

DOCUMENT RESUME

ED 095 725

HE 005 743

TITLE The Commission on Student Life. A Study and Report, September 1972.

INSTITUTION University of Southern California, Los Angeles.

PUB DATE [72]

NOTE 113p.

EDRS PRICE MF-\$0.75 HC-\$5.40 PLUS POSTAGE

DESCRIPTORS *College Students; *Educational Environment; *Educational Experience; Foreign Students; *Higher Education; Minority Groups; Student Attitudes; *Student Development; Student Organizations; Student Participation

IDENTIFIERS *University of Southern California

ABSTRACT

This document presents the report of the Commission on Student Life at the University of Southern California (USC). Following a rationale for the study, chapters cover academic environment and student development; university life, programs, and activities; university residential life; university policy; university chaplain and campus ministry; post-baccalaureate students; minority students and services; international students and services; general student services; and the student affairs division. (MJM)

VP
Stenback's

BEST COPY AVAILABLE

ED 095725



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

11/13/72

The Commission on Student Life

A Study and Report
September 1972

TYPOGRAPHIC AND PRODUCTION NOTES

This document was produced entirely by staff and students of the University of Southern California, through the combined efforts of the Office of University Publications and the University Press.

The report is set in Bodoni type, using the combinations of point sizes, and italics, Roman, regular, and bold-face type possible with USC's new Mergenthaler Variable Input Phototypesetter (V-I-P). The document is printed on Simpson Lee 100-percent recycled paper.

Contents

FOREWORD	vii
Preface	ix
Appointment of the Commission	ix
Commission Membership	ix
Commission Study Process and Methodology	ix
How to read this report	x
Chapter 1. Rationale for the Study	1
Basic Concepts and Principles	1
Statement on Education	3
A USC Student Body Profile	4
Background Characteristics	5
Residence Patterns	5
The Cost of Attendance	5
Educational Goals	5
The Academic Experience	5
Chapter 2. Academic Environment and Student Development	7
Summary	7
Introduction	13
Faculty/Student Relations	13
Advisement	15
Admissions	16
Registration	16
Orientation	17
Background	17
Status of Orientation	18
Summer Orientation	18
Fall Orientation	19
Spring Semester New Students	20
Graduate Students	20
Publications	21
Innovative Academic Programs by Students	21
Student Programs	21
Special Study Programs	21
Educational Technology	22
Leadership Training	22
Conference Facilities	22
Student Affairs Staff and Involvement in Academic Life	23
Credits and Sources	24
Chapter 3. University Life, Programs, and Activities	25
Summary	25
University Environment: Problems and Perceptions	31
Campus Communications	32
Campus Programs, Clubs, and Organizations	34
Buildings and Facilities	37
Hoover Area Housing and Neighbors	38
Credits and Sources	39

Chapter 4. University Residential Life	41
Summary	41
University Commitment to Residential Life	45
Implementation of the Commitment	45
Student Participation in Decision-Making	46
Nonresidential Students	46
Residential Academic Life	47
Residential Halls	47
The Greek System	49
Introduction	49
General Statement of Principle and Policy Recommendations	49
University Commitment	50
Financial Cooperation	51
Interfraternity Relations	51
Advisory Group Relations	52
Credits and Sources	53
Chapter 5. University Polity	55
Summary	55
University Governance	59
University Rules and Regulations	60
Judicial Structures and Processes	60
The Future of Student Government	61
The Office of the Ombudsman	62
University Security	62
Credits and Sources	63
Chapter 6. University Chaplain and Campus Ministry	65
Summary	65
Campus Ministry	69
A Brief History of Campus Ministry at USC	69
Campus Ministry Today	70
Relationship of the University and Campus Ministries	71
The Role of the University Chaplain	71
Issues and Problems	72
Credits and Sources	74
Chapter 7. Post-Baccalaureate Students	75
Summary	75
Preface to the Post-Baccalaureate Student Study	77
Chapter 8. Minority Students and Services	79
Summary	79
Introduction	81
Areas of Minority Impact on Higher Education	81
Rationale	81
Minority Inclusion in Curriculum	82
Minority Faculty and Administration	82
The Press for Relevance	83
Credits and Sources	83
Chapter 9. International Students and Services	85
Summary	85

Affirmation of Services to International Students and Programs	89
Admission of International Students and Scholars	89
Services and Responsibilities for International Students	89
Arrival and Acculturation	91
Temporary Housing	91
Orientation	91
Housing Needs	91
Cost of Living	92
Advisement and Counseling	92
Cultural Exchange	93
Host Family Program	93
American Study Abroad	93
International Visitors	94
Administrative Organizations	94
Advisory Council	94
Credits and Sources	95
Chapter 10. General Student Services	97
Summary	97
Summaries of Organizations, Roles, and Staffs	101
Critical Evaluation of Issues and Problems	101
Facilities	101
Accountability	102
Staff	102
Student Initiative	103
Computerization	103
Office of Student Aid	103
Student Services Center	103
Credits and Sources	103
Chapter 11. The Student Affairs Division	105
Summary	105
An Overview and Brief History of Student Personnel Work	107
Student Personnel Leaders	107
The Student Personnel Point of View	108
Tomorrow's Higher Education Project Task Force	108
The Present Status of the Student Affairs Division	109
A Definition of Goals, Concerns, and Objectives	109
Student Services	110
Operational Guidelines	110
Facilities for the Student Affairs Division	111
Credits and Sources	111
Bibliography	113

Foreword

President Hubbard's assignment to the Commission was, in his own words, a "monumental one." The significance and value of the Commission's study and report must be determined by the University community. The labor and love which produced it are extremely difficult to chronicle. Perhaps it is presumptuous to say that the Commission itself slowly—painfully, at times—but very conscientiously became the kind of University community in microcosm that is the Commission's fervent hope for the future of this entire University. The entire Commission has worked hard—terribly hard; it has worked creatively, intellectually, respectful of ideas and dissent, happily and enthusiastically. Its members have trusted one another and the hundreds who joined so willingly in this venture. Elsewhere in the report are names of those who worked on the study committees; the report is theirs as much as ours. We wish we could record the names of the hundreds and hundreds who voluntarily came forward to help in substantive and little ways: administrators, faculty, deans, alumni, friends, family, and students.

Some must be specified: the entire staff of the Student Affairs Division has participated in earnest and creative ways; Ann Morey of the Office of Institutional Studies has been a friend, willing counselor, and technical advisor; my secretaries, Joanne Ferguson and Laurel Kelley, have been invaluable aides; my assistant, Craig Svare, has been a constant support; Dr. William Butler and all his great staff at the University of Miami were an inspiration; Melinda Flam assisted creatively with the final writing of certain sections; Clarence Anderson and his staff provided professional sanity in the frantic stages of final editing, styling, and production; perhaps the unsung heroine of the study is Julia Freer, who managed to have a lovely baby daughter last November while still managing to record all our minutes, and who typed several thousand pages of documents, including all of the final drafts (much of this done at home) out of fantastic devotion to the study and to USC. To these especially and those unnamed, the Commission—and the University—owes much.

The broad parameters for this report are threefold: the intensely searching and serious conversations taking place at so many levels nationally about the future of educational

processes and programs; the urgent plea from so many sources, especially students, for institutional self-study, criticism and renewal; and the quest of this University to become, in President Hubbard's words, "... a model, a pre-eminent urban university—the measure for all others." The University of Southern California has measured its aspirations during the sixties against the standard of "Excellence in Education"; to this in the seventies, the Commission on Student Life wishes to add as a double vibrant standard, "Excellence in Living."

We have studied the question of "student life" at a time when the University and education are undergoing significant change. We are conscious that the University situation is fluid and dynamic; we are reluctant to be either overly dogmatic or speculative in our study and recommendations. We believe that USC is, for many reasons, at a critical threshold; decisions made now will have profound and exciting impact upon its future. We have understood our task to be one of probing, critically analyzing, evaluating, and recommending. While we are aware that much has been accomplished at USC during the last decade, we feel that the University's major problems today center in undergraduate education and student life. These problems make our study all the more vital.

We have spent considerable time examining some of the problems implicit in such a study. We realize that there are many differing attitudes and expectations about the University, and especially about students. Candor can degenerate quickly into controversy. The issue, depending on the vantage point, is not always clear. While we hope that some of our recommendations will be visionary, we realize that the hardest part of our work is to be critical of existing problems while striving to propose viable solutions. Our intention is to be forthright; our purpose is to solve, not to indict. The report does not propose answers and solutions as much as it attempts to dream some dreams about the future of USC and its students, who are its most precious asset.

Alvin S. Rudisill
Commission Chairman

Preface

Appointment of the Commission

In July, 1971, President John Hubbard asked the University Chaplain, Dr. Alvin S. Rudisill, to head a special study of the Student Affairs Division and an evaluation of student life at USC. Dr. Rudisill accepted the assignment, and, in September, the Commission on Student Life was constituted with the following mandate:

- To examine all the dynamics of student life at USC in terms of expectations, problems, needs, and interests.
- To review and evaluate critically the present structure, staff, budget, programs, and operations of the Student Affairs Division of the University, along with all other agencies and programs directly involved with students.
- To pose two questions to these studies:
 - (1) Are students being effectively served in terms of their present needs, interests, and problems?
 - (2) What changes need to be instituted to provide exemplary services and student life at USC?
- To report to the President with specific comments and recommendations, bearing in mind that, while some aspects of the report will, of necessity, be confidential, the main thrust of the report should be to the entire University community.

The following also served as Commission members at intervals during the fall semester:

Phyllis Cooper, Alumna
David Lawrence, Senior, LAS
Grant Beglarian, Dean, School of Performing Arts

Several other students, faculty members, and deans were appointed to the Commission but were unable to continue their membership because of their heavy personal commitments and the intensity of the Commission's work schedule.

The following served as *ex officio* members of the Commission:

Arnold Dunn
Martin Levine
Gordon Marshall
Daniel Nowak
Joel Rosenzweig

Craig Vista Svare, Assistant to the University Chaplain, served as a staff to the Commission. Julia Freer was secretary to the Commission. By means of a grant from the Council on Graduate Education, Zina Razavi served as part-time researcher in a study of post-baccalaureate students.

Commission Membership

The following have served as members of the Commission:

Lee Blackman, Senior, LAS
Lee Chesney, Associate Dean, Fine Arts
Kathryn Forte, Graduate Student,
American Studies
Steven Frankel, Associate Professor of
Psychology
Richard Hesse, Assistant Professor of
Quantitative Business Analysis
Gilbert Jones, Associate Professor of
Biological Sciences
Kyle Lapesarde, Junior, LAS
Catherine MacMillin, Junior, LAS
Ashley Orr, Alumnus, Law
Mary Ann Pacheco, Junior, LAS
Spencer Pollard, Professor of Economics
Alvin Rudisill, Associate Professor of
Religion, University Chaplain;
Commission Chairman
Mark Spitzer, Senior, LAS

Commission Study Process and Methodology

The Commission began meeting in September 1971; it has held 33 2-hour weekly meetings, 8 special or informal meetings, one all-day meeting, and a weekend work conference—a total of 120 Commission meeting hours. In the simplest terms, the study process has been pursued at primarily eight levels:

1. A three-month period of study, evaluation, and discussion of student personnel literature and publications in the field of higher education, along with special presentations by various campus experts
2. Research by the Commission staff and chairman
3. Interviews with approximately 200 people, involving about 350 interview hours
4. Special research and studies by the Office of Institutional Studies

5. A study process involving 8 committees, 76 committee members, interviews, hearings, and research input from more than 4,000 USC people
6. Cooperation and interaction with most of the University committees, the University Senate, the Council of Deans, several of the task forces under the Advisory Committee for Academic Planning, and the Commission on Minority Affairs
7. A series of special Commission subcommittees and a volume of individual research, and written input from Commission members
8. Visits to a dozen other universities

Perhaps the most important thing to say about the process was that it depended on *the creativity and good will of many, many people*; the Commission's role was to filter, analyze, criticize, collate and compile. This the Commission did by consensus rather than formal vote.

How to Read This Report

The final report is only a beginning—the Commission has felt from the outset that because of the broad range of our assignment and concerns, our study must be open-ended. It is inevitable and necessary that many problems and situa-

tions which we identify will require further study, evaluation, and review. The recommendations themselves must be analyzed before they are implemented by the Student Affairs Division and other University agencies. Other University committees, commissions, and task forces must continue this exploration of USC's mission and management.

In particular, we sincerely hope that (1) the University Committee on Student Life will assume a more deliberate role of critical review and evaluation of student life and the role of the Student Affairs Division, and (2) during the next academic year, the Committee will assume the role of proprietor over the fate of our study and recommendations.

The final report comprises three volumes. We urge that all readers study the Rationale; the report depends upon it totally. Volume I contains the full texts of all reports of our study, with all recommendations. For the convenience of the reader each chapter includes a summary of observations and recommendations as well as the detailed discussions of each subject. Volume II contains appendixes: complete drafts of the various major study committee reports and certain substantiating and supportive documents which we believe to be vital to the study. Volume III will be available only in limited quantity; it is, in fact, a library of books, periodicals, and studies which the Commission used and which will be of use to the staff and to those who want to venture deeper into some of the questions and issues. Volume III will be on file and available for circulation in the Office of the Vice-President for Student Affairs. Where feasible, reference to the pertinent content in the latter two volumes is made in Volume I.

Chapter 1

Rationale for the Study

The basic assumptions and affirmations of the Commission on Student Life regarding the entire study are contained in the following statements:

1. *A statement of basic concepts and principles of student life and the University, which intersects and defines all of the problems we have examined*
2. *A statement on education, which serves as a primary rationale for our study and as a way of revealing some of our biases as a group*
3. *A summary profile of the USC student body, which begins to define the nature and characteristics of our students*

Basic Concepts and Principles

I. This University has a double mission:

- the education of students
- the advancement of knowledge

Clearly, the student mission has been the most neglected.

Our primary affirmation as a Commission is that presently *students must be the University's highest and most vital priority*. We do not feel that this is true at present, a feeling which troubles us considerably. It is extremely difficult to analyze and evaluate the reasons why faculty, staff, and educators *too often* display, however subtly, negative feelings and attitudes about students, and why students *too often* feel they are not respected or appreciated. The Commission has encountered these attitudes and feelings to a large extent at USC. We have evaluated the various psychological, sociological, and political theories about university-student relationships, and have found them informative but not very helpful in trying to understand our own situation at USC. We are convinced of three things.

First, USC suffers from the same malaise which has afflicted all institutions in recent years. It has become a mega-university with all of the power and influence implicit in institutional strength and size but with all of the hazards of institutional bureaucracy and impersonalization.

Second, we find that USC, like most institutions, has had difficulty keeping pace with educational innovation, social change, and especially with the rapidly changing pattern of student life and culture.

Third, we feel that USC is capable of all of the positive characteristics of a small college atmosphere, an asset not yet utilized to its fullest potential. There are unique human qualities inherent in this University which can be encountered regularly within many schools and departments, residences, and among many of the people of the campus community. We hope, as a Commission, that in the confluence of institu-

tional growth and human concern, USC can begin to take the critical steps necessary to deal with students who ask increasingly to be a more integral and vital part of the University community.

II. We insist on affirming again one of the most basic concerns of American higher education: *the need for the college to deal with each student as a unique individual*. (See Exhibit 17, Volume III for the most traditional statement of this concept in the "Student Personnel Point of View") *Most of our impressions of "students" suffer from stereotyped generalizations and biases*. The perception of a "student" as an immature teenager who must be programmed through a rigid educational program, leading to a degree and career, is grossly outdated. Our students reflect a variety of experiences, backgrounds, needs, and interests. They range in age from 16 to 66. They are a diverse group. (See Exhibit A-1, Volume II, for more detailed statistics.) We affirm again the University's commitment to deal with each individual as a "total person" in terms of his "total educational experience" which cannot and dare not be fragmented into such arbitrary compartments as "academic life," "extra-curricular life," "social life," and "personal problems."

III. To the degree that these first two concepts are viable, another concept logically emerges. Concurrent with the University's pursuit of "academic excellence" and the provision of the necessary components for that educational experience must be *a Student Affairs Division which facilitates and provides an amalgamation of specialized and individualized services and programs designed to enrich each student's total university experience*. (For a detailed discussion, see Chapter 11, Student Affairs Division.) We envision an expanded role for the Student Affairs Division, with a more extensive range of professional and educational services in an increasing partnership with the schools and divisions of the University. This role must include not only the traditional functions of admissions, registration, and other student services, but also newer concerns such as housing, student advisement and retention, counseling—many of which include activities previously designated simply "business" or "academic."

IV. We believe that one sure way the University can counterbalance its bureaucratic structuralism is to exert every effort to maintain not just a liberal arts college at the heart of the multiprofessional schools of the University, but also, in fact, *to create a "collegium," i.e., a human society at the center of every program and endeavor of the University*. This is a plea for a partnership of equal colleagues which cuts across all strata of organization or status: students, faculty, staff, administrators, alumni, and public. (This concept is commented upon throughout the report but especially in Chapter 5, University Polity.)

We contend, in particular, that students desire and welcome the opportunity to share creativity and responsibility in the making of University decisions and in their implementation. *We will plead that every decision-making organism within the University structure have appropriate student representation and participation.* While USC was in the forefront of universities which included students on many university committees, we believe that it is time for an even bolder step toward inviting students into our decisions. *Students should have a formal voice in the making of all decisions affecting them, such as faculty appointments, tuition and fees, academic planning, residential life policies, and similar issues.*

V. We believe that a contemporary university like USC has moved to such a high degree of specialization and disciplinary compartmentalization, with all of the accompanying academic expectations of research, publishing, degrees, contracts, *et. al.*, that, *curiously, we are not providing sufficient positive reinforcement for individual performance and human creativity.* We frequently take our human resources—faculty, staff, alumni, and especially students—for granted. If today's students demonstrate a willingness to participate in the decision-making processes of the University, they also demonstrate a desire and a *need* to participate more fully in all the creative processes of the educational experience. It is our observation that many faculty members genuinely want to spend more professional and personal time with students. *We believe the University must reward faculty with promotions and other benefits for activities involving them in undergraduate teaching and student advisement on terms equal to rewards to those who excel in research and other scholarly endeavors.* (See Chapter 2 for specific recommendations) The implementation of the Spitzer Report on Faculty Load could be a critical step in this direction; we fear that evidence is already emerging to suggest that implementation will be a very slow process or that, in fact, the traditional criteria for promotions may continue in practice.

We hope that in the confluence of institutional growth and human concern, USC can begin to take the critical steps necessary to deal with students who ask increasingly to be a more integral and vital part of the University Community.

VI. As a Commission, we have attempted to study and evaluate some of the trends and developments within higher education in America, especially as they influence student life; *one concept—flexibility—consistently appears over and over again.* This concept applies universally to all aspects of university life, policy, and practice. We will plead that organizationally an administrative division, like Student Affairs, needs to operate on a flexible model of "centralized/decentralized" services which encourages staff and student proximity to both the services offered and the decisions which determine the nature of those services. (See Chapter 11; by centralized/decentralized we refer to a "hub-spoke" model whereby professional staff and services are coordinated in a central office which, in turn, can deploy or assign staff and services to decentralized locations and/or departments around the University for more functional effec-

tiveness. This model should encourage maximum teamwork within the department, while allowing for a variety of correlations with schools, departments, and programs throughout the University.)

VII. We believe that one of the principal components of institutional reform and renewal in the seventies must be a *continuum of institutional research, analysis, and study which provides the data base for self-criticism, evaluation, strategy, and formulation of short-term and long-range priority.* (See Chapter 11 for relationship to role of Student Affairs Division.) Again, our bias prompts the need to insist that student attitudes, needs, interests, problems, and suggestions must be a vital part of this continuum.

As a Commission, we have attempted to study and evaluate some of the trends and developments within higher education in America, especially as they influence student life; one concept — flexibility — consistently appears over and over again.

VIII. We are prepared to argue that the question of the financial costs of higher education and what the student actually gets for his tuition dollar will become more and more a critical question. There is mounting evidence, in our judgment, *that students are asking, and will ask more persistently, about the quality of the education they receive for the heavy financial commitment they and their families must make, but they will also ask about the quality of the campus environment involving residence, culture, social atmosphere, recreation, etc., and they will demand that bigger and better services be available to meet their personal needs. The University will have to respond with greater sensitivity and concern to these questions than it either had to or was disposed to do over the last two decades. However, the University's willingness to respond to a student's needs and interests should not obviate the student's responsibility for his own decisions.*

IX. *We believe that a significant priority of the University must be the continuous communication of university life to all of its constituencies, especially alumni and parents of students.* To the extent that the University has become, by choice and by default, a focus and arena for many of the dramatic changes and problems confronting society, and to the extent that students are a very visible part of many of these changes, it is mandatory that the University pursue a more vigorous program not only to inform our friends and benefactors about campus life but also to solicit their continuing support and goodwill. (See Chapter 11 for elaboration.)

X. *The studies of the Commission on Minority Affairs are vital ones for the University.* Their report on student life will cover important matters worthy of our serious attention but that are not covered in this report. (See Chapter 8 for elaboration.)

XI. The problems of new governance and judicial systems for this University are crucial ones; we hope they can be resolved expeditiously. Fundamental to both governance and judicial process, however, is an adequate statement of rights and responsibilities for the entire University community. *The Commission endorses the principle of a new University Statement on Rights and Responsibilities* (presently being developed by the University Committee on Student Life; see Chapter 5 for elaboration.)

Statement on Education

I. Education

Education is the process of personal growth and development leading to the fullness of individual selfhood and to a creative and responsible interaction with the world. It offers an individual both an opportunity to explore new vistas of experiences, knowledge, and values, and new means of discovering and developing his mind and sense of self.

"Education" is a word derived from the Latin verb "educere," which means "to lead or draw out." To lead or draw out does not connote compulsion or coercion, but rather a suggestion of direction. "To lead" is, in the best sense of the word, to guide by drawing along or going before into unfamiliar or unexplored areas. The school or the university, therefore, becomes an occasion for each individual to see and experience a world of new possibilities.

In this sense, education has three dimensions. It first involves the training of the natural powers of the mind through a group process of guidance by instruction and example. A second dimension involves a very personal exploration of an individual's own identity, through a continuous interaction with a variety of people and ideas. A third dimension is that of guiding an individual in a quest for the specific knowledge and skills that best equip him to live responsibly in the world. These three dimensions of education combine to provide each student with an opportunity to seek wisdom and to develop a personal style along a path of discovery which begins with man's first day and continues throughout his lifetime.

This definition of education assumes the necessity of both a systematic program of teaching, based on a clear philosophy of education and, simultaneously, a sensitivity on the part of educators to the student's personal development and his involvement in the totality of life. We believe that students are insisting more and more that the University be involved not just in the systematic program, directed toward attaining knowledge, but also in the interaction between the student and his world. From the rich interplay between instruction and experience must come not just knowledge, but the ability to know how to learn, how to apply the knowledge gained, and how to relate personal skills and interests to the needs of society and the unknown demands of the future. Education, in this sense, offers each individual much more than just *being a student*, as it affords each student the opportunity and challenge of *constantly becoming* more fully and maturely a person.

II. The Individual

A major focus of education is the individual's evolving realization of his selfhood. The student must be encouraged to establish a sense of his own uniqueness, potential, and identity; the student must be encouraged to integrate these with all his experiences and with his relationships to family, friends, and acquaintances. It is our conviction that students today are struggling harder than ever before to find meaningful interaction between themselves and the realities of life around them, as well as between what they have learned and the ability to apply that learning to the urgent problems of our time. Students have every right to expect that the

integrity and worth of each individual's quest will be respected by all segments of our society; this is at the center of the democratic ideal. Yet students have been most critical in recent years of the inability of our institutions, including the university, to display such human qualities as compassion and concern for the individual. It is no coincidence that recent higher education studies plead for a sense of "community" within the academic world.

III. The University as an Academic Community

The University, traditionally standing at the apex of our educational system, has operated on the premise that there is an expanding body of knowledge available to mankind which can best be imparted to each new generation by way of various fields of concentration or academic disciplines. The classical avenue for education has been the classroom, where the teacher-scholar has led the student into the unique realms of his field of knowledge and expertise. Most of the apparatus of the University—courses, research, departmental requirements, special language skills, diplomas, and degrees—has been the means to accomplish this educational goal, the pursuit of knowledge.

The key factor in this academic environment must be a commitment on the part of the people of the University to strive for the creation of a "community."

The primary uniqueness of the University is that it provides exposure to the most competent teachers and scholars as well as to a rich and varied environment for living and learning and growing. It is here that the student can encounter a wealth of people, experiences, and opportunities. The university, therefore, becomes a special and unique occasion for each student to attain not just the refinement of the powers of his intellect but also to develop most keenly his total human sensibilities as an individual. It is our conviction that the key factor in this academic environment must be a commitment on the part of the people of the University to strive for the creation of "community." By community, we mean a group of people with common concerns and purposes who are aware and sensitive, caring for and supporting and respecting one another in their mutual search for integrity. The word "collegium" is most meaningful. Some of the characteristics of such a community are fellowship, mutual support, mediation, self-criticism, reconciliation, and renewal. Such a community thrives best in a physical atmosphere of cultural and aesthetic attractiveness. This community ideal can emerge only when students and faculty and staff steadfastly combat all of the attitudes, factors, and forces which dehumanize; the welfare of each individual and the needs and problems of the total society are paramount. In our world today, the individual flourishes only when he enjoys an atmosphere of cultural pluralism, predicated on openness, flexibility, and understanding. A community based on flexibility and openness develops only when the question of human values is always present, so that each individual is encouraged to be aware of the responsibility for his own decisions and for his own personal discipline.

IV. Some Components of the Educational Experience

a. **The urban environment.** An urban setting for such and academic community is an ideal if disconcerting catalyst for the responsible growth and interaction of students and faculty. The Los Angeles metropolitan area provides not only the widest range of cultural and educational resources but also the immediacy of the great issues of our time such as environment, public education, housing, urban planning, and racial harmony. An urban setting, therefore, becomes not only a laboratory for the experimental solutions of these problems but also a constant reminder of the urgency for creative remedies.

b. **The liberal arts.** A great university provides a unique educational experience for its students largely because of the caliber of its faculty and the quality of their research, emanating directly from its professional and graduate schools. One of USC's prime assets is the excellence of its professional schools. We believe that they will assume an even more critical role in education as the need for interdisciplinary and interprofessional education increases. This setting, however, is still the liberal arts. It is axiomatic that at the heart of a great university is a dynamic college of letters, arts, and sciences. The study of the humanities and arts and sciences not only elucidates our human heritage but also contributes to the development of a humane urban technological society.

The liberal arts require a commitment to the development of the individual potential of each student. *It is here that teaching is the key.* Quality learning is predicated on stimulating forms of teaching, as well as more than token availability of all faculty, including senior professors, to students both within and outside the classroom.

c. **Freedom and flexibility.** The student must be free to seek learning opportunities on the basis of self-motivation while respecting the rights and needs of others. The faculty must be free to teach and research and write on the sole basis of the integrity and discipline of their field of endeavor and their dedication to the search for and dissemination of truth. A rich undergraduate liberal arts experience will recognize that the student cannot be limited by courses, books, and curricula, nor can these be dispensed with entirely. Conversely, the university today must strive to maintain flexibility in study programs, providing a variety of innovative educational alternatives which are sensitive to student needs and contributions.

d. **Excellence in living.** Finally, a dynamic liberal arts education and highly professional graduate education will be concerned about a style of advisement and guidance which supports and challenges a student from the moment of his admission through to his graduation. The university will provide facilities and professional services to help the student with his personal needs and problems. The university today must recognize the significance of the interdependence of the student's educational and personal growth outside the classroom as well as within, so that "excellence in education" is a commitment to "excellence in living" as well.

The challenge of education—and its only real purpose—rests simply in the fact that in every new student, the university should recognize and nurture the potential for a new

idea or discovery or concept. Each new student embodies the hope that the world can be better and different.

V. The Role of the University of Southern California

The Commission on Student Life believes that it is incumbent upon all institutions today to constantly evaluate and criticize themselves in an attempt to keep their lives and practices as relevant as possible to the changing needs of society. The Commission is pleased that President Hubbard has initiated processes for this kind of institutional self-study, and we are pleased that there are groups at work such as the Priorities Task Force of the Advisory Committee on Academic Planning. *However, it is unfortunate that students have not been included in the ACAP process; this must be rectified.*

"Excellence in education" is a commitment to "excellence in living" as well.

In this spirit, as we have approached the study of student life, we have realized increasingly that questions about student life are intimately involved with a clear understanding of what education is really about and also what the university today is really about. We have debated and written extensively during the year about our understanding of the University's role. These deliberations have been edifying to us, but we do not presume to include any of our thoughts in a formal way in the report. Our understanding and expectations of USC will hopefully be reflected throughout the report.

A USC Student Body Profile

Students are the lifeblood of the University. How they are treated will influence not only what they will become, but also what the University will become. Students are generally pliable; by definition, they are willing to learn; they are not to be violated or exploited. The University should thrive on the uniqueness of each person who seeks it out; it should, in upholding the dignity of its students, nurture that individuality which provides the young and imaginative ideas it needs to function effectively and resourcefully.

We, therefore, affirm at the outset that students are people, individual humans, endowed as a complex whole, any part of which may be inconsistent with the generally accepted median derived from an analysis of groups of which they are members.

While the USC student body seems immune from even the broadest philosophical generalizations because of its diversity and sheer size, an attempt must be made to understand and define (although in elementary statistical form) various characteristics of individuals who attend USC. There is much to be learned from assessing the current status of the University. Following is a generalized presentation of what was learned when a good many students were asked questions about their University.

Almost all material in the following discussion is composed

of direct quotes and paraphrases from the Office of Institutional Studies' Report "A Profile of USC Undergraduates," prepared by Ann I. Morey. (See Exhibit A-1, Volume II.) The section on attrition is based on the OIS report by Rosemary Cliff, entitled "Freshman attrition Study, 1970-71."

Background Characteristics

USC students are fragmented by their mobility, place of residence, and the urban location of the campus. They come from diverse socio-economic backgrounds and have varied college expectations and educational goals. Certainly, few entering students can expect USC to be a closely knit college community, but many underestimate the effects that a fragmented student body can have on the informal intellectual life of a campus. However, there are pockets within the University where the formal educational and intellectual lives of students flourish or where there is a feeling of community in some residence settings.

What a student gains from the University and what the University, in turn, gains from the student is related to his knowledge, expectations, attitudes, and background characteristics.

Entering freshmen at USC were above-average students in high school. They come from families which are moderate to conservative politically. In nearly 50 percent of the individuals studied, their fathers are in professional-managerial occupations. In about 16 percent of the cases, their fathers are skilled, semi-skilled, or general laborers; about 23 percent fall into the semi-professional category. In almost half of the cases, their fathers (and in one quarter of the cases their mothers) have at least a bachelor's degree; 12 percent of the fathers and 10 percent of the mothers did not complete high school. Thus, the diversity of socio-economic background is evident.

The most important reasons for choosing USC were academic; freshmen noted the academic reputation of USC, along with good programs in the student's major and good preparation for graduate school. Freshmen are also attracted to USC, although to a lesser extent, by the prospect of good classroom teaching, by USC's educational and vocational counseling, by the type of students at USC, by the size of the school, by the perceived small size of the classes, and by the opportunity for a great deal of personal freedom. They usually learn about USC from campus visits, USC students, and their parents.

USC is as much of a graduate and professional institution as an undergraduate institution. The ratio of men to women undergraduates is 2:1, the ratio of men to women graduate students is 4:1. Two-thirds of all USC students attend school full time, but for undergraduates this level decreases from 97 percent among freshmen to 74 percent among seniors.

Residence Patterns

USC mainly attracts local students on the undergraduate level. Approximately two-thirds of all undergraduates have their home residences in the greater Los Angeles area; this makes USC essentially a commuter school. The trend to move off and away from the campus increases from freshman

to senior year. More women reside in the residence halls and more men live in the area adjacent to the campus.

The Cost of Attendance

There is sufficient evidence to conclude that USC is not just a "wealthy students" school. About one-fourth of USC freshmen have parents whose annual income is \$10,000 or less. Therefore, it is not surprising that lack of financial resources constitutes a major reason for leaving USC. Approximately 40 percent of USC students are employed on a part-time basis during the academic year and an additional 15 percent are seeking employment.

Although financial hardship explains the loss of many USC students, it does not explain other questions of attrition. While some studies show that the main reason for leaving USC is financial, it is important to gather data on how many students leave because they are not getting "their money's worth."

It is possible that if the academic and student service aspects of the University were outstanding, students would be getting more out of their total learning experience and, clearly more for their money. Of those students who had a free choice in leaving USC at the end of their first year, the highest number (32 percent) responded that they were leaving because of "dissatisfaction with the personal-social life at USC," and the next highest identifiable group (21 percent) felt "dissatisfaction with the academic program."

Educational Goals

For most USC students, the most important educational goals are ostensibly pragmatic. These students seek preparation for graduate or professional schools or the acquisition of skills and training directly related to future employment. There is an awareness, though, of the importance of a broader experience. Many students feel that it is most important to obtain a general education and an appreciation of ideas during their years at the University.

The Academic Experience

Preliminary data from a study of 1971 Freshman students show that perceptions of USC before entrance are sometimes different from the encountered reality. Many entering freshmen found the academic experience at USC to be inferior to what they had anticipated. More specifically, many do not find the following statements "particularly characteristic of USC":

"Most faculty members are genuinely concerned with each student's interests and progress in their courses."

"Students often talk to faculty about special programs, courses, and student problems."

"Most faculty members are excellent teachers."

It can generally be said that these students surveyed would not describe the academic experience at USC in very favorable terms.

A Glimpse of Student Life

A sense of being part of the campus community and involved in various aspects of campus life is absent for large numbers of USC students. In particular, students who commute to campus are isolated from the mainstream of campus life. These students often report feelings of isolation and the lack of opportunities to meet other USC students. It is interesting to note that a major factor in the decision to join a sorority or fraternity was the opportunity to make lasting friendships.

When undergraduates are asked to name the person(s) with whom they spend most of their leisure hours, only 53 percent of the students responded "other USC students." As one would expect, most residence hall students (78 percent) and even more Row residents (88 percent) spend their leisure time with other USC students. In contrast, only 20 percent of the students who commute more than 20 minutes to campus responded in a similar manner.

About 40 percent of all undergraduates were very active in at least one campus organization during Winter 1972. This proportion did seem to vary by year in college or by the sex of the student, although differences based on the residence of the student were apparent. Students living on the Row more often reported that they participated in a campus organization (55 percent) than did residence hall students or students living near the campus (46 percent). Only 29 percent of the commuter students responded in a similar manner.

Student Services

Many USC students have difficulty in locating student services. The majority of undergraduates who succeeded in finding assistance reported that they received little benefit. Counseling services and academic advisement were the most severely criticized services among the general student population.

Recent data from previously unstudied group categories suggests that students in these groups would like particular kinds of additional services. For example, nearby apartment dwellers would like to see the University promote and/or provide better entertainment facilities and security precautions near the campus, while commuting students emphasized the need for activities to facilitate meeting other students. The Greek population also voiced a need for more University attention in terms of support services. Students appear to want these services so that they may experience their education in a communal rather than a segregated

atmosphere. Service suggestions from the groups demonstrate that students desire a reasonably safe, stimulating environment in which to interact with each other and the University in general.

Conclusion

In order to promote optimum development for the largest number of students, USC must intensify its efforts to meet the needs of its diverse and fragmented group of students. Undoubtedly, such plans would include the provision of a variety of options for students—different styles and methods of learning and living, different types of activities, and different services. Efforts also must be made to develop ways to promote a more unified or personal atmosphere on campus, both within and outside the classroom. One component of such a plan might be the purposeful development of an institutional attitude which places its primary emphasis on process rather than product. For example, more emphasis could be placed on the development of the individual (process) rather than on the information which he accumulates (content). The possibilities for change and improvement are numerous and many will be listed throughout our report. The Commission will argue for the implementation of many innovative ideas, programs, and services geared toward the student who commits such a significant period of his life to USC.

Future Research

At USC we have yet to really know our students, to assess them as actual or potential scholars, to see them as individuals, and to view them against their background and against the college environment and its subcultures. Although there is a need for more and better descriptive information about USC students and their experiences, future research should be placing increased emphasis on providing evaluative information that is more closely tied to a conceptual framework. In particular, there is a need for longitudinal studies to assess the impact of the college experience and to identify key factors that expedite or impede the attainment of certain college goals. Such information, especially when it is linked to cost-benefit and policy-benefit analyses, will be of great value in evaluating current programs and activities and planning future directions. If USC is to pursue excellence in all of its endeavors, it must not be content to mirror its own performance against "most other colleges and universities." It must take the steps it needs to become a truly exceptional institution for its students.

Summary of Chapter 2

Academic Environment and Student Development

The student today does not recognize or accept the traditional demarcations between "academic" and "non-academic" (or extracurricular or co-curricular) but rather sees all aspects of his educational experience as academic and personal. The Commission feels that "academic" is the most honest and accurate term for the many aspects of campus life to which the student is exposed and relates.

Although the Commission supports all efforts to improve classroom education, it has not explored curricula

per se for quality or scope. Rather, it has addressed a number of issues involving faculty, student affairs, staff, orientation, and other "academic" questions having major and direct impact upon student life.

Some examinations have prompted recommendations; others, expressions of concern and suggestions. All areas examined and treated here have a fundamental bearing on the quality of student life, however, and should be dealt with as immediate priorities.

Observations

Faculty-Student Relations

Ever since faculties of the early campuses at Padua and Bologna perceived they controlled a valuable commodity—a certificate indicating the possessor was an educated man—the Commission believes students have too often been considered the lowest priority item in the university. Faculty have become the means through which the university could gain in size, prestige, and wealth. Faculty have found that scholarly effort—publications in high status journals and research programs—gain advancement and recognition, and that involvement with undergraduate students is not only unrewarding but even inhibits reaching academic goals.

Good teacher...Mere chance. The probability that any faculty member hired by a university is a good teacher is a factor of mere chance. Further, the standard university policy of rewarding research to the exclusion of all other activities has resulted in departure of many faculty who are good teachers but less than outstanding researchers, leaving the university with less than half of its faculty as good teachers, or as teachers who are even interested in working with undergraduates.

Rewards for Good Teaching. In current USC surveys, very few students indicated that they knew any faculty personally, or that they had been to a faculty member's office for a visit. It is likely that most faculty would say they knew very few students personally, but these data are not as yet available.

The University must change the manner in which undergraduate involvement with faculty is treated. Prospective faculty should be informed clearly by deans and department chairmen that USC is one university that wants good and involved teachers and will reward such individuals appropriately—with the same rewards offered good researchers.

Students as Teacher Evaluators. Students must be involved with the careers of faculty already hired. Undergraduate affairs committees within departments and schools should supervise the administration and circulation of course evaluation material. Evaluation data should figure strongly in assigning raises and recommending promotions. The Spitzer committee report on Faculty Load must

Recommendations

The University initiate a study of faculty attitudes toward and perceptions of undergraduates.

The University publicly reaffirm its policy stressing the responsibility of faculty toward undergraduates, and be prepared to support this policy with rewards parallel to those given for research productivity.

Undergraduates be involved in decision-making regarding hiring new faculty members and salary increases and promotion of current faculty.

Each department have an undergraduate affairs

be implemented effectively, not merely as a token gesture toward teaching.

Faculty-Undergraduate Interaction. Both during the academic year and in summer, faculty should participate in undergraduate advisement and orientation. They should be paid by departments or divisional offices for developing orientation materials, tours, talks, and other approaches for effective introduction of new students to the campus and to departments. Faculty programs should be adjusted also to facilitate this participation in orientation and advisement.

"A True Academic Community." To become a true academic community, USC should encourage maximum faculty-student interaction. Because of its location, USC has no resident faculty and few who live nearby; few faculty are on campus at night or on weekends. As a result, there is little faculty-student interaction. Opportunities such as the graduate student hour at the YWCA must be expanded and duplicated in other areas. Faculty should be encouraged to have coffee or dine with students. Lunch or dinner passes to campus residences and residential accommodations, short- and long-term, should be offered faculty and T.A.'s. Departmental coffee hours for students and faculty would expand the opportunities for interchange.

