interested in placing people in history and history courses,



then I would want to turn to you to get data on who the best teachers are. Teachers is not defined in the ?. I have heard good news about them from the research. I would want to hear things about them from the students. I love that possibility that we have on campus. You talk about it ?? . It hasn't happened, ?? . We had a course evaluation to fill out and your, matter of fact Tony Donaldson, way back in the late 60's and early 70's it was something we developed a little bit more, but it was something we developed ?? was in use ?? ?.

JB: ?? ? the whole school uses.

PD: No, NO, No, No, No, not at all. The first Dean ?? told me to use ?? ? on paper ?? he never heard so many bad things about himself that he? ?? ??. I do a bad job of teaching and students tell me about it, it hurts, but that is reality.

JB: That was, that reminds me of ?? told me that was the thing he told me he always talked about psychology, he wasn't a very good psychology teacher and he ? psychiatric he said they teach you how to be a to go to class and he's like the only trying to be a good teacher was when you get hurt by students who feel like you weren't doing the right job and that's how you got to be better.

PD: sure, I just finished a three day conference over at training the incoming rotary in, all of Wisconsin and Upper Peninsula and a little bit of Minnesota, I just wanted a change, I also run the there evaluation system and so ya what I do is tell us all, we felt honored ?? we can change something, that's important these things aren't generalized theres a couple this assertive advisory system. And it's students that we generate the students of course lets do it propose it true fact you don't have to ask them accept it and I do that and then I get a feedback we've done that for a few years.

JB: And you never had ??

PD: Stupid and they use it you know and put it in their evaluations and say look I did a nice job I publish the results of it and the summaries on it and they feel pretty good about it.

JB: Why doesn't the criminal justice doesn't revise the evaluation?

PD: I don't know ?? but No, NO it's union paranoia or it's people paranoid now ? one of the themes I've had in this department ?? set aside from student records because your not mature enough to say your records should be open you didn't get from social services we got books out though with faculty that's your evaluation that's anti-you I mean that's union they get a union contract ?that's what was intention ?? let's open so everyone knows everything about you what's the big deal fear started this on campus the fear is that oh the public is going to



come in and people are going to be able see this frankly, nobody gives a damn that's it nobody gives a damn pull out the data when you got a point to pull out the data but nobody cares faculty salaries you know like a counselor even years ago your a damn fool if you think newspaper you going find an awful lot of people in the city of Marquette you know,

JB: But what would you say I don't know for instance you say your leaving in a year what would you think you know you what would you want for the department in the next twenty, twenty five years I mean I know that like you said you haven't had a lot of financial help maybe in that sense you know in that sense the fact that you didn't get as much as you needed may have helped the department as stay as cohesive as it has and offer a good education. How would you, you know I don't know you probably have some type of job in finding a new head what would you want to do to see the caption in the future in the department?

PD: I would not want to live, I would not want it to lose it's flavor figure of speech, I would not want it to lose it's ?, I would not want it to depart from it's strong science fix, I would not want it to depart from ?? job and education I would like to see it be able to do ? notoriety for that you would need faculty ?? I would like to see it explore beyond more target populations there are some needs out there ?? education I would like to see more applied and available is application ?? it would mean more people we do not more expansive for instance we got someone now ?? behavior analysis program ? ? his got a fantastic training project going on for autistic children his in a place right now with extremely needed existive training how do keep people from ?? keep their hands off ???? make these people who they consider incurable organisms functioning human beings they do it its there job. Students are part of this, part of that program learning, wealth, I see opportunities like that putting takes tremendous care and you got to stay current its always its not psychology textbook, it's psychology research,

JB: What do think its become a lot of people seem to think that I mean that they don't most people support the research but a lot of people seem to think people try to know more about clinical and clinical as a profession as been more successful than research some people.

RB: ?? seem to do more research, ?thats the thing ? do more research based so they know what their doing instead of having ?? oh and universities were trained ? wanted people to have research background I think we got its part of psychology I think psychology is the future its more going in the other direction its going to be looking at how your neurons run its going to be if thats not learned your not in psychology, I see people staying current I don't ???

JB: Whys that?



RB: because you detract from undergraduate, going places where ??? they would be here for a couple years and we can have them as mine for a couple of years I think we have been more than successful in students who are not immediately competitive ?? and we've helped them develop the skills and knowledge I think it's pretty exciting, see why we should frankly I would like to see us attract some students from other regions then we do but thats common university I think we could do a better job trying I guess I speak from perspective the students at the university concerned about the financial aid and all that admission process ? also ?? to other disciplines as well as this one you know I got a bigger a sense and we can do more this is a magnificent place.

