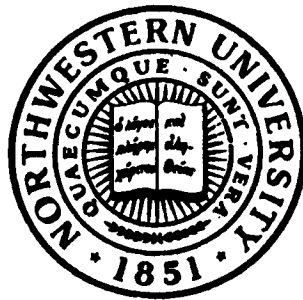


The Quality of Life at Northwestern

Winter 1984



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NORTHWESTERN UNIVERSITY ASSOCIATED STUDENT GOVERNMENT

FROM THE STUDENTS OF NORTHWESTERN UNIVERSITY
TO THE TRUSTEES' COMMITTEE ON STUDENT AFFAIRS

My plea, then, is this: that we now deliberately set ourselves to make a home for the spirit of learning; that we recognize our college is not only a body of studies but a mode of association....It must be a community but a very real one, in which democracy may work its reasonable triumphs of accommodation, its vital process of union.

Woodrow Wilson
President, Princeton University
1909

MARCH 9, 1984

This report is written by Gary Cooke and approved by the ASG Senate with special thanks to:

Mark Schroeder, ASG Advisor
Anthony Marek, ASG Executive Vice President
Carter C. Brydon, ASG Financial Vice President
Mark Cullen, A&O Chairman
Bruce Kaiser, Director of Norris University Center
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Margo Brown, Assistant Dean of Students
Jeremy Wilson, Associate Provost
Adam Rogoff
Susan Olson
Lindsay Green
Vera Kaylor
Rob Bowen
Anne Bothwell
The Northwestern University Trustees' Committee on Students
Affairs for asking us what our goals and priorities are
for this year.

Report to the Trustees' Committee on Student Affairs

The Associated Student Government was created in 1968 as the all campus student representative organization. Our purposes are to articulate student opinion, influence administrative policies and decisions, promote the general welfare of the university, provide educational and learning experiences through active involvement in our organization, and represent the students to the Faculty, the Administration, the Alumni, the Trustees and the general public.

Students come to Northwestern because of the high quality academics, but the environment needs to be enjoyable, while providing a great education. This report will put forth the requirements for a healthy environment, what students need and want from college, and why Northwestern has a low Quality of Life. We will close by presenting some initial solutions to this problem. Because the students have little formal influence in many of Northwestern's decisions and programs, ASG spends a great deal of time reacting to administrative and faculty decisions. Thus, ASG acts like Sisyphus who rolls his stone up the mountain only for it to roll back down. Each fall we again start at the bottom. With some fundamental changes, however, we feel we can break away from this infernal game.

ASG consists of an Executive Board and a Senate. Together these two bodies make up the various committees that work to present ideas, implement programs, and influence decisions. Our immediate day to day concerns lie in the areas of:

SAFETY- Because of rapes during the 1982-1983 school year, we created a committee to study campus safety and propose safety improvements.

NORRIS- This is the one place where all students can go to socialize, participate in extracurricular activities, or just relax. To provide better services for the students we conducted a phone survey, in cooperation with the Norris Center Board, to show what students want and need from Norris. The survey was prepared by Professor Rangiswami and some KGSM marketing students and the Norris administration has been very open to our efforts to create a gathering place for the Evanston campus.

ACADEMICS- Students come to Northwestern because of the academic reputation and ASG works to enhance the academics, while suggesting changes to build a supportive and balanced environment. The Academic Committee is working to reform the P/N (Pass/No Pass) option and surveying students for a faculty honor role. In April, ASG will also present, in cooperation with other organizations, an academic symposium on Central America.

SPEAKERS- A successful speakers program stimulates intellectual debate and discussion and cooperative programming bridges the academic with the non-academic. The Central America Symposium is an excellent example. Because this year is an election year, we are bringing as many Presidential candidates to campus as possible as part of our "Campaign '84" program. Dick Gregory visited campus on February 3rd to kick off Black History Month and this was made possible by the A&O/FMO/ASG Joint Speakers Account.

STUDENT SERVICES- As the name implies, this committee works to improve the student's life through services and some social programming. Every year, we sponsor Pumpkin Prom (a Halloween party) and a spring break trip to Florida. The committee is working with Alumni Relations to build a career video library, and create a summer internship program, while also lobbying to get Centrex phones in the library and change machines in the dorms.

STUDENT FUNDING- With the increase in money that we are allocating to student groups, the Finance Committee has taken steps to create a fiscally responsible spending and auditing procedure for all student organizations recognized by ASG. Beginning this year, at the end of every year, we will earmark the surplus in student funds for the use of improving the campus. This year, in conjunction with

GOVERNMENT- We will be conducting a voter registration drive and, evaluating ASG's past performance, to make necessary changes. One of these changes includes strict ASG election procedures. We have an advisor and he has worked with us to institute goal setting sessions, a fall leadership conference, and periodic evaluations of performance. The advisor is also important in helping us from day to day and for providing continuity from year to year. These programs are important so that we may be more effective and provide the students with better leadership.

ASG PUBLIC RELATIONS- The Daily Northwestern prints relatively little positive information about ASG, so through flyers, advertising and recruitment efforts we stay in contact with our constituencies. A positive outcome of these efforts is that we have as many volunteers working for ASG as we do Senators.

These have been ASG's goals for the year. Some of them, however, will be our aims for several years. Improving safety, academics, and the quality of life are examples of objectives that are of general concern to students. Specific attitudes may change, along with changes in society and the student body, but the need to endure that the institution is responsive to the ever changing needs of students and to improve the quality of life will remain a continuing issue for ASG.

What do Students want and need from College?

During the different stages of our lives we all experience different needs and the way in which these needs are met profoundly effects the rest of our lives. Recently, research has begun to focus on the years a student spends in college and how these years are strategic in the proper development of adults. Some have referred to this stage of life as the "old adolescent" stage and according to David Drum (in Morrill and Hurst) college is crucial because these "years are times of developmental expansiveness."¹ The student, then, is in a unique environment and stage of life. With one foot in our parent's homes and one foot in our newly developing independent life, we are inundated with stimuli from a variety of sources. Students, "while attempting to order the diversity and complexity of college life can be seen, states Drum,

1. Exploring new ways of thinking,
2. Engaging in novel activities,
3. Shifting attitudes, values, and beliefs,
4. Employing new standards of conscience,
5. Forming a changed sense of self,
6. Setting career directions,
7. Becoming more tolerant of individual differences,
8. Making other types of adaptations.²

The student, then, is developing personal sexuality and values, searching for a mate, gaining integrity (or losing it) and searching for a meaningful career. College is a time of great change and development and these changes lead "toward more complex behavior" and a higher "developmental position."³ The student comes to view the world in a fundamentally different way, and each of the changes becomes important because they provide the base, which needs to be supportive and sturdy, for continued development.⁴

To enhance student development and an academic education, Blocher (1974) puts forth seven key conditions for healthy growth.