Advisement

Advisement begins the moment a student writes for application materials. From then on its effects may be seen in the whole context of University experience and growth, in the decisions it affects and that greatly determine who and what the student becomes. The Commission finds that advisement in the many branches of the University is extremely diverse; that while many advisers think things are going well, most students express dissatisfaction or are not even aware advisement is available; and that too little is known about the processes, problems, and quality of USC advisement.

Admissions

The Commission applauds the steps taken by the Admissions and Registration Improvement Task Force working with the Advisory Committee on Academic Planning. It emphasizes that the student's initial impression of the University begins with the promotional and informational material he receives.

Financial Aid

Increasing tuition costs work a special hardship on students of modest-income families. An admissions policy involving a student's ability to pay for the entire cost of his education contributes to the problem. The University's ability to provide adequate financial aid and support to students in need should be examined.

Registration

There is no greater source of student unhappiness and frustration at USC than that related to registration. A subcommittee on registra-

committee, made up of faculty and students, concerned with curriculum changes regarding undergraduates, teacher evaluation, and assignment of equitable teaching loads reflecting the Spitzer report.

Increased participation of faculty in undergraduate advisement and orientation, rewarded by accommodations of faculty load and/or salary.

The Undergraduate Affairs Committee of each department be responsible for development of appropriate advisement systems, orientation programs, materials.

Programs be developed to counteract the problems presented by the location of USC in developing personal student-faculty interaction

The Student Affairs Division begin to assume a major role in all forms of student advisement or student retention.

The University commission a full-scale study of advisement during the academic year 1972-1973, examining in detail the nature and quality of existing forms of advisement on campus, both from the point of view of advisor and advisee, and formulating proposals for new and effective advisement programs. This study should involve student representatives of academic departments and the Student Affairs Division.

USC continue to recruit and admit the best qualified students academically from the widest and most diverse kinds of social, economic, cultural, and geographical backgrounds, with particular concern being exerted to recruit women students and minority students from the Los Angeles area and the Hoover neighborhood.

The University intensify its efforts to solve problems of adequate and appropriate types of financial aid; identify as a priority the development of additional sources of scholarship funds; devote special attention to additional financial aid for minority students.

The University take seriously the tremendous frustration and discontent on the part of students and

tion is expected to report to the Admissions and Registration Improvement Task Force in fall 1972.

Whatever findings are reported, the registration situation is bad and must get priority attention.

Orientation

For most students, orientation is the first substantial contact with the University. It sets the tone for university experience; eases the transition from high school; introduces the wide range of opportunities, resources, and services available; facilitates becoming an active and involved member of the University community; and expedites entry into the University.

Critical to Student Life. An effective orientation program can make a difference in the level of student morale and thus in the retention and eventual success of students at the University. Its purpose is to educate students in the processes of education. To be effective, the USC program requires marked improvement in student, faculty, and staff attitudes, with increased sensitivity to student needs, and a sincere interest and willingness in helping new students.

Improvements Must Continue. The Dean of Students' special committee of 1968-69 produced several improvements and began a process that must continue. Summer orientation was one result. Stop-gap measures to improve other facets are insufficient; they suggest that orientation is not a high priority item of the University. Expenditures for staff and publications are far below those of comparable institutions.

Spring Semester. Although a small number of students enters in spring, University orientation obligations remain.

Graduate Students. Although graduate students have limited orientation needs and usually do not live in University housing, they should be aware of the total character of the University.

Publications. Both as reference material and as reinforcement of matter presented during orientation, publications have a critical role. They should be well-written and attractively designed.

Staff. The amount of staff time allocated to orientation has been insufficient. Conflicting obligations diminish effectiveness. Although student involvement has been effective, it has been inconsistent.

Innovative Academic Programs

Whether called "extra-curricular," "non-classroom," or other term, that experience of an academic nature that takes place at USC but is not formally rewarded with academic credit is an integral part of student development. A continuing need at USC is innovative academic programs run primarily by students. The Festival of the Arts, Course Evaluation Guide, and the literary magazine are examples of many programs developed, financed, and conducted by students.

Academic Recognition of Extra-curricular Program. The problem is that it continues to be considered extra-curricular activ-

faculty with the present registration processes, and accelerate and support the study and the proposals to remedy the situation, recognizing that data processing and automation will entail major capital expenditures by the University over the next few years.

The USC orientation program be based on five concepts: (1) to set the tone for the student's University experience; (2) to ease the transition from high school to the University; (3) to introduce the student to the wide range of opportunities, resources, and services available to him; (4) to facilitate the student's becoming active and involved in the University community; and (5) to facilitate the mechanics of entry into the University.

An orientation program be provided for Spring similar to that provided in the Fall but of appropriate size.

Each department or school deal with new graduate students as indicated.

The Dean of the Graduate School, assisted by other graduate program representatives, host a reception for all entering graduate students.

An appropriate student-staff group coordinate development of publications written and produced in a style encouraging maximum student use.

One staff member in the Student Affairs Division be responsible to coordinate and implement orientation activities, supported by adequate clerical assistance.

The orientation coordinator develop a core of student volunteers sensitive to student needs and interested and informed about the University.

A task force constituted of students, Student Affairs personnel, faculty and a representative of the Office

ity. These programs can be an important and beneficial part of a student's education and warrant academic recognition and reward in terms of helping fulfill degree requirements.

of Undergraduate Studies work together to discuss and develop the necessary administrative mechanism for extending academic credit for specific innovative student programs.

Special Study Programs. To attract and retain outstanding students having the maturity, initiative, and resourcefulness to exploit their own capabilities, an undergraduate program should be established that would encourage patterns that go beyond scheduled class meetings and traditional classroom modes.

The Commission endorses this objective as well as existing mechanisms such as 490, 590, and 690 courses that permit independent research and study.

It also proposes two more immediate vehicles for independent and individualized enrichment.

- As many students as may benefit (perhaps the top 15%) be permitted to define their own general education and degree requirements. Thus, they could select from the entire curriculum rather than be confined to the requirements of traditional majors.
- Wherever possible, qualified students be given related clinical experience through internships, providing academic credit and/or monetary return, e.g., present student personnel and programming internships coordinated by the Student Affairs Division.

Individually defined majors, developed in consultation with a number of faculty members in various fields related to interests of the specific student, be developed.

The number and kind of student internships offering academic credit and/or monetary reward for clinical experiences related to the student's academic, vocational, and personal interests, be expanded and enhanced.

Educational Technology. The Commission supports recommendations of the ACAP Task Force Committee on Educational Technology, particularly that for an Educational Technology Center. The Commission feels, however, that such a center should be developed only in the context of priority commitment to the quality of student life.

Leadership Training

Students who are or wish to be meaningfully involved in University governance should be able to participate, from their first year, in sophisticated, professionally developed and conducted programs in leadership development.

Appropriate staff and faculty must be available; wherever feasible, the programs should be integrated and coordinated with academic offerings.

Leadership internships are among innovations suggested.

Conference Facilities

One of the most significant ways to develop a sense of community and identity among campus people and stimulate an intellectual atmosphere is in off-campus conferences and retreats. The long-range impact of such weekend gatherings is well known.

A tremendous asset is the Idyllwild mountain campus, but University groups find costs high for maximal attendance and participation. The Fasten Committee, for example, has found it difficult to attract participants for weekends costing more than \$10 per person.

Close-in Facilities. The University should look for a conference facility no more than an hour's drive from the USC campus and preferably in the metropolitan area. Ideally, such a facility would be staffed, could accommodate 50 to 75 persons, and would have recreational facilities.

The University evaluate in depth the use of the Idyllwild campus as a conference site with a view to reducing the costs to participate.

The University be alert to acquiring a facility that could be utilized as a University Conference Center, in the metropolitan Los Angeles area.

Student Affairs Staff Involvement in Academic Life of the University

The Commission urges more participation of the Student Affairs

Student Affairs staff should be provided oppor-

staff in academic affairs as essential to implementing the "total life" philosophy of education. Student Affairs staff must be intellectually and culturally aware; their lives should be centered in the excitement and joy of learning. The academic sectors of the University should recognize the role of Student Affairs staff as integral and vital to the learning process, and provide opportunities for these members to enter actively into the academic process.

Staff members should identify with University functions within the realm of their own interest, academic expertise, and avocational outlets, as well as their vocational strengths. Staff schedules should permit participation in enriching and stimulating conferences and activities.

University committees should include members of the Student Affairs staff to encourage interchange between all University personnel having important impact on the committee system. Student Affairs staff should be represented on major task forces and study committees to facilitate dialogue with University planning. Student Affairs and faculty members should collaborate on upgrading advisement with a multifaceted approach reflecting student needs and interests. Student Affairs staff should be involved as teachers in as many programs as possible, including Experimental College courses, to develop leadership training courses as well as major "semester" programs in their areas of expertise.

tunities for representation on University committees, task forces, and commissions; for joint involvement with faculty in new advisement programs; and for increased involvement as "teachers" in various University programs.

Chapter 2

Academic Environment and Student Development

Introduction

The Commission on Student Life was given the responsibility of exploring all dynamics of University life that are directly related to the lives of students at USC.

The Commission's concern with the total life of students in the University has led inevitably to those areas which are definitively academic. It is extremely important to note at this point that terminology is inadequate and problematic. We have already argued that contemporary students do not recognize and accept the traditional demarcations between "academic" and "non-academic," or "curricular" and "co- or extra-curricular." The student today sees all aspects of his educational experience as academic and as personal. Throughout this study, the Commission has attempted to articulate terms which would adequately define new and varied dimensions which fall somewhere *between* the traditional understandings of "academic" and "non-academic." *We have finally decided to simply describe all aspects as "academic"; this, hopefully, is the most honest and accurate term.*

It is neither the Commission's responsibility nor purpose to explore scope or quality of curricula, although we support all efforts to improve the classroom education. Instead, we have explored issues involving faculty, Student Affairs personnel, orientation and advisement programs, and other "academic" questions that have major direct impact on student life. In some instances, our recommendations are quite detailed; in others, we have merely expressed our concerns or suggestions for more intensive study. We believe, however, that all areas discussed in this chapter have a fundamental bearing on the overall quality of student life at USC, and all should be dealt with as matters of immediate priority.

Faculty/Student Relations

Since the early days of higher education, about the time the universities in Padua and Bologna were functioning, students were considered the lowest priority items in the university. In the Italian universities, the faculty organized as soon as its members realized they had control over a valuable commodity—a certificate indicating that the possessor was an educated man. Restrictions on curriculum and university policy were imposed which suited the faculty, irrespective of their value in the context of the learning process. Students had nothing to say about such decisions; they merely paid for the education that the faculty arbitrarily dispensed.

As universities grew, the faculty began to realize that it was not as powerful as it thought, since administrators grew even more rapidly than faculties. As responsibility for operat-

ing the universities was transferred to the administrators, the faculty became decreasingly important in the power structure, and became merely a vehicle for university growth in size, prestige, and wealth.

Within the structure of American universities, until as recently as the late 1960s, university faculty members were selected on the basis of their scholarly activities. This criterion—scholarly ability—became the necessary and sufficient condition for hiring a faculty member, promoting him to tenure and senior professorial ranks, and often, "graduating" him to the ranks of administration.

The result of the selective inattention to aspects of academic life other than research, such as undergraduate teaching, has been a somewhat random distribution of good teachers in the university . . . the probability that any faculty member hired by a university is a good teacher is one of mere chance.

Since the rewards for faculty performance were abundantly clear—salary, rank, and status are directly proportional to the number of scholarly publications in prestigious journals and the number of research grants received—faculty found that involvement with the undergraduate students was not only non-rewarding; it was, in fact, inhibitory *vis a vis* traditional academic goals. Thus, the faculty became less and less interested in teaching undergraduates, preferring to remain in their offices or laboratories, working with colleagues or graduate student assistants. Often, these graduate students perpetuated and strengthened the academic competition by carrying out faculty research in order to receive publication credit and, thus, increasing the probability of securing prestigious academic positions. When such students reached such positions, they often perpetuated the tradition with their own students.

The result of the selective inattention to aspects of academic life other than research, such as undergraduate teaching, has been a somewhat random distribution of good teachers in the university. There have been some empirical studies of the relationship between the quality of a professor's research and the quality of his/her teaching, but the results of these studies are equivocal and ambiguous at best. Thus, the probability that any faculty member hired by a university is a good teacher is one of mere chance. Further, the standard university policy of rewarding research to the exclusion of all other activities has resulted in the departure of many

faculty who are good teachers but less than outstanding researchers, leaving the university with less than half of its faculty as good teachers, or as teachers who are even interested in working with undergraduates.

It is the issue of faculty interest in working with undergraduates that is focal. Even the faculty member who is interested in working with undergraduates (a rare individual indeed, given the fact that he/she has been himself/herself trained by models who were probably not very interested in undergraduates) rarely retains such an interest very long, since that interest is not rewarded. As one fairly young faculty member put it:

When I came to USC, I was very idealistic. I wanted to be a good teacher as well as a researcher. I had innovative ideas for in-class and extra-classroom teaching that I wanted to develop. Then, in my first class, I found that students wanted to get As in the course at all costs, but wanted to do as little as they possibly could to get those As. They tried to get out of exams with all kinds of hair-brained excuses, and I rapidly found my idealism slipping away. The real crusher came when I was taken aside one day by a senior faculty member who seemed to like me. He told me to forget putting so much time and effort into my undergraduate courses, and to get into the lab and churn out some papers if I wanted to keep my job any longer than three or four years.

Such experiences are probably relatively common in universities, and such experiences have perpetuated the low status of undergraduate education in the university system.

While the effects of differential reward have been reflected in attitudes of faculty members toward undergraduates, they have also been reflected—perhaps even more so—in the attitudes of students themselves. A popular saying around universities is: "The only difference between an undergrad and a graduate student is that the graduate student knows he's getting screwed." Many undergraduates enter college expecting their professors to be dedicated, interested, and involved teachers as well as researchers. They learn rapidly that this is not the case. Many students who take courses taught by graduate student Teaching Assistants learn that they are not even important enough to rate a full-time faculty member.

Students should participate in the hiring of new faculty members. . . . With regard to faculty members who are already hired, students must be involved with their careers at USC.

The students quickly learn that most faculty members would rather be in their laboratories or their studies, doing their own work. The results of these experiences for both faculty and students is a confirmation of the popular stereotypes of students and faculty: i.e., "Students don't really want to learn. They are just there for the piece of paper. Faculty don't really want to teach. They are just there because they have to be." In fact, one of the most prestigious universities in the world (Rockefeller) has no undergraduate students at all!

The mutually reinforcing "turn-off" by faculty and student is accompanied by a notable lack of extra-classroom interac-

tion. In current USC surveys, very few students indicated that they know any faculty member personally, or that they had been to a faculty member's office for a visit. Most faculty members would probably say that they know very few students personally, but these data are not as yet available.

We recommend that:

The University initiate a study of faculty member attitudes toward and perceptions of undergraduates.

It is the responsibility of the University to change the manner in which undergraduate involvement by faculty is treated. This must be done publicly, and must be followed up with actions which are much louder than the words used to announce a change in policy. When prospective faculty members are interviewed, information regarding the amount and quality of their teaching background should be specific. They should be clearly informed by deans and department chairmen that USC is one university that wants good and involved teachers, and that USC will reward such individuals appropriately with the same rewards (quantity and quality) which are offered to good researchers.

We recommend that:

The University publicly reaffirm its policy stressing the responsibility of faculty toward undergraduates, and be prepared to support this policy with rewards parallel to those given for research productivity.

Students should participate in the hiring of new faculty members. Any action taken by the University in terms of job offers should be contingent upon approval by a representative student group which has been involved in the recruitment and review of the credentials of candidates. Each academic department should have a committee specifically designated as the undergraduate affairs committee, which is charged with the responsibility for aiding and enhancing the development of shared responsibility for decision-making.

With regard to faculty members who are already hired, students must be involved with their careers at USC. Departmental undergraduate affairs committees should supervise the administration and dissemination of course evaluation material, and such material must be strongly considered when raises and promotions are recommended. The adoption by the University of the Spitzer Committee Report on Faculty Load may be one step in the direction of changing faculty attitudes (and, therefore, student attitudes) about teaching. The report must, however, be implemented effectively if it is to work. An undergraduate affairs committee of the academic departments should have input into the determination of a given faculty member's teaching load for a given semester, in conjunction with the faculty member himself/herself, the department chairman, and the dean. Only when faculty members realize that there are rewards for teaching will they believe that the adoption of the Spitzer Committee Report on Faculty Load is more than a token gesture toward teaching.

We recommend that:

Undergraduates be involved in decision-making regarding hiring new faculty members and salary increases and promotion of current faculty.

We recommend that:

Each department in the University have an undergraduate affairs committee, made up of faculty and students, charged with:

- a. Curriculum changes affecting undergraduates***
- b. Evaluating the teaching of departmental faculty members***
- c. Assisting the faculty member, department chairman, and dean in working out appropriate teaching loads for faculty (i.e., implementing the Spitzer Committee Report)***

The departmental undergraduate committees must also provide for adequate undergraduate advisement systems, as well as orientation programs for incoming students. The advisement function will be covered in another section, but the orientation function is important in the present context since it involves faculty time during the summer as well as during the academic year. One way the University can encourage faculty involvement with undergraduates, would be to pay some faculty members to represent the departments in the orientation programs. This could involve a faculty member of the undergraduate affairs committee, who would be paid for developing orientation materials, tours, short talks, and other approaches to orienting new students to the departments. Such individuals could also act as preliminary advisors to new students— someone to whom these students could come with questions or problems about their academic and, perhaps, personal lives. The important factor here is that such individuals would be familiar and available to students. This development in and of itself would be a major step for USC.

We recommend that:

Faculty participation be increased in undergraduate advisement and orientation, and rewarded by accommodations of faculty load and/or salary.

We recommend that:

The Undergraduate Affairs Committee of each department be responsible for developing appropriate advisement systems and orientation programs and materials.

If USC is to develop a true academic community, it will, of necessity, be forced to deal more effectively with the prob-

lems inherent in its location. Very few faculty members live near the campus; few faculty members are on campus in the evenings or on weekends. These are major factors in the limited student-faculty personal interaction at USC. Enterprises such as the graduate student hour at the student YWCA can and must be expanded to create the kind of mixing of faculty and students necessary for the development of a vital educational community. Faculty members could be given lunch or dinner passes to campus residences and encouraged to have coffee or dinner with students. Arrangements could be made to accommodate faculty and TAs in residential units on both short-range and long-term basis. (See Chapter 4, Residential Life) Departments could have coffee hours during which all faculty members are urged to be present, and the attendance of interested students is sought.

We recommend that:

Programs be initiated to counteract the problems presented by the location of USC in developing personal student-faculty interaction.

Advisement

Advisement is the guidance of students through the University experience; it is used in the broadest sense. It begins the moment a student writes to the University for application materials, and, in some respects, it may never end, since the relationships formed in the context of the University experience and the growth which occurs during the experience form an integral part of an individual's life and values.

Advisement is more than simply telling a student which courses meet requirements for a particular degree. It is more than simply listing the job possibilities for individuals with one kind of degree or another. It involves providing a context for forming relationships with the entire University community, and for developing the capacity to make informed decisions as to the areas of knowledge to be pursued, potentially salient vocational goals, and the opportunities, resources, and services available to attain that knowledge and those goals. In short, advisement provides the occasion for a student to gain information in order to make decisions relating to the University experience—decisions which will have a major effect on who and what he or she will become. It is our conviction that the Student Affairs Division must assume a major role in all aspects of student advisement.

We recommend that:

The Student Affairs Division begin to assume a major role in all forms of student advisement or student retention.

A preliminary investigation of advisement at USC convinced the Commission of three things. First, the kinds and quality of advisement within the many branches of the Univer-

sity are extremely diverse. Second, there are apparently two points of view regarding advisement—that of the advisors who believe that all is going well, and that of the student recipients of advisement who feel that it is inadequate. Most students are dissatisfied with the advisement they receive, and many are, in fact, unaware of the existence of some kinds of student advisement, such as career planning and personal counseling. Finally, the Commission has concluded that too little is known about the quality, processes, and problems of advisement. (See Exhibit I, Volume III)

The limitations of our study made it impossible to deal adequately with the complexities of advisement. But it is so extremely vital to the welfare of students that we urgently recommend a full-scale, in-depth study of advisement during the academic year 1972-1973. We hope that such a study will be one of the major priorities of the University in the coming year.

We recommend that:

The University commission a full-scale study of advisement during the academic year 1972-1973, examining in detail the nature and quality of existing forms of advisement on campus, both from the point of view of advisor and advisee, and formulating proposals for new and effective advisement programs. This study should involve student representatives of academic departments and the Student Affairs Division.

Admissions

For the past year, an Admissions and Registrations Improvement Task Force has been working within the framework of the Advisory Committee on Academic Planning. Because the Commission believes that the student's initial impression of the University when he receives promotional and informational literature and catalogs is a vital factor in his response to the University, and because recruitment of excellent students is so vital to the growth and vitality of the University, this study of admissions is a very important one. We applaud the steps which have already been taken and which are projected to improve the entire admissions program and process. The Commission endorses the continuing concern of ACAP and the special task force in this area, and expresses only one particular concern.

We recommend that:

USC continue to recruit and admit the best qualified students academically from the widest and most diverse kinds of social, economic, cultural and geographical backgrounds, with particular concern being exerted to recruit women students and minority students from the Los Angeles area and the Hoover neighborhood.

The high cost of education has made it increasingly difficult for all students to afford to attend a private university such

as USC; because the increasing tuition costs work a special hardship on students from a more modest socio-economic background, the Commission is much concerned with the University's capacity to provide adequate financial aid to students who need it. We are aware that there are difficult implications of an admissions policy which, by default, is determined primarily by a student's ability to pay for the entire cost of his education.

We recommend that:

The University intensify efforts to study the problems of adequate and appropriate financial aid; identify as a priority the development of additional sources of scholarship funds; and exert special attention providing additional financial aid for minority students. (See also Chapter 11, General Student Services.)

We recommend that:

The Student Affairs Division be administratively responsible for admissions.

Registration

The study program of the Admissions and Registrations Improvement Task Force has been noted above. Unlike the Admissions study, which has already resulted in new policies and programs, the Registration study is still in preliminary stages of evaluating current registration procedures. We understand that a special subcommittee will report to the Task Force late this year. It is the responsibility of our Commission, however, to state firmly our awareness that there is no greater source of student unhappiness and frustration at USC than the entire registration process. We are aware of improvements made in recent years, and we are aware that major improvements depend primarily on automation of records and registration procedures. Nonetheless, the situation is bad, and correction must be a priority of the University.

We recommend that:

The University take seriously the tremendous frustration and discontent on the part of students and faculty with the present registration processes, and accelerate and support the study and the proposals to remedy the situation, recognizing that data processing and automation will entail major capital expenditures by the University over the next few years.

In making this recommendation, the Commission on Student Life would like, also, to articulate several concerns:

1. We are apprehensive, on behalf of students, that the change-over from our present registration system to a sophisticated automated system may produce bottlenecks, problems, and hassles perhaps more intense than those generated by the

present antiquated system. We urge that the appropriate planners be extremely sensitive to this possibility.

2. We are much concerned that any automated system not preclude the vital human components of personal advisement, counseling, and distribution of critical information.
3. We are much concerned that a sophisticated automated system be programmed so that the personal records of each student are maintained in an absolutely private and inviolate manner.

We recommend that:

The Student Affairs Division be responsible administratively for registration, which is at the very heart of the student services responsibility for which the Division exists.

Orientation

An orientation program can be a significant experience in a student's academic career and in determining his relationship to his chosen college or university. For most students, orientation is the first substantial contact with the University. Herein lies its importance.

We recommend that:

The USC orientation program be based on five concepts:

1. Set the tone for the student's university experience. *A student's initial impression of the University is a factor which may substantially influence his response to the University and to the multitude of resources available to him. An introduction to the University's academic, cultural, and social life in the context of overall awareness of the University's priorities, expectations, and philosophy is essential.*
2. Ease the transition from high school to the University, by dealing with those elements which are unknowns in the student's experience. *These include new academic experiences and responsibilities, new living arrangements, new social patterns, increased self-reliance, and new kinds of relationships with faculty and staff.*
3. Introduce the student to the wide range of opportunities, resources, and services available to him through the tremendous diversification of schools and departments. *A student's "apathy" is often merely a reflection of his limited knowledge of the University. The complexities of such a vast institution are bewildering, and a comprehensive orientation is essential if a student is to be expected to take full advantage of all that is offered.*

4. Facilitate the student's becoming an active and involved member of the University community. *Along with presentations of facts about the University and discussion of ideas about education, it is also vital to try to help new students feel part of the University community through immediate and personal interaction with other students and with faculty and staff.*
5. Facilitate the mechanics of entry into the University. *While overtly the simplest function of orientation, the process of testing, advisement, and registration is often the most confusing and frustrating to new students.*

In addition to these significant established roles of orientation, such a program can also serve to explain to parents of entering students the role and function of the University. The parents' impressions of the University and of their students' future experiences will, in many cases, have a significant impact on the student.

An effective orientation program can make a difference in student morale, and, consequently, in the retention and eventual success of students at the University. However, it should be pointed out that orientation is more than a series of programs preceding the student's first classes. Orientation is the process of assimilation into the entire University environment. The orientation process can take only a few days or as long as four years. *Its purpose is to educate students on the process of education.* Students with a clear picture of the purpose and procedures of the University will utilize its resources better. However, programs titled "orientation" will be ineffective unless, at the same time, there is a marked improvement in the attitude toward students by faculty and staff at all levels. There must be an increased sensitivity to students and their needs, a sincere interest in their problems, and a willingness to make an extra effort in helping the new student.

Background

Orientation programs at the University of Southern California have undergone considerable evaluation and change in the last four years. In the fall of 1968, the Dean of Students appointed a special committee to study the existing orientation program. That program was found to be inadequate in several fundamental respects. The criticisms proceeded from the premise that the first substantial contact between the student and the University does have a significant impact on the development of attitudes toward the University and on the adjustment of the student to his new environment.

In 1968, the orientation program consisted of only a Fall Orientation Week, directed at entering freshmen prior to the start of classes. The Fall Orientation program was managed by an Orientation Committee, composed of volunteer student staff, with funds provided by the University and with assistance from the Student Activities Office. The program has traditionally been aimed at introducing new freshmen to student activities and special programs of the University, in addition to facilitating the mechanics of formal entry (testing, registration, advisement). Little attention was paid to

introducing students to a philosophy of education, or even to offering an overall view of the wide academic, cultural, and social diversification of the University and its component schools.

As a result of recommendations by the Dean of Students' special committee, the Student Activities Office proposed a Summer Orientation program for entering freshmen and their parents which would begin to compensate for the weaknesses in Fall Orientation. The proposal was accepted by the University, and the first Summer Orientation program was implemented in 1970. The traditional Fall Orientation program was continued with essentially the same format.

The Status of Orientation

The attempts to communicate a unified image of the curricular and co-curricular potential of the University have been developed under stop-gap circumstances. The student's entry into the University is still left primarily to individual initiative. It is apparent that orientation is not a high priority item within the University. There are no programs for transfer students. There are no programs for students entering in the spring semester, or for graduate students. There is little coordination between the fall, summer, international student, and minority student orientation programs. There is little coordination of full activities to help ensure adequate participation of entering students in orientation programs. Expenditures for staff and publications are far below those of institutions of comparable size.

Summer Orientation

After two years of operation, Summer Orientation has proven to be a valuable part of the orientation process. Summer Orientation consists of six two-day sessions held during July. Entering undergraduates and their parents are invited to stay in the residence halls for the two days that they are on campus. The strength of this program lies principally in three areas: (1) proper completion of the mechanics of entry, including testing, advisement, and registration; (2) development of the awareness and support of the parents of entering students; and (3) valuable personal contact with other students, faculty, and staff in a relatively relaxed and intimate setting. Thorough evaluation indicates that only by lengthening the program significantly could these functions be expanded and others added.

The major weakness of Summer Orientation is its inability to attract the entire population of entering students due to cost and time considerations. As presently constituted, Summer Orientation is essentially financially self-sustaining. Expenses of the program are paid for by a \$20.00 or \$25.00 enrollment fee charged to the participants. If the student and both parents attend the program and stay in the residence halls, the total cost is \$75.00. This can be a major sum for a family facing four years of college expenses. A limited number of scholarships are available, but not nearly enough. Many students are also eliminated from the program because Summer Orientation is not conducted on weekends. The

weekday schedule poses hardships for students and parents with job commitments. The primary deterrent to weekend programs is the H-card system of registration which requires every academic office to remain open so the student can complete the registration process.

To make Summer Orientation available to the maximum number of entering students, the following changes are necessary.

We recommend that:

Orientation be included in the overall cost of educating students. (Allocations should be made to cover the administrative and program cost of Summer Orientation. The total cost would be approximately \$20.00. The participants would then be required to pay only for food and lodging—a maximum of \$12.00 per person.)

We recommend that:

Summer Orientation be held on weekends. This means the revision or modification of the present H-card system. In any case, H-card material must be available to students on weekends.

We recommend that:

Scholarship funds for low income students and their parents be allocated by the University. Special consideration must also be given to minority students. If food and lodging was the only variable expense, a maximum of \$5,000 could adequately cover the scholarship needs.

We recommend that:

At least one special orientation session be held just prior to the start of classes in the fall for students traveling great distances, for whom a special trip to the University might be unreasonable. This would be predicated on the availability of space in the residence halls and special arrangements with registration.

We recommend that:

One or two sessions be instituted to deal with the special problems of the transfer student. A summer program for transfer students could be accomplished in one day rather than the two-day sessions presently conducted for freshmen.

A second major weakness of Summer Orientation is that while parents have the entire two days in which to participate in meaningful discussion programs, student time is limited by the complexities of academic advisement, testing, and registration.

Summer Orientation is essentially a good program, but it does not provide entering students with all of the orientation functions considered necessary, nor does the voluntary nature, expense, and timing of the program ensure adequate participation. Additional orientation activities are needed. We feel that these needs can be met through the expansion of Fall Orientation. The Commission believes that the foundation of Fall Orientation should rest in small groups of students being introduced to the University by concerned and informed members of the faculty and older students. These small groups would continue to meet with their faculty advisors throughout the semester, providing a continuing forum for questions and discussion.

Fall Orientation

Contrary to past experience at USC, a Fall Orientation program can contribute significantly to the future success of the entering student. Fall Orientation occurs at that time when students are most receptive to advice and are searching for new relationships. It is at this time that the University must put its best foot forward. If USC is to live up to the student's expectation of a private university, then there must be a consistent and meaningful demonstration of individual attention. During Fall Orientation, administrators, faculty, and students must be willing to welcome and assist new students as they enter, and not simply to rely on a series of formal programs to accomplish this. Fall Orientation should be a continuing process rather than a concentration of programs at the beginning of the semester.

To meet the goals of an ideal orientation program, several major areas in the Fall Orientation must be changed and expanded. First, since Summer Orientation can only reach about half of the entering freshmen, a more coordinated fall program must be developed to facilitate testing, academic advisement, and registration. In addition, an effective comprehensive Fall Orientation program must be coordinated so that activities such as registration and rushing are not in direct conflict with one another and with major orientation activities. And finally, an effective Fall Orientation program must include full participation by all members of the academic community, particularly faculty and Student Affairs staff.

The nature of the recommendations for Fall Orientation differ greatly from those for Summer Orientation, specifically in that a totally new and different program structure is now envisioned. The heterogeneous composition of the USC student body must be recognized in developing a fall program. The varied needs of special interest groups must be met at the same time that these groups are shown that they are a part of the whole University community. The Fall Orientation program should include a minimal core of activities appropriate to all new students. These are reflected in the following recommendations.

We recommend that:

Fall Orientation be opened with the President's Convocation. The President of the University should address the new students, welcoming them and stating the goals of the institution. The program should also include addresses by the Chairman of the University Senate, the Vice President for Student Affairs or the Dean for Student Life, and the ASSC President. Letters of invitation should be sent from the President to each new student, making this Convocation the first official part of the students' college education.

We recommend that:

An extensive revision of the academic advisement program include older students, faculty, and specific undergraduate departments, coordinating advisement with testing and registration.

We recommend that:

The faculty commit itself to involvement in Fall Orientation. We recommend that faculty advisement groups be instituted, and that:

- a. Entering students be assigned to a faculty group leader upon arrival at Fall Orientation. Faculty-student ratio should not exceed 1:10.***
- b. Returning students should be involved in each group to assist faculty members.***
- c. Entering students should have the chance to be assigned to a homogeneous group if his major is in question.***
- d. Groups should meet frequently during Orientation Week and should continue to meet throughout the semester, realizing the needs of the groups.***
- e. Faculty be encouraged to meet informally with their groups. Possible monetary reimbursement should be available for entertaining students at faculty homes.***

These groups should serve as a mechanism for continuing evaluation of education and as an encouragement for increased faculty-student involvement. Implementation of this recommendation will require extensive faculty and administrative commitments. This may mean that faculty involvement in these advisory groups would be included in their academic load profile.

We recommend that:

Since proper dissemination of information is an essential part of orientation, there must be a conveniently located orientation information center, ideally in the Student Activities Center or in Alumni Park. This center should be open throughout Orientation Week to serve as a clearinghouse for any questions which a new student might have. It should be manned by students and faculty. All necessary literature should be available to the new student at this Information Center.

We recommend that:

Activities be coordinated during the initial period of Fall Orientation so that registration, rushing, and orientation programs are not in direct conflict.

We recommend that:

University facilities be made available to student organizations wishing to develop programs during Orientation Week.

Realizing the varied needs of special interest groups, an orientation office should be instituted to coordinate implementation of individual programs relating to those needs. These programs would be supplemental rather than alternative in nature to the programs mentioned above, and should be primarily the responsibility of the special interest groups. A variety of special programs are necessary, including:

1. ***Residential Life Orientation.*** Since many of the new students will be living on campus in a facility and in a style quite different from what they have been used to, it is necessary to help them make this transition. Those who live in the residence halls will need to learn how to live within a large group, while those in the fraternities and sororities will need to be helped to see all of the aspects of fraternal life. The study committee feels that the Office for Residential Life should be responsible for these programs.
2. ***Minority Student Orientation.*** Given the complex and varied sociological background of university students and the resulting special problems which exist for minority students, the University has a responsibility to provide programs which help these students to be assimilated as quickly as possible within the University and at the same time meet their special interests. This Commission recommends that the Commission on Minority Affairs develop programs in this area.
3. ***Transfer Student Orientation.*** The transfer student has long been virtually ignored in the orientation process. The Commission believes that these students have special problems in entering the University. It is recommended that this be accomplished by assigning each transfer student to a Faculty

Advisement Group, which would be primarily for transfer students. Transfer students should also be strongly encouraged to participate in the total orientation program.

4. ***International Student Orientation.*** International students historically have had a special orientation program. While the Commission encourages the continuation of these programs, we recommend strongly an increased coordination with the total orientation program to provide maximum opportunity for entering international students to become acquainted with the whole University.

We recommend that:

A central orientation office act as a coordinator for overall and individual orientation programs, including not only special programs, but also orientation-related processes such as registration, testing, etc.

Spring Semester New Students

Although the number of students entering the University in the spring is usually small, these students have the same needs as those entering in the fall. The University is responsible for assisting these students in the same way.

We recommend that:

An orientation program be provided in the spring (similar to that provided in the fall) of a size appropriate for the smaller number of students.

Graduate Students

The graduate student has limited orientation needs. Having been through a university or college, most of these graduate students will not be living in University housing, and their orientation needs are primarily confined to specialized academic areas which can best be handled within their own department or school. It is necessary, however, that these students be aware of the total character of the University.

We recommend that:

Each department or school within the University which deals with graduate students be encouraged to develop programs to help their new students.

We recommend that:

The Dean of The Graduate School, with assistance from the other graduate programs, host a reception

for all entering graduate students, where they would have the opportunity to meet other graduate students and faculty. (See the Razavi study, Exhibit C-1, Special Appendixes for data which support these recommendations)

Publications

Publications can be a crucial part of an effective orientation program. These can serve both as reference material and as reinforcement to what was presented during orientation. Unless any publication is attractive and well-written, and speaks clearly to the real problems that the student faces, it will not be read and, therefore, will not assist the student.

We recommend that:

An appropriate group reflective of student and University interests be charged with the responsibility of developing a document for orientation, written and presented in a style which will encourage maximum student use.

Staff

Regardless of whatever orientation programs are provided, the effectiveness of any orientation program ultimately depends upon the personnel involved. In the past, the amount of staff time assigned to orientation has been insufficient. Conflicting obligations have limited the concentration of staff involvement. Student involvement has been inconsistent, although at times very effective.

We recommend that:

There should be a staff member in the Student Affairs Division whose sole responsibility would be implementation and coordination of all orientation activities. Sufficient clerical support must be provided.

We recommend that:

The staff member assigned to orientation be responsible for developing a core of student volunteers who are sensitive to student needs and interests and informed about the University. (See Exhibit 1, Volume III for orientation study report)

Innovative Academic Programs by Students

Student Programs

Throughout this report the Commission addresses a facet of student life which has variously been titled "extra-curricular," "co-curricular," "non-classroom," etc. Whatever it is called, that experience of an academic nature which takes place at USC but is not formally rewarded with academic credit is an integral part of student development. There is a great need for innovative academic programs run primarily by students. These programs benefit both those who take part and those who organize and administer them.

A number of such programs already exist at USC. The Experimental College, for example, provides an administrative agency which functions to allow individuals (students, faculty, staff, neighbors) to "teach" and learn, in creative ways, about subject areas normally passed over by the larger University. The Festival of the Arts, Course Evaluation Guide, and Literary Magazine are but a few of many other programs developed, financed, and implemented by students.

The problem is that we continue to look upon these activities as "extra" curricular (non-curricular).

In adhering to the philosophy which holds that the University's goal is "total student development," a new approach to the continuation and expansion of programs like those mentioned above is necessary. The essential academic nature of these programs must be recognized; the University must provide more facilities, funds, and personal expertise to the students who organize and implement these programs. But perhaps more importantly, it must be recognized that these programs can be an extremely beneficial part of the students' education and, with this should come academic recognition and reward in terms of the fulfillment of degree requirements. In effect, such programs must be made curricular.

To facilitate this, there is a need for a sort of clearinghouse to screen proposals for new programs and to find support for and assign credit to those which merit establishment.

We recommend that:

A task force constituted of students, Student Affairs personnel, faculty and a representative of the Office of Undergraduate Studies work together to discuss and develop the necessary administrative mechanism for extending academic credit for specific innovative student programs.

Special Study Programs

The report of the ACAP Committee on University Priorities has stated that one of the general aims for USC in the next decade should be "creation of an undergraduate program that can attract and retain outstanding students because it has sufficient flexibility to give each student the opportunity

to exploit his own capabilities to the fullest, . . . it provides extensive opportunities for involvement of students in the development and direction of both their academic and co-curricular experience, . . . and because it encourages educational patterns that go beyond scheduled class meetings and traditional lecture-discussion instruction."

The Commission wholeheartedly supports and endorses this goal, and commends such already established mechanisms as 490's, 590's, 690's. In addition, the Commission highly endorses proposals for latitude in general education requirements which support independent research and individually directed study.

Along these lines, the Commission makes two suggestions:

We should make available to as many students as would benefit (perhaps the top 15 percent), the opportunity to define their own general education requirements and degree requirements.

This would allow students to take advantage of the entire curriculum rather than being limited to a small portion of it by a traditional major. Obviously, many students (i.e., Business or Pre-Medicine) will not be able to take advantage of the opportunity, but for those seeking a wholistic, interdisciplinary education, it could be extremely valuable.

We recommend that:

An individually defined major be developed in consultation with a number of faculty members in various fields related to the interests of the specific student.

The Commission believes that wherever possible students should be able to take part in the practical application of the academic knowledge. They should be afforded the opportunity to gain that added knowledge which can come only from such practical experience. A number of internships are already available to USC students, and several proposals exist for student personnel and student programming internships coordinated by the Student Affairs Division. The Commission strongly supports the existing programs and the new proposals which call for academic credit and/or monetary reward for student internships.