JB: Oh I know I'm from Illinois and there just isn't I mean you can't expect to I think that this is my personal opinion but I don't think that you can really create a University when you have you know the wealth of your student body is from the area cause you just don't get involved like you would say if you were from Illinois or somewhere other you know your going to be more involved in school its going to be more important to you than say going home and doing whatever your going to be doing at home you just don't have that same involvement or interest even.

PD: You know we need some input. But consistent and magnificent ?. Your not, I know lots of people that went to school in Chicago. You know, a year, your quite safe.

JB: I tell my friends, I can sleep in the street and not worry about anything happening to me.

PD: That is right.

JB: That is something you can't even ?.

PD: They don't understand, but that is what they need to hear. And they need to hear what it is like in Japan and in Germany. You know other places too. This is the a beautiful place for a University, very caring, ? we have lousy winters, it is what keeps people away.

JB: Keeps you studying, what your suppose to be doing.

PD: No I haven't really sat down and thought of perspectives, future ? perspectives, what I want and from the department, because I considered ? ?. I think it is a function ? there is going to be a lot of faculty turnover.

JB: what would you say like say if you were too ideally place someone in your place, would you like them to carry on from the type of method you had, you don't see any need for big change or anything.

PD: I would like to see them be able get around I am a manage by walk around person. I have a hard time with ? that is terrible.



Also for many, many years I was putting in 85 hour weeks. Simply getting involved in everything and being ? ? ?. I would not recommend that to anybody, but say 60 hour weeks would be like to see the new department head have a chance to pursue his or her research. ???? ????? s you could see the way that this is designed this is storage space.

JB: So you would like to see a little more adequate set up for the department. Are the classes actually in this...

PD: We have got a laboratory classrooms, we've got two laboratory classrooms.

JB: All the site classes are...

PD: No, no not all the site classes are there, ? ?? at the facility.

JB: Where are they now, are they still over in Cary?

PD: No they are spread around now we have rooms downstairs and ? room downstairs. And some across campus West Science and ? science ? ?.

JB: But Carey is totally..

PD: Carey is not associated with us at all.

JB: okay. That all took place over the summer of '95?

PD: right last summer. We are still ?

JB: ? (couldn't even hear his voice, but he must of asked a question)

PD: yes, it is going to be probably into this next year. before I say we really have things up and going. His furniture arrived yesterday and computer bits and pieces arriving we aren't very much worried about that, we don't know what to do about some quivelant that because normally we would say that has got to be stored and used because there are some goodies that, where do we put it. Alot of things to do. I think we do need a bigger place, realistically we are not going to get it. For political reasons. Who knows if we are going to be a department. Things like consolidating departments.

JB: And in what way.

PD: well, this is the department of Political Science now is philosophy and other departments under it.

JB: Who do you think you would combine with?



PD: There is nothing in this college that we could combine with. In terms of the disciplines and ?.

JB: So if you think that would happen that it would revert back to what it was like before?

PD: I don't know. I don't know. And I not willing to mention much of a guess there. You always we don't know, structurally I don't know how things will come out.

JB: Hopefully that..

PD: ? someone thinks that psychology is teaching in the classroom. All you need is faculty offices and you have some lecture rooms, that is quite different. Then hell this whole floor is psychology and ? ? rubbing off spending alot of money on a TV lab, but no we don't' have ? ?. So shop is in the ? ? I have ever seen it, ? ? you know we are used to ? our own equipment wood presses band saws and what not, now that is the way you do that. ? you got the new electronics lab and lab on the plans for this place, oh it is hell of loss ? ? ? ? went around quite a few times, ? ? the next big project for the university in terms of buildings is West Science.

JB: The tunnel there and stuff..

PD: and refurbish the building I suspect. Well you know we were in J D Pierce for 10 years and Cary hall for ? years. Each time it is ? ? building it seems like ? ? (hard to understand) the University ? ? we had an extensive, for example, we had an extensive ? education an extension course out of Escanaba, Sault St. Marais, Houghton you know ? ? People decided to continue this. Bay de Noc for less money and condition ? ? we do it ourselves, Iron Mountain they wiped us out, ? ? Sault St. Marais which was a Junior college at the time, Lake Superior State, Northernns ?, but which has made a deal with Bay de Noc, which few years ago so it could offer baccalaureate degrees. So other people could go there and ? ? ?. Northernns like ? ? in the summer. Michigan State comes up here to do graduate courses. Why is it doing that ? ? ? hell no, it's got faculty give jobs it has got to make a buck. You get the right faculty that is willing to travel, anyone of us ?.

JB: ? ? end though that you would like to add

PD: Oh yes some of this stuff going out in the archives, until we get a ? ? see an editorial. A control because of name calling. I think that is best.

JB: is there anything in particular ? ?. You want to take care of it yourself.



PD: Oh no, the end product, I would like to go back over and say "oh no that is wrong, lets go back over it".

JB: okay. What I will probably do, that won't even be in my hands.