1. The learner actively engages in the learning environment. This learning can occur in the classroom or in extracurricular activities and is learned "Involvement."
2. "The learner is in a condition of mild disequilibrium with respect to his capabilities and the requirements for mastery of a subject." Stimulating classes and speakers, small discussion groups, living and working with different people, participating in new activities, and leadership positions are all examples of "Challenge."
3. "The learner experiences a degree of empathy, caring, and honesty from others. The learner is touched by a network of positive human relationships" A mentor or advisor, a humanistic bureaucracy, a caring professor or administrator, and student services are all examples of "Support".
4. "The learner has available examples of functions of performance slightly more advanced than his or her own, is able to observe this functioning, and witness rewards." Role models and learning by example are part of "Structure".
5. "The learner has opportunities to practice the use of new cognitive structures and their related skills and receive clear, accurate, and immediate information about performance relative to the environment." Student-Faculty contact, recognition and reward systems for both and a student organization advisor are all part of the "Feedback" process.
6. "The learner is able to test new concepts, attitudes, and skills in a variety of natural settings and situations in which opportunities for improved relationships, problem solving, decision making, or appreciation can be directly experienced." Field experience, coop education, student organizations, volunteer jobs, and research are examples of "Application".

staff, administrators, and peers), a positive identity, and a high self-esteem.⁸ The latter two are not only a function of academic and social success but depend on the success of one and two.

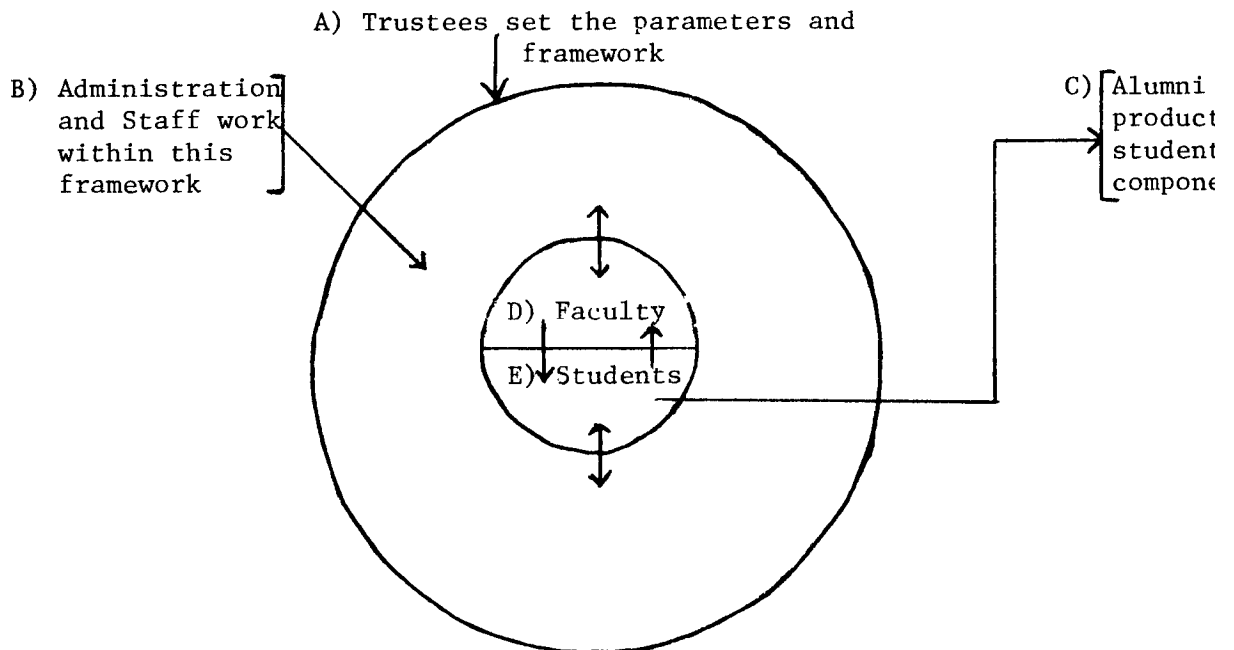
Each year thousands of freshmen are surveyed by Austin, et. al., of UCLA to formulate a picture of what these students are like and what university administrations can expect. The American Freshman study tabulates these attitudes by breaking freshmen down into Men, Women, and All. The survey is also divided into categories such as Two-Year Colleges, Private Universities, Public Universities, and Predominately Black Universities. (See Appendix A) In 1981, across all institutions 76.3% said they entered college to get a better job. For Private Universities, in 1981, 63.1% stated they were preparing to go to graduate school. This percentage is significantly above the general population. Freshmen also rated themselves on personal traits and for Private Universities the "Drive to Achieve" was the highest percentage (80.3%) across all categories and responses.⁹ Joe Basil states that, "students today look upon themselves as 'investors' and indeed many of them have put a great deal of time, money and effort into their academic experience."¹⁰ At Northwestern, for instance approximately 75% of the students are on work study, while 52% have scholarships, loans, and grants."¹¹ The cost a Northwestern education is also among the highest in the country at \$12,000-\$15,000 per year. As an investor the student has a stake in the success of the institution and expects that there will develop a special relationship that is not only active, but reciprocal. Students, however, are still viewed as clients. This view, predominant because of the long tradition of counseling psychology, creates a passive relationship in which students simply receive certain services. Banning and McKinley feel this client mentally should be re-examined and

seen as ill and in need of treatment... Students come to our attention only when a problem develops and becomes symptomatic."¹² This, then, focuses attention away from what may be a very sick environment. An example of this is the recent alcohol awareness campaign on campus. Though this program is extremely important and may solve some individual's problems, a lasting solution would be one of examining the environment and making changes in this realm.

The Realities of Northwestern

Northwestern is noted and praised for its beautiful Evanston campus, but sometimes beauty is only skin deep. This cliché is not only expressed through the frustration of the students, but those who rate universities also observe this phenomena. Edward B. Fiske, author of The Selective Guide to Colleges (See Appendix B), rates Northwestern's Quality of Life as a two on a one to five scale. 5=excellent. According to Mr. Fiske (phone conversation) this rating is a function of a lack of community and the high pressure academic environment. Though he was general in his statements, we will clarify what he observed.