We recommend that:

The University expand the number and kind of student internships offering academic credit and/or monetary reward for practical experience related to the student's academic, vocational, and personal interests.

Educational Technology

The Commission has reviewed the first part of the ACAP Task Force Committee on Educational Technology and supports the recommendations it offers. We are particularly impressed with the proposal for an Educational Technology

Center, and we firmly support the efforts to implement such an idea. However, it should be emphasized that such a center should be developed only within the context of a priority commitment to the quality of student life. Educational technology is not an end but only a means to the better education of students; as such, the impact of this technology on student life must be continually appraised. (Particular reference is made here to Chapter 4, as well as to the report of the University Editor, Exhibit 10, Vol. III.

Leadership Training

It will be evident throughout this report that the Commission on Student Life earnestly believes that *the* key to effective, creative, responsible student leadership at every level and in every area of University life depends today on the kind of skill training and development which student leaders receive at the University.

Students who are to be meaningfully involved in University governance, University committees, departmental committees, student government structures, programs, development, University organizations, student clubs and organizations, orientation, residential life advisement, and in myriad other activities and projects, all need to be involved from their freshman year or in sophisticated, professionally formulated programs of leadership development. The academic dimension is twofold: first, Student Affairs Division staff and appropriate faculty must be available to provide leadership for programs in organizational development, group dynamics, individual leadership skills and techniques, program building, business management, etc. Second, such programs should also be integrated and coordinated, whenever possible, with existing academic offerings and curricula. Internships, special research projects, 490's, class projects, and a variety of innovative programs to relate this kind of leadership development to academic resources as well as to the practicum of university experience and practice are vital.

We recommend that:

The Student Affairs Division, in cooperation with the Undergraduate Studies Division and appropriate student agencies, develop opportunities for leadership skill development and training, to be offered on a continuing basis. (See also Chapter 3 for similar recommendation.)

Conference Facilities

It is the strong conviction of the Commission that a most significant way to develop a sense of community among campus people, stimulate an intellectual atmosphere, and provide memorable personal experiences for students and faculty is the off-campus conference, retreat, or social program or colloquium. The eminent success of many such programs conducted through residence halls, Row, academic schools and

departments, and campus ministry provide ample evidence of the validity of the concept. Perhaps the most impressive evidence of this is the effectiveness of the Fasten Conferences, a direct result of the Danforth study of problems of depersonalization on major urban campuses made eight years ago. The weekends, originally funded by the Danforth grant, have continued for the last five years under a special committee, funded by matching grants from ASSC and the Office of the President. We believe that we do not have to convince the University community of the long-range impact of these weekend experiences on the well-being of the University.

Our particular concern would be to argue for better facilities and for staff within the Student Affairs Division with special training and skills in interpersonal relationships, group dynamics, and program planning for such weekends. The Idyllwild mountain campus is a tremendous asset to USC. There are obvious fiscal problems in maintaining such a major facility; however, the costs and rates for university groups at Idyllwild are excessive and prohibitive for most groups and programs. The Fasten Committee reports that it has been possible, although quite difficult, to schedule campus or conference sites at rates of approximately \$20 per person for a conference beginning Friday evening and closing Sunday, including five prepared meals. The Fasten Committee has also found it extremely difficult to solicit student support and participation for weekends costing more than \$10 per person.

Just these few statistics suggest that Idyllwild's rates may be fiscally sound but somewhat excessive for wide campus use.

We recommend that:

The University evaluate in depth the utilization of the Idyllwild campus as a conference site with a view to reducing costs and/or subsidizing the operation in some way so as to provide more reasonable costs for campus group weekend programs.

The Commission also wishes to make the point that the University should be alert to opportunities to acquire a conference facility or center in the metropolitan Los Angeles area, certainly within less than an hour's drive from the University Park campus. Gamble House is a pleasant and attractive facility for small, brief conferences, but it does not provide overnight accommodations or any kind of recreational facilities. A University Conference Center would ideally be staffed, accommodate 50-75 persons overnight, and be situated in a pleasant area with recreational facilities of some type readily available.

We recommend that:

The University be alert over the long-term to the acquisition of a facility in the metropolitan Los Angeles area which could be used as a University Conference Center.

Student Affairs Staff and Involvement in Academic Life

The Commission on Student Life firmly believes that increased participation by the Student Affairs staff in the academic affairs of the University is essential in implementing a philosophy of education which seeks to involve the total life of University students. Neither the fragmentation of academic experience into concepts of "curricular" and "co-curricular" nor the existing definitive split between "Student Affairs personnel" and "academic personnel" are compatible with this philosophy.

Two very essential elements must prevail if student personnel staff members are to be included effectively and involved actively in the academic affairs of a University. First, Student Affairs staff members must be intellectually aware and culturally curious; indeed, their lives should be centered in the excitement and joy of learning. They should have chosen their profession because they are, first and foremost, interested in the ferment of knowledge and in helping young people develop an expansive outlook for a lifetime of creative learning and intellectual contribution. Second, the academic sectors of the University should recognize student personnel staff members as integral and vital parts of the learning process within the University community, and should make it possible for these members to be active participants in the academic way of life. It is definitely a twofold matter, and a coalescence of these major segments of the University community must come about so that the intellectual, social, cultural, and personal development of students and faculty may have ultimate concern. A vast amount of research study concerning this subject is being and has been done throughout academia for several years, pointing to the urgency for this union of forces in institutions of higher learning. Student Affairs staff can work for integration into the academic community in many ways. Visible participation in the academic, cultural and classroom life is a primary step toward acceptance by faculty as equals. Staff members should be encouraged to participate in and attend University functions within the realm of their own interest, academic expertise, and avocational and vocational strengths. Time should be allowed for staff to take courses not only in the obvious fields of counseling, guidance, and education, but in any area which a staff member finds exciting or relevant to his own development, whether personal or propersonal. In addition, staff should be given time to attend intellectual, cultural, and professional conferences which would enrich their lives and better enable them to enrich the lives of the students with whom they share the University milieu.

We recommend that:

In the interest of increased participation in the cultural and classroom life of the University by Student Affairs staff, the Division should allow time for class, conference and workshop attendance on regular basis for staff members.

There are also formal ways in which the University can recognize the importance of Student Affairs staff by drawing them into full and active participation in University affairs. University committees should include members of the Student Affairs staff, thereby making possible an interchange of ideas and an enlargement of understanding between those University personnel who work so closely with students and the faculty and administrative members active in the committee system. Student personnel members should be added to major task forces and study committees to facilitate dialogue with University planning (curriculum buildings, library, governance, etc.). Major University programming done by students and faculty should be done in conjunction with representatives from the Student Affairs staff. In studying and improving the advisement systems of the University, we strongly recommend a program which includes teams of faculty members and Student Affairs staff working together in a coordinated program involving a multifaceted approach to counseling, parallel to the multifaceted needs of students. One proposal worthy of serious consideration is that of having two permanent "fellows" for small residential unit groups—one a faculty member and the other a Student Affairs staff member. This team would function in ongoing work with students in programming, academic advisement, personal counseling, etc. Finally, Student Affairs personnel should be involved as teachers in as many programs as is possible, including Experimental College Courses, in developing courses in leadership training for students, and in major "semester" programs where staff have relevant expertise.

We recommend that:

Student Affairs staff should be provided opportunities for representation on University committees, task forces, and commissions; for joint involvement with faculty in new advisement programs; and for increased involvement as "teachers" in various University programs.

Credits and Sources

1. The report of the Orientation Study Committee; original and revised reports:
 Jay Berger
 Phyllis Fetter
 Brian Heimerl
 Robert Jones
 Gloria Myklebust
 Peter Shugarman
 Kent Clemence
 Kathy Forte
 John Kay
 Robert Mannes, Chairman
2. The report of the Advisement sub-committee of the Commission, chaired by Professor Steven Frankel, including a research questionnaire survey of 1500 undergraduates, and research questionnaires from all deans and department chairmen
3. Data from the reports of the ACAP Task Force on Admissions and Registrations Improvement, chaired by Dean Norman Fertig
4. Data from the University Committee on Academic Affairs, chaired by Professor John Laufer
5. Position papers written by Professor Steven Frankel, Dean Joan Schaefer, Lee Blackman, and Chaplain Rudisill
6. Reports, studies, and proposals for special academic programs from a number of universities, including Stanford, MIT, UC Irvine, etc.

Summary of Chapter 3 University Life, Programs, and Activities

The USC campus abounds in cultural and intellectual events and activities to enrich and entertain the regular campus community and visitors. But too often mere availability is mistaken for participation.

Although concerts, recitals, symposiums, films, festivals, seminars, and other attractions occur almost daily, they are often poorly attended—for many reasons. A few may be cited: complex class schedules by various academic units that totally preclude any common free times for special events; the large number of commuters coming and going at all hours; inadequate facilities; uncoordinated and insufficient publicity.

A doctoral dissertation in 1970 in the School of Education points up the almost total negative shift in freshman perception of campus life by the end of the first semester—no more comforting in that such a shift is something of a national phenomenon.

Letters to the *Daily Trojan* criticizing campus esthetic and intellectual life run heavily toward such descriptions as “apathetic,” “non-stimulating,” “isolated,” and “not involved.” To counter such perceptions, the environment itself as well as perceptions of it must be examined.

The USC campus uniquely separates many segments of its community—geographically, physically, intellectually; living groups from commuters, professionally-oriented from humanities-oriented, professional campuses from the general campus, etc.

A definitive study, *Profile of USC Undergraduate Students*, released in May 1972, delineates many conditions that hinder development of a sense of community. This and other resources must be examined for approaches and solutions in making USC a community as well as an institution.

Observations

Community Atmosphere

Much evidence in surveys, editorial comment, and casual remarks indicates that students do not enjoy a sense of community at USC. This points to a lack of coordination and cohesion which affects participation in campus cultural and intellectual life.

Campus Communications

Criticism of campus communications centers around methods of informing the student body of events, lack of an adequate University calendar, lack of bulletin board space, failure to centralize information facilities, the role of the *Daily Trojan*, and the high cost and inconvenience of producing graphic communications materials on campus. The Commission also sees large opportunities for enrichment of campus life through coordination of library, audio-visual, telecommunication, and editorial activities in recording significant events and presentations for replay and reuse, as well as historical record.

A *Graphic Communications Survey* being developed by the University Editor will help determine campus needs and resources in producing graphic items. Survey data will affect improvements and modification of facilities of the University Press, USC's on-campus printing facility, and of editorial services.

Information Center. The Center plays an important part in telling of University activities and should be more closely related to students themselves. It should be more centrally located.

Recommendations

The Student Affairs Division make an ongoing and continuous effort to conduct research on student perceptions in order to provide a basis for continued evaluation of campus services, programs, and facilities. This is particularly germane to the commuter and apartment populations.

The University President establish a new University committee, “Media Board,” which shall exercise policy responsibility for all student publications, KUSC, and other campus media.

The Information Center be relocated to a central campus location. The administrative budget and personnel responsibilities for the Information

Center should be transferred to the Student Affairs Division for the purpose of coordination and efficiency.

Serious scheduling problems exist under the University's current decentralized scheduling system.

The University establish a form of centralized scheduling and calendar publishing through the relocated Information Center.

Shortage of bulletin boards and other posting facilities hinders the publicizing of events and activities.

A high priority be given to the placement of additional bulletin boards and kiosks for distribution of information, particularly at heavily trafficked campus areas. Consideration must be given to special-interest kiosks.

The responsibility and funding for a posting and cleaning service for posting areas should be established within the Student Activities Center with a student wage budget.

Graphic Services. The Commission's review of costs for posters, handouts, duplication, and other printing services indicates that the expense of on-campus services forces many student and department projects to off-campus sources. Inconvenience of University Press services is an additional problem.

Through the University Press or the Student Affairs Division, an efficient and inexpensive printing service be developed.

Daily Trojan. Under a special appropriation, the *Daily Trojan* for the past three semesters has published *Campus*, a four-page, advertisement-free insert devoted to University events, activities, and achievements. Designed and proposed by the present University Editor, the insert has the potential for increasingly effective campus communications. Its usefulness would be enhanced by an integrated reporting system that would more effectively use the special announcement and notice forms designed for *Campus* when the insert was first introduced.

The Editor of the Daily Trojan, in conjunction with the Journalism Council, review publication policies, giving special concern and priority to a philosophy of publication which will emphasize thorough coverage of cultural and academic events at USC, as well as the political activities within the University.

The *Daily Trojan* is the only medium that enjoys general distribution and daily readership at USC. Although style, organization, and presentation must remain the prerogative of its staff, the *Daily Trojan* must make an effort to include in its coverage programming activities of the ASSC and more campus personalities, projects, and achievements. The daily and weekly calendars must continue as a critical function and service of the *Daily Trojan*.

The Office of Student Publications, the Journalism Council, and the proposed Media Board seriously consider the following possibilities for improving the quality of the Daily Trojan and the morale of the staff: an improved schedule of honorariums and perquisites for staff; access to a WATS line for obtaining news and comment from other areas; a closer editorial-production interface; more editorial page space; additional office space; more direct access to administration news sources.

University Editor. A "full-service" concept that would expedite editorial and graphic production of campus publications and other printed items would help close the communications gap often cited as a basic problem on the USC campus. Quick and economical production of graphic items is essential. A central facility or delivery/pickup station is necessary. These improved services would save lay persons time they now spend in unfamiliar graphic production work.

The University Editor pursue establishment of a "full-service" publications concept. This must include research into and application of new technology, looking toward greater economy and efficiency in graphic production.

An office for the University Press be established in a convenient, accessible building central to most campus activities. This office should either include services or be a "half-way station" with appropriate staff and frequent pickup and delivery.

Recording Major Events. At cost of tens of thousands of dollars each year, guest lecturers and performers—many distinguished nationally and internationally—appear at USC; yet no complete

The University Editor, the University Librarian, and the proposed Media Board, in cooperation with KUSC, establish a library of tapes which may be lis-

record of these presentations is kept. Such a record, costing but a fraction of the cost of bringing in the artists and lecturers themselves, would have great value both for historical purposes and for reuse or replay for those who were unable to attend, or would like to enjoy the presentation again.

Advanced Communications Technology. The Commission is enthusiastic in its response to and affirmation of the educational opportunities which the technology on the frontiers of communication can offer the student body.

Campus Programs, Clubs, and Organizations

Students often correlate the vitality of a campus with their perception of the number and kind of programs offered. USC data indicate that about 40 percent of all undergraduates were active in at least one campus organization in 1971-72, suggesting rather active participation. Yet, a common student feeling seems to be that "nothing ever happens here."

Awareness of what is happening is the special concern of the Student Affairs Division, along with the happenings themselves. The Student Activities Office is an important office of the division with broad responsibilities for student programs and activities. The Commission feels that it performs this work well. Two logistical problems—coordination, and technical arrangements and planning—must be solved to assure maximum response and participation.

Special Events Coordination. Daily coordination of special events, with such simple measures as sidewalk signs to call attention to events of the day, would help increase participation and attendance. Increased response to campus events and the new thrust in performing arts and fine arts argue for increased coordination and visibility.

Group Leadership Training. USC is showing a trend away from highly selective, large-membership organizations to community-oriented service and informal, small-group activities. With the role of faculty adviser waning, there is more need to train student leaders for small and special-interest group activities (e.g., hobby clubs). Specialized facilities for hobbies and recreation activities are needed.

Registering Organizations. The change from "recognizing" to simply registering student organizations, as proposed by the University Committee on Student Life, is supported. Such organizations and their members are then responsible for their own actions and

tened to or copied by University members and guests. For this library, the University Editor, the University Librarian, and KUSC must allot adequate staff and budget to tape significant lectures, programs, and dramatic and musical presentations presented on this campus and, selectively, off-campus. Also, because some works are available on tape and because some concepts are more easily communicated verbally than in writing, the University should seek out and acquire such materials for the use of its members.

The University Editor keep abreast of innovations in educational and communications technology and that he advocate the introduction of innovative equipment, processes, and systems into the appropriate University departments and schools. Also, that he, the University Librarian, and representatives from schools with special interest in communication technology (Medicine, Dentistry, Art, Communications, Cinema, Student Affairs Division, etc.) initiate a formal relationship for their mutual edification and benefit and for the advancement of higher learning at USC.

The Student Affairs Office have expanded staff and budget to serve the entire University community by handling technical arrangements for campus cultural events and programs, by publicizing these activities both before and at the time of their presentation, and by stimulating the maximum use of these special resources.

A University committee, the Committee on the Arts, including representatives of the appropriate schools and agencies, such as ASSC, be established to sponsor and coordinate programs in the performing and fine arts (similar to the goals of the Great Issues Forum), and that the University consider major budget support to initiate the project.

The Student Affairs Division, in cooperation with the Undergraduate Studies Division and appropriate student agencies, develop programs and offerings in leadership skill development and training, to be offered on a continuing basis.

The Student Affairs Division, in cooperation with the Committee on Student Life, initiate adoption of a policy of registering campus organizations and take steps to implement the policy. Student groups

procedures; it would be made clear that they do not represent nor imply verbally or otherwise that they speak for the University.

Advising Organizations. The traditional role of the faculty adviser has been changing from that of essentially a "signature" to an involved, active relationship. Faculty should be solicited for the latter role, along with upperclassmen, graduate students, and alumni. The halftime staff counselor for clubs and organizations during the past year has benefitted many groups.

University Recreation Association

Education involves the student's total development as a human being. Physical recreation and other leisure-time activities are essential in this development.

The University Recreation Association has inadequate resources, both financial and structural, to achieve the full degree of participation and support that the Commission feels should be achieved to meet this educational need. A realignment and restructuring is necessary, together with realistic funding for staff, equipment, and facilities.

Staff and Expansion Guidelines. Illustrating the interest are these 1970-71 statistics on URA: a total of 28 clubs with 1,149 participants; in 7 women's intramural activities, 409; in 25 men's intramural activities, 5,535; in 4 coeducational activities, 197; in various free-time programs, 7,000. Staff are critically needed to support a greatly expanded program.

While most major universities have a full-time professional staff utilizing adequate facilities, USC has no full-time staff, an inadequate budget, and marginal facilities. Until staff needs are met, the program cannot be expanded.

Facilities Requirements. Availability of recreational facilities when the student chooses to use them is an essential requirement. Leisure-time areas should be provided near living areas to be readily available.

Realignment. Without budget and staff to support the proposed expansion, the URA likely will continue as a Physical Education Department activity. To achieve the aims and goals of the URA, it should be an integral part of the Student Affairs Division. The Commission feels that close cooperation can be achieved between the cognizant departments and divisions.

should automatically be registered if they meet certain basic requirements.

The Student Affairs Division take steps to provide a full-time staff member to serve as organizations counselor through the Student Activities Office with a view to addressing many of the concerns and problems stated.

The URA develop a new program staffed by one full-time, faculty-level, professional recreation director; two full-time program coordinators, one male and one female; four teaching assistants; one full-time secretary; two part-time life-guards, two part-time recreation activity supervisors; two part-time locker room attendants.

URA program development be based on these guidelines: Intramurals continue at present level until additional facilities are available; expand interest clubs, including non-credit classes in various interest activities; develop special events section to include all on-campus recreation-related activities; develop recreation activities for faculty and staff; develop on-site mini-recreation programs at all residences; adopt the new national concept of extramural sports clubs; emphasize special activities for international students; attract financial backing from the student body for expanded programs and facilities.

The University Master Plan include the following recreational facilities: Outdoor facilities—one regulation, lighted playing field for recreation only; additional, lighted tennis courts; additional volleyball/basketball areas near residences; one picnic and/or open area. Indoor—one activities club room for interest clubs; one regulation gymnasium for recreation only; a 10-lane bowling facility; 10 additional handball courts; arts and crafts rooms.

The name University Recreation Association be removed and replaced with Department of Recreation, and the organizational line relationship of Vice-President, Student Affairs Director, Department of Recreation/Program Coordinators/Program Advisers be implemented. (This recommendation

can be carried out only when all other recommendations relating to budget and staff are fulfilled because of the structural dependence on the Physical Education Department.)

University Buildings and Facilities

Insufficient physical facilities for student use hinders not only students but also faculty and staff in their interests, vocations, and avocations. Both limited facilities and limited access are factors. Loss of Town and Gown as an open facility has worsened the problem.

Multiple-Use Planning. Appropriate planning in original design or remodeling would avoid inadequacies such as have been seen in the Student Activities Center since its opening. Direct Student Affairs Division participation in original design and alterations to existing structures would help ensure maximum flexibility. An example of the need for such planning is in the several auditoriums that have chairs with no writing arms; writing arms would make them suitable for badly needed large rooms for such uses as tests given by the Testing Bureau, etc.

Offices for Student Leaders. Offices and facilities now in the Student Union which are not student-oriented or related to the Student Affairs Division must be relocated elsewhere to provide office and work space for students involved in student-oriented activities. The present lack of space has led to much complaint and frustration.

Security and Safety. Access to the campus area, for both residents and visitors, must be as convenient and secure as possible. The parking "hassle," especially for visitors, must be reduced. Recent improvement in lighting is an example of what can be done to reduce inconvenience and apprehension; other improvements are possible and mandatory.

Identification of Facilities. Direction, building, and internal signs are badly needed to guide the regular community and visitors. Once having found the campus, the street, and the building, many people are frustrated in finding the room or meeting place.

Major University Hall. Bovard Auditorium, Hancock Auditorium, and the Town and Gown Foyer are the largest halls on campus. Long-range master planning calls for careful study of the crucial need for a large assembly area for all-University events. Until such time, the Commission puts its hopes in the proposed Center for the Performing Arts and more readily available Bovard and Hancock, as well as Town and Gown for events not requiring food service.

Hoover Area Housing and Neighbors

The Hoover neighborhood not only provides residence for between 4,300 and 5,300 students (with continuing increases) but also rich cultural and service challenges. The increasing student population poses increasing study, recreation, dining, programming, recreational, and security concerns. It also provides opportunity for enrich-

The Student Affairs Division assume responsibility for a feasibility study to determine realistic needs for students/general University programming space for the next 10 years. (See Chapter 12, Student Affairs)

Immediate plans be made for the earliest possible relocation of such offices as the School of Journalism and the Ticket office to provide the maximum amount of "student space" in the Student Union.

The appropriate University agencies continue to evaluate the entire question of the campus environment and take immediate action to improve security, lighting, and parking on and around the campus.

The University take steps to have USC signs posted more visibly on surrounding freeways; to have directional signs erected on the main streets approaching the campus; to identify parking more clearly; to erect a uniform system of signs identifying every building; to place building directories centrally in each building; to identify major auditoriums and other public locations; to place additional campus maps at appropriate locations at campus entrances; to place floor directories and easily seen signs identifying offices in appropriate areas; especially service and administrative locations heavily trafficked.

The University extend its resources, influence, leadership and professional expertise to aid the Hoover community and bring maximum coordination to bear on all such neighborhood programs.

ing involvement, as illustrated by some 100 community service projects by USC schools, departments, and student groups, 40 percent started in the past three years. Much greater involvement is called for. University resources, professional expertise, and influence can be brought to bear on problems such as illustrated in 1970 data for the Southwest district of Los Angeles, of which USC is part, showing the district had the highest fetal, infant, and neonatal death rates of all 25 health districts in Los Angeles county. Similar data on population, economy, housing, education, mental health, crime, and delinquency underline the distressing needs of the area and the clear challenge to USC to help in building a model urban community.

Chapter 3

University Life, Programs, and Activities

University Environment: Problems and Perceptions

The University of Southern California is a complex, multifaceted institution offering many opportunities for intellectual and cultural growth to all members of its community—students, faculty, and staff. *However, mere existence of educational opportunities, programs, and other resources has little effect or benefit if they are not available at appropriate times, are not adequately staffed, budgeted, and administered, or are not effectively publicized to maximize student participation.* The Commission urges that every possible means be exercised to maximize participation, that the University exploit its own resources efficiently and effectively to serve its members in the most creative and intellectually stimulating way.

The problem is that too often, mere availability is mistaken for participation and utilization. There is, indeed, a plethora of activities in progress on the USC campus, but these activities too often generate indifferent response. Concerts, recitals, symposiums, distinguished speakers, films, festivals, seminars, and many other programs are scheduled almost daily. Too often, however, these activities are "invisible." Among numerous reasons for the lack of visibility of events and programs: complex class schedules which preclude any common "free times"; the large number of commuters coming and going at all hours of the day fragment and diffuse potential attendance; inadequate facilities and locations for events; and insufficient efforts to advertise and identify activities.

The perception of special events is as critical as the events themselves. This statement is borne out by a doctoral dissertation done in the USC School of Education in 1970. (See Volume III for Jay Berger dissertation) In it are noted the great differences between the expectations of the 1970 USC freshman class at the time of enrollment and their perceptions of the University experience at the conclusion of the first semester. This survey covered all phases of campus life, and the shifts in perception were almost entirely negative.

A review of general campus self-criticism appearing during the year in the *Daily Trojan* tends to echo this criticism in viewing negative aspects of the environment. The reviews reiterate that the University does little to change a student's perception throughout his undergraduate years.

Certain elements of the perceived environment must be emphasized. Time and time again the University environment is described as "apathetic," "non-stimulating," "isolated," "not involved," "inadequate," "dangerous." Counter-arguments abound; yet, the consistency of expression has

certainly evolved in a continuing myth for the student body. We must deal with both the environment itself and the perception of this University environment to change both. Concurrently, we must understand the scope of the USC campus. Los Angeles is our campus; and, in this sense, USC students do have at their fingertips the cultural and entertainment resources of the city. Most students use them regularly. This fact is, indeed, one of the strong arguments for attending an urban school like USC.

The student body of the University of Southern California is unique. Great distances seem to exist geographically and physically between students in the various residence groups, between the latter groups and the commuter students, between the professionally oriented students and those oriented more toward the academic subculture. Commuter students feel particularly isolated from the mainstream of campus life. These students are not as involved as other students in campus activities, and spend less leisure time with other USC students. Our studies indicate that the commuter students are equally divided in their desire for the following facilities and programs: lounges, study rooms, special lunch-dinner arrangements to promote meeting other students, a commuter club to sponsor social activities, and improved dining facilities and hours. These data suggest a need for improved services for commuters, including activities to facilitate meeting other students. (See Exhibit A-1, Volume II.) This problem of "community" is compounded by the closeness to home of most resident students as well as by the urban setting of the University and the availability of off-campus activities. The combination of these factors seems to hinder building any true sense of community.

Individual perception of this environment, as a specific area of study for the Commission, was a recurring concern reflected in all of the other study areas. Because of this, few specific recommendations can be made. However, the Commission does propose the following.

We recommend that:

The Student Affairs Division make an ongoing and continuous effort to conduct research on student perceptions in order to provide a basis for continued evaluation of campus services, programs, and facilities. This is particularly germane to the commuter and apartment populations.

Campus Communications

The Commission on Student Life finds that criticism of campus communications centers on the methods of informing the student body of events, lack of an adequate University calendar, lack of bulletin board space, failure to centralize information facilities, the role of the *Daily Trojan*, and the high cost and inconvenience attendant in producing communications materials.

A major cause of the problems is the apparently high proportion of duplication of effort in communications areas. To determine campus needs and resources, the University Editor has initiated a detailed Graphic Communications Survey to evaluate present on-campus capabilities in graphic design, composition, and reproduction, and present practices in off-campus publications services. The results of this survey will affect future design, modification, and/or management of the University's graphic communications services. The resultant recommendations should also help eliminate unnecessary duplication of effort and should subsequently reduce the high costs and confusion involved in producing communications materials.

Coordination of existing resources is another major problem. The Commission believes that there must be maximum interface between all campus media.

We recommend that:

The University President establish a new University committee, "Media Board," which shall exercise policy responsibility for all student publications, KUSC, and other campus media.

Beyond the questions of coordination and cooperation which the Graphic Communications Survey recommendations will speak to, the Commission on Student Life recognizes that the USC campus community is diverse in terms of interests and population. The following recommendations will assist in resolving a critical problem.

The Commission views the Information Center (currently located at Figueroa and Exposition Blvd.) as playing a significant communications role, one that would be greatly enhanced by being centrally located and by relating its knowledge of University-wide activities more closely with student-related activities.

We recommend that:

The Information Center be relocated to a central campus location. The administrative budget and personnel responsibilities for the Information Center should be transferred to the Student Affairs Division for the purpose of coordination and efficiency.

In addition to the activities scheduling and calendaring service, and in order to met the serious problem of scheduling

that exists under the University's current decentralized system, the following recommendations are offered.

We recommend that:

The University establish a form of centralized scheduling and calendaring through a relocated Information Center.

We recommend that:

A high priority be given to the placement of additional bulletin board and kiosks for distribution of information, particularly at heavily trafficked campus areas. Consideration must be given to special-interest kiosks.

We recommend that:

The responsibility and funding for a posting and cleaning service for posting areas should be established within the Student Activities Center with a student wage budget.

The Commission's review of costs of preparing posters, handouts, etc., reveals that the expense and inconvenience of University Press printing services force many student and University departmental projects to off-campus commercial firms.

We recommend that:

Through the University Press or the Student Affairs Division, an efficient and inexpensive duplicating and copying service be developed.

The Commission notes with pleasure that the University Editor has already begun steps to implement the last recommendation. The Graphic Communications survey, as well as the broader concern, has been a result of the restructuring of the office of the University Editor in January 1972. Through 1971, the office of University Editor was devoted to editing and production of University publications, including bulletins, campus directory, class schedules, dissertations and theses, doctoral oral examination programs, occasional papers and journals, and other academic documents.

In January 1972, the office of University Editor was restructured to consolidate University Publications, the University Press, and the Office of Student Publications. The University Press is USC's in-house printing and reproduction facility. The Office of Student Publications is responsible for fiscal, advertising, and production management of the student newspaper (*Daily Trojan*) and the yearbook (*El Rodeo*); fiscal and production management of the student handbook (*SCampus*);

and editorial, fiscal, and production management of programs for USC athletic events. (The full scope of the Office of Student Publications is described in Appendix J, Vol. II.)

The present University Editor had been aware for some time of the need for improved campus communications. This awareness led to his proposing, in 1970, a special appropriation for a four-page weekly insert, *Campus*, in the *Daily Trojan*, containing expanded and departmentalized sections for special activities and official notices. It also provides four advertisement-free pages for more adequate publicizing of University events, activities, and achievements. With continuing creative editorial treatment and full use of the calendar and official notices sections, the potential for increasingly effective campus communications through this device is obvious. *It would be enhanced by an integrated reporting system that would more effectively use the special announcement and notice forms designed for Campus when the insert was first introduced.*

The Commission must state that the publication in the *Daily Trojan* of the calendar for the day and the week is a critical responsibility of the campus newspaper. In fact, the *Daily Trojan* is the only instrument of communication which enjoys a general distribution and a daily readership on the main campus as well as related campuses such as the Medical School. The *Daily Trojan* must attempt to include in its coverage (1) the everyday news involving the programming activities of the ASSC, (2) more news about local campus personalities, projects, and achievements, and (3) more coverage of the programs and activities of campus organizations. The style, organization, and presentation of information must, of course, remain the prerogative of the *Daily Trojan*, but the Commission on Student Life has the responsibility for reflecting this criticism.

We recommend that:

The Editor of the Daily Trojan, in conjunction with the Journalism Council, review publication policies, giving special concern and priority to a philosophy of publication which will emphasize thorough coverage of cultural and academic events at USC, as well as the political activities within the University.

The Commission has further specific concerns regarding the Office of Student Publications which must receive special attention to ensure consistent high quality in student publications.

We recommend that:

The Office of Student Publications, the Journalism Council, and the proposed Media Board seriously consider the following possibilities as ways to improve the quality of the Daily Trojan and the morale of the staff: an improved schedule of honoraria and perquisites for staff; access to a WATS line for obtaining news and comment from other geographic points; a closer editorial/production

interface; more page space; additional office space; more direct access to administrative news sources.

Students have strongly expressed the need for a service which could produce posters, leaflets, handbills, etc., quickly and inexpensively.

We recommend that:

The University Editor pursue establishment of a "full-service" publications concept. This must include research into and application of new technology, looking toward greater economy and efficiency in graphic production.

The full-service publications concept should help close the communications gap often cited as a basic problem on this campus; at least, it can help crystallize and enhance an image now conveyed too often indifferently and unevenly; it can provide quick, economical production of graphic items; and it can help reduce the time lay persons now spend on the routine and frequently unfamiliar tasks of publications and graphic processes, freeing them to apply the skills and expertise for which they were originally employed.

The following recommendation is made so the University Press is easily accessible on campus, in order that advice and recommendations on style, graphics, and other services are convenient.

We recommend that:

An office for the University Press be established in a convenient, accessible building central to most campus activities. This office should either include services or be a "half-way station" with appropriate staff and frequent pickup and delivery.

The Commission affirms that the scope of communications and publications goes far beyond the printed word. The future promises a technology which will allow for libraries of materials of sound and sight. The Commission notes that tens of thousands of dollars are spent annually at USC to bring in guest lecturers; many of these people are nationally and internationally known in their respective fields. Yet, the University keeps no complete record of their presentation for those who might have missed the presentation or who would find reference to it significant. This would cost only a fraction of a percent of the expense of engaging the speakers themselves.

We recommend that:

University Editor, the University Librarian, and the proposed Media Board, in cooperation with KUSC, establish a library of tapes which may be listened to or copied by University members and guests. For this library, the University Editor, the University

Librarian, and KUSC must allot adequate staff and budget to tape significant lectures, programs, and dramatic and musical presentations presented on this campus and, selectively, off-campus. Also, because some works are available on tape and because some concepts are more easily communicated verbally than in writing, the University should seek out and acquire such materials for the use of its member..

Finally, the Commission is enthusiastic in its response to and affirmation of the educational opportunities which the technology on the frontiers of communications can offer to our student body.

We recommend that:

The University Editor keep abreast of innovations in educational and communications technology and that he advocate the introduction of innovative equipment, processes, and systems into the appropriate University departments and schools. Also, that he, the University Librarian, and representatives from schools with special interest in communications technology (Medicine, Dentistry, Art, Communications, Cinema, Student Affairs Division, etc.) initiate a formal relationship for their mutual edification and benefit and for the advancement of higher learning at USC. (See Exhibit 10, Volume III for a position paper by the University Editor)

Campus Programs, Clubs and Organizations

The Commission found that student attitude regarding the vitality of the campus is often correlated positively with their perception of the number and types of programs offered. Since research at other institutions regarding campus environment generally supports that finding, it should not be considered unusual for students at the University to measure the impact of their collegiate experience on "programs."

A review of campus programming shows it to be extensive and fairly comprehensive. About 40 percent of all undergraduates were active in at least one campus organization during 1971-1972. This finding, coupled with what appears to be a general student impression that "nothing ever happens here," establishes a significant gap that must be considered serious within the University community. In fact, it is perhaps that very gap which most significantly prevents the development of community feeling about campus life.

The Student Activities Office is the section of the Student Affairs Division charged with the responsibilities for advisement, support-service and special programs dealing with all aspects of student activities and events. In addition to concern for physical facilities (the Student Activities Center and Student Union) the office advises ASSC and provides coordina-

tion for its programs; advises and assists campus clubs and organizations; coordinates orientation programs; and provides advisement and support for a wide-range of student programs and activities. It is an important office within the division because of the broad involvement with daily student life; in the opinion of the Commission, it performs these services well.

The problems of campus programming center on the selection of programs, availability of programs, and proper communication. These are long-standing problems. Each year, this University brings to the campus a large number of prominent people and programs. Many of these are made available to very specialized or limited audiences. The Great Issues Forum, as well as various departmental projects, have resulted in extremely successful programs by dual-sponsorship or multiple presentations, sometimes over a period of days. There are two logistical problems: (1) coordination, and (2) technical arrangements and planning. Speakers frequently come and go and large segments of the University community are unaware of their presence, much less able to consider additional utilization of their talents.

We recommend that:

The Student Activities Office have expanded staff and budget to serve the entire University community by handling technical arrangements for campus cultural events and programs, by publicizing these activities both before and at the time of their presentation, and by stimulating the maximum use of these special resources.

The Commission has already noted the perception that "nothing happens on campus"; we have noted the acute problem of "visibility." One can be on campus while all types of programs are occurring but never see them or realize they are being presented. Some on-site evidence of an existing presentation would be an important initial step in solving this, and might be accomplished simply by the utilization of large, moveable "sandwich boards" or other public display mechanisms. These could be coordinated daily by the Student Activities Center.

Despite the fact that USC students and faculty do have the cultural and entertainment resources of the Los Angeles area readily available, the Commission has noted the growth and interest on our campus in recent years in the area of performing arts and fine arts. We are aware of the plans and expectations of the School of Performing Arts and the School of Architecture and Fine Arts to develop more and more presentations in these areas. The Commission senses the need for increased coordination and planning for these events.

We recommend that:

A University committee, the Committee on the Arts, including representatives of the appropriate schools and agencies, such as ASSC, be established to sponsor and coordinate programs in the performing and fine

arts (similar to the goals of the Great Issues Forum), and that the University consider major budget support to initiate the project.

Campus clubs and organizations extend to almost every conceivable area of interest. A significant finding which parallels a seemingly national collegiate trend is that there is a continuing movement away from highly selective organizations and toward service organizations with a community orientation. There is also some trend toward informal and small group activities. There is an increasing emphasis on special interest and social or political-action organizations. (A list of campus organizations is included in Appendix K, Vol. III.)

The many-faceted clusters of organization types and interests does create extensive new problems. Specifically, there is little continuity in organizational leadership and, in many instances, membership. The role of the faculty advisor is waning; many organizations do not know how to make contact with or relate to the University. For this reason, it is imperative that the University provide resources to clubs and organizations to initiate a sense of continuity and role for them as an important facet of University life. The University must also cultivate leadership skills within campus clubs and organizations. To strengthen leadership skills, the University must provide students with training in small group leadership and with organization process skills.

The Commission has observed that one area of important student clustering patterns is almost non-existent at the University; this is the area of clubs built around hobbies. A chief complaint has been that there are either no facilities or extremely limited facilities to pursue these interests.

We recommend that:

The Student Affairs Division, in cooperation with the Undergraduate Studies Division and appropriate student agencies, develop programs and offerings in leadership skill development and training, to be offered on a continuing basis.

The Commission is aware that the question of "registering" campus organizations rather than granting "recognition" has been studied recently by the University Committee on Student Life; it has recommended that a policy of "registration" be adopted by the University. This procedure would require students to bear the responsibility for their own statement of purpose, actions, financial, and legal affairs. Such student organizations would not be allowed to represent or imply in any document or in any public contact that they speak for or in the name of the University.

We recommend that:

The Student Affairs Division, in cooperation with the Committee on Student Life, initiate adoption of a policy of registering campus organizations and

take steps to implement the policy. Student groups should automatically be "registered" if they meet certain basic requirements.

We believe that the traditional role of a faculty advisor for student organizations is no longer appropriate. Some campus organizations have active and deeply committed faculty advisement and sponsorship and/or membership; but in most organizations the faculty advisor serves simply as a "signature" for necessary organizational arrangements. The Commission believes that ways and means should be developed to renew and reconstitute faculty advisor and stu-

One can be on campus while all types of programs are occurring but never see them or realize they are being presented.

dent organization relationships. In keeping with a policy of "registering" organizations, faculty advisors should no longer be a requirement, but faculty participation and involvement should be solicited and encouraged. Involvement in certain instances by upperclassmen, graduate students, and alumni is also most appropriate. The Commission is aware that during the past school year the Student Activities Office has employed on a half-time basis a counselor for clubs and organizations. This has been beneficial to many organizations.

We recommend that:

The Student Affairs Division take steps to provide a full-time staff member to serve as organizations counselor through the Student Activities Office with a view to addressing many of the concerns and problems stated above.

University Recreation Association

The Commission has consistently endorsed the concept that education for the student involves his total development as a human being. If the University is to serve the student in this way, it must equip him with all the skills necessary for living in a modern society. One essential segment of this integral approach to education which too often has remained outside the purview of formal University programs is availability of the opportunity for acquiring leisure time skills. The Commission recognizes and endorses the pursuit of both physical well-being and recreational skills as an essential ingredient in this concept of total education.