First, let us examine how an outsider would look at the university.



The Trustees(A) set the general parameters and organizational framework in which the Administration(B) and Staff(B) work. This paradigm, if it can be called that, guides the university and is effected by all of the various members of the community. The Alumni(C) are an outgrowth of the

The center of the circle consists of the faculty and the students. This area along with physical facilities, is where someone looks to rate the university. The "Rater" will also examine the boundary areas for a general sense of satisfaction, conflict, and attitudes. These boundary areas are where positive and negative feelings are created.

Some reasons for Northwestern's lack of community are clearly obvious. Garrett Seminary sits directly between North and South Campus, while the division between Greek and Non-Greek, Black and White, Tech. and Non-Tech., Academic and Non-Academic, over 21 and under 21, the Chicago Campus and the Evanston Campus all add to the problem of creating a strong community spirit. Other contributors include the location of McGaw Hall and Dyche Stadium far off campus and the practice of encouraging independent colleges to have their own programs, endowments, and fund raising activities. Many of these we cannot change or in fact want to change. Dyche Stadium is not easily moved. Northwestern also prides itself on its diversity as well it should, but a commitment to a higher Quality of Life, with more emphasis on what we all have in common, will allow diversity to survive in an environment of acceptance.

The Lakefill is an example of a major effort to improve Northwestern's Quality of Life. Though the lakefill is very beautiful, Rocky Miller's dream seems to have been forgotten. Today, only one building (Norris) out of eleven is not academically related. The new Aquatic Center is a change that may help improve the student's life. If it is not used simply as a recruitment tool and is available to the undergraduate/non-varsity athletes on a daily basis the center will be a much used and appreciated facility. We also urge that before fees or additions to our tuition are imposed we be asked to participate in the decision making.

McGaw Hall (The Welsh-Ryan Arena) represents one attempt to improve the Quality of Life that has been neglected. In the spring of 1983, the students passed a \$15 entertainment fee and this fee, supported by the Trustees, has become extremely controversial because of the non-multipurposefulness of McGaw. We had hoped to present at least three major concerts this year, but because of the administrative decisions designed to hinder (or stop) these events McGaw will be used for such activities as a high school wrestling tournament. (See Appendix C) We have, however, not given up on the entertainment fee or improving its multipurposefulness.

This is an example of institutionalized decision making that disregards student opinion and healthy development as put forth by Blocher. Nevertheless, some collaboration is beginning to improve life at Northwestern. With the aid of the Campus Activities Office, Alumni Relations, and Undergraduate Residential Life we are continuing to expand programming on campus. This is important and Raymon Parker, Director of Student Activities at SUNY/New Pultz, states that, "I know of no other endeavor that brings to a college the sense of community that can be built through a comprehensive campus activities program."¹³ A comprehensive activities program, however, is not just parties and concerts. It involves every constituency of the university. "Students, Faculty, and staff work together on committees, projects, and governance issues. All these activities and more can and should be facilitated... in order to increase communication and knowledge, creating an atmosphere through which people will come to have a favorable impression of the university."¹⁴ These activities help fulfill the conditions that Blocher puts forth for healthy growth. These include: "Involvement", "Structure", "Feedback", and "Application", which at times, as our examples

Recent events clearly show that these conditions for growth and the "investors" interests are not respected. The Faculty Senate has the power to recommend and change academic rules. This previous spring the Senate added the "First Day Drop Rule". This rule states that if a student is not in attendance on the first day of class the professor can drop the student. The opinion of the students was never sought. In fact, only one student is invited to the Faculty Senate meetings. That student is the President of ASG, who has no voting right and must leave the room on some issues. This is clearly not a cooperative, mutually beneficial, learning environment.

Another event was the decision to change the North Allison dorm (1838 Chicago Ave.) into the Residential College of Commerce and Industry. This decision was made by executive fiat and though residential colleges may provide some solutions to the low Quality of Life, we want to be a part of the decisions that profoundly effect our living arrangements. Within the last three years this is the third major instance of this decision-making style in regard to housing. Hobart was changed to the Women's Studies Residential College in 1982 and Goodrich was changed from an all male dorm to an all female dorm in 1983. ASG did not support the 1982 change, but did support the 1983 change. The student's opinions in these matters, however, do not seem to be important.

Schmidt and Blaska state that "student activities are a crucial part of higher education,"¹⁵ and the applied experience in decision making, motivation, team building, citizenship, conflict resolution, negotiation and goal accomplishment are lifetime skills that need to be practiced to be learned. Today, because students are investors, "They have incentives to get involved in the decision making process so they can insure

a good return on their investment."¹⁶ Student involvement is not only important to the students but it is also an aid to the administrators. Involvement through governance can gauge student satisfaction and present solutions to these problems,¹⁷ provide input so that administrators will be better equipped to serve student needs, and "help an administrator make better decisions by allowing for all sides of an issue to be presented."¹⁸ Students also have many fresh ideas and new strategies and "encouragement of student support and participation now may mean greater alumni support later."¹⁹

The student who attends Northwestern is upwardly mobile, bright, concerned with academics, and career oriented. Graduate school, particularly law, medicine, or business is also a major priority that drives the Northwestern student to achieve. This, in part, contributes to the fierce academic environment. Other factors which contribute to this high pressure competitive situation include 1) grading on a curve, which restricts the percentage of high grades, 2) intermediate grading, which can mean the difference between Northwestern's graduate schools or lesser schools and 3) the heavy course load. (Northwestern students take four classes, while students at almost every other university on the quarter system take only three classes.) This career oriented environment, with its competitiveness and pressures is reinforced by the faculty drive to research and publish. (A requirement for tenure) Alexander W. Astin has found that "the neglect of undergraduate teaching that characterizes faculties in many research-oriented universities" is a major factor that leads to decreased student satisfaction.²⁰ He also found that a low faculty-student ratio is not an important determinant of student satisfaction. Quality rather than Quantity makes a college education great. Northwestern is heralded as special

in the academic world because it is a major research institution with a stated commitment to undergraduate education. This commitment, however, is meaningless if the faculty are not rewarded for excellent teaching or have no other incentives to teach well. The choice between publish or perish and good teaching is easily made. This is not a zero-sum game. Seminars on effective teaching, peer or supervisory critiquing and tenure and monetary reward are all ways in which Northwestern can improve the student's education through an emphasis on good teaching. According to Dr. Lee Noel effective teachers are those who:

1. have knowledge of the subject matter
2. organize data for logical and clear presentation
3. demonstrated interest in subject and learner
4. evaluate performance clearly and fairly 21

Number three is an important determinant of student satisfaction, which is often ignored, though they do not need to be, in our research oriented environment.