In its present role, the University Recreation Association has aspired to provide for the recreational needs of USC students. The limited success is in no way an adverse reflection on the staff's commitment and ability, but rather is the result of inadequate resources, both financial and structural.

A brief account of the participants involved in URA activities indicates the interest in URA programs and eloquently argues for staff and budget to serve them; in the 28 clubs there were 1,149 participants (1970-1971 figures);

in 7 women's intramural activities there were 409 participants; in 25 intramural men's activities there were 5,535 participants; in 4 coeducational intramural activities there were 197 participants; and in the various free time activities it is estimated that 7,000 different students participated.

We recommend that:

The URA develop a new program based on these staff provisions:

One full-time professionally trained recreation director, with experience in recreation leadership and qualifications for faculty rank

Two full-time program coordinators, one male and one female, to plan, organize, and direct intramurals, clubs, and special programs

Four teaching assistants to be named yearly to assist with intramurals, clubs, and special programs

One full-time secretary

Two part-time lifeguards to ensure aquatic safety

Two part-time recreation activity supervisors

Two part-time locker room attendants

The Commission on Student Life affirms the critical need for recreational opportunities for pleasure cited for many years by leaders in psychology, sociology, medicine and education. These needs are apparent on our own campus, and they are being marginally met at best. Most major universities have a full-time professional staff working with an adequate budget and facilities to meet the basic recreational requirements of their students. The University of Southern California, on the other hand, does not have one full-time staff member working on student recreation. It does not maintain adequate budget or facilities. When the need for staff is met, a professional program can be developed on an expanded basis.

We recommend that:

The URA program development be based on these guidelines:

Maintenance of men's, women's and coeducational intramurals at their current levels until additional facilities become available

Expansion of interest clubs to encompass additional offerings which would include non-credit classes in a variety of activities

Development of special events section to include all on-campus recreation related events

Development of recreation activities for faculty and staff so that their special needs might be met

Development of on-the-site mini-recreation programs for student living in all residences

Adoption of the new nationwide concept of sponsoring extramural sports clubs

Emphasize developing activities which would have special meaning for international students

Initiate efforts to attract financial backing from the student body for expanded programs and facilities

It is estimated that well over 10,000 university-associated persons participate in a phase of recreation programs at least once a year. After staff and budget, the priority is facilities. Facility development has been a concern of the URA staff, since there is a critical need for recreational areas to be used by students when they choose. The master building plan should include areas for leisure-time pursuits adjacent to living areas which could be used extensively and readily.

We recommend that:

The University master plan include the following recreational facilities:

A. Outdoor Facilities

- 1. One regulation lighted playing field to be used for recreational activities only***
- 2. Additional tennis courts with night lighting***
- 3. Additional outdoor volleyball-basketball areas adjacent to residence halls***
- 4. One picnic and/or open area for student relaxation***
- 5. An outdoor swimming pool for recreation use***

B. Indoor Facilities

- 1. One activities club room to be used by interest clubs***
- 2. One regulation gymnasium available exclusively for recreation***
- 3. One bowling alley with 10 lanes***

4. Ten additional handball courts

5. Arts and crafts rooms

Unless staff and budget recommendations are met, the URA probably will maintain its present role as a segment of the Physical Education Department. To facilitate the aims and goals of the URA, it should be an integral part of the Student Affairs Division.

We recommend that:

The name University Recreation Association be replaced with the title, Department of Recreation, and the organizational line relationship of Vice-President of Student Affairs, Director, Department of Recreation, Program Coordinators, and Program Advisors be implemented. (It should be noted that this recommendation can be carried out only when all other recommendations relating to budget and staff are fulfilled because of the structural dependence on the physical education department.)

The organizational alignment of the URA in the Student Affairs Division will be another example of the closest cooperation between divisions and departments; the Commission is confident that these administrative relationships can be facilitated smoothly. (See Volume III for a detailed report of the URA Director)

Buildings and Facilities

The University's extensive building program has added many dimensions to the academic stature and potential of the institution. However, this same program seems to have had little effect on the general campus life. As an example, it was pointed out that the addition of auditoria in new structures has not enhanced student programming possibilities, while the loss of Town and Gown as an "open" facility has excluded some flexibility. The fact is that there are not sufficient physical facilities available for student use. Volume III lists the facilities that are usually available to student groups and organizations.) The Commission is concerned that students, as well as faculty and staff, are hindered in their interests, vocations, or avocations, because buildings, facilities, and resources in general are not available to them; inadequate facilities and limited access to these facilities limit programs

The fact is that there are not sufficient physical facilities available for student use.

Only one building, the Student Activities Center, on the USC campus can be scheduled solely for student use. Ironically, the Student Activities Center has been inadequate for campus needs since its inception. Many other areas are open

to students; lounges and study areas such as those in EVK and the Religious Center are utilized, but do not provide the atmosphere, convenient hours, or adequate space. These needs certainly justify a recommendation for new buildings specifically designated for student use. However, the Commission has found that many of the buildings which are built or remodeled on this campus could be appropriate for *multiple uses* if (1) the Student Affairs Division and students could make recommendations and report campus needs for a facility while it is still in the planning and construction stages, and (2) appropriate alterations were made to give a facility maximum flexibility. The Commission emphasizes that the cost required for such flexibility is usually a small fraction of the projected cost of a facility. Thoughtful planning can, with a small additional expense, provide these needed flexible facilities. Such planning would minimize the major expense of additional new facilities. For example, the SC Testing Bureau needs large rooms to administer tests such as the Graduate Record Examination to hundreds of people at one time. Auditoria exist on this campus which could accommodate these needs if the chairs only had "writing arms." The error is obvious. The Student Affairs Division must seize the opportunity to sit with planners and methodically introduce significant recommendations which expand the flexibility of buildings and facilities.

We recommend that:

The Student Affairs Division assume responsibility for seeing that a feasibility study is conducted to determine the realistic needs for student/general University programming space for the next ten years. (See Chapter 11, Student Affairs.)

There are constant complaints about the lack of office space and work space for students, resulting in considerable frustration. The Commission believes that it is mandatory for the University to relocate elsewhere those offices and facilities now in the Student Union which are not student-oriented or related to the Student Affairs Division.

We recommend that:

Immediate plans be made for the earliest possible relocation of such offices as the School of Journalism and the Ticket Office to provide the maximum amount of "student space" in the Student Union.

The Commission is aware of the factors affecting the total environment of the campus area which continue to have an impact on campus programs, especially those held in the evening. Campus safety is without a doubt a major factor. While it is our judgment that there are no special hazards attached to the University Park-Hoover area which are not present anywhere in the center of any major city, a certain degree of discretion and caution is necessary on any dark or strange city street. Many people, especially visitors from

off campus, view the campus area with a certain degree of apprehension. This attitude is difficult to change. We do contend, however, that things can be done to make access to the campus area and to buildings on campus more convenient and expeditious. Campus lighting, for example, has been improved considerably during recent years; we believe additional improvements are possible and mandatory. Parking, especially for the visitor, continues to be largely a "hassle."

We recommend that:

The appropriate University agencies continue to evaluate the entire question of the campus environment and take immediate action to improve security, lighting, and parking on and around the campus.

We also feel strongly about the lack of identification of approaches and access to the campus itself, and especially to buildings and various sections of those buildings. Many people have difficulty finding the campus despite its very central location; then have difficulty parking, locating the building on campus, and, indeed, may even have trouble finding the office or auditorium itself within the building. Visitors have no monopoly on this problem. Our studies indicate that students and faculty too often simply do not know where a particular office is located and, too often, have even attempted to locate it, and failed!

We recommend that:

The University take steps to have USC signs posted more visibly on surrounding freeways; to have directional signs erected on the main streets approaching the campus; to identify parking more clearly; to establish a uniform system of signs for identification of every building; to place building directories in a central position in every building; to identify major auditoriums and other "public" locations; to place additional campus maps at appropriate locations at campus entrances; to place floor directories and easily seen identification signs for offices in appropriate areas, especially service and administrative locations subject to heavy traffic.

Finally, we hear innumerable complaints about the lack of a major University hall which can accommodate a variety of all-University events. We believe that the University needs to be sensitive to this problem in its long-range master planning. Meanwhile, we note the fact that Bovard Auditorium, Hancock Auditorium, and the Foyer of Town and Gown are the largest halls on campus. We hope that the facilities of the proposed Center for the Performing Arts will relieve some of the scheduling problems for these auditoriums. We hope that Bovard and Hancock can be preserved as much as possible for general University programs and conferences, and that Town and Gown can be made more readily available for events not requiring food services.

Hoover Area Housing and Neighbors

The Commission has a twofold concern for the Hoover neighborhood. First, an estimated 4,300 to 5,300 students live in fraternity and sorority houses and in apartments within walking distance of campus. USC students essentially dominate the area bounded by Jefferson, Figueroa, Adams, and Vermont. The Commission has noted a growing trend among students to live in this area; the present Hoover Redevelopment plans may preclude adequate recreation and entertainment outlets. The increase in Hoover area student population will have an increasing impact on the University's facilities for study, recreation, dining, and programming space. It may also suggest greater security problems for the University and the LAPD. The Commission is concerned that residence in the University's neighborhood be an enriching experience for its members.

The Commission's concern is also for the well-being of its neighbors. The Commission applauds the University Commission on the Hoover Redevelopment Project for their continued role of intermediary between the University and such bodies as the Hoover Redevelopment Project and Rapid Transit District. It also notes that the Commission on Hoover Redevelopment Project has facilitated involvement of University personnel in community projects in the Hoover area. The new Community Center represents a major step toward closer ties with the neighborhood.

The Commission notes with pleasure the "Inventory of USC Community Service Activities . . . 1971-72," prepared by the USC Center for Urban Affairs, which lists some 100 community services projects of USC schools, departments, and student groups. While some projects listed in this publication began one or more decades ago, about 40 percent of the total number of programs were launched in the last three years; this reflects the growing University interest in this community. The University, however, should not be content with the levels of present involvement. The University must further extend its resources, influence, and professional expertise to aid the Hoover community.

In 1970, the Southwest District, of which we are residents, had the highest fetal, infant, and neonatal death rates of all 25 health districts in the county. Such sobering data are available on population, economic indicators, housing, education, mental health, crime, and delinquency. We make this observation not to indict the University, but to point out the distressing need of this area, and to encourage students, faculty, and staff to do their research on this home ground, and to expend their resources and energies in building a model urban community.

We recommend that:

The University extend its resources, influence, leadership and professional expertise to aid the Hoover community and bring maximum coordination to bear on all such neighborhood programs.

Credits and Sources

1. Final report of the Campus Life Study Committee; original and revised copies:
Devra Brenner Lupowitz
Paul L. Moore
Elaine Pappas
Anita Rodman
Jack See
Gary Wayland
Clive Grafton, Chairman
2. Major position papers by Clarence Anderson, University Editor, and James Dennis, Director of the University Recreation Association
3. Field research by Craig Svare
4. Visits to other universities, especially the University of Miami

Summary of Chapter 4

University Residential Life

As much as any other single factor, the residential experience on or near the campus significantly affects a student's experience. The University must accept responsibility for providing the kinds of residential living that meets the full range of developmental needs: academic-intellectual, interpersonal, cultural, social, recreational, ethical, and vocational.

Students should be able to choose from a variety of living modes that best meet their individual needs and interests. To assure this choice, the University should provide various living arrangements—residence halls, fraternities, apartments, cooperatives, communes—as well as wide social, cultural, and educational diversification and latitude within these units.

Observations

Recommendations

Innovative Modes and Facilities

Living modes such as coeducational living, special-interest groupings (by hobbies, mixed nationalities, age, vocational interest, etc.) should be explored. Remodeling old homes for small-group living, cooperative apartments, and mobile homes are examples of residential modes to be explored.

The office for Residential Life work with students in developing "special interest" groupings and in implementing other innovations. The University should continue to be responsive to student-initiated ideas but should explore new residential approaches on its own.

Serving the Individual Student

A commitment to residential life as a basic component of a student's education is essential to a total philosophy of education concerned with the individual student. In this commitment, the business functions of residential units become secondary. The present division of responsibility between Business and Student Affairs has caused confusion and friction between the divisions and frustration among students.

The University concentrate residential operations in one division: (a) all business office operations relating to residential units be shifted to the Student Affairs Division; (b) the Student Affairs Division make all decisions affecting internal matters and policies of residential units and students; (c) the Student Affairs Division establish decision-making procedures for residential students and abide by those guidelines.

Student Participation in Decision-making

The University has too long managed each detail of the residential student's experience, rarely consulting students or even the professionals concerned with residential life. By respecting the intelligence and integrity of the individual student, the University encourages growth, a sense of self-worth, responsibility, and initiative, to a degree not afforded in the classroom.

All decisions affecting the living environment be made by the Student Affairs Division professional staff in conjunction with the students affected by such decisions, including physical changes in facilities, budget, space allocation, internal operating procedures, and security.

Non-residential Students

Commuter students should have more in educational experience than classroom time. Residential units could offer study space, overnight and weekend accommodations, a flexible meal ticket, and participation in small group programs. International students have little exposure to residence units and, consequently, are essentially isolated from the student body. Both for convenience and for important social experience, living units should be available to commuter and international students as feasible.

Residential units be made available as feasible to non-resident and international students. Residential units be operated on a more flexible basis, with more convenient opening and closing dates, availability during holidays, and meal ticket arrangements for both full-time residents and short-term visitors.

Residential Academic Life

Residential units on and near campus provide a rich educational resource. Natural groupings of like-interested students (sorority, cooperative, residence hall floor) should be encouraged to form classes among themselves, possibly as a 490 group. Faculty should find it convenient to take meals with students and should have the opportunity to live in residential units on short- or long-term bases.

Professional Staff

Adequate funds to assure professionally competitive salaries, training of head residents and advisers, and adequate budget for the Office for Residential Life are imperative in assuring quality in residential life. A credit course in professional training for head residents and advisers is highly desirable.

Lack of Community

A major problem in the residence halls is lack of a sense of community, largely attributable to the large size of the complexes, low staff-student ratio, lack of a viable self-governance policy, and lack of student participation in physical and social changes. The impersonality and institutionalism of present facilities inhibits a sense of community and contributes to a sense of loneliness, alienation, and negativism among students.

Living Unit Design and Decor

Inflexible decoration rules, strict hours and seating arrangements for meals, and drab, impersonal environment cause dissatisfaction.

The Greek System

The Greek system at USC has grown from two national sororities chartered in 1887 and two fraternities in 1889 to 12 sororities and 29 fraternities with 2,000 active members and 33,000 alumni today. The Interfraternity Council (IFC) and the Collegiate Panhellenic Council are the two governance bodies for the Greek system; in addition, each chapter has its own governing body. (Chapter 4 contains organization and advisory body charts.)

Improvements in the Row. The Commission feels strongly that the Row has a critical responsibility to revise and reform quickly and forthrightly many practices within certain areas of Row life, e.g., outmoded rush practices, dehumanizing pledge practices, insufficient cooperation between houses, social elitism, immature behavior, lack of academic and cultural vitality, occasional arbitrary alumni intervention, and social discrimination. To realize its tremendous potential as a dynamic and vital part of the University's residential program, the Row should join in a new kind of partnership with the University wherein mutual expectations are clearly stated and affirmed.

Graduate Resident Adviser Plan. Begun several years ago in several fraternities, the Graduate Resident Adviser program provides that a professionally trained graduate student live in each

Residential units be used to extend the educational experience maximally, including housing for faculty members, promotion of shared academic experience among natural groups, and more flexible loads among faculty to permit increased student interaction in living units.

Improved funding for the Office of Residential Life be provided to permit upgrading staff and maintaining an ongoing training program for residential unit staff.

Additional resident advisers be employed to lower the staff-student ratio to 1 to 40; greater autonomy be provided for individual halls by restructuring MHA and WHA; resident advisers and head residents be made responsible for educational, cultural, and social programming; students participate in an advisory task force including staff and faculty, and possibly alumni and parents, to consider rates, diets, budgets, and overall operations.

Improvement of the physical arrangement and decor in the halls; revision of policies and procedures affecting meals and decor to provide more freedom and flexibility for individual student needs and tastes.

Additional staff and budgetary support be provided the Office for Residential Life to meet increased responsibilities of the Fraternity Affairs and Sorority Affairs Offices, including program assistance to local chapters, advisory and alumni groups; coordination of intensive orientation and training programs for graduate resident advisers, housemothers and alumni groups; development of leadership training for chapter officers; increased communications with city, regional, and national branches of local chapters and IFC and Panhellenic; communication workshops for students, parents, alumni, national officers, and advisers.

The fraternities and sororities work together to expand the Graduate Adviser Program for all fraternities and sororities.

chapter house and advise members on group dynamics, personal and academic counseling, program development, and discipline. The Commission feels this program should be expanded to include all fraternities and sororities. Similar emphasis should be given the housemother program among sororities.

Financial Cooperation. Cooperative programs with house corporations to integrate the Row into the University Master Plan, and to permit cooperative food and equipment buying and housing maintenance would be mutually beneficial.

Interfraternity Relations. A decreasing sense of community in recent years must be remedied to avoid the so-called "survival syndrome" and an increasing sense of isolation. Rush and pledge practices that promote extreme attitudes of individual house elitism aggravate the problem.

Advisory Group Relations. The present isolationism of fraternities and sororities is intensified by occasional alumni interference, marked by a single-minded loyalty to a particular chapter, without realizing University and Greek system involvement. Alumni and parents are guided in their relationships with the Row and the University by their own college experience and are not exposed to new opportunities for service and involvement.

The University and fraternity and sorority house corporations expand study and evaluation of proposals for cooperative operations between these agencies.

Greek leaders and the Residential Life staff conduct an ongoing study of goals and programs to better serve the Greek community. Means be explored for effective leadership training. Residential Life staff work closely with Greek governance bodies to provide an ongoing University/Greek orientation program and improved communications and programming.

An organized system of orientation and communication be designed to stimulate inter-Greek and University involvement by alumni, including: (a) a comprehensive and continuous orientation program conducted by the Office for Residential Life to familiarize advisers with University personnel, policies, and practices and to help them handle student problems effectively; (b) more frequent communication between Office for Residential Life and national Greek offices toward mutual policies and regulations for the University and Greek units; (c) regular meetings of USC chapter advisers with Office for Residential Life staff; (d) reliance upon the University Association Foundation as a forum for house corporation problems and a means of cooperating among Row property owners and the University; (e) guest parking privileges as recognition of advisory group and corporation board members' assistance in meeting Greek system problems.

Chapter 4

Residential Life

University Commitment to Residential Life

A commitment to students must be the University's highest and most vital priority. It assumes even more significance in the consideration of the University's unique responsibility to its residential students. The Commission on Student Life firmly believes that the residential experience, whether in the residence halls, on the Row, in local apartments, or in nearby cooperatives and communes, significantly affects the educational experience and individual growth of each student as much as any other single factor. The Commission feels that the University must accept the responsibility for providing residential life which strives to fulfill the full range of developmental needs: academic, intellectual, interpersonal, cultural, social, recreational, ethical and vocational.

In accepting this responsibility, in attempting to provide an enriching residential environment for individual students—each unique in needs, tastes, interests, and stage of personal and academic growth—the University must allow for a pluralism of living situation opportunities. The student must be encouraged to view education as personal, as a process involving his entire life, thus he should have a full range of opportunities for choosing a residential community and mode which best meets his particular needs and interests at every stage of his college career.

A commitment to residential life as a basic component of a student's education is a major commitment to flexibility of physical and social arrangements, to student personnel professionalism over business concerns, and to the integrity of student opinion over convenience.

In keeping with this philosophy, the University should promote not only a variety of choices of physical living arrangements—dorms, fraternities, apartments, cooperatives and communes—but wide social, cultural, and educational diversification within these units: living ideas such as coeducational living and special interest groupings; by hobbies, by mixing nationalities, by age groupings (freshmen all together to receive a full year of intense orientation); by graduate students together in a living-learning arrangement; by vocational interest; by academic groupings (the "semester" concept intensified, or groupings by major or language interests). These are all ideas which have not been sufficiently considered or studied by the University, but should be. Proposals

for new building, including joint ventures with private interests to promote remodeling old homes for small group living, building cooperative apartments in the redevelopment area, and using mobile homes to meet short-term student housing needs, should also be seriously studied.

We recommend that:

The University affirm its commitment to the educational quality of all residential life, and the availability of the number and kind of living arrangement alternatives.

We recommend that:

The Office of Residential Life work with students in developing "special interest" groupings and in implementing other innovative living arrangement ideas within campus, Row, and neighborhood residence units.

We recommend that:

The University, through the Student Affairs Division, commit itself to research, exploring, and initiating new living arrangement proposals in addition to remaining responsive to student-initiated ideas.

Implementation of the Commitment

Some students will select one living environment for their entire time at the University; others will find growth in taking advantage of several of the alternatives at different times in their lives here. Both types of students deserve to be offered more than mere food and shelter, however; all residential facilities, programs, and staff should be constantly assessed in terms of effectiveness in meeting the educational and developmental needs of students. A commitment to residential life as a basic component of a student's education at this University is a major commitment to flexibility of physical and social arrangements, to student personnel professional-

ism over business concerns, and to the integrity of student opinion over convenience. It is one of the largest and most essential commitments which the Commission believes the University must make in implementing a total philosophy of education concerned with each individual student.

As long as a primary goal is the operation of a residential program which allows for positive educational growth and development of students, the business operation and management of residential units must be secondary to the student personnel professionalism of the Student Affairs Division. The present division of responsibility between two administrative divisions of the University, Business and Student Affairs, has caused extreme confusion in decision-making, has brought conflicting philosophies into immediate and constant friction, and has created unnecessary student frustration in the past three years. The University must transfer all of its operational and decision-making powers related to residential affairs into one division, creating an organization within which all inputs are interpreted and decisions governed by the philosophy of providing the maximum learning experience for residential students, both within the means available and within an environment fostered by an educational philosophy.

We recommend that:

Operations of the Business Office which directly relate to the residential units be shifted to the Student Affairs Division.

We recommend that:

All University decisions that affect the internal matters and policies of residential units and residential students be made within the Student Affairs Division.

We recommend that:

The Student Affairs Division evaluate, clarify, and establish a definite procedural policy for decision-making as it deals with change in the residential units, and then abide by those guidelines.

Student Participation in Decision-Making

Perhaps the most significant aspect of residential life to which the Commission believe the University must affirm its commitment is student participation in the governance of residential units and in all decisions affecting their living environment. Out of convenience, or a business management philosophy or an overriding preoccupation with *in loco parentis*, the University for far too long has managed every detail of student residential experience, rarely consulting students

or even the professionals involved in residential life. A philosophy of education which encourages personal growth, initiative, and responsibility is not compatible with this kind of management. Every student should have viable options for living arrangements. Even more significantly, he should be allowed some sense of belonging to the community of which he is a part. When a student knows he can respond to and affect his educational and physical environment, he is more likely to identify with his fellow students, the living unit, and the University, and to assume some responsibility for their welfare and maintenance. By respecting the integrity of each individual student, by involving him in his governance and in all decisions which affect his living environment, the University provides more stimulation for a sense of self-worth, responsibility, and self-initiative than any classroom experience will ever afford. It is impossible to humanize the educational experience without this respect for the student's integrity in his living environment. We believe that educationally it is essential that a student accept responsibility in a community situation, and that he develop a basis for decision-making and an awareness of the responsibilities and consequences inherent in his decisions. This must be conditioned by the maturity and interests of the students.

We recommend that:

All decisions affecting the living environment of students be made by Student Affairs Division professional staff in conjunction with the students whom the decisions affect. This includes decisions affecting physical changes in facilities, budget, space allocation, internal operating procedures, and security.

Nonresidential Students

The University's unique responsibility to residential students does not exclude nonresidential students, but rather demands a more flexible and educationally based use of residential facilities for *all* students.

When a student knows he can respond to and affect his educational and physical environment, he is more likely to identify with his fellow students, the living unit, and the University, and to assume some responsibility for their welfare and maintenance.

The Commission feels strongly that in developing residential life to its fullest potential as an educational environment, many alternative uses for the physical space of the residential units should be considered. Commuter students deserve more of their educational experience than classroom time, and residential units could offer them study space, overnight and weekend accommodations, a flexible meal ticket, assignment to a resident advisor for inclusion into small group programs, etc. International students presently make very little use of residence units, and, as a consequence, are isolated from most of the student body. Space allotment in the residence

halls and sponsorship of international students by fraternities and sororities would be beneficial for all concerned. Year-round operation of some of the residence units (including Greek housing) could help in the early orientation and the holiday problems of both International and out-of-state students. Students who live in apartments, cooperatives, or communes in the neighborhood might also be requested to offer to share their housing on short- and long-term bases with International and out-of-state students experiencing housing difficulties (particularly in early September and over holidays).

We recommend that:

The utilization of residential units for nonresidential students, including short-term accommodations for commuter, international, and out-of-state students.

We recommend that:

More flexible operation of residential units with regard to opening and closing dates, closing over holidays, and meal ticket arrangements, allowing both long- and short-term residence.

Residential Academic Life

The utilization of residential units as components of the educational purpose of the University should also include some specific use of space and natural groupings for academic purposes. Faculty and T.A.'s should be offered reasonable living space within as many residential units as possible, both on short- and long-term arrangements. Meal arrangements in residence halls and Greek housing should be flexible enough to offer the faculty convenient meals with students. Residence halls and local housing should be used as classroom space, both for credit and for experimental classes. Small groups and natural groups (such as a sorority, a cooperative, or a residence hall floor) should be encouraged to propose a class for themselves, possibly under the 490 arrangement.

Faculty loads should be flexible enough to encourage faculty-student interaction, and to allow faculty to teach a full class under the 490 arrangement discussed above. (See Chapter 2)

The residential units on and near campus do provide a variety of natural educational assets, too long neglected by students and faculty.

We recommend that:

Study and exploration of ideas for using the residential units for academic purposes be continued.

We recommend that:

Housing be available to faculty members on both short- and long-term bases in a variety of residential units.

We recommend that:

Shared academic experiences among natural groups (sororities, cooperatives, dorm floors) be promoted by credit under the 490 arrangement, and more flexible loads for faculty to accommodate increased student interaction.

Professional Staff

Finally, one of the major areas in which the University can demonstrate its commitment to the quality of residential life is in the professional staffing, training, salaries, and budget of the Office of Residential Life. A major commitment of funds for improved salaries of professionals and for the training of head residents and graduate and resident advisors is imperative. In addition, the Commission highly endorses a proposal to give credit for an ongoing professional training class in which head and resident advisors participate.

We recommend that:

Improved funding be provided the Office of Residential Life, for professionally competitive salaries, increased programming, and intensive training for residential staff.

We recommend that:

Credit and non-credit curricula be developed for residential staff as a continuing part of their training and personal academic programs (where appropriate).

We recommend that:

The Student Affairs Division develop standards for the role, function, and authority of residential staff which are uniform for all University-sponsored or sanctioned residences.

Residential Halls

Introduction

The creation of an educationally beneficial environment in the residence halls is uniquely the responsibility of the University; the University's commitment to an enriched living-learning environment is critical to the well-being of some 1,900 students. Many of the problems discussed and

the solutions suggested in the overview section on Residential Life are most directly applicable to residence hall living, and steps taken to implement those recommendations ought to most directly affect residence hall life.

USC residence halls house approximately 1,900 students, mostly undergraduates. Most residence hall women live in three halls (College-University, 426; Birnkrant, 301; EVK Harris, 204) which are physically joined into one complex. In addition, Harris Plaza, on the south side of campus, is a hall for 99 women 21 years of age and over. The men are housed in a complex of three physically joined halls (Marks Tower, 204; Marks Hall, 106; Trojan Hall, 219) and three smaller outlying halls (Town and Gown, 100; Touton, 145; Stonier, 145). The new suite plan residence hall will house 330 students and will replace these latter three halls next year.

A major area of dissatisfaction in the residence halls has been the lack of individual personalization built into the institutional physical design of the halls.

Staffing consists of a head resident in charge of a hall or several halls, each responsible for a number of resident advisors. The resident advisors are upper division or graduate students responsible for a floor unit, a division which gives physical boundaries to a small number of students (ranging from 25 to 70) in order to provide a small face-to-face group, around which student government, programs, and counseling can be organized. Two live-in program coordinators serve in addition to the other staff, one for the men's complex and one for the women's.

The two student government structures in the halls are the Men's Housing Association (MHA) and the Women's Housing Association (WHA). Both of these governing bodies are handicapped by their size, since they meet as "complex-wide" organizations, with representatives from each floor unit discussing general policies and procedures of the residence halls. Each floor unit also elects a number of officers, ranging from president to fire marshal.

Statement of Problems

The residence halls have been particularly handicapped by the lack of clear decision-making channels due to the split in divisional authority. The recommended transfer of all residential life authority to the Student Affairs Division, together with an increase in student participation in decisions affecting their living environment, should make a tremendous difference in the residence halls. However, major problems still emerge as critical to the well-being of residence hall students.

A major problem in the residence halls has been and continues to be a genuine lack of community. This is an outgrowth of the size of the complexes, the low staff-student ratio, the lack of an effective self-governance policy or structure, and the absence of student participation in affecting physical and social changes in the halls. The result is an atmosphere in which positive developmental growth often occurs in spite of, rather than because of, life in the residence halls. The Commission strongly believes that a residential community

where students, staff, and faculty can share ideas, feelings, and experiences, and can become excited and involved with their own growth and the day-to-day feelings and needs of others, is most effective when the hall size, the staff orientation, program development, and student government elicit participation, pride, and identity within the living group. The impersonality and institutionalism of our existing complex structure inhibits the growth of this type of community and increases a sense of loneliness, alienation, and negativism among students. Personalization of smaller hall units, smaller staff-student ratio, development of stronger student government, and intensified program development aimed at individualized needs of students, are all components of a more responsive, community-oriented residential program.

We recommend that:

Head residents be added in the halls which do not have them, and enough resident advisors be added to lower the staff-student ratio to approximately 1 to 40.

We recommend that:

The students restructure MHA and WHA so that the individual halls are more autonomous, in order to emphasize the particular needs of halls, floor units, and individuals. MHA/WHA should re-evaluate their purpose and become more active in educational, cultural, and social programming.

We recommend that:

The positions of program coordinators be eliminated and the responsibility for programming be placed with students, R.A.'s, and head residents.

We recommend that:

Students be asked to serve on an Advisory Task Force (including Office of Residential Life staff, faculty, and possibly alumni or parents) which is concerned with room and board rates, food planning, overall budget appropriations, and general operations of the residence halls. This task force would also consider all physical and operational changes suggested by students or the University.

A major area of dissatisfaction in the residence halls has been the lack of individual personalization built into the institutional physical design of the halls. The halls are large, and their physical division into two major complexes makes them seem even larger. The physical arrangement of rooms along long, drab hallways, together with inflexible decoration rules, provides for little individuality from room to room. There are few places for individual study besides the rooms

themselves. Lounge facilities are inadequate, especially private lounge areas above the main floor. The strict hours and stricter seating arrangements make meals impersonal and unpleasant. There is no provision for student cooking or entertaining except in Harris Plaza.

Minor physical improvements, however trifling they may seem, are essential in improving the livability of the residence halls—a prerequisite to the stimulation of a more educationally and socially enriched residential program.

We recommend that:

Space allocation in the residence halls be re-evaluated, with major consideration of improvements to the physical arrangements and decor in the halls.

We recommend that:

Policies and procedures affecting student decoration and painting, meal tickets, dining hall arrangements, etc., be restructured allowing for maximum flexibility and sensitivity to student needs and tastes.

The Greek System

Introduction

The relationship between the University of Southern California and national fraternities and sororities is a unique and cordial one, dating from the very first decade of the University's existence. In 1887, two national sororities were chartered at USC, followed by a national fraternity in 1889. Today, the Greek system at USC consists of 29 fraternities and 12 sororities with 2,000 active members and approximately 33,000 alumni. Greek members constitute about 25 percent of the total full-time undergraduate enrollment, with 24 percent of the total number of men, and 28 percent of the total number of women. Estimated bed space in Greek housing, in which an estimated total of \$8.5 million is invested, totals 1,658 (1,016 men's spaces, 622 women's spaces). There are 280 Greeks who "live out" (in residence halls, apartments, or in private homes), leaving 77 percent of men's and 95 percent of women's spaces occupied this year. Most Greek housing is located on or near 28th Street, and is financed by local house corporations, national funds, and, in the case of eleven fraternities, the University.

The two major governance associations for fraternities and sororities at USC are the Interfraternity Council (IFC) and the Collegiate Panhellenic Council.

IFC is composed of one representative from each fraternity; these representatives elect a president, two vice-presidents, a secretary, and a treasurer. The Council's income is about \$4,000 annually, derived through dues placed on chapters according to the number of pledges, or from taxes voted

by the Council according to total membership of each house. A separate IFC Judicial body exists which acts to support standards and rules the fraternity community sets for itself under the University's self-governance policy.

The Commission believes that a critical time may have been reached when the next crucial step is for the fraternity and sorority system at USC to join in a new kind of partnership with the University.

Collegiate Panhellenic Council consists of the chapter president and one delegate from each sorority, in addition to the Panhellenic president, vice-president, secretary, treasurer, and rush chairman. In addition to this Council, there are standing committees such as Judicial, Public Relations, Standards, and Junior Panhellenic (an all-sorority pledge organization).

Both IFC and Collegiate Panhellenic operate as all-system coordinating bodies, but are only one part of a maze of governing and advisory groups with which the local chapters and the University deal. Each chapter has its own set of governing officers, both a number of alumni and parent advisory groups involved in their operation. In addition, an entire complex of national officers and associations, including national Interfraternity and Panhellenic associations, deal directly with both the local chapters and the University (See Figures 1 and 2). It is an impressive but complicated system!

General Statement of Principle and Policy Recommendations

The Commission on Student Life acknowledges that, unlike Greek systems on other urban university campuses, fraternities and sororities at USC have moved into this decade with at least four significant assets: most of the groups are well housed; there is strong alumni interest and support; there is apparent strength and vitality within the system, despite critical problems; and, there appears to be increasing willingness among undergraduate Greeks, alumni and national officers to work seriously toward a revitalization of the system. The Commission is cognizant of the fact that the Row has its detractors, and questions of relevance to the kind of educational environment we advocate are vital questions. Nonetheless, the Commission believes that the Row can provide unique opportunities for a dynamic life style, centered in small group housing units with a high degree of self-governance and autonomy and with unusual potential for stimulating the cultural, intellectual, and leadership development of students.

The Commission feels strongly that the Row has a critical responsibility to revise and reform quickly and forthrightly many practices within certain areas of life. In varying degrees, these include: outmoded rush practices, dehumanizing pledge practices, insufficient degrees of significant cooperation among houses through the IFC and Panhellenic, a kind of social elitism, excessive immature behavior patterns, lack of academic and cultural vitality, lack of sufficient interaction with the Hoover neighborhood and with many sections of the University community, occasional arbitrary alumni intervention, and attitudes and patterns of social discrimination.

In spite of these kinds of problems, the Commission believes there is tremendous potential for the Row as a dynamic and vital part of the University's residential program. The Commission believes that a critical time may have been reached when the next crucial step is for the fraternity and sorority system at USC to join in a new kind of partnership with the University, wherein mutual expectations are clearly stated, understood, and affirmed. The Commission believes that such a partnership be based on these kinds of expectations and policies:

We recommend that:

The University should expect of the fraternities and sororities:

- 1. Recognition by the national organizations and the local chapters that the privilege of a charter at USC carries with it very clear responsibilities to contribute creatively to the life of the total University and to adhere to its institutional policies and goals.***
- 2. The responsibility of the Greek system to maintain viable structures at both the undergraduate and alumni levels through which the University may have clear access and communication with the Row; these structures should include an Interfraternity Council, Panhellenic Council, advisors organizations, alumni clubs and housing corporations. Areas of responsibility, authority, accountability, and key officers should be available to all University agencies where appropriate. If the system is to operate effectively, the University must expect that these structures will be continuing, living organisms.***
- 3. Adherence to the policies and regulations governing student and campus life at USC, as well as responsible sensitivity to civic, state, and federal laws and statutes which especially affect groups living off-campus in the community.***
- 4. A commitment to the development of the kind of cultural and academic environment which is compatible with campus-wide goals and which is especially compatible with standards and goals developed by the Student Affairs Division for the residence halls.***
- 5. A willingness to strive for the development of the same standards of leadership capability for undergraduate officers, staff, and advisors, as are expected in all other university housing.***
- 6. A spirit of openness and trust in responding to University services, programs and staff.***

The fraternities and sororities should expect of the University:

- 1. The maintenance of the Greek system as a part of the residential life program of the University***

through cooperation with all of the local Greek organizational structures and the national organizations.

- 2. Respect for the autonomy of the fraternity and sorority chapters as California nonprofit private corporations which, in adhering to University rules and regulations, also have the responsibility of adhering to the policies of their national organizations and local chapter regulations; this is especially true in several areas: selection of members, supervision and discipline of individual members with respect to internal standards, the integrity of esoteric and ritual practices, and maintenance of house standards of behavior (which are compatible with University and civic codes).***
- 3. Encouragement of and opportunities for individual and group participation in every aspect of the life of the total University and in University governance structures.***
- 4. Provision of expanded specialized services through all departments of the Student Affairs Division which are available to and geared to the particular needs and interests of fraternity and sorority students; these services should be provided in such a way as to be readily available to the Row, while at the same time stimulating interaction with various other segments of the student body.***
- 5. Willingness to develop and provide certain technical services which will facilitate Greek life, utilizing existing University resources, and, efforts to maintain and improve the geographical and environmental integrity of the Row as contiguous to the campus.***
- 6. Development of the human potential on the Row by the maintenance of adequate office, staff, and program resources within the Student Affairs Division.***
- 7. Acknowledgment of the critical role of alumni officers and volunteers, as well as the special interest of Greek alumni and parents whose relationship to the University is a particularly close and loyal one.***

University Commitment

The Greek system at USC has for too long been minimized as a vital part of the educational life of the University's undergraduate students. Until now, the University has defined its responsibility to residential students primarily in terms of the residence halls, and it is this lack of equal commitment which the Commission believes must be changed in order to offer *all* students an opportunity for full, developmental residential life. We are aware that many students are

attracted to USC because of their interest in what the Greek system has to offer to them. In outlining our recommendations for a new policy of University and Greek expectations, we have already expressed the Commission's commitment to generally expand University and Greek interaction. More specifically, the Commission believes that the University must commit its resources to develop an equalization of priorities and bring the interest in all residential students up to that placed in our residence hall students. Because of the dynamics of the Greek organizational structure, the development of its full potential also means the development of the student member's potential, and it is on this premise that University responsibility lies.

We recommend that:

Office for Residential Life be provided additional staff and budgetary support to meet increased responsibilities of the Fraternity Affairs and Sorority Affairs Offices, including: program assistance to local chapters, advisory, and alumni groups; coordination of intensive orientation and training programs for the Graduate Resident Advisors, Housemothers, alumni groups; development of leadership training for chapter officers; increased communications with city, regional, and national branches of local chapters and Interfraternity and Panhellenic; communication workshops for students, parents, alumni, national officers, and advisors.

An additional way in which staff support would increase beneficial interaction with students who live in fraternities and sororities is in the Graduate Resident Advisor program. Begun several years ago in several fraternities, this program provides a professionally trained graduate student to live in each chapter house and advise members in such areas as group dynamics, personal and academic counseling, program development, and discipline. Increased standards for selection and training would make this an even more effective program, although it has already proved its value to fraternity life. The Commission feels strongly that this program should be expanded to include all fraternities and sororities. A resident advisor program would in no sense replace the chapter's alumni advisor or faculty advisor program but would complement and supplement them. It is a program which would provide each chapter with resident resources of a special and personalized nature, based on University standards and training. A second resident advisor program—the sororities Housemother Program—offers creative staffing opportunities as a positive side benefit of the additional private funds of the Greek system. The Commission feels that this program should also be maintained under a guiding philosophy of high expectations of professional standards and intensive training for the women selected, equal to the expectations of and training for the residence hall head residents. The Student Affairs Division, fraternity and sorority members, and alumni advisors, should work together to develop and maintain a high degree of professional excellence in both of these important residential programs. Both Housemothers and Graduate

Resident Advisors should continue to be appointed by the individual chapters, with the concurrence of the Residential Life Office. A thorough review of the expectations and requirements of both positions must be carefully reviewed by the Residential Life staff and representatives of the Greek system, so that a clear statement of expectations may be developed for these positions. Complete participation in this program by each chapter is essential for successful impact on the system. The University's financial commitment to this program includes intensive training (in conjunction with residence hall advisors) and one-half tuition grants; each chapter provides room and board.

We recommend that:

The fraternities and sororities work together with the Office of Residential Life to expand the Graduate Advisor Program for all fraternities and sororities.

Financial Cooperation

A second area in which the University can interact with the Greek system to improve the viability of those organizations, is in cooperative programs with house corporations. The Commission feels that there are many areas in which the University and house corporations could cooperate for their mutual benefit. These include: integration of the "Row" into the University's master plan, integrity of University and/or Greek ownership of "Row" property; cooperative buying of food and equipment; cooperative maintenance of housing; cooperative housing contracts and penalties for non-payment; and University sponsorship of an alumni-supported loan fund for repairs and improvements of chapter property.

We recommend that:

Expanded study and evaluation be conducted on proposals for cooperative operations between the University and fraternity and sorority house corporations.

Interfraternity Relations

A major problem of the Greek organizations in recent years has been a trend toward a decreasing sense of community. Threats to the survival of the system around the country have found their mark at USC in the creation of an increased isolationism, as the so-called "survival syndrome" causes a defensiveness which has broken down communications and understanding among the houses, between the houses and the IFC and Panhellenic (viewed as "instruments" of the University), and between the "Row" and the University itself.

It is further inflamed by rush and pledge practices which promote extreme attitudes of individual house elitism. IFC and Panhellenic have not yet produced a system of communi-

cations capable of solving this problem, although there is an increasing commitment among the fraternities and sororities to try to find such a solution.

We recommend that:

The goals and programs of Panhellenic and Interfraternity be re-evaluated on an ongoing basis, by officers, fraternity and sorority members, and Residential Life staff, so that these organizations become more responsive to the needs of the fraternity/sorority community, and become effective discussion forums and vehicles for relevant programs and increased University interaction.

We recommend that:

Workshops be scheduled on a regular basis and involve students, chapter officers, advisors, faculty, national officers, staff members, and parents. These workshops should be developed through joint cooperation between IFC, Panhellenic, and the Student Affairs Division.

We recommend that:

Intensive leadership training be promoted through the Office of Residential Life for Panhellenic, IFC, and chapter officers.

We recommend that:

Residential Life staff work closely with IFC and Panhellenic to develop a strong inter-Greek pledge organization to provide an ongoing University and Greek orientation program, as well as an ongoing forum for inter-Greek communication and programming.

Advisory Group Relations

There is even less structure for discussion of goals, policies, and problems among chapter advisors, corporation boards, and parent groups than at the undergraduate level, which, added to a lack of orientation to current campus policies and trends, greatly increases the problems of insufficient inter-Greek cooperation. The present isolationism of the fraternities and sororities is intensified by occasional alumni interference marked by single-minded loyalty to a particular chapter, untempered by any real understanding of the present situation of the Greek system or the University. The orientation of alumni and parents to the campus is almost entirely in terms of their own college experience (at USC or even

another college), in addition to the information they receive from their predecessors. Many of these alumni and parents are exceptionally well qualified, and are interested in their chapters and in the University. However, with limited time and direction, few persist in trying to find out what new opportunities exist for University involvement or new activities for their groups. An organized system of orientation and information is essential if these alumni are to be expected to stimulate inter-Greek and University involvement of their groups.

We recommend that:

The Office for Residential Life provide a comprehensive and continuous orientation program, including pertinent printed materials and regular workshops, for all advisors, to thoroughly familiarize them with University personnel, policies, practices, and programs, and to help them effectively handle student problems arising in their chapter.

We recommend that:

More frequent communication be promoted between the Office for Residential Life and national offices to ensure that the policies and regulations of USC and the individual fraternities and sororities are mutually understood.

We recommend that:

All principal advisors of all USC chapters meet and consult regularly, either as a group or individually with a representative of the Office of Residential Life.

We recommend that:

Development and expression of the University Association Foundation be continued as a forum for house corporation problems and as a vehicle for cooperation among "Row" property owners with one another and with the University.

We recommend that:

Advisory group and corporation board members be recognized by facilitation of their campus visits through issuance of guest parking privileges.

Credits and Sources

1. Report of the Residential Halls Study Committee, including surveys and interview of residence halls students:

- | | |
|-----------------|----------------|
| Patty Dembowski | Karen Chappell |
| Susan Watson | Jonda Rourke |
| Terry Monroe | Debbie Dillon |
| Art Schaefer | Don Buffkin |
| Marilyn Niemann | Teri Brown |
| Debbie Baugh | Janet Kovac |
| Chris LaBarthe | Caron Warner |
| Dave Markowitz | Robin Nicklin |
| Dave Derieux | Karen Pekuri |
| Kathy Arthur | John Pilger |
| Hans Reichl | |

Cheryl Graudins and Jolinda Osborne, co-chairmen

3. Visits to a dozen other campuses by Residential Life staff and by various students

4. Field research by Chaplain Rudisill

5. Report on the Hoover Area Apartment House Survey by a committee from Mortarboard:

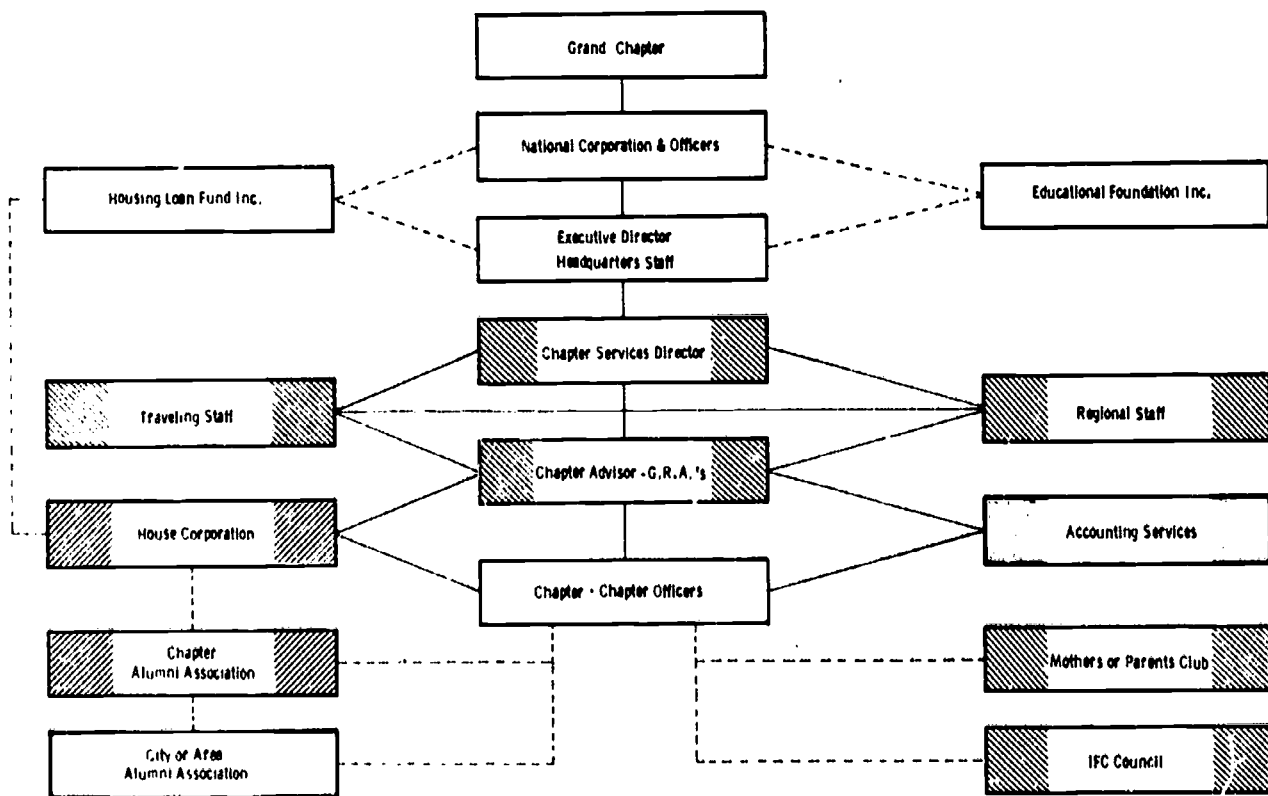
- Sue Kresnicka
 Claudia Limas
 Lynne Miyake
 Marcia C. Levine, Chairman

2. Report of the Fraternity and Sorority Study Committee, including a research questionnaire survey of 649 Greeks and an all-day Greek workshop:

- | | |
|----------------|----------------|
| Gerald Bridges | George Woolery |
| Liz Carr | Jeri Banks |
| Betty Cooper | Patti Beckham |
| Carl Kimball | Nancy Cohen |
| Hans Reichl | Cliff Ishii |
| John Shirey | Jeff Stephens |

Carl Middleton, Chairman

Figure 1



This pictorial representation of the individuals and groups involved with each fraternity chapter is not the actual organization chart of any one fraternity. It merely depicts the general relationships to each other and normal lines of communication.



Indicates individuals and groups who have personal, direct, and frequent contact with the fraternity chapter

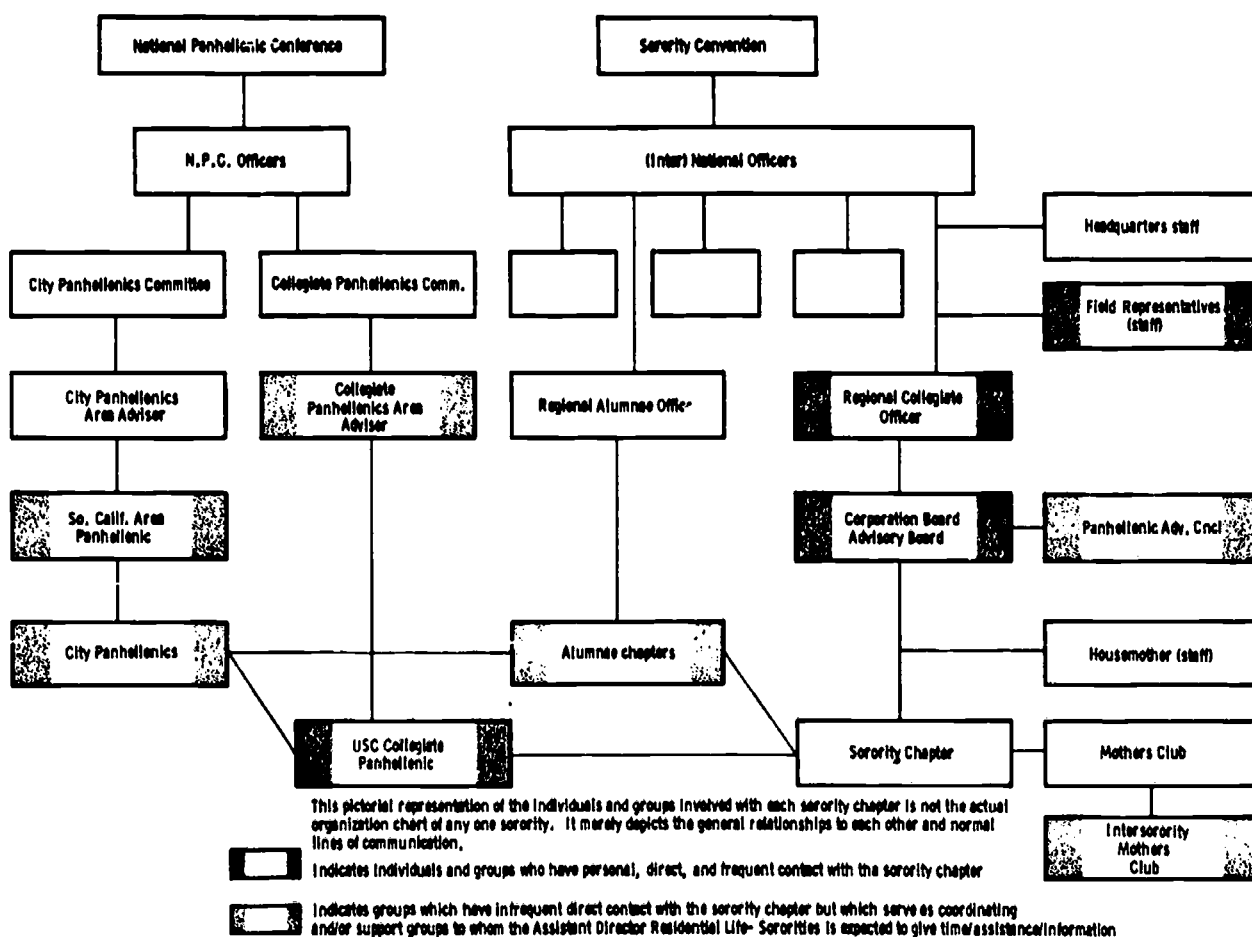


Indicates groups which have infrequent direct contact with the fraternity chapter but which serve as coordinating and/or support groups to whom the Assistant Director Residential Life-Fraternities is expected to give time/assistance/information

FRATERNITY ORGANIZATIONAL CHART

BEST COPY AVAILABLE

Figure 2



SORORITY ORGANIZATIONAL CHART

Summary of Chapter 5

University Polity

An in-depth examination of USC governance—basic administration, judicial rationale and process, student government, and related functions—is best done by a more representative and less problem-oriented group than this Commission. Governance demands searching study, but only as deliberate as is consistent with the urgent and crucial concerns facing the USC community.

Several studies are in process. As directed by President Hubbard in September 1971, the University Committee on Student Life, assisted by this Commission during its active tenure, is formulating a new statement on rights and responsibilities. Proposals on governance have been developed by the Hadley Committee and by the Commission on Governance, headed by Dean Henry Reining. The latter report, begun in October 1971, was submitted to the President on February 23, 1972, for detailed study, including its legal ramifications.

The Reining Commission proposal was not officially released for general campus study until May 1972, and the Commission on Student Life thus was unable to give adequate study to USC governance in light of this latest statement. University constituencies will study the Reining Commission proposal during the balance of 1972.

Among crucial questions awaiting a new governance polity is the status of student government. The Spring 1972 elections were suspended, and incumbent officers appointed to represent students until a new polity is adopted. With various commissions and committees examining so many aspects of governance, the Commission on Student Life has chosen simply to offer recommendations and suggestions that may help those responsible for framing new policy and procedure.

Observations

University Governance

Although a landmark effort promising to strengthen the sense of community within, as well as toward USC's neighborhood, the Reining Commission proposal raises serious concerns. As with any bold thrust of this kind, the transition into the new form could be at times troubled and painful. The Commission has specific concerns about the Assembly, as summarized below.

- (1) Equal emphasis must be given to the roles of individual representatives of campus groups and to the idea of caucuses and other formal devices that can focus the concerns and wishes of constituencies presently served through the faculty senate, the council of deans, the ASSC, and others. The Commission worries about a governing Assembly with 60 students who may or may not interact effectively with a revitalized ASSC or a new counterpart of ASSC.
- (2) The large size of the proposed Assembly could be a problem. From the student viewpoint, 60 seats in a legislature of 150 to 200 is barely enough for a constituency of 20,000. On the other hand, an assembly of 150 to 200 could be unwieldy—and susceptible to power blocs.
- (3) The Commission is wary of the problem of finding enough students qualified in experience, in free time for meetings and projects, in knowledge of the campus, in training in group process, and in political sophistication, to serve effectively in the Assembly and on University committees. Greatly accelerated leadership training and development will be essential for the complex and sophisticated system proposed.
- (4) Election of Assembly members from academic units would not

Recommendations

ensure adequate voice for such groups as the Greeks, international students, commuters and/or independent students, minority students, religious groups, or other coalitions representing subcultures within the student body. The academic unit plan should be attempted, but the University must guard against inhibiting valid segments that can make unique contributions to University welfare. The caucus device may help here.

University Rules and Regulations

The Commission insists on clear, succinct language in any new rules and regulations, in contrast to present published forms; it endorses a universal concept, such as in the Carnegie model that properly affects and relates to *all* members of the campus community.

In framing new regulations, two principles govern: (1) students must be involved at every point; (2) self-governance for students, especially residential students, is a fundamental prerequisite of campus government and university life in the 1970s.

Judicial Structures and Processes

In the absence of any clear status of the Reining Commission proposal, of a new statement of rules and regulations, and of an in-depth analysis of the legal and structural implications of University-wide court reform, the work of a special study committee on judicial reform collaborating with the Commission on Student Life was abortive. A new committee appointed by the University Committee on Student Life in May 1972 will carry on this work. Among preliminary findings of the first committee concerning any judicial system:

- (1) **Purpose.** The judicial system must protect the right of any student charged with a violation to a fair and impartial hearing. Sanctions must be considered in their constructive as well as their punitive light. The well-being of the student, protection of the educational environment, and maintenance of high standards of conduct are principal concerns.
- (2) **Problems of the Present System.** Expedient and equal treatment is not possible under the present system because of (a) overlapping and unclear jurisdictions; (b) multiplicity of courts and an inequitable rationale that gives a resident student one more level of appeal than an off-campus student has; (c) living group inequalities that give MHA, WHA, and IFC judicials but not Panhellenic, and that will increase with new residence units; (d) lack of uniform and clearly delineated procedures; (e) unfamiliarity with the system, both within the courts and, worse, among students; (f) lack of credibility, with most decisions held in low esteem, thus further weakening the system.
- (3) **Needs of the University.** The University must have a judicial system that is responsive to the needs of its community, drawing upon its own resources to assure consistent, efficient, effective justice for individuals and groups. All judicial matters, from first hearing to final disposition, must be orderly and systematic. Only then will decisions pass the credibility test, and only then will the University community recognize the judicial system in its proper perspective.

The Future of Student Government

The extremely effective programs, activities, and projects of the ASSC warrant full University support. Several misapprehensions and conditions, however, work against achieving such support.

The University accept as one of its highest priorities the adoption of a new statement of rights and responsibilities.

The University, through the appropriate administrative and governance agencies, acknowledge judicial reform as one of its most critical priorities, and that every effort be made to have a new, unified court system, operational during Fall Semester, 1972. The study of a new judicial system take into account a number of related questions: legal advisers for the court, student legal internships, and especially the concept of a University Legal Clinic to counsel and assist students, faculty, and staff in legal matters outside the University.

The University, through the Student Affairs Division, render all possible support and cooperation to responsible student government on the basis of these roles:

First, the ASSC has lost the confidence of most students and has become politically impotent through the reputation that student government has become the arena for political gamesmanship and a forum for the egocentricity of a few student leaders.

Second, this perception of ASSC political gamesmanship clouds the genuine and excellent service ASSC provides through projects, cultural events, and community service, largely through its annual \$90,000 budget. Many students are unaware of ASSC sponsorship of such activities; in fact, many programs avoid ASSC identification to avoid the political label.

Third, many students mistake ASSC for a student government agency. *The ASSC does not govern*; rather, it provides cultural, academic, and service programs and simply acts as an agent for students in University governance processes.

To dispel these mistaken perceptions and reestablish trust and confidence will take time, but the Commission feels students have the energy, talent, and commitment to reform and rebuild student government.

Student Fees

The Commission believes that questions involving the internal operation of student government must be studied carefully. Particular attention must be given to amount and management of student fees.

Incentives and Rewards for Student Effort

Students who devote much time and energy to programs and projects should have incentives and rewards commensurate with such effort. Possibilities include tuition remission, honorariums and fees, and academic credit for projects as conducted under 490 courses.

Program Management

Management of student-related programs must be carefully explored. The Commission recognizes two approaches: one, that the Student Affairs Division have sole authority and control over all programs and events in concert with student advisory groups; the other, that the student body, through appropriate structures, have complete autonomy over all student funds and programs, hiring their own professional staff and management. The Commission prefers a close partnership with the professional resources of the Student Affairs Division, with student voice and vote being the critical determinant of policy and practice.

University Office of Ombudsman

The Reining Commission proposal detailing an ombudsman's office, and favorable experience with such an office at UCLA and other universities commend this concept of grievance settlement to USC.

University Security

Campus security personnel have a unique role and opportunity in terms of hospitality and community spirit. Many recommendations by a subcommittee of the Committee on Student Activities (now Student Life) in 1970 to enhance this role have been carried out. Other suggestions warrant study for possible enactment.

Among suggestions are that security personnel wear blazers instead of police-style uniforms; that guns and batons not be carried; that

- ***A vehicle for cultural, academic, entertainment, and community service programs and projects***
- ***A channel for cooperation among all student groups, organizations, and coalitions and a channel for communication among all students***
- ***An agent for student opinion and representation throughout University governance***
- ***An arena for leadership development and training***
- ***An agent for stimulating the consciousness of students about off-campus issues and problems and for developing a consensus about campus issues and problems***

The entire question of the amount and present utilization of student fees, as well as new possibilities for such, be evaluated.

The methods of allocation of student fees be carefully critiqued with a view to insisting on management of such fees with students having either majority or exclusive voice in such allocation.

Early and careful consideration be given all measures to provide attractive incentives to students to ensure their active and creative participation in programs and projects affecting not only student life but also campus welfare.

The management of all student funds and programs be examined to ascertain the optimum interface between the USC professional staff on the one hand and student leadership and manpower on the other.

The University implement as soon as possible the creation of an Office of Ombudsman, with appropriate staff and resources.

The University Committee on Student Life reopen its study of this entire critical area of Campus Security, with a view to evaluating and updating the original study to meet current needs.

education of students and faculty in security measures and policies get a higher priority in the security effort; that student monitors be considered; and that crisis procedures be precisely reviewed and understood.

Although aware of many improvements and of the many commendations Campus Security received in handling crises in recent months, the Commission urges continued effort toward an exemplary program and services.

Chapter 5

University Polity

Questions concerning governance, judicial structures and processes, campus rules and regulations, and student government recurred throughout the Commission's year-long study. To a certain degree, the Commission has been frustrated by time limitations that precluded exploration of these vital questions in greater depth. However, it is quite appropriate that the final resolution of these questions be made more slowly and deliberately, and by a more representative group that is not as problem-oriented as the Commission has been in its study. (See Exhibits 6 and 7, Volume III for a detailed discussion of many issues and possible solutions.)

The Commission has carefully studied the role of student government; it also began a very serious study of the judicial question. In September 1971, President Hubbard charged the University Committee on Student Life to assume responsibility, in concert with this Commission, for continuing formulation of a new University-wide statement or bill of rights and responsibilities. In October 1971, the Commission on Governance, headed by Dean Henry Reining, was asked to develop alternatives to the ideas set forth in the previously presented Articles of Governance. The Reining Governance

sion on Student Life will simply make some recommendations and observations and will attempt to express some concerns and constructive criticism in these various areas. We hope this will be instructive to those responsible for framing policies in these areas.

University Governance

The Commission is extremely pleased with the wide range of constituencies represented in the Reining Governance Report. This could well prove a landmark decision for USC in attempts to develop a strong sense of community both internally and with the surrounding neighborhood.

The Commission, nevertheless, is seriously concerned with some of the implications of the Reining report, especially the role of the Assembly. Despite the forward thrust of the concept, the transitional period of implementation and operational effectiveness will very likely be a painful one. The Reining report raises several specific concerns which we believe particularly affect students:

... training and leadership development will be the ultimate key to the success of any governance system as complex and sophisticated as the one under consideration at USC.

Commission reported to the President on February 23, 1972. Since that time, the document has been studied by the administration, especially in terms of the legal ramifications of the proposals; the document was not officially released for campus study and discussion until May 1972. Since all the questions cited above involving university polity hinge on the fate of a governance proposal, the Commission on Student Life has been unable to move ahead in consideration of these critical matters.

Various University constituencies will study the Reining governance proposal during the second half of 1972; it is understood that President Hubbard hopes the Assembly proposed by the Reining Commission can be constituted during the coming academic year. Spring 1972 elections of the Associated Students of Southern California have been suspended, and the incumbent president and vice-presidents have been appointed to represent students during a transitional period. With the concurrence of the Commission on Student Life, the University Committee on Student Life appointed study committees to develop proposals in the areas of judicial reform and revision of campus rules and regulations. For the purposes of our report, therefore, the Commis-

1. It is important that part of the efficacy of the proposed Assembly depend not only on those elected to serve from the various constituencies, but equally upon the proposed caucuses and other formal structures which facilitate the interests of the major constituencies. Examples would be a faculty senate, council of deans, or student governing body such as ASSC. The importance of student government on most campuses and the dismal political history of ASSC in the last few years makes the Commission apprehensive about creation of a governing "assembly" which includes sixty students who may or may not have meaningful interaction with a revitalized ASSC.
2. The large size of the proposed Assembly could be a problem. From the student viewpoint, sixty representatives in a legislature which could prove to number as many as 150 to 200 representatives is barely enough for a constituency of 20,000. Conversely, an Assembly of 150 to 200 members could prove unwieldy, and could be vulnerable to domination by a power clique.
3. Part of the anticipated transitional problem may come in selecting representatives from the professional schools and the College. The academic units have had little experience with structures or situations that would guide their students in choosing effective representatives.
4. The problem of finding qualified students for an assembly is specifically related to another concern. Research on other campuses and experience here at USC makes the Commission very wary of the problem of finding students who are

really qualified to be effective representatives to the Assembly and to University committees. We do not mean to degrade, but rather to be realistic about several factors: lack of time for meetings and projects, lack of knowledge of the complexity of institutional life and practice, lack of training in group processes, and lack of political sophistication. Throughout this report, we emphasize the critical need for the Student Affairs Division, in cooperation with student government, student organizations, and other University agencies, to begin to develop and initiate a wide range of programs which deliberately cultivate student creativity and leadership ability through exposure to leadership positions in and through many areas of campus life. The experience of other universities in governance convinces us that this training and leadership development will be the ultimate key to the success of any governance system as complex and sophisticated as the one under consideration at USC.

5. Finally, we are concerned with possible disenfranchisement, in a sense, of certain segments of the student body, by the proposal to elect students from academic units. We realize that there are two conflicting philosophies of selection procedures; either students are elected to represent various circumscribed constituencies (international students, residence halls, etc.) or a new representative basis is utilized, i.e., academic units. The new concept *should be attempted*, but we believe during the transition period, there must be great sensitivity to the need to include in the Assembly as many viewpoints as possible. The caucus device may alleviate much of this problem; a dynamic student government will help significantly. We urge that certain student groups that meet specified criteria be allowed to have regular official observers or liaison representatives attend the Assembly. We particularly have in mind Greek organizations, commuters and/or independent students, international students, minority students, religious organizations, and any other coalition of students who could claim to represent a significant subculture within the total student body. Representation by academic unit would not ensure adequate representation for such groups. Special interests should not be overly catered to, but neither should the University inhibit involvement of major segments of the student body that can make special contributions to the University community.

We feel strongly that these concerns should be carefully considered as the Governance proposal is studied and during the transition period if it is adopted.

University Rules and Regulations

The Commission has two simple but forceful concerns about the entire question of rules and regulations:

1. The present listing of rules and regulations as published annually in SCampus (consisting of more than twenty pages) is unwieldy, confusing, and unintelligible to the new student at USC.
2. The Commission endorses the concept of a University Bill of Rights and Responsibilities based on the Carnegie model. (See Volume III.) The University Committee on Student Life is developing a draft of such a statement for USC and we urge its adoption. In addition to the fact that a statement such as the Carnegie document is succinct and clear, it also *properly* is a statement of rights and responsibilities for *all* members of the campus community; this is a feature of paramount concern to this Commission.

Throughout the entire developmental process of campus regulations, two principles are critical: (1) students must be involved at every point; and (2) self-governance for students, especially residential students, is a fundamental prerequisite of campus government and university life in the 1970s.

We recommend that:

The University accept as one of its highest priorities the adoption of a new statement of rights and responsibilities.

Judicial Structures and Processes

The University of Southern California has a long-standing commitment to student courts and judicial bodies in the administration and adjudication of student affairs, student discipline, and due process. This year, however, the judicial system reached the point of ineffectiveness, and, under the stimulus of the University Judicial, a study of the relevance and efficiency of the entire judicial system was initiated. This project evolved into a Study Committee on Judicial Reform. Its preliminary report to the Commission in April made it clear that the study could not proceed further without clarification of the Reining Commission governance proposal, the future of a new statement on rules and regulations, and, especially without an extensive study of some of the more technical legal and organizational problems inherent in a University-wide reform of the court system. It was agreed that a special study committee should be appointed by the University Committee on Student Life; this was done in May 1972.

The Commission wishes to report some of the preliminary observations of the original study committee regarding the purpose of the judicial system, its problems and needs:

1. *Purpose*—each student who is charged with a violation of University regulations has the right to a fair and impartial hearing to determine the validity of those charges. It is a goal of the judicial system to guarantee that this right is protected.

The judicial system seeks to safeguard the innocent as well as determine who has violated rules. No sanction will be imposed for the sake of mere punishment, but only if necessary to promote the well-being of the student or to protect the educational environment of the University. The sanction against one who has violated the rules will be based on his needs and prospects for improvement, taking into account his entire record, the good and the bad. Thus, the court is concerned with constructive as well as the punitive. The major purpose of the University Judicial is to encourage the maintenance of a high standard of conduct among the students. The judicial adjudicates and decides courses of discipline in cases of infringement of University or living group regulations. In this way the Council shall affirm and act upon the current conduct regulations and standards of the University of Southern California.

2. *Problems with present system*—The present judicial system is not providing expedient and equal treatment for all students. There are several reasons for this:

- a. *Overlapping and unclear jurisdictions* - With the many courts that now function on the SC campus, it is often impossible to determine which court has the jurisdiction over any one case. The jurisdiction of the several courts lacks clear definition, both as to scope and level of jurisdiction.
- b. *Numerous courts on campus* - The SC judicial system is primarily based on living-group judicials. This has led to the development of separate courts for the Men's Housing Association, Women's Housing Association, Interfraternity Council, Panhellenic, as well as the Student Court, University Judicial, and Student Behavior Committee. Due to this proliferation of courts and the overlapping jurisdictions, all students are denied the same access to justice. For example, a student living on campus in a dorm has his first hearing before the MHA Judicial. If he so desires, the MHA decision may be appealed to the University Judicial, then to the Student Behavior Committee, and, finally, to the president of the University. If this student lived in an apartment off campus, his initial hearing would be before the University Judicial, thus giving him one less stage in the appellate process. This practice is unduly discriminatory to certain students at USC.
- c. *Self-governance* - The basis of the present judicial system is primarily the living group. Self-governance provides for individual living group judicials, but in actuality, they exist only for MHA, WHA, and IFC, to the exclusion of Panhellenic. New problems will arise with the advent of university apartments and proposed coeducational dorms, which do not fall under the jurisdiction of the presently existing courts. Finally, the self-governance statements do not include any provisions for a judicial body for students not residing in a recognized University living group.
- d. *Lack of uniform and clearly delineated procedures* - Complicating matters even further is the lack of procedural similarity in the several courts. Each of the courts has its own procedural standards and requirements for record keeping. Often when a case is appealed, the lower court's records are found to be unclear and the procedures used inapplicable to the appellate court. This creates inefficiency resulting in possible factual discrepancies. These internal inconsistencies in procedure can lead to differing severity of sanctions within many of the individual courts.
- e. *Lack of understanding of the system* - The extreme complexity of the USC judicial system presently makes it very difficult to be understood. Due to combinations of the aforementioned problems, many individual court justices do not fully understand the system, to say nothing of the average student on campus.
- f. *Lack of credibility* - The problems and complexities of the present USC judicial system have led to a lack of credibility in the present system. Most judicial systems decisions are held in low esteem, contributing further to the weakness of the system.
3. *The needs of the University* - The University of Southern California must have a judicial system that is responsive to its needs. Implicit in these needs is provision of efficient, speedy, and effective justice for all students. The students should be brought before a panel of peers who have the jurisdiction to hear individual and group offenses. USC must

have a court that can reach out to the many branches of the University community, yet concurrently ensure a consistent procedure for all.

This procedure should be uniform both internally and externally; that is, all judicial matters, from the first hearing to the final appeal must be orderly and systematic. All students must have equal and easy access to a court and must be made cognizant of the judicial structure and how it affects them. There must be no jurisdictional questions. The system must be reorganized and reformed. Only then will its decisions pass the credibility test, and only then will the University community recognize the judicial system in its proper perspective.

Included in the study committee's report was a proposal for a unified court system for the University. While endorsing this concept, we recognize such an idea requires careful study.

We recommend that:

The University, through the appropriate administrative and governance agencies, acknowledge judicial reform to be one of its most critical priorities and that every effort be made to have a new unified court system operational during the fall semester, 1972.

We also recommend that:

The study of a new judicial system take into account a number of related questions: legal advisors for the court, student legal internships, and especially the concept of a University Legal Clinic to counsel and assist students, faculty, and staff in legal matters outside the University.

The Future of Student Government

It would be presumptuous for a Commission such as ours to attempt to suggest any dimensions for the structure, organization, or goals of a governmental entity to serve the students of the University. It is our conviction that the student voice and viewpoint should be maximized through effective participation in the emerging governance system, and that the University should support as fully as possible the extremely effective activities and projects of the ASSC, as we now know them.

There are several issues, however, which should be noted at this time. It is tragic that the ASSC has become so politically impotent and no longer enjoys the respect or confidence of the vast majority of students. It is also tragic that this climate apparently precluded all recent attempts to change the ASSC constitution. The first issue very obviously, therefore, is the reputation which student government has gained of being the arena for political gamesmanship, and a forum for the egocentricity of a few student leaders.

A second issue is that this perception of ASSC political gamesmanship unfortunately obscures the fact, in the average student's mind, that the ASSC does provide a number of programs: educational projects, cultural events, and community service. The ASSC has an annual budget of approximately \$90,000, most of which goes directly to these activities. The end result is that very few students are really conscious of the fact that these programs are indeed ASSC sponsored; in fact, many programs avoid the ASSC "political label."

A third issue centers on the perception of ASSC as a student government. The ASSC does not govern. At best, it provides needed cultural, academic, and service programs to the student body and acts as an agent, representing the students, in University governance processes.

To dispel these perceptions of student government and to eliminate the climate of distrust will take time. But we are fully confident that the students of this University have the energy, talent, and commitment to reform and rebuild student government.

We recommend that:

The University, through the Student Affairs Division, render all possible support and cooperation to responsible student efforts to reconstitute student government at USC on the basis of these roles:

- 1. A vehicle for cultural, academic, entertainment, and community service programs and projects***
- 2. A channel for cooperation among all student groups, organizations, and coalitions and a channel for communication among all students***
- 3. An agent for student opinion and representation throughout University governance processes***
- 4. An arena for leadership development and training.***
- 5. An agent for stimulating the consciousness of students about off-campus issues and problems, and for developing a consensus about campus issues and problems.***

The Commission also believes that questions involving the internal operation of student government must be studied carefully.

We recommend that:

- 1. The entire question of the amount and present utilization of student fees, as well as new possibilities for such, be evaluated.***
- 2. Methods of allocation of these fees must be carefully critiqued with a view to insisting on majority or exclusive student control.***

The question of incentives and rewards for students who devote major amounts of time and energy to programs and projects deserves careful study; possibilities here include tuition remission, honoraria and fees, academic credit for certain projects through 490s.

We recommend that:

Early and careful consideration be given all measures to provide attractive incentives to students and to ensure their active and creative participation in programs and projects affecting student life.

Finally, the question of student autonomy over the management of these programs and the relationship with the Student Affairs Division merits careful exploration. We are not convinced by arguments at either extreme: that the Student Affairs Division should have sole authority and control over all programs and events in concert with student advisory groups or, that the student body, through appropriate structures, should have complete autonomy over all student funds and programs, hiring their own professional staff and managers. To be consistent with our entire report, we must argue for close partnership with the professional resources of the Student Affairs Division, with student voice and vote being the critical determinant of policy and practice.

We recommend that:

The management of all student funds and programs be examined to obtain an optimum interface between the USC professional staff and student leadership and manpower.

The Office of the Ombudsman

The Reining Governance proposal includes a detailed proposal for creation of an office of ombudsman. The Commission believes that this is a critical need on a large, complex campus such as USC. The experience of UCLA and other universities has been informative for the Commission in its evaluation of this new concept of grievance resolution within the University.

We recommend that:

The University implement as soon as possible the creation of an Office of Ombudsman with appropriate staff and resources.

University Security

Early in 1970, the Committee on Student Life (called at that time Student Activities) established a special subcommit-

tee to consider the role of campus police within the judicial system. In July 1970, the committee reported to Dr. Topping 21 recommendations regarding the role of campus security. Through a reorganization of the security office and through changes in policy and practices, many of those recommendations have been implemented. Other recommendations still merit serious study and possible implementation. The security of the campus community, in liaison with the Los Angeles Police Department, is the primary function of the security force. However, Campus Security has a unique role to perform in terms of hospitality and community spirit. Among suggestions to enhance the latter role are that daytime officers wear civilian blazers rather than police-type uniforms, that they not carry guns or batons, that greater energy be expended in informing students and faculty about campus security preventive measures and policies, that student monitors be considered, and that crisis procedures be precisely reviewed and understood. The Commission is aware that improvements have been made in this area of University life, and that Campus Security was commended by many during campus crises this spring. However, too much is at stake regarding the vitality of the campus community, safety, and security of all, as well as good relations with our neighbors and visitors, to settle for anything less than an exemplary program and service in this critical area.

We recommend that:

The University Committee on Student Life re-open its study of this entire critical area of Campus Security, with a view to evaluating and updating the original study to meet current needs.

Sources and Credits

1. Report of the Commission on Governance, chaired by Dean Henry Reining
2. Report of the Student Government Study Committee:
Lee Blackman
Gerald Dougher
Paul L. Moore
J. Wesley Robb
Dan Smith, Chairman
3. Report of the Judicial Reform Study Committee, chaired by Renee Huey Hornbeak and subsequently by Les Shaw, and, preliminary reports of the Judicial study committee, chaired by Paul L. Moore:
Michael Alcantar
William Jackson
Renee Huey Hornbeak
Ana Marino
Lynne Miyake
Les Shaw, Chairman
4. Various reports of the University Committee on Student Life
5. Preliminary studies of the University Committee on Student Life and its subcommittee on rules and regulations, chaired by Paul L. Moore

Summary of Chapter 6

Campus Ministry

USC history is replete with church associations, but none more dynamic than that during the past half-century involving campus ministries supported by major denominations. Consistent with a national trend, major religious organizations began assigning ministers, priests, and rabbis to the USC campus in the 1920s. An impressive array of national, regional, and local agencies provided budgetary and staff support.

Facilities ranging from chapels to hospices were purchased or erected. Many Hoover area churches interacted with campus religious programs. Because of its central location and because this denomination had played a major role in early USC development, University Methodist Church became a focus for the campus community, and its pastor its nominal spiritual leader.

Following World War II, President Fagg appointed the Reverend Clinton Nyman of University Methodist Church as the first University Chaplain, and in the late 1940s and early 1950s campus ministry began to take form and focus. In 1960, President Topping appointed the Rev. Dr. John Cantelon as University Chaplain with a tenured

appointment as associate professor in the School of Religion.

The new chaplaincy status came at a time of declining interest and activity in formal religion and denominational organizations but of powerful increase in ecumenism and the emergence of campus religious groups as the cutting edge of sweeping social and political movements.

Dr. Cantelon vigorously supported denominations in cooperative ecumenical activity and spearheaded joint construction of a University Religious Center involving USC and five Protestant denominations. The center quickly became the focus for new religious activity and the symbol of openness, care, and concern for the campus.

Succeeding Dr. Cantelon in 1969, the Rev. Dr. Alvin S. Rudisill has continued the ecumenical style and has initiated patterns of inter-faith and inter-cultural activity as well as new ventures in team ministry. Studies are indicated to determine and respond to changing life patterns and religious needs and expressions, ranging from traditional forms to the "Jesus movement" and Eastern varieties, to provide other contemporary guides.

Observations

New factors confront campus ministry, including: the Jesus movement, budget constraints among sponsoring denominations reflected in smaller staffs and operations, the fluidity of the ecumenical movement, the fascination of students with Eastern and cultic forms, and an apparent renewed interest in traditional worship.