Northwestern does not have a retention problem, nonetheless, a study by Wieggers (Nebraska Wesleyan Univ.) may provide some insight as to what makes students feel good about a university.

	<u>Persisters</u> % yes	<u>Dropouts</u> % yes
Advisor helped beyond registration	54	30
Faculty member who cared	75	49
Affiliated with a Greek org.	67	49
Participated in a campus org.	49	31
studied groups throughout		
Financial difficulties?	32	35
Scholarship aid?	49	41
Part-time job?	67	36
*Part-time job provided students with access to a significant adult on campus.		

The Wieggers study found that persisters needed to feel a responsibility to a group, organization, or job and to feel the genuine interest, concern, and care from a faculty member. ²² The process of "Integration" is

greatly advanced when the faculty member is an academic mentor and "Structure" occurs when the faculty member or administrator is a positive role model.²³

In Four Critical Years, Alexander Astin found that the most potent measures of overall satisfaction were academic involvement and student-faculty interaction.²⁴ Astin also found that the "positive effects on interpersonal self-esteem were observed at only one kind of institution: the private college or university." This, he states, may be a result of the greater degree of intimacy and attention given to the student.²⁵ But because we are a major research institution, we lose that intimacy and attention and this leads to decreased student satisfaction. (vis a vis Astin's other findings-footnote 20) Satisfaction could be increased, however by counterbalancing our research with excellent teaching and moving toward more personalized environment.

A few examples will show that Northwestern's present environment has the effect of obstructing such conditions for healthy growth as "Involvement," "Support," "Structure," "Feedback," and "Integration." Many of the classes at Northwestern, especially in the Technological Institute's premed classes and the College of Arts and Sciences' prelaw and prebusiness classes, follow the "digestion and regurgitation" method of teaching. In this environment student is not "Involved", but is simply a passive acceptor of the information given by the lecturer. "Involvement" can also occur outside of the classroom. Such an example is the university committees that involve both students and faculty. These committees could be very important for student development, but on several occasions this year alone, we have received complaints that faculty members do not show up for the meetings. A significant element of "Support" is proper friendship formation and social interaction. In a

a top priority for change,²⁶ but because of the stress placed on grades rather than learning, the competitive environment reinforces the individualism needed for "grade getting." Not only is there little interaction between students and faculty that reinforces "Structure," (i.e.-role modeling) there is also little interaction between students that would enhance mutual learning in the classroom. There are few courses that encourage students to work together or teach others what they have learned. The only "Feedback" that most students will experience at NU is a letter grade and this, in turn, reinforces "getting the grade." The emphasis on "grade getting" and the "digestion and regurgitation" method of teaching are two factors that interfere with "Integration."

Though these are brief explanations of how Blocher's conditions relate to Northwestern's environment, they serve to show us that the conditions for a healthy student development are not being fully met. (Our discussion to this point shows us that "Challenge" is the only condition that is satisfied.) What Astin and Blocher show us is that if students are involved in decision making and activities and the student-faculty relationship is a good one, then feelings about the university will be positive. Until these needs are met, however, a low Quality of Life and low satisfaction will continue to be the norm. For healthy growth the student needs to be included in these processes. As an "investor" the student wants to be included in these processes. Joe Basil, Director of St. Cloud State University's Atwood Center, concluded a recent speech by stating that, "I feel they [the students] are looking to be included and do not want to supplant us."²⁷ Mr. Basil is totally correct.

When an outsider rates the university or when others want to get a gauge on the university's quality, they primarily look at the

undergraduate schools and stereotype about the rest of the community. This phenomenon has been termed the "halo effect" and if Northwestern is not committed to undergraduate education, then the "halo effect" should be of concern to all who are involved with NU. This concern has been expressed by some graduate school administrative personnel. Northwestern's business and law schools are the best in the nation, but if the "halo effect" pulls these schools down, then Northwestern's devoted work will be for naught.

Barrons' Profiles of American Colleges 1982 lists Northwestern's academics as "Highly Competitive +." We are not in the "Most Competitive" category, but we fulfill some of its important requirements. This is why we receive the "plus."²⁸ The Selective Guide to Colleges only gives us a rating of four on a one to five scale. 5=excellent. (See Appendix B) This, we do not feel, is a fault of faculty research or of the student body, but reflects the classroom environment. In spite of these ratings, Northwestern still provides an edge for acceptance into graduate schools. For Northwestern students, 90% of those who apply are accepted to graduate school and Northwestern's placement is one of the best in the country. These advantages may account for the reasons why students stay at NU despite widespread dissatisfaction with the Quality of Life and the academic pressures.²⁹ Because students are concerned that the environment be "personalized and humanized," this dissatisfaction could become a recruitment/retention problem.

The interactions between other members of Northwestern's community also contribute to positive feelings. Because of the size of NU almost every member comes in contact with other members on a daily basis. The

dealing with faculty, alumni, students, and the outside community. From initial investigations we have not found the university using any evaluation systems or personnel training courses on how to deal with the public. A successful business depends on an efficient evaluation system.

Positive interaction will also enhance a student's sense of belonging to the institution and because we view ourselves as "investors" we not only have a stake in the success of Northwestern, but we want to feel the pride that is a part of belonging and being involved in a great tradition. This pride and the student's understanding of how he or she is important to NU's further success are important insofar as a high Quality of Life and a healthy academic environment nurture pride in Northwestern and an understanding of the student's future role. Student satisfaction now is a factor in Alumni giving of the future. The final section of this report deals with specific proposals that we feel will greatly improve Northwestern.

Some Specific Proposals

In "The Realities of Northwestern," we put forth NU's major problems as they relate to what would be a healthy environment for student development and academics. This preliminary report is intended to show that life at Northwestern needs to be closely examined. Our first proposal is that the entire university thoroughly study these problems to fully understand NU students, their perspectives and their needs, and make the necessary changes to improve Northwestern. As we search for a new president, the time is ripe for a re-evaluation of the path we are traveling and a reiteration of our goals as a great academic institution.