Denominational Activity

Sixteen denominational groups served by 10 ordained staff and about six lay people are presently active. Annual operating budgets for these groups total approximately \$200,000, and capital investment, nearly \$1 million. At least 24 additional affiliations are indicated in religious surveys.

The Commission commends, as appropriately experimental and innovative, the overall programs and activities conducted by campus ministries. Limited participation in campus religious activity follows national trends, but this modest involvement may also be attributable to lack of "visibility" of the University Chaplain and many of the campus ministers.

Recommendations

The University through the Office of the Chaplain, the School of Religion, and the various churches represented in campus ministry undertake special studies of changing patterns of religious life and attitudes among students in order for the University to sensitively anticipate new needs of religious life on campus.

The University encourage the various church agencies responsible for campus ministries to do as much as possible to assure that campus ministers' time and availability are not diverted away from campus and student involvement by excessive, denominational chores, urban involvement, and other activities. In the same spirit, it should not divert the University Chaplain's time away from student involvement by excessive University administrative responsibilities.

The Commission also recognizes the major contributions of the chaplain and ministers in mediating problem situations for students and groups and in achieving understanding and stability in troublous times. Chaplain and campus ministers enjoy a relatively free and independent status as well as the confidence and respect of campus constituencies. The Religious Center has been valuable as a sanctuary for students, faculty, and community groups.

Relationship of the University and Campus Ministries

The Commission affirms (1) the freedom of religious expression, including non-Western and experimental forms, assured at USC and (2) the effective social, spiritual, and moral services provided the USC community and its neighbors by the USC religious agencies. The spontaneous association of religious groups and the freedom of religious activity and expression reflect a cordial spirit and an unforced participation both laudable and unique; the Commission feels that this freedom and spontaneity should be perpetuated.

Rather than seek a Sunday morning service format, the University community would encourage the University Chaplain to continue exploring special worship formats and opportunities befitting the campus environment.

The University's policy regarding the ministry of the churches and the University Chaplain be predicated on the following principles:

(a) USC will seek to preserve, expand, and guarantee the independence of the University Chaplain and the campus ministers at USC to act in ways commensurate with their ecclesiastical responsibilities and their own consciences.

(b) USC will support and enhance the University Chaplain and the campus ministers in their roles as moral and ethical advocates within the University and broader metropolitan area.

(c) USC will support the freedom of access and participation on campus of organized and unorganized "religious groupings," using the widest possible interpretation of the term "religious," provided that these groups otherwise fulfill the requirements for recognition of campus organizations.

(d) USC will support the continuation and expansion of the roles of the University Chaplain and campus ministers: in contributing to the need for personal counseling of students, faculty, and staff; in providing support and counsel for controversial student groupings on campus; in providing an outlet for free and experimental religious conscience in supporting student options for experiencing religious service, study, and expression; in providing for parochial needs of the various campus constituencies as they express need and interest; and in creating and maintaining varied opportunities for students and faculty to develop meaningful personal relationships, especially through small group activities, on what can be, for some, a very impersonal and lonely campus.

The Role of the University Chaplain

Although the style of the individual finally determined the dynamics of the Chaplain's role, the Commission feels that the following are basic to the Chaplain's function:

- (1) Protect and encourage the free expression of religious interests.
- (2) Support and participate in the counseling services of the University.
- (3) Exercise the function of a moral, spiritual, and ethical advocate to the campus community.
- (4) Assist in providing mediation services to all areas of campus life, especially for students who demonstrate the need for such intercession.
- (5) Maintain open and effective access to all important centers in the University community.
- (6) Maintain the confidence of and access to the President of the University.
- (7) Perform the traditional ceremonial roles for appropriate University functions.

Issues and Problems

A number of questions involving relationships between the Chaplain and University constituencies as well as campus ministry require examination and resolution.

Chaplain-Administration Relationship. While many regard a close and responsive relationship between Chaplain and Administration viable and appropriate, others feel that it may take too much of the Chaplain's time or make him susceptible to University pressure.

Chaplain-Campus Ministry Relationship. Although the Chaplain's office and campus ministers are not organizationally associated, working relationships, physical proximity, and confusions over terminology may lead to the appearance of such a tie.

With churches cutting back funds for campus ministries, the University is looked to for support of the campus ministry program as well as the Religious Center, itself heavily funded. Support of campus ministries raises questions about continued independence, which ministries to support, and duration of such support.

Perquisites for campus ministers now include tuition remission. Honorariums for part-time counseling and pay for part-time teaching as well as increased remission are among other perquisites the Commission would support under expanded roles for campus ministers. Membership on certain University committees, especially where ecumenism would be better served, also is suggested for campus ministers.

Neutrality of the Office of University Chaplain. A controversy over location of the Chaplain's office and its impact upon his effectiveness has prompted opposing statements within a study committee examining function of this office. The majority opinion contends the physical location of the office should be separate from the Religious Center to facilitate use and accessibility by all members of the University and not just "the present minority . . . sympathetically or historically attached to a religious affiliation or organization"; to avoid suspicion of domination by any single University sector, particularly Administration; and to avoid appearance of bias toward traditional religious organizations, particularly in light of USC's history as a Methodist institution, that would restrain "a significant portion of the USC community from approaching or reaching to the Chaplain for service." The majority holds that regardless of any strenuous and persistent efforts to avoid the appearance of bias, the physical circumstances of his present quarters lead to the impression of favoritism and militate against fullest effectiveness as University Chaplain.

The student membership dissented, asserting that "the lounge areas, the enclosed grass area, the chapel, and the close availability of other persons with the same general concern are advantages at the present site. "People . . . come and study and at the same time have the ear of the Chaplain if need arises."

Function of the University Committee on Religious Interests. The formal charge to this committee is "to assist the Chaplain, to stimulate religious interests on campus, and to provide liaison between campus pastors and the University community." Enlarged purview and representation are recommended by a substantial body of observers to increase the committee's effectiveness in such successful projects as the Roundtable series on ethical questions and joint religious conferences, as well as others it may stimulate.

The Commission feels that the University Chaplain, appointed by and accountable to the President and responsible to his ecclesiastical authorities, should, nevertheless, be nominated by and be more responsible to his clients—the various members of the campus community.

USC continue to welcome ordained and lay workers assigned to the campus for campus ministry and religious activity. USC hospitality and privileges should be granted to these persons, through the Office of the Chaplain, provided: the national church or agency shall notify and certify the assignment of staff to the University; the staff shall maintain regular contact and communication with the University Chaplain; the staff shall regularly attend meetings of the campus ministers, convened by the University Chaplain; the staff shall respect the ministry of other groups and individuals and shall not infringe on the privacy of campus residences or individuals.

The University Committee on Religious Interests (or its successor) initiate a serious study of the question of the "neutrality" of the University Chaplain in terms of his role and the physical location of his office.

USC change the name and redefine the organization of the present University Committee on Religious Interests so it can become a channel for the communication of campus needs to the Chaplain, a channel for responsiveness of the Chaplain to the members of the University community, a representative body which can advise the Chaplain, and a forum for the discussion of and action upon moral and ethical questions confronting the campus.

(a) This expanded committee (the new "Chaplain's Council" has been suggested) should be a representative group of not more than 15 members, approximately half students, with the remaining members chosen from the faculty, administration, staff, and neighborhood. Some members should serve for as much as three years, ensuring continuity and sustained responsibility.

(b) The Chaplain's Council should interpret the needs of the community to the Chaplain; assist the Chaplain in the development of the program; protect the freedom and independence of the Chaplain, the campus ministers, and all religious groups; and report annually to the University community on the programs, activities, and services provided by the Council, the Chaplain, and the campus ministries.

(c) The Chaplain's Council should determine the procedure for recruiting to the Chaplain's position, including determination of a contractual time span for the appointment, after which the Chaplain and the University community would review the appointment for mutual satisfaction. The Council should formally nominate a candidate(s) to the President for formal appointment.

(d) The budget of the Office of the Chaplain should be administered by the Chaplain with the advice of the Chaplain's Council, with funds to be negotiated with the President and Vice-President for Financial and Legal Affairs.

(e) The Chaplain should maintain a functional relationship with the Student Affairs Division.

Chaplain's Staff Additions

The University should seriously consider additional staff for the heavily committed and involved office of Chaplain. An assistant chaplain, an assistant to the chaplain, or seminary internships would relieve a heavily overworked office. A woman lay assistant also is recommended.

Chapter 6

University Chaplain and Campus Ministry

Campus Ministry

A Brief History of Campus Ministry

The history of campus ministry at USC is a unique story of the special concern of the religious communities for higher education as well as the story of a partnership between the University and the churches. In parallel with a national pattern, most of the major religious organizations began in the 1920s and 1930s to assign ministers, priests, and rabbis to positions of service at USC. Supporting these campus ministers was an impressive array of national agencies, regional foundations, local boards, and committees. Most denominations purchased or erected facilities ranging from the traditional "student center" to chapels and hospices. Interacting with these campus religious programs were the ministries of many churches in the Hoover area. Principal among these was the ministry of University Methodist Church. Because of its central location on the northern edge of the campus and because of the early relationship between the Methodist denomination and the University, the pastor of this congregation inevitably served as pastor to those within the campus community who desired his services. These were the characteristics of campus ministry at USC until World War II.

Following the War, President Fagg appointed the Reverend Clinton Nyman as the first University Chaplain. With this step, campus ministry during the late forties and early fifties began to develop more of a focus. Reflecting national patterns again, Religious Emphasis Week, Sunday chapel in Bovard auditorium, a Student Council on Religion, and similar campus-wide programs began to emerge. In 1960, President Topping appointed the Reverend Doctor John Cantelon as University Chaplain with a tenured appointment as an Associate Professor in the School of Religion. Dr. Cantelon's tenure as chaplain came at a time of momentous change in the religious world, especially in such specialized ministries as those on the campus. Included in these changes affecting society in the sixties were: (1) a decline in student attendance at organized religious events and activities, and worship services; (2) the decline of most of the national and international denominational student organizations such as Canterbury Club, Lutheran Student Association, Newman Club, etc.; (3) a tremendously powerful outburst of ecumenical activity, especially among main-line Protestant groups but also increasingly involving post-Vatican II Catholics; (4) recognition by church bodies that campus ministry was on the cutting edge of the dramatic movements which were sweeping society and that campus religious leaders could be effective interpreters of the scientific-technological-social developments of the

University world; (5) a significant involvement by campus ministers, faculty, and students in contemporary social issues such as civil rights, the peace movement, ecology, liberation for minorities, women, and other disadvantaged groups.

Chaplain Cantelon and his colleagues in campus ministry at USC were in the vanguard of these changes, developing innovative programs and models for ministry. Two of these merit particular mention. Unlike many chaplains at major private universities, Dr. Cantelon recognized the need and opportunity for a new style and pattern. Instead of pursuing a separate role for the chaplain, Dr. Cantelon understood the role of the Chaplain's office to be primarily that of facilitating and supporting the various ministries of the churches, especially those which would work jointly in cooperative programs of ecumenical activity. This concept was to produce many innovative programs, activities, and events which were admired and emulated on other campuses. A second feature was the dramatic commitment by the University to campus ministry with its offer to all the churches and denominations to enter into a joint agreement to build a University Religious Center. Because of recent major building programs by the Church of Jesus Christ of Latter Day Saints, Hillel, and the Roman Catholic Church, and because of various other commitments, this project received the support of only five Protestant churches: American Baptist, Methodist, Presbyterian, Episcopal, and Lutheran (ALC and LCA). The Center, constructed in 1966, has been a focal point for religious activity—a warm, congenial campus center and a symbol of openness, care, and concern for the campus.

... the overall image of the University Chaplain and of the roles of campus ministers represents a significant "mediation service" for students and groups at USC.

In 1969, the Reverend Doctor Alvin S. Rudisill succeeded Dr. Cantelon as University Chaplain. Chaplain Rudisill has continued the ecumenical style of the last ten years, but has also begun to develop new patterns of inter-faith and inter-cultural religious life on campus as well as new models of team ministry. In the most profound sense, campus ministry is now exploring new patterns and models of ministry to respond to changing campus needs. The tremendous thrust of ecumenism and social activism of the sixties tended to peak with the events of spring 1970. New factors were emerg-

ing, including the "Jesus movement," the realities of budget crises among the sponsoring denominations and resultant reductions in budget allocations and staff, the fluidity of the ecumenical movement, the fascination of students with Eastern and cultic manifestations of religious experience, and an apparent renewed interest in many of the traditional parochial patterns of religious life.

We recommend that:

The University, through the Office of the Chaplain, the School of Religion, and the various churches represented in campus ministry at USC undertake special studies of changing patterns of religious life and attitudes among students in order for the University to sensitively anticipate new needs of religious life on campus.

Campus Ministry Today

During the 1971-72 academic year, 16 religious organizations have been recognized by the University:

- American Baptist, Dr. K. Bruce Miller, Chaplain
- Baha'i Faith, Tony Green, Student President
- B'nai B'rith Hillel Foundation,
Rabbi Roy Furman, Director
- Campus Crusade, Marshall Foster, staff
- Catholic Center, Church of Our Saviour,
Father Ed Penonzek, Director
- Christian Science Organization,
Russell Packer, Student President
- Church of Jesus Christ of Latter Day Saints,
David Whittaker, Director
- Eastern Orthodox
- Episcopal Church, Ralph W. Jeffs, Chaplain
- Society of Friends
- Lutheran Campus Ministry, Gilbert E. Splett, Pastor
- Lutheran Church and Campus Center,
Charles Manske, Pastor
- Muslim Students Association
- Southern Baptist Campus Ministry,
George Pickle, Director
- Trojan Christian Fellowship,
Professor Robert L. Mannes, Advisor
- United Ministry, Cecil E. Hoffman, University Pastor
- Young Women's Christian Association,
Mrs. Rita Frankel and Mrs. Halsey Stevens,
Co-Directors

These 16 groups are served by 10 ordained staff and by approximately six lay people, both paid and volunteer. In addition to the churches housed in the Religious Center, campus centers are owned or leased by the Mormons, Jews, Catholics, Missouri Synod Lutherans, Southern Baptists, and the YWCA. The annual operating budgets for these campus ministries is approximately \$200,000, with a capital investment of nearly \$1 million. Although an accurate religious census has been difficult on an annual basis, a fairly stable

pattern has emerged over the last decade. These figures give a sense of the sociology of the USC student body:

Roman Catholic	20%
Presbyterian	12%
Jewish	10%
Methodist	10%
Episcopal	8%
Lutheran	4%
Baptist	4%

Mormons, Moslems, Buddhist, Unitarian, United Church, Disciples, and Eastern Orthodox all range around 1.5 percent. Religious preference cards reveal *at least* another two dozen possible affiliations.

The cooperative ministry of Ecumenical Mission in the Religious Center includes the following churches: Presbyterian, Methodist, Episcopal, American Lutheran, Lutheran Church in America, United Church of Christ, Disciples of Christ, and Church of the Brethren. These groups serve nearly 50 percent of those students indicating a religious preference.

The Commission believes that the campus ministries, particularly but not exclusively those housed in the Religious Center, offer the USC community a highly experimental and innovative approach to religious service in a university setting. The Commission lauds this approach, and finds it of valuable service to the University community, and an important innovation in evolving concepts of campus ministry. A relatively small but significant segment of the University community knows and utilizes the services of the campus ministers and University Chaplain. Meaningful statistical measurements of participation are difficult in light of the participation of commuter students in their home congregations. To some extent, the limited involvement of students in campus religious activity reflects a similar national trend. Additionally, this limited involvement of USC students may be attributable to a lack of "visibility" of the University Chaplain and many of the campus ministers.

We recommend that:

The University encourage the various church agencies responsible for campus ministries to do as much as possible to assure that campus ministers' time and availability are not diverted away from campus and student involvement by excessive denominational chores, urban involvement, and other activities. In the same spirit, the University should not divert the Chaplain's time away from student involvement by excessive University administrative responsibilities.

The Commission believes that the overall image of the University Chaplain and of the roles of campus ministers represents a significant "mediation service" for students and groups at USC. The contribution of the Chaplain and ministers is evident; obviously, it is greater at times of stress and turmoil than in normal times. Their contribution to the peace and stability of the campus has been acknowledged

with gratitude by Presidents Topping and Hubbard, by the University Senate, and by other campus groups. We acknowledge also that the Chaplain and the campus ministers enjoy a relatively free and independent status on campus, and are respected and admired by all of our constituencies. While all of the campus centers perform vital functions for their constituencies, the Religious Center facility has served a very valuable function as an outlet for groups of all types, for meetings, for free and quiet time, and as a center for ecumenical endeavour. The Center has been an extremely valuable sanctuary for students, faculty, and community groups.

Relationship of the University and Campus Ministries

Two principles govern evaluation of the Office of the University Chaplain and the campus ministries: (1) A primary characteristic of the kind of vital University community, which the Commission espouses, is the guarantee of individual and denominational freedom of religious expression, including non-Western and experimental forms as well as traditional ones; (2) a primary characteristic of a vital university community is the provision of effective social, spiritual, and moral services to members of the community, especially students, but also faculty, staff, and community neighbors.

A most unusual feature of the relationship between the University and campus ministries of various churches is the cordial spirit of freedom and tolerance that characterizes University life. In this sense, the University does not need to attempt the deliberate coordination or mandatory formalization of inter-relationships among the various religious elements on campus. With respect to the freedom of activity and freedom of religious expression, the choice of religious expression must be left to the individual and to the various student religious organizations. *The University should not attempt to get students to participate in specific religious activities and programs.*

We recommend that:

The policy of the University toward freedom of religious expression and practice continue to be one of tolerance and support which encourages the widest pluralism of religious opportunities and personal preference.

In this same vein, while the Commission acknowledges the wide range of worship opportunities and practices offered by the campus ministers and neighborhood churches, and while we encourage the Chaplain to continue to be a facilitator for unusual worship opportunities on campus as well as special worship celebrations at appropriate times such as USCaleidoscope and Baccalaureate, it is our opinion that the University community does not need nor should it seek an

on-campus Sunday morning pulpit for the University Chaplain.

It is clear to the Commission that the various campus ministries and the Office of the Chaplain perform a vital and critical function within the University community. While it is important to affirm the autonomy of the churches' ministry to the University, we believe that the University should reaffirm its interest in and support of this ministry.

We recommend that:

The University's policy to the ministry of the churches and of the University Chaplain be predicated on the following principles:

- a. ***USC will seek to preserve, expand, and guarantee the independence of the University Chaplain and the campus ministers at USC to act in ways commensurate with their ecclesiastical responsibilities and their own consciences.***
- b. ***USC will support and enhance the University Chaplain and the campus ministers in their roles as moral and ethical advocates within the University and broader metropolitan area.***
- c. ***USC will support the freedom of access and participation on campus of organized and unorganized "religious groupings," using the widest possible interpretation of the term "religious," provided that these groups otherwise fulfill the requirements for recognition of campus organizations.***
- d. ***USC will support the continuation and expansion of the roles of the University Chaplain and campus ministers: in contributing to the need for personal counseling by students, faculty, and staff; in providing support and counsel for controversial student groupings on campus; in providing an outlet for the free and experimental religious conscience; in supporting student options for experiencing religious service, study, and expression; in providing for parochial needs of the various campus constituencies as they express need and interest; and in creating and maintaining varied opportunities for students and faculty to develop meaningful personal relationships, especially through small group activities, on what can be for some a very impersonal and lonely campus.***

The Role of the University Chaplain

The Commission is aware that in a sensitive and unique role such as that of University Chaplain, the style of the individual will finally determine the dynamics of his role. The present University Chaplain clearly stated his own per-

ception of the nature of the Chaplain's role at the time of his installation (See Appendix B, Vol. III) In its study of the Office of the Chaplain, the Commission believes that the following expectations are basic to any understanding of the Chaplain's role:

1. Protect and encourage the free expression of religious interests.
2. Support and participate in the counseling services of the University.
3. Exercise the function of a moral, spiritual, and ethical advocate to the campus community.
4. Assist in providing mediation services to all areas of campus life, especially for students who demonstrate the need for such intercession.
5. Maintain open and effective access to all important centers in the University community.
6. Maintain the confidence of and access to the President of the University.
7. Perform the traditional ceremonial roles for appropriate University functions.

Issues and Problems

Important and significant as the ministry of the Chaplain and campus ministers is to USC, there are various issues and problems. The Chaplain's relationship to the University administration is a debatable one. Most observers and the Chaplain himself recognize a close, cooperative, effective relationship between the Chaplain and the University administration, particularly the President. In fact, this relationship is a primary reason for the viability of the Chaplain's role. Many see this as functional and appropriate. Others see this as inappropriate, cautioning against a too-close relationship to the University administration that may overburden the Chaplain in his time commitments, and possibly make the Chaplain too susceptible to University pressure. A similar concern can be expressed about time the Chaplain must commit to his responsibilities as a teacher in the School of Religion. Again, however, the Chaplain himself and the School of Religion find this to be a vital and meaningful dimension of his position.

A second issue parallels the first: the relationship of the University Chaplain to the campus ministries and to the campus ministers and staff. Most feel that the campus ministers should not be, in any sense, part of the Chaplain's organization, or assistants to the Chaplain. As nearly as can be discerned, no one actually believes that the ministers are attached to or are assistants to the Chaplain, although many, including the campus ministers, seem concerned about the possibility. This concern may arise understandably from the ambiguity created by the location of the Chaplain's office in the Religious Center, by the Chaplain's former role as a denominational campus minister at USC, by inevitable confusion based on a pluralism of titles, or by the close team ministry concept which has prevailed since the early sixties involving the Chap-

lain's office and certain ecumenical groupings such as Ecumenical Mission or the Ecumenical Campus Team.

It should be emphasized that the University has for years extended its hospitality to campus ministers, granting certain privileges including tuition remissions. The Commission is concerned that financial pressures on the churches and their frustration in attempting to minister adequately to the multiplicity of California campuses are forcing a cutback in financial resources available for campus ministry programs. The number of campus ministers and staff assigned to USC has been significantly reduced in the last five years. Suggestions that the University financially support campus ministry, above and beyond the considerable financial commitment to the maintenance of the Religious Center, introduce several problems. A primary consideration is retention of the independent stance of the churches. More specifically, there are the problems of how many campus ministers to support, which particular ones, for what reasons, for how long, etc. The Commission is sympathetic to suggestions for greater University-campus ministers interaction: utilizing campus ministers on certain University committees, especially if this were an expansion of the present Ecumenical Team concept whereby there is exchange of information on a broad base; hiring qualified campus ministers for part-time teaching; providing honorariums or stipends to qualified campus ministers for commitment of time and skills in areas such as University counseling. The Commission would support an expanded budget for the Office of the Chaplain to implement some of the possibilities listed above. The question of tuition remission should possibly be re-evaluated in light of these possibilities with a view to increasing the present 50 percent remission in return for certain services. This entire question deserves further study and would be an important task for the Committee on Religious Interests. In any event, the Commission feels that it is important for the University to clarify the basis upon which it grants hospitality and privileges to campus ministers and staff.

We recommend that:

USC continue to welcome ordained and lay workers assigned to our campus for campus ministry and religious activity. USC hospitality and privileges should be granted to these persons, through the Office of the Chaplain, provided: the national church or agency shall notify and certify the assignment of staff to the University; the staff shall maintain regular contact and communication with the University Chaplain; the staff shall regularly attend meetings of the campus ministers, convened by the University Chaplain; the staff shall respect the ministry of other groups and individuals and shall not infringe on the privacy of campus residences or individuals.

A third issue focuses on the question of what has been called the "neutrality" of the University Chaplain and his office. This question has been a controversial one within the Study Committee, the Religious Interests Committee, and the campus ministers.

The Study Committee recommended that:

The Office of the University chaplain should be relocated from the Religious Center to a "neutral" place on the campus, separated from any one group of denominational religious groups. This recommendation is designed not only to separate the Chaplain from identification with any specific religious interests or groups, but also to increase the availability, visibility and accessibility of the Chaplain to all students and University personnel.

An explanation of our concept of "neutral" is appropriate. We are describing the concept of a Chaplain with an independent and influential position on the campus. That position should be characterized by a neutral geographical and spiritual location. To do this we seek to minimize three primary biases. First, we want the Chaplain and his office to be available and open equally to all the members of the University community, not just the present minority of students and faculty who are sympathetically or historically attached to a religious affiliation or organization. Secondly, we want the Chaplain to be free from any suspicion of domination or influence by a single sector of the University community, particularly the administrative officers who by virtue of position and authority automatically attract "suspicion" of this sort. Thirdly, we want the Chaplain to be as free as possible from the bias of a too intimate association with traditional religious organizations or specific denominations. The historical tradition of USC as a Methodist institution and of the Chaplain as a Protestant clergyman are elements of a long-standing built-in bias which to our mind, regardless of how ecumenically the Chaplain actually behaves, restrains a significant portion of the USC community from approaching or reaching to the Chaplain for service. The physical location of the Chaplain's Office in the Religious Center likewise creates an automatic appearance of bias toward the specific group of denominations located there. It does not matter how the Chaplain behaves—he or she cannot avoid the appearance of favoritism and does not avoid the fact of favoritism by virtue of closer, more intimate and more frequent contact with some denominational ministers and students rather than others.

The problem of where on the campus could be found a "neutral" and an available place is a difficult one. We recognize the difficulty, but, if the principle is viable we believe a solution can be found.

A dissenting opinion was registered by the two student members of the Study Committee, arguing that "...the lounge areas, the enclosed grass area, the chapel, and the close availability of other persons with the same general areas of concern are definite advantages that would be difficult to replace at another location. The drawing power of the facility itself provides an excuse, if you will, for people to come and study and at the same time have the ear of the Chaplain if need arises..." It is the judgment of the Commission that this is a serious question which deserves careful discussion and study over a period of time.

We recommend that:

The University Committee on Religious Interests (or its successor body) initiate a serious study of the question of the "neutrality" of the University Chaplain in terms of his role and the physical location of his office.

A final issue surrounds the function of the University Committee on Religious Interests and certain aspects of the Chaplain's role. The official mandate of the Religious Interests Committee is:

To assist the Chaplain, to stimulate religious interests on campus, and to provide liaison between campus pastors and the University community.

The fact is that the Committee has had a peculiar history and only in the last five years has it begun to assume a definable style and purpose. There are those who feel that the Committee, as presently constituted, is dysfunctional. There are those who point to activities and programs of the Committee which have been increasingly successful, such as the Roundtable series of discussions on ethical questions, joint religious conferences, and the Committee's manifest concern for various campus issues. Nonetheless, it is generally agreed that the Committee should be expanded into a more representative body with more carefully defined assignments and responsibilities. The Commission feels that the University Chaplain, appointed by and accountable to the President and responsible to his ecclesiastical authorities, should, nevertheless, be nominated by and be more responsible to his clients—the various members of the campus community.

We recommend that:

USC change the name and redefine the organization of the present University Committee on Religious Interests so it can become a channel for the communication of campus needs to the Chaplain, a channel for responsiveness of the Chaplain to the members of the university community, a representative body which can advise the Chaplain, and a forum for the discussion of and action upon moral and ethical questions confronting the campus.

- a. **This expanded committee (the name "Chaplain's Council" has been suggested) should be a representative group of not more than 15 members, approximately half of them students, with the remaining members chosen from the faculty, administration, staff, and neighborhood. Some members should serve for as much as three years, assuring continuity and sustained responsibility.**
- b. **The Chaplain's Council should interpret the needs of the community to the Chaplain; assist the Chaplain in the development of the program; protect the freedom and independence of the Chaplain, the campus ministers and all religious groupings; and report annually to the University community on the programs, activities, and services provided by the Council, the Chaplain, and the campus ministries.**
- c. **The Chaplain's Council should determine the procedure for recruiting to the Chaplain's position, including determination of a contractual**

time span for the appointment after which the Chaplain and the University community would review the appointment for mutual satisfaction. The Council should formally nominate a candidate(s) to the President for formal appointment.

d. The budget of the Office of the Chaplain should be administered by the Chaplain with the advice of the Chaplain's Council, with funds to be negotiated with the President and the Vice-President for Financial Affairs.

e. The Chaplain should maintain a functional relationship with the Student Affairs Division.

A final observation is that the involvement and work schedule of the present University Chaplain and his predecessors has been considerable, indicating that the University should seriously consider increasing the Chaplain's staff. An assistant chaplain, an assistant to the chaplain, or seminary internships could be a tremendous asset to a highly over-worked office. If this is feasible in the foreseeable future,

we believe that it would be important to consider a lay worker, particularly a woman.

Sources and Credits

1. Report of the Campus Ministry Study Committee; original and revised reports:
William Easton
Ed Penonzek, OSM
Wallace Smith
Lee Wilbur
Lynn Wilson
Leona Wise
Ted Thomas, Chairman
2. Critiques of the Thomas report by the University Committee on Religious Interests, chaired by Professor Clarence Crowell and by a group of the Religious Directors
3. Position paper by Chaplain Rudisill

Summary of Chapter 7 Post-Baccalaureate Students

There are little hard data about the undergraduate student at USC; there are even less data about the post-baccalaureate student.

With this recognition, the Commission, in concert with the Graduate School and Dean Charles Mayo, laid out outlines for a major research project into the attitudes, backgrounds, and needs of the post-baccalaureate student at USC.

The research study was funded by a Graduate School grant, through which the Commission employed Zina

Razavi as a research assistant. The Student Affairs subcommittee of the Graduate Council on Education served as a consultant in the study.

The Commission feels that the study has provided USC with a wealth of new data upon which to base design of new programs and improvements of services for the affected students. The Razavi study must be considered only the first step, however, in a continuing study of student needs at the post-baccalaureate level as well as at the undergraduate level.

Observations

The Commission commends the study and analysis of the Razavi study data to various cognizant offices and services and urges that steps be taken to continually update such data regularly, to the profit of the individual student as well as to the entire University. Thus a solid profile of student attitudes and needs may be accomplished.

(The complete report of the Razavi study is contained in Volume II.)

Recommendations

The Council on Graduate Education, in cooperation with the Council of Deans, study and evaluate the Razavi study and take steps to respond in appropriate ways to the needs and problems reflected and to work with the Student Affairs Division to improve, wherever possible, the quality of life for post-baccalaureate students at USC.

Chapter 7

Preface to the Post-Baccalaureate Student Study

The Commission recognized at the outset of our study that, while our investigations would inevitably affect areas of campus life which involve *all* students, there must certainly be special problems and needs uniquely affecting the large number of post-baccalaureate students at USC. If we have little hard data about the undergraduate, we probably know even less about the graduate student. In consultation with Dean Charles Mayo of The Graduate School, it was agreed to conduct a major research project into the attitudes, backgrounds and needs of the post-baccalaureate student at USC. This study would be in addition to the work which the Commission would do routinely in this area through its various studies.

The Graduate School provided a research grant through which the Commission employed Zina Razavi as a research assistant for this project. The Student Affairs sub-committee of the Graduate Council on Education served as a consultant to the study. The Commission believes that the study is an excellent one, providing USC with a wealth of data upon which to base ideas for new programs and improvement of

services for students. The Commission is pleased to have joined with The Graduate School in this joint project. The Razavi study is only a first step. We hope that not only will the data be studied and pondered carefully but that steps will be taken to continue to up-date these kinds of data regularly so that USC has a solid profile of student attitudes and needs.

We recommend that:

The Council on Graduate Education, in cooperation with the Council of Deans, study and evaluate the Razavi study and take steps to respond in appropriate ways to the needs and problems reflected and to work with the Student Affairs Division to improve, wherever possible, the quality of life for post-baccalaureate students at USC. (See Volume II, Appendix C-1 for the Razavi report)

Summary of Chapter 8 Minority Students and Services

As one of its first actions when assuming its study, the Commission on Student Life appointed a subcommittee headed by Dr. Joseph Pruitt, Assistant Professor of Psychology, to examine the many critical problems involving minority students.

Shortly, minority students, staff, and faculty persuaded President Hubbard instead to form a permanent commission on minority affairs. The latter commission was appointed in November 1971, with Dr. Pruitt as chairman. In turn, Chairman Pruitt appointed subcommittees to examine, among various issues, financial aid to minority students, recruitment of minority faculty and staff, a proposal for a Vice-President for Urban and Community Affairs, and student life.

Rather than wait for simultaneous issuance of its reports, the Commission on Minority Affairs began issuing interim reports as subcommittee studies were completed. The student life subcommittee report was issued in May 1972.

Thus, input to the Commission on Student Life involving minority affairs is limited to the single subcommittee report on student life available as this report of the Commission on Student Life is written, to individual inputs of minority members of the Commission on Student Life, and to critiques, by the Commission on Minority Affairs, of several written reports by subcommittees of the Commission on Student Life.

Observations

As the final report of the Commission on Student Life is being completed, the Commission on Minority Affairs is engaged in a pilot project in preparation for a registration survey of all minority students at USC, in addition to a sampling of non-minority attitudes on minority education issues.

The final report of the Pruitt Commission will follow the completion of the above survey and of a study of programs at other colleges and universities.

The Commission on Student Life is pleased that a critical examination of minority affairs at USC will be rigorously continued.

Statement of an Evolving Rationale on Minority Affairs

The Commission on Minority Affairs asserts that the role of ethnic minorities in higher education is a complex issue that cannot suffer oversimplification. It has submitted a four-point "statement of an evolving rationale" that eloquently addresses problems not only of minority students in higher education but also of all students.

Recommendations

The University deal with findings and recommendations of the forthcoming report of the Commission on Minority Affairs regarding student life, with the realization that USC's responsibility to its minority students is one of highest priority and must command most serious attention of the entire University.

Chapter 8

Minority Students and Services

Introduction

At the outset of the Student Life Study, the Commission agreed that the needs, interests, and problems confronting minority students was a priority question. A special subcommittee headed by Dr. Joseph Pruitt was appointed to give intensive attention to this area. This and other developments on campus prompted minority students, staff, and faculty to meet; they expressed a preference for a permanent commission on minority affairs. President Hubbard agreed, and the Commission on Minority Affairs was constituted in November 1971, with Dr. Pruitt as its chairman.

The Commission on Minority Affairs identified the issues which they believed were critical, and Chairman Pruitt appointed subcommittees to explore them. Among the issues explored were financial aid, recruitment of minority faculty and staff, a proposal for a Vice President for Urban and Community Affairs, and student life. Because of the urgency of these issues and because the Pruitt Commission chose to issue interim reports as their studies progressed, the Student Life subcommittee issued a preliminary report in May 1972. Minority Affairs input to the Commission on Student Life has therefore been limited to the input of minority members of the Commission on Student Life, to our attempts to be sensitive to problems unique to minority students, and to critical reactions of the Subcommittee on Student Life of the Commission on Minority Affairs, through written critiques of several of our study committee reports.

As the final report of the Commission on Student Life is being completed, the Minority Affairs Commission is engaged in a pilot project in preparation for a registration survey of all minority students at USC, in addition to sampling of non-minority attitudes on minority education issues. The final report of the Pruitt Commission will follow the completion of this survey and of a study of programs at other colleges and universities. The Commission on Student Life is pleased that critical examination of minority affairs at USC will be rigorously continued.

We recommend that:

The University deal with findings and recommendations of the final report of the Commission on Minority Affairs regarding student life with the realization that USC's responsibility to its minority students is one of highest priority and must command most serious attention of the entire University.

The Commission on Minority Affairs reported to our Commission that the role of the ethnic and racial minorities in higher education is, in its judgment, a complex issue that cannot be oversimplified. The Pruitt Commission presented to us an elaboration of the thrust of minority student inspired reforms at USC and on other campuses, and of the future of these reforms for student life at USC. This elaboration consists of four points. The Commission on Student Life is pleased to reproduce these points here as a "statement of an evolving rationale" and because we believe that these points speak eloquently not just to minority students and higher education but to all students.

Areas of Minority Impact on Higher Education

Rationale

Prior to the '60s, predominantly white American colleges and universities had experienced only a trickle of black, brown, and other minority students from culturally diverse backgrounds. As federal and special foundation programs turned the trickle to a flow—albeit a very small flow—the educational issues raised by these students were cast in terms of the following questions:

How can minority students be best integrated into the mainstream of traditional academic life? What special programs do "disadvantaged" minority students need to successfully negotiate colleges and universities? How can we best equip minority students to partake of the great banquet of knowledge offered by institutions of higher learning?

Once the students arrived, however, they raised somewhat different questions. In essence, they called for a change in the menu. The students began to say that universities are *not* in fact universal. They tap and teach a very narrow and select area of knowledge—and consequently fail to meet the needs of *any* students. These minorities rated colleges and universities about a "C-" in curriculum, "D-" in those areas traditionally called "supportive services," and a bold "F" in preparing them to participate in the society in which they will have to live.

Most colleges and universities thought it sufficient to admit minority students from diverse cultural and educational backgrounds without any significant changes in the structure and functioning of the campus. As the unmet needs of the sub-

sequently brutalized and traumatized minority students found expression in campus protests, at times violent confrontation, "non-negotiable demands," and the disruption of "business-as-usual," different campuses exhibited varied and often instructive responses. Some re-evaluated their ability to relate to students with "these kinds of educational needs," closed down their various "special opportunity programs," and shipped the minority students out. Other institutions listened to what the students had to say and saw the seeds of badly needed programs for educational reforms and innovation. This latter group of institutions began to conclude that the institutional changes indicated for the brown students from East Los Angeles, the yellow students from the "Town," or the black students from Watts were very much to the benefit of the white students from Beverly Hills. In fact, some educational observers credit the salience of the needs of the influx of minority students in the 60s as one of the strongest, if not the strongest, forces for educational innovation and reform.

Minority Inclusion in Curriculum

It is well known that when numbers of black, brown, and yellow students arrived on campus—turned to their books—they began to question. "Where are we?" They are appalled at the blatant omissions and distortions with reference to their cultural experience in the humanities and behavioral sciences. They are incensed by the lack of inquiry into their areas of vital interest due to the lack of concern on the part of the traditional inquirers. Dr. William Ryan, Boston College, Professor of Community Psychology and author of *Blaming the Victim*, has provided research and information on the

They are appalled at the blatant omissions and distortions with reference to their cultural experience in the humanities and behavioral sciences.

ideological uses of behavioral science theories in perpetuating the political status quo. The response of the newly arrived minority students was to demand instant redress. This demand was pressed not just to develop their own knowledge, skills, and expertise, but to implement their concern for correcting the systematic mis-education of their white peers who were on the road to positions of power and influence.

Some campuses preferred to address this need by creating ethnic studies departments with full administrative support stemming from more or less sincere recognition of the cogency of these intellectual issues. Others were wary of ethnic studies departments due to the danger of side-tracking concern from the need to review the nature of minority inclusion throughout the curriculum. Still other campuses nominally created ethnic studies programs with either no support or a kind of ambivalent support which contained the seeds of failure. Others continued to completely deny and ignore issues that the students had raised.

It is not appropriate to dwell on this contribution of minority students to educational innovation and reform. What is of

relevance is the predictable emotional impact on minority students of being introduced to an academic setting where these issues about their educational legitimacy are being raised.

One gauge of the health of minority student life involves the inadequacy of, first, the administrative response to the need for thorough evaluation of the nature of minority inclusion in the curriculum; and second, the viability of the persons, programs, and structures provided to achieve constructive resolution. Our inquiry into minority student sentiment and programs on this and other campuses shall be guided by this measure.

Minority Faculty and Administration

It is well known that the influx of minority students into institutions of higher learning was closely followed by demands for more educative persons who could effectively relate to the special needs of minority students—minority faculty, staff, and counselors—to serve as role models, to provide meaningful leadership to students, and to serve as the intellectual guides through traditional academics. The influence of minority faculty and staff has broadened perspectives and enhanced minority inputs to conventional academic life.