In the area of student-faculty interaction we urge the creation of incentives and rewards for good teaching, with more emphasis on teaching in the tenure process, teacher training, and a commitment to improve the classroom environment. This does not require reducing our commitment to research. At the February 2 meeting of the Faculty Senate, Professor David Nelson spoke of a new partnership between the Trustees, the Administration, and the Faculty, who were all equally committed to Northwestern's academic success. The student as "investors" in Northwestern, are also committed to this goal and our inclusion in this partnership is a must for success. As part of this, ASG calls for improved relations between the Faculty Senate, the General Faculty Committee and Northwestern's student government. We would also like to see more informal gathering of students and faculty. By working together, we not only improve the Quality of Life and provide each other with unique growth and learning experiences, we can improve Northwestern. These changes are a major step, though far from comprehensive, toward solving many of the problems examined in "The Realities of Northwestern."

Community spirit is an element of a good Quality of Life; recently the Associated Student Government Senate approved of two programs designed to help bring the campus closer together. The first program is a "Welcome Back" all campus convocation, the Sunday before classes begin (September 23, 1984). Prominent speakers, a talent review, and an athletic rally are all ways in which this program could begin the year for Northwestern. The second program is an "End of the Year" get-together on the Sunday before Reading Week of Spring Quarter (May 27, 1984). Some have suggested that an all campus picnic would bring the members of the community together for a "State of the University" address and a focus on the year's achievements. During this program, ASG would like to give awards to members of the community who have improved our lives and award faculty members who are outstanding teachers. The success of these programs depends on incentives to induce students and faculty to attend and a well planned agenda. Because ASG does not have the money or the power to bring all of the members of NU together, this legislation calls on the administration to coordinate these programs. ASG will help in any way possible to make these proposals successful.

When the lakefill was built, the Norris University Center was included in the plans to improve Northwestern's Quality of Life, and the administrators of Norris are dedicated to this goal. Last year, a gathering place for students who are over 21 was completed, and now plans are being carried through to develop the South Concourse into a gathering place for "coffee house" and a late night eatery for the students under 21. These are just a few of the programs designed to help improve the student's life, but Norris is used by more than just students. Norris is used by the Admissions Office, the Alumni and John Evans Club, the faculty, KGSM, and a myriad of other organizat:

Annual events, such as Homecoming, Parents' Weekend, and May Fest also use the Norris facilities. Norris has become the one place on campus where every member can gather, interact, and participate in a wide variety of programs and events. Today, Norris is operating at capacity to fulfill not only the needs of those who use it, but to fulfill its role as a representative of Northwestern. The demand for Norris from students is high and members of the NU community are asking for increased usage.

In a recent study of two of the rooms used extensively for students, between September and February these rooms were free on only two weekend nights. The student groups with offices represent only half of the groups we fund. Because of space limitations, in several of the student offices, there are as many as four student groups sharing desks, one phone and one typewriter. Norris is also used eight weekends of the year for prospective students and their parents, for development conferences, and for academic programs (i.e. the recent National Music Contest). Approximately 6,000 events were scheduled last year and this represents a 70% growth from 1973. Periodic building counts show that 5,000 people enter Norris every day and some 2,000 eat breakfast, lunch, and dinner there. Because of this, a planning group is in the process of being formed to explore expansion possibilities and articulate future needs (see Appendix D). ASG proposes that the Trustees establish Norris as a priority for improvement and expansion in order that Norris may better serve the members of Northwestern. Thus, we urge the university to undertake a fund-raising campaign to improve and expand the Norris facilities and thereby foster a better Quality of Life at Northwestern.

As the academic market becomes increasingly competitive, it is imperative that we, as a great academic institution, not only strengthen our academics, but understand the needs and wants of our "investors." Northwestern is

great in many areas, but to be the best, NU needs to understand the students, the importance of their involvement in this community, and how later involvement is a function of the students' present education. Together, the Students, Faculty, Staff, Administrators, Alumni, and Trustees should prepare for a successful future, so when we sing:

Hail to Alma mater, we will sing the praise forever,
All thy sons and daughters pledge the victory and honor.
Alma mater praise be thine, may thy name forever shine,
Hail to Purple, Hail to White, Hail to the Northwestern.

we will remember a proud past.

APPENDIX A

The American Freshman: National Norms for Fall 1981;1982

by Alexander W. Astin, Margo R. King, Gerald T. Richardson,
Graduate School of Education, University of California,
Los Angeles

The American Freshman study breaks higher education down into such categories as 2 year colleges, 4 year colleges, private colleges, public and private universities, and predominantly black colleges and universities. Northwestern is a private university.

Some selected results:

Reasons noted as important for going to college

	Private University		All Institutions	
	<u>1980</u>	<u>1981</u>	<u>1980</u>	<u>1981</u>
Get a better job	68.6	67.6	77.1	16.3
Gain a general education	74.4	76.8	66.7	67.4
Make more money	56.1	59.1	63.4	67.0
Learn more about things	79.9	79.2	74.6	73.3
Meet new and interesting people	55.7	66.0	56.2	55.4
Prepare for graduate school*	61.5	63.1	46.0	45.4

*For private universities, this was the highest percentage across all categories except predominantly black colleges

Reasons as very important in selecting this college

	Private University		All Institutions	
	<u>1980</u>	<u>1981</u>	<u>1980</u>	<u>1981</u>
Has a good academic reputation*	75.6	78.6	50.8	53.0

*Highest of all reason given across categories and responses

Highest Degree Planned

	Private University		All Institutions	
	<u>1980</u>	<u>1981</u>	<u>1980</u>	<u>1981</u>
Masters (M.S., M.A.)	33.1	34.3	29.7	31.0
Ph.D. or Ed.D.	15.4	16.4	7.9	7.4
M.D., D.O., D.D.S., D.V.M.	16.7	16.8	6.4	5.9
LL.B., or J.D.	11.2	11.1	4.3	4.0

Probable Major Field or Study

	Private University		
	<u>1980</u>	<u>1981</u>	
Preident, Premed, Prevet	8.7	8.6	--highest across categor:
Political Science	5.8	5.4	--highest across categor:
Business Admin. (general)	5.6	5.6	--lowest across categori
Electrical and Electronic	-	5.2	

APPENDIX A con't

Probable Career Occupation

	Private University		All Institutions	
	<u>1980</u>	<u>1981</u>	<u>1980</u>	<u>1981</u>
Business executive	9.1	9.7	10.1	10.2
Engineer	13.1	14.1	10.7	10.9
Lawyer (attourney) or judge	10.2*	10.5*	4.1	3.9
Physician	12.7*	13.3*	3.5	3.4

*Highest accross all categories

Trait Self-Ratings

	Private University	All Institutions
	<u>1980</u>	<u>1980</u>
Drive to Achieve	80.3*	64.4
Politically Conservative	22.0	13.3
Political Liberalism	25.0	14.6
Academic Ability	82.4	51.5
Understanding of others	77.0	70.4

*Highest accross all categories and responses

APPENDIX B

New York Times Selective Guide to Colleges 1984-1985
By Edward B. Fiske, Times Books, New York, 1982

The Big Ten

<u>SAT or ACT</u>	<u>University</u>	<u>Academics</u>	<u>Social</u>	<u>Quality of Life</u>	<u>Total</u>
21/24	University of Wisconsin	5	5	3	13
475/525	Indiana University	5	4	4	13
550/600	University of Michigan	5	3	3	11
26/27	University of Illinois	5	3	3	11
450/500	Ohio State University	4	4	3	11
24	University of Iowa	4	3	3	10
500/550	University of Minnesota	4	3	3	10
600/625	Northwestern University	4	3	2	9
475/525	Michigan State University	3	4	3	9
450/525	Purdue University	3	3	3	9

1-5 Scale, 5=best

Other Selected Universities

<u>SAT or ACT</u>	<u>University</u>	<u>Academics</u>	<u>Social</u>	<u>Quality of Life</u>	<u>Total</u>
700/675	Harvard	5	3	4	12
625/675	Stanford	5	4	5	14
625/650	University of Chicago	5	2	3	10
600/650	Duke University	5	2	3	11
575/625	University of Virginia	5	4	5	14
575/625	Washington University	4	3	3	10
500/575	University of Washington	4	3	3	10
600/650	University of Pennsylvania	5	4	3	11
675/675	Yale	5	3	4	11

Academics is a rating of the overall academic climate, the school's reputation in the academic world, the quality of the faculty, the level of teaching and research, the academic ability of the students, the quality of the libraries and other facilities, and the level of academic seriousness among the students and faculty.

4= Above the average of the top ten percent

5= "A handful of top institutions of its type in the nation on a broad variety of criteria.: The public schools with this rating are the "magnets of top students in the state."

Northwestern University

Evanston, IL
60201

Location Small City
Total Enrollment 10,470
Undergraduates 6,750
Main/Female 55/45
SAT V/M 600/625
Financial Aid 55%
Expense Pr \$\$\$\$
Applicants 8,250
Accepted 3,750
Enrolled 1,830
Academics ★★ ★★
Social ☞☞☞
Q of L **

Whenever Northwestern loses yet another football game — they recently went four years with only one victory — students in the stadium yell to the winning side, "We've got higher SAT's!" While this chant would hardly be consolation to true sports believers, it is music to the ears of the competitive, academically oriented students of the Big Ten's only private university.

Northwestern's commitment to undergraduate education is unusual for a major research institution but warmly welcomed by its serious students. Virtually all undergraduate courses are taught by regular faculty members, including required freshman seminars in arts and sciences that draw top pros and are limited to about a dozen students. Northwestern's library has a fully computerized catalogue, and regular use of the library is such a firmly embedded habit among students that a nightly, half-hour study break in the lounge at 9 p.m. has become an institution.

Northwestern provides those who aren't intimidated by its tough academics with some widely known programs. Among the six undergraduate divisions, the schools of speech and journalism and the technological institute have national reputations. The school of speech has excellent departments across the board, from theater and radio-TV-film to communicative disorders. Journalism offers ten-week internships at about twenty-five newspapers across the country, and the technological institute is particularly strong in engineering, a program that offers a five-year co-op option. The physical and social sciences are the strongest of the liberal arts. Economics and English's new writing major are especially praised, while math and languages are considered only mediocre. Fine programs in the music school enhance the college's offerings, but transferring credit from

music school to other divisions is often difficult. The school of education is gradually extinguishing its undergraduate program. There are many accelerated and combined-degree programs, like a six-year joint BA-MD, and interdisciplinary programs ranging from American culture to integrated sciences are offered in sixteen fields.

Requirements vary from one school to the next. Distribution requirements are fairly extensive, and the widespread practice of grading on a curve, i.e., restricting the percentage of high grades, adds to the fierce academic competition. Unlike most schools on a quarter system, Northwesterners take four (not three) courses each quarter, except in the technological institute where five are permitted. Students can take a break from the campus and workload through any of forty field-study programs, ten programs abroad for language study, and the Venture internship program.*

The student body is conservative and academically serious to the point that many complain that Northwestern lacks a social life. Even those described as partyers study hard. Two-thirds graduate in the top tenth of their high school classes, and nearly 15 percent are black. Three-quarters of the students come from out of state. Northwesterners are generally neatly and preppily dressed, although tech students, jokingly described as "weens," tend to be a year behind fashion, and theater majors a year ahead. An abundance of preprofessionals has added to Northwestern's image as "young corporate America," and the acceptance rate of its graduates at schools of medicine, business, and law hovers around 90 percent.

Northwestern's admissions policy is need-blind, but roughly a hundred students a year who qualify for grant aid are awarded only loans and work-study to start with. The university has been instrumental in the establishment of the nation's first state loan authority to issue tax-exempt bonds to provide capital for student loans. Families with adjusted gross incomes between \$40,000 and \$80,000 are able to borrow up to full tuition at an interest rate that varies on an annual basis. The university, not noted for outstanding athletic success, nevertheless does well by its stars, providing more than 200 scholarships, about 30 percent of them to women.

Students complain that the campus is always under construction, but five recently completed dorms enable Northwestern to house a considerably larger proportion of its students than the three-quarters it once did. At the moment, students bumped from the dorms either join fraternities or sororities or move off campus. Dorms range from small single-sex houses to large coed buildings. One entire building is made up of singles. Students may also join residential colleges. The colleges bring together students and faculty members with common interests during faculty "firesides" or simply over meals. Not every dorm has a dining hall, and a six-day meal plan is the only one available — no food on Sundays. Evanston offers some comfortable apartments, but rents are high and zoning laws prohibit occupancy of a house or apartment by more than three unrelated people.