Emphasis on the Developmental Process of Education

The late 50s and early 60s saw the articulation of what Nevitt Sanford has called the "developmental" perspective on the process of education. This perspective maintains that colleges have a responsibility, going beyond academic stimulation, to involve the student's emotional growth and personal development. During the decade of the sixties this theme was expanded in higher education by responsible critics—from-within who produced research and arguments to show that the process of education is inseparable from personality development although colleges and universities have been relatively inattentive in this area. The Hazen Commission report—*The Student in Higher Education* (1966)—Nevitt Sanford, Joseph Katz, and their associates at the Institute for the Study of Human Problems, Stanford University, and the authors of the *American College*, were particularly prominent in the development of this point of view. Three points were commonly made:

1. To be successful, the educational process must be a *disturbing one involving challenge to the students' pre-existing ideas, values, and ways of perceiving the world*. Appropriately dosed and thoughtfully given, this challenge is the vehicle by which individuals grow to broader perspectives. If the challenge is excessive or improperly directed, students may fall back on defensive reactions or comfortable concepts from the past. This process is conceived as the essence of education and may or may not be correlated with mastery of "body-of-knowledge" courses. This process will be particularly disturbing to some, and will require the personal attention of some educative persons—other students, faculty, or whomever—to ensure that the whole undertaking

is constructive. This is true at a time when the faculties of prestigious liberal arts colleges are going the way of multiversities in becoming more research, travel, and profession-oriented with less time for individual contacts with students in the college community. Somewhere in the college community these personal educational needs of students must be met.

2. Research by Nevitt Sanford, Mervin Freedman, and Theodore Newcomb, among others, has demonstrated that the college experience has systematic, pervasive, and generalizable effects on students' personality development. It has been shown that individual life-styles become consolidated during the college years, and characteristics of the college community exert significant influence on the nature of that consolidation. The issue is therefore *not whether colleges should or should not play a role in this area of student life, but whether colleges will assume responsibility for the nature of the influence they all do, in fact, exert.* Many have argued that this is an entirely appropriate educational concern of a liberal arts institution.
3. *The press of the current social situation and the depth of student alienation from the values and institutions of the larger society conjoin to make the process of "identity" formation and development particularly difficult.* Mervin Freedman's research is relevant here. Freedman's data indicate that while a majority of students is perhaps content to proceed through colleges and universities as presently constituted, a number of students, especially on the elite campuses, experience an urgent sense of "culture conflict." These students are saying that institutions of higher learning are largely organized to offer an education for society as it no longer is, while they seek authentic education for the life they will have to live in the post-technological era. These students are in earnest about their attempts to develop a different set of values than those that seem to have failed. These students are not saying they wish to be less intellectual, less hardnosed, or less interested in learning. They are saying they wish to exhibit these characteristics in different ways—what they can come to see as relevant undertakings.

While some dismiss these expressions of student sentiment as the results of permissiveness, passing fads or authority conflicts due to "unconscious hostility for father-figures," others regard this message as the challenge of the intellectual cutting edge of the generation. However one views the issue, it cannot be denied that students experience these as urgent concerns which require some sense of personal resolution and direction in getting on with the "business of education." It is imperative that colleges and universities find ways of relating educationally to these concerns and provide channels of assistance in working toward resolution.

While these issues are an inherent process of education, they assume a special urgency for the minority student in his introduction to traditional academics. When the problems of minority students became manifest, the first response was to recruit minority counselors to "help them adjust." Some students replied that in many instances it was the institutions that were in need of adjustment, not the students. *They criticized the narrow focus of the traditional curriculum, the perfunctory nature of the evaluation process, and the lack of concern for "the whole man."* In essence, minority students pressed academics to address the educational issues raised by the aforementioned educational critics. *Their reply was that counseling is not enough.*

The Press for Relevance

Once exposed to the traditional university curriculum, the newly arrived minority students affirmed the need to apply the academic skills of logical analysis, scientific research and inquiry to the life, community, and social problems with which they were vitally concerned. While the concept of "relevance" has sometimes been misused or too narrowly defined, it expressed a badly needed additional criticism in the evaluation of university curriculum. While student activists from other quarters pressed for these changes, minority student concerns constituted a significant force for these reforms.

We have in this rationale attempted to identify the broad conceptual issues raised by the minority presence in the university student life. These four points of impact provide the criteria by which we shall evaluate data gathered in our research on minority student attitudes and programs on this and other campuses.

Sources and Credits

1. Various reports of the Commission on Minority Affairs
2. Critiques of study committee reports on orientation, residential halls, campus life and international students by the Subcommittee on Student Life of the Commission on Minority Affairs, chaired by Gloria Myklebust
3. Field research by Chaplain Rudisill

Summary of Chapter 9

International Students and Services

USC is literally an international university, with its nearly 1,500 international students and scholars from 94 countries and with an overseas program of vast reach, variety, and influence. The Commission regards the University's international activities one of its richest assets.

USC's international prestige can be traced largely to the influence and leadership of Dr. Rufus von KleinSmid, under whose administration USC became first known for its excellence in educating diplomats, engineers, administrators, teachers, and other leaders from abroad.

As more and more foreign ministries and countries turn to USC to train their nationals in all fields of study,

the University's international enrollment, already largest of all private universities west of the Mississippi, will continue to grow.

The scope of present activity and prospects for great expansion warrant realistic staffing and programming leading to consolidation and coordination of international services under appropriate administration.

The cost implications of the necessary changes and improvements are clear; they are offset by countless opportunities to enrich and expand present services as well as to realize an infinite variety of benefits for the University, from increased enrollment to cultural interchange and international stewardship.

Observations

The tremendous success of the USC international program warrants increasing support in resources and administrative emphasis.

Recommendations

The University reaffirm its commitment to a significant community of international students and scholars at USC and to all international services in education.

International services at USC be based on these principles: (1) the desire to provide educational opportunity and enrichment, as well as specialized training, for both foreign students in America and American students abroad; (2) recognition of the opportunity to enrich all students culturally and socially; and (3) response to the challenge of fostering and achieving better understanding between all peoples and nations.

Admission of International Students and Scholars

There should be no limit on enrollment of students and scholars from abroad and no national quotas of any kind limiting admission of students and scholars from specific countries.

The present University policy of no quotas limiting admission of international students and scholars be continued.

Special Services and Responsibilities

USC assumes a special responsibility for the welfare and adjustment of international students and must staff to carry out the necessary details. The National Association of Foreign Students recommends one staff for each 250 students. At present, USC employs two full-time and one half-time professional staff for this work. Although the Commission encourages more recruitment of international students, such recruitment should be done only if the 1 to 250 ratio is achieved and maintained.

Professional staff be provided on the basis of 1 to 250 international students. (With approximately 1,500 students at present, USC thus should have six full-time professionals instead of its present 2.5.) The University pursue additional recruitment of international students and provide for additional professional staff services.

Arrival and Acculturation

International Student Service has an extremely effective program for accommodating and welcoming international students that can serve as a model for an effective USC program. Adequate services for receiving and accommodating new arrivals are essential to reduce apprehension and confusion, especially when they arrive at unusual hours.

Temporary Housing

Much time and effort is expended by the Office of International Students and Scholars finding suitable temporary housing to enhance the sense of well-being and security after long travel. Without local transportation, international students must find temporary housing in the USC area, usually the Hoover area, which is often not productive or congenial to strangers. University housing should be available while these students look for suitable permanent quarters. An acute temporary housing problem for the international student occurs during semester breaks and holidays when residence halls are closed.

Orientation

The excellent orientation program for international students developed by the professional staff, covering the campus, Los Angeles, and American life, should be expanded and, where possible, integrated with general orientation programs. International students want seminars and lectures on American culture and history.

Housing Needs

Residence halls are often filled before international students have been advised of their acceptance, precluding associations that would be mutually beneficial in cultural and intellectual exchange. Many international students would like on-campus housing with facilities to cook to their own taste, as well as the opportunity for interaction.

Many international students receive monthly payments and cannot make the lump-sum remittance for University housing.

Cost of Living and Financial Status

Recent data indicate that 76 percent of international students are self-supporting; 24 percent receive grants or other assistance. Federal regulations prohibit their working off-campus during the first two semesters. The Commission urges all departments to look for employment opportunities for these students. (The University may employ an international student so long as an American student is not displaced.) Such help will ease the financial pressure on these students, who complain of the high cost of living in Los Angeles. This pressure is aggravated by not being eligible for commercial loans.

Advisement and Counseling

The University's special responsibility to international students clearly implies competent and adequate academic advisement.

The USC professional staff anticipate as fully as possible the arrival problems of international students and implement such specific ideas as the possibility of a 24-hour telephone number, which, along with other critical information, should be mailed before their arrival.

The professional staff, in conjunction with the cognizant University departments and agencies, develop a program to make University housing available at nominal cost from September 1 until language testing and orientation periods are completed. The hardship imposed on international students when residence halls are closed during vacation and other breaks be eliminated.

Orientation for international students be expanded; be more fully integrated, where possible, with other University orientation programs; and be better funded and staffed.

The professional staff, in cooperation with cognizant University offices, develop programs, policies, and procedures to reserve a sufficient number of residence hall rooms to accommodate international students wishing to live on campus.

The professional staff, in cooperation with cognizant University offices, develop a policy and procedure to waive the lump-sum payment, so that the international student may sign an agreement for monthly payment that would also protect the University against default.

The present program of the Office of International Students and Scholars, which provides small emergency loans, be expanded and increased on the basis of additional solicitation of private funds from interested individuals and appropriate agencies for use by international students.

As a short-term solution to the problem of academic advisement for international students, an additional staff member qualified in academic counseling be employed.

Cultural Exchange

The Commission commends the professional schools that have developed special programs to provide interchange, both culturally and professionally, with international students. It feels that the University must broaden efforts toward inter-cultural exchange. Special attention should be given students whose family and academic commitments preclude their participation in existing inter-cultural activities such as festivals, bazaars, and small group programs.

Host Family Program

Both international students and their host families have enthusiastically responded to the Host Family program, which brings them together for appreciable periods.

American Study Abroad

Although USC is extensively involved with teaching abroad, only 56 USC students participated in programs abroad during 1971-72. The Commission is concerned about visibility, stature, coordination, and expansion of these overseas programs, and encourages a Junior Year Abroad program for as many students as possible. Overseas study should be made available to eligible students receiving financial aid.

Exchange Faculty

The Commission emphasizes the mutual advantages and exciting involvement in USC faculty teaching overseas and foreign scholars in residence at USC.

International Visitors

Approximately 25,000 visitors from abroad come to Los Angeles each year. The Los Angeles World Affairs Council hosts 2,500 State Department guests each year. Many of these guests are important officials in their countries and welcome opportunities to visit distinguished campuses. They return home as new ambassadors for the campuses. For USC, the Office of International Students and Scholars is the usual host office but has limited resources for entertainment.

Administrative Organization

The University must plan for a senior administrative officer to be responsible for the University's international programs.

The several services dedicated to international student needs and welfare should be integrated to ensure maximum academic capability and the greatest sensitivity to the changing and crucial needs of international students.

Advisory Council

An advisory body is needed to coordinate the many international services involved in USC's international programs.

Existing programs, geared especially to the interests and needs of international students, be expanded and increased, and that present half-time staff for programs be increased to a full-time position assigned by the Student Activities Office.

The Host Family program be expanded, and that this be a priority of the expanded program staff position recommended above.

The College of Letters, Arts, and Sciences, University College, and other appropriate University agencies, take immediate steps to expand opportunities for overseas study for American students in the junior year.

Any form of University financial aid (including aid to children of faculty members, Trustee Scholars, etc.) be applicable to such overseas study opportunities for students otherwise qualified and eligible.

Serious consideration be given to expanding present programs for faculty exchange, visits, etc.

Special provision be made to accommodate international visitors more adequately.

Within the Student Affairs Division, a deanship be created and that appropriate steps be taken as soon as practical to merge under that dean the present Office of International Students and Scholars, the Foreign Students Credentials Office of the Admissions Office, and the present English Communications Program for Foreign Students of University College. This should be understood as a transitional step.

A Council on International Services be constituted as a coordinating, advisory, and strategy agency for the senior administrative officer recommended above, and for any interim officer.

International Center

Long-range planning should anticipate a Center for International Services to accommodate present and expanding programs. The Commission envisions a modest facility with offices, lounges, a kitchen, a library, and several guest rooms for international visitors. Such a facility should be a basic part of total USC planning for international services.

Staff and Budget

The Commission would be remiss if it did not acknowledge the widespread praise for the staff of the Office of International Students and Scholars. They are, however, critically handicapped, in processing vast amounts of paperwork for federal and foreign offices associated with international students, as well as in their total program, by serious understaffing and underbudgeting.

Long-range planning be developed and priorities assigned to the concept of a Center for International Services to be built within the next 10 years.

The University, through the Student Affairs Division and through private donations, expand the budget resources of the office of International Students and Scholars, and make provisions for the additional professional staff needed.

Chapter 9

International Students and Services

Affirmation of Services to International Students and Programs

Each year the University welcomes hundreds of international students, scholars, and visitors to the campus. For decades, USC has been involved extensively in international services here and abroad. During the current year, 1971-72, there are 1,432 students from 94 countries enrolled here. In the opinion of the Commission, this is one of the University's richest assets. In fact, USC is an international university.

Historically, this was one of the first universities in the nation to attract large numbers of international students and scholars. Through the influence and leadership of Dr. Rufus Von KleinSmid, the University of Southern California first became known as an institution well equipped to educate and train civil servants, diplomats, engineers, administrators, teachers, and others. As these individuals returned to their countries to assume positions of prestige and responsibility, interest in this University was generated.

Today, the established reputation which USC enjoys abroad has brought more international students and scholars to this campus than to any other private university west of the Mississippi. There is every indication that this enrollment will grow as more and more foreign ministries and institutions abroad look to USC for specialized training of individuals in all fields of study.

(3) response to the challenge of fostering and achieving better understanding between all peoples and nations.

Admission of International Students and Scholars

In terms of USC's policy toward international students and scholars on campus, the Commission feels there are several critical aspects. First, there should be no limit on enrollment of students and scholars from overseas; there should be no national quotas of any kind limiting admission of students and scholars from any specific foreign country. This is the University's present practice.

We recommend that:

The present University policy of no quotas limiting admission of international students and scholars be continued.

Services and Responsibilities for International Students

International students and scholars bring to the United States and to the University of Southern California special needs, problems, and interests. In welcoming these students, USC assumes a *special responsibility for their welfare and adjustment*; this responsibility is recognized by the professional staff and organizations in this field. Specifically, USC's responsibility will be reflected in the number of professional staff personnel assigned to work with international students. The National Association of Foreign Students Affairs has recommended one staff person for every 250 students. The Commission feels this is reasonable, realistic, and necessary.

We recommend that:

The University reaffirm its commitment to a significant community of international students and scholars at USC and to all international services in education.

We recommend that:

International services at USC be based on these principles: (1) the desire to provide educational opportunity and enrichment, as well as specialized training, for both foreign students in America or American students abroad; (2) recognition of the opportunity to enrich all students culturally and socially; and

We recommend that:

Professional staff be provided for work with international students on the basis of 1 to 250.

This recommendation has several implications. The Office of International Students and Scholars presently employs two and one-half professional staff: Dr. Jerry Wulk, Director; Bea Von Allman, Assistant to the Director; and Tom Reynolds, part-time staff. In addition, there is a Director of the English Communication Program, Robert Kaplan, and an Assistant Director of Admissions for Foreign Credentials, Dave Robinson. In December 1971, University College employed Linden Levitt as Coordinator of Overseas Programs.

We encourage expanded recruiting of international students and scholars. This recruitment should be contingent,

however, on maintaining the professional staff ratio of 1 to 250 international students.

We recommend that:

The University pursue additional recruitment of international students and scholars, and provide for additional professional staff services.

To illustrate the expanded services the University will need to provide for international students, it is helpful to understand the characteristics or profile of the problems faced by international students at USC. Table 9-1 indicates related statistical information. (See Exhibit 14, Volume III for additional research data)

TABLE 9-1
COUNTRIES REPRESENTED — FALL, 1971

Country	Students and Visiting Scholars	Country	Students and Visiting Scholars	Country	Students and Visiting Scholars
Afghanistan	2	Germany	17	Netherlands	5
Algeria	6	Ghana	6	New Zealand	7
Argentina	9	Greece	10	Nicaragua	3
Australia	9	Guatemala	3	Nigeria	12
Austria	2	Guyana	1	Norway	5
Bahrain	1	Haiti	1	Pakistan	10
Belgium	2	Honduras	1	Panama	5
Biafra	1	Hong Kong	111	Peru	9
Bolivia	4	Hungary	2	Philippines	27
Brazil	34	India	107	Poland	3
Bulgaria	1	Indonesia	28	Portugal	3
Burma	2	Iran	100	Saudi Arabia	34
Cambodia	1	Iraq	5	Singapore	8
Canada	46	Israel	28	South Africa	5
Ceylon	1	Italy	5	Spain	7
Chile	9	Jamaica	6	Sudan	1
China (Rep. of)	145	Japan	104	Sweden	6
Colombia	9	Jordan	15	Switzerland	6
Congo	4	Kenya	3	Syria	6
Costa Rica	2	Korea	99	Tanzania	1
Cuba	6	Kuwait	11	Thailand	48
Cyprus	1	Lebanon	14	Trinidad	3
Czechoslovakia	4	Liberia	1	Tunisia	2
Denmark	1	Libya	33	Turkey	18
Dominican Republic	1	Malawi	2	Uganda	4
Ecuador	3	Malaysia	9	United Arab Republic	14
El Salvador	2	Mexico	21	United Kingdom	24
Ethiopia	4	Morocco	1	Uruguay	1
Fiji Islands	1	Nepal	1	Venezuela	8
Finland	2			Vietnam	36
France	26			Yugoslavia	5

Countries Represented	91
Students	1,314
Visiting Scholars	98
	1,412

Arrival and Acculturation

International students often arrive late at night, over Labor Day weekend, and at other times when USC offices are closed. These students are at a loss for help and information, and often call staff members at home at unusual hours for help. They have difficulty locating USC and finding public transportation. Even when they do arrive during office hours it is not easy to find inexpensive temporary housing. The extremely effective community-wide program being carried out by International Student Service, including such specific services as meeting arriving international students at Los Angeles International Airport, can serve as a model for an effective welcoming program.

We recommend that:

Our professional staff anticipate as fully as possible the arrival problems of international students and implement such specific ideas as the possibility of a 24-hour telephone number, which, along with other critical information, should be given to international students in prearrival mailings.

Temporary Housing

A widespread complaint among international students, and a major unresolved problem, as we understand it, is the matter of temporary housing during the first few days after arrival at USC. First impressions are important; a sense of well-being after lengthy travel, simple comfort, and security are all-important. The Office of International Students and Scholars has expended much energy in finding suitable inexpensive housing for arriving international students. The resources of the Housing Office are also available. Nevertheless, students are restricted to the immediate area surrounding the campus, since they have no local transportation. The Hoover area is not congenial to students needing temporary housing. It would be preferable to welcome incoming students into University housing so they could more effectively use their time finding a permanent residence and participating in orientation.

We recommend that:

The professional staff, in conjunction with the cognizant University departments and agencies, develop a program to make University housing available at a nominal cost on a short-term basis from September 1 through the language testing and orientation periods.

The Commission recognizes the particular hardship imposed on international students when the University closes

the residence halls during vacation periods. The Commission believes this needs to be remedied. (See recommendations in Chapter 4, Residential Life.)

Orientation

The professional staff is to be commended for the orientation program it has developed in recent years. Basically, this two-way program introduces the student to the campus, and to life in the United States and in the city of Los Angeles. The program should be expanded into an even broader introduction to the campus and to the city. We feel that the program should be more closely integrated with existing orientation programs, including summer residential orientation and continuing orientation programs during the fall semester. (See also Chapter 3) International students have indicated that they would appreciate more exposure to students and faculty during orientation (although we realize that orientation for international students traditionally occurs before many people return to the campus in September) and that they would appreciate substantive introductions to American culture and history by way of seminars and lectures.

We recommend that:

Orientation for international students be expanded; be more fully integrated, when possible, with other university orientation programs; and be better funded and staffed.

Housing Needs

The question of adequate permanent housing is a critical one for all students but especially for the international student. A survey conducted in the fall of 1970 by the University Foreign Student Committee, under the chairmanship of Professor Gerald Fleischer, clearly established several premises with which the Commission concurs. A study of 140 students showed, among other things, that graduate students are reluctant to live in typical campus dormitories for various reasons. A fairly high percentage of international students would take advantage of apartment-type on-campus housing, partly because this allows them to do some of their own cooking, thus reflecting national culinary tastes. It is significant that 100 units out of 214 available on-campus for married students are occupied by international students. We are specifically concerned, however, about several procedural problems which apparently preclude many international students living in residence halls. We endorse thoroughly the concept of having as many international students as possible integrated fully in University housing. Such an integrated community provides the informal opportunity for international students and American students to interact. This kind of integration into the University community promotes intellectual and experiential relationships. One present difficulty

is that the residence halls are usually filled before the foreign student has been notified of his acceptance, has the proper application forms, and applies for housing.

We recommend that:

The professional staff, in cooperation with the cognizant University departments and agencies, develop programs, policies, and procedures whereby a sufficient block of residence hall rooms can be reserved through the summer months to accommodate reservations from international students.

Many international students have particular financial problems resulting from monthly payment schedules of scholarships or from conversion of foreign currency. Paying for University housing in a large lump sum is, therefore, difficult.

We recommend that:

The professional staff, in cooperation with the cognizant University departments and agencies, develop a policy and procedure whereby, on request, the present lump-sum residential fee payment be waived and the international student be allowed to sign up for a monthly payment plan which anticipates his ability to pay as well as protects University liability in case of default.

The established reputation which USC enjoys abroad has brought more international students and scholars to this campus than to any other private university west of the Mississippi.

Cost of Living

The Commission is concerned with the widespread complaint of international students that the cost of living in Los Angeles is higher than expected. This results in a serious financial problem for many. These students, classified under federal alien regulations, do not have access to conventional commercial loan arrangements available to American students. According to federal regulations, international students cannot work off campus for a period of two semesters after their arrival, except in the case of demonstrated hardship. However, the University can employ international students on campus so long as an American student is not displaced. We encourage the University to continue to provide teaching and research assistantships for international students whenever possible, and we commend those departments and programs which have been sensitive to the employment problems of international students. The following categories of financial support will be of interest:

1970-71 1971-72

	1970-71	1971-72
International students supported by:		
Home governments		
U.S. government		
Private funding		
USC assistantship	21%	24%
Self-supporting international students	79%	76%

The most significant fact illustrated by these figures is the high percentage of international students who pay their own way at USC. This investment in their education prompts a tremendous loyalty and affection on their part toward USC. However, many students still face critical financial problems and do not have access to American commercial loans.

We recommend that:

The present program of the Office of International Students and Scholars, which provides small emergency loans, be expanded and increased on the basis of additional solicitation of private funds from interested individuals and appropriate agencies for use by international students.

Advisement and Counseling

Advisement and counseling for international students is an urgent concern. The problems and complaints of any student apply here, but the international student often has special problems, in that he may have difficulty understanding the educational system and procedures, catalogs, requirements, options, etc.

The Commission feels that the University's "special responsibility" to international students is particularly applicable here. This overall problem must be met through competent and adequate academic advisement.

We recommend that:

As a short-term solution to the problem of academic advisement for international students, an additional staff member qualified in academic counseling be employed by the Office of International Students and Scholars.

Cultural Exchange

One of the major benefits of study in a foreign country is the opportunity for the student to become fully involved in programs and activities of his host campus.

The Commission notes with approval the active programs of many groups of international students, such as Indian, Japanese, and others. New programs which have been initiated in recent years, such as the international bazaars and festivals on campus, have drawn favorable comment from both American and international students.

The Commission is aware that a high percentage of international students at USC are graduate students with heavy academic programs, married students with family responsibilities, or both. These factors often preclude extra-curricular involvement by these students. However, there have been widespread suggestions for additional programs, particularly in terms of educational, cultural, recreational, sports, etc., programs on campus and throughout the community.

The Commission's concern is twofold: that international student interaction with American culture is not being facilitated in its broadest sense; and, that the University is not taking full advantage of the unique interests and talents of these students in terms of their potential for contribution to inter-cultural understanding and goodwill on and off campus.

The Commission notes with approval the pioneering programs related to this concern which are being developed in some of the USC professional schools.

We recommend that:

Existing programs, geared especially to the interests and needs of international students, be expanded and increased, and that the present half-time staff position for programs in the Office of International Students and Scholars be increased to a full-time position, assigned by the Student Activities Office.

Host Family Program

A major activity of the Office of International Students and Scholars has been the "Host Family" program. Both international students and the many host families who have graciously made this program possible, are enthusiastic about the program, which is designed to give the student an opportunity to spend a significant amount of time with an American family. We endorse the program enthusiastically.

We recommend that:

The Host Family Program of the Office of International Students and Scholars be expanded, and that this be a priority of the expanded program staff position recommended above.

American Study Abroad

The concept of international education at USC extends beyond having international students studying on our campus. USC has also provided opportunities for American students to study at the University of Vienna; Waseda University, Tokyo, Japan; the University of Pau, France; the University of Tunis in Tunisia; the American University of Beirut in Lebanon; and Pahlavi University in Shiraz, Iran. (A 4-week summer program is offered at Cambridge University in England.) The Commission feels strongly that the opportunity for study at foreign universities should be more universally a part of the liberal arts education for USC students.

While acknowledging the extent and quality of USC's involvement in international services both at home and abroad, the Commission is concerned about the visibility, stature, coordination, and expansion of these programs. Contract programs served 1,031 students in the 1970-71 school year. However, during the summer of 1971 only 49 USC students participated in overseas programs, and during academic year 1971-72 there are only 56 USC students in overseas programs. We affirm the value of foreign study, and encourage a Junior Year Abroad program, to be made available for as many students as possible.

We recommend that:

Serious consideration be given to expanding our present programs for faculty exchange, visits, etc.

We recommend that:

The College of Letters, Arts, and Sciences, University College, and other appropriate University agencies take immediate steps to expand opportunities for overseas study for American students in their junior year.

We recommend that:

Any form of University financial aid (including aid to children of faculty members, Trustee Scholars, et al.) be applicable to such overseas study opportunities for students otherwise qualified and eligible.

In making this last recommendation, the Commission reiterates its belief in the significance and value of overseas study. Because of this belief, we feel that this opportunity should be available to eligible students receiving financial aid. This will require that "hard money" be available in certain circumstances, e.g., to children of faculty members.

Exchange Faculty

The Commission takes note of the substantial and exciting involvement of the University faculty in a variety of programs and projects overseas. There is much to be gained when USC faculty teach overseas, and there is also obvious merit in having foreign scholars in residence on our campus.

International Visitors

International Student Service estimates that approximately 25,000 guests from other countries visit Los Angeles annually. The World Affairs Council annually hosts 2,500 State Department guests in Los Angeles. Many of these visitors desire to visit a major campus such as ours, or, indeed, do spend time as guests of the University. None of our present offices or staff is really geared to respond adequately to the hospitality befitting these visitors, although the Office of International Students and Scholars presently conducts most of the visits. Many of these visitors hold important posts in their home country and are, in every sense, "V.I.P's." International visitors who come to explore the American university at the same time are a resource for our questions concerning their part of the world and their often refreshing perspective on our own country. They take their experience at USC home with them; they are ambassadors for the University.

We recommend that:

Special provisions be made by the University to more adequately provide for the hospitality of these international visitors.

Administrative Organizations

It is the opinion of the Commission that the University must plan for a senior administrative officer who will be responsible for the University's international programs.

We recommend that:

Within the Student Affairs Division, a deanship be created and that appropriate steps be taken as soon as practical to merge under that dean the present Office of International Students and Scholars, the Foreign Students Credentials Office of the Admissions Office, and the present English Communication Program for Foreign Students of University College.

We believe that maintaining a separate Admissions Office creates unnecessary and costly maintenance of dual records, lack of coordination of advisement and counseling, inefficient use of clerical staff, and other problems. We also believe that the English Communication Program is a service function which should be more carefully and fully integrated into the total service package for international students and subjected to regular revisions to ensure that it always provides the maximum academic capability and the greatest sensitivity to changing needs of international students.

Advisory Council

When interdisciplinary and interdepartmental programs have been developed at USC, advisory committees have been formed to facilitate the operation of the various programs. Close coordination and mutual planning are needed because international services span so many segments of the campus and because USC has such an extensive and significant involvement in international services.

We recommend that:

A Council on International Services be constituted to serve as a coordinating, advisory, and strategy agency for the senior administrative officer recommended previously.

International Center

The Commission feels that the scope and extent of USC's present involvement in international services warrants initiation by the University of long-range planning for construction of a Center for International Services.* Such a Center might not be possible for 10 years, but it should be a vital component of a total USC program in international services. The Commission envisions a modest facility, which, in addition to necessary office space, would provide lounges, a kitchen, a library with foreign language newspapers and periodicals, as well as a few guest rooms for international visitors.

We recommend that:

Long-range planning be developed and priorities assigned to the concept of a Center for International Services to be built within the next 10 years.

Staff and Budget

Finally, this report comments specifically on the staff and budget of the Office of International Students and Scholars. We would be remiss if we did not acknowledge the widespread praise and affection we have encountered for the OISS staff. They are obviously major assets of the office. We believe that the office does an effective job. We note the vast amount of paperwork necessary to service federal regulations and the needs of various agencies such as the Institute for International Education. This report has already noted the critical problem of under-staffing, and has made recommendations regarding the addition of staff people in the areas of pro-

* The Commission's proposals for a senior administrative office, Council for International Services, and construction of a Center for International Services are based primarily on the conceptual thinking of the Reining Committee between 1966 and 1970. (See Exhibit 14, Volume III for reports.)

gramming and advisement; we believe that a full-time staff person is needed for the programming area as well as for academic counseling and advisement. We also believe that the present budget to support the Office of International Students and Scholars is quite inadequate.

We recommend that:

The University, through the Student Affairs Division and through private donations, expand the budget resources of the Office of International Students and Scholars, and make provisions for the additional professional staff as needed.

Sources and Credits

1. Interviews with USC staff working with International Students
2. Interviews with off-campus people working with International Students at USC and elsewhere
3. Interviews with groups of International Students
4. 30 interviews with International Students conducted by Zina Razavi, Frank Kroeger, and Craig Svare
5. A series of special studies and reports on International Students and Services at USC over the last five years

Summary of Chapter 10 General Student Services

An inadequate University commitment to student services, together with the commuter syndrome that keeps many local students from acquainting themselves with University services, has resulted in inadequate facilities and staffing.

The Commission has studied six services within the Student Affairs Division that provide student services; Student health Center, Testing Bureau, Career Planning and Development Center, University Counseling Center, Student Aid Office (including Student Employment), and Student Services Center.

Observations

Summaries of Organization, Role, and Staff

The full summary of the Student Affairs Division prepared by the division staff appears in Appendix , Vol. III. The Commission cites three staff positions that do not fit into the departmental category as such: Assistant Vice-President, Student Affairs; Dean for Student Life; Dean of Women. Chapter 11 contains brief descriptions of the responsibilities of these three positions.

Critical Evaluation of Issues and Problems

Facilities. Most facilities studied are inadequate and below standards that are expected of a major university. Air conditioning is needed in Bruce Hall and the Testing Bureau. Expanded facilities are needed for the Testing Bureau, Counseling Center, and Career Planning.

Design and maintenance are inadequate:

- New buildings are designed with little faculty and student input, e.g., all new auditoriums have seats with no writing arms that could be used for lecture notes and tests.
- Award-winning buildings by internationally famous architects do not meet fire codes, and certain portions become unusable.
- Professors must remind O & M to replace light globes and tubes, repair seats, etc. Testing personnel must check on necessary minor repairs before each examination.

First and last impressions are poor:

- Properly maintained, these service facilities could be showcases for the University. For some students, testing and finally career planning are the first and last impressions they have of USC.

Centralization and visibility are imperative:

- Many services have grown out of need rather than by orderly design; as a result the student faces a bewildering maze not only in organization but in physical location of services.
- Many services are in remote or unfamiliar places. Each service should be seen not only as a service to students but also as services to each other.

Recommendations

The Career Planning and Placement Office, Testing Bureau, and Counseling Center be moved to a facility like Stonier or Town and Gown, where they are central to campus and to other student services. Working conditions for staff be improved. Student Aid, Admissions and Registration, and Student Records be located in close proximity for a harmonious working relationship whereby duplication of effort is eliminated, and students are helped more efficiently at less cost.

Accountability

With varying rationales for accountability, there is a tendency to treat the student as a "thing" rather than as a "person." Some services are accountable to the Business Office, some to academic departments, as well as to the Student Affairs Office. A centralized "hub-spoke" model would clarify accountability and help establish the student as top priority and not subordinated to the desire for a smooth-running business.

Staff

The Commission finds the staff in each service overworked and underpaid, with retention a serious problem, exploitation evident in graduate assistants, and little prospect for upward movement. Most jobs have a built-in tendency to push people out of the job after a while, with no place to move up to. Staff retention of at least 3 years should be the first priority for a new Director of Personnel at USC.

A team concept and spirit is badly needed to generate a trust-and-share relationship among kindred services, now proliferated all over campus. A centralized-decentralized model is essential, having at its core the essential motivation of common goals and maximum communication, along with training facilities to equip staff in peripheral areas and instill common views and objectives.

In the "hub-spoke" model, accountability at the hub should be to the Student Affairs Division, while accountability at the spokes may be to academic departments, business office, etc.

Salary guidelines and personnel practices be drawn up that are adequate by professional standards, that are comparable with those at other major universities, and that are consistent within the University.

The Counseling Center continue as the referral center and training ground for other counseling services, e.g., RA's in dormitories, academic counselors, and focal communications point with other professional services, e.g., Health Center, thus acting as the "hub" while the forms, academic offices, etc., act as the "spokes" of the wheel.

A "Help Line" be established for use in emergency counseling and later referral or simply information; this service should be manned primarily by students who have been trained at Childrens Hospital and who could receive academic credit.

The Career Planning and Placement Center be the "hub," with Educational Placement, Business Placement, etc., the "spokes." The main office should be accountable to Student Affairs and the peripheral offices accountable to each school while also being required to meet and share with each other. (The peripheral service heads should be faculty members who would lend expertise in their fields, while the central staff should be more interested in the "whole" person.)

The Health Center make use of the personnel and students of the School of Medicine for psychological counseling.

Sufficient professional staff be employed to facilitate these recommendations.

Student Initiative

Guidelines and procedures are needed to help the student identify and use services; at present he must take the initiative, and likely it is often too late by the time he finds the right service for his needs.

Computerization

Computerization of Admissions and Registration procedures should be followed by computerization of other services as feasible, e.g., Career Planning, Student Aid, Health Service. Testing Bureau could

As computerization of records is initiated as recommended by the Admissions and Registration Improvements Task Force, integration and coordi-

make excellent use of remote TV terminals for testing. Computer technology should be used as an *aid* to personal help for students, however, and not as a shield to avoid personal interaction.

nation of these resources be studied to maximize their use by other service departments of the University to reduce duplication of files and efforts and to increase the quality of service to students.

Office of Student Aid

The Commission endorses the report of the University Student Aid committee completing its study of Student Aid Office operations, as requested in May 1972 by the Acting Vice-President, Student Affairs.

The University exert every possible effort to implement immediately the recommendations of the Student Aid Committee report. We feel there is no more critical priority than adequate student aid funds and the most efficient administrative offices to counsel students and process these funds.

Student Services Center

Originally intended to coordinate services for minority/low-income students, the center has expanded its concerns to tutorial assistance, financial information, counseling, and orientation. (A comprehensive statement on its expanded scope is contained in Appendix A. Vol. III.)

The Commission looks to the Commission on Minority Affairs to continue intensive study of the role and function of the Center.

The Commission underscores its deep concern that USC provide the finest and most adequate services to meet the unique problems of the minority student on this campus.

In meeting these and other challenges, the Commission emphasizes, the center is handicapped by insufficient staff, an unrealistic budget, and inadequate salaries.

Chapter 10

General Student Services

The University of Southern California has been innovative in the area of specialized services for students, but at the same time has been moving too slowly in this entire area.

There are many reasons for this, including such obvious factors as the high percentage of commuter students who utilize home and family resources to deal with special problems, as well as the fact that over the years, the great majority of all USC students (residential and commuters) have lived a relatively short distance from campus and utilized family resources over weekends, rather than becoming acquainted with and using University services. An overriding factor has been a less than adequate University commitment to meet the needs of students through a constantly updated package of services.

The Commission has studied six offices or departments within the Student Affairs Division which deal with what are termed "General Student Services." All of these departments provide specialized, technical services utilizing varying degrees of professional staff expertise. The departments are:

1. Student Health Center
2. Testing Bureau
3. Career Planning and Development Center
4. University Counseling Center
5. Student Aid Office (including Student Employment)
6. Student Services Center

The Commission's report in this area consists of three sections: (1) the factual summaries of the organization, role, and staff of these departments; (2) a critical evaluation of issues and problems common to these departments; (3) special studies of two departments: one on the Student Aid office by a special study committee, and one on the Student Services Center by the Commission on Minority Affairs.

Summaries of Organizations, Roles, and Staffs

This summary is included with the summaries of all Student Affairs departments in Volume II, Exhibit F-1.

Three staff positions do not fit into the departmental category as such: the Assistant Vice-President for Student Affairs, the Dean for Student Life, and the Dean of Women. A brief description of their positions follows:

1. *Assistant Vice-President* is responsible to the Vice President for the administration of the Student Services Center, Office of International Students and Scholars, Career Planning

and Placement Center, Office of Student Aid, and the University Counseling Center.

The Assistant Vice-President directs the development of student assistance oriented services, and coordinates these service agencies with the corresponding student life component offices of the: Dean for Student Life, Residential Counseling, Student Activities Office, and the University Judicial.

2. *Dean for Student Life* is responsible to the Vice-President for the administration of the Residential Counseling Office, Student Activities Office, and University Judicial.

The Dean for Student Life directs the activities and programming aspects of the Student Personnel component, and is the liaison between the student body and the University in judicial matters

3. *Dean of Women* is responsible to the Vice-President. Her office is the central counseling and coordinating office for all matters pertaining to the intellectual interests and personal welfare of women students at the University. The dean serves as an advisor to student organizations and as Divisional liaison to University committees. Her office is one of a Divisional Generalist assisting with parental counseling, faculty advisement, and divisional planning.

Critical Evaluation of Issues and Problems

Facilities

Most of the facilities studied are inadequate and below those standards which would be expected of a major university. Air conditioning is needed in Bruce Hall and the Testing Bureau. Expanded facilities are needed for the Testing Bureau, Counseling Center, and Career Planning. A major problem exists with ongoing operations and maintenance:

1. Planning for new buildings is done with little faculty and student input. For example, all new auditoriums that have been built (Edison, Heritage Hall, etc.) have no seats with facilities to take notes or tests. Award winning buildings by internationally famous architects do not meet fire code standards and hence become only partially effective (e.g., middle space of VKC, Law Building, etc.).
2. Once the buildings have been erected, they are maintained poorly, and O & M must be constantly reminded to replace lights, repair seats, etc. It is not a professor's responsibility

to point this out. Testing Bureau personnel must go to Hancock and Founders and check the room the week before an examination and must then call to get lights replaced, seats fixed, and heating/air conditioning systems fixed.

The facilities house many students and visitors. Properly maintained they could be show cases for the University. For some students, testing and then career planning are, respectively, the first and last impression they have of the University.

Centralization and visibility are key words. Many student services were born out of needs that were not being met. As a result, they have "grown like Topsy" and the student is faced with what is often a bewildering maze through which he must walk. Placement and career counseling services are located variously in Business, Law, Medicine, Dentistry, Education, etc. Many services are in remote or unknown places. Each service should be seen not only as a service to students, but also as services to each other.

We recommend that:

The Career Planning and Placement Office, Testing Bureau, and Counseling Center be moved to a facility like Stonier or Town and Gown, where they are central to campus and to other student services, and working conditions for the various staffs be improved. Student Aid, Admissions and Registration, and Student Records should be located in close proximity for a harmonious working relationship whereby duplication of effort is eliminated, and students are helped more efficiently and at less cost.

The Health Center is quite adequately housed.

Accountability

Another major problem is one of accountability. For some services, it is not clear who is ultimately accountable. In many other cases, accountability lies with the Business Office rather than with Student Affairs. This contributes to the tendency to treat a student as a "thing" rather than a "person." Several services are accountable to the Business Office, and others to academic departments, while also being accountable to the Student Affairs Office. If a centralized/decentralized "hub-spoke" model is to be employed, some realignment in accountability will be necessary to ensure that students are the top priority and are not subordinated to the desire for a smooth-running business.