Evanston's residents wouldn't mind seeing Northwestern fall into Lake Michigan — at least the constant zoning battles between university and city officials would be over — and the feeling is mutual. Getting a drink on campus isn't very difficult, but Evanston itself is mostly dry (it's the national headquarters of the Women's Christian Temperance Union), and all of Illinois has a drinking-age minimum of 21. While most people "don't go anywhere and sometimes drive each other crazy," Wisconsin's drinking age of 18 inspires an occasional road trip, and Chicago is twelve miles and a half hour away by "El." Winters are miserable, with freezing winds off the lake producing what meteorologists call "lake-effect snow," more unpleasant than the real thing. The landfill campus is beautiful, though, and in the

fall and spring students can take advantage of the Northwestern beach, bicycle paths, and sailing.

Fraternity and sorority parties and formal functions are the mainstays of campus social life, and a third of the students are Greeks. Independents complain that there are "very few alternative ways of socializing," but the pressure to join the Greek system is only strong during new student week. The student government is beginning to fill the gap by sponsoring campus-wide social events like the Pumpkin Prom and Winterfest, and homecoming (complete with purple beer, after Northwestern's school color) is an important event for most students.

Northwestern somehow stumbled into the state-school-dominated Big Ten, and is consistently at the bottom of that league in athletics. But most students seem proud of the fact that the university refuses to lower academic standards to improve its teams. Women's teams have better records than the men's, especially in volleyball and basketball, but in general athletic facilities are sparse and cramped. The student-sponsored intramural program, however, provides vigorous competition among teams from dorms and rival fraternities.

Freshmen soon learn, as one student warns, that "many students will get their first C's at Northwestern," and the pressure and competitiveness make it all too easy for students to spend more time in the library than the Oxford English Dictionary. But the serious student who is willing to divorce himself from the academic environment of Northwestern, check out the fraternity parties, or travel to Chicago once in a while, will find that four years in Evanston don't have to be dull.



NORTHWESTERN UNIVERSITY

Inter-Office Correspondence

DATE March 6, 1984

TO Gary Cooke, President

DEPARTMENT ASG

FROM Mark Cullen, Chairman

DEPARTMENT A&O

RE: McGaw Hall

Here is the information that you requested on McGaw Hall. If you need anything else, let me know.

During Spring Quarter of 1983, there were many discussions about the renovation of McGaw Hall. For example, in May of 1983, Jim Carleton sent a memo to Lawrence Nobles about two problems: the lack of a load dock and the "hangers" to be installed in the ceiling. Then on July 1 1983, Bruce Kaiser sent a memo outlining these and similar problems to Mr. Carleton. Ron Stern of JAM productions, one of the largest entertainment promoting agencies in the country, has had previous experience in producing events at McGaw (e.g. Rodney Dangerfield in September of 1980, and Bruce Springsteen in November of 1978) has stated that McGaw has not changed except that it is a nicer facility aesthetically. That is, it is not any better suited for entertainment other than sports than it was before the renovation. In the memo from Kaiser to Carleton on July 15, 1983, Mr. Kaiser states, "It is my opinion, based on personal observation, personal knowledge of systems, and considerable previous experience, that it would be difficult to have any significant entertainment event in McGaw Hall." In addition, he also says, "I believe that we would discover that equipment rental costs and production costs would erode viability." The fact is that most of the recommendations to increase the feasibility of a concert were ignored and the result has been to delay A&O's efforts to program a concert at McGaw.

An even more important factor in the delay, however, has been the establishment of the rental fee. In Fall Quarter of 1983, five dates were reserved for possible concerts. On January 5, 1984 several representatives from A&O and the Campus Activities Office to meet with officials from the Athletic Department in order to finalize costs for McGaw. However, after being told that no fee could be arranged without approval from Athletic Director Doug Single, certainly within a week something would be done. It was also discovered at this point that two of the previously reserved dates had been cancelled in order to house a high school wrestling tournament on the grounds that no written notification had been received by the Athletic Department (just a personal confirmation during a meeting with the building manager of McGaw Hall). On January 20, Doug Single contacted me, and said nothing was final but it looked

like the fee would consist of a basic fee of \$2500 plus ten percent of the gross revenues. This means that it was quite likely that A&O would have to pay well in excess of \$10,00 for the use of McGaw, not including extra personnel hired (ushers, security, stage crew, ticket takers, electrician) or any added equipment rental (like a forklift, since there was no loading dock). The total production expenses, including rental fee, would be nearly as much as the cost of the entertainer. This made a concert in McGaw unfeasible.

After protesting vehemently to President Strotz on February 3, A&O and ASG were both assured that the situation would be remedied quickly. Also, President Strotz expressed his concern principally over the renovations, but also over the rental fee. Lee Ellis was then given the rental fee decisions. At that point, the communications network between the Athletic Department, Student Affairs, A&O, and ASG broke down completely. Finally, one month after the initial meeting with President Strotz, in a letter to myself from Lee Ellis, dated March 2, an interim price for the rental of McGaw was set. This took over two months to accomplish and the decision could still be changed.

The McGaw Hall conflict is symbolic of a much larger problem. Last spring, the student body had a great desire to increase the quality of social life at Northwestern. Rather than wait for this to come, we initiated and instituted to ourselves the five dollar per quarter entertainment fee. The fee was implemented solely on the basis of A&O's ability to provide the type of social life needed by the student. If we cannot do this, the students of Northwestern will remember only that they paid \$15 for no extra benefits. The quality of life has not been improved because of A&O's inability to use McGaw. In addition, the generous alumni who made the McGaw Hall renovation possible, and who will make the new recreation center possible, were sold on the idea that McGaw would be an efficient multi-purpose facility. Unfortunately it is not. The problems encountered in the renovation of McGaw were manifested through a lack of communication and a strategic lack of information flow which left us unable to program for Northwestern University. In my opinion, the students' hopes were let down, they are not happy about what they are getting at NU, and we are unable to meet their needs.



Appendix D

NORTHWESTERN UNIVERSITY

Inter-Office Correspondence

DATE February 29, 1984

TO Gary Cooke, President

DEPARTMENT Associated Student Government

FROM John Podvin, Asst. Director of Operations

DEPARTMENT Norris University Center

RE Building use and traffic

A handwritten signature in dark ink, appearing to be "John Podvin", written over the "FROM" line of the header.

Attached are figures indicating the number of events which take place each year at Norris University Center. The number of actual events at Norris is misleading due to the fact that Norris is currently operating near capacity. The figures don't indicate significant increase because there is simply no more space to reserve during the periods it is most requested.