We recommend that:

In the "hub-spoke" model, accountability at the hub should be to the Student Affairs Division, while accountability at the spokes may be to academic departments, business office, etc.

Staff

Every service investigated is under-staffed, the staff is underpaid, and a serious problem of exploitation (expedience) is present. The various staffs are not paid professional wages; salaries for similar positions at other universities are considerably higher. Retention is a serious problem among junior staff and clerical help, and considerable time is spent training new personnel. Graduate students are exploited, and there is no upward mobility for the senior staff. Most jobs have a built-in tendency to push people out of the job after awhile, with no place to move up to. This has the flavor of expediency and exploitation. The staff, for the most part, are dedicated and hard-working, but they receive little compensation of monetary or psychological value. Tuition remission cannot be used as a cure-all for salary inequities. Positions should be described as to possible advancement or length of desired tenure. Every effort should be made to retain most of the staff for a period of at least 3 years. This should be the first order of priority for the newly hired Director of Personnel.

We recommend that:

Salary guidelines and personnel practices be drawn up that are adequate by professional standards comparable with those of other major universities and that are consistent within the University.

Over the years, decentralization has taken place, with peripheral services being offered all over campus. The team concept and spirit is definitely lacking; there is little or no trust-and-share relationship between the various services. More emphasis must be placed on joint development of common goals and maximum communication. What is needed is a centralized-decentralized model, which would have at its core the training facilities necessary to equip the staff in the peripheral area, aid in communications, and promulgate a common view or objective.

We recommend that:

The Counseling Center continue to be the referral center and training ground for other counseling services (R.A.'s in the dorms, academic counselors, etc.) and focal communications point with other professional services (Health Center, etc.), thus acting as the "hub" while the dorms, academic offices, etc., act as the "spokes" of a wheel.

We recommend that:

A "Help Line" be established for use in emergency counseling and later referral or simply information; this service should be manned primarily by students who have been trained at Childrens Hospital and who could receive academic credit.

We recommend that:

The Career Planning and Placement Center be the "hub," with Educational Placement, Business Placement, etc., as the "spokes." The main office should be accountable to Student Affairs and the peripheral offices accountable to each school while also being required to meet and share with each other. (The peripheral heads should be faculty members who would lend expertise in their fields, while the central staff should be more interested in the "whole" person.)

We recommend that:

The Health Center make use of the personnel and students of the School of Medicine for psychological counseling.

We recommend that:

Sufficient professional staff be employed to facilitate these recommendations.

Student Initiative

Most services are predicated upon students taking the initiative. It may be that "guidance" is what is needed, and that some initiative must be provided by the University. It may well be that when a student finally does find the correct service for his needs, it is too late. Guidelines and procedures are needed to help the student get started, while still not hindering his own initiative and creativity.

Computerization

Several services could use automated record keeping (Career Planning, Student Aid, Health Services). The Testing Bureau could make use of testing by remote terminals (such as TV screens). As Admissions and Registration become computerized, it would be advisable to expand computer capabilities to these other services. However, computerization should be seen as an *aid* to personally helping students, and not as a *shield* to keep them from interacting personally.

We recommend that:

As computerization of records is initiated in keeping with the Admissions and Registration Improvements Task Force studies, integration and coordination of these resources be studied to maximize their utilization by other service departments of the University, reducing duplication of files and efforts and increasing the quality of service to the student.

Office of Student Aid

In March 1972, the Acting Vice President for Student Affairs requested the University Student Aid committee to conduct a survey of the operations of the Student Aid office. The Commission on Student Life has received this report and is pleased to endorse the report with this recommendation:

We recommend that:

The University exert every possible effort to implement immediately the recommendations of the Student Aid Committee report (June, 1972) because we feel there is no more critical priority than adequate student aid funds and the most efficient administrative offices to counsel students and process those funds.

(Please see Volume II, Exhibit D-1, for the report of the Student Aid Committee.)

Student Services Center

The Student Services Center was originally envisioned as a central location for the coordination of services for minority/low income students at USC. In the few short years of its operation, the Center has become much more than this. The reasons are quite complex; the initial problems of tutorial assistance, financial information, counseling, and orientation have led the Center into new areas of concern. A detailed statement of the Center's own self-image can be attained by reading a special report in Volume II, Appendix E-1. The Commission on Student Life assumes that the Commission on Minority Affairs will want to continue to evaluate the role and function of the Center. Our Commission wishes to underscore again, as in the chapter on Minority Students, the need for the University to provide the finest and most adequate services to meet the unique problems of the minority students at USC. The Student Services Center, as are all departments within the Division, is handicapped by a lack of sufficient staff, inadequate salaries, and insufficient program and operational budget funds.

Sources and Credits

1. Report of the subcommittee on student services, chaired by Professor Richard Hesse
2. Report on the Office of Student Aid by the University Committee on Student Aid, chaired by Professor Edgar Lowell

3. **Report on the Student Services Center by the Director, Gloria Myklebust**
4. **Special reports to the Commission from the Office of Career Planning and Development and from the University Counseling Center**
5. **Field research and staff interviews in the Office of Student Aid by Chaplain Rudisill**

Summary of Chapter 11

The Student Affairs Division

Student Personnel work at USC has developed generally along the historical and functional patterns noted at the national level. Early in this century, educators were having increasing difficulty with the "in loco parentis" concept, under which the university assumed responsibility for students' moral, physical, and social welfare as well as their academic life and career preparation.

These broad and perplexing concerns, centering in what was known as the "extra-curricular" realm of the student's life, led to establishing the "non-academic" positions of dean of men and dean of women on many campuses. Often these deans were teachers as well as counselors and advisers, and their non-academic concerns frequently became highly academic as they continued to teach classes and prod academic laggards while seeing to other facets of campus life, ranging from dress standards to discipline for campus violations. In the latter function, the buoyant and sensitive image enjoyed by these early deans suffered under a new identity as the administration's "enforcer" or "bad guy."

As campuses increased in size and scope of activities, student personnel services that had focused in such deanships became more professional and specialized, and the dean's role at the center of intellectual life diminished. To encompass the diverse fields of activity emerging prior

to World War II—deans of men and women, student activities, student aid, student publications, residence halls, health center, etc.—the position of dean of students emerged.

Following World War II, universities began appointing vice-presidents of student affairs to provide better administrative cohesiveness and stability but also to accommodate the growing importance of the student constituency *per se*. A new breed of student personnel professionals with academic degrees and specialized training in such areas as counseling and guidance, recreation, psychology, and psychiatry appeared.

More recently, the positions of dean for student life and assistant vice-president for student affairs emerged on various campuses. Traditional student personnel services were consolidated under the dean and more specialized services and administrative functions under the assistant vice-president.

The list of distinguished teachers and administrators who have served in these varying roles at USC begins with Dr. Albert Raubenheimer, first dean of men, who served prior to 1929; Mary Sinclair Crawford, first dean of women, appointed in 1925; Bernard Hyink, first dean of students, 1952; and Francis Tappan, first vice-president for student affairs, 1960.

Observations

In a definitive study of student personnel work published in 1938, the American Council on Education asserted the paramount importance of developing "the student as a whole person." The Commission reaffirms this goal and commends it as pivotal in shaping USC's future course and format.

The Commission also endorses and commends for careful study, as an exemplary statement on new directions in student personnel work, a monograph, "Tomorrow's Higher Education Project Task Force," joint program of the American College Personnel Association. (This monograph is reproduced as Appendix B in Volume III.)

New Modes of Function and Service

As suggested in the historical description, USC's Student Affairs Division is a relatively recent development. Established in 1958, the division has, in its 15 years, grown considerably in function and service. The Commission feels, however, that the division must develop more effective modes of operation and service, to articulate

Recommendations

The Student Affairs Division accept as a major priority the development of new organizational models and practices on the basis of the goals, concerns, and roles outlined in the Commission's findings and in its own analysis.

more productively and effectively with other administrative units, and vice versa.

Institutional Support

The Commission feels that the Student Affairs Division has not received the institutional support in the past which it needed to perform its assigned task. The Commission's studies clearly show that the entire division is understaffed and underpaid.

The University provide the Student Affairs Division with every possible resource and support.

Definition of the Division

The Commission proposes the following "job description" as a definition of the division: *Student Affairs is that division which is an amalgamation of specialized and individualized services and programs designed to enrich students' total university experience.*

Student Services

The Commission proposes these services, among those the Division should provide students: Admissions, maintenance of records, health, remedial programs, housing, counseling, testing, academic, retention services, orientation, recreation, leadership and skill development, financial aid, career planning, employment, international services, minority services, student activities.

Proposed Goals, Objectives, and Operational Guidelines

The Commission has prepared several detailed statements proposing goals, objectives, and operational guidelines for the Student Affairs Division, included in Chapter 11.

Facilities for the Division

The Commission has prepared a comprehensive statement of suggestions for relocation, modification, conversion, and consolidation of critical facilities and services to more adequately and sensitively serve student needs and welfare. These suggestions are included in Chapter 11.

Chapter 11

The Student Affairs Division

An Overview and Brief History of Student Personnel Work

The history of student personnel work at the University of Southern California parallels rather closely the development of student personnel work at the national level. Early in this century, educators found it increasingly difficult and demanding to assume responsibility for students in the sense of *in loco parentis* expected by parents, faculty, and community. How and where students lived; what they did when they were not in class; what activities enabled them to develop the attributes of good citizenship; what course advisement and career guidance was needed; what values were to be encouraged; all of these factors and others were the major concerns which administrators faced in what was known as the realm of "extra-curricular" student life. An outgrowth of these concerns was the creation of the positions of Dean of Men and Dean of Women.

It is significant that through the period of World War II, it was customary for these non-academic deans to be academically oriented persons. A college president quite frequently selected a professor from his own faculty to fill these new positions, often a humanistic scholar who was admired by students, faculty, administrators, trustees, alumni, and parents for his wisdom and gregarious personality. The first deans in student personnel work were invariably strong, buoyant, and commanding persons—charming and unique individuals who understood, were interested in, and accepted students. They also possessed the patience and personal qualifications to advise, counsel, and admonish, as well as to teach. Many deans continued to teach courses in their par-

It is the strong opinion of the Commission that the Student Affairs Division has not received the institutional support in the past which it needed to perform its assigned tasks.

ticular discipline. Many deans lived on or near the campus, sometimes in campus dormitories. Chaperonage at all social events and supervision of student-body behavior was an important part of the dean's role. Deans somehow were also expected to be omnipresent on campus, and to be guests and representatives at many University social, intellectual, cultural, and athletic events. Until quite recently, the campus manners and mores involving dress standards, dormitory hours, drinking regulations, etc., were within the purview of the non-academic dean. Regrettably, a capable dean was all too frequently saddled with the role of disciplinarian and

very often was perceived by the student body as being pretty much the administration's "bad guy."

As universities increased in size and scope, student personnel services expanded, and became more professionalized and more specialized. The issue of providing adequate services to students in a wide range of areas became the critical question. As the service concept became more prevalent, student personnel work on many campuses tended to lose its identification as an integral component of the intellectual center of student life. As areas of responsibility, concern, and service proliferated, the position of Dean of Students emerged as a vehicle to coordinate the diverse fields of activity: deans of men and women, student activities, student aid, student publications, residence halls, admissions, registration, health services, counseling, and many others. Deans of Men and of Women found their positions usurped to an extent by the position of Dean of Students, and, in recent years, by changing views and expectations of their roles.

Following World War II, universities increasingly began to appoint Vice-Presidents of Student Affairs. This not only made for administrative cohesion and stability, but also was an acknowledgment by academia of the growing importance of the student constituency on campus. Throughout this latter period, a cadre of student personnel professionals has emerged with academic degrees and specialized training, centering largely in counseling and guidance, higher education, and certain specialties such as psychology, psychiatry, recreation, etc. In just the last few years, the positions of Dean of Student Life and Assistant Vice-President for Student Affairs were created. Part of the rationale here was to consolidate the traditional "student personnel" services under the dean and more specialized services and administrative functions under the Assistant Vice-President.

Student Personnel Leaders

A chronology of positions and individuals serving in this area at USC reflects the basic pattern described above. The first Dean of Men was Dr. Albert Raubenheimer, who was at that time the Dean of the College. The first Dean of Women was a professor in the French Department; the first Dean of Students was appointed in 1952. The first Vice-President for Student Affairs was appointed by Dr. Norman Topping in 1960 to lead a newly formed Student Affairs Division.

Deans of Women:

Mary Sinclair Crawford Dean of Women, Professor of French	1925-41
Pearle Aikin-Smith Associate Counselor/Dean of Women	1926-37
Helen Moreland Dean of Women	1941-51
Edwarda White Dean of Women	1951-55
Joan M. Schaefer Counselor of Women Dean of Women	1955-Present 1955-56 1956-Present

Deans of Men:

Dr. Albert Raubenheimer Dean of Letters, Arts, and Sciences, Dean of Men	Prior to 1929
Dr. Francis Bacon First full Dean of Men, Historian	1928-45
Dr. Carl Hancey Later Dean of University College and Summer Session	1945-46
Dr. Neil Warren Professor of Psychology; later Dean of the College of Letters, Arts, and Sciences	1946-48
Dr. Albert Zech	1948-55
Dr. Robert Gordon	1955-57
Dr. Jerry Wulk Former IFC Advisor	1957-59
Dr. William McGrath	1959-61
Thomas Hull	1962-67
Dr. Daniel B. Nowak	1967-69

Dean of Students:

Dr. Bernard Hyink	1952-56
Chaplain Clinton Neyman	1956-57
Robert Gordon Acting Dean of Students	1957-59
Robert Downey	1959-62
Dr. William McGrath	1962-64
Dr. Paul A. Bloland	1964-69
Dr. Daniel B. Nowak	1969-70

Dr. Robert Mannes
(first use of Dean of Student Life title) 1970-72

Vice-President Student Affairs:

Francis Tappaan	1960-61
Mulvey White	1961-69
Dr. Paul A. Bloland	1969-71
Dr. Daniel Nowak Assistant Vice-President Acting Vice-President	1970-71 1971-72

The Student Personnel Point of View

The Commission feels it is important to note that throughout the entire period when student personnel work was developing, there was an "ideological base," which was the philosophical orientation for those working in this field. The American Council on Education in 1938 issued a profound statement by leaders in the field of student personnel work, entitled "The Student Personnel Point of View." The primary concern of this statement was *the development of the student as a whole person*. In 1949, the statement was revised by the Council's Committee on Student Personnel Work. Although the revised statement reflects somewhat the language of the earlier era in which the original statement was born, the Commission feels that the basic thrust of the document is still highly relevant to the student life today. Because of its relevance and because it provides a historical framework within which to place the professional dimensions of student personnel work, the Commission includes the 1949 statement in the Appendix to this report. (See Exhibit 17, Vol. II.)

Tomorrow's Higher Education Project Task Force - ACPA

Through the gracious interest of Dr. William R. Butler, Vice-President for Student Affairs at the University of Miami and President of the American College Personnel Association (ACPA), the Commission was introduced to "Tomorrow's Higher Education Project Task Force." This is a program of ACPA as it explores new priorities and goals for professional staff within higher education. The task force authorized the issuance of a white paper by Dr. Robert D. Brown of the University of Nebraska. The Commission was privileged to study pre-publication copies of Dr. Brown's paper, "Student Development in Tomorrow's Higher Education: A Return to the Academy." It has been published as an ACPA monograph. The Commission believes it is a profound, articulate, and forceful delineation of the challenges facing higher education, and it is an exciting statement of possible new models for student personnel work. Since Dr. Brown's

study is so compatible with the thinking of the Commission, and since we are very pleased with the direction which his proposals portend for student personnel work, his work is cited in the Appendix to this study. (See Exhibit 18, Volume III.) We urge careful study and evaluation of that document and of future documents emanating from the ACPA Task Force.

The Present Status of the Student Affairs Division

A historical review of student personnel work at USC should indicate clearly that this administrative division of the University is actually quite new, existing since 1958 when Dr. Norman Topping became President of the University. The Division has grown at an amazing rate during the last 15 years. However, the Division has not yet developed the most effective organizational model for its operations and programs; a major staff complaint is the lack of interdepartmental cooperation. In the same sense, as other administrative divisions have grown and as new programs and agencies have emerged, it is also clear that the Student Affairs Division operation is not yet fully and smoothly integrated with other administrative units as is desirable, nor have those units, in turn, worked as effectively as is desirable with the Student Affairs Division. We are extremely hopeful that President Hubbard and his new administrative team are demonstrating serious and conscientious efforts toward developing more integrative administrative efforts across divisional lines.

It is the strong opinion of the Commission that the Student Affairs Division has not received the institutional support in the past which it needed to perform its assigned tasks. Of critical concern to us is the fact that our studies demonstrate clearly that the entire Division is understaffed and underpaid. Salaries must be upgraded to competitive levels, and then integrated into a divisional/university salary scale based on a fair personnel practice program.

In light of the Commission's expectation for an expanded role for the Division, and in order to implement our recommendations:

We recommend that:

The University provide the Student Affairs Division with every possible resource and support.

Teamwork and extremely close administrative rapport and cooperation must be fostered; this will require the expenditure of much effort and patience on the part of the administrative staff at all levels. Service to the students and to other campus constituencies, and academic excellence are the preeminent goals, of course. It is necessary, for example, that the Vice-President for Student Affairs work very closely with the new Vice-President for Undergraduate Studies; there are other examples.

The Commission believes that it is the responsibility of the Student Affairs Division to reconstitute its own organiza-

tional model and practices for more effective and efficient performance.

We recommend that:

The Student Affairs Division accept as a major priority the development of new organizational models and practices on the basis of the goals, concerns, and roles outlined below.

The Commission believes that it is beneficial to understand the present structure and organization of the Division, along with its present departments, programs, and staff. The Commission includes in its report, a summary of the Division as presented to us by the Acting Vice-President of the Division and his department heads. This summary is contained in the Special Appendixes, Exhibit F-1.

A Definition of Goals, Concerns, and Objectives

Presently there is no "job description" for the Division. The Commission proposes the adoption of the following statement as a "definition" of the Division:

Student Affairs is that division of the University which is an amalgamation of specialized and individualized services and programs designed to enrich each student's total university experience.

The Commission proposes the adoption of the following statement as a summary of the particular goals of the Division:

The Student Affairs Division is charged by the University with the responsibility for pursuing the following goals:

1. To respect the integrity and uniqueness of each student by encouraging an atmosphere and community spirit of freedom, cultural pluralism, openness and tolerance. This atmosphere and spirit should be designed to facilitate each student's personal maturation so that as he explores and seeks, probes, and challenges, succeeds and errs, he can be encouraged to assume responsibility for all his actions by disciplined, constructive and analytical self-criticism.
2. To promote and facilitate an optimum campus community environment, utilizing the finest physical, cultural, recreational, social, spiritual, and intellectual components.
3. To promote a relationship of trust between the University community and the student which encourages a commitment of each to the other.
4. To individualize higher education in order to bring into harmony the student's personal world, the academic world, and the world at large; throughout this educational process, the student should be encouraged to utilize all

of the University's vast resources and be enabled to find special services designed to help him understand himself and attain his aspirations.

5. To channel student energy and creativity into areas of campus and community services which will make a positive contribution and increase the student's practical experience.

The Commission proposes the adoption of the following statement as a list of the objectives it will pursue as it implements its goal, based on the particular concerns of the University for student life:

The Student Affairs Division will have these *roles* as it implements its goals, based on the specific concerns of the University:

1. To promote and facilitate all honest expressions of student life, organizationally, programmatically and socially.
2. To serve in an advocacy capacity for the student point of view and interests within the total life of the University, both curricular and co-curricular.
3. To interpret student attitudes, interests and needs to all University constituencies, departments, schools and programs.
4. To serve in an interpretive and supportive capacity to students on behalf of the administration point of view, especially University policies and goals.
5. To be sensitive and provide impact to the academic processes and life of the University, student personnel staff must be involved in the total life of the University, not simply in areas traditionally related to the Division's concerns but also in areas which will broaden the Division's visibility and credibility among all university constituencies. Conversely, the Division should welcome the involvement of faculty and staff in its programs and activities.

Student Services

The Commission proposes the following list as indicative of the kinds of services which the Division should provide for students:

Admissions
Maintenance of records
Health
Remedial programs
Housing
Counseling
Testing
Academic programs
Retention services

Orientation
Recreation
Leadership and skill development
Financial aid
Career planning
Employment

International services
Minority services
Student activities

Operational Guidelines

The Commission proposes the adoption of the following statement as a set of operational guidelines for the Division:

1. The Division should be so structured as to utilize student and faculty input at all times and in all situations, whether it emerges spontaneously or is solicited for advice and guidance and planning.
2. The Student Affairs Division, within University guidelines and practices, should insist on sound management and fiscal procedures; it should develop and maintain clear and fair professional staff personnel practices based on these kinds of concepts:
 - a. Professional standards, including job descriptions and review; appropriate degrees and credentials at various staff levels
 - b. Affirmative action provisions
 - c. Clear and fair salary guidelines, including provisions for merit increases and annual increments, academic or administrative tenure, short-term contracts of 3-5 years duration
 - d. In-house training, academic study programs, study leaves, specialized training programs, sabbaticals, and participation in professional organizations
3. The Student Affairs Division should insist on clear lines of authority and accountability at all staff and personnel levels (vertical flow) but should see its functional procedures as a team concept (horizontal flow); specialized skills or tasks should be focused on generalist performances; all staff should be encouraged to innovate and experiment.
4. The Student Affairs Division should concentrate its resources in a centralized administrative pattern in order that it may increase its flexibility through decentralized operation, programs, and staff deployment.
5. The Student Affairs Division should test its decisions at all levels against policies and concepts rather than react on the basis of crisis or expediency, which should be modifiers and not determinants of Divisional behavior.
6. The Student Affairs Division should regularly, in a continuum review, critique its own performance; it should revise its programs and policies on the basis of constant research and strategy which is multi-dimensional in its evaluation of (1) campus life, (2) community life, locally and nationally, and (3) changing patterns of youth culture, especially in the pre-university age groups.
7. The Division should mobilize its staff resources so that, in the role of a behavioral scientist and specialized technician, it can regularly exercise the function of research, diagnosis, and planning development in order to project its programs and priorities as well as being an educational consultant to the entire university community.

Facilities for the Student Affairs Division

Other specific areas of this study have provided the Commission with the opportunity to suggest possible changes in the use of physical facilities. It would be helpful to summarize these here, and to suggest some additional possibilities which merit consideration and further study by the Division and the University:

1. The Admission and Registration Task Force has already submitted, through the Advisory Committee on Academic Planning, a proposal to consolidate certain offices and departments in a renovated Town and Gown facility. The essence of that proposal is to locate Admissions, the Registrar, Student Aid, and certain correlative offices in this central and visible building. The Commission on Student Life, in response to President Hubbard's request for our opinion, has already enthusiastically endorsed the concept of centralizing these offices and services. We are particularly pleased that the ACAP proposal includes the development of an Academic Information Center. (See Chapter 2, Academic Environment and Student Development.)
2. The Commission has argued for the development of a Center of International Services. While we have acknowledged that a new facility may take as long as a decade to develop and fund, we would also recommend that interim possibilities be seriously explored; for example, serious evaluation should be given to the conversion of the present Information Center to an International Center, or the conversion of other adaptable space as it becomes available.
3. The Commission has attempted throughout the report to indicate that many departments within the Student Affairs Division are inadequately housed, whether because of lack of space, lack of visibility or accessibility or the location, and/or sub-standard facilities. We are particularly concerned about the present locations of Career Planning and Placement, the Testing Office and the Counseling Center.
4. The Commission has argued for the need (see Chapter 3, University Life, Programs and Activities) for a more centralized Information Center. We believe that the present location and operation is inadequate and badly located to serve the total campus community. We recommend that serious study be given to the immediate relocation of the Information Center to the center of campus, probably utilizing facilities in the Student Activities Center or within the Student Union.

5. The Commission has noted (See Chapter 4, University Life, Programs, and Activities) the need for renovation, modification, and additions to the physical facilities in the Student Activities Center. We recommend that serious study be given to these ideas and implementation of those which are possible and feasible as soon as possible.
6. The Student Union must, in the opinion of the Commission, be used more exclusively for student activities and offices of the Student Affairs Division. Additional space will be available as Student Aid is relocated to Town and Gown. We are concerned about the present location of the Ticket Office and the School of Journalism in the Student Union. We recommend that plans be made for the earliest possible relocation of these offices, freeing a significant amount of space for student use.
7. The present location of the Office of the Vice-President for Student Affairs Office on the third floor of the Administration building is an extremely poor and inadequate one; it is a dysfunctional location. The Commission is aware that there is a strong argument that the administrative offices of Student Affairs should be located in proximity to the other University administrative offices, especially the President. The Commission recommends, nevertheless, that the more appropriate location for the divisional administrative offices is the Student Union. We would be concerned, however, that in such a relocation, a certain distance be maintained between the office of the Vice-President and his staff and other offices and departments of the Division so that students may have the perception of being able to pursue their concerns and criticism to a higher administrative level which should not appear, by default, to simply be another one of several similar offices in the same general area.

Sources and Credits

1. Report of a subcommittee on Student Affairs Division, chaired by Chaplain Rudisill
2. Position papers by Acting Vice-President Nowak and Chaplain Rudisill
3. A summary profile of the divisional departments
4. Visits to other universities, especially the University of Miami

Bibliography

This represents the working bibliography of the Commission. We recommend the definitive bibliography in Dr. Robert Brown's paper, previously cited.

Advisor's Handbook. Stanford University: A publication for the Dean of Undergraduate Studies, September 1971.

Advisory Committee on Academic Planning. *Annual Report on the Advisory Committee on Academic Planning*. Los Angeles: University Press, University of Southern California, Spring 1972.

Altman, Robert A., and Snyder, Patricia O. *The Minority Student on the Campus: Expectations and Possibilities*. Boulder, Colorado: Western Interstate Commission on Higher Education, 1970.

Approaching Stanford-1971. Stanford: Stanford University Press, 1971.

Arbuckle, Dugald S. *Student Personnel Services in Higher Education*. New York: McGraw-Hill, 1953.

Avorn, Jerry L. *Up Against the Ivy Wall*. New York: Atheneum, 1968.

Ayers, Archie R.; Tripp, Philip A.; and Russel, John H. *Student Services Administration in Higher Education*. Washington, D.C.: United States Government Printing Office, 1966.

Baldrige, J. Victor. *Power and Conflict in the University*. New York: John Wiley & Sons, Inc., 1971.

Banning, James H., and Aulepp, LuAnne. *Program Activities and Student Utilization of Campus Mental Health Facilities in the West*. Boulder, Colorado: Monograph No. 3 published by Western Interstate Commission for Higher Education, August, 1971.

Banta's Greek Exchange. January, 1972.

Barzun, Jacques. *The American University*. New York: Harper & Row, 1968.

Bayersdorfer, Alan; Diehl, Robert; Hoffman, Susie; Hoge, Nettie; Kelly, Jodi; Landau, Ginger; McClodden, Freddie; Swallow, Lyle; and Vrba, Kim. "A Study of Dormitory Living Conditions at The University of Southern California." Dorothy Millington, Project Advisor. A USC student paper presented to Biology Semester at the University of Southern California, June 1, 1971.

Berger, Jay Vari. *Perceived Changes in a University Environment: The Study of a Freshman Class*. Unpublished Ph.D. dissertation, University of Southern California, 1971.

Box, Derek C. "Have a Good Four Years," *Harvard Today*. 1971. (p. 3.)

Brown, Robert D. *Student Development in Tomorrow's Higher Education: A Return to the Academy*. A paper commissioned by the Tomorrow's Higher Education (T.H.E.) Project Task Force for the American College Personnel Association, expected to be published in an APCA monograph in 1972.

Brubacher, John S. and Rudy, Willis. *Higher Education in Transition*. New York: Harper & Row, 1968.

Burns, Gerald P., ed. *Administrators in Higher Education*. New York: Harper & Brothers, 1962.

"The Campus Minister," *Counseling and Values*. Winter, 1972.

Cantelon, John E. *College Education and the Campus Revolution*. Philadelphia: The Westminster Press, 1969.

Carroll, Frank: "Student Values." Unpublished paper by Professor Carroll at the University of Southern California, 1972.

Chickering, Arthur, and Kuper, Ellen. "Educational Outcomes for Commuters and Residents," *Educational Record*.

The Chronicle of Higher Education, Vol. VI, No. 1-35 (September 1971-June 1972).

Cliff, Rosemary. *Freshman Attrition Study, 1970-71*. Los Angeles: University Press, University of Southern California, 1972.

College Student Personnel Abstracts. Claremont: Claremont Institute for Administrative Studies, Fall 1971.

Degree Programs for Part-time Students: A Proposal. Leonard Freedman, Chairman. Berkeley: University of California, 1971.

Dennis, Lawrence E., and Kauffman, Joseph F., ed. *The College and the Student*. Washington, D.C.: The American Council on Education, 1965.

"The Educational Program of the Experimental Study Group." Massachusetts Institute of Technology, Summer 1971. (Xeroxed)

Emmet, Thomas A. "Student Personnel Services: Who Needs Them?" *College and University Business*. November 1971. pp. 47-9.

Feuer, Lewis S. *The Conflict of Generations*. New York: Basic Books, Inc., 1969.

Finegan, Terence G., and Hines, Phillip A. "An Annotated Bibliography of Empirical Research Relating to the American College Fraternity, 1950-1972." Published by the Commission on Fraternity Research, May, 1971.

Fitzgerald, Laurine E.; Johnson, Walter F.; and Norris, Willa, ed. *College Student Personnel*. New York: Houghton Mifflin Company, 1970.

- Garbo, Norman. *The Movement*. New York: Pyramid Books, 1969.
- Gardner, John W. *Self-Renewal*. New York: Harper & Row, 1965.
- Gennett, Nicholas D., and Abrams, Marjorie D. "University of Miami Leadership Training Program." A proposed program for University of Miami Dean of Students Office January 31, 1972, to January 31, 1974. November 1, 1971.
- "The George Washington University Judicial System for Non-Academic Student Discipline." Washington, D.C.: George Washington University, 1971. (mimeographed)
- Gorovitz, Samuel, ed. *Freedom and Order in the University*. Cleveland: The Press of Western Reserve University, 1967.
- Graham, Dick. "University Year for ACTION." *Change*, February 1972. pp. 7, 61.
- Green, Hannah. *I Never Promised You a Rose Garden*. New York: Signet Books, 1964.
- Halleck, Seymour L. "The Changing Nature of Student Psychiatry in an Era of Political Awareness." *American Journal of Psychotherapy*. Presented at the Eighth National Scientific Meeting of the Association for the Advancement of Psychotherapy, Miami, Florida, May 4, 1969. pp. 566-578.
- Hamilton, Hal. "Education for an 'Age of Synthesis'." Los Angeles: USC, 1972. (Xeroxed)
- Hesse, Richard M., ed. *Faculty Handbook 1970-71*. Los Angeles: University Press, University of Southern California, 1970.
- Hodinko, Bernard A. and Whitley, Sterling D. *Student Personnel Administration*. Washington, D.C.: College Guidance Associates, Inc., 1971.
- Herron, Orley R. *New Dimensions in Student Personnel Administration*. Scranton, Pennsylvania: International Textbook Company, 1970.
- Huber, William H. "Channeling Students for Greater Retention." *College and University*, 47 Fall 1971. pp. 19-29.
- Information Handbook for International Students USC*. Los Angeles: University Press, University of Southern California, 1971.
- Jacobs, Paul, and Landau, Saul. *The New Radicals*. New York: Vintage Books, 1966.
- Jacobson, Robert L. "33,000 Graduate Students' Views Dissect Education and Society." *The Chronicle of Higher Education*. November 22, 1971. pp. 1, 4-5.
- Jonsson, Lucinda, ed. *SCampus 1971-1972*. Los Angeles: University Press, University of Southern California, 1971.
- Keniston, Kenneth. "The Agony of the Counterculture." *Educational Record*. Summer 1971. pp. 205-211.
- Krutch, Joseph Wood. *Human Nature and the Human Condition*. New York: Random House, 1959.
- Labankoff, Fred, and Mitchell, Bruce. "A University Proposal for Student Administrative Internship." Proposal submitted to the Student Affairs Division of USC, March 28, 1972.
- Lapowitz, Devra J. *A Directory of Student Organizations for 1972-1973*. Los Angeles: University Press, University of Southern California, 1972.
- McCoy, William P. "Major Discipline Summary: Summer and Fall Semester 1971-1972." Coral Gables: University of Miami, 1972. (Mimeographed)
- McGrath, Earl. "Student Governance and Disorder." *Change*. May-June 1971.
- Mayer, Martin. *The Schools*. New York: Anchor Books, 1963.
- Maynard, Joyce. "Reflections, Disenchantment of an 18-Year-Old." *Los Angeles Times*, "Opinion," April 23, 1972.
- "The M.I.T. Experimental Study Group in its Third Year." A Report to the Committee on Educational Policy at M.I.T., Spring 1972. (Xeroxed)
- Morey, Ann I. "A Profile of USC Undergraduate Students." Los Angeles: University Press, University of Southern California, 1972.
- Morshed, Rouzbeh. "Foreign Students." A term paper for ISE 541 at the University of Southern California, January 17, 1972. (Xeroxed)
- Mueller, Kate Hevner. *Student Personnel Work in Higher Education*. Boston: Houghton Mifflin Company, 1961.
- NASPA (National Association of Student Personnel Administrators) Vol. 9, No. 3, January 1972.
- "The New Student Handbook: 1971-72." Coral Gables: University of Miami, 1971.
- Niblett, W. R., ed. *Higher Education: Demand and Response*. San Francisco: Jossey-Bass, Inc., 1970.
- Nichols, David C. and Mills, Olive. *The Campus and the Racial Crisis*. Washington, D.C.: American Council on Education, 1970.
- Osborne, Donald, ed. *Handbook for Counselors*, 18th edition. Los Angeles: University Press, University of Southern California, September 1970.
- Panhellenic Handbook University of Southern California, 1971-72*. Los Angeles: University Press, University of Southern California, 1971.
- Parlett, Malcolm. "Study of Two Experimental Educational Programs at M.I.T." Available through the author or the Chairman of the Committee on Educational Policy at M.I.T., December 15, 1971. (Xeroxed)
- Peterson, Richard E. *The Crisis of Purpose: Definition and Uses of Institutional Goals*. ERIC Clearinghouse on Higher Education, No. ED 042 934. October 1970.
- "Playboy's Student Survey: 1971." *Playboy*. September 1971. pp. 118, 208-16.
- "A Proposed Position Paper for the American College Personnel Association Regarding Recommendations of the President's Commission on Campus Unrest." *Journal of College Student Personnel*. Clive L. Grafton, Chairman. March 1971, pp. 156-60.
- Reed, Norm, ed. *Fraternities USC*. Los Angeles: University Press, University of Southern California, 1970.

- Reichl, Hans. "Fraternity Goal Orientation and Programming." University of Southern California (Xeroxed).
- A Report and Recommendations by the Carnegie Commission on Higher Education. *Dissent and Disruption*. Clark Kerr, chairman. New York: McGraw-Hill Book Company, 1971.
- A Report and Recommendations by the Carnegie Commission on Higher Education. *New Students and New Places*. Clark Kerr, Chairman. New York: McGraw-Hill Book Company, 1971.
- Report of the Ad-Hoc Committee in service to the University Policies Commission to review and evaluate the role and functioning of the Ombudsman's office. "The Role and Functioning of the Ombudsman—UCLA—1969-71." R.R. O'Neill, chairman, 1971. (Xeroxed)
- Report of the American Bar Association. Commission on Campus Government and Student Dissent. pp. 20-25.
- Report of the Commission on Governance of the University. *The Governance of the George Washington University*. James M. Mitchell, chairman. Washington, D.C.: George Washington University, May 1971.
- Report of the Commission on Student Participation in the Policy-Making Processes of the University. *The Temple Plan for University Governance*. Philadelphia: Temple University Press, September 16, 1968.
- Report of the Commission on the Danforth Study of Campus Ministries. *New Wine*. William L. Kolb, chairman. St. Louis: Danforth Foundation, 1969.
- Report of the National Advisory Commission on Civil Disorders*. Otto Kerner, chairman. New York: Bantam Books, 1968.
- Report of the Panel on Student Financial Need Analysis to the College Scholarship Service, A Digest of the. *The Possible Dream: Meeting Student Financial Needs*. New Jersey: College Entrance Examination Board's Publications Order Office, 1971.
- The Report of the President's Commission on Campus Unrest*. William W. Scranton, chairman. New York: Avon Books, 1971.
- The Report of the Sub-Commission on Students of the University Planning Commission. *Student Life and Student Services, 1966-1980*. Paul A. Bloland, chairman. Los Angeles: University Press, University of Southern California, March 1, 1967.
- Residential Life Staff Handbook*, a publication by the Student Affairs Office. Los Angeles: University Press, University of Southern California, 1971.
- Rimmer, Robert H. *The Hurrad Experiment*. New York: Bantam Books, Inc., 1967.
- Sandeen, Arthur. "Summary Report on Student Activity Fee." An Interoffice Communication from Iowa State University, November 16, 1971.
- Savage, William W. *Interpersonal and Group Relations in Educational Administration*. Glenview, Illinois: Scott, Foresman and Company, 1968.
- Shaffer, Robert H, and Martinson, William D. *Student Personnel Services in Higher Education*. New York: Center for Applied Research in Education, Inc., 1966.
- Sklar, Bernard. "The Student Movement: Summing up the Results." Testimony prepared for the Commission on Student Life, University of Southern California. January 5, 1972. (Xeroxed)
- Skolnick, Jerome H. *The Politics of Protest*. New York: Simon and Schuster, 1968.
- Smith, C. Kerry, ed. *The Troubled Campus*. San Francisco: Jossey-Bass Inc., 1970.
- Smith, John E. "From Tension to Community." *Faculty Forum*, 59 (Spring 1972), pp. 1-2, 5.
- "Statement of Student Rights and Responsibilities." Washington, D.C.: George Washington University, 1970. (Mimeographed)
- Stoke, Harold W. *The American College President*. New York: Harper & Brothers, 1959.
- Student Affairs Task Force—1971: Student Personnel Work – Background Readings*. Los Angeles: University of Southern California, 1971. (Xeroxed)
- The Student Personnel Point of View*. E.G. Williamson, chairman. Washington D.C.: American Council on Education, 1949.
- Student Rights and Responsibilities: University of Miami, 1971-72*. Coral Gables: University of Miami Press, 1971.
- Student Handbook 1971-1972*. Washington D.C.: George Washington University, 1971.
- "Students High on Books, Report Finds." *Right Now*. April, 1972.
- The Study of Education at Stanford*, Vol. I-X. Herbert L. Packer, chairman. Stanford: Stanford Press, 1968.
- "USC and the Community: A Special Issue." *So-Cal Magazine, Daily Trojan*. Los Angeles: University Press, University of Southern California, April 10, 1972.
- The Western Interstate Commission for Higher Education: Annual Report 1971 - Wiche*. Boulder: Wiche, January 1972.
- Westley, William A., and Epstein, Nathan B. *Silent Majority*. San Francisco: Jossey-Bass Inc., 1969.
- Williamson, E.G., and Darley, J.G. *Student Personnel Work*. New York: McGraw-Hill Book Company, 1937.
- Williamson, E.G.; Snoko, Martin L.; and Snyder, Dorothy F. *Student Personnel Work at the University of Minnesota*. Apparently an "in-house" publication by the University of Minnesota, 1951.
- Williamson, E.G. *Student Personnel Services in Colleges and Universities*. New York: McGraw-Hill Book Company, 1961.
- Williamson, E.G., ed. *Trends in Student Personnel Work*. Minneapolis: The University of Minnesota Press, 1950.
- Wrenn, C. Gilbert. *Student Personnel Work in College*. New York: The Ronald Press Company, 1951.
- Zeman, Ray. "53% of UCLA Youths Tell of Marijuana Use." *Los Angeles Times*. September 9, 1971, Part II, p. 1.