Demand for space by student organizations revolves around their academic schedules. Space is at a premium until the end of the quarter approaches when students become less interested in extra-curricular activities and more concerned with finals.

It is difficult to quantify the precise number of space requests that Campus Reservations must deny due to the lack of available space. Groups that don't plan far in advance often don't receive the dates they would like space for and settle for less desirable dates. We simply cannot accommodate other groups at all.

For those groups which are not involved in the priority scheduling process, it is extremely difficult to get space, especially on weekends and especially in the Louis Room or McCormick Auditorium.

Members of the Black Greek Council, especially fraternities and sororities who don't have their own houses, are routinely denied space. Shanley Hall has taken some of the pressure off of Norris but it is a much less desirable facility, difficult to maintain, and difficult to supervise. The Black Greek Council presently has fourteen Louis Room dates in priority scheduling per year - two for each of seven fraternities and sororities. They are now petitioning through Jim Carleton's office for 28 dates per year. This is a request we couldn't possibly accommodate given our present traffic level and space availability.

Alumni programs as well as the Admissions Office occupy significant amounts of space at Norris, each occupying eight weekends, some of which use the entire building. The Admissions Office originally was allotted four weekends per year for their programs through priority scheduling. For '84-'85 they have requested twice that number (eight weekends).

TO: Gary Cooke
FROM: John Podvin
RE: Building use and traffic

February 29, 1984
Page Two

The Norris Center Mini-Course Program occupies about ten rooms, Monday-Thursday during six weeks of each quarter, leaving only seven rooms to reserve during evenings for meetings, and many of these are booked in advance through priority scheduling. A&O occupies about 45 dates per quarter in the Louis Room or McCormick.

Conclusions:

Norris's largest shortcoming is its lack of space to handle large events such as banquets, parties, or exhibits. In this respect we have a strong need for an additional large multi-purpose room which could seat 600-700 for a banquet; the Louis Room holds 400 for meals. We also have a need for additional meeting space, especially for student organizations who routinely encounter difficulties in reserving space at Norris.

JSP:sg
Attachment

Year	Number of Events	Number Attendees (estimated)
1972-3	3777	
1973-4	5815	
1974-5	6440	
1975-6	6478	
1976-7	6624	
1977-8	7552	339.840
1978-9	6912	238.732
1979-80		
1980-81	7044	251.094
1981-82	5700	224.856
1982-83	6305	256.924



NORTHWESTERN UNIVERSITY

Inter-Office Correspondence

DATE March 8, 1984

TO Gary Cooke, President

DEPARTMENT Associated Student Government

FROM Bruce T. Kaiser, Director

DEPARTMENT Norris University Center

Bruce T. Kaiser

I enjoyed our conversation the other day when we discussed Norris Center and Quo Vadis as it related to the Center. You asked me how, in my opinion, Norris University Center can best respond to the future needs of the University community. As I look at building use statistics and as I talk with students and other members of the University family, I see the challenge for Norris to be that of continually reviewing what we are now doing, with the concept of remaining flexible and relevant to future points in time and with the idea of improving the kinds of programs and services which we currently offer to the community. When you ask, "What are we doing about all of this?", I can say to you that we are continually evaluating programs and services. In 1972 Vice President Carleton appointed what I consider to be a very important study committee to look at Norris Center in terms of what its present mission and goals are and to examine how these relate with those established by the building committee, previous to 1972. The study committee was broad in its membership with students, faculty, staff, deans, and administrators participating. In addition to their research and discussions, the committee conducted a survey of the University community and discovered that, in fact, Norris, at its tenth birthday was performing the functions that were established by the original building committee. There were, however, some future space limitations which needed to be addressed by a planning committee.

I agree with you that the quality of student life and a student's sense of community is highly affected by what happens at Norris Center. Currently, we are hopeful for funding this spring so that we can complete the renovation of the ground level this summer. If this becomes a reality, it will provide additional program space for students by the fall of 1984.

Soon a planning committee for future Norris space will be appointed to study space needs for Norris so that we continue to provide space which will satisfy the program needs of the University community. There is no question, Gary, that even though Norris continues to serve the University community well, in my opinion, in the near future we are going to be considerably inhibited by space limitations.

FOOTNOTES

¹Dimensions of Intervention for Student Development, Winston H. Morrill, James C. Hurst, et. al., (John Wiley and Sons, New York, 1980), p. 14

²Ibid.

³op. cit., p.23.

⁴loc. cit.

⁵op.cit., pp. 50-52.

⁶Retention, Dr. Lee Noel, (speech delivered August 27, 1976, at the University of Iowa, Iowa City, Iowa) p.2.

⁷"Student Governance: A Review of the Past and Ideas for the Future," Joe Basil, (speech delivered at the Association of College Unions International March 29, 1983 at the Homestead, Hot Springs, Virginia,) p.3.

⁸Noel, op. cit., pp.2-3.

⁹The American Freshman: National Norms for Fall 1981;1982, Alexander W. Astin, Margo R. King, and Gerald T. Richardson, (Graduate School of Education, University of California, Los Angeles, 1981, 1982), p. 50.

¹⁰Basil, loc. cit.

¹¹Barrons' Profile of American Colleges, Barrons, (Woodbury, New York, 1982)

¹²Morrill, op. cit., p.40.

¹³"The Vital Role of Campus Activities," Raymon P. Parker, Campus Activities Programming, (December, 1983), p.11.

¹⁴Ibid.

¹⁵"Student Activities," by Marlin R. Schmidt, and Betty Blaska, College Student Personnel Services, p. 156.

¹⁶Basil, loc. cit.

¹⁷Marlin, op. cit., p. 169.

¹⁸Basil, op. cit., p. 4.

¹⁹Ibid.

²⁰Four Critical Years, Alexander W. Astin, (Jossey-Boss Publishers, San Fransisco, 1977) p. 172.

FOOTNOTES con't.

²¹Noel, op. cit. p. 3.

²²Ibid.

²³Morrill, op. cit. p. 52.

²⁴Astin, Four Critical Years, p. 169

²⁵op. cit., pp. 40-41.

²⁶Student Presidential Search Survey, Carter Christian Brydon, and Gregory T. Williamson

²⁷Basil, op. cit., pp. 4-5.

²⁸Barrons, loc. cit.

²⁹Brydon, loc. cit.